



*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 Gyfun Llangefni  
Llangefni  
Anglesey  
LL77 7NG**

**Date of inspection: May 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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**Publication date: 23/07/2014**

## Context

Ysgol Gyfun Llangefni is a naturally bilingual community comprehensive school for pupils aged 11 to 18 years old, and it is maintained by Anglesey local authority. There are 761 pupils on roll, including 132 in the sixth form. Pupils come from the town of Llangefni and the surrounding villages and rural areas. Very few pupils travel from outside the school's natural catchment area.

Fifteen per cent of pupils live in the 20% most deprived areas in Wales. Thirteen point nine per cent (13.9%) of pupils are entitled to free school meals; this figure is below the national percentage of 17.7%.

Approximately 68% of pupils come from homes in which Welsh is the main language, and 87% of pupils study Welsh as a first language. Courses are taught in both Welsh and English; however, the majority are taught through the medium of Welsh.

Pupils at the school encompass the full range of ability. Sixteen per cent of pupils are on the school's additional learning needs register, and approximately 2% have a statement of special educational needs. These figures are below the national figures.

The current headteacher was appointed in 2013, following a short period as acting headteacher. Previously, he was deputy headteacher at the school. The senior leadership team includes a deputy headteacher and two assistant headteachers.

The individual school budget per pupil for Ysgol Gyfun Llangefni in 2013-2014 is £4,514. The maximum per pupil in secondary schools in Anglesey is £5,155 and the minimum is £4,305. Ysgol Gyfun Llangefni is in third place of the five secondary schools in Anglesey in terms of the school budget per pupil.

## Summary

|   |                 |
|---|-----------------|
| <b>The school's current performance</b>       | <b>Adequate</b> |
| <b>The school's prospects for improvement</b> | <b>Adequate</b> |

### Current performance

The good features in the school's work include:

- pupils' performance in key stage 3 and the sixth form;
- an improvement in performance in key stage 4 in the indicators that include a wide range of qualifications;
- effective teaching in the majority of lessons;
- an increase in attendance levels, which now compare favourably with those in similar schools; and
- very good behaviour from most pupils.

However, performance is adequate because:

- performance in key stage 4 in the indicators that include mathematics and science is lower than of the average for similar schools;
- there is a significant difference between the performance of boys and girls in a minority of indicators in key stage 3 and key stage 4;
- there is too much variation in how much progress pupils make within and across subjects;
- transition arrangements do not ensure appropriate curricular progression in a minority of areas in key stage 3; and
- teaching does not offer enough of a challenge to pupils in a minority of lessons.

### Prospects for improvement

Prospects for improvement are judged to be adequate because:

- the headteacher has a clear vision for the school, with an appropriate focus on improving standards in key stage 4;
- recent developments have strengthened managers' accountability and ensured consistency in line management arrangements;
- senior managers have a clear idea of the school's strengths and many of the areas for improvement;
- there is too much variation in the quality of middle managers;
- the school's performance management arrangements are inconsistent; and
- professional development activities are not co-ordinated well enough to have an adequate effect on ensuring consistency in the quality of teaching and strengthening it.

## Recommendations

- R1 Improve performance in key stage 4 in the indicators that include mathematics and science
- R2 Improve and ensure consistency in the quality of teaching within and across departments
- R3 Share best practice in provision for literacy and numeracy across the curriculum
- R4 Strengthen transition arrangements with more focus on curricular progression
- R5 Ensure that middle managers play a full role in the performance management process
- R6 Strengthen the role of middle managers with an increasing focus on raising standards and improving the quality of teaching within their departments
- R7 Ensure that professional development arrangements focus appropriately on raising the quality of teaching and ensuring its consistency

### **What happens next?**

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

## Main findings

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

**Adequate**

#### Standards: Adequate

In key stage 2, performance in the indicator that includes English or Welsh and mathematics has fallen and, in 2013, performance was slightly lower than expected in terms of the level of eligibility for free school meals. During the last two years, performance has placed the school among the lower half of similar schools in terms of the percentage of pupils who are eligible for free school meals and this year, for the first time, is lower than the average for the family of schools.

Pupils' progress between key stages is uneven. It is good in the indicators that include a wide range of qualifications, but satisfactory in the indicator that includes mathematics.

Over the last three years, performance in the indicator that includes a wide range of qualifications has increased significantly; however, comparisons with similar schools show a mixed picture.

Pupils' performance in the sixth form is good and all pupils have achieved the expected level over the last three years.

During the last three years, all pupils have left school with a recognised qualification. After Year 11, nearly all pupils stay in education, employment or training. This is better than the average for the county and the national average.

In key stage 3, the proportion of pupils who achieve the expected level in English or Welsh, mathematics and science combined has increased significantly over the last four years, and performance has been higher than the average for the family of schools. Except in 2011, performance has placed the school in the upper 50% of schools in which there is a similar level of eligibility for free school meals. Similar progress can be seen in the individual core subjects, except in 2013, when performance against that in similar schools in terms of the level of eligibility for free school meals was less favourable.

In key stage 3, in a minority of subjects, including mathematics, science and English at the highest levels, there is a significant difference between the performance of boys and girls. In key stage 4, there is a significant difference between the performance of boys and girls in a minority of indicators.

During the last three years, the performance of pupils who are eligible for free school meals and pupils with additional learning needs has been good.

In lessons, the majority of pupils make good progress and most show positive attitudes towards their learning. They persevere and are keen to improve their own performance. However, there is too much variation in how much progress pupils

make within and across subjects. In a minority of cases, pupils, particularly the more able pupils within the group, do not reach their full potential.

The majority of pupils are able to recall information from previous lessons and link learning effectively with other concepts and topics. Many work enthusiastically and are willing to contribute orally during class discussions. However, only a minority of pupils offer extended answers orally.

The way in which most pupils work in pairs and small groups is a strength. Pupils' listening skills are good and, while working in pairs and groups, they work together effectively and the majority have the confidence to discuss and challenge each other, and ask their own questions.

The accuracy of the majority of pupils' writing is good. They are familiar with the main rules of punctuation and mutation and they have appropriate subject vocabulary. They write for a range of different purposes and have a sound understanding of the purpose of writing and how the nature of the audience influences the document's structure and content. A few pupils have a rich and sophisticated vocabulary. They show a firm grasp of syntax and produce extended written work of very good quality. However, there are errors in written work across the range of ability, and a minority are uncertain when using more formal language registers.

The majority of pupils' reading skills are good. In a majority of lessons, pupils read fluently with appropriate expression. A minority of pupils with reading ages lower than their chronological age make very good progress as a result of intervention groups and support within lessons. The majority of pupils are confident when gathering information. They have a range of effective strategies for collecting information, for example by skimming and scanning to find facts, summarising and arranging ideas appropriately. Where the reading skills of a minority of pupils are weaker, they have difficulty interpreting information and their expression is unclear.

The majority of pupils' numeracy skills are appropriate and they are able to measure and calculate correctly. However, due to the nature of planning, pupils tend to practise a range of numeracy skills with which they are already confident, rather than developing appropriate higher-order skills. Pupils do not practise a wide enough range of numeracy skills often enough across the curriculum.

The majority of pupils' books are neat and orderly. However, a minority of pupils' handwriting, particularly boys', is untidy with some work missing.

### **Wellbeing: Good**

Nearly all pupils feel safe at school and most are confident that the schools deals appropriately with the rare instances of bullying that arise. Most pupils' behaviour in lessons and on the school grounds is very good. Nearly all pupils reach their lessons punctually, show clear motivation and have a positive attitude towards learning. They treat adults and visitors with respect and show concern towards their peers.

The school's attendance rates have improved significantly during the last year. Until 2012, pupils' attendance rates placed the school among the lower 50% in comparison with similar schools in terms of the level of eligibility for free school meals. However, in 2013, attendance rates placed the school in the top 25% of similar schools, and significantly higher than expected. Unverified figures, in comparison with the same period last year, show that attendance rates continue to be very good. In the last four years, levels of temporary exclusions have decreased significantly. These levels are currently low and there have been no permanent exclusions since 2012.

Most pupils understand the importance of physical activity and healthy eating. Most take part in activities outside the classroom that are arranged as part of the 5x60 provision. However, a few pupils in the sixth form feel that there are not enough opportunities for them to undertake formal physical activities.

The role of the school council is developing appropriately, and two pupil-governors attend the meetings of the governing body. The school council makes a valuable contribution to a variety of aspects of school life, including influencing policies.

Many pupils take part in activities and events in the community and contribute well to charity work. Most pupils develop the necessary skills that they need to move on to the next stage in their learning or to employment.

|   |             |
|---|-------------|
| <b>Key Question 2: How good is provision?</b> | <b>Good</b> |
|---|-------------|

### **Learning experiences: Good**

Learning experiences meet statutory requirements in the three key stages. A wide variety of general and occupational courses are offered in key stage 4 and the sixth form. Options are presented that meet the needs of nearly all pupils and lead to appropriate qualifications. The school also delivers the Welsh Baccalaureate Qualification effectively to all pupils in key stage 4 and the sixth form.

There is a suitable range of opportunities for pupils to undertake extra-curricular activities through the medium of Welsh. Good attention is given to the Cwricwlwm Cymreig within subjects such as art, music, history, geography and science.

The school has suitable plans and policies to respond to the Literacy and Numeracy Framework. There are good opportunities to apply literacy skills in the context of the majority of subjects, and there are examples of very effective innovative work in a very few departments. The school has produced an audit to identify appropriate opportunities to develop numeracy skills across the curriculum. However, this has not had enough influence on the range of experiences in the relevant subjects.

Appropriate intervention programmes are arranged for pupils with weak literacy and numeracy skills, and the majority are making very good progress.

Provision for promoting sustainability and global citizenship is appropriate within specific subjects. The pupils' eco committee is only just beginning to promote sustainability within the school.



## **Teaching: Adequate**

In nearly all lessons, teachers have a good working relationship with their pupils, and classroom management is effective. Teachers have good subject knowledge and many of them model language effectively.

In a few lessons, teaching is excellent. In these lessons, teachers have consistently high expectations and skilful planning is core to the success of teaching. Teachers plan carefully to ensure that pupils receive unexpected and original experiences that surprise, motivate and challenge them to make very good progress. There is very good use of various activities and challenging tasks to hold pupils' interest and motivation. In these lessons, the teachers' clear enthusiasm for their subjects permeates all aspects of teaching. Lessons include probing questioning that prompts pupils' understanding, purposeful discussions and an effective pace.

In the majority of lessons, planning is detailed and appropriate. Teachers encourage pupils to link learning with current affairs and global events. Lessons contain increasingly challenging tasks and effective timing. Teachers and assistants offer regular feedback and check pupils' understanding and progress sensitively in order to offer appropriate support. Questioning is appropriate and encourages a minority of pupils to contribute orally very well.

In a minority of lessons, inadequate planning means that tasks have a lack of variety and challenge. As a result, the lesson's pace is too slow and activities do not meet pupils' needs in full in order to ensure appropriate progress. In these lessons, questioning is too closed and activities are superficial. As a result, there is not enough opportunity for pupils to develop the full range of skills.

Assessment arrangements are appropriate and, during recent months, the quality of marking has improved and is now generally good.

In the majority of subjects, pupils receive suitable opportunities to assess their own work and that of their peers, with a few very good examples. In a minority of lessons, teachers provide beneficial opportunities for pupils to contribute to setting useful success criteria and evaluate their own work and that of their peers in line with these.

The school has a suitable mentoring system, which has been established for a number of years. This system provides useful information to leaders, mentors and parents about pupils' progress. The role of members of the senior team in tracking progress is sound and middle managers' use of the system for monitoring and tracking has strengthened during the last year.

During recent months, the school has adapted the system for reporting back to parents. The system meets statutory requirements. However, in a minority of cases, comments do not offer enough guidance to pupils on how to improve. Parents of pupils in Year 10 and Year 11 receive useful interim reports on a monthly basis on their child's progress and achievement.

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

The school has appropriate arrangements for promoting healthy eating and drinking. Staff support pupils' health and wellbeing effectively and provide a purposeful personal and social education programme. Religious education lessons and the morning assemblies contribute well to pupils' spiritual, cultural and social development. The school fosters positive moral values such as honesty, fairness and respect for others.

Recent strategies to improve attendance have ensured a significant improvement in pupils' attendance rates. Positive strategies to promote good behaviour have reduced the number of exclusions and have led to an improvement in pupils' attitudes and behaviour.

The care and support provided by the school's pastoral team are effective and their work is supported effectively by a variety of external agencies such as the police, health service, educational psychologist, and social services. The school works closely with specialist agencies to ensure appropriate support for pupils with additional learning needs, vulnerable pupils and looked-after children.

Pupils with additional learning needs are included in all aspects of school life. Provision for them is inclusive and successful, and they are given excellent support by assistants in lessons. The school identifies pupils' needs quickly and provides appropriate and valuable intervention and support to improve literacy skills. Annual reviews are conducted in line with statutory requirements, and valid individual education plans are provided and are reviewed regularly.

Pupils receive good advice and guidance when choosing courses for key stage 4. The school has improved the arrangements this year to ensure that they offer comprehensive advice and guidance to pupils when choosing their post-16 courses.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

### **Learning environment: Good**

Ysgol Gyfun Llangefni is a close-knit, inclusive and caring community that reflects the school's motto, 'Gorau Cynnydd, Cadw Moes' (Courtesy Paves the Way to Success). Staff promote pupils awareness of the importance of celebrating diversity and valuing different cultures effectively. Disabled pupils have full access to the school's curriculum and activities. Staff challenge any stereotyping or oppressive behaviour sensitively and constructively.

Appropriate use is made of the resources that are available to enrich the curriculum, and provision for information and communication technology (ICT) is good. There is a robust supply of learning resources, including plenty of ICT resources. Most of the school's buildings are old. However, they are kept clean and free of rubbish. The school's extensive grounds provide a variety of sports opportunities, including a new indoor multi-use games area. The quality and standard of the toilets are good.

Effective use is made of the school's colourful walls to promote tolerance and celebrate pupils' successes.

|  |                 |
|--|-----------------|
| <b>Key Question 3: How good are leadership and management?</b> | <b>Adequate</b> |
|--|-----------------|

### **Leadership: Adequate**

During the last 18 months, the school has faced a period of transformation, with changes to the membership of the senior team and a number of new appointments at middle management level. During this period, the headteacher has presented his vision clearly to the staff. He has strengthened a number of aspects of the school's work, for example the arrangements and focus of line management meetings, and strengthened leaders' focus on raising standards and improving the quality of teaching. The valuable support of the external mentor and recent appointment of the deputy headteacher have been key to the work undertaken during the past year.

Developing tight management systems has led to increasing accountability among the senior management team and middle managers in order to maintain and raise standards at the school. With the support of the governing body, the headteacher has reduced the significant deficit in the budget very successfully.

During the period of transformation, the senior management team's responsibilities have been shared appropriately temporarily in order to respond to the priorities in the school development plan. Each member of the senior management team works together effectively and shares the same vision, which is to improve pupils' outcomes. However, the headteacher and deputy currently have too many responsibilities to fulfil their responsibilities in full.

In general, the teaching staff's roles and responsibilities are defined clearly. However, there is variation in the way in which a minority of leaders operate strategically.

Since September, there have been purposeful meetings between middle managers and their line managers. There is a clear structure to these meetings, which is based on the school's monitoring and self-evaluation calendar. Minutes of these meetings identify responsibilities for action and appropriate follow-up actions. The meetings have strengthened the senior management team's grasp of refining the quality of departments' work by challenging and supporting effectively.

The majority of middle managers offer good quality guidance and set high expectations and a clear direction for the work of staff in their departments. They respond actively to the findings of departmental monitoring and make key changes in order to ensure departmental consistency on issues such as giving clear and purposeful feedback to pupils about their progress. They identify best practice in their departments and ensure consistency by sharing best practice. However, performance management procedures have not been achieved in full, and a minority of middle managers have not had enough of an effect on improving and ensuring consistency in the quality of teaching in their departments.

The experienced governing body offers much support to the headteacher and the school. The governors have a sound understanding of the school's performance and challenge it appropriately. There is a structure of suitable committees relating to different aspects of school life.

The school has responded positively to local and national priorities in the school improvement plan.

### **Improving quality: Adequate**

Since the new headteacher was appointed, the school has strengthened its self-evaluation and quality improvement procedures. This has contributed to improvements in all key indicators in key stage 3, the majority of indicators in key stage 3, attendance and maintaining high performance in the sixth form. However, these processes have not had enough time to have an effect on the school's performance in a minority of important indicators in key stage 4 and the core subjects.

Leaders at all levels collect useful first-hand evidence when scrutinising pupils' work. Following this activity, leaders give teachers valuable feedback in order to share good practice and highlight areas for improvement. As a result, the quality of marking and feedback to pupils is consistently good across and within most departments. Recently, the senior management team have strengthened their understanding of the strengths and areas for improvement in teaching through a rigorous process of lesson observations. However, middle managers have not observed teachers' lessons in their areas of responsibility. As a result, these managers do not have a complete enough picture of the quality of teaching in their departments. The school has canvassed pupils' opinions on the school's work; however, they do not ask parents for their opinions often enough.

The whole-school self-evaluation report is a comprehensive document that includes a thorough analysis of performance data and outlines many of the strengths and areas for improvement. However, in a few areas, evaluations are too generous and a few areas for improvement are not identified. There is an appropriate link between the school development plan and the outcomes of the whole-school self-evaluation report. This plan includes appropriate actions to meet the school's priorities, measurable criteria and challenging targets for improvement.

Most departmental self-evaluation reports include a detailed analysis of performance data. Many of these include a useful analysis of the summative feedback from examination boards in order to highlight specific issues for improvement. However, a minority do not consider the effect of the quality of teaching on standards rigorously enough. Most departmental development plans include appropriate strategies to respond to the areas for improvement highlighted in the departmental self-evaluation reports. All plans include ambitious targets and measurable criteria. The majority include appropriate strategies and actions for improvement. However, most do not consider the cost of activities, and a minority do not plan thoroughly enough to improve the quality of teaching.

### **Partnership working: Adequate**

The school has established a range of influential partnerships that enrich pupils' experiences. Communication with parents is appropriate.

Effective co-operation with other secondary schools, a college, and a local training company strengthen provision for pupils in key stage 4 and the sixth form. Through this, the school has ensured very good progression to general and occupational courses, from level 1 to level 3. There is also purposeful co-operation with a college that arranges training for trainee teachers.

The school co-operates purposefully, through membership of a county-wide partnership group, to ensure that the curriculum is cost-effective. Regular arrangements are in place to monitor the quality of provision and teaching at other sites. The school also works well with a number of employers, including Wylfa nuclear power station, to enrich pupils' experiences, for example through work experience. The school also plans strategically with multi-disciplinary agencies and specialists to create a supportive system for individuals and families.

Transition activities ensure that pupils settle quickly into the school community. However, in 2013 there were no meetings between some core departments and primary schools in order to ensure the quality of pupils' assessments. In general, there are limited opportunities to plan jointly between individual departments and primary schools to ensure progression in teaching and learning methods and subject progress in skills.

### **Resource management: Adequate**

The school is staffed appropriately to teach the curriculum. Support staff are experienced and make an important contribution to the running of the school and its work. The quality of training and professional development opportunities received by all members of staff is appropriate. However, the professional development programme does not focus sufficiently on improving the quality of teaching, and there is no opportunity for teachers to take part in observing classrooms directly and reflect on their own teaching practice. This year, five working groups have been established, which focus on a number of priorities in the school development plan. In general, these groups have worked enthusiastically and are beginning to influence staff's professional practice.

During the last year, as a result of a reduction in the school's population, the school has faced a situation of debt. Therefore, the headteacher and finance committee have taken bold steps to plan effectively to reduce the debt. The curriculum and finance panel, the headteacher, and the administrative officer play a key part in forming and managing the budget effectively and efficiently. Considering the standards in key stage 4 and the quality of teaching, the school offers adequate value for money.

## Appendix 1

### Commentary on performance data

In key stage 3, the proportion of pupils who achieve the core subject indicator has increased significantly over the last four years, and performance since 2010 has been higher than the average for the family of schools. With the exception of 2011, performance has placed the school in the upper half of schools with similar levels of eligibility for free school meals. Similar progress can be seen in the individual core subjects. Performance in Welsh at level 5 or above in key stage 3 has been higher than the average for the family in each of the last four years. However, with the exception of 2013, performance has placed the school among the lower half of similar schools. Performance in English at level 5 or above shows a similar pattern. Performance has improved since 2009 and places the school above the average for the family in each one of the years. In 2013, for the first time since 2010, performance has placed the school in the upper half of similar schools. Performance in mathematics at level 5 or above has improved consistently since 2010 and has been higher than the average for the family. In 2013, for the first time since 2010, performance has placed the school in the upper half of similar schools. Performance in science at level 5 or above has improved since 2011, and is higher than the average for the family. In 2013, for the first time since 2010, performance has placed the school in the top quarter of similar schools.

Performance at level 6 or above in Welsh has been better than the average for the family in three of the last four years. Performance at level 6 or above in English has been higher than the average for the family in three of the last four years. Since 2011, performance at level 6 or above in mathematics has been higher than the average for the family. Since 2009, performance at level 6 or above in science has been higher than the average for the family. However, in each of the core subjects, performance against that of schools with similar levels of eligibility for free school meals has been less robust.

In key stage 4, over the last two years, performance in the level 2 threshold including English or Welsh and mathematics has worsened and, in 2013, performance was slightly lower than the modelled expectations. During the last two years, performance has placed the school among the lower half of similar schools in terms of the percentage of pupils who are eligible for free school meals and this year, for the first time, is lower than the average for the family of schools. Over the same period, performance in the core subject indicator has shown a similar pattern.

In general, over the last four years, performance in the level 2 threshold has become stronger. In three of the last four years, performance has placed the school in the upper half of similar schools in terms of the percentage of pupils who are eligible for free school meals. However, performance against that of the family of schools has been less favourable. Performance in the level 1 threshold has improved year on year and this year, for the first time, it has placed the school among the top quarter of similar schools in terms of the percentage of pupils who are eligible for free school meals. During the same period, performance in this indicator has been close to the average for the family. Performance in the wider capped average points score has

improved since 2011, and has been consistently higher than the average for the family during the last four years, placing the school in the upper half of similar schools.

During the last four years, with the exception of 2012, performance in Welsh first language at level 2 has remained consistent. In three of the last four years, performance has been higher than the average for the family and, in 2013, for the first time since 2010, performance has placed the school among the upper half of similar schools.

Since 2011, performance in English level 2 has worsened and, during the last two years, has placed the school in the lower half of similar schools, but higher than the average for the family. Performance in mathematics at level 2 has worsened since 2011 and, during the last two years, has placed the school among the bottom quarter of similar schools. This year, for the first time, performance has been lower than the average for the family of schools. Performance in science at level 2 has also worsened since 2011 and, for the first time this year, has placed the school in the lower half of similar schools. During the last two years, performance has been lower than the average for the family.

Pupils' progress between key stages is sound. Between key stage 2 and key stage 4, it is good in the indicators that include a wide range of qualifications, such as the level 2 threshold and level 1 threshold, but satisfactory in the indicator that includes mathematics.

The performance of pupils in the sixth form is good, and all pupils have attained the level 3 threshold during the last three years.

During the last three years, all pupils have left the school with a recognised qualification. After Year 11, nearly all pupils stay in education, employment or training. This is better than the county average and the national average.

In key stage 3, in a minority of subjects, including mathematics, science and English at level 6 or above, there is a significant difference between the performance of boys and girls. In key stage 4, there is a significant difference between the performance of boys and girls in a minority of indicators.

During the last three years, in key stage 3 and key stage 4, the performance of pupils who are entitled to free school meals and pupils with additional learning needs has been generally good.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Denotes the benchmark – this is the total of all responses to date since September 2010.

|   | Number of responses<br>Nifer o ymatebion | Strongly Agree<br>Cytuno'n gryf | Agree<br>Cytuno | Disagree<br>Anghytuno | Strongly disagree<br>Anghytuno'n gryf |   |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|---|
| I feel safe in my school  | 180                                      | 98<br>54%                       | 79<br>44%       | 2<br>1%               | 1<br>1%                               | Rwy'n teimlo'n ddiogel yn fy ysgol.   |
|   |  | 43%                             | 53%             | 3%                    | 1%                                    |   |
| The school deals well with any bullying   | 180                                      | 40<br>22%                       | 120<br>67%      | 18<br>10%             | 2<br>1%                               | Mae'r ysgol yn delio'n dda ag unrhyw fwlio.   |
|   |  | 26%                             | 58%             | 14%                   | 2%                                    |   |
| I have someone to talk to if I am worried   | 180                                      | 75<br>42%                       | 93<br>52%       | 10<br>6%              | 2<br>1%                               | Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.   |
|   |  | 38%                             | 53%             | 8%                    | 1%                                    |   |
| The school teaches me how to keep healthy   | 180                                      | 45<br>25%                       | 103<br>57%      | 28<br>16%             | 4<br>2%                               | Mae'r ysgol yn fy nysgu i sut i aros yn iach.   |
|   |  | 23%                             | 57%             | 18%                   | 3%                                    |   |
| There are plenty of opportunities at school for me to get regular exercise            | 180                                      | 80<br>44%                       | 78<br>43%       | 18<br>10%             | 4<br>2%                               | Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.                          |
|   |  | 45%                             | 45%             | 8%                    | 2%                                    |   |
| I am doing well at school   | 180                                      | 58<br>32%                       | 109<br>61%      | 12<br>7%              | 1<br>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 | 180                                      | 63<br>35%                       | 108<br>60%      | 8<br>4%               | 1<br>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                      | 180                                      | 36<br>20%                       | 98<br>54%       | 38<br>21%             | 8<br>4%                               | 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                 | 180                                      | 66<br>37%                       | 93<br>52%       | 17<br>9%              | 4<br>2%                               | 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   | 180                                      | 16<br>9%                        | 87<br>48%       | 71<br>39%             | 6<br>3%                               | 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  | 180                                      | 50<br>28%                       | 89<br>49%       | 40<br>22%             | 1<br>1%                               | Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.                                      |
|   |  | 29%                             | 51%             | 17%                   | 4%                                    |   |



|   |  | Number of responses<br>Nifer o ymatebion | Strongly Agree<br>Cytuno'n gryf | Agree<br>Cytuno | Disagree<br>Anghytuno | Strongly disagree<br>Anghytuno'n gryf |   |
|---|--|--|---------------------------------|-----------------|-----------------------|---------------------------------------|---|
| The school listens to our views and makes changes we suggest  |  | 180                                      | 40<br>22%                       | 107<br>59%      | 27<br>15%             | 6<br>3%                               | Mae'r ysgol yn gwrandao 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   |  | 180                                      | 60<br>33%                       | 111<br>62%      | 8<br>4%               | 1<br>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                                       |  | 180                                      | 60<br>33%                       | 96<br>53%       | 22<br>12%             | 2<br>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  |  | 180                                      | 78<br>43%                       | 94<br>52%       | 6<br>3%               | 2<br>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   |  | 180                                      | 69<br>38%                       | 92<br>51%       | 19<br>11%             | 0<br>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 |  | 68                                       | 16<br>24%                       | 39<br>57%       | 8<br>12%              | 5<br>7%                               | Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4. |
|   |  |  | 28%                             | 52%             | 15%                   | 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  |  | 28                                       | 3<br>11%                        | 16<br>57%       | 8<br>29%              | 1<br>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%                   | 6%                                    |   |

## Responses to parent questionnaires

Denotes the benchmark – this is the total of all responses to date since September 2010.

|   | Number of responses<br>Nifer o ymatebion | Strongly Agree<br>Cytuno'n gryf | Agree<br>Cytuno | Disagree<br>Anghytuno | Strongly disagree<br>Anghytuno'n gryf | Don't know<br>Ddim yn gwybod |   |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|---|
| Overall I am satisfied with the school.   | 95                                       | 24<br>25%                       | 56<br>59%       | 9<br>9%               | 4<br>4%                               | 2                            | Rwy'n fodlon â'r ysgol yn gyffredinol.  |
|   |  | 43%                             | 51%             | 4%                    | 1%                                    |                              |   |
| My child likes this school.   | 97                                       | 34<br>35%                       | 55<br>57%       | 5<br>5%               | 1<br>1%                               | 2                            | 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.                       | 97                                       | 31<br>32%                       | 48<br>49%       | 7<br>7%               | 3<br>3%                               | 8                            | Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.                                  |
|   |  | 49%                             | 45%             | 3%                    | 1%                                    |                              |   |
| My child is making good progress at school.   | 97                                       | 43<br>44%                       | 45<br>46%       | 5<br>5%               | 1<br>1%                               | 3                            | Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.   |
|   |  | 45%                             | 48%             | 4%                    | 1%                                    |                              |   |
| Pupils behave well in school.   | 97                                       | 13<br>13%                       | 56<br>58%       | 12<br>12%             | 3<br>3%                               | 13                           | Mae disgyblion yn ymddwyn yn dda yn yr ysgol.   |
|   |  | 21%                             | 55%             | 11%                   | 3%                                    |                              |   |
| Teaching is good.   | 95                                       | 21<br>22%                       | 58<br>61%       | 12<br>13%             | 1<br>1%                               | 3                            | Mae'r addysgu yn dda.   |
|   |  | 33%                             | 57%             | 5%                    | 1%                                    |                              |   |
| Staff expect my child to work hard and do his or her best.  | 97                                       | 41<br>42%                       | 52<br>54%       | 2<br>2%               | 0<br>0%                               | 2                            | 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.                         | 96                                       | 23<br>24%                       | 54<br>56%       | 13<br>14%             | 1<br>1%                               | 5                            | 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.   | 96                                       | 22<br>23%                       | 50<br>52%       | 10<br>10%             | 7<br>7%                               | 7                            | Mae'r staff yn trin pob plentyn yn deg a gyda pharch.   |
|   |  | 32%                             | 49%             | 9%                    | 2%                                    |                              |   |
| My child is encouraged to be healthy and to take regular exercise.                                | 96                                       | 30<br>31%                       | 52<br>54%       | 7<br>7%               | 2<br>2%                               | 5                            | 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.   | 97                                       | 33<br>34%                       | 56<br>58%       | 7<br>7%               | 0<br>0%                               | 1                            | 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'. | 94                                       | 22<br>23%                       | 46<br>49%       | 10<br>11%             | 4<br>4%                               | 12                           | Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.       |
|   |  | 32%                             | 46%             | 7%                    | 2%                                    |                              |   |

|   | Number of responses<br>Nifer o ymatebion | Strongly Agree<br>Cytuno'n gryf | Agree<br>Cytuno | Disagree<br>Anghytuno | Strongly disagree<br>Anghytuno'n gryf | Don't know<br>Ddim yn gwybod |   |
|---|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|---|
| I am kept well informed about my child's progress.  | 96                                       | 24<br>25%                       | 54<br>56%       | 13<br>14%             | 5<br>5%                               | 0                            | Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.   |
|   |  | 34%                             | 50%             | 11%                   | 2%                                    |                              |   |
| I feel comfortable about approaching the school with questions, suggestions or a problem. | 94                                       | 31<br>33%                       | 48<br>51%       | 10<br>11%             | 4<br>4%                               | 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.                          | 96                                       | 22<br>23%                       | 44<br>46%       | 22<br>23%             | 5<br>5%                               | 3                            | Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.   |
|   |  | 27%                             | 51%             | 10%                   | 2%                                    |                              |   |
| The school helps my child to become more mature and take on responsibility.               | 93                                       | 23<br>25%                       | 54<br>58%       | 7<br>8%               | 2<br>2%                               | 7                            | Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.               |
|   |  | 35%                             | 53%             | 5%                    | 1%                                    |                              |   |
| My child is well prepared for moving on to the next school or college or work.            | 91                                       | 14<br>15%                       | 38<br>42%       | 11<br>12%             | 2<br>2%                               | 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.                            | 96                                       | 18<br>19%                       | 52<br>54%       | 16<br>17%             | 4<br>4%                               | 6                            | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.                        |
|   |  | 35%                             | 50%             | 9%                    | 2%                                    |                              |   |
| The school is well run.   | 95                                       | 22<br>23%                       | 47<br>49%       | 11<br>12%             | 5<br>5%                               | 10                           | Mae'r ysgol yn cael ei rhedeg yn dda.   |
|   |  | 40%                             | 49%             | 5%                    | 2%                                    |                              |   |

## Appendix 3

### The inspection team

|                     |                     |
|---------------------|---------------------|
| Catherine Evans     | Reporting Inspector |
| Gareth Wyn Jones    | Team Inspector      |
| Meinir Rees         | Team Inspector      |
| Ceri Jones          | Team Inspector      |
| David Owen Jenkins  | Lay Inspector       |
| Rhian Wyn Griffiths | Peer Inspector      |
| Huw Davies          | 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 entitled to 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 entitled to 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. |