



*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**

**Dyffryn School  
Bertha Road  
Margam  
Port Talbot  
SA13 2AN**

**Date of inspection: April 2014**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

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

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

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

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

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## Context

Dyffryn School is an English-medium 11-16 school maintained by Neath Port Talbot local authority. There are 774 pupils on roll. This figure has fallen from 811 in 2008 when the school was last inspected. Around 21% of pupils are eligible for free school meals, which is above the national average of 17.7%. Pupils are drawn from the east of Port Talbot as well as the villages of Cwmafan, Bryn and Pontrhydyfen.

Twenty-four per cent of pupils live in the 20% most deprived areas in Wales. Nearly all pupils speak English as their first language and come from a white, British heritage.

The school is on two sites. Year 7 and Year 8 pupils are taught in the lower school. The provision for pupils in Years 9, 10 and 11 is two miles away in Margam.

The school receives pupils from the full ability range. The percentage of pupils with special educational needs is around 33%, which is higher than the national average of 19.2%. The 1% of pupils who have a statement of special educational needs is below the national average of 2.6%. The pupils who are part of the 'Traveller Unit' are included within all aspects of the life of the school.

The headteacher took up post in January 2004. The senior leadership team consists of a deputy headteacher, two assistant headteachers and the bursar who is also clerk to the governors.

The individual school budget per pupil for Dyffryn School in 2013-2014 means that the budget is £4,484 per pupil. The maximum per pupil in the secondary schools in Neath Port Talbot is £6,344 and the minimum is £3,757. Dyffryn School is fifth out of the 11 secondary schools in terms of its school budget per pupil.

## Summary

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

### Current performance

Dyffryn School is a good school because:

- performance at key stage 3 and key stage 4 has been above expectations and better than for similar schools over the past three years;
- nearly all pupils achieve at least five qualifications equivalent to GCSE grades A\*-C;
- most pupils have very positive attitudes to learning and their behaviour is consistently good;
- there are good levels of care, support and guidance;
- the school has established effective working relationships with other providers; and
- pupils who receive additional support to meet their individual needs make clear progress.

### Prospects for improvement

The prospects for improvement are good because of:

- the high expectations and effective leadership provided by the headteacher and his senior team;
- the senior leaders' clear understanding of the school's key priorities for improvement;
- the strong and well-established practice of partnership working; and
- the strong leadership provided by most middle leaders.

## **Recommendations**

- R1 Reduce the gap between the performance of boys and girls at key stage 3
- R2 Increase opportunities for all pupils to develop their extended writing and numeracy skills across the curriculum
- R3 Increase the level of challenge for more able pupils so that they achieve their full potential
- R4 Improve arrangements to ensure the accountability of middle managers
- R5 Ensure that the school's self-evaluation report is precise and evaluative in order to guide school improvement more effectively

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

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

Good

#### Standards: Good

In 2011 and 2012, the school's performance at key stage 4 in the indicators that include English and mathematics was well above expectations. However, in 2013, performance in these indicators dipped and was around expectations. Outcomes in these indicators continue to compare favourably with those of similar schools.

The performance of boys in mathematics fell sharply in 2013 and the performance of girls in English, and in mathematics, also fell significantly. In each of the last four years far more pupils have achieved at least five qualifications at GCSE equivalent grades A\*-C than in similar schools. However, the proportion of the highest grades achieved by pupils in nearly all subjects, including English and mathematics, is lower than the national average, and is significantly lower in science subjects.

Over the past three years, no pupil has left the school without a qualification and nearly all of these have remained in education or training.

At key stage 3, there has been a strong trend of improvement over the past three years. Performance in the English, mathematics and science has placed the school in the top quarter of similar schools based on eligibility for free school meals for the past two years.

The difference between the performance of boys and girls in nearly all indicators in key stage 3 is greater than family of schools and national averages. This has been the case for two of the last three years. However, at key stage 4 there is very little difference and boys perform better than girls in a couple of key indicators.

For each of the past three years, the gap in achievement at key stage 3 and key stage 4 between pupils eligible for free school meals and those who are not has been significantly smaller than the average gap in similar schools.

Many pupils with additional learning needs make very good progress and achieve above expectations.

In lessons, nearly all pupils have positive attitudes to their learning. Many of them make effective use of their prior learning to gain new knowledge, understanding and skills. A majority of pupils demonstrate effective thinking skills in problem solving and in the analysis of source materials. In a majority of lessons, pupils make good progress in developing their knowledge, understanding and skills. However, in a minority of lessons, more able pupils do not make enough progress.

Many pupils across the age and ability range speak with confidence and express their opinions clearly. A majority of pupils provide more developed verbal responses. In many subjects, pupils of all abilities use subject-specific terms well. Nearly all

pupils listen well to their teacher and their peers with attention, respect and understanding. Often, boys demonstrate stronger verbal skills than girls do.

A minority of pupils use higher-order reading skills very well. These pupils synthesise information from a wide range of sources and are able to infer and deduce well to develop their understanding. Many pupils read well and have a secure understanding of what they read. Most pupils who have weaker reading skills make at least good progress in structured intervention programmes.

Many more able pupils produce good quality extended writing that is well organised and coherent. A majority of pupils are able to write for different purposes and audiences, although only a minority make enough use of their extended writing skills across the curriculum. A minority of pupils make too many errors in spelling, punctuation and grammar. In a few cases, pupils do not complete work. Generally, the writing of girls is better developed and technically more accurate than that of boys.

Many pupils develop appropriate numeracy skills such as calculation and measurement as they progress through the school but do not use those skills often enough across the curriculum.

In 2013, pupils' performance in Welsh second language at key stage 3 was better than that in similar schools. At key stage 4, in 2013, a majority of pupils followed the full-course GCSE Welsh second language and achieved a level 2 qualification. This is well above the national average. Performance in the short course was close to the national average.

### **Wellbeing: Good**

Nearly all pupils feel safe in school and most feel that the school deals well with bullying. Nearly all pupils have a clear understanding of how to eat healthily and many engage in a range of physical activities.

Nearly all pupils enjoy coming to school, and behave very well in lessons and around the school. They are courteous to each other, to staff and to visitors to the school. Most pupils treat each other with respect, listen to each other's views and co-operate very well when working together. Together, these features contribute to consistently high levels of attendance, very good behaviour and high standards.

Members of the school council take their responsibilities very seriously and make a significant contribution to the life of the school. The group has been effective in influencing decisions, for example contributing to improved reporting systems reviewing the health and safety procedures, observing lessons and being involved in the appointment of new staff. Pupils are actively involved in community projects and supporting charities including supporting people with, and research into, serious illnesses, through fund raising events.

Attendance has fallen very slightly in each of the last two years. However, it remains close to expectations. The number of permanent exclusions has reduced over the

last six years while the number of fixed-term exclusions has fallen significantly and is low.

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

The school delivers a broad and balanced curriculum that meets statutory requirements and is effective in meeting pupils' needs and interests. The school offers a comprehensive range of vocational and general courses at key stage 4. There is an extensive range of extra-curricular activities, which include sport and music. These opportunities enable pupils to enhance their learning experiences well outside of lessons.

The school is making good progress towards implementing the National Literacy and Numeracy Framework. The curriculum is designed purposefully to enable effective skills intervention to take place in key stage 3 and key stage 4. The school has a clear strategy to develop pupils' literacy and numeracy skills, including teachers delivering lessons in feeder schools and very effective support for those pupils with weaker skills. However, numeracy is not yet as well developed as literacy, and there are aspects of literacy, such as opportunities for extended-writing, that are not yet embedded fully in practice.

From 2013, almost all Year 10 pupils follow the full GCSE course in Welsh second language, with many pupils following the course at the higher level. This is a significant strength. With the help of Year 9 pupil 'Welsh ambassadors', the school has been effective in promoting positive attitudes to the learning of Welsh. However, opportunities for pupils to practise their Welsh language skills beyond Welsh lessons are limited.

The school provides useful opportunities for pupils to learn about sustainable development and global citizenship, for example through the planning and delivery of assemblies. In addition, the work of the school's eco group has had a significant impact on improving sustainability in the school by reducing waste and increasing recycling.

### **Teaching: Good**

Nearly all teachers have very secure subject knowledge and establish positive and productive working relationships with pupils.

In the majority of lessons, teachers plan carefully and organise activities well to ensure that many pupils make at least sound progress. Many teachers use a successful range of methods and resources that stimulate and engage pupils well. In these lessons, there is an effective level of challenge and pace to pupils' learning.

In the very few lessons where there is outstanding teaching, there is a very high level of challenge and a brisk pace to pupils' learning. In these lessons, teachers use strong, incisive questioning that probes pupils' understanding very well. Creative



planning ensures that work challenges pupils of all abilities well, including the most able. As a result, pupils make excellent progress.

In a minority of lessons, teachers ask too many closed questions that do not probe pupils' understanding well enough. In a few lessons, teachers do not have high enough expectations of pupils, particularly the most able, to succeed at the highest level. The challenge presented to these pupils is not high enough and, as a result, they do not do as well as they could.

In most subjects, marking provides pupils with helpful comments to improve their work. Where marking is most effective, teachers provide specific advice, which offers pupils clear suggestions for improvement. This helps pupils to progress well. In many lessons teachers do not give pupils enough time to act upon comments in their marking. As a result, teachers' written feedback is not having enough impact on improving pupils' learning.

In the majority of lessons, pupils have worthwhile opportunities to assess their own work and that of their peers. This helps them to develop their understanding well. However, in a minority of lessons, opportunities for pupils to learn from these activities are not planned well enough to ensure that they promote progress.

Pupil progress is monitored regularly across the school at individual, group and subject level. Senior and middle leaders mostly use this information effectively to analyse performance and identify underperforming groups of pupils. The school makes effective use of support staff including the use of teaching assistants to track the progress of pupils in literacy and numeracy.

Annual reports and half-termly interim reports inform parents well about their child's achievements, identify strengths clearly, and set appropriate targets for improvement.

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

The school has effective provision for care and support, which has a positive impact on pupils' standards, health and wellbeing.

Assemblies, together with the well planned personal and social education programme and school events such as 'Diversity Day', support pupils' spiritual, moral, social and cultural development very well.

Pupils have the opportunity to participate in a wide range of sporting activities and participation rates are high. The school makes appropriate arrangements for promoting healthy eating and, as a result, nearly all pupils understand the importance of a healthy lifestyle.

The school provides strong personal support and guidance to pupils. There are very effective working relationships with a wide range of external agencies. Parents and pupils receive a useful range of information and support when making choices for key stage 4 and post-16 courses.

Pupils with additional learning needs have access to a wide range of useful opportunities, including a variety of reading support programmes. All teachers are aware of the additional learning needs of pupils and many plan well to meet those needs, particularly the needs of less able pupils. Parents of pupils with additional learning needs have appropriate opportunities to attend worthwhile annual progress review meetings, where individual education plans are reviewed and updated.

In the 'Traveller Unit' there are appropriate activities offered to support pupils' learning and to respond to individual learning needs. A few pupils gain level 2 qualifications and attendance rates are very good.

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

### **Learning environment: Good**

The school has a very caring ethos and is a fully inclusive community. It takes good account of pupils' backgrounds to ensure that care and support are appropriate. All pupils have equal access to the curriculum and the wide range of extra-curricular activities in the school. The school does not tolerate any form of stereotyping, racism or harassment.

Displays throughout the school are effective and include examples of students' work to celebrate achievement.

The buildings, although showing signs of age, are maintained suitably. The newly refurbished libraries at both sites are well equipped with a comprehensive range of books and up-to-date computer equipment. Outdoor sports facilities are good at the upper school site, but changing facilities are very cramped. The school deals well with the canteen at the lower school site, which is very small for the number of pupils using it.

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

Leadership has been successful in sustaining high outcomes for pupils. The best interests of pupils are central to the school's vision and ambition. The school takes thorough account of national priorities. In particular, initiatives aimed at raising standards of literacy and numeracy have been a prominent feature over recent years. There has been a significant trend of improvement in key areas such as boys' literacy and the performance of free-school-meal pupils. Effective day-to-day administration ensures an orderly school environment.

The headteacher provides strong leadership. He is supported well by senior leaders. The school has a suitable management structure. Responsibilities are clear and understood, and have been distributed evenly between senior and middle leaders. The school also offers all other teaching staff valuable opportunities to develop their leadership skills through developing practice and introducing new initiatives.

The school deals robustly with instances of underperformance.

Middle managers have a clear understanding of their roles, and many provide strong leadership. Pastoral leaders play an important role in tracking pupil progress and helping to identify underachievement. There are regular timetabled meetings with middle managers to discuss performance data as a means of ensuring accountability. However, there are no formal records and agreed actions to address issues arising from performance data and findings of monitoring and evaluation such as the performance of more able pupils. This limits senior leaders' ability to review progress and measure impact effectively.

Members of the school's governing body have formal links with subject faculties, attend the performance review meetings and receive regular presentations from school staff with lead responsibilities. They also receive detailed information about school performance based on a range of data analyses, including how well performance compares with that of similar schools. As a result, governors have a clear understanding of many aspects of the life and work of the school. However, they do not challenge the school sufficiently as critical friends in relation to areas in need of improvement, such as the difference in the performance of girls and boys at key stage 3 and the performance of more able pupils at key stage 4.

### **Improving quality: Good**

The school has a useful cycle of self-evaluation. This provides senior leaders with a sound understanding of the school's strengths and areas that require further development.

Senior and middle leaders use a wide range of first-hand evidence well to evaluate the school's performance. This includes the use of examination data, formal lesson observations, departmental reviews and book scrutiny. The school's self-evaluation report is generally self-critical and accurately identifies the strengths and many of the areas for improvement. However, it does not identify a few key priorities for improvement well enough.

Many middle leaders monitor and evaluate the performance of their areas of responsibility well. Most curriculum and pastoral self-evaluation reports identify appropriately the majority of the key areas for improvement. Middle leaders undertake a cycle of lesson observations of the staff within teams. In a majority of observations, leaders provide accurate judgements on the quality of teaching and constructive advice to help teachers improve practice. However, a minority of observations are too generous in their findings and do not provide specific advice to help teachers improve their practice.

The school improvement plan includes timescales, lead responsibilities and costs, and makes suitable links with the self-evaluation report. However, there are too many priorities and the plan lacks sufficient detail in providing a range of actions to secure improvement in important areas, such as the performance of more able pupils.

Departmental improvement plans make clear links to most whole-school priorities. Many provide useful actions to address recognised areas of development. However, a few do not focus well enough on the most important areas for development.

### **Partnership working: Excellent**

The school has established highly effective partnerships that have had a significant impact on sustaining high standards of pupil attainment and wellbeing. This collaboration has resulted in an extended and relevant curriculum and a very significant reduction in the numbers of pupils who are not in education, employment and training.

Extensive links with other schools and the local college contribute to high quality care, guidance and provision for pupils. This helps pupils to make significant progress.

The school has developed very positive partnerships with local primary schools and other secondary schools. Jointly planned provision and tracking of literacy and numeracy skills with local primary schools is highly effective, well managed and quality assured. These partnerships provide strong support that results in significantly improved provision in partner schools and maintains strong outcomes at Dyffryn School.

The school has developed strong links with a range of organisations in the community, including social services, and with parents. Highly effective links with work-based learning units are enhanced by thorough communication, so that pupils follow an appropriate curriculum and remain part of the school community.

### **Resource management: Good**

The school has a well-qualified teaching staff that are deployed effectively. All lessons are taught by specialist teachers.

There are secure arrangements for the performance management of staff and meeting their professional development needs. This includes an extensive programme of whole-school training events, with a strong focus on developing the provision of support for literacy and numeracy. The annual evaluations by subject faculties help to ensure that the school benefits fully from the external training events that staff attend. There are productive links with other schools and institutions, and many staff participate in a range of whole-school working groups including literacy and numeracy.

The school has a few well-established working parties, which work together effectively to drive specific initiatives and plan appropriate staff training activities. For example, they have been effective in improving standards of literacy, particularly boys' literacy skills.

The headteacher works closely with the bursar and the governing body's finance sub-committee to ensure efficient use of the school budget to meet the needs of pupils. The school has managed to reduce very significantly a considerable deficit

budget over recent years. However, current financial reserves are significantly below the level recommended by the Welsh Government.

The school's use of the pupil deprivation grant focuses on raising achievement but does not focus sufficiently on the particular needs of disadvantaged pupils.

In view of pupil outcomes and the overall quality of provision, the school offers good value for money.

## Appendix 1

### Commentary on performance data

At key stage 3, performance in the core subject indicator improved again in 2013 after a very significant improvement in 2012. It has been above the average for its family of schools for two of the last three years. When compared with similar schools based on levels of eligibility for free school meals, performance has placed the school in the top quarter for three of the last four years. Performance in the core subject indicator for 2013 is well above expectations.

In English, performance at level 5 and above fell slightly in 2011, but has improved each year since then. Performance in 2012 and 2013 placed the school in the top quarter of similar schools based on levels of eligibility for school meals. Performance in 2013 was above the family average and has been for two of the last three years. Performance in English at level 6 and above has improved in three of the past four years. In 2013, it was above the family average and placed the school in the top quarter of similar schools in terms of free-school-meal benchmarks. After a dip in 2011, performance in mathematics at level 5 and above improved significantly in 2012 and again in 2013. In 2013, performance was above the average for the family of schools and has been for two of the last three years. In 2012 and 2013, performance moved the school into the top quarter of similar schools in terms of levels of eligibility for free school meals, the school having been in the bottom quarter in 2011. At level 6 and above, performance in mathematics dipped slightly in 2013 and fell below the average for the family of schools. In science, performance at level 5 and above, and at level 6 and above, fell significantly in 2011 but improved in 2012 and 2013, and is now above the family average. At level 5 and above and level 6 and above, performance now places the school in the top half of similar schools in terms of free-school-meal benchmarks, the school having been in the lower half in 2012 and in the bottom quarter in 2011.

Pupils' progress from the previous key stage is above expectations for all indicators, and well above in English and science.

In key stage 4, performance in the level 2 threshold including English and mathematics has fallen in each of the past two years after a high point in 2011. However, it has exceeded the average for the family of schools for the past four years and has placed the school in the top quarter of similar schools based on free-school-meal benchmarks. Performance in this indicator in 2013 was similar to modelled expectations after being well above expectations in each of the previous two years. Performance in the level 2 threshold has improved in each of the last three years and has been above the family average in each of those years. For the past three years, performance has placed the school in the top quarter of similar schools based on free-school-meal eligibility. Pupils' performance in the core subject indicator fell by eight percentage points in 2013, and is now close to where it was in 2010. However, the school has remained in the top quarter of similar schools in terms of free-school-meal benchmarks for three of the last four years. The capped points score shows an overall improvement over the past four years and has placed

the school in the top quarter of similar schools for each of those four years. This performance is above expectation.

Performance in English has fallen in each of the past three years and by five percentage points in 2013, but it has remained above the average for the family of schools. In 2013, performance placed the school in the top quarter of similar schools after being in the upper half in 2012. Performance in mathematics fell by 13 percentage points last year after a slight rise in 2012 and is now 11 percentage points lower than in 2011. However, performance has exceeded the family average and has placed the school in the top quarter of similar schools for each of the past three years.

In 2013, pupils' progress from the previous key stages was significantly greater than expected for the level 2 threshold, the level 1 threshold and the capped points score. It was close to expectations in other indicators.

No pupils have left the school without a qualification for the past three years and many pupils continue in full-time education after 16. A very few pupils who left school at 16 are reported as being not in education, employment and training and this proportion is smaller than the local authority and Wales averages.

At key stage 3, in 2013, girls did better than boys in most subjects. The gap between the performance of girls and boys at level 5 and above and at level 6 and above in English and mathematics is greater than the average for the family and nationally and has been for at least two of the past three years. In science, the difference between the performance of boys and girls has been greater than the family and national averages at level 5 and above and level 6 and above for the past two years. The performance of girls is also significantly greater than that of boys at level 5 and above in history, geography and modern foreign languages. At key stage 4, the gap between the performance of boys and girls has closed so that there is little difference, except in English.

In key stage 3 assessments, performance in oracy dipped after a high point in 2012 but remained above the family and Wales averages. Reading continued to rise and remains above the family and national averages. Writing fell slightly in 2013, although performance remained above the family and national averages. The difference between the performance of girls and boys is greater than the family and national averages and greater than it was in 2012 in oracy, reading and writing.

Performance in Welsh second language in 2013 at key stage 3 shows that pupils performed better than family averages for the third year running. This has placed the school in the top quarter of similar schools based on levels of eligibility for free school meals in two of the last three years. Although the trend is uneven, overall performance has improved over the last four years. At key stage 4, performance in the Welsh second language full course has been well above the national figure for the last three years. Performance in the short course was close to the national figure in 2013 after being well above it in each of the previous two years. Many pupils achieve a level 2 qualification in Welsh second language.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### Secondary Questionnaire (Overall)

denotes the benchmark - this is a total of all responses 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	163		74 45%	87 53%	2 1%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			43%	53%	3%	1%	
The school deals well with any bullying	163		49 30%	95 58%	17 10%	2 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	163		65 40%	82 50%	16 10%	0 0%	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	163		32 20%	90 55%	35 21%	6 4%	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	160		65 41%	82 51%	13 8%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			45%	45%	9%	2%	
I am doing well at school	163		58 36%	99 61%	6 4%	0 0%	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	163		66 40%	92 56%	5 3%	0 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	162		23 14%	89 55%	43 27%	7 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	161		77 48%	79 49%	5 3%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			45%	47%	7%	1%	
Pupils behave well and I can get my work done	163		9 6%	119 73%	30 18%	5 3%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			10%	57%	27%	6%	



	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
Staff treat all pupils fairly and with respect	163		46 28%	86 53%	27 17%	4 2%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			29%	50%	17%	4%	
The school listens to our views and makes changes we suggest	163		26 16%	103 63%	31 19%	3 2%	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	162		57 35%	96 59%	9 6%	0 0%	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	160		48 30%	101 63%	11 7%	0 0%	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	162		56 35%	93 57%	10 6%	3 2%	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	160		56 35%	91 57%	13 8%	0 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			36%	56%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	59		20 34%	33 56%	6 10%	0 0%	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	5		2 40%	3 60%	0 0%	0 0%	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 a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	291	143 49%	135 46%	9 3%	0 0%	4	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	4%	1%		
My child likes this school.	290	154 53%	127 44%	6 2%	1 0%	2	Mae fy mhentyn 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.	288	155 54%	125 43%	5 2%	1 0%	2	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		49%	45%	3%	1%		
My child is making good progress at school.	285	153 54%	124 44%	5 2%	2 1%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	289	88 30%	153 53%	16 6%	4 1%	28	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	55%	11%	3%		
Teaching is good.	289	119 41%	160 55%	3 1%	1 0%	6	Mae'r addysgu yn dda.
		34%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	291	178 61%	107 37%	2 1%	1 0%	3	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		51%	45%	2%	0%		
The homework that is given builds well on what my child learns in school.	289	106 37%	145 50%	21 7%	2 1%	15	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		31%	53%	8%	2%		
Staff treat all children fairly and with respect.	290	119 41%	126 43%	16 6%	4 1%	25	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.	290	108 37%	149 51%	12 4%	0 0%	21	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	53%	7%	1%		
My child is safe at school.	287	154 54%	123 43%	5 2%	0 0%	5	Mae fy mhentyn yn ddiogel yn yr ysgol.
		41%	52%	3%	1%		

	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	
My child receives appropriate additional support in relation to any particular individual needs'.	268	109 41%	107 40%	12 4%	3 1%	37	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		32%	46%	7%	2%		
I am kept well informed about my child's progress.	289	115 40%	143 49%	19 7%	6 2%	6	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.	290	157 54%	119 41%	10 3%	2 1%	2	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		41%	48%	6%	2%		
I understand the school's procedure for dealing with complaints.	290	92 32%	129 44%	33 11%	4 1%	32	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.	289	113 39%	146 51%	14 5%	0 0%	16	Mae'r ysgol yn helpu fy mhlentyn i ddoed 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.	284	97 34%	135 48%	19 7%	2 1%	31	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.	287	142 49%	129 45%	13 5%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	50%	9%	2%		
The school is well run.	287	140 49%	134 47%	5 2%	1 0%	7	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

## Appendix 3

### The inspection team

Tony Sparks	Reporting Inspector
Michelle Gosney	Team Inspector
Iolo Dafydd	Team Inspector
Marc Belli	Team Inspector
Peter Trevor Lewis	Lay Inspector
James Toal	Peer Inspector
Cedric Burden	School 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.