



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 Morgan Llwyd
Ffordd Cefn
Wrexham
LL13 9NG**

Date of inspection: January 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:

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

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

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Context

Ysgol Morgan Llwyd is a Welsh-medium comprehensive school for pupils aged between 11 and 18 years which is maintained by Wrexham local authority. It has 757 pupils, including 143 students in the sixth form. The school serves pupils from the town's Welsh-medium primary schools and also from villages and rural areas around Wrexham.

Pupils come from areas that are comparatively prosperous, and from areas that are economically disadvantaged. Ten point four per cent (10.4%) of pupils are entitled to free school meals. This figure is lower than the national percentage of 17.7%. Nearly all pupils belong to the white ethnic group. No pupils receive support to learn English as an additional language. A few pupils (about 10% of pupils in Year 7 this year) join the school from English-medium primary schools, as part of an intensive immersion scheme in Welsh.

The school admits pupils from the full ability range. Three per cent of pupils are on the school's additional educational needs register. This is higher than the national percentage. In addition, 16% of pupils are on the additional educational needs register, which is lower than the national percentage.

Forty per cent of pupils come from homes in which Welsh is spoken by one or both parents and 60% come from homes where English is the main language. Welsh is the main language of teaching and learning and nearly all pupils study Welsh as a first language. A very few pupils enter the school from English medium primary schools and initially study Welsh as a second language before developing the competence to study Welsh as a first language. All pupils are entered for Welsh first language examinations in Year 11.'

The whole senior management team are comparatively new in their posts. The headteacher was appointed in September 2013. One deputy headteacher began in the post in September 2012, two assistant headteachers during 2012 and one assistant headteacher in September 2013.

The individual school budget per pupil for Ysgol Morgan Llwyd in 2013-2014 means that the budget is £4,908 per pupil. The maximum per pupil in secondary schools in Wrexham is £4,908 and the minimum is £4,293. Ysgol Morgan Llwyd is in first position of the nine secondary schools in Wrexham in terms of the school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

Ysgol Morgan Llwyd is a good school because:

- pupils make good progress and achieve high standards in many indicators in key stage 4;
- provision for pupils in the immersion scheme is very effective;
- pupils who receive free school meals achieve better than in comparable schools in the family of other schools;
- attendance percentages are consistently higher than in similar schools; and
- the quality of teaching is consistently high.

Prospects for improvement

Prospects for improvement are good because of:

- the management of the senior management team and governors who emphasise pupils' progress as the school's main activity;
- effective self-evaluation and planning for improvement procedures;
- leaders at all levels promoting an inclusive community ethos, which encourages effective co-operation between pupils, staff and managers;
- the school's good evidence over time of effective procedures to help pupils who need support; and
- leaders and managers planning to meet national and local priorities well.

Recommendations

- R1 Raise standards in key stage 3, especially at the higher levels, and improve boys' writing skills
- R2 Share good practice across the school to boost the quality and accuracy of marking, and pupils' response to teachers' comments
- R3 Reduce the level of temporary exclusions
- R4 Implement the school's self-assessment recommendations and share best practice among all departments to promote excellence

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many pupils make good progress in developing the necessary skills and knowledge to promote high standards in most lessons in key stage 3 and key stage 4. In a very few lessons, the majority of pupils make excellent progress. In the immersion class, all pupils make excellent progress. They develop competence and confidence in their use of Welsh in a comparatively short time. In the majority of lessons, pupils co-operate very effectively and respond enthusiastically to challenging tasks.

Most pupils in key stage 3 and key stage 4 can communicate effectively in Welsh and English. They respond thoughtfully to pupils' questions and use their translanguaging skills effectively to develop a thorough understanding of their work when they discuss together and investigate with their peers. Pupils' reading skills across the school enable them to have good access to the curriculum and enable them to develop their knowledge and subject skills effectively. The majority of pupils who receive additional support to boost their reading skills make appropriate progress.

In most lessons, many pupils have a thorough understanding of grammatical conventions. Many pupils in key stage 3 develop effective writing skills in Welsh and English. The majority of pupils research a range of sources successfully and order their work appropriately. However, a few boys in key stage 3 have writing that is full of mistakes, with examples of incorrect spelling, misuse of capital letters, weak punctuation and untidy presentation.

Many pupils in key stage 4 have good writing skills. They show a range of extended writing of a good standard, including creative work, recording research work and problem-solving. Many pupils write accurately and develop an appropriate vocabulary that includes scientific and technical terms.

The majority of pupils use a range of appropriate number skills in almost all lessons in key stages 3 and 4 where this is suitable. They all develop a good awareness of mathematical terms. Many pupils show that they have a good knowledge of number facts and calculation methods. The majority apply their numeracy skills to solve challenging problems successfully. They have good knowledge of shape, scale, size and position. They are confident when using a range of strategies including mental methods, written methods and when using a calculator.

Many pupils are able to collect, order and analyse data effectively and respond well to mathematical requirements in relevant subjects. They are all good at using mathematical skills and concepts that they have learnt previously. Many pupils in key stage 4 consider the accuracy of their numerical answers and record correctly. The record of pupils' number work in their books is comprehensive and of good quality in both key stages.

In most lessons, pupils work enthusiastically, co-operate effectively with their peers and show obvious motivation.

In key stage 4, since 2011, there is a trend of obvious progress in the percentage of pupils who achieve in the main indicators. In 2013, pupils' performance in the indicator that includes Welsh or English, and mathematics is significantly higher than the expected performance, and the school is in the top 25% in comparison with similar schools in terms of levels of free school meals. This is a significant improvement on the previous year when the school was in the bottom 25% in comparison with similar schools.

In the indicator that corresponds to five or more GCSE qualifications at grades A*-C, the school's performance has improved since 2012, although the school is in the lower 50% of similar schools in terms of levels of free school meals. Pupils' progress from key stage 2 to key stage 4 adds significant value and is higher than expected in almost all of the important indicators. Most pupils gained the Welsh Baccalaureate qualification in 2013, which is obvious progress on the previous year.

Since 2010, no pupils have failed to gain a recognised qualification, and nearly all pupils remain in full-time education, employment or training after Year 11. This is better than the county average and the national average. The outcomes of vocational courses are consistently good over the last three years.

The difference between the performance of pupils who receive free school meals and the remainder in the main indicators has decreased considerably for over four years. In 2013, the gap was smaller than in all comparable schools in the family and Wales. This is because the performance of pupils who have free school meals has improved considerably. Pupils who have special educational needs and able and talented pupils make appropriate progress according to their ability and motivation.

In the sixth form, the school's performance in the level 3 threshold has been higher than the average for the county and Wales since 2010-2011. In 2013, all pupils gained the Welsh Baccalaureate qualification at a higher level.

In key stage 3, the proportion of pupils who attained the expected level in the individual core subjects and also in combination, show a declining trend in the last three years. In 2012-2013, pupils' performance in comparison with that in similar schools in terms of levels of free school meals is in the bottom quartile. The percentage of pupils who attain higher levels varies but, in general, it is lower than percentages for similar schools in terms of levels of free school meals.

The performance of boys and girls in key stages 3 and 4 has varied over the years but, in general, boys underperform in their writing skills in Welsh and English.

Wellbeing: Adequate

Most pupils feel safe at the school. Most pupils' behaviour is good in lessons and around the school and displays positive attitudes towards their learning. Many pupils consider that the school deals well with any cases of bullying.

The majority of pupils have a thorough understanding of how to keep fit and healthy. Pupils have a sound awareness of how to eat healthily and there are high levels of pupils' participation in physical activities.

Pupils' attendance is very good and has shown progress over the last four years. The school has been in the top 25% of similar schools over this period. No pupil has been excluded permanently from the school during the last three years. In the last academic year, the number of temporary exclusions has decreased, although exclusions of five days or fewer over the same period are far too high.

The school council has had a positive effect on the school by expressing its opinion on aspects of teaching, school uniform and resources for pupils. A minority of pupils are not always aware enough of these developments. Older pupils on the council attend governing body meetings regularly and make a valuable contribution to discussions by reflecting the opinions of pupils at the school. Many pupils understand and respect people from other backgrounds. They have the necessary skills to move on to the next stage in their education or to work.

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

The school provides a curriculum that meets statutory requirements. It is comprehensive and balanced, and builds well on pupils' previous experiences. In key stage 4 and the sixth form, the school provides a wide range of general and vocational courses. The school also offers an appropriate range of extra-curricular activities that enrich pupils' experiences; for example, the first ever performance of "Guys and Dolls" in Welsh was arranged recently.

The curriculum is enriched further through the successful introduction of the Welsh Baccalaureate qualification for everyone in key stage 4 and the sixth form. Provision for developing literacy, numeracy and information technology skills is appropriate and introduces useful opportunities for pupils to gain qualifications in the skills. Nearly all subjects have been planned for developing literacy, numeracy and information technology skills in their schemes of work, and these skills are presented effectively in most lessons. The school makes appropriate progress in meeting the requirements of the Welsh Government's Literacy and Numeracy Framework.

All departments make valuable contributions to developing pupils' language skills. Good attention is paid to the Welsh dimension. Pupils are taught about the cultural, economic, environmental, historical and linguistic characteristics of Wales effectively.

Arrangements for integrating non-Welsh speakers into the school are very effective. Every year, the school admits a cohort of Year 7 pupils who have very little, or no knowledge of the Welsh language. They are immersed very effectively in Welsh and learn as the "Immersion Group". After two years or less, all pupils have robust linguistic resources that enable them to join the school's Welsh-medium main stream provision very successfully. Over the last three years, all of these pupils have gained GCSE qualifications that are wholly comparable with those of their peers, who have

already received their education in primary schools in which Welsh is the main teaching language. This is a significant feature of the school's provision.

Provision for sustainable development and global citizenship is good and is very evident in subjects such as science, geography and religious education.

Teaching: Good

In most lessons, teachers plan very carefully. They arrange a series of stimulating activities for pupils, which develop their understanding of the subject very well. They arrange their classrooms effectively and use an interesting variety of high quality resources in order to motivate pupils. They pay particular attention in order to ensure that all pupils are provided with stimulating written work.

Nearly all teachers begin their lessons with a clear explanation of what pupils are expected to achieve. They have a very good working relationship with pupils and high expectations. This engenders learners' confidence to respond confidently to the tasks that are set. In many lessons, teachers plan carefully to develop pupils' literacy and numeracy skills. All teachers are good language models.

Most teachers use questions very effectively to extend pupils' understanding of their work. There is an appropriate pace to most lessons and teachers in these lessons promote pupils' motivation and enthusiasm very effectively. Teachers support the work of groups and individuals effectively. In the very few lessons in which teaching is less effective, the teacher does not have high enough expectations.

Pupils receive homework frequently according to the requirements of the subject and the school timetable. However, there is inconsistency across the school in the quality and frequency of provision.

Many teachers mark their pupils' work regularly and carefully. They provide pupils with useful oral and written feedback. This helps pupils to understand how good their progress is and what they need to do to improve their work. In a few cases, however, marking is less effective and teachers do not ensure that pupils respond appropriately to comments by correcting or redrafting their work.

The school uses a good range of relevant data and tracking systems in order to track individual pupils' progress and teachers provide appropriate follow-up to outcomes. School reports are of consistent quality and informative, and they present a very useful understanding of their children's progress and achievement.

Care, support and guidance: Good

The school's provision in order to promote pupils' spiritual, moral, social and cultural development is comprehensive and effective. The school's personal and social education programme provides pupils with a wide range of valuable activities. The school also makes appropriate arrangements for encouraging pupils to eat and drink healthily.

The care and support provided by the school's pastoral team are very effective and their work is supported well by a variety of external agencies. Pupils receive valuable advice on making choices. This supports them appropriately as they make decisions about their future. The school extends experiences from the world of work effectively through the Welsh Baccalaureate course, periods of work experience and a programme of speakers to present real experiences to pupils about various careers.

Provision is comprehensive and successful for pupils who have additional learning needs. Appropriate individual educational schemes are available, as well as effective intervention programmes to target improvements in these pupils' basic skills. There is regular contact with parents in order to gain their support for the individual educational schemes for their children. This ensures that these pupils receive comprehensive care and make appropriate progress. A specialist unit at the school provides additional support for pupils who have been excluded from school. This provision develops social skills and promotes the self-image of pupils in their care well, in order to induct them back into the main stream of the school's life and work.

Arrangements for safeguarding pupils meet requirements and they are not a cause for concern.

Learning environment: Good

Ysgol Morgan Llwyd promotes positive values successfully. It is an inclusive, caring community in which all pupils have equal opportunities. The school promotes racial and gender equality effectively and relevant policies are reviewed regularly by governors in order to ensure that they reflect local and national priorities.

The school's buildings which contain sports facilities, a theatre and a lecture theatre are of high quality and they are maintained well. The school provides a stimulating learning environment with attractive displays of pupils' work that contribute to developing pupils' awareness of standards and celebrate successes well.

The school library is a valuable resource and pupils make effective use of it. There are useful opportunities for pupils to contribute to the daily work of the library. They volunteer to help with tasks in the library. This is useful work experience and promotes their awareness of the books that are available at the library in order to boost their reading skills.

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

The headteacher and governors give the school a clear direction and strategic priorities. The strategy is based on a clear vision to raise pupils' standards of achievement and challenge underperformance. Together, the headteacher and the senior management team create a constructive ethos in which teachers and pupils co-operate well and respect each other.

The roles and responsibilities of the senior management team and middle managers are clear and balanced. They understand their roles well, in addition to everyone's

contribution to delivering the school's strategic priorities. Leaders at all levels use their time effectively and place an obvious emphasis on raising standards.

The school has effective internal communication methods. A calendar of purposeful meetings has been established, which ensures that everyone is focusing purposefully on the school's strategic priorities. All managers address the school's core issues, including promoting attendance, good behaviour and raising standards of literacy and numeracy. There is obvious consistency in minutes of meetings and the action points that arise from the meetings and this promotes individuals' and groups' accountability effectively.

The senior management team analyse performance data thoroughly and provide a challenge and strong support to departments that are underperforming to improve. They use performance data regularly to compare the school's performance with that of similar schools and to set appropriate progress targets. Most middle managers also develop their data analysis skills effectively in order to develop a good knowledge of aspects to be developed and give appropriate guidance to their fellow teachers.

There are appropriate performance management systems for all members of staff and they have a performance review annually. Individual staff targets have been established for the school's five strategic priorities, and the training received by individuals on targets from the performance review has been effective.

The school's governing body includes a balance of members from a variety of backgrounds, which represent the community effectively. There are beneficial links between governors and the majority of departments and governors have a thorough awareness of the school's strengths and weaknesses. Governors challenge the school's performance well, and provide very strong support where appropriate. Leaders and managers plan to fulfil national and local priorities thoroughly, especially when promoting pupils' bilingualism. The school has also developed the provision for literacy and numeracy skills and the Welsh Baccalaureate effectively.

Improving quality: Good

Self-evaluation and planning for improvement are core to the school's work, with a clear emphasis on using direct evidence. As a result, the school's self-evaluation report is a comprehensive and honest document. In general, this report provides valuable evaluations about the school's strengths and identifies areas that need to be improved effectively. It is based on sound evidence.

Senior managers use a range of data analyses effectively to monitor the school's performance and to set targets to ensure improvement. In addition, the headteacher and deputy headteacher observe lessons and scrutinise pupils' work in all subjects in order to ensure a thorough understanding of the school's performance. Outcomes are used to identify good practice in departments and to challenge underperformance effectively.

Good use is made of pupils' opinions on the quality of teaching and assessment through meaningful discussions with focus groups from all years and the school

council. On this basis, the school has developed a useful model that characterises aspects of effective teaching in order to adopt them within lessons and promote good practice successfully.

Most middle leaders are confident in analysing data and this is reflected in valuable self-evaluation reports. They are fully aware of their accountability, and understand clearly their role and the effect of their work on school standards. This means that many departments are successful in identifying strengths and areas to be improved. However, in a minority of departmental self-evaluations, evaluations of elements such as departmental management are more vague and inconsistent.

The school's improvement plan arises directly from self-evaluation and enables the school to set definite priorities in order to stimulate improvement. It refers appropriately to improving standards in key stage 3, literacy and numeracy across the school and raising boys' attainment. Planning for improvement at the school has had a positive effect on raising standards in key stage 4 in 2013 in most of the important indicators. However, there is not enough detail when setting deadlines and costs of action plans in the school improvement plan and in a minority of departmental improvement plans.

Partnership working: Good

The school has a wide range of established and effective partners. The partnership between the school and the partner primary schools is strong. There is an effective programme to ensure curricular progression and continuity in the core subjects between key stage 2 and key stage 3. As a result of this effective induction process, the majority of Year 7 pupils settle in well at secondary school. The school has effective links with parents.

Beneficial partnerships have been established with other providers in the area. Strong links between the school and its partners contribute to expanding choices in the curriculum for 14-19 year old pupils, expanding Welsh-medium options, and promoting good standards. The quality of vocational provision through partnership is also good. Effective partnerships have been established successfully with universities to prepare pupils for higher education and to provide initial training for trainee teachers.

There are effective partnerships between the school and the local community. A considerable number of employers and local primary schools offer work placements for pupils in Years 10, 11 and 13 every year. They give valuable support in order to prepare pupils for the world of work, for example by providing mock interviews.

Resource management: Good

The school manages its resources successfully. The school has staff who have relevant qualifications and experience for their responsibilities and teaching assistants provide beneficial support.

There is a clear emphasis on developing appropriate opportunities for all staff at the school to improve their professional practices. As a result, the school develops a

culture of effective co-operation within the school and more widely. This enables teachers to develop their expertise further. As a result, the school is developing into a successful learning community.

All teachers are part of internal professional networks, which are developing consistency and raising teaching standards successfully. The effect of this work is seen in the new learning and teaching policy which is now being implemented to consistent effect. There are valuable opportunities to share good practices regularly in meetings and on in-service training days. The school has established valuable external networks, including visits to other schools and useful co-operation with its family of schools, in order to promote high standards.

The school's budget is managed effectively and recommendations from the most recent audit have been implemented successfully. The school evaluates the effect of resources on learning and teaching, and plans carefully for the future. The headteacher, the business manager and the governors co-operate closely and effectively to monitor the school's expenditure. A minority of classes in the sixth form are small, but the school co-operates with local providers in order to ensure a cost-effective curriculum.

As a result of pupils' good outcomes, the school provides good value for money.

Appendix 1

Commentary on performance data

Standards are good on the whole. In key stage 4, since 2010-2011, there is a trend of an obvious increase in the percentage of pupils who achieve the main indicators.

In key stage 4 in 2013, pupils' performance has varied over the last three years. However, there is a trend of increase in the percentage of pupils achieving in the main indicators. In 2012-2013, pupils' performance in the level 2 threshold including Welsh or English and mathematics is considerably higher than the expected modelled performance and the school is in the top 25% in comparison with similar schools in terms of levels of free school meals.

The core subject indicator and the capped points score have also improved since 2011 and place the school among the upper 50% in the family in 2012-2013. Pupils' performance at the level 1 threshold has been consistently good and has placed the school among the top 25% of similar schools since 2011. The school's performance in the level 2 threshold indicator in 2013 has improved, although the school is in the lower 50% of schools in terms of levels of free school meals. In terms of added value for key stage 2 to key stage 4, pupils' performance is good and generally better than expected.

The difference between the performance of pupils who receive free school meals and the remainder in the main indicators has decreased considerably and has been consistent for over four years. This is because the performance of pupils who have free school meals has improved considerably. In 2012-2013, the gap was smaller than in any similar school in the family and Wales. Pupils who have special educational needs and able and talented pupils make appropriate progress according to their ability and their motivation.

Since 2009-2010, no pupil has failed to gain a recognised qualification, and almost all pupils remain in full-time education, employment or training after Year 11. This is better than the county and national average. Outcomes of vocational courses have been consistently good over the last three years. A very high percentage of pupils gained the Baccalaureate at Level 1 or 2 in 2013. This is a considerable increase on the previous year.

In the sixth form, the school's performance at the level 3 threshold has been higher than the average for the county and Wales since 2011. In 2013, all pupils gained the Welsh Baccalaureate qualification at a higher level.

In key stage 3, the proportion of pupils who achieve level 5 or higher in English or Welsh, mathematics and science in combination has decreased over the last three years. In 2013, pupils' performance in comparison with that of similar schools in terms of levels of free school meals is in the bottom quartile.

In all individual core subjects, the performance of pupils who attain the expected level (L5+) over the last three years has varied but there is a declining trend in comparison

with the family of schools. In 2012-2013, English and science place the school among the bottom 25% in comparison with the family of schools and Welsh and mathematics place it among the lower half of similar schools. The percentage of pupils who attain the higher level (L6+) varies but it is generally lower than the averages for the family.

Boys' and girls' performance in key stages 3 and 4 has varied over the years. In 2013, in key stage 3, considerably more girls gained higher levels, Level 6+ in reading and writing in English, than boys. In key stage 4, there is a significant difference in Welsh and also English, and boys underperform.

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 Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	197	51 26%	132 67%	14 7%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		43%	53%	4%	1%	
The school deals well with any bullying	197	11 6%	126 64%	53 27%	7 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	58%	14%	3%	
I have someone to talk to if I am worried	197	57 29%	118 60%	18 9%	4 2%	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	197	27 14%	126 64%	35 18%	9 5%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	57%	17%	3%	
There are plenty of opportunities at school for me to get regular exercise	196	64 33%	92 47%	34 17%	6 3%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	8%	1%	
I am doing well at school	197	49 25%	124 63%	21 11%	3 2%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	195	30 15%	136 70%	27 14%	2 1%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	196	18 9%	81 41%	75 38%	22 11%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	197	56 28%	106 54%	28 14%	7 4%	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	197	7 4%	84 43%	94 48%	12 6%	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	197	23 12%	82 42%	75 38%	17 9%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		28%	51%	17%	4%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest		194	14 7%	102 53%	70 36%	8 4%	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		197	32 16%	135 69%	24 12%	6 3%	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		195	32 16%	120 62%	35 18%	8 4%	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%	8%	1%	
The staff respect me and my background		196	49 25%	122 62%	20 10%	5 3%	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		196	41 21%	127 65%	21 11%	7 4%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			35%	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		79	13 16%	36 46%	25 32%	5 6%	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		38	2 5%	17 45%	13 34%	6 16%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			27%	50%	16%	7%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	44	15 34%	25 57%	3 7%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	4%	1%		
My child likes this school.	44	16 36%	26 59%	2 5%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		47%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	44	17 39%	24 55%	3 7%	0 0%	0	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.	44	17 39%	22 50%	2 5%	0 0%	3	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		44%	48%	4%	1%		
Pupils behave well in school.	44	7 16%	19 43%	7 16%	0 0%	11	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	55%	11%	3%		
Teaching is good.	44	11 25%	26 59%	1 2%	1 2%	5	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	44	16 36%	25 57%	2 5%	0 0%	1	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.	44	7 16%	23 52%	10 23%	0 0%	4	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.	43	12 28%	18 42%	5 12%	1 2%	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.	44	11 25%	29 66%	4 9%	0 0%	0	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.	44	16 36%	24 55%	3 7%	0 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'.	40	8 20%	19 48%	0 0%	1 2%	12	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		31%	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.		44	10 23%	24 55%	5 11%	2 5%	3	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.		44	16 36%	21 48%	6 14%	1 2%	0	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.		44	11 25%	22 50%	2 5%	1 2%	8	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.		44	11 25%	27 61%	2 5%	0 0%	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.		39	8 21%	12 31%	5 13%	1 3%	13	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.		43	12 28%	25 58%	4 9%	1 2%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
			35%	50%	9%	2%		
The school is well run.		42	10 24%	21 50%	2 5%	0 0%	9	Mae'r ysgol yn cael ei rhedeg yn dda.
			40%	49%	5%	2%		

Appendix 3

The inspection team

Gareth Wyn Jones	Reporting Inspector
Simon Davies	Team Inspector
David Ivor Hughes	Team Inspector
Huw Collins	Team Inspector
John David Dyer	Lay Inspector
Ithel Emlyn Davies	Peer Inspector
Eleri Lewis	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language;
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language;
- mathematics; and
- science.

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.