Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

Ysgol Bro Dinefwr
Heol Myrddin
Ffairfach
Llandeilo
Carmarthenshire
SA19 6PE

Date of inspection: February 2017

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.

Publication date: 20/04/2017

Context

Ysgol Bro Dinefwr is an 11-18 mixed, naturally bilingual school maintained by Carmarthenshire local authority. There are currently 1,156 pupils on roll with 197 in the sixth form. Ysgol Bro Dinefwr is a new school which opened in September 2013, initially across two separate sites. The school is an amalgamation of Ysgol Pantycelyn and Ysgol Tregib. The school moved into a new building in September 2016.

The school is situated in the town of Llandeilo and serves the town and a large, mostly rural, area. The proportion of pupils in receipt of free school meals is 11.5%. This figure is below the national average of 17.1%.

About 48% of the pupils come from homes where the predominant language spoken is English, and 30% come from Welsh-speaking homes. Fifty-five per cent of pupils speak Welsh as a first language or to an equivalent standard within the school. Nearly all pupils come from a white, British background. A very few pupils speak English as an additional language.

Pupils represent the full ability range. Eight per cent of pupils have a statement of special educational needs and a further 19% have been identified as needing some support. The school has two learning resources for pupils with severe and complex needs. There are 37 pupils registered at these resources and these pupils are included within the school roll.

The senior leadership team consists of the headteacher, a deputy headteacher, two assistant headteachers and two acting assistant headteachers. The headteacher has been in post since the school has opened, having previously been headteacher at Ysgol Tre Gib and Ysgol Pantycelyn.

The individual school budget per pupil for Ysgol Bro Dinefwr in 2016-2017 means that the budget is £4,744 per pupil. The maximum per pupil in the secondary schools in Carmarthenshire is £5,432 and the minimum is £3,584. Ysgol Bro Dinefwr is third out of the 12 secondary schools in Carmarthenshire in terms of its school budget per pupil.

Summary

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

Current performance

- Performance in the level 2 threshold including English or Welsh and mathematics has been above modelled outcomes for two out of the last three years, although boys' performance at the higher levels is significantly lower than that of girls'
- Pupils make good progress from one key stage to another
- In nearly all lessons, pupils' behaviour is exemplary and most pupils have highly positive attitudes to learning
- The school provides an extensive range of worthwhile extra-curricular opportunities and many pupils develop valuable life skills and strong social skills by participating in worthwhile community and charitable activities
- Many teachers plan lessons carefully to help pupils make valuable progress
- The provision for developing pupils' health and wellbeing is strong, with a positive impact on the behaviour and attitudes of most pupils, although attendance has been below modelled outcomes for the last three years

Prospects for improvement

- The headteacher and senior leadership team have a clear vision for the school and communicate this well to staff and stakeholders
- Senior and middle managers have clear roles and responsibilities and lines of accountability are well understood
- Strong leadership has ensured high standards of pupil achievement throughout the complex process of merging two existing schools and moving to a new campus
- Senior leaders set clear priorities for improvement based on their self-evaluation processes and local and national priorities
- Leaders and managers at all levels use data well to analyse the performance of groups of pupils, although the school does not currently have a sufficiently comprehensive overview of the strengths and weaknesses of teaching across the school
- The school has suitable procedures to evaluate the effectiveness of its work and to inform planning for improvement; however, it does not take sufficient account of the views of pupils and parents as part of self-evaluation procedures

Recommendations

A1 Reduce the variation in performance in the key performance indicators and improve boys' performance at the higher levels

A2 Improve attendance

A3 Sharpen procedures for self-evaluation and improvement planning to include a comprehensive evaluation of the strengths and areas for improvement in teaching

A4 Ensure that the views of parents and pupils are given due consideration as part of the school's self-evaluation and improvement planning processes

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

In key stage 4, performance has been variable in nearly all key indicators since 2013. During this period, the performance of the school compares favourably with that of similar schools in around half of key indicators. Performance in the level 2 threshold including English or Welsh and mathematics has been above modelled outcomes for two out of the last three years.

Performance in the capped points score has declined since 2014 but is generally in line with that of similar schools. Performance at five A*-A at GCSE has declined slightly since 2014 but remains above that of similar schools. Overall, pupils make good progress from one key stage to another.

The performance of pupils eligible for free school meals in the level 2 threshold including English or Welsh and mathematics in key stage 4 has been above that of the same group of pupils in similar schools for the last three years. Boys' performance in key stage 4 in the level 2 threshold including English or Welsh and mathematics has improved since 2013 and has been better than boys' performance in similar schools for the last three years. However, boys' performance in the indicator that includes five GCSE grades at A* and A is significantly lower than that of girls. In general, pupils with additional learning needs make good progress against their targets.

Around half of the pupils at key stage 4 study Welsh as a first language. Performance in Welsh first language at GCSE has improved since 2014. However, the school's performance is well below that in other similar schools. In Welsh second language, at key stage 4, most pupils follow the full course and many of these gain a GCSE at grades A*-C.

At the end of Year 11, nearly all pupils either continue their education in school or college or start work.

In key stage 3, there has been an upward trend in the proportion of pupils that achieve the core subject indicator. However, performance in this indicator has been below that of similar schools for the last four years.

In Year 13, since 2013, the proportion of pupils achieving grades A*-C at A level or equivalent has decreased and in 2016, is slightly lower than the Welsh average. However, over the same period, a higher proportion of pupils have gained three grades A*-A when compared to the average across Wales. The proportion of pupils who have achieved the level 3 threshold has remained fairly static since 2014, although there has been a decline in the average wider points score achieved by pupils.

In many lessons, pupils sustain concentration well and engage fully in tasks. They work effectively in pairs and in small groups. In a very few lessons, nearly all pupils make exceptional progress in their knowledge and skills because of their very high levels of motivation and engagement.

Many pupils make valuable progress in their lessons. They have a sound recall of previous work and apply this well to new learning. However, in a few lessons, a minority of pupils do not make enough progress because tasks do not challenge and capture their interest well enough.

Most pupils listen well in class. They follow their teachers' instructions carefully and listen attentively when other pupils speak. However, in a very few lessons, a minority of pupils do not listen well enough and, as a result, do not make enough progress. Many pupils speak confidently in class and when working in pairs or groups. The majority of pupils provide clear, well-developed oral responses to questions. They express their thoughts confidently using a wide terminology. However, a minority of pupils' oral responses are brief and underdeveloped when answering questions or expressing their reasons.

Many pupils are confident readers. They read aloud competently and show a good understanding of the texts that they read. In many subjects, many pupils have well-developed reading skills, which they use successfully to select relevant information from a range of sources. A majority of pupils analyse the writer's techniques effectively and appropriately draw together evidence from a range of texts.

In English, many pupils produce clear, well-structured pieces of extended writing for a range of purposes and audiences. For example, many write newspaper articles, descriptions and evaluations fluently and coherently. In Welsh first language, the majority of pupils develop valuable extended writing skills and use these skills well in a variety of contexts. They write accurately and adopt a suitable tone when writing for different purposes, such as speech writing and when appraising poetry. In a few subjects, pupils use dictionaries well to extend their vocabulary. However, in both languages and across many subjects, a minority of pupils make basic errors in spelling, punctuation and grammar, including the spelling of key subject terms. The handwriting and presentation skills of a few pupils are weak.

Most pupils apply their number skills well across the curriculum and use mental arithmetic successfully. Many are confident when using decimals, percentages and fractions and use these well to solve everyday problems. Many pupils analyse data accurately and produce suitable graphs and tables to display their results. The majority of pupils use a broad range of measuring skills in different contexts across a suitable range of subjects, for example when using maps and grids to measure distance in geography.

The majority of pupils develop suitable Information and communication technology (ICT) skills as they progress through the school. For example, key stage 3 pupils are confident in word processing, creating presentations and data collection and analysis. In key stage 4, many pupils make purposeful use of their ICT skills in their work for the Welsh Baccalaureate, for example creating spreadsheets, questionnaires and interesting applications and games.

Wellbeing: Adequate

Most pupils feel safe at school and many feel that the school responds well to rare instances of bullying. The majority of pupils have a good understanding of the importance of healthy living and participate regularly in sporting or fitness activities.

In nearly all lessons, pupils' behaviour is exemplary and most have very positive attitudes to learning. Nearly all pupils are courteous and highly respectful to staff, peers and visitors and behave well in lessons and around the school. There have been no permanent exclusions and fixed term exclusion rates have been low for the last three years. Many pupils develop valuable life skills and strong social skills by participating in worthwhile community and charitable activities. For example, the school funds a partner school in Kenya.

Around half of pupils feel that the school listens to their concerns. Through the school council, pupils have made useful contributions to the developments of the new school. Examples include the colour scheme of the new building, school uniform and the inclusion of a few facilities. However, the work of the school council has not had enough input into other aspects of the school's work, such as the quality of teaching and learning.

Although most pupils have positive attitudes to their work, attendance has been below modelled outcomes for the last three years. This places the school in the bottom 25% of similar schools based on eligibility for free school meals. Unverified data for this year shows a slight improvement in attendance rates compared with a similar period last year in around half of the year groups.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a wide and balanced curriculum that meets individual needs and statutory requirements. The curriculum builds successfully on pupils' previous learning.

Effective collaborative arrangements with a local further education college and neighbouring schools ensure that learners pursue their individual learning pathways through an extensive range of options in key stage 4 and the sixth form. The school has been creative in enhancing the curriculum for its more able key stage 4 pupils through an interesting enrichment programme. For example, the school offers more able pupils opportunities to study Italian as an additional subject. All key stage 4, all pupils benefit well from an interesting range of experiences through the Welsh Baccalaureate Qualification.

The school provides an extensive range of extra-curricular opportunities through the medium of Welsh and in bilingual settings. There are worthwhile opportunities for pupils to develop strong social and personal skills through valuable enrichment activities, for example the school's musical production of "Cats".

The school has responded well to the requirements of the Literacy and Numeracy Framework. The Welsh and English literacy co-ordinators and the numeracy co-ordinator are very effective in planning and monitoring the provision for skills and this has enabled pupils to make strong progress. The co-ordinators have worked intensively across a range of subjects in order to plan and deliver creative and interesting projects for Year 8. These include the "Rocket Project" and an innovative triple literacy scheme based on Roald Dahl's 'Revolting Rhymes'. As a result of these cross-curricular links, pupils have valuable opportunities to develop their thinking, literacy and numeracy skills. There is beneficial support for pupils with weaker literacy and numeracy skills and there are appropriate opportunities to develop pupils' ICT skills across the curriculum.

Welsh-medium education is developed successfully in key stage 3 where nearly all subjects are taught through the medium of Welsh to pupils in the Welsh-medium stream. This worthwhile provision is also offered to pupils in Year 10. In key stage 4, the school allocates equal curricular time to Welsh first and second language and English. This is a strong feature. The school promotes the Welsh dimension effectively, including participation in local and national Eisteddfodau.

There is suitable provision to ensure that pupils have a sound grasp of sustainable development and global citizenship.

Teaching: Good
In a very few lessons, highly effective teaching and careful planning of challenging activities capture pupils' imagination and stimulate their thinking. In these lessons, teachers are very enthusiastic about their subject and encourage their pupils to be independent and confident learners. As a result, the progress pupils make is well above expectations.

Most teachers communicate clearly, are effective language models and have up-to-date subject knowledge. They manage pupil behaviour sensitively and organise their classrooms and pupil groups skilfully to support effective learning.

Many teachers plan lessons carefully to help pupils make valuable progress. These lessons proceed at an appropriate pace following a logical and structured sequence. In these lessons, teachers plan well for the development of pupils' literacy and numeracy skills. Many teachers use effective strategies and suitable resources to interest and engage their pupils. These teachers provide encouraging verbal feedback to their pupils who, in turn, respond well to the advice given. As a result, many pupils make worthwhile progress.

A majority of teachers use a broad range of effective strategies to meet the needs of all learners. In the majority of lessons, teachers' questioning strikes an effective balance between checking and probing, and providing an appropriate level of challenge. However, in a few lessons, where pupils make less progress, the pace of learning is too slow and expectations are not high enough. This is because learning activities and teacher questioning do not challenge and engage pupils sufficiently or because pupils are not offered suitable opportunities to be independent learners.

The school has an effective system to record pupils' progress. Progress leaders track the attainment and progress of individual and different groups of pupils effectively. They use this information productively to plan additional support and challenge.

Most teachers provide useful written feedback to pupils. The majority of these comments give pupils clear direction on how to improve their work. However, a minority of comments do not always give clear enough guidance on what or how to improve. In addition, expectations around how pupils should respond to teachers' written feedback are inconsistent within and across departments.

Reports to parents provide helpful information about their child's achievement and progress. The majority of reports include clear subject-specific strategies for improvement.

Care, support and guidance: Good

Provision for developing pupils' health and wellbeing is strong. This has a positive impact on the behaviour and attitudes of nearly all pupils.

The school offers an extensive range of sporting, cultural and creative opportunities to pupils and there are appropriate arrangements for promoting healthy eating and drinking. The school supports pupils' spiritual, moral, social and cultural development well through assemblies and a comprehensive personal and social education programme. Staff promote good behaviour and celebrate pupils' positive attitudes to learning. There are beneficial arrangements to support the very few pupils who misbehave and incidences of bullying are dealt with effectively. However, strategies to improve attendance have not had enough impact on attendance.

The school cares well for looked after children. The school's learning coaches provide effective support to vulnerable groups. Staff offer worthwhile advice and guidance to pupils regarding options and career paths.

Pupils benefit from the school's close working with a wide range of specialist services and external agencies. These include educational psychologists, occupational therapists, specialist teachers, counsellors, mental-health services and social services. This provision helps to meet the specific needs of individual pupils well.

The provision for pupils with additional learning needs is a strength of the school. There are effective arrangements for identifying, supporting and monitoring pupils' additional learning needs. Vulnerable pupils and pupils with additional learning needs benefit from an extensive range of effective targeted interventions to address their individual needs. This impacts positively on their wellbeing and the standards they achieve, especially at the end of key stage 4.

Pupils in the specialist resource bases follow individualised timetables that meet their needs well. They have valuable opportunities to participate meaningfully in the life of the school and, where appropriate, work alongside their peers in mainstream classes. This enriches all pupils' experiences.

Well-qualified learning support assistants provide effective, targeted support for individuals and groups of pupils. The annual review process for pupils with special educational needs satisfies statutory requirements. Individual education plans identify appropriate learning targets and are reviewed regularly. Details of these plans are shared effectively with staff as 'pupil passports' along with informative pupil profiles.

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

Learning environment: Good

Ysgol Bro Dinefwr is an inclusive community where pupils' achievements are recognised and celebrated. All pupils receive appropriate access to learning opportunities in Welsh or English to meet their needs. Staff are developing a strong bilingual ethos.

The school's policies and procedures ensure equal opportunities for all pupils, whatever their needs and regardless of gender or race. Equality and diversity are promoted well through its wide range of curricular and extra-curricular arrangements.

The new school campus provides an excellent learning environment that meets the needs of pupils very well. Classrooms, laboratories and specialist facilities, such as the drama studio and the catering kitchen, provide an attractive working environment. There is an extensive range of stimulating learning resources and high-quality equipment available for pupils in all departments.

The site is clean, safe and well-maintained. There are appropriate entry systems and security cameras to support the safety of pupils, staff and resources appropriately.

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

Leadership: Good

The headteacher and senior leadership team have a clear vision for the school and communicate this well to staff and stakeholders. The vision is based on improving pupils' achievement and attendance and maintaining high standards of behaviour. This is reflected well in the school's motto 'Esgyn ar adain dysg' (Soaring high on the wings of learning). Leaders and managers have worked well together to establish an ethos of courtesy and high aspirations for pupils. Strong leadership has ensured high standards of pupil achievement throughout the difficult process of merging two existing schools and moving to a new campus.

The senior leadership team knows most of the school's strengths and areas for improvements well. Senior leaders set clear priorities for improvement based on their self-evaluation processes and local and national priorities. However, leaders and managers do not have a comprehensive enough view of the quality of teaching across the school.

Senior and middle managers have clear roles and responsibilities and lines of accountability are well understood. As a result, any underperformance is identified and dealt with appropriately.

The school has a useful calendar of meetings at senior and middle management levels, with appropriate agendas. These meetings focus appropriately on pupil performance and attendance and mostly result in relevant action points with clear responsibility for their delivery.

The school has suitable arrangements in place for managing the performance of all staff. All teaching and support staff have a beneficial annual performance meeting and agree performance objectives based on their own and the school's development needs. However, these objectives generally do not link closely enough with school priorities. This includes targets for improving teaching and learning. As a result, leaders' ability to identify and address areas of development in teaching is limited.

Governors are well informed about the school's work and pupil outcomes. They are very supportive and they contribute strongly to setting the strategic direction of the school. They fully understand their roles and responsibilities and act as very effective critical friends to the school. Governors have a good understanding of the school's performance data and use this information well to challenge leaders and managers to improve pupil performance. However, the level of challenge from the governing body has not succeeded in improving attendance.

Improving quality: Adequate

The school is developing suitable procedures to evaluate the effectiveness of its work and to inform planning for improvement.

Senior and middle leaders scrutinise pupils' work regularly and provide useful written feedback on standards achieved by pupils in their books and the quality of marking and assessment for individual departments. However, leaders do not carry out lesson observations regularly enough in order to gain an accurate evaluation of the quality of teaching. In addition, the school does not take sufficient account of the views of pupils and parents as part of self-evaluation procedures. Arrangements for evaluating the work of progress leaders are also underdeveloped.

The whole-school self-evaluation report is a comprehensive document. It is generally evaluative and provides a detailed account of most aspects of the school's work. However, a few important areas for improvement are not identified clearly enough, for example whole-school attendance. The report draws on a range of appropriate evidence including detailed analysis of attainment over time and compares the school's performance with that of other similar schools. However, the evaluation of teaching is overly positive and does identify strengths and weaknesses in teaching and standards. As a result, the school's ability to plan improvements in teaching is limited.

Nearly all subject area evaluation reports provide a thorough analysis of performance data. As a result, subject leaders suitably identify areas for improvement. However, subject evaluations do not focus sufficiently on the impact of teaching on the development of pupils' skills.

The school's improvement plan links suitably to the self-evaluation report and identifies appropriate priorities for improvement. The school improvement plan continues to be monitored closely by the accelerated improvement board established in 2014. However, performance targets for key stage 4 in 2017 are not sufficiently ambitious. In addition, the school's planning does not provide sufficient detail on developing whole-school strategies to address key areas for improvement, such as whole-school attendance and improving the quality of teaching.

Departmental improvement plans follow a common format and include broadly suitable priorities that mirror those of the school. However, only a very few include specific plans to develop teaching. In general, departmental plans lack sufficient detail of monitoring activities, including review dates, responsibilities and clear success criteria.

Partnership working: Good

The school has developed strong working relationships with a wide range of partners that contribute beneficially to provision and pupil standards. These partnerships enhance pupils' learning experiences and contribute well to aspects of pupils' wellbeing.

The school's partnerships with its fifteen primary schools are very strong. There is an effective school-to-school collaboration, which ensures that pupils have well-developed literacy and numeracy skills when they transfer to Year 7. The school provides a broad range of worthwhile activities, which ensure that pupils settle successfully into their new environment. The school is developing a beneficial relationship with primary school teachers in order to ensure a consistent approach to the delivery of science investigations in Year 5 and Year 6. However, It is too early to measure the impact of this partnership.

The 14-19 Dinefwr partnership has successfully widened the range of subject choices for pupils at key stage 4 and in the sixth form. This enhanced choice has also succeeded in motivating vulnerable pupils who might otherwise be disengaged. There are effective joint planning and suitable monitoring procedures in place.

The school has forged productive relationships with many partners in the local community which contribute valuably to the development of pupils' personal and social skills. For example, there are beneficial opportunities for pupils to experience the world of work through worthwhile work experience. A notable feature of this is the strong link between the food technology department and local restaurants and hotels.

The school communicates suitably with parents through a variety of appropriate channels.

Resource management: Good

The school manages its resources well. There are enough teaching and support staff with the appropriate qualifications to deliver the curriculum and to meet pupils' support needs. Staff are deployed effectively to make the best use of their knowledge, expertise and experience. The school has appropriate arrangements to support the very few teachers who teach outside their main specialist subject.

The school has a suitable system to identify staff development needs. As a result, training activities at the school and externally meet the school's strategic priorities and those of individual staff well. Teachers attend a number of worthwhile learning development groups at the school and externally in order to develop their professional knowledge and expertise.

The pupil deprivation grant is used well to support the achievement of the school's most vulnerable pupils. Activities include effective support groups, revision classes and personal coaching. As a result, these pupils generally perform well in comparison with pupils in similar schools.

The senior management team and the governing body monitor the budget closely and make sure that spending decisions are linked closely to the school's strategic priorities. The provision, class sizes and staffing levels are monitored closely to ensure that courses are viable, including those in the sixth form.

In view of the standards achieved by pupils, the school provides good value for money.

Appendix 1

6694065 - Ysgol Bro Dinefwr

Number of pupils on roll	1182
Pupils eligible for free school meals (FSM) - 3 year average	11.5
FSM band	2 (10%<FSM<=15%)

Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils in Year 9 cohort	.	173	213	215		
Achieving the core subject indicator (CSI) (%)	.	82.7	86.9	92.1	92.9	85.9
Benchmark quartile	4	4	4	3		
English						
Number of pupils in cohort	.	173	213	215		
Achieving level 5+ (%)	.	86.1	88.7	93.0	94.6	89.2
Benchmark Quartile	4	4	4	3		
Achieving level 6+ (%)	.	56.1	55.9	62.3	63.6	56.2
Benchmark Quartile	2	2	3	3		
Welsh first language						
Number of pupils in cohort	.	93	132	133		
Achieving level 5+ (%)	.	88.2	80.3	90.2	93.8	92.0
Benchmark Quartile	4	4	4	3		
Achieving level 6+ (%)	.	44.1	30.3	36.8	56.9	57.2
Benchmark Quartile	3	4	4	4		
Mathematics						
Number of pupils in cohort	.	173	213	215		
Achieving level 5+ (%)	.	87.3	92.5	94.9	94.9	90.1
Benchmark Quartile	4	4	3	2		
Achieving level 6+ (%)	.	53.8	65.7	67.9	68.7	62.7
Benchmark Quartile	4	4	3	3		
Science						
Number of pupils in cohort	.	173	213	215		
Achieving level 5+ (%)	.	87.3	91.1	92.6	96.1	92.8
Benchmark Quartile	4	4	4	4		
Achieving level 6+ (%)	.	46.8	58.7	59.5	67.7	62.9
Benchmark Quartile	4	4	4	4		

The core subject indicator (CSI) represents the percentage of pupils achieving level 5 or above in English or Welsh (first language), mathematics and science in combination.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications , and are based on the number of entries and do not include Welsh second language qualifications.

6694065 - Ysgol Bro Dinefwr

Number of pupils on roll   1182
Pupils eligible for free school meals (FSM) - 3 year average   11.5
FSM band   2 (10%<FSM<=15%)

Key stage 4

	School				Family average (2016)	Wales average (2016)
	2013	**2014**	**2015**	**2016**		
Number of pupils aged 15	200	205	188	172		
Percentage of 15-year-old pupils who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	58.5	70.7	63.3	72.7	68.9	60.2
Benchmark quartile	3	1	3	1		
Achieved the level 2 threshold	81.5	96.6	94.1	93.0	89.9	83.6
Benchmark quartile	3	1	2	2		
Achieved the level 1 threshold	94.5	99.5	96.3	95.3	98.7	95.3
Benchmark quartile	4	1	4	4		
Achieved the core subject indicator (CSI)	48.5	67.3	56.4	64.0	66.3	57.5
Benchmark quartile	4	1	4	3		
Average capped wider points score per pupil	351.8	376.1	369.3	362.9	362.3	344.2
Benchmark quartile	3	1	2	3		
Average capped wider points score plus per pupil	344.3	370.5	361.5	359.0	358.8	340.3
Benchmark quartile	.	.	.	.		
Achieved five or more GCSE grades A*-A	15.5	21.5	20.2	18.6	16.4	15.8
Benchmark quartile	.	.	.	.		
Achieved A*-C in English	71.0	81.0	72.3	80.2	77.3	69.3
Benchmark quartile	2	1	3	1		
Achieved A*-C in mathematics	64.5	76.1	69.7	77.9	73.1	66.9
Benchmark quartile	3	1	2	2		
Achieved A*-C in science	53.0	77.6	85.1	81.4	92.6	82.3
Benchmark quartile	4	4	4	4		
Number of pupils aged 15 who entered Welsh First Language:	89	123	98	85		
Of those who entered Welsh First Language: **Achieved A*-C in Welsh**	64.0	57.7	56.1	70.6	75.0	75.1
Benchmark quartile	3	4	4	3		

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15-year-old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

. Denotes the data item is not applicable.

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The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

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6694065 - Ysgol Bro Dinefwr

Number of pupils on roll   1182
Pupils eligible for free school meals (FSM) - 3 year average   11.5
FSM band   2 (10%<FSM<=15%)

Key stage 4 - performance of pupils eligible for free school meals

	School				Family Average (2016)	Wales Average (2016)
	2013	**2014**	**2015**	**2016**		
Number of pupils aged 15 eligible for free school meals	22	14	20	18		
Percentage of 15-year-old pupils eligible for free school meals who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	45.5	35.7	45.0	66.7	43.1	35.5
Achieved the level 2 threshold	68.2	85.7	75.0	94.4	74.3	70.9
Achieved the level 1 threshold	81.8	100.0	85.0	94.4	95.4	92.1
Achieved the core subject indicator (CSI)	31.8	35.7	35.0	38.9	37.6	32.7
Average capped wider points score per pupil	313.4	351.5	307.7	343.7	327.5	311.1
Average capped wider points score plus per pupil	302.7	342.5	300.1	338.1	324.0	305.2
Achieved five or more GCSE grades A*-A	13.6	7.1	5.0	5.6	6.4	4.5
Achieved A*-C in English	59.1	50.0	60.0	77.8	57.8	47.1
Achieved A*-C in mathematics	50.0	50.0	45.0	72.2	47.7	43.6
Achieved A*-C in science	31.8	57.1	65.0	61.1	84.4	71.7
Number of pupils aged 15 who entered Welsh First Language:	*	7	6	5		
Of those who entered Welsh First Language: **Achieved A*-C in Welsh**	*	28.6	33.3	40.0	46.4	50.9

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15 year old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

6694065 - Ysgol Bro Dinefwr

Number of pupils on roll in sixth form   218

Key stage 5

	School				Family average (2016)	Wales average (2016)
	2013	**2014**	**2015**	**2016**		
Number of pupils aged 17	86	117	93	87		
Average wider points score per pupil	855.0	927.3	844.9	829.6	887.5	824.9
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	73	106	85	82		
Of those who entered a volume equivalent to 2 A levels: **Achieved the level 3 threshold**	93.2	97.2	97.6	97.6	98.7	98.0
Achieved 3 A*-A at A level or equivalent	5.5	11.3	7.1	9.8	6.4	6.6
Achieved 3 A*-C at A level or equivalent	80.8	83.0	71.8	70.7	75.2	70.9

Includes all qualifications approved for use in Wales.

Includes results for 17-year-old pupils, in maintained schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The average wider points score for 17 year olds includes all qualifications approved for pre-18 use in Wales.

The level 3 threshold is based on the number of 17-year-old pupils entering a volume equivalent to 2 A levels.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

More information is available on the Welsh Government website, My Local School, in the link below.
http://mylocalschool.wales.gov.uk/index.html?lang=eng

Appendix 2

Stakeholder satisfaction report

Responses to learner 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		
I feel safe in my school	295		133	150	10	2		Rwy'n teimlo'n ddiogel yn fy ysgol.
			45%	51%	3%	1%		
			44%	52%	4%	1%		
The school deals well with any bullying	295		51	165	68	11		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			17%	56%	23%	4%		
			25%	57%	15%	3%		
I have someone to talk to if I am worried	295		79	176	31	9		Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			27%	60%	11%	3%		
			38%	52%	9%	2%		
The school teaches me how to keep healthy	293		26	150	106	11		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			9%	51%	36%	4%		
			23%	56%	18%	3%		
There are plenty of opportunities at school for me to get regular exercise	294		103	153	32	6		Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			35%	52%	11%	2%		
			44%	45%	9%	2%		
I am doing well at school	294		63	192	31	8		Rwy'n gwneud yn dda yn yr ysgol.
			21%	65%	11%	3%		
			32%	61%	6%	1%		
The teachers help me to learn and make progress and they help me when I have problems	292		74	187	30	1		Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			25%	64%	10%	0%		
			38%	55%	6%	1%		
My homework helps me to understand and improve my work in school	293		36	141	86	30		Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			12%	48%	29%	10%		
			20%	53%	22%	6%		
I have enough books and equipment, including computers, to do my work	293		107	168	17	1		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			37%	57%	6%	0%		
			45%	46%	7%	1%		
Pupils behave well and I can get my work done	293		21	159	96	17		Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			7%	54%	33%	6%		
			10%	56%	27%	6%		
Staff treat all pupils fairly and with respect	295		51	127	87	30		Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			17%	43%	29%	10%		
			28%	50%	17%	5%		

	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	294		18 6%	131 45%	116 39%	29 10%		Mae'r ysgol yn gwrando ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			16%	53%	25%	5%		
I am encouraged to do things for myself and to take on responsibility	293		67 23%	201 69%	25 9%	0 0%		Rwy'n cael fy annog i wneud pethau drosof fy hun a chymryd cyfrifoldeb.
			35%	59%	5%	1%		
The school helps me to be ready for my next school, college or to start my working life	294		61 21%	185 63%	44 15%	4 1%		Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			35%	54%	10%	2%		
The staff respect me and my background	294		78 27%	155 53%	49 17%	12 4%		Mae'r staff yn fy mharchu i a'm cefndir.
			37%	53%	7%	2%		
The school helps me to understand and respect people from other backgrounds	293		71 24%	164 56%	54 18%	4 1%		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	135		25 19%	89 66%	13 10%	8 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%	51%	16%	5%		
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	82		12 15%	52 63%	13 16%	5 6%		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%	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.	223	58 26%	115 52%	32 14%	10 4%	8	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	2%		
My child likes this school.	223	66 30%	117 52%	26 12%	8 4%	6	Mae fy mhlentyn yn hoffi'r ysgol hon.
		46%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	223	74 33%	102 46%	26 12%	7 3%	14	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		50%	45%	4%	1%		
My child is making good progress at school.	221	63 29%	111 50%	38 17%	4 2%	5	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	49%	5%	1%		
Pupils behave well in school.	223	35 16%	126 57%	19 9%	7 3%	36	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		24%	60%	12%	3%		
Teaching is good.	222	47 21%	110 50%	31 14%	8 4%	26	Mae'r addysgu yn dda.
		34%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	220	78 35%	112 51%	12 5%	3 1%	15	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		51%	46%	3%	1%		
The homework that is given builds well on what my child learns in school.	222	35 16%	106 48%	39 18%	9 4%	33	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.
		32%	56%	10%	3%		
Staff treat all children fairly and with respect.	222	47 21%	90 41%	31 14%	12 5%	42	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		35%	52%	10%	3%		
My child is encouraged to be healthy and to take regular exercise.	223	51 23%	117 52%	20 9%	11 5%	24	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	222	69 31%	126 57%	9 4%	3 1%	15	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		42%	53%	4%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	221	41 19%	90 41%	35 16%	13 6%	42	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	9%	3%		

	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.	220	36 / 16% / 34%	101 / 46% / 51%	66 / 30% / 13%	13 / 6% / 3%	4	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
I feel comfortable about approaching the school with questions, suggestions or a problem.	222	60 / 27% / 42%	102 / 46% / 48%	33 / 15% / 7%	15 / 7% / 2%	12	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	223	40 / 18% / 30%	97 / 43% / 56%	38 / 17% / 12%	12 / 5% / 3%	36	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	221	48 / 22% / 37%	111 / 50% / 56%	29 / 13% / 6%	4 / 2% / 1%	29	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	216	26 / 12% / 32%	80 / 37% / 55%	40 / 19% / 11%	11 / 5% / 3%	59	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	223	57 / 26% / 36%	108 / 48% / 52%	38 / 17% / 10%	8 / 4% / 2%	12	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	223	48 / 22% / 42%	114 / 51% / 50%	33 / 15% / 6%	10 / 4% / 2%	18	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Delyth Lloyd Gray	Reporting Inspector
Hywel Jones	Team Inspector
William Gwyn Thomas	Team Inspector
Huw Collins	Team Inspector
Meinir Rees	Team Inspector
Jeffrey Wyn Davies	Lay Inspector
Dewi Rhys Bowen	Peer Inspector
Catrin Griffith-Jones	Nominee

Copies of the report

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

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

Key stage 3 terms

The core subject indicator (CSI)

Progress in learning through key stage 3 is indicated by levels (level 1 to level 7 in the main).

The core subject indicator in key stage 3 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh [1]
- mathematics
- science

By the end of the key stage 3, at the age of 14, pupils are expected to reach level 5 and more able pupils to reach level 6 or above.

Pupils must gain at least the expected level (level 5) in the three core subjects to gain the core subject indicator.

Key stage 4 and sixth form 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 nine other schools with similar proportions of pupils: eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents the equivalent of five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.

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[1] This indicator does not include Welsh second language qualifications.

Level 2 threshold including English or Welsh[1] and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh[1] and mathematics.
Level 2 threshold	This represents five GCSEs at grade A* to C or their equivalent.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This is the equivalent of 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.
Benchmarking groups	Schools are grouped together according to the proportion of pupils entitled to free school meals in order to compare their performance with similar schools in different indicators.
Modelled outcomes	This is a prediction of a school's mean performance based on the statistical relationship between the proportion of pupils eligible for free school meals and a particular indicator.