



*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

## **Report on**

**Ysgol Gyfun Gŵyr  
Talbot Street  
Gowerton  
Swansea  
SA4 3DB**

**Date of inspection: December 2014**

**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:

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

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

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## Context

Ysgol Gyfun Gŵyr is a designated Welsh-medium secondary school for pupils aged between 11 and 19 years. It is situated in Gowerton and serves the west of Swansea. There are 818 pupils on roll, including 159 pupils in the sixth form. These figures represent a substantial increase in pupil numbers since the last inspection in January 2011.

Seven point three per cent (7.3%) of pupils are eligible for free school meals, which is much lower than the national figure and continues with the pattern of decline over recent years.

Fifteen per cent of pupils are on the school's additional educational needs register, which is also lower than the national average of 20.1%. Two per cent of pupils have a statement of special educational needs, which is also lower than the national average. The school has a specialist unit for pupils who have general educational needs.

A third of pupils come from Welsh speaking homes. A very few pupils are from ethnic minority backgrounds. There is a very small number of pupils who are in the care of the local authority.

Since 2006, the school has been working in partnership with Ysgol Gyfun Bryn Tawe to expand Welsh-medium 14-19 learning pathways. The school also works in partnership with local colleges in order to provide vocational options through the medium of Welsh.

The headteacher has been in post since September 2002. The senior management team includes the headteacher and three assistant headteachers.

The school budget per pupil for Ysgol Gyfun Gŵyr in 2014-2015 is £4,388. The maximum per pupil in secondary schools in Swansea is £6,408 and the minimum is £4,024. Ysgol Gyfun Gŵyr is in 10<sup>th</sup> position of the 14 secondary schools in Swansea in terms of the school budget per pupil.

## Context

<b>The school's current performance</b>	<b>Excellent</b>
<b>The school's prospects for improvement</b>	<b>Excellent</b>

### Current performance

The school's performance is excellent because:

- pupils' outcomes in the main indicators at the end of key stage 4 have often placed the school among the top 25% of similar schools over recent years;
- the achievements of groups of pupils show significant progress by the end of key stage 4;
- nearly all pupils participate fully and work productively in lessons, and make consistent progress against lesson aims;
- pupils' standards of behaviour are high;
- attendance rates place the school among the top 25% of similar schools over the last five years;
- the provision for developing literacy and numeracy skills is a significant strength; and
- the school promotes pupils' wellbeing very successfully.

### Prospects for improvement

Prospects for improvement are excellent because:

- the effective leadership of the headteacher and the senior management team has maintained the high outcomes over recent years;
- the school's governing body acts effectively in terms of setting the school's strategic direction;
- thorough systems ensure strong accountability among the school's middle managers and consistency in the quality of leadership;
- quality improvement processes are composite and lead to setting priorities for improvement that focus on standards, teaching and developing leadership;
- the school works effectively with a number of partners to widen pupils' learning experiences and ensure cost effectiveness; and
- the way in which the school develops expertise through learning communities is a significant strength.

## Recommendations

- R1 Disseminate best practice in aspects of teaching and assessment
- R2 Ensure that information that arises from classroom observations and scrutinising books leads to setting improvement targets in departmental development plans

### **What happens next?**

The school will produce an action plan that will show how it will address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice that was seen during the inspection.

## Main findings

### Key Question 1: How good are outcomes?

Excellent

#### Standards: Excellent

In key stage 4, the proportion of pupils who gain five GCSE grades A\* to C including Welsh or English, and mathematics, has placed the school in the top 25% of similar schools consistently over recent years. This is an excellent feature. There has been a similar pattern in the achievements of pupils who gain grades A\* to C in English or Welsh, mathematics and science in combination. Over the same period, performance in the other main indicators in key stage 4 has placed the school either in the top 25% or the higher 50%. Performance in the indicator for five GCSE grades A\* to C in a wide range of qualifications placed the school in the top 25% in 2011 and in the upper 50% in the following three years.

Performance in Welsh, English, mathematics and science in combination in key stage 3 has been near the family averages over the last four years and close to expectations. When comparing the school's performance with the performance of similar schools in terms of eligibility for free school meals, the school was in the bottom 25% in this indicator in 2013 and 2014, and in the lower 50% in the previous two years. However, performance at level 6 or higher has placed the school in the upper 50% or the top 25% in most indicators over the last three years.

At the end of key stage 3, girls' achievements at level 6 or higher are much higher than boys' achievements in Welsh and English. However, the achievements of groups of pupils in the main indicators show considerable progress at the end of key stage 4. The achievement of pupils who are eligible for free school meals, in particular, in the five A\*-C grades indicator, including Welsh or English and mathematics, is an excellent feature. Pupils who have additional learning needs make sound progress against their personal targets and succeed well in gaining qualifications at the end of key stage 4.

In the sixth form, the average points score has been consistently higher than the average for Wales over recent years. One hundred per cent of pupils have gained grades A\*-E in two or more subjects, in four of the last five years, which is significantly higher than the figures for Wales.

In lessons, most pupils' motivation levels are consistently high, and they possess maturity as learners. This is a considerable strength. As a result, most make consistent progress against lesson aims.

Many pupils make effective use of their literacy skills in lessons. Most listen attentively and show willingness to offer oral comments in response to teachers' questions. Most pupils also make appropriate progress in their ability to offer more extended responses, and show a firm grasp of specific subject vocabulary. Many pupils' thinking skills show clear progress and increasing maturity. In a minority of lessons, pupils make significant progress in their ability to explain and reason when discussing more complex issues.

Most pupils have a firm grasp of reading skills to deal with the requirements of reading various materials in lessons. In their work across the curriculum, many pupils use their reading skills effectively to promote their understanding of subject texts and concepts. They make effective use of their reading skills to glean information and present it effectively for a range of purposes. Pupils also make significant progress in their ability to use techniques that enable them to analyse, compare and summarise texts. These skills make a significant contribution to their academic progress and their achievements by the end of key stage 4.

Many pupils make sound progress in their writing skills in Welsh and English, and their ability to write in a range of contexts in their work across the subjects. A consistent feature of the written work across the curriculum is many pupils' firm grasp of purposeful vocabulary and subject terminology. In a few subjects, pupils do not make full use of the writing skills that they have consistently in order to develop their understanding fully by producing more extended work. At times, pupils of lower ability depend too much on structured tasks when writing. This hinders their progress in using their writing skills fully.

Many pupils make sound progress in developing their numeracy skills in lessons. They are confident when using the four rules of number, and are able to compare and use decimals, fractions and percentages in lessons across the curriculum. The majority are confident in asking questions in class and explain their solutions clearly. They also analyse data accurately in various contexts across the curriculum, notice patterns and trends in the data and produce suitable graphs to display results.

Many pupils have a strong awareness of Welshness and have positive attitudes to the Welsh language. Many make use of Welsh as a natural medium for communicating with each other in informal situations around the school.

### **Wellbeing: Excellent**

Nearly all pupils feel extremely safe at the school and are confident that the school deals effectively with any cases of misbehaviour or aggressive behaviour.

Most pupils have a sound understanding of how to keep healthy and are aware of the principles of healthy eating and drinking. A high proportion of pupils participate in a wide range of activities that promote fitness and wellbeing, for example activities in the 5x60 scheme and a wide variety of other sporting activities. Another strong feature is the high numbers of pupils who take advantage of the numerous opportunities to participate in a variety of social and cultural activities.

Pupils' standards of behaviour are consistently high. Nearly all relate well to each other, and show respect and courtesy to each other and to adults in the school community. In lessons, they display mature attitudes to learning and persevere to work productively. Pupils' levels of participation and maturity as learners are a significant strength.

Over a period of six years, pupils' attendance levels have placed the school in the top 25% in comparison with similar schools. This is an excellent feature.

Members of the school council collect their fellow pupils' viewpoints effectively and make decisions on various aspects concerning educational, environmental and health issues which has a positive effect on pupils' lives. As a result of initiatives such as the mentoring peers and buddies scheme, the older pupils at the school foster valuable interpersonal skills and care for others very successfully. By taking part in regular charitable activities, pupils across the school develop empathy and compassion towards people who are facing the difficult challenges of life.

<b>Key Question 2: How good is provision?</b>	<b>Excellent</b>
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**Learning experiences: Excellent**

The school provides a wide and balanced curriculum that meets statutory requirements. In key stage 4 and in the sixth form, the school provides a wide selection of options, which includes a range of vocational and general courses, and meets pupils' wishes and satisfies the needs of local employers well. As a result of links with employers and post-16 education providers, the school has wide provision for work-related education. The school also provides an extensive and stimulating selection of activities for pupils during school hours and beyond, which include sports and general interest clubs, as well as additional learning sessions.

The school is very successful in ensuring progression and continuity in learning experiences as pupils transfer to the secondary sector. For example, a strategy is in place for joint planning in the areas of numeracy and literacy, along with providing French lessons in primary schools for Year 6. There are strong curricular links between the language, mathematics and science departments and the primary schools.

The way in which the school responds to the requirements of the Literacy and Numeracy Framework is an excellent feature. Through purposeful planning, providing resources of the highest standards and comprehensive quality management arrangements, there are regular opportunities for pupils to develop skills and use them at the appropriate level in their work across the curriculum. The school also provides useful numeracy and literacy lessons for pupils to master these skills.

The school's strategy for these skills includes detailed support and guidance for staff by co-ordinators, as well as arrangements to measure the effect on the quality of experiences across the curriculum. Through a range of suitable interventions, the school provides additional extensive support for pupils who have weak skills, in addition to providing valuable additional experiences that extend more able and talented pupils.

The school has specific initiatives that increase pupils' awareness of Welsh identity and promote positive attitudes to using the Welsh language successfully. Examples of this are the activity of the 'GYTS' group that promotes Welshness, and Year 7's competition for the Welshness shield.

One of the school's strengths is the provision for global citizenship. Pupils in the sixth form have participated in a project on bilingualism with philology students at Nigata University in Japan. Overseas students who study in Swansea University visit the school to share their experience and their cultural and religious background.



The pupils' 'GECO' group is active and raises pupils' awareness of their work with sustainability issues successfully through initiatives such as 'remember to switch off lights' and the school's 'green days'.

### **Teaching: Good**

The quality of the relationship between teachers and pupils is a strength across the school. As a result, teachers create and maintain a purposeful learning environment in lessons, which enables pupils to make continuous progress.

In most lessons, teachers share learning aims with pupils at the beginning of lessons and explain them clearly. They plan an appropriate sequence of learning activities. As a result, the pace of lessons is appropriate and maintains pupils' motivation levels. In a few lessons, teachers do not show pupils clearly enough what to do to achieve well. Many teachers provide appropriate opportunities for pupils to recall what they have already learnt, and ensure that pupils build successfully on their previous knowledge. Many teachers also use a range of various learning resources effectively in order to gain pupils' interest.

In almost all lessons, teachers make appropriate use of questions to gain a response and help pupils to increase their understanding and make progress. In a minority of lessons, probing questioning and encouragement for pupils to reason and elaborate are a strong feature of the teaching. In these lessons, teachers also pay thorough attention to improve common mistakes in previous work. In a very few lessons, learning activities do not provide an appropriate challenge for pupils on the basis of various levels of ability.

In most lessons, pupils receive constructive oral feedback on their progress and their understanding. Most teachers mark and assess pupils' work regularly and implement the school's assessment policy consistently. Many teachers provide detailed written comments when marking pupils' work. However, in a few cases, the comments do not give enough specific guidance to pupils on how to improve the quality of their work.

Many pupils self-assess their own work in lessons and at the end of units of work, as well as in the end of year reports. They also assess their peers' work thoroughly and prepare relevant comments and suitable targets for improving the standard of work. The school has an effective system for recording pupils' progress. Teachers and managers use the system regularly to track progress and to address any underachievement successfully.

The school provides detailed reports to parents on their children's progress including clear targets for improvement.

### **Care, support and guidance: Excellent**

The school is a caring community that ensures that pupils receive the necessary support to make progress and participate fully in its life and work, alongside high expectations in terms of their academic progress. The school's thorough systems for promoting pupils' behaviour, attendance and academic progress are a core part of

its success. The effect of these systems, especially on the outcomes of groups of pupils who have particular needs, is an excellent feature that has helped to maintain high outcomes that over time.

The school ensures effective provision for promoting pupils' understanding of eating and drinking healthily and healthy lifestyles. The school's health co-ordinator plans very imaginatively to promote activities that have a very positive effect on pupils' health and emotional and mental wellbeing.

The school's pastoral team work together extensively with a range of external agencies to support pupils with specialist knowledge and guidance. The personal and social educational provision, including careers education, is planned in great detail across each key stage. The school also extends pupils' awareness of the world of work effectively by arranging guest speakers from local businesses and beneficial work experience opportunities. Curricular experiences and extensive extra-curricular opportunities, in addition to morning assemblies and periods for reflection, promote spiritual, moral, social and cultural development successfully. The school provides comprehensive guidance and advice for pupils as they choose courses for key stage 4 and the sixth form.

The school co-operates regularly with a range of external agencies to provide effective support for pupils who have additional learning needs. The detailed individual education plans, in addition to thorough intervention strategies for pupils who have weak basic skills, ensure that pupils who need additional support succeed. As a result, these pupils make considerable progress in gaining qualifications at the end of key stage 4.

In general, the school's arrangements for safeguarding pupils meet requirements and are not a cause for concern. A health and safety issue was raised during the inspection. The school has appropriate plans in place to improve the situation.

### **Learning environment: Excellent**

The school has a special ethos that reflects the school motto 'Gorau byw, cyd-fyw' (The best living is living together). It is a happy, homely and caring community, with an inclusive ethos in which all pupils have equal opportunities to succeed. An excellent feature is the way in which the school ensures an ethos of high expectations, trust and support among staff, pupils and parents.

The school's values lead to appreciating and celebrating diversity effectively, which permeates all aspects of school life. As a result of the personal and social education programme, religious education lessons, and school assemblies, the school fosters positive attitudes among pupils in terms of respect and awareness of issues related to bullying, racism, sexism, homophobia and prejudice against disability.

The school has plenty of learning resources, equipment and facilities that are of good quality and which promote learning.

Although parts of the building are old, the school has worked and continues to work hard to ensure an environment that is safe and accessible. There are a number of colourful and stimulating displays along the classroom walls and corridors, which enrich and stimulate learning. Maintenance work on the building and site is good.

<b>Key Question 3: How good are leadership and management?</b>
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<b>Excellent</b>
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**Leadership: Excellent**

The headteacher provides a strong vision and strategic direction for the school, which is based on inspiring everyone to set high expectations and aim for excellence. As a result of this leadership, the ethos of co-operation, support and trust is a very evident feature across the school and all stakeholders. The headteacher is supported effectively by members of the senior management team. The senior management team has high expectations of the staff and a very detailed understanding of strengths and areas in which there is room for further improvement. The consistency in the quality of leadership at all levels is a significant factor in the substantial increase in the pupil numbers over recent years.

The school's aims and objectives are clear and focus on ensuring giving a priority to meeting pupils' needs, with extensive attention to national priorities, especially in terms of improving provision for skills and ensuring high standards. All staff are aware of their direct contribution to achieving the school's strategic aims and plans and share the vision very effectively. This is a strong feature.

The roles and responsibilities of the senior management team and middle managers are defined in detail, and management and accountability systems are very robust. Regular meetings at all levels focus effectively on the school's strategic aims and managers record discussions in the meetings thoroughly. Departmental link managers have thorough knowledge of their link departments through these meetings. Departments are supported and monitored very effectively by them, as well as being challenged constantly in terms of the standards that pupils achieve.

Leaders at all levels make thorough use of data for setting challenging targets on individual, groups and year group level. Leaders track progress against targets in great detail, and respond quickly to any underachievement. These activities have a very clear effect on raising and maintaining high standards.

Governors have a sound understanding of their roles and play an important part in setting a clear strategic direction for the school. Through a structure of sub-committees, they offer valuable guidance to the school on various strategic developments and whole-school policies.

There are strong links between governors and senior leaders and they play an active part in monitoring performance. On the basis of the very detailed reports that they receive from the headteacher, governors have a clear understanding of the school's performance data and standards. As a result, the curriculum sub-committee holds middle managers to account very effectively for the overall performance of their departments. The governing body is an important part of the target-setting process for raising standards further.

**Improving quality: Good**

The quality improvement processes draw on an appropriate range of evidence, which includes observing lessons and scrutinising books regularly and a robust analysis of

performance data. As a result, the senior management team and middle managers have a robust picture of strengths and areas to be developed at the school. They understand their role well and include all members of the school in the process of ensuring quality and continuous improvement.

The school has effective arrangements for seeking pupils' opinions, including annual on-line pupil questionnaires and effective follow-up actions on the basis of pupils' comments, where appropriate. Teachers also make effective use of pupils' viewpoints as they assess their performance at the end of a unit and for formal reports. Similarly, the school collects parents' opinions on provision regularly. They use annual questionnaires and questionnaires in parents' evenings effectively to collect information on the school's work, and use the information effectively to make improvements.

As a result of the learning communities, staff fulfil a key role in the process of improving quality and raising standards. Arrangements for ensuring the quality of provision for literacy and numeracy are very effective.

The school's self-evaluation report is an evaluative document that includes a detailed analysis of the school's performance data and pays particular attention to comparisons with similar schools and trends in performance over time. The report also includes a clear and balanced picture of other aspects, including standards, teaching and assessment, and leadership. Departmental self-evaluation reports are comprehensive on the whole, and link well with whole-school self-evaluation and strategic aims. However, departments do not make sufficient use of information that arises from lesson observations and scrutinising books to identify priorities for improvement linked to the quality of teaching.

There is an obvious link between the self-evaluation process and the school development plan. The development plan includes appropriate development priorities, with a clear focus on improving standards and teaching and developing leadership among staff. The plan makes regular use of challenging quantitative targets, and leadership responsibilities have been identified clearly.

### **Partnership working: Good**

The school works successfully with a wide range of partnerships.

The partnership between the school and parents is strong, and the school seeks their opinion regularly and communicates regularly through social networks. The school's open-door policy ensures high levels of involvement and trust among parents.

For a number of years, the school has co-operated extensively with Ysgol Bryn Tawe in relation to the curriculum, and there is an agreement between the two governing bodies to share staff and resources in order to expand Welsh-medium learning pathways for pupils at both schools. The sixth-form partnership between the two schools has led to planning a joint timetable, as well as co-operating during information-sharing evenings and induction events. A strong feature of the partnership is the trust between the two schools in exchanging information in relation to quality assurance.

The school also works in partnership with local colleges in order to expand Welsh-medium vocational options. The 'HE+' programme provides valuable guidance to sixth form pupils jointly with Coleg Gŵyr for applications to Oxford and Cambridge Universities. As a result of the partnership with Swansea University, pupils in the sixth form benefit from lectures from university staff, as well as mock interviews.

There is very close and productive co-operation with the partner primary schools, and this promotes smooth transition for pupils. The school works with schools in the authority on a range of issues, including a numeracy project and project to extend the most able and talented pupils. A strong feature of the co-operation to reduce the effect of poverty on educational standards is the significant effect on the academic achievements of pupils who are eligible for free school meals.

### **Resource management: Excellent**

A significant strength in the manner in which the school manages its resources is the way in which learning communities contribute considerably to sharing good practices and ensuring the success of the literacy and numeracy strategy. This enables staff to develop their expertise and share strong practice within the school and beyond. A high proportion of staff have opportunities to observe peers in the classroom, which includes valuable opportunities for them to learn from good practices in subjects outside their expertise. Such initiatives contribute significantly to ensuring consistency in the quality of teaching and to the strong outcomes at the end of key stage 4.

The school has effective procedures for managing staff performance. As a result of the regular performance review meetings, all members of staff agree on and review their targets in line with whole-school and departmental priorities. The targets focus specifically on teaching and learning and pupils' achievements. As a result, staff development needs are identified clearly and lead to a comprehensive professional development programme that is targeted specifically.

The school manages the budget efficiently. The partnership with Ysgol Bryn Tawe at post-16 ensures that provision in the sixth form is cost-effective. The school makes appropriate use of the deprivation grant to enable pupils to make significant progress in their academic achievements.

The school provides excellent value for money.

## Appendix 1

### Commentary on performance data

In key stage 3, performance in the core subject indicator has been near the averages for the family in the last three years and is close to expectations. This pattern is reflected broadly at the expected level 5 in individual subjects. Achievements at the end of key stage 3 show good progress on the basis of pupils' previous achievements at the end of key stage 2.

When comparing the school's performance at the end of key stage 3 with the performance of similar schools, the school was in the bottom 25% of similar schools in terms of eligibility for free school meals in 2013 and 2014 in the core subject indicator, and in the lower 50% in the previous two years. Performance in Welsh, English, mathematics and science has placed the school mostly in the bottom 25% or the lower 50% in the last three years.

Performance at level 6 or higher at the end of key stage 3 has placed the school in the upper 50% or the top 25% of similar schools for most of the indicators over the last three years. At level 7, performance has placed it consistently in the top 25% or the upper 50% in English and Welsh. However, performance has placed the school in the lower 50% in two of the last four years in mathematics and in the bottom 25% in three of the last four years in science.

In key stage 4, performance in the core subject indicator and in the level 2 threshold including Welsh or English and mathematics has placed the school significantly above the averages for the family and among the top 25% of similar schools consistently over recent years. This performance is higher than expected, considering levels of eligibility for free school meals. There is a similar pattern considering pupils' progress on the basis of their achievements at the end of key stages 2 and 3.

Performance at the level 1 threshold, the level 2 threshold and the capped points score is also near or above the family average over time, and has placed the school either in the top 25% of the upper 50% of similar schools. Performance in Welsh, science and mathematics at level 2 has also placed the school almost without exception in the top 25%. In English, performance has varied, moving the school between the top 25% and the lower 50%, but is consistently near or above the average figures for the family.

No compulsory school age pupils left without a recognised qualification over the four years between 2010 and 2013.

In the sixth form, the average points score has been consistently higher than the average for Wales over recent years. One hundred per cent of pupils have achieved the level 3 threshold in four of the last five years, which is significantly higher than the figures for Wales.

In almost all indicators in key stage 3 and key stage 4, the gap between the achievements of boys and girls is less than the average for the family. However, at level 6 or higher in Welsh and English at the end of key stage 3, girls' achievements are much higher than boys' achievements over recent years.

In key stage 3, the progress in the achievements of pupils who are eligible for free school meals is uneven. Over the last four years, performance has continued to place the school either in the bottom 25% or the lower 50% of similar schools. Overall, there has been a similar pattern in the individual core subjects. However, in key stage 4, the achievements of these pupils in the core subject indicator and in the level 2 threshold including Welsh or English and mathematics have placed the school in the top 25% of similar schools over recent years. In addition, performance in the level 1 threshold, the level 2 threshold and the capped points score has placed the school consistently in the upper 50% or the top 25% over the same period. In Welsh and mathematics, performance has placed the school consistently in the top 25%. Performance in science has placed it mostly in the top 25% but, in English, performance has varied, moving the school between the top 25% and the lower 50% of similar schools.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to the learner questionnaire

##### Secondary survey (all pupils)

Denotes the benchmark – this is a total of all responses to date since September 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	191	119 62%	69 36%	3 2%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		43%	52%	4%	1%	
The school deals well with any bullying	191	67 35%	113 59%	10 5%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	58%	14%	3%	
I have someone to talk to if I am worried	190	122 64%	57 30%	11 6%	0 0%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	8%	1%	
The school teaches me how to keep healthy	190	90 47%	84 44%	16 8%	0 0%	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	191	141 74%	43 23%	7 4%	0 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	191	65 34%	118 62%	7 4%	1 1%	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	191	102 53%	81 42%	8 4%	0 0%	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	191	59 31%	106 55%	22 12%	4 2%	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	191	108 57%	74 39%	9 5%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	47%	7%	1%	
Pupils behave well and I can get my work done	191	38 20%	120 63%	28 15%	5 3%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	57%	27%	6%	



	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
Staff treat all pupils fairly and with respect	191	79 41%	84 44%	23 12%	5 3%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		28%	51%	17%	4%	
The school listens to our views and makes changes we suggest	191	35 18%	112 59%	40 21%	4 2%	Mae'r ysgol yn gwranddo ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
		16%	54%	25%	5%	
I am encouraged to do things for myself and to take on responsibility	190	88 46%	96 51%	5 3%	1 1%	Rwy'n cael fy annog i wneud pethau drosaf 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	191	90 47%	85 45%	13 7%	3 2%	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	191	97 51%	86 45%	7 4%	1 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	191	106 55%	80 42%	5 3%	0 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	67	34 51%	30 45%	2 3%	1 1%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghysiau yng nghyfnod allweddol 4.
		28%	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	40	15 38%	19 48%	6 15%	0 0%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghysiau yn y chweched dosbarth.
		27%	50%	16%	6%	

## Response to the parent questionnaire

Denotes the benchmark – this is a total of all responses to date since September 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.	127	87 69%	40 31%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	4%	1%		
My child likes this school.	127	84 66%	42 33%	0 0%	0 0%	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.	127	80 63%	44 35%	1 1%	1 1%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		50%	45%	3%	1%		
My child is making good progress at school.	126	69 55%	52 41%	3 2%	0 0%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	127	48 38%	64 50%	3 2%	0 0%	12	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	127	54 43%	67 53%	2 2%	0 0%	4	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	126	77 61%	49 39%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		50%	46%	2%	0%		
The homework that is given builds well on what my child learns in school.	126	61 48%	52 41%	6 5%	0 0%	7	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%	8%	2%		
Staff treat all children fairly and with respect.	126	58 46%	54 43%	7 6%	0 0%	7	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.	127	61 48%	51 40%	8 6%	0 0%	7	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.	126	66 52%	59 47%	1 1%	0 0%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		41%	52%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	115	51 44%	38 33%	9 8%	0 0%	17	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		32%	46%	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.	127	57 45%	51 40%	14 11%	1 1%	4	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		33%	50%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	127	73 57%	47 37%	3 2%	0 0%	4	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.	127	51 40%	60 47%	6 5%	1 1%	9	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.	127	59 46%	62 49%	1 1%	1 1%	4	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.	117	47 40%	40 34%	4 3%	0 0%	26	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		26%	46%	8%	2%		
There is a good range of activities including trips or visits.	127	65 51%	47 37%	9 7%	0 0%	6	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	49%	9%	2%		
The school is well run.	126	75 60%	49 39%	1 1%	1 1%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

## Appendix 3

### The inspection team

Iolo Dafydd	Reporting Inspector
Gwyn Thomas	Team Inspector
Huw Collins	Team Inspector
Bethan Whittall	Team Inspector
Gwen Aubrey	Lay Inspector
Elise Jones	Peer Inspector
Llinos John	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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.