



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Brynhyfryd
Mold Road
Ruthin
Denbighshire
LL15 1EG**

Date of inspection: May 2015

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

Ysgol Brynhyfryd is an 11-18 mixed, naturally bilingual school maintained by Denbighshire local authority. There are currently 1,061 pupils on roll with 189 in the sixth form.

Two or three forms in each year-group study their courses through the medium of Welsh. There is also one group for Welsh learners who are not yet fully proficient in Welsh.

The school serves a wide geographical area with 50% of its pupils coming from the town of Ruthin and the remainder from the surrounding rural area. The proportion of pupils eligible for free school meals is 6.9%, well below the national average of 17.5%.

Pupils represent the full ability range. One per cent of pupils have a statement of special educational needs and a further 17% have been identified as needing some support. These figures are below the averages for secondary schools in Wales.

About 66% of the pupils come from homes where the predominant language spoken is English, and 32% come from Welsh-speaking homes. Thirty-five per cent of pupils speak Welsh as a first language or to an equivalent standard within the school. A very few pupils receive support teaching in English as an additional language.

The school has an acting headteacher who has been in post since January 2015. He is supported by an executive headteacher, for two days a week. The senior leadership team also includes a deputy headteacher, three assistant headteachers and a business and site manager.

The individual school budget per pupil for Ysgol Brynhyfryd in 2014-2015 means that the budget is £4,770 per pupil. The maximum per pupil in the secondary schools in Denbighshire is £5,074 and the minimum is £4,191. Ysgol Brynhyfryd is fourth out of the seven secondary schools in Denbighshire in terms of its school budget per pupil.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Unsatisfactory

Current performance

The school is adequate because:

- Most pupils behave well in lessons and around the school
- In the majority of lessons, pupils make good progress
- The school provides a broad and balanced curriculum across all key stages that meets the needs of pupils
- The school has made sound progress in developing and implementing an appropriate plan to improve pupils' numeracy skills
- In the majority of lessons, teachers plan effectively to provide an appropriate learning experience for pupils
- Learning coaches make an exceptional contribution to supporting pupils' wellbeing
- The school is an inclusive community with a happy, friendly and caring ethos

However:

- At key stage 4, there has been limited improvement in the school's performance in the indicators that include mathematics, Welsh and English
- In around half of lessons, pupils rely too much on the teacher and they do not work independently enough
- The school did not respond quickly enough to implementing the Literacy and Numeracy Framework and there is inconsistency in the quality of skills provision both within and across departments
- There is too much inconsistency in the quality of teaching within and between departments
- In the majority of instances, teachers' marking is not thorough enough and does not give pupils enough guidance about how to improve
- Provision for pupils with additional learning needs is underdeveloped across the curriculum

Prospects for improvement

The school's prospects for improvement are unsatisfactory because:

- The acting headteacher has been supported effectively by the executive headteacher to develop new strategic aims and objectives for the school
- The roles and responsibilities of the senior leadership team have recently been redefined so that they align more closely with the school's key priorities for improvement

- Governors have an increasing clear understanding of their roles and responsibilities
- Since January 2015, the school has a coherent plan to support improvement

However:

- The school has made insufficient progress in addressing most of the recommendations from the last inspection
- The senior leadership team has not been successful in making sure that key policies, such as teaching and assessment provide staff with clear guidance about their work
- Senior and middle leaders have not monitored the implementation of school policy effectively enough and this has led to inconsistency across subjects and poor quality in a few areas
- In recent years, senior and middle leaders have not been fully accountable for the quality of provision and standards in their areas of responsibility
- The school's performance management policy is not implemented consistently enough to support school improvement
- Self-evaluation processes are not always robust enough to identify correctly all of the important areas for improvement
- Partnerships with parents are underdeveloped

Recommendations

- R1 Improve standards at key stage 4.
- R2 Improve the provision for skills, particularly literacy and information and communication technology (ICT)
- R3 Improve the quality and consistency of teaching and written feedback
- R4 Improve provision for pupils with additional learning needs across the curriculum
- R5 Improve the quality of leadership and ensure that there is rigour and consistency in improvement planning so that leaders at all levels are fully accountable for all aspects of provision and standards within their areas of responsibility
- R6. Strengthen partnerships with parents

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Over the last four years, there has been sound improvement in the school's performance in a minority of indicators at key stage 4. However, there has been limited improvement in the school's performance in the most important indicators. In 2014, across many indicators, pupils do not make enough progress from previous key stages.

Performance in the level 2 threshold, including English or Welsh and mathematics has shown little improvement over the last four years and in 2014, places the school in the lower 50% of similar schools based on eligibility for free school meals after three years in the upper 50%. However, performance in this indicator over the last four years has been above the average for the family of schools.

Performance in the level 2 threshold improved in 2013 and this improvement continues in 2014. During the last four years, performance has placed the school above the average for the family of schools and in the upper 50% of similar schools.

In 2014, all pupils in Year 13 achieved the level 3 threshold, although there was a decline in the average wider points score achieved by pupils.

At key stage 3, at level 5 or above, there has been an upward trend in the proportion of pupils that achieve the core subject indicator and the core subjects individually. In 2014, performance in these indicators compares well with that of similar schools. However, during the previous three years, performance in comparison with similar schools has been weaker.

At key stage 3, the greatest difference between the performance of boys and girls can be seen in English and Welsh. Boys do not write as well as girls. At key stage 4, there is a significant difference in the performance of boys and girls at level 2 in Welsh. Boys' performance in this subject is weaker than that of boys in similar schools.

In 2014, at key stage 3, the performance of pupils eligible for free school meals improved significantly in all key indicators. At key stage 4, the performance of pupils eligible for free school meals improved in the majority of indicators.

At the end of Year 11, all pupils either continue their education in a school or further education college.

In the majority of lessons, pupils make good progress and in a very few lessons pupils make excellent progress. However, in a minority of lessons, pupils do not make enough progress. In around half of lessons, pupils rely too much on the teacher and do not work independently enough.

The majority of pupils have accurate recall of prior learning. These pupils recall factual information well although they don't always demonstrate their understanding and thinking skills as strongly. A minority of lower ability pupils have weaker recall.

Most pupils work well in groups and pairs and they make productive use of their time. However, a few lose interest when activities do not provide sufficient challenge or when they are given too much time to complete the activities. Most pupils listen well to the teacher's instructions and many listen well to their peers when they are answering questions and presenting their views. The majority of pupils are keen to answer questions in class and demonstrate good subject specific vocabulary. Boys in particular make confident contributions to class discussions. However, around half of girls are somewhat reticent and although they answer questions when prompted, they are less likely to offer their views or provide well developed oral responses.

The majority of pupils, in particular the most able, have a wide and varied vocabulary. They write for a range of purposes across the curriculum and ensure that language, content and tone are appropriate for the audience and style of writing. Many pupils are able to structure their work well and in a minority of instances, pupils re-draft their work to strengthen the quality of their written responses. However, middle and lower ability pupils often make mistakes with spelling, punctuation and grammar. In a minority of instances across the curriculum, pupils are secure about the features of different types of writing. However, this is inconsistent within and across departments.

Overall, pupils in the bilingual stream do not practise their written and oral Welsh language skills regularly enough across the curriculum.

A few pupils have incomplete work in their books and although this is noted by the teacher, pupils do not respond regularly or correct their work. A few pupils do not take enough care when presenting their work.

Many pupils are confident readers and demonstrate a clear understanding of the text that they read. They can skim, scan and retrieve information appropriately to support their learning well and use inference and deduction effectively to develop their understanding.

The majority of pupils have good numeracy skills, although a minority of lower ability pupils have difficulty using the four rules of number. As a result, they are unable to apply their numeracy skills well enough to solve problems. In a very few subjects, pupils practise their numeracy skills regularly, constructing graphs and analysing trends in data.

In 2014, all Year 9 pupils achieved essential skills qualifications at level 1 or level 2 in ICT. However, pupils' ICT skills across the curriculum are underdeveloped and they do not practise a wide enough range of skills.

Wellbeing: Good

Most pupils feel safe in school and many agree that the school deals well with any instances of bullying. They have a good understanding of how to keep healthy and

many pupils have positive attitudes to physical exercise and eating healthily. A minority of pupils participate regularly in fitness and sports activities organised by the 5x60 club, such as badminton, rugby, futsal and trampolining.

Since 2011, attendance rates have shown little improvement. In 2014, attendance rates place the school in the bottom 25% of similar schools based on eligibility for free school meals following three years in the upper 50% of similar schools. However, unverified data indicates that there has been a slight improvement during the current academic year.

The attendance rates for pupils eligible for free school meals have increased slowly during the last three years although in 2014, the attendance rate for this group of pupils is still below the average for the family of schools. Unverified data for this academic year indicates a significant improvement. Most pupils arrive to lessons punctually. They behave well in lessons and around the school, are courteous to visitors and teachers and relate well to one another. Many pupils participate well in their learning, taking care and pride in their work.

The school has a very active Eco Group and School Nutrition and Action Group. These groups have impacted positively on a range of developments, such as improving the provision in the canteen. The school council is enthusiastic about its role and has had an input to the appointment of senior staff and provided useful feedback on school policies. However, many pupils feel that communication between school council members and the student body is not effective.

Many pupils participate in a range of community activities through the Welsh Baccalaureate Qualification. In addition, pupils have participated in worthwhile initiatives such as concerts to raise money for local and national charities.

Many pupils develop appropriate social and life skills.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Adequate

The school provides a broad and balanced curriculum at key stage 3 and key stage 4. This includes a wide range of vocational courses offered from Year 10 onwards in partnership with a local further education college. All key stage 4, pupils and sixth form students follow the Welsh Baccalaureate Qualification. Post-16 provision has been extended effectively through the Dyffryn Clwyd partnership. This has enabled the school to increase its Welsh-medium offer in the sixth form.

The school introduced a revised and appropriate homework policy in summer 2014 to tackle issues around consistency and quality. However, there is still a lack of consistency between departments in the application of this policy.

The school has made progress in developing and implementing an appropriate plan to improve pupils' numeracy skills. In a few departments, there are effective arrangements to develop pupils' numeracy skills. Since January 2015, the school has appointed a literacy coordinator to develop provision and share best practice in

this area. However, it is too early to see the impact of this work. In a few departments there are very good opportunities for pupils to develop higher-order reading and writing skills. However, the school did not respond quickly enough to implementing the Literacy and Numeracy Framework. As a result, there is inconsistency in the quality of provision for these skills within and across departments. Provision ICT across the curriculum is underdeveloped.

The school has appropriate arrangements for pupils assessed in Welsh first language at the end of key stage 2 to progress and achieve suitable qualifications through the medium of Welsh at the end of key stage 4. At key stage 4, nearly all option subjects are available through the medium of Welsh. However, the school's arrangements to develop the language skills of both first and second language pupils in one bilingual class in key stage 3 has not been effective in ensuring linguistic progression. From September 2015, the school has reviewed these arrangements appropriately for Year 7 pupils. In a few departments there are suitable arrangements to promote pupils' knowledge and understanding of the cultural, historical and environmental characteristics of Wales. However, this is not a strong feature across the curriculum.

The school has effective provision for education for sustainable development and global citizenship.

Teaching: Adequate

Nearly all teachers have good subject knowledge, they develop effective working relationships with pupils and are strong language models. Most teachers use appropriate strategies to manage behaviour effectively.

In a very few lessons, teachers set very high expectations for pupils and use a wide range of interesting and engaging resources to motivate pupils well. In these lessons, teachers' questioning is highly effective and challenges pupils to develop their knowledge, understanding and thinking skills very well.

The majority of teachers make beneficial use of visual or audio visual stimuli to engage pupils well, particularly at the start of the lesson. In around half of lessons, questioning is effective and probing, enabling pupils to develop their vocabulary and provide extended oral responses. In the majority of lessons, teachers plan effectively to provide appropriate learning experiences for pupils. However, in around half of lessons, teachers' planning focuses too much on meeting the needs of middle ability pupils and doesn't pay enough attention to challenging the most able or supporting the least able.

In a minority of lessons, the pace is too slow and pupils either have too much time to complete activities or the range of activities does not pose sufficient challenge. In these lessons, although teachers ask lots of questions and encourage pupils to provide oral responses, questioning is not probing enough to help pupils to develop their understanding and thinking skills fully.

In a very few lessons, activities do not engage pupils and they lose interest quickly. As a result, pupils make very little progress.

Marking is up-to-date in most books, but the quality of written feedback varies within and across departments. Around half of teachers give useful feedback to pupils about how to improve their work. However, in the majority of instances, teachers' marking is not thorough enough and does not give pupils enough guidance. In addition, the majority of teachers do not ensure that pupils respond to comments and correct or complete their work accordingly.

In a minority of subjects pupils assess their own work and that of their peers well.

The school is developing a thorough system to track progress. This provides useful information to staff about the achievement of various groups of pupils. The school now uses this information well to identify pupils at risk of underperformance and implement appropriate strategies to support them, although it is too early to see the full impact of this work.

Parents receive reports about the progress of their children three times a year. However, there is too much variation in the quality and content of the end-of-year reports. A minority of reports provide useful subject specific targets for pupils about how to improve.

Care, support and guidance: Adequate

The school has comprehensive arrangements to promote pupils moral, cultural and social development. The school plans well for the delivery of its personal and social education programme which covers a suitable range of relevant topics, such as health and wellbeing. Specialist agencies including the police and health professionals make a valuable contribution to the programme. The school has appropriate arrangements to promote healthy eating and drinking.

During assemblies and a minority of registration periods there are appropriate arrangements to deliver a daily act of collective worship. However, there is too much inconsistency in the provision and the school's programme for registration periods does not provide enough guidance to staff about the requirements of a daily act of collective worship. As a result, the school does not meet the statutory requirements for the daily act of collective worship.

The school has appropriate strategies to deal with bullying. The very few incidents of bullying reported to staff are followed up promptly and effectively by year leaders and support staff. Form tutors, heads of year and support staff work consistently well with a wide range of external agencies and specialist services to meet the needs of individual pupils, in particular the most vulnerable pupils. Learning coaches make an exceptional contribution to supporting pupils' wellbeing and are highly effective in ensuring worthwhile achievements of pupils with a range of personal and emotional difficulties. They identify problems promptly and implement strategies that reduce successfully the risk of disengagement and harm. This is a strength of the school.

There are appropriate arrangements to ensure that pupils settle quickly when they join the school in Year 7. Pupils and parents receive sound information and guidance regarding option choices and careers.

The annual review process for pupils with additional learning needs satisfies statutory requirements. However, a minority of teachers do not make effective use of information contained in individual development plans to help them plan to meet the needs of these pupils in mainstream classes.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

Ysgol Brynhyfryd is an inclusive community with a happy, friendly and caring ethos where pupils feel valued and can pursue their education in Welsh or English. The school's arrangements ensure equal opportunities for all to the school's extra-curricular activities. The school has appropriate arrangements to challenge stereotyping and prejudice.

The school building and grounds are well maintained and provide a stimulating learning environment. There have been a number of improvements to the learning environment and accommodation over recent years.

Displays in classrooms and corridors support learning well and celebrate pupils' achievements successfully. A particularly strong feature of the school are the displays of pupils' art and textiles work to enhance the environment.

The school has a variety of good quality resources which matches pupils' needs appropriately. The school makes effective use of the on-site leisure facilities which include a swimming pool, gymnasium and recreation area.

Key Question 3: How good are leadership and management?	Unsatisfactory
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Leadership: Unsatisfactory

During the last six months, there have been significant changes to the senior leadership of the school, due to the secondment of the substantive headteacher. Currently, one of the two deputy heads undertakes the role of acting headteacher. He is supported appropriately by an executive headteacher for two days a week. The acting headteacher and executive headteacher have worked together well to develop new strategic aims and objectives that focus on raising standards and improving attendance and behaviour. The new vision is based on 'excellent outcomes for all' and involves new ways of working to provide effective, creative and clear communication. They have shared these effectively with staff, but not all parents are aware of the vision and aims. The roles and responsibilities of senior leaders have recently been redefined so that they align more closely with the school's key priorities for improvement and now provide clear line management arrangements.

The senior leadership team is starting to work effectively to develop a common understanding of its purposes and values and to define the working practices of a high performing team. However, since the last inspection, leadership has not had enough impact on the provision and outcomes in important areas. These include

performance at key stage 4, attendance, the quality of teaching and assessment, improving the Welsh ethos and bilingualism across the school. The senior leadership team has not been successful in making sure that a few key policies, such as teaching and assessment provide staff with clear guidance about their work. They have not monitored their implementation consistently across the school. The school has responded well to a few national priorities, including the provision for the Welsh Baccalaureate Qualification and numeracy development. However, progress in improving provision to develop literacy across the curriculum has been slow.

The school has recently introduced a clear structure and calendar of meetings with agreed agendas. These arrangements ensure that leaders meet more regularly than before and discuss key aspects of their work, such as standards achieved by pupils and progress towards departmental targets. However, there is too much variation in the effectiveness of middle managers. As a result, pupils' progress and achievement, as well as the quality and impact of teaching, varies widely between and within subjects and departments.

The school has an appropriate performance management policy. All staff and managers have three performance targets based on suitable school, departmental and personal priorities. However, due to the inconsistent application of the performance management system, managers have not been effective in making sure that all staff implement whole-school priorities and address underperformance in their areas of responsibility.

Since September, governors have an increasingly clear understanding of their roles and responsibilities. They have developed a suitable structure of committees. Their use of data is improving and includes an appropriate understanding of how the school and groups of pupils perform in relation to similar schools. Every department has a link governor and this has improved their understanding of the strengths and weaknesses in individual areas. As the governing body now receives and analyses better quality information from the school, it is starting to provide a more effective challenge to those areas of the school that are underperforming.

Improving quality: Unsatisfactory

During the last year, the school has strengthened its self-evaluation and improvement planning systems. Leaders at all levels understand clearly the new processes and this has contributed to an effective and honest evaluation of performance. The school has a useful calendar of activities to quality assure its work. This includes a programme of link meetings that are now more challenging in nature. However, the new cycle of self-evaluation and improvement planning is not complete and previous cycles have not led to significant improvements in important indicators at key stage 4 or strengthened the quality and consistency of teaching and assessment enough.

Senior and middle leaders now collect useful evidence from purposeful quality assurance activities. These include lesson observations, scrutiny of pupils' work and activities to gather the opinions of pupils and parents. The current leadership team has an improving picture of the strengths and areas for development across all aspects of the school's work. However, in a few areas, the self-evaluation processes are not robust enough to identify all of the important areas for improvement to inform the school's improvement plan, such as aspects of teaching and assessment.

The school self-evaluation report is a useful document that covers all aspects of the inspection framework but is generally too descriptive. There is insufficient detail regarding the progress made by pupils, especially in developing their skills in lessons. There is a clear link between the self-evaluation report and the current school development plan.

Departmental self-evaluation reports follow a useful common format. All middle leaders summarise the strengths and areas for improvement successfully and many are competent in using and analysing data from an appropriate range of sources.

There is an appropriate link between the school development plan and departmental development plans. However, many departmental improvement plans do not include the priorities specific to their department and place too much emphasis on all of the priorities noted in the school's plan. In a minority of plans, there is insufficient detail about how and when middle leaders will monitor and measure progress against their targets.

The school has made insufficient progress in addressing most of the recommendations of the last inspection. Self-evaluation systems have improved recently, but these arrangements have not impacted on performance in important indicators at key stage 4. In addition, there is still too much inconsistency in the quality of teaching and assessment and in the monitoring roles of leaders.

Partnership working: Adequate

The school has established sound arrangements with its partner primary schools to ensure that pupils settle well when they join the school in Year 7. These include regular meetings between headteachers and appropriate moderation arrangements. The school has beneficial arrangements with partner primary schools to gather information about pupils numeracy skills to provide continuity and progression in provision at key stage 3. However, it is too early to see the impact of this work. Transition work to develop provision for literacy is less developed.

At key stage 4 and the sixth form, there are strong links with the local further education colleges to ensure that the school is can provide a range of appropriate courses to meets the needs of pupils across the ability range. The quality of this provision is monitored regularly and effectively during monthly meetings.

The partnership between the school and a minority of parents is underdeveloped. There is a lack of clear and effective communication between the school and the home and parents do not have enough opportunity to provide feedback about important issues and policy developments.

The school has strong partnership with universities in north Wales to support pupils' applications and progression to higher education.

Resource management: Adequate

The school manages its resources efficiently. Staff are suitably qualified to deliver the curriculum appropriately and nearly all teach their specialist subject or their second subject. In addition, support staff work effectively with teachers and pupils.

The school's arrangements to meet the staff's continuous professional development needs and the school's priorities are underdeveloped. . Appropriate support is available for new staff or those undertaking new leadership roles at the school but specific development opportunities for other individual staff are limited. Whole-school training has focused on important issues such as assessment for learning and literacy but activities have not had enough impact on improving the quality of provision.

The school has detailed and effective arrangements to monitor its spending. The executive headteacher, business manager, finance officer and governing body efficiently manage and control the school's budget. In conjunction with the local authority, the school plans to address an agreed licensed budget deficit over the next three years. Sixth form provision is cost effective.

The school has made appropriate use of pupil deprivation grant funding. It has funded learning support for pupils eligible for free school meals and this has led to improved performance for its most vulnerable pupils in the majority of indicators at key stage 4. However, the school does not formally evaluate the impact of the plan.

On the basis of current performance, the school offers adequate value for money.

Appendix 1

Commentary on performance data

At key stage 3, performance in the core subject indicator has improved significantly in 2014. Performance in 2014 places the school above the average for the family of schools for the first time since 2010 and in the top 25% of similar schools, following three years in the lower 50%. In 2014, performance is above modelled expectations.

Performance in the core subjects individually at level 5 or above shows a similar pattern of improvement. Performance in English at level 5 or above has been above the average for the family of schools in three of the last four years but with the exception of 2014, performance since 2011 has placed the school in the lower 50% of similar schools. In 2014, performance at level 6 or above is above the average for the family of schools for the first time since 2009 but performance has been in the lower 50% of similar schools based on eligibility for free school meals since 2010. In 2014, performance at level 7 or above is below the average for the family of schools and places the school in the lower 50% of similar schools for the fourth year in a row. Performance in Welsh at level 5 or above improved in 2014. In three of the last four years, performance has placed the school in the upper 50% of similar schools based on eligibility for free school meals. At level 6 or above, performance in Welsh in 2014 is above the average for the family of schools for the first time since 2010 and has been in the upper 50% of similar schools during three of the last four years. At level 7 or above, performance has been in the lower 50% of similar schools during two of the last five years but is generally below the average for similar schools.

Performance in mathematics at level 5 or above has improved and with the exception of 2012 is above the average for the family of schools. Performance places the school in the upper 50% of similar schools based on eligibility for free school meals since 2008. At level 6 or above, performance has been above the family average since 2008 and in the upper 50% of similar schools since 2009. At level 7 or above, performance improved significantly in 2014. Performance has been above the average for the family of schools and in the upper 50% of similar schools in three of the last four years. Performance in science at level 5 or above has been above the average for the family of schools since 2012. However, performance has been in the lower 50% of similar schools during two of the last four years. At level 6 or above and level 7 or above, performance is generally weaker than that of similar schools.

At key stage 4, performance in the level 2 threshold including English or Welsh and mathematics has shown little improvement since 2011. In 2014, performance places the school in the lower 50% of similar schools for the first time since 2010 and performance has been above the average for the family of schools since 2010. In 2014, performance in this indicator is below modelled expectations.

Performance in the level 2 threshold improved in 2013 and this improvement was maintained in 2014. During the last four years, performance has placed the school in the Upper 50% of similar schools and above the average for the family of schools.

At level 1, performance has remained fairly constant during the last four years. However, in 2014, performance in this indicator placed the school in the bottom 25% of similar schools and below the average for the family of schools.

Performance in the capped points score has been above the family average during the last four years and has placed the school in the upper 50% of similar schools. However, the school has not maintained the same improvement in this indicator as other schools in Wales and performance in relation to modelled expectations is declining.

During the last four years, performance in the core subject indicator has been above the average for the family of schools but during the last two years has been in the lower 50% of similar schools.

During the last four years, performance in the core subjects individually has been variable. Performance in English at level 2 has declined and placed the school in the lower 50% of similar schools during two of the last four years. However, performance has been above the average for the family of schools.

In 2014, performance in Welsh at level 2 declined significantly. This places the school in the lower 50% of similar schools and below the average for the family of schools.

Performance in mathematics and science at level 2 has been variable over the last four years. However, performance has been above the average for the family of schools and places the school in the upper 50% of similar schools during three of the last four years.

At key stage 3, the greatest difference between the performance of boys and girls can be seen in English and Welsh. Boys do not write as well as girls. At key stage 4, there is a significant difference in the performance of boys and girls at level 2 in Welsh. Boys' performance in this subject is weaker than that of boys in similar schools.

In 2014, at key stage 3, the performance of pupils eligible for free school meals improved significantly in all key indicators. At key stage 3, pupils eligible for free school meals performance well in comparison with the same group of pupils in similar schools. At key stage 4, in 2014, the performance of pupils eligible for free school meals improved in the majority of indicators although performance is not as strong as the performance at key stage 3. In 2014, the performance of pupils eligible for free school meals is above the family average after three years below the average for the family of schools. At level 2, performance in 2014 is below the average for the family of schools after two years above. At pupils eligible for free school meals achieved the level 1 threshold in 2013 and 2014. Performance in the capped points score has been above the average for the family of schools during three of the last five years.

At the end of Year 11, all pupils either continue their education in a school or further education college.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	247	92 37%	147 60%	7 3%	1 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	247	29 12%	153 62%	57 23%	8 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	57%	14%	3%	
I have someone to talk to if I am worried	245	63 26%	161 66%	19 8%	2 1%	Mae gen i rywun i siarad ag ef/â hi os ydwi'n poeni.
		38%	52%	8%	1%	
The school teaches me how to keep healthy	246	37 15%	148 60%	54 22%	7 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	245	90 37%	123 50%	31 13%	1 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	9%	2%	
I am doing well at school	247	51 21%	182 74%	8 3%	6 2%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	246	52 21%	170 69%	22 9%	2 1%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	247	27 11%	131 53%	61 25%	28 11%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	246	64 26%	161 65%	21 9%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	46%	7%	1%	
Pupils behave well and I can get my work done	247	21 9%	150 61%	67 27%	9 4%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	57%	27%	6%	
Staff treat all pupils fairly and with respect	245	34 14%	125 51%	71 29%	15 6%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	50%	17%	5%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest		246	13 5%	105 43%	112 46%	16 7%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			16% 53%	25% 5%			
I am encouraged to do things for myself and to take on responsibility		245	42 17%	183 75%	18 7%	2 1%	Rwy'n cael fy annog i wneud pethau drosod fy hun a chymryd cyfrifoldeb.
			34% 60%	5% 1%			
The school helps me to be ready for my next school, college or to start my working life		245	50 20%	151 62%	41 17%	3 1%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			36% 54%	9% 1%			
The staff respect me and my background		246	59 24%	159 65%	25 10%	3 1%	Mae'r staff yn fy mharchu i a'm cefndir.
			37% 54%	7% 2%			
The school helps me to understand and respect people from other backgrounds		245	53 22%	174 71%	17 7%	1 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			36% 56%	7% 1%			
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4		105	18 17%	61 58%	19 18%	7 7%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			29% 51%	16% 5%			
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form		72	12 17%	44 61%	13 18%	3 4%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28% 50%	16% 7%			

Responses to parent questionnaires

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	103	13 13%	58 56%	24 23%	8 8%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	1%		
My child likes this school.	103	25 24%	56 54%	15 15%	6 6%	1	Mae fy mhlentyn yn hoffi'r ysgol hon.
		46%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	102	30 29%	53 52%	13 13%	4 4%	2	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		50%	44%	3%	1%		
My child is making good progress at school.	103	19 18%	55 53%	23 22%	5 5%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	103	6 6%	62 60%	19 18%	7 7%	9	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	102	6 6%	61 60%	24 24%	6 6%	5	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	102	18 18%	67 66%	11 11%	6 6%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		50%	45%	2%	0%		
The homework that is given builds well on what my child learns in school.	103	8 8%	48 47%	25 24%	9 9%	13	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		31%	53%	9%	2%		
Staff treat all children fairly and with respect.	103	13 13%	49 48%	19 18%	11 11%	11	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		32%	48%	9%	2%		
My child is encouraged to be healthy and to take regular exercise.	103	20 19%	55 53%	13 13%	5 5%	10	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	53%	7%	1%		
My child is safe at school.	103	25 24%	62 60%	7 7%	5 5%	4	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		42%	51%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	93	13 14%	29 31%	16 17%	14 15%	21	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		32%	45%	7%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	103	16 16%	50 49%	26 25%	10 10%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		34%	50%	11%	3%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	102	23 23%	40 39%	29 28%	9 9%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		41%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	103	11 11%	61 59%	18 17%	7 7%	6	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		27%	50%	10%	2%		
The school helps my child to become more mature and take on responsibility.	103	16 16%	58 56%	15 15%	4 4%	10	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		36%	53%	5%	1%		
My child is well prepared for moving on to the next school or college or work.	99	9 9%	37 37%	21 21%	9 9%	23	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		26%	45%	8%	2%		
There is a good range of activities including trips or visits.	103	14 14%	57 55%	24 23%	4 4%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	49%	9%	2%		
The school is well run.	102	8 8%	42 41%	27 26%	12 12%	13	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	48%	5%	2%		

Appendix 3

The inspection team

Catherine Evans	Reporting Inspector
Delyth Lloyd Gray	Team Inspector
Huw Collins	Team Inspector
Vaughan Elwyn Williams	Team Inspector
Hywel Jones	Team Inspector
Gwen Lloyd Aubrey	Lay Inspector
Anita Rees	Peer Inspector
John Millington	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents a volume of learning equivalent to five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.
Level 2 threshold including English or Welsh first language and mathematics	This represents a volume of learning equivalent to five GCSEs at grade A* to C including English or Welsh first language and mathematics.
Level 2 threshold	This represents a volume of learning equivalent to five GCSEs at grade A* to C.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This represents a volume of learning equivalent to two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
All-Wales Core Data sets	Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.