



*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**

**Eirias High School  
Eirias Road  
Colwyn Bay  
Conwy  
LL29 7SP**

**Date of inspection: October 2014**

**by**

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

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

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

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

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

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

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

Judgement	What the judgement means
<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 Eirias is an English-medium, mixed 11 to 18 comprehensive school in the County Borough of Conwy. The school serves the communities of Colwyn Bay, Mochdre and Rhos-on-Sea. There are 1,482 pupils including 304 in the sixth form. At the time of the last inspection there were 1,521 pupils in the school, including 279 students in the sixth form.

Around 15% of pupils are eligible for free school meals. This is lower than the national average of 17.5% for secondary schools in Wales. Around 15% of pupils live in the 20% most deprived areas in Wales.

Around 1% of pupils have statements of special educational needs compared with 2.4% for Wales as a whole. Around 11% of pupils have a special educational need, which is lower than the national average of 20.1%.

Most pupils are from a white British background. Around 1% of pupils speak English as an additional language. Around 4% of pupils speak Welsh fluently and a further 30% speak Welsh, though not fluently.

The leadership team is made up of the headteacher, three deputy headteachers, three assistant headteachers, a business manager and a director of innovations.

The individual school budget per pupil for Ysgol Eirias in 2014-2015 means that the budget is £4,431 per pupil. The maximum per pupil in the secondary schools in Conwy is £5,518 and the minimum is £4,431. Ysgol Eirias is seventh out of the seven 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

Good features in the school's current performance include:

- performance in most indicators in key stage 4 over the last three years, which compares well with the average for similar schools;
- the good progress most pupils make in developing their knowledge, understanding and skills in lessons and over time;
- the very positive attitudes to learning shown by pupils;
- consistently effective teaching that contributes significantly to the outcomes achieved by pupils;
- the very good progress made by nearly all pupils in Welsh second language at key stages 3 and 4 and in the sixth form and
- the caring environment, which has a positive impact on many aspects of pupils' wellbeing and personal development.

### Prospects for improvement

The prospects for improvement are good because:

- the headteacher provides very purposeful leadership and direction;
- the school has a strong culture of self-evaluation and continuous improvement;
- the school made significant progress in addressing recommendations from the previous inspection;
- partnership working is a significant strength and has benefited the school and its pupils; and
- the headteacher encourages staff at all levels to share and develop their knowledge and expertise within and outside the school.

## Recommendations

- R1 Improve performance in the level 2 threshold indicator including English and mathematics, particularly of those pupils eligible for free school meals
- R2 Improve the monitoring of the support provided for pupils at risk of underperformance
- R3 Improve the quality and consistency of assessment
- R4 Improve the planning for progression in literacy and numeracy
- R5 Improve attendance

### **What happens next?**

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

Estyn will invite the school to prepare two written case studies, describing the excellent practice identified during the inspection.

## Main findings

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

**Good**

#### Standards: Good

Over the four years to 2013, performance in most key stage 4 indicators has been consistently above or similar to that of its family of schools and placed the school in the top quarter or upper half of similar schools based on eligibility for free school meals in three of those four years. Provisional data for 2014 indicates a dip in performance in those indicators that include English and mathematics, which places performance below the averages for the family and similar schools.

Over the last five years nearly all pupils have left with at least five qualifications equivalent to grades A\*-G and most achieve at least five grades A\*-C.

In key stage 3 there has been an overall trend of improvement. Performance in the separate core subjects and in the core subject indicator has been similar to or above the average of its family of similar schools.

Performance by pupils in the sixth form is consistently higher than of the averages for similar schools and nationally. This is a strong feature of the work of the school.

Overall, the performance of pupils eligible for free school meals compares favourably with that of such pupils in its family of schools and nationally in many indicators. However, they do less well than these pupils in those indicators that include English and mathematics.

In all indicators from 2010 to 2013, boys and girls consistently achieved at a higher level than those in the family of similar schools, and Wales. Provisional data for 2014 indicates that performance by boys and girls compares less favourably to that of such pupils in the family in most indicators.

Pupils with additional learning needs achieve at or above expected levels. Over the last three years none have left without appropriate qualifications and all achieve at least five equivalent to grades A\*-G.

In the last four years no pupil has left without qualifications and nearly all continue in education and training. This compares very favourably with the averages for similar schools and nationally.

In lessons nearly all pupils have good recall of prior learning and apply this well to new topics. Most make good progress in developing their knowledge, understanding and skills in lessons and over time.

Most pupils are confident speakers and attentive listeners. They think about what others say carefully and add useful additional information or beneficial comments that further explain an idea.

Most pupils read well. When reading aloud they are confident and read accurately and with meaning. When reading for information or analysis they use a range of useful strategies to interrogate text. These pupils make good use of written sources for research and to further their understanding.

Many pupils take pride in their presentation. Most write confidently and accurately. In many lessons, pupils produce very good extended writing tasks in a range of different styles. They organise their writing well into paragraphs and make use of their knowledge and understanding to provide clear, well-constructed responses to questions. Their general and subject specific vocabulary is extensive, and punctuation and grammar are mostly accurate. There are spelling errors in many pupils' work, but when pupils make mistakes they are able to correct them when these are pointed out.

Most pupils have very good numeracy skills. They develop their calculation, measuring, data handling and problem solving skills well in mathematics lessons and apply these confidently in other subjects where appropriate.

Many pupils display high levels of competency in their ability to think about their learning and how to improve. They work well independently and with others to solve problems.

Nearly all pupils make good progress in Welsh second language at key stages 3 and 4 and in the sixth form. All pupils gain a qualification at key stage 4 in Welsh second language GCSE full course or a vocational equivalent course. Over the past three years, performance at key stage 4 has been consistently high when compared to that in similar schools. Pupils who have never studied Welsh before attending the school make very good progress in developing their Welsh language skills and confidence to enable them to attend mainstream Welsh lessons.

In Welsh lessons, most pupils make successful progress in developing their oral and written skills at key stage 3, and very successful progress at key stage 4. The majority of pupils use their oral skills well outside formal lessons, for example in registration periods.

### **Wellbeing: Good**

Nearly all pupils feel safe. They know where to get support if they need it and many consider that the school deals with bullying appropriately.

Many pupils have a secure understanding of the importance of a healthy lifestyle and participate in a wide range of extra-curricular sporting activities. The School Nutrition Action Group successfully promotes healthy lifestyles within the school, and there is a useful healthy eating section in the pupils' planners.

Many pupils take on responsibilities and play an active part in work of the school and the local community. The Eirias School Parliament gives the pupils a valuable opportunity for decision-making within the school. The Parliament successfully involves other pupils in decision-making. Recently, there has been a drive to develop an eco-garden.

Attendance, especially that of pupils eligible for free school meals, has improved well over the last three years. Despite these improvements the attendance rate in 2014 places the school in the lower half of similar schools based on eligibility for free schools meals. However, attendance is above expectations, and better than the average for its family of similar schools and nationally. The proportion of persistence absence has declined.

The number of fixed-term exclusions has reduced steadily over the last three years. Pupils behave very well and respond well to the school's expectations. Nearly all pupils are courteous and relate well to one another, to their teachers and to other adults, in all areas of the school. In lessons, nearly all pupils participate and behave well.

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

There are many strengths to the learning experiences that the school provides. These meet the needs of pupils well, contribute significantly to successful outcomes and satisfy statutory requirements. The successful Year 7 project-based learning programme has a clear focus on the development of skills across the curriculum. Transition arrangements are firmly established across curriculum areas and provide strong progression between key stages.

The school has a comprehensive variety of extra-curricular activities, which satisfy the sporting and cultural interests of its pupils.

Worthwhile opportunities are provided for pupils to develop their literacy and numeracy skills in subjects across key stage 3. There are suitable plans for the implementation of the literacy and numeracy framework. However, planning for progression in skills is at an earlier stage of development. The impact of the extensive provision for developing wider skills such as problem solving and thinking is clear in the consistently good standards achieved by pupils. There are effective arrangements to support pupils who need additional help with their literacy and numeracy skills.

Education for sustainable development and global citizenship is well established within the curriculum, and through extra-curricular activities that provide pupils with a clear understanding of its relevance. The eco council has instigated successful initiatives to increase recycling and reduce energy consumption.

The school has made very good progress in developing its Welsh language provision. It has ensured that pupils understand the benefit of learning and using the Welsh language. The school provides sufficient time for pupils to develop and use their Welsh language skills, both in Welsh lessons and in wider contexts. All pupils have the opportunity to follow the Welsh second language full GCSE course or the Pathways course. More able pupils and those with Welsh as a first language have opportunities to study first language Welsh in key stage 3 and key stage 4. The school contributes well to the development of pupils' knowledge and understanding of the cultural, environmental and linguistic characteristics of Wales through work in several subjects. The school has an Urdd club, which provides useful opportunities for pupils to use their Welsh language skills in an informal social setting.



## **Teaching: Good**

Teaching is a strength of the school and contributes significantly to the strong outcomes achieved by pupils. In most lessons, as a result of effective teaching, pupils make successful progress towards their learning goals and the development of their skills. In most lessons there are beneficial, and in a very few cases outstanding, relationships for learning.

In most lessons, teachers have high expectations of their pupils. As a result, they present pupils with challenging work that stimulates and engages them. Nearly all teachers have good, up-to-date subject knowledge and teaching skills. These result in a well-organised learning environment, carefully considered choices in terms of lesson activities and clearly understood routines. These all contribute towards good progress in learning and successful outcomes. In a very few cases, there are lower expectations of pupils and this prevents them from achieving better progress.

In most lessons, clear relevant objectives are communicated to the pupils and revisited at the end to ensure that learning goals have been met. In many cases, a range of teaching approaches encourages pupils to think about how to approach and complete tasks more effectively. In a few cases, lessons are too teacher-led, preventing pupils from having sufficient opportunity to take responsibility for their own learning.

In many lessons, teachers question pupils effectively, probing their understanding and taking them forward to the next stage of their learning. In a very few cases, questioning is highly effective, contributing to exceptional progress. In a few cases, the questioning of pupils by their teachers focuses more on recall than on understanding, inference and wider knowledge.

In most lessons, teachers manage pupil behaviour well and this contributes to a purposeful atmosphere for learning in which pupils can experience success and progress.

Nearly all teachers mark pupils' work and they give regular oral feedback on how well a pupil is doing. In many termly assessments, teachers give pupils clear guidance on what to improve. However, the quality of feedback is inconsistent. A minority of marking lacks specific advice to pupils on how to improve their work and does not always pay enough attention to the accuracy of pupils' writing such as spelling, punctuation and grammar.

Many teachers pose additional questions in their marking. In around half of examples this is effective, encouraging pupils to extend their responses or to reflect meaningfully on their work. However, the quality of additional questions and the expectations staff have about how pupils should respond vary too much. Many teachers encourage pupils to assess their own work or the work of others. These opportunities are not always appropriate because they require pupils merely to check knowledge rather than to assess how well the objectives of a task have been met.

The school sets suitably challenging targets and has extensive systems to monitor the progress of pupils. Senior and middle leaders mostly use these effectively to identify underperformance. Parents receive very useful interim reports on progress in assessments and have access to live attendance information. Annual reports are thorough and include information on progress in skills. They provide useful information for parents on their child's progress.

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

The school provides a caring environment that has a positive impact on many aspects of pupils' wellbeing and personal development. An effective range of learning experiences promotes pupils' moral, social and cultural development. Well-planned assemblies and a daily 'Thought for the Day' provide suitable opportunities for reflection and help to promote pupils' spiritual development effectively.

The school actively helps pupils to adopt healthy lifestyles and makes appropriate arrangements for promoting healthy eating and drinking. The wide range of extra-curricular activities makes a significant contribution to pupils' sporting, cultural and social development.

The school has improved attendance rates well over the last four years. In 2014, attendance was slightly above the average for its family of similar schools and Wales. There is an effective staff member who works closely with the pastoral support team to monitor and support pupils with lower attendance. This has had an impact on improving attendance and incidents of persistent absence.

The school's specialist inclusion facilities and an additional needs learning area are very effective provisions for pupils with additional needs, or in need of extra personal support. Teaching support assistants have specialist skills that are used to good effect in providing targeted support for individual and groups of pupils.

The school has a comprehensive personal and social education programme, including sex and relationships education, that is reinforced by the useful contributions from outside agencies. The school supports pupils in the transition from primary to secondary school exceptionally well.

The school provides an appropriate range of information for pupils and parents regarding options and career paths. This has a positive impact on the numbers of pupils remaining in education and training at 16 and successfully moving in to higher education from the sixth form.

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

### **Learning environment: Good**

Ysgol Eirias has a very caring and inclusive ethos and creates a very positive learning environment. It provides a stimulating curriculum and a wide range of extra-curricular activities, enabling students to achieve high standards both

academically and socially. Pupils pride themselves in belonging to the school and demonstrate good levels of empathy and consideration with their peers, staff and visitors. The school effectively supports students from all backgrounds and ensures that they have equal access to the school curriculum and have wider opportunities to succeed in all aspects of school life.

The accommodation is sufficient to deliver all aspects of an extensive curriculum and has been improved upon during recent years. The school is a bright, well-equipped and well-presented environment, which encourages pupils to achieve their potential. There are suitable learning resources that enhance pupils' learning. Displays of pupils' work are of high quality and are found in classrooms and along corridors. They provide a stimulating and positive environment for learning. The school buildings and site are very well maintained.

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

The headteacher has established a strong culture in the school that places the needs of the pupil first. He has set in place a comprehensive range of strategic objectives that effectively support the aspirations of pupils, their parents and the community the school serves. Whole school plans address all local and national priorities thoroughly.

The headteacher and his senior team are skilful in the way they challenge and support staff in most areas of the school's work. Line managers make a valuable contribution to the consistency of the ways in which procedures are carried out.

Roles and responsibilities are clearly defined. Leaders and managers organise their work through a coherent structure of committees and working parties. Day to day communication throughout the school is consistently good.

Curriculum and pastoral leaders make beneficial use of a wide range of data on pupil performance to set challenging and realistic targets. They monitor pupils' progress regularly.

There are comprehensive arrangements to manage the performance of teaching and support staff. These are successful in sharing best practice and challenging underperformance.

Governors make a valuable contribution to the life of the school. They understand their roles and give a strong sense of direction. They are very well informed about what the school provides for pupils and of the impact this has on the standards achieved. They are effective in the challenge and support they provide.

### **Improving quality: Good**

The school has a strong culture of self-evaluation and continuous improvement. Leaders and managers have developed effective self-evaluation activities that are a regular and well-established part of the work of the school. These activities include a

thorough analysis of data on standards, regular classroom observations and scrutiny of pupils' books. The procedures have an increasing emphasis on monitoring pupils' progress against faculty and whole-school targets. The activities enable leaders and managers to identify the school's main strengths and weaknesses and the areas they need to improve. However, the leadership team does not monitor the support provided for pupils at risk of underperformance carefully enough to make sure that they achieve the required improvements.

The leadership team uses the information from their quality monitoring and self-evaluation effectively to inform strategic planning and to set appropriate whole school targets for improvement. The leadership team has set four clear strategic school targets that are well understood by staff and set a clear agenda for improvement in key areas. These include improving standards and the quality of teaching and learning.

Middle managers make an important contribution to self-evaluation and quality improvement. They take increasing responsibility for the standard of pupils' work and the quality of teaching in their faculties. They use information from self-evaluation well to identify strengths and areas for improvement at faculty level. They analyse performance data well and set realistic and achievable targets for improvement. However, the monitoring of progress in meeting targets occasionally lacks rigour and judgments about quality are too generous overall.

The school has responded very well to the two recommendations of the last inspection report. It has made very good progress in developing a stronger Welsh culture and ethos at the school. It has developed a strong Welsh language provision and has maintained high standards in Welsh second language at GCSE and A Level. The school has also succeeded in making education for sustainable development and global citizenship a strength.

The school regularly seeks the views of pupils, parents or carers and the broader community.

### **Partnership working: Excellent**

There is high quality and very well-established partnership working. This is a significant strength and has benefited the school and its pupils. The school's partnerships have also been highly beneficial to its partners.

There is a very strong ethos of high quality continuous professional development, which is well developed within the school. This has had a significant impact on improving the quality of teaching and other aspects of the school's work, such as improving Welsh language development. The school has an exceptional record of sharing its expertise and good practice. The headteacher has a very strong commitment to showing leadership to the sector. He encourages staff at all levels to share and develop their knowledge and expertise within and outside the school.

Links with primary cluster schools are extremely well developed. There are extensive and effective transition arrangements between key stage 2 and key stage 3 and these provide rich curriculum and pastoral experiences. Primary pupils have the opportunity to participate in a successful summer school prior to their entry to Year 7. This helps them to settle quickly and well.

Collaborative arrangements with the college and other schools extend the breadth of choice available in 14 to 19 options for pupils across the partnership. This has provided a wider choice of general and vocational courses for pupils in key stage 4 and in the sixth form. The impact of this work is evident in the consistently high numbers achieving at least five qualifications and high standards in the sixth form.

The school's partnerships with higher education institutions have enabled them to make significant progress in developing high quality teaching and learning resources, which have been shared with other schools. Links with higher education institutions have brought significant benefits to a range of curriculum areas, and most significantly in raising the profile and standards of Welsh.

### **Resource management: Good**

There is an extensive provision for professional development in the school. The performance management arrangements identify development needs well. Nearly all members of the teaching and support staff benefit from a very wide range of training and development opportunities and successfully develop their professional knowledge, skills and understanding.

There are plentiful opportunities for teachers to share good practice within and beyond the school. All teachers take an active part in direct classroom observation. This is used well to help them reflect on and share good practice and raise standards.

The school is appropriately staffed to teach the curriculum. Arrangements to deploy teaching assistants are consistently good. The school is well supplied with learning resources of good quality. Spending priorities reflect planning priorities closely and arrangements to monitor and evaluate expenditure by governors as well as leaders and managers are thorough.

The school has appropriate plans for the use of the pupil deprivation grant. The attendance of pupils eligible for free school meals has improved as a result. However, evidence for the impact on the standards of pupils eligible for free school meals is limited.

In view of the judgement on outcomes, the school, including the sixth form, offers good value for money.

## Appendix 1

### Commentary on performance data

In the core subject indicator at key stage 3 there has been an upward trend of performance placing it above the average for its family of similar schools for three of the four years to 2014. In 2014, performance in the core subject indicator at level 5 and above is above expectations and places the school in the upper half of similar schools based on eligibility for free school meals after previously being in the bottom quarter of similar schools in 2013.

In English, performance at level 5 and above has been above the average for its family of similar schools for the three of the four years to 2014. Performance in English in 2014 places the school in the third quarter of similar schools based on eligibility for free school meals. This is an improvement on the previous year when performance placed it in the bottom quarter.

Over the four years to 2014 performance in mathematics has been consistently above the average for its family of similar schools. Performance in mathematics at level 5 and above has placed the school in the top quarter of similar schools based on eligibility for free school meals for the last four years.

In 2014, science performance at level 5 and above is better than the average for its family of similar schools after being below the average the previous two years. In 2014, performance in science at level 5 and above places the school in the top quarter of similar schools based on eligibility for free school meals. In the two years previously, performance placed the school in the bottom quarter.

Performance at level 6 and above in all three core subjects is generally better than the family averages. Performance in 2014 places the school in the top quarter of similar schools based on eligibility for free school meals for all three core subjects.

At key stage 4, performance has fluctuated but in nearly all indicators performance has been above that of the family of similar schools. Performance in the level 2 threshold including English and mathematics was above expectations for the three years to 2013. Provisional data for 2014 suggests that performance in the level 2 threshold including English and mathematics is below the average for its family of similar schools and places it in the bottom quarter of schools based on eligibility for free school meals. However, performance in 2014 is as expected. In 2010, 2011 and 2013, pupils made very good progress from previous key stages.

Nearly all pupils have achieved the level 1 threshold over the last four years. Over the last four years, performance in this indicator has consistently placed the school in the top quarter of similar schools. Performance in level 2 threshold has been consistently above the average for its family placing it in the top quarter of similar schools for the three years to 2013. Provisional data for 2014 indicates that performance remains above the family average and places the school in the upper half of similar schools. The capped point score based on performance in five qualifications equivalent to grades A\*-C has been consistently just above the average for the family and expectations. Provisional data for 2014 suggests that the trend of improvement in these indicators continues.

Performance in the core subject indicator, that is a range of qualifications including English, mathematics and science, has been consistently higher than the average for its family of similar schools and placed the school in the upper half of similar schools in 2011 and 2013. Provisional data for 2014 indicates that performance is below the average for its family and places it in the lower half of similar schools.

Between 2010 and 2013 performance in English and mathematics at grade C or above was consistently above the average for its family of similar schools. Performance in mathematics has placed the school in the top quarter of similar schools for two of these three years and the upper half in 2012. In English, performance has placed it in the upper half for each of these three years. Performance in science placed the school in the upper half of similar schools based on eligibility for free school meals in 2011 and 2013 and in the lower half in 2012. Provisional data for 2014 suggests that performance in all three core subjects has fallen and places it currently in the lower half of schools in mathematics and science and the bottom quarter in English.

The number leaving without a qualification compares favourably with that in other similar schools and nationally. Over the last four years no pupils has left the school without a qualification and nearly all achieved at least five at level 1. Nearly all remain in education or training.

Performance in the sixth form is consistently better than the average for schools in its family, locally and nationally. Over the last three years nearly all pupils have achieved the level 3 threshold indicator (two qualifications equivalent to grades A\*-E). The average points scored by pupils are consistently at or above the average for its family, locally and nationally. Boys and girls do equally as well.

In key stage 4 the performance of pupils eligible for free school meals compares favourably with that of such pupils in similar schools in many indicators. They do consistently less well than such pupils in those indicators that include English and mathematics. However, pupils eligible for free school meals do better than such pupils nationally in all indicators.

At key stage 4, boys and girls consistently achieved at a higher level than the averages for its family of similar schools, and Wales from 2010 to 2013. The difference in performance between boys and girls within the schools has been similar to the difference in its family. However, provisional data for 2014 indicates that performance by boys and girls compared less favourably than those in the family of similar schools in most indicators.

Pupils with additional learning needs achieve at or above expected levels and over the last three years none has left without appropriate qualifications. Most achieve at least five equivalent to grades A\*-G.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

#### Secondary Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	363		186 51%	167 46%	9 2%	1 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			44%	52%	3%	1%	
The school deals well with any bullying	349		74 21%	214 61%	51 15%	10 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			26%	58%	14%	2%	
I have someone to talk to if I am worried	360		143 40%	175 49%	36 10%	6 2%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			38%	52%	8%	1%	
The school teaches me how to keep healthy	361		107 30%	195 54%	51 14%	8 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			23%	57%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	360		218 61%	119 33%	20 6%	3 1%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			45%	45%	8%	1%	
I am doing well at school	361		142 39%	210 58%	7 2%	2 1%	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	363		147 40%	197 54%	19 5%	0 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	362		81 22%	197 54%	71 20%	13 4%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	362		178 49%	154 43%	27 7%	3 1%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			45%	47%	7%	1%	
Pupils behave well and I can get my work done	361		52 14%	213 59%	81 22%	15 4%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			10%	57%	27%	6%	



	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
Staff treat all pupils fairly and with respect	361		103 29%	199 55%	48 13%	11 3%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			29%	51%	17%	4%	
The school listens to our views and makes changes we suggest	351		55 16%	173 49%	112 32%	11 3%	Mae'r ysgol yn gwranddo 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	359		146 41%	196 55%	15 4%	2 1%	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	242		86 36%	136 56%	16 7%	4 2%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			36%	54%	9%	1%	
The staff respect me and my background	357		166 46%	170 48%	15 4%	6 2%	Mae'r staff yn fy mharchu i a'm cefndir.
			37%	54%	7%	2%	
The school helps me to understand and respect people from other backgrounds	358		153 43%	184 51%	18 5%	3 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	116		32 28%	49 42%	30 26%	5 4%	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	79		26 33%	32 41%	16 20%	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%	6%	

## Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	498	217 44%	253 51%	21 4%	0 0%	7	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	500	234 47%	240 48%	18 4%	5 1%	3	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.	500	267 53%	204 41%	18 4%	5 1%	6	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.	500	229 46%	232 46%	22 4%	2 0%	15	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	498	133 27%	251 50%	44 9%	9 2%	61	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	495	157 32%	280 57%	23 5%	3 1%	32	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	421	228 54%	174 41%	5 1%	2 0%	12	Mae'r staff yn disgwyl i fy mhlentyn 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.	415	146 35%	207 50%	32 8%	5 1%	25	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		31%	53%	8%	2%		
Staff treat all children fairly and with respect.	497	148 30%	215 43%	63 13%	17 3%	54	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.	498	161 32%	270 54%	35 7%	2 0%	30	Caiiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	53%	7%	1%		
My child is safe at school.	500	212 42%	258 52%	16 3%	2 0%	12	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		41%	52%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	468	130 28%	203 43%	45 10%	11 2%	79	Mae fy mhlentyn 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.	495	147 30%	236 48%	71 14%	13 3%	28	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		33%	50%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	498	179 36%	256 51%	34 7%	14 3%	15	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.	496	121 24%	212 43%	67 14%	20 4%	76	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		27%	50%	10%	2%		
The school helps my child to become more mature and take on responsibility.	415	143 34%	221 53%	23 6%	4 1%	24	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.	481	137 28%	201 42%	48 10%	9 2%	86	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.	500	176 35%	227 45%	52 10%	14 3%	31	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	49%	9%	2%		
The school is well run.	497	201 40%	235 47%	25 5%	4 1%	32	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	48%	5%	2%		

## Appendix 3

### The inspection team

Sue Halliwell	Reporting Inspector
Peter Harris	Team Inspector
Hugh Davies	Team Inspector
Huw Collins	Team Inspector
Mamta Arnott	Team Inspector
Glenda Jones	Lay Inspector
Catherine Falcus	Peer Inspector
Eleanor Kynaston	Peer Inspector
Elsbeth Crombie	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.