



*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**

**Gwernnyfed High School  
Three Cocks  
Brecon  
Powys  
LD3 0SG**

**Date of inspection: September 2013**

**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

Gwernyfed High School is an English medium 11-18 school in Powys. There are 490 pupils on roll compared with 554 at the time of the last inspection, including 84 pupils in the sixth form. The school is situated between the small towns of Hay on Wye and Talgarth. Most pupils and students come from these towns and the very large rural surrounding area. Most pupils transfer to the school from nine partner primary schools.

Around 5% of pupils are entitled to free school meals. This is well below the national average of 17.7% for secondary schools in Wales.

Pupils at the school represent the full range of ability. Around 2% of pupils have statements of special educational needs compared with 2.5% for Wales as a whole. Around 20% of pupils have a special educational need, which is similar to the national average.

Nearly all pupils are from a White British background. There are no pupils who speak English as an additional language. There are very few pupils who speak Welsh at home.

The headteacher has been in post since September 2011. The leadership team is made up of a deputy headteacher and two assistant headteachers, all of whom were at the school at the time of the last inspection.

The individual school budget per pupil for Gwernyfed High School in 2013-2014 means that the budget is £4,207 per pupil. The maximum per pupil in the secondary schools in Powys is £4,966 and the minimum is £3,877. Gwernyfed High School is eighth out of the 13 secondary schools in Powys in terms of its school budget per pupil.

## Summary

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

### Current performance

The good features of the school's work include:

- an improving trend in performance at key stage 3 and key stage 4;
- the very low numbers who leave without a qualification;
- high standards of speaking, listening and reading;
- the very good behaviour in lessons and around the school;
- effective partnership working that has contributed to improving pupils' wellbeing and increased the range of options in key stage 4 and the sixth form; and
- an inclusive and supportive ethos.

However, current performance is judged as adequate because:

- performance at key stage 4 does not compare well with that for similar schools;
- boys do less well than girls at end of key stage 3 and key stage 4;
- the written work of a minority of pupils is weak;
- attendance is below expected levels; and
- the quality of teaching in a minority of classes has important areas for improvement.

### Prospects for improvement

There are good features in the leadership of the school:

- the leadership has established a clear strategic direction that has secured an upward trend of improvement;
- a strategic group of effective middle leaders works well with the management team in implementing changes that are contributing the further improvement in outcomes; and
- the headteacher and senior management team have a thorough understanding of the strengths and areas for development improvement for the school.

However, prospects for improvement are judged as adequate because:

- the quality and rigour of self-evaluation are inconsistent;
- improvement plans are insufficiently linked to the findings of self-evaluation; and
- improvement plans lack detail about actions and timescales.

## **Recommendations**

- R1 Improve standards in key stage 4 in the level 2 threshold including English and mathematics, particularly that of boys
- R2 Raise standards in writing, particularly that of boys
- R3 Improve teaching and assessment
- R4 Improve the quality of improvement planning
- R5 Improve the rate of attendance
- R6 Continue to improve the consistency of middle leadership

### **What happens next?**

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

## Main findings

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

**Adequate**

#### Standards: Adequate

Although performance at key stage 4 has improved over the last three years, performance in nearly all indicators, particularly those that include English and mathematics, is below that for similar schools. Also pupils do not make as much progress as they should from previous key stages. In indicators that include a wider range of qualifications, performance is now about the same as that for similar schools. Unverified data for 2013 suggests that the trend of improvement is continuing.

At key stage 3 there has been an upward trend of improvement since 2010. In 2013 performance was above expectations based on prior attainment.

In the five years up to 2012 nearly all pupils left school with a qualification and stayed on in education or training.

The performance of pupils in the sixth form fluctuates and pupils do not achieve the higher grades consistently.

Boys do less well in all indicators in key stage 3 and the differences are greater than those for similar schools. In key stage 4, there are significant differences in those indicators that include English and mathematics. Boys' performance in English, particularly at the higher grades, is much lower than that of the girls and the difference is significantly greater than that in similar schools. Pupils with additional learning needs make sound progress and a few achieve above expectations.

In the majority of lessons, pupils have good recall of previous work. They make effective use of their prior learning when acquiring new knowledge, understanding and skills. In these lessons, most pupils demonstrate effective thinking skills in problem solving activities and in analysis of source and stimulus materials. Most pupils make progress that is appropriate to their age and ability. In a minority of lessons, pupils do not make sufficient progress as a result of low expectations for the quality of work they should produce.

Most pupils have a wide vocabulary and make extensive use of general and subject-specific terminology. Many pupils are very articulate and can express complex ideas effectively. Many pupils listen attentively and develop the responses of others well. Most pupils read confidently with expression and they can obtain information and draw conclusions from a wide range of materials. A majority of pupils develop independent extended writing skills appropriately. However, a minority of pupils, particularly boys, have weak writing skills and do not take enough care with their spelling and punctuation. Most pupils that receive additional literacy support make good progress.

Many pupils confidently apply their numeracy skills across the curriculum. Most pupils that receive additional support in numeracy make good progress.

Performance in key stage 3 Welsh second language does not compare well to that for similar schools. Nearly all pupils are entered for GCSE in Welsh at key stage 4, with the majority doing the full course. This is a strong feature. The majority of these pupils achieve a level 2 qualification.

**Wellbeing: Good**

Nearly all pupils feel safe in school and are confident they will receive support if they have any kind of problem. Most pupils have positive attitudes to healthy living and eating. Many participate in an extensive extra-curricular programme and most pupils take regular exercise.

Although attendance figures have risen in the last two years, they are below the average for similar schools. The number of pupils who have received a fixed-term exclusion has reduced in the last two years and is very low. Only one pupil has been permanently excluded in the last three years, in 2011.

Nearly all pupils have positive attitudes to learning and exhibit very good behaviour in lessons and around the school. Pupils are very welcoming and polite to visitors, staff and each other. All pupils are punctual to lessons and most pupils engage actively in them.

Within the school there is a strong tradition of pupil volunteering. During community volunteer days, pupils show concern and respect when working to restore their local environment and involve themselves actively in community projects. Through an effective school council and School Nutrition Action Group, pupils contribute well to decision-making in the school. Council members also contribute enthusiastically to the development of policies affecting young people at a national level.

Pupils have well developed social skills and they are well prepared for life and work outside school.

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

At all key stages the curriculum is broad and balanced, and stimulates and engages pupils of all abilities. The key stage 3 curriculum takes into account the attainment of pupils on entry to the school and builds successfully on their prior learning. At key stage 4 and in the sixth form, pupils choose from a wide range of academic and vocational options in school, at college and in other schools. The Welsh Baccalaureate Qualification and level 2 and level 3 skills qualifications enhance the overall provision for pupils.

There are clear plans in place to develop literacy and numeracy skills across the curriculum. Skill development is prominent in the teaching and planning of a minority of subject departments. An effective and well-planned skills intervention programme

enables targeted pupils to receive regular support. However, there is not a sharp enough focus on developing pupils' writing skills.

All pupils are able to learn Welsh at a level that is suitable to their needs. There are appropriate opportunities for pupils to develop their knowledge and understanding of the history and culture of Wales.

Provision for education for sustainable development and global citizenship is a strength of the school. The effective eco-group encourages other pupils and staff to take part in organised projects, and uses a range of strategies to improve sustainability within the school environment and community. A long established transition project with a community in Timbuktu is beneficial in raising pupils' knowledge and understanding of the wider world.

### **Teaching: Adequate**

There are strengths in the teaching in a majority of lessons, but in a minority of lessons pupils do not make sufficient progress.

In nearly all lessons teachers have effective working relationships with pupils and they manage pupils' behaviour well.

In the majority of lessons, teachers have high expectations of pupils. Careful planning, clear objectives and well-organised activities contribute to the consistently good progress in pupils' learning. In these lessons, the level of challenge and pace is appropriate and engages pupils. There are particular strengths in the teaching of a few lessons, including the highly-effective adaptation of tasks to meet the learning needs of pupils and the well-thought-out activities for groups and pairs that lead to very effective learning. A further strength in these few lessons is the high quality of questioning, which is probing and challenges pupils to develop higher-order speaking and thinking skills.

However, in a minority of lessons, the pace is too slow and there is too much teacher direction and talk. In these lessons, teachers do not have high enough expectations about the quality of work and progress that pupils should make. In particular, there is inconsistency in the expectations teachers have about the accuracy of written work. A minority of teaching does not insist on pupils producing their best work. In a very few lessons, boys are not encouraged to participate either by direct questioning or through the type of tasks they are given.

The majority of marking and assessment is effective and there are a number of strong features. Teachers' written comments provide an accurate assessment of current performance and practical guidance to pupils about what and how to improve the quality of their work. In a majority of lessons, pupils learn well through assessing their own and other pupils' work. However, there is too much inconsistency in the quality of the assessment and marking of pupils' work. In a minority of cases, targets are not specific enough, feedback is too superficial, missing work is unchallenged and pupils rarely follow up on teachers' comments.



The school does not have a consistent approach to tracking pupils' progress. The recently introduced whole school tracking system in key stage 3 is not understood clearly by all pupils. This makes it difficult for them to know how they are doing and to set targets for improvement. The system used in key stage 4 is clearer and well understood. As a result, pupils know their targets and the progress they are making.

Reports provide thorough information to parents and pupils on current performance. They set ambitious targets and give clear feedback on how to achieve them.

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

The school has effective arrangements to support pupils' health and wellbeing. It makes appropriate arrangements for promoting healthy eating and drinking.

There is a strong pastoral team that operates an effective system caring for individual pupils' needs and developing pupils' self-awareness and self-respect. The school's pastoral team works closely with local agencies in order to arrange timely and appropriate support for pupils. This support has a positive impact on pupil confidence. Pupils also receive very good support from peer mentors, for example older pupils supporting younger pupils during form periods. The pastoral team's work is co-ordinated carefully and has a positive influence on the standards of behaviour.

The personal and social education programme is comprehensive and well planned. Pupils engage in a wide range of activities involving external specialists. Provision for spiritual, moral, cultural and social development is effective and well developed.

There is a highly effective approach to identifying pupils with additional learning needs. These pupils follow appropriate individual learning pathways. Pupils with additional learning needs make good progress and as a result nearly all achieve well. The individual education plans are useful tools for teachers. Most make use of them in planning. A very few make exceptionally good use of them to modify tasks and organise the classroom. Most pupils who require spelling and reading interventions make the necessary progress and improvement. Learning support assistants provide very effective support.

The school provides a range of specialist and independent career and option guidance to all pupils. The learning coaches offer further beneficial guidance to the most vulnerable pupils.

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

### **Learning environment: Good**

This school is a well-developed and effective community. All pupils have equal access to the curriculum and to all aspects of school life irrespective of their background and ability. Pupils learn to be tolerant and polite to others. There are useful programmes of study and projects, such as the Timbuktu project, that enable pupils to learn about the lives of others in different parts of the world.

The accommodation, with its blend of old and new, is suitable for teaching and learning. All buildings are well maintained and well decorated. Wall displays, mainly of pupils' own work, support learning well.

The grounds are extensive and well maintained. The nature garden supports the school's eco work and science-related studies very well.

The school is very well resourced for ICT, including desktop personal computers, laptops and netbooks. The school has a worthwhile range of learning resources. A well-stocked library is available to support independent learning, research and literacy skills.

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

Since taking up post in 2011, the headteacher has set out a clear vision and strategic direction for the school. He communicates his vision well to staff, parents and pupils, who have confidence in his leadership. The school has made progress in a number of significant areas, such as securing an upward trend of improvement in performance in key stage 3 and key stage 4 and raising attendance levels. However, performance and attendance are still below expected levels and do not compare favourably with those of other similar schools.

The school has a clear management structure and all leaders have a sound understanding of their roles and responsibilities. Communication at all levels is good and regular meetings help to ensure that information is shared effectively.

A strategic group of effective middle leaders works well with the management team in implementing changes that are contributing the further improvement in outcomes. They are effectively challenging an ethos that accepts adequate performance rather than expecting pupils to reach or even exceed expected levels. They share good practice within their departments and also develop other staff within the school to improve and refine practice.

There is a well-structured pattern to line management meetings and wider leadership team meetings that focus on improving teaching and learning outcomes. The school has a detailed monitoring calendar that helps to ensure that all members of staff understand their responsibility for standards and wellbeing.

In a very few non-core subject areas the line of accountability is unclear, and there is not enough focus on addressing areas for improvement in teaching and monitoring pupils' progress in lessons.

Performance management is well organised. All teaching staff have an identified target to achieve to raise standards at key stage 4 and this is linked to the school's development plan. Individual training needs are well supported by an effective in-service training programme.

Governors are well informed about the work of the school and have a clear understanding of its current performance. This is increasingly enabling governors to raise questions about performance and check on the progress the school is making in addressing areas for improvement. They support and challenge effectively.

The school takes full account of national and local priorities. However, much of the activity to improve attendance, develop skills, and raise standards is yet to have sufficient impact.

### **Improving quality: Adequate**

The headteacher and senior management team have a thorough understanding of the strengths and areas for improvement for the school. The process of self-evaluation is well established, effectively planned and understood by staff at all levels. The school's most recent self-evaluation is accurate and highlights the strengths and shortcomings in the school. The headteacher uses the outcomes of self-evaluation activities to discuss and challenge subject leaders to reflect on and improve performance in their department.

There is a structured cycle of departmental and key stage reviews to look at standards, teaching and learning. A wide range of first-hand evidence, including lesson observations, meetings with middle leaders to review performance data, questionnaires for parents, scrutiny of pupils work and listening to learners' activities, is used to evaluate the work of the school. The local authority contributes appropriately to these reviews.

Senior and middle leaders work together to monitor and review the work of subject areas. The impact of this work is evident in raised standards in a few areas, most notably in science. However, in the majority of departments, there is lack of clarity in the evaluations and, as a result, it is difficult for teachers to identify clear targets for improvement. The reviews do not focus enough on progress in learning and the expected quality of pupils' literacy and numeracy skills.

There is a clear link between the outcomes of self-evaluation and planned actions for improvement. The school and departmental improvement plans identify appropriate areas for improvement, but they lack detail about the precise actions required to bring about these improvements. Overall, improvement plans lack focus and specific targets are vague.

Since the last inspection, the school has made adequate progress in addressing the recommendations about improving standards and raising levels of attendance. Although there has been progress, standards, the performance of boys, attendance and the consistency of teaching and assessment remain areas for improvement.

### **Partnership working: Good**

The school has well-established links with a range of partners that are effective in promoting pupils' wellbeing and enhancing their learning experiences.

The strong pastoral and curricular links with partner primary schools contribute to the seamless transition of pupils from Year 6 to Year 7. Regular meetings and well-organised joint projects and activities are good features of the equal partnership that exists between these schools.

Through the South Powys Learning Partnership and the 14-19 Working Group, the school has established strong links with other local schools and Coleg Powys. This collaborative provision enhances significantly the learning experiences for pupils in key stage 4 and the sixth form. Regular contact between the staff involved in the partnership ensures that the joint provision is planned well and monitored carefully.

There are consistently good links with parents and the wider community. The school works particularly well with parents and carers to make sure that they are well informed about their child's progress and wellbeing. The good links with the local community, businesses and employers has created worthwhile opportunities for pupils to work in the community, for example as part of their Welsh Baccalaureate Qualification.

### **Resource management: Adequate**

The school has sufficient staff to teach the curriculum. Staff development needs are identified clearly and the school refines its training programme to meet both the needs of the individual and the overall needs of the school. Many valuable learning parties have been established and are led by successful practitioners. However it is too early to measure fully the impact of these learning groups. The school has established a number of collaborative links with other providers to help address the school's strategic priorities. The school works with the 14-19 partnership to ensure that sixth form provision is shared with other schools, class sizes are viable and that the sixth form is value for money.

The school reviews the impact of resources on teaching and learning, and plans carefully for future needs. Due to prudent budgeting and strategic planning, the school has been able to invest in additional resources to support pupils' learning and wellbeing. There are effective systems for the senior management team, the business manager and governors to monitor expenditure regularly.

Although resource management is a strong feature, the school provides adequate value for money because standards are judged as adequate.

## Appendix 1

### Commentary on performance data

At key stage 3, there has been an upward trend of improvement since 2010. Performance in the core subject indicator placed the school in the lower half of similar schools based on free-school-meal entitlement for the two years prior to 2013 when it improved to the top half. Performance in 2013 was above expectations based on prior attainment. In the separate core subjects English, mathematics and science, performance at level 5 and above has placed the school in the bottom half of similar schools for the past three years. At level 6 and above performance in English and science has placed the school in the bottom half of similar schools for the past three years. Performance in mathematics has placed the school in the top half of similar schools for the past three years.

At key stage 4, performance in all indicators has improved following a downward trend to 2010. However, in nearly all indicators performance remains among the lowest in the family of similar schools and below the average for the family. In nearly all the indicators that include English and mathematics, performance has placed the school in the lower half of similar schools for the last three years. Performance in the level 2 threshold including English and mathematics is well below modelled expectations. Nearly all pupils achieve the level 1 threshold. Many achieve the level 2 threshold, but a minority of pupils do not achieve the level 2 threshold including English and mathematics. Pupils do not do as well as expected. Unverified data for 2013 suggests that the trend of improvement is continuing.

The number leaving without a qualification is very low. In this indicator the school compares very favourably with other similar schools and nationally. In the five years to 2012 nearly all pupils left school with qualifications and stayed in education or training.

The performance of pupils in the sixth form fluctuates and pupils do not consistently achieve the higher grades. The average points score compares well with that in other schools in the local authority, but has been lower than the average for other schools in the family of similar schools for the last two years.

Boys do less well than girls in all indicators in key stage 3 and the difference is greater than that of schools in its family of similar schools. In key stage 4, there are significant differences in those indicators that include English and mathematics. The boys' performance in English, particularly at the higher grades, is much lower than that of girls and the difference is significantly greater than in similar schools. There are small numbers of pupils in receipt of free school meals and there is little difference in the outcomes for those receiving free school meals and those who do not.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

#### Secondary Questionnaire (Overall)

*denotes the benchmark - this is a total of all responses since September 2010.*

	Number of responses Nifer o ymatebion		Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	
I feel safe in my school	287		142 49%	137 48%	4 1%	4 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			42%	54%	4%	1%	
The school deals well with any bullying	287		60 21%	176 61%	42 15%	9 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			25%	58%	14%	3%	
I have someone to talk to if I am worried	286		85 30%	160 56%	33 12%	8 3%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			37%	53%	8%	1%	
The school teaches me how to keep healthy	286		53 19%	166 58%	56 20%	11 4%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			22%	57%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	286		132 46%	124 43%	25 9%	5 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	287		76 26%	180 63%	22 8%	9 3%	Rwy'n gwneud yn dda yn yr ysgol.
			31%	63%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	287		86 30%	174 61%	21 7%	6 2%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			37%	56%	6%	1%	
My homework helps me to understand and improve my work in school	286		32 11%	142 50%	79 28%	33 12%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			19%	54%	22%	5%	
I have enough books and equipment, including computers, to do my work	287		115 40%	143 50%	22 8%	7 2%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			44%	47%	7%	1%	
Pupils behave well and I can get my work done	286		17 6%	159 56%	95 33%	15 5%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			9%	56%	28%	6%	

		Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	
Staff treat all pupils fairly and with respect		287	52 18%	143 50%	69 24%	23 8%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			27%	51%	17%	5%	
The school listens to our views and makes changes we suggest		283	24 8%	143 51%	97 34%	19 7%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			15%	54%	26%	5%	
I am encouraged to do things for myself and to take on responsibility		286	68 24%	202 71%	11 4%	5 2%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			33%	61%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life		285	63 22%	176 62%	38 13%	8 3%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			35%	55%	8%	1%	
The staff respect me and my background		287	86 30%	160 56%	29 10%	12 4%	Mae'r staff yn fy mharchu i a'm cefndir.
			36%	55%	8%	2%	
The school helps me to understand and respect people from other backgrounds		285	74 26%	170 60%	31 11%	10 4%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			34%	57%	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		133	23 17%	57 43%	42 32%	11 8%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			27%	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		41	6 15%	17 41%	12 29%	6 15%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			27%	51%	16%	7%	

## Responses to parent questionnaires

*denotes the benchmark - this is a total of all responses since September 2010.*

		Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
Overall I am satisfied with the school.		68	29 43%	37 54%	2 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
			42%	51%	4%	1%		
My child likes this school.		67	34 51%	32 48%	1 1%	0 0%	0	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.		70	46 66%	21 30%	2 3%	0 0%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
			49%	45%	3%	1%		
My child is making good progress at school.		70	32 46%	34 49%	2 3%	1 1%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
			44%	48%	4%	1%		
Pupils behave well in school.		67	23 34%	38 57%	3 4%	0 0%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
			20%	55%	12%	3%		
Teaching is good.		66	17 26%	41 62%	6 9%	0 0%	2	Mae'r addysgu yn dda.
			33%	58%	4%	1%		
Staff expect my child to work hard and do his or her best.		70	38 54%	27 39%	3 4%	0 0%	2	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
			50%	46%	2%	0%		
The homework that is given builds well on what my child learns in school.		70	16 23%	42 60%	5 7%	3 4%	4	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
			31%	54%	9%	2%		
Staff treat all children fairly and with respect.		67	22 33%	35 52%	4 6%	1 1%	5	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
			32%	49%	9%	2%		
My child is encouraged to be healthy and to take regular exercise.		69	28 41%	35 51%	4 6%	0 0%	2	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
			33%	54%	7%	1%		
My child is safe at school.		70	31 44%	37 53%	1 1%	1 1%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
			40%	53%	3%	1%		



	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
My child receives appropriate additional support in relation to any particular individual needs'.	64	19 30%	33 52%	5 8%	0 0%	7	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		31%	47%	7%	2%		
I am kept well informed about my child's progress.	70	28 40%	32 46%	5 7%	5 7%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		34%	50%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	70	30 43%	34 49%	2 3%	3 4%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		41%	49%	6%	2%		
I understand the school's procedure for dealing with complaints.	70	21 30%	32 46%	7 10%	0 0%	10	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.	70	24 34%	39 56%	3 4%	0 0%	4	Mae'r ysgol yn helpu fy mhlentyn i ddoed yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		36%	53%	5%	1%		
My child is well prepared for moving on to the next school or college or work.	65	15 23%	29 45%	8 12%	2 3%	11	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.	68	24 35%	38 56%	2 3%	1 1%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		34%	50%	9%	2%		
The school is well run.	68	32 47%	30 44%	2 3%	0 0%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

## Appendix 3

### The inspection team

Sue Halliwell	Reporting Inspector
Julia Longville	Team Inspector
Rhian Wyn Griffiths	Team Inspector
Simon Davies	Team Inspector
Rhiannon Boardman	Lay Inspector
Gerard McNamara	Peer Inspector
Valerie Mererdith	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.