



*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 Dyffryn Conwy  
Ffordd Nebo  
Llanrwst  
Conwy  
LL26 0SD**

**Date of inspection: March 2014**

**by**

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

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

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

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

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

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

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

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

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

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## Context

Ysgol Dyffryn Conwy is a naturally bilingual community comprehensive school for pupils aged 11-18, which is maintained by Conwy local authority. There are 703 pupils on roll, including 149 students in the sixth form.

The school serves the town of Llanrwst and the Conwy Valley, and there are 16 primary schools in the catchment area. Pupils come from relatively prosperous areas, along with socially disadvantaged areas. Eight point six per cent (8.6%) of pupils are entitled to free school meals. This figure is below the national average of 17.7%. Nearly all pupils are from a white ethnic background. Very few pupils receive support to learn English as an additional language.

The school admits pupils from the full range of ability. Two per cent of pupils are on the school's additional learning needs register. This is lower than the national percentage. In addition, 13% of pupils are on the special educational needs register, which is lower than the national percentage. Sixty one per cent of pupils come from homes where either one or both parents speak Welsh, and 39% come from homes in which English is the main language. For many pupils, Welsh is the main language of teaching and they study Welsh as a first language.

The senior management team are relatively new to their roles. The headteacher was appointed in September 2010. One deputy began in the role in September 2011, a second deputy in September 2012, and an assistant headteacher in February 2013.

The individual school budget per pupil for Ysgol Dyffryn Conwy in 2013-2014 is £5,039. The maximum school budget per pupil in secondary schools in Conwy is £5,039 and the minimum is £3,259. Ysgol Dyffryn Conwy is in first place of the eight secondary schools in Conwy 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

Ysgol Dyffryn Conwy is a good school because:

- pupils make good progress and achieve high standards in many indicators in key stage 4;
- the school provides a curriculum and extra-curricular activities that introduce very interesting experiences for pupils and promote pupils' bilingualism successfully;
- provision for looked after pupils is excellent;
- pupils who receive free school meals achieve better in the majority of important indicators than pupils in similar schools;
- the quality of teaching is consistently high and pupils' behaviour and attitudes are very positive;
- all pupils feel safe at school and incidents of bullying are very rare; and
- it promotes an extraordinarily inclusive ethos in which pupils receive very strong support to ensure that they achieve their full potential.

### Prospects for improvement

Prospects for improvement are good because:

- the dedicated headteacher and senior management team work together effectively to promote high standards for pupils;
- purposeful planning by managers at all levels meets local and national priorities well;
- pupils' progress is tracked and monitored rigorously, and there is effective intervention to challenge pupils' and teachers' underperformance in specific departments;
- procedures for self-evaluation and planning for improvement are rigorous;
- the direct link between self-evaluation findings and priorities in the school improvement plan is a strength in the quality improvement process;
- the school makes effective use of pupils' opinions in order to plan to improve whole-school teaching and learning strategies; and
- the school has active governors who challenge and support managers to maintain and raise standards skilfully.

## Recommendations

- R1 Raise standards in English in key stage 4 and boys' standards across the school
- R2 Continue to improve attendance
- R3 Continue to raise the quality of assessment and pupils' response to teachers' comments in order to promote high standards
- R4 Continue to develop middle managers' self-assessment skills and planning for improvement

### **What happens next?**

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

## Main findings

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

Good

#### Standards: Good

In key stage 4, the school's performance in the indicator which includes five GCSE grades A\*-C or equivalent, including Welsh or English and mathematics, has improved over the last three years. In 2011 and 2012, the school was in the lower 50%, but in 2013 the school's performance places it among the upper 50% of similar schools. In 2013, the indicator which corresponds to five or more grade A\*-C GCSE qualifications is also higher than the average in comparison with that in similar schools, and has increased since 2011, although there was a decline in 2012. Between key stage 2 and key stage 4, performance is better than expected in the indicators that include a wide range of qualifications.

In key stage 3, pupils' performance in mathematics, Welsh first language or English, and science combined over the last three years has improved and, in 2013, places the school among the upper 50% of similar schools. Achievements at level 6 or above in many subjects also place it among the upper 50% of similar schools.

In the sixth form, the school's performance in the level 3 threshold has been below or close to the average for the county and the average for Wales since 2011.

The difference between the performance of boys and girls in the key indicators in 2013 is better than in other similar schools. The difference between the performance of pupils who receive free school meals and those who do not in nearly all main indicators is also better than the average, in comparison with similar schools. Nearly all pupils with additional learning needs make good progress and more able and talented pupils achieve in line with their ability and motivation. Looked after pupils make particularly good progress.

Pupils' attitudes in nearly all lessons are positive and reflect their clear motivation to work. In many lessons, pupils make clear progress in developing new knowledge and concepts in their subjects.

Many pupils' reading skills are good in both languages and enable them to access the curriculum and develop knowledge and understanding in their subjects. Nearly all pupils listen attentively to teachers and contribute appropriately when answering questions and discussing their work with their peers. They use particularly effective interpersonal skills. The majority are fluent in both Welsh and English and their bilingual skills are good.

Many pupils write at length and effectively in a wide range of forms, including creative work, recording research through notes, and problem-solving. Many pupils research sources thoroughly and arrange their work appropriately. They have a good understanding of grammatical conventions and most apply their understanding well to wider contexts. They apply grammatical rules and punctuate correctly in Welsh; however, a few pupils make too many basic errors when writing in English.

Most pupils use their numeracy skills appropriately within a suitable range of subjects. Most pupils are able to collect, organise and interpret data effectively. They respond well to the mathematical requirements of the subject, for example by producing sensible scales and plotting graphs correctly.

Many pupils are confident when using a range of strategies, including mental methods, written methods and using a calculator. They work together well to solve problems and apply their previous learning effectively when adding, subtracting and multiplying algebra terms, and using positive and negative values.

Pupils who attend intervention programmes to boost their numeracy and literacy skills in key stage 3 make very good progress. They benefit from regular and effective support from sixth-form pupils.

Many pupils are developing their thinking skills effectively by working constructively with their peers. In key stage 4, many pupils analyse the significance of key words in examination questions skilfully and learn how to structure examination answers correctly. They use opportunities to use previous learning well when solving problems and when responding to the assessment requirements of examination boards.

Most pupils have the skills to prepare them for life beyond school. All pupils that left school in 2012 and 2013 are in education, employment or training.

### **Wellbeing: Good**

All pupils feel safe at the school. Nearly all pupils believe that the school deals effectively with any rare incidents of bullying and that this is a great strength. Most pupils show a thorough awareness of the benefits of keeping fit and eating healthily. The majority take part in activities to promote fitness within the 5 x 60 scheme and sports in lessons or extra-curricular activities.

All pupils are polite and behave very well. During the last three years, there have been no permanent exclusions and temporary exclusions have decreased significantly. Most pupils arrive at their lessons punctually. The school's attendance percentages have improved steadily over the last six years. However, the school has consistently been in the lower 50% in comparison with similar schools in terms of the percentage of pupils who are entitled to free school meals and, in 2013, pupils' attendance rates place it among the bottom 25%. Unverified school data shows that there has been a significant increase in pupils' attendance this year in comparison with the same period last year.

The school council has been a key influence on the school's organisation, including discussing whole-school priorities and policies and taking part in whole-school self-evaluation. Two pupils are members of the governing body and make an important contribution, including expressing their opinions on teaching and learning resources, and ideas on improvements to the site for pupils.

Many pupils make a very clear contribution to a programme of rich cultural activities within the school community and the wider community. Sixth-form pupils support

younger pupils in intervention programmes for literacy and numeracy very effectively. They also reinforce pupils' transfer arrangements from primary schools and facilitate the induction of these pupils very effectively.

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

The school provides a wide and balanced curriculum that meets the statutory requirements. Since the recent review of arrangements for delivering the curriculum, pupils are given more opportunities to study through the medium of Welsh. In key stage 4, there is a wide range of academic and occupational courses that cater to the wishes of pupils and the community. The school has comprehensive and beneficial partnerships with schools and colleges in order to extend the range of experiences for pupils. The school provides suitable opportunities for pupils to qualify for the Welsh Baccalaureate in key stages 4 and 5. The school provides very valuable experiences for some pupils who are in danger of becoming disaffected, and this has a very positive effect on pupils' outcomes.

The school's provision for developing literacy skills across subjects is a strong feature. Following a detailed audit, suitable tasks are provided by departments and the school monitors the quality of provision for literacy very appropriately. Valuable resources have been provided for parents and teachers. The school works closely and successfully with its partner primary schools to plan strategies and best practice jointly. Intervention arrangements for literacy and numeracy are of a high quality and have a positive effect on the standards of particular pupils. Provision for information and communication technology is adequate. The school provides appropriate opportunities for pupils in key stages 4 and 5 to gain Essential Skills Wales qualifications at the appropriate level for each individual.

The school has responded very well to national priorities for creating a proficient bilingual Wales over the last three years by ensuring continuity and progression for pupils in Welsh within subjects.

Provision for education for sustainable development and global citizenship is consistently good.

### **Teaching: Good**

Teachers' subject knowledge is a strong feature, and many ensure that teaching and learning respond effectively to all pupils' needs. In a very few lessons, teachers prepare exceptionally well through detailed and imaginative planning. In many lessons, teachers set high expectations for each individual to fulfil his or her potential. In these lessons, effective preparation and creative use of a range of purposeful resources are evident, along with successful use of information and communication technology equipment.

One particular feature is the way in which a few teachers use more able and talented pupils as mentors within the learning group. In many lessons, there is a suitable pace and appropriate time for reflection. In many lessons, effective strategies to



challenge pupils' understanding and thinking skills are evident, along with effective bilingual learning. In nearly all lessons, there is a constructive relationship between teachers and pupils.

In a few lessons, teachers' planning does not lead to interesting tasks with an appropriate level of challenge for pupils. In addition, the pace of some lessons is too slow.

Sensitive and constructive oral feedback by teachers to pupils is evident in many lessons. Most teachers mark pupils' work regularly, with examples of suitable progress targets for pupils on how to improve their work. However, the quality of marking across departments is uneven.

The school has a comprehensive and successful system for tracking pupils' progress, which provides valuable information about pupils' progress. It ensures that the information collected produces effective strategies to support pupils. Heads of progress ensure an effective intervention to support individual pupils.

Reports to parents by the school are a strong feature. Parents receive a regular report on progress, effort and attendance. The quality of most subject comments is high and includes specific targets for pupils to work towards. In addition, there are valuable comments from the class tutor. An exceptional feature is the expectation for pupils to make comments on their report and discuss them with their class tutor.

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

The school is a caring community. Provision for pupils' spiritual, moral, social and cultural development is comprehensive and meets the requirements. Pupils are given good opportunities to discuss moral issues and take part in a wide range of interesting cultural activities. The school has appropriate arrangements to promote eating and drinking healthily and complies with the Welsh Government's "Appetite for Life" guidance.

Teachers and pastoral leaders provide high quality care and support. The effect of this can be seen in the thriving strategy that they operate to improve pupils' attendance increasingly. There is a comprehensive programme of activities to promote pupils' personal and social education. The school provides beneficial advice to pupils in their choice of courses or career.

The school has an effective relationship with external multi-disciplinary agencies to support and promote pupils' health, wellbeing and educational development successfully. Looked after pupils receive outstanding support from the school.

The quality of provision and support for pupils with special educational needs is one of the school's strengths. The additional learning needs department has detailed knowledge of particular pupils. Comprehensive targets and individual action plans are available and information is shared well with staff. Regular progress reviews include input from individual pupils' parents, and this supports their educational progress effectively. An experienced team of learning assistants supports pupils with additional learning needs skilfully.

A prominent feature at the school is the variety of activities to support individual pupils to improve their literacy and numeracy skills successfully. Sixth-form pupils are used to support younger pupils efficiently. The provider has appropriate policies and procedures for safeguarding and protecting children and these are not a cause for concern.

### **Learning environment: Excellent**

The school has a unique Welsh ethos. It is an inclusive and supportive community. A clear feature of excellence is the way in which the school values the backgrounds and abilities of different pupils and promotes high expectations within a caring community. This is reflected in the care that pupils show towards their peers, particularly those who have specific needs. Looked after pupils receive excellent and consistent support in all aspects of their life and work.

The school promotes tolerant attitudes and high standards of behaviour and, through this, ensures that pupils and staff are free from any disruption to their work. Impressive use is made of Welsh cultural traditions within the local community to enrich pupils' experiences. The school promotes racial and gender equality effectively in all aspects of its work and challenges stereotypes successfully.

Another excellent feature is the new building and landscape of the school, which are extremely attractive. The school's main buildings, along with the sports facilities, are of excellent quality. There are attractive displays in classrooms and corridors that are of quality and educationally motivating for pupils. This promotes a very positive learning environment. In addition, the site's landscape has been designed skilfully to present very attractive areas for pupils to relax during their break times. The building and grounds are safe and are kept clean and tidy. There is a good range of equipment, including information technology, to support teaching and learning within departments.

An extraordinarily inclusive ethos exists within the school, and pupils receive very strong support in class, or through the specific unit, to ensure that they achieve their full potential.

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

Leaders deliver a clear strategic direction through aims, objectives and policies, which focus on meeting pupils' needs and raising standards. All staff share the vision of a school, which aims to ensure that all pupils achieve their potential. Leaders have a sound understanding of the school's strengths and areas for improvement, along with a clear idea of how to ensure improvement.

The headteacher's strong leadership since 2010 has been a key factor as the school has ensured significant improvement in the quality of leadership and provision, expectations of teachers and pupils, outcomes, and the school's ethos. The other senior leaders give the headteacher very good support and fulfil their responsibilities effectively. The school has an appropriate staffing structure, and staff roles and responsibilities are presented clearly.

Middle leaders show good commitment to the school's vision and objectives. Most heads of department are effective leaders. The new progress managers have begun to make an important contribution to improving standards.

The school's line management system is appropriate and senior leaders challenge middle leaders effectively, in terms of their departments' outcomes and provision. Most leaders have high expectations and their targets for pupils' achievements are appropriately challenging.

Regular meetings are held at all levels, and usually place an appropriate emphasis on standards, teaching and learning. Leaders record discussions; however, not all minutes of meetings identify action points clearly enough to facilitate effective monitoring.

The school has appropriate performance management arrangements and these are implemented consistently. There is a clear link between teachers' targets and school and departmental priorities.

The school makes relevant plans to meet national priorities, such as skills development, 14-19 learning pathways, transferring from primary schools, and developing bilingualism.

The governors understand their role well and discharge their duties effectively. They have a sound understanding of the school's strengths and areas for improvement. The governing body ensures that statutory requirements are met and makes an appropriate contribution to the school's strategic direction. Governors challenge leaders effectively through meetings and through their links with individual departments.

### **Improving quality: Good**

The school has effective self-evaluation processes, which are central to improving quality. As a result, the senior leadership team has a thorough understanding of the school's strengths and areas in need of further development. The school's self-evaluation report is a comprehensive and honest document, which offers a full review of all aspects of school life. In addition, many departmental self-evaluation reports identify strengths and areas for improvement clearly.

Since 2010, the school's self-evaluation processes have been strengthened. The senior leadership team now prepare a calendar of useful activities in order to gather direct evidence to evaluate the school's work. This includes analysing performance data accurately in order to target improvements in important indicators. Many middle leaders make good use of performance data, while a minority make a sharp analysis of pupils' performance in examination questions in order to identify specific aspects for improvement.

Leaders at all levels observe lessons each term and produce useful reports with clear recommendations on how to improve. A strong aspect of this work is the specific follow-up intervention to help teachers to improve. Specialist support is provided to develop important features of teaching, with positive results.

Similarly, leaders at all levels scrutinise pupils' work in order to improve the quality of assessment and marking. They share their findings by producing useful reports to share good practice and highlight common aspects for improvement.

The school makes effective use of pupils' opinions in order to plan for improving whole-school teaching and learning strategies. However, only a minority of departments make beneficial use of canvassing pupils' opinions.

The direct link between self-evaluation findings and the priorities in the school improvement plan is one of the strengths of the quality improvement process. The school improvement plan is a useful document, which includes ambitious targets, clear actions, deadlines, costs and responsibilities. Similarly, many departmental improvement plans are valuable documents for promoting improvement.

An exceptional feature of improving quality at the school is the accurate and consistent monitoring processes on the work of all departments by two members of the senior leadership team.

### **Partnership working: Good**

The school works effectively with a range of partners in order to extend and enrich its provision. The school communicates well with parents. For example, parents receive relevant information regularly and are given appropriate opportunities to visit the school, discuss their children's progress and the school's provision, and offer suggestions.

Through its productive strategic partnership with other educational institutions in the area, the school succeeds in offering an appropriate range of courses for pupils in key stage 4 and the sixth form. Appropriate arrangements are in place to monitor the quality of courses and teaching which take place at other sites, and to ensure cost-effectiveness.

Effective co-operation with the 16 partner primary school ensures that pupils settle quickly at the beginning of Year 7. Planning jointly with primary schools through a partnership to develop pupils' literacy and numeracy as they transfer from key stage 2 to key stage 3 is a particular strength.

Good links with employers, clubs and specific groups in the local community make an effective contribution to enhancing pupils' experiences. Beneficial partnerships have also been established with two universities to allow students who follow teacher training courses to undertake their teaching practice at the school.

These partnerships make a valuable contribution to pupils' standards and wellbeing.

### **Resource management: Good**

The school manages resources effectively. As a result, the school is staffed appropriately and managers make good use of teachers' expertise and experience. In addition, the school employs an appropriate range of staff to support teachers and pupils.

A deprivation grant is used very effectively by teachers to enable individual pupils to make exceptional progress. Extensive opportunities are offered to staff on all levels to develop professionally. The culture of co-operation leads to sharing good practice successfully across the school. The school is becoming a strong learning community. In addition, a number of teachers play a prominent role in professional networks across the local authority and nationally, for example to raise standards of literacy and numeracy. There are valuable opportunities for teachers at all levels to develop their leadership skills.

The headteacher, business manager and the governing body's finance sub-committee manage the school's financial affairs very effectively. There is a clear emphasis on monitoring the quality of expenditure in order to raise standards and improve the teaching and learning of pupils of all abilities.

In light of the good standards, the school provides good value for money.

## Appendix 1

### Commentary on performance data

In key stage 4 in 2013, pupils' performance has varied over the last three years, with an increasing trend in the percentage of pupils who achieve the main indicators. Pupils' performance in the level 2 threshold indicator, including Welsh or English and mathematics, has increased, moving the school from being in the lower half of similar schools in 2011 and 2012 to being in the upper half in 2013.

Performance in the core subject indicator and level 2 threshold has also improved since 2011 and places the school among the top half in its family of schools in 2013. The school's performance in the capped points score indicator is close to the average for the family in 2013; however, it has placed the school in the bottom quarter or lower half of similar schools since 2011. Pupils' performance in the level 1 threshold has been consistently good since 2011 and has placed the school in the upper 50% or top 25% of similar schools. In terms of value added from key stage 2 to key stage 4, pupils' performance is good and generally better than expected in the majority of the important indicators.

In the individual core subjects, a higher percentage of pupils have studied Welsh first language since 2011. Performance in Welsh first language at level 2 has been above the family average since 2011; however, in 2013, it places the school in the lower half in comparison with similar schools. Performance in English level 2 has been higher than the family average in two of the last three years. However, it has placed the school in the bottom 25% of similar schools in terms of the percentage of pupils entitled to free school meals since 2009. During the last three years, performance in mathematics at level 2 has been higher than the family average and has placed the school in the upper half in comparison with its family of schools. Performance in science at level 2 has been higher than the family average and places the school in the upper half of similar schools in 2013.

Since 2010, no pupils have failed to gain a recognised qualification, and nearly all pupils stay in full-time education, employment or training after Year 11. This is better than the county average and the national average. Results in occupational courses have been good over the last three years. A high percentage of pupils in key stage 4 gained the Baccalaureate at Level 1 or 2 in 2013.

In key stage 3, the proportion of pupils who achieve level 5 or above in the core subject indicator has increased over the last three years. During this period, pupils' performance has increased, moving the school from being among the lower half of similar schools in terms of the level of entitlement to free school meals in 2011, to the upper half in 2013.

In all individual core subjects, the performance of pupils who achieve the expected level, namely level 5 or above, has increased over the last three years. In 2013, performance in Welsh and mathematics places the school among the upper half of similar schools, and science performance places it among the top quarter; however, English performance has placed it among the lower half since 2009.

The percentage of pupils who attain the higher levels, namely level 6+, in the individual core subjects has varied over the last three years. In 2011, performance in Welsh, English and mathematics placed the school in the lower half of similar schools, and science performance placed it in the bottom quarter. By 2013, Welsh, English and science is now in the top quarter in comparison with the family's percentages; however, mathematics remains in the lower half.

The performance of boys and girls in key stages 3 and 4 has varied over the years. In key stage 3, the difference between the performance of boys and girls in the core subject indicator has decreased since 2011. However, the difference in 2013 is bigger than the family average, and boys are underperforming, particularly in writing in English. In key stage 4, the difference between the performance of boys and girls in the Level 2+ threshold and the Level 2 threshold has decreased since 2011 and, in 2013, it is better than the family average. However, boys are underperforming in English.

The difference between the performance of pupils who receive free school meals and those who do not in the main indicators in key stage 3 is smaller than the family average in the majority of the important indicators. In key stage 4, the difference between the performance of pupils who are entitled to receive free school meals and those who do not in the main indicators is smaller than the family average, except in the level 2 threshold indicator, where it is bigger than the family average. The performance of looked after pupils is particularly good.

In the sixth form, the school's performance in the level 3 threshold has been lower or close to the county average and the Wales average since 2011. In 2013, a high percentage of pupils who studied the Baccalaureate in the sixth form were successful.

## 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		146		97 66%	49 34%	0 0%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
				43%	52%	3%	1%	
The school deals well with any bullying		146		80 55%	61 42%	5 3%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
				26%	58%	14%	2%	
I have someone to talk to if I am worried		146		88 60%	56 38%	2 1%	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		146		43 29%	88 60%	14 10%	1 1%	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		144		64 44%	68 47%	9 6%	3 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		145		53 37%	85 59%	7 5%	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		145		79 54%	65 45%	0 0%	1 1%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
				38%	55%	5%	1%	
My homework helps me to understand and improve my work in school		145		38 26%	85 59%	21 14%	1 1%	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		146		77 53%	49 34%	19 13%	1 1%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
				45%	46%	7%	1%	
Pupils behave well and I can get my work done		146		36 25%	89 61%	21 14%	0 0%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
				10%	27	0%	6%	
Staff treat all pupils fairly and with respect		146		76 52%	58 40%	11 8%	1 1%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
				29%	50%	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		145	68 47%	67 46%	10 7%	0 0%	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		146	74 51%	70 48%	2 1%	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		143	73 51%	65 45%	4 3%	1 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%	8%	1%	
The staff respect me and my background		146	87 60%	58 40%	1 1%	0 0%	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		141	80 57%	58 41%	3 2%	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		43	15 35%	24 56%	4 9%	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		37	18 49%	16 43%	3 8%	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 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	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	118	73 62%	43 36%	2 2%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	118	69 58%	44 37%	3 3%	1 1%	1	Mae fy mhentyn 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.	117	68 58%	45 38%	3 3%	1 1%	0	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.	117	72 62%	40 34%	5 4%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	118	37 31%	67 57%	3 3%	1 1%	10	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		21%	55%	11%	3%		
Teaching is good.	115	47 41%	67 58%	1 1%	0 0%	0	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	118	66 56%	51 43%	1 1%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn 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.	114	44 39%	58 51%	8 7%	1 1%	3	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.	116	48 41%	50 43%	9 8%	3 3%	6	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.	118	46 39%	54 46%	13 11%	0 0%	5	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.	118	60 51%	55 47%	3 3%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		41%	52%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	111	43 39%	38 34%	7 6%	3 3%	20	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		32%	46%	7%	2%		

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.		116	45 39%	50 43%	16 14%	1 1%	4	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.		118	68 58%	41 35%	2 2%	2 2%	5	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.		115	44 38%	57 50%	3 3%	2 2%	9	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.		117	52 44%	54 46%	2 2%	2 2%	7	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.		115	38 33%	51 44%	4 3%	2 2%	20	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.		116	44 38%	63 54%	9 8%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
			35%	50%	9%	2%		
The school is well run.		117	56 48%	55 47%	3 3%	0 0%	3	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
Bethan Whittall	Team Inspector
Kevin Adams	Team Inspector
Dylan Jones	Lay Inspector
Catrin Taylor	Peer Inspector
Elan 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.