



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Emrys Ap Iwan
Faenol Avenue
Abergele
Conwy
LL22 7HE**

Date of inspection: October 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:

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.

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Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.uk

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Context

Ysgol Emrys ap Iwan is an English medium, 11 to 18 comprehensive school, in Conwy. There are 1,245 pupils on roll compared with 1,491 at the time of the last inspection. There are 262 in the sixth form. The school is situated in Abergele. Most pupils come from Abergele and the surrounding area. Most pupils transfer to the school from around 20 primary schools.

Around 27% of pupils are entitled to free school meals. This is well above the national average of 17.7% for secondary schools in Wales. Forty-seven per cent of pupils live in the 20% most deprived areas in Wales.

Pupils at the school represent the full range of ability. Around 2% of pupils have statements of special educational need compared with 2.5% for Wales as a whole. Around 18% of pupils have a special educational need. This is slightly less than the national average of 19%.

Most pupils are from a white British background. A few pupils speak English as an additional language. There are very few pupils who speak Welsh at home. The leadership team consists of an acting headteacher, deputy headteacher and three assistant headteachers. The acting headteacher was on the senior team at the time of the last inspection.

The individual school budget per pupil for Ysgol Emrys Ap Iwan in 2013-2014 means that the budget is £4,373 per pupil. The maximum per pupil in the secondary schools in Conwy is £5,039 and the minimum is £3,259. Ysgol Emrys Ap Iwan is sixth out of the eight secondary schools in Conwy in terms of its school budget per pupil.

Summary

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

Current performance

The good features of the school's work include:

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

However, current performance is judged as adequate because:

- performance at key stage 4 does not show a consistent trend of improvement;
- boys do less well than girls in all key stages;
- the written work of a minority of pupils is weak; 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 acting headteacher and senior management team have a thorough understanding of the strengths and areas for development for the school; and
- self-evaluation draws on an appropriate range of first hand evidence.

However, prospects for improvement are judged as adequate because:

- the planning for progression in literacy and numeracy skills is underdeveloped;
- there is not a clear enough focus on evaluating the impact of teaching on pupil progress;
- a minority of middle leaders do not monitor and improve the work of their teams well enough; and
- departmental improvement plans are insufficiently linked to the findings of self-evaluation.

Recommendations

- R1 Improve standards in key stage 4
- R2 Improve literacy and numeracy skills, particularly writing
- R3 Improve the quality of teaching
- R4 Improve the quality of middle leadership
- R5 Improve the use of the outcomes of self-evaluation in departmental planning for improvement

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

Standards in performance at key stage 4 in the majority of key indicators have fluctuated over the last three years. In 2012, performance in the majority of indicators fell below that for similar schools and placed the school in the lower half of schools based on entitlement to free school meals. Performance was below expectations. Provisional data for 2013 indicates a steep improvement in nearly all key indicators and performance is among the best in its family of similar schools. In two of the last three years, performance has therefore placed the school in the top half of similar schools in all indicators apart from English.

At key stage 3 there has been an upward trend of improvement since 2010. Over the past three years, performance in the key indicators apart from in mathematics has placed the school in the top half of similar schools. Performance in mathematics meant that the school fell to the bottom quarter in 2013. In 2013 performance in the core subject indicator was above expectations based on prior attainment.

In the five years up to 2013, the number of pupils achieving no qualifications fell and in 2013 compared well with proportions in other similar schools. Nearly all pupils leave school with qualifications and stay on in education or training.

A higher proportion of sixth formers achieve the level 3 threshold than was the case five years ago. In 2012 the proportion compared well with that in other similar schools. However, pupils do not do as well at achieving the higher grades.

The level of underperformance by boys in most indicators in key stage 4 is similar to the situation in other similar schools and in Wales. Over the past three years the performance of boys in English and girls in mathematics has been lower than in other schools in the family of similar schools.

The gap between the key stage 4 performance of pupils who are entitled to free school meals and those who are not has not changed significantly in the three years to 2012. In 2012 it was slightly less than in similar schools in nearly all key indicators.

Pupils with additional learning needs make sound progress and a few achieve above expectations.

In around half 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 their analysis of source materials. In a minority of lessons, pupils do not make sufficient progress in developing knowledge, understanding and skills.

Nearly half of all pupils demonstrate competent speaking skills in lessons and successfully contribute to group discussions. A majority of pupils read fluently and use a range of reading strategies to select information and support their opinions. Most pupils are able to locate facts and make simple inferences from what they read, and many show that they can use strategies such as highlighting and sequencing. Nearly all pupils listen well. Around half of pupils write clearly for a wide range of purposes. However, overuse of structured worksheets limits pupils' ability to write at length or develop more creative responses in a minority of subjects. More able pupils demonstrate good independent writing skills and make effective use of subject specific vocabulary. Many pupils, including the more able, make spelling and punctuation errors in their writing but are able to correct these when prompted. The work of many pupils is untidily presented.

A few pupils use a range of number and measuring skills confidently in subjects across the curriculum, although the numeracy skills of most pupils are insufficiently developed.

Performance in key stage 3 Welsh second language compares well with that for similar schools. However, in the last two years no pupils followed the full Welsh second language course and only around a quarter of pupils achieved a level 2 (A*-C) qualification.

Wellbeing: Good

Nearly all pupils feel safe and well supported in school. They know whom to contact if they have any academic, personal or social issues to discuss. Most pupils consider that the school deals well with bullying.

Pupils' attendance levels are consistently high. In the last three years they have placed the school in the top quarter of similar schools based on entitlement to free school meals.

Many pupils understand how to keep healthy. There are high levels of participation in a range of sporting and extra-curricular activities.

Behaviour within lessons and around the school is consistently good. Most pupils enjoy their lessons and have positive attitudes to learning. They work with concentration and engage purposefully in tasks. Pupils are courteous and respectful to adults and visitors and relate well to each other. Older pupils are involved in peer mentoring schemes that support and encourage younger pupils.

Pupils are positively involved in many aspects of school life. The school council, eco-group and school nutrition action group make meaningful contributions to decisions about wellbeing and the school environment. The school council is well established and two members carry out the role of associate governors. Opportunities for pupils to voice their opinion about what and how they learn are less well developed.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school provides a broad and balanced curriculum, which meets statutory requirements. The key stage 4 provision leads to worthwhile qualifications and provides clear progression routes. The school works well with a wide range of partners to ensure that pupils have access to an extensive range of curricular and extra-curricular opportunities. Curricular continuity between key stage 3, key stage 4 and the sixth form is a strength but continuity in provision between key stage 2 and key stage 3, in numeracy and literacy in particular, is less developed.

The development of literacy and numeracy is a whole school focus. However, the planning, monitoring and support for progression in literacy and numeracy across the curriculum is underdeveloped and therefore the school does not have robust plans in place to implement the national Literacy and Numeracy Framework. Intervention programmes improve pupils' reading and spelling skills. The school does not provide additional support for numeracy. Pupils in the sixth form achieve appropriately in the key skills elements of the Welsh Baccaulaureate.

All pupils are able to learn Welsh at a level appropriate to their needs. Standards in key stage 3 are improving. Over recent years, nearly all pupils have followed the short course in GCSE Welsh second language. However, GCSE outcomes at key stage 4 are not good enough. A very few of the current Year 11 pupils are following the full GCSE course in Welsh. This is significantly lower than the average for Wales.

There are adequate opportunities provided to develop pupils' knowledge and understanding of the history and culture of Wales.

There are extensive arrangements to develop pupils' knowledge and understanding of sustainability and their roles as global citizens. These include topics within subject schemes of work, special events and the work of the eco-committee, as well as European and international links. These include links with India and Zambia.

Teaching: Adequate

There are strong features in around half of teaching but important shortcomings in a minority of lessons.

In nearly all lessons, teachers have good subject knowledge and beneficial working relationships with pupils. In many lessons, teachers engage and motivate nearly all pupils successfully.

In around half of lessons, teachers have high expectations of the level of progress pupils should make. These lessons are well planned with well-structured activities that effectively develop knowledge, understanding and skills. Tasks presented are of good quality, match pupils' abilities well and allow them to work independently or effectively in pairs and groups. Teaching provides effective challenge and maintains an appropriate pace. Teachers set clear success criteria and monitor progress well

to consolidate learning. In particular, there is a strong focus on developing pupils' technical and subject specific language. These teachers probe, develop and check understanding through skilful questioning.

However, in a minority of lessons, teaching does not meet the needs of all pupils. Teachers do not consolidate learning and there is insufficient challenge. Planning is not well structured, the learning activities are repetitive, the pace is inappropriate and teaching does not build on pupils' knowledge, understanding and skills. In particular, insufficient attention is paid to developing writing skills. As a result, pupils do not make enough progress. In many of these lessons, teachers talk for too long and ask pupils closed questions. These shortcomings reduce opportunities for pupils to develop their thinking or engage in meaningful discussion.

Teaching assistants have strong working relationships with pupils. This has a positive impact on the attitudes and progress of pupils in the subject.

Most teachers mark pupils' work regularly. In general, comments made in pupil workbooks are informative and help pupils to improve their work. However, the quality of marking varies too much, and a minority of comments are generally supportive rather than giving clear guidance to pupils on how to improve their work. There is not always sufficient follow up in lessons to ensure that learners take note of the comments and improve their work.

Most pupils know their target grades and understand what they need to do to achieve them. The school has an appropriate system for tracking pupils' progress and this identifies those who are underachieving. Interventions to support vulnerable learners are effective. The actions to address the underachievement identified by the tracking are not consistently effective in all areas of the curriculum.

Reports to parents are regular and provide helpful information for parents about their children's progress. Reports contain targets for improvement but, in a minority of cases, these targets are not specific enough.

Care, support and guidance: Good

The school works well to promote health and wellbeing. There are appropriate arrangements to promote healthy eating and drinking. The school has an effective and enthusiastic school nutrition action group. The curriculum, enrichment days and the range of extra-curricular sporting activities encourage pupils to adopt a healthy lifestyle.

Learning experiences and extra-curricular activities promote pupils' spiritual, moral, social and cultural development well. Projects such as the paired reading with older members of the local community and the charity work undertaken by year groups are worthwhile.

Pupils receive good levels of support and guidance in a caring atmosphere. Learning coaches and pastoral and behaviour management staff know their pupils very well. There is an extensive range of supportive interventions to provide high quality support for vulnerable pupils. They have had a positive effect in improving

behaviour, attendance and standards. The quality of advice to pupils, parents and carers regarding choice of courses at key stage 4 and the sixth form is sound. It has resulted in improved outcomes particularly in the level 2 indicator.

The school provides supportive and comprehensive provision for pupils with additional learning needs. These include effective withdrawal classes and support in mainstream classes. The learning support staff plan specific programmes of study that develop learning and life skills thoroughly. The autistic spectrum disorder programmes meet the needs of individual pupils very well and are having a positive impact on their development. The quality of support for pupils with emotional or behavioural difficulties is beneficial.

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

Learning environment: Good

The school is a fully inclusive community where all pupils have equality of access to everything it provides irrespective of their background and ability. It is a welcoming environment where pupils feel safe, valued and respected.

The internal accommodation is well used and maintained and meets pupils' needs. The refurbishment and relocation into the main school building of the inclusion support base are having a positive impact on the wellbeing of pupils, underlining the message that this is an inclusive school. The creation of a conference suite for use by pupils as well as staff is a welcomed and appreciated feature. Wall displays are attractive and useful and enhance the learning environment. There are appropriate levels of learning resources across all subjects.

The school grounds and buildings are well maintained and secure.

Key Question 3: How good are leadership and management?	Adequate
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Leadership: Adequate

In recent months, there have been significant changes to the management structure that are helping the school to move forward. Although leadership responsibilities are not distributed evenly, the interim headteacher and the leadership team have provided purposeful leadership. They have a secure understanding of the school's strengths and priorities for improvement.

The senior leadership team have set out expectations more explicitly, for example through suitable policies and procedures. All staff have appropriate job descriptions that define their roles and responsibilities clearly and give suitable emphasis to raising standards.

Throughout the school, leaders and managers are using data with increasing success to identify areas for improvement and to set appropriate targets. This approach, together with a greater focus on tracking pupils' progress and taking appropriate action where pupils are underperforming, has contributed to significant

improvements in mathematics and science in the last year. More effective pastoral systems have contributed to significant improvements in pupils' attendance and behaviour.

The leadership team has established clearer line management structures and introduced a greater degree of accountability at all levels for standards and the quality of provision. However, there are shortcomings in leadership at all levels. A minority of middle managers do not monitor and improve the work of their teams well enough. In addition, over time, senior leaders have not communicated a clear vision for improvement and to raising aspirations. As a result, standards and provision have not improved consistently or quickly enough.

Performance management arrangements are not well established and are not rigorous enough. Performance management has not been used effectively to identify staff professional development needs and has not had sufficient impact on the quality of teaching and learning. Leaders and managers have not taken effective action to promote best practice more widely.

The governing body fulfils its statutory obligations and takes account of relevant legislation and guidance. It supports the school well and has made good use of external consultants to help it carry out its responsibilities more effectively. As a result, the governing body is increasingly well informed through improved access to a wide range of performance data. It is beginning to evaluate the school's work more accurately and challenge leaders and managers more rigorously.

The school has been successful in extending the range of courses at all levels available for pupils aged 14 to 19 years. This has contributed to significantly improved outcomes at level 2 and to ensuring that, in the last two years, no pupil has left school without a qualification. There has not been a sufficiently focused approach to improving pupils' literacy and numeracy skills and to reducing the gap between the performance of boys and girls.

Improving quality: Adequate

School self-evaluation is based on an appropriate range of regular quality assurance activities. Leaders and managers make sound use of data on pupil performance and are beginning to make evaluative judgements.

With the support of senior staff, all curriculum leaders draw on first-hand evidence of the quality of teaching and learning through the scrutiny of pupils' books. Almost all teachers have taken part in lesson observation. The views of parents, pupils and staff are taken into account suitably by means of surveys. The school has also drawn upon the views of external consultants and the local authority. It has used these perspectives effectively to help it evaluate its present situation and plan future development.

There is a common approach to planning lessons and assessing teaching. However, there is not a clear enough focus on evaluating the impact of teaching on pupil progress. There is not a clear enough understanding of the features of good

teaching and learning. As a result, the outcomes of lesson evaluations do not lead clearly enough to areas for development that can then feature in improvement plans.

There are now strong links at school level between the findings of self-evaluation and development planning. The local authority, together with external consultants, has helped the school to identify its priorities for improvement with greater clarity and set challenging targets to meet them. These priorities are supported by means of clearly identified actions, timescales, success criteria and monitoring procedures. However, the findings of self-evaluation activities do not inform strategic planning at departmental level well enough.

While nearly all departmental plans reflect the priorities set out in the whole-school plan, in many cases they are not supported by clear statements of targets and the action to be taken to meet them. This limits the capacity of senior staff and curriculum leaders to ensure that all members of their teams play their part in implementing strategies intended to bring about change.

Partnership working: Good

The school has strong pastoral transition arrangements with the partner primary schools. Curricular links to support the development of literacy and numeracy are less well developed.

The school has a useful partnership with parents and encourages them to participate in their own children's education. This partnership has encouraged good attendance and contributed to pupil wellbeing.

Partnership within the 14 to 19 consortium has ensured that the school fulfils the post-16 requirements. The arrangements for quality assurance and the monitoring of provider partners have contributed to improving the provision. For example, the school worked well with training providers to ensure that pupils were able to gain suitable qualifications.

The partnership with local authority support services and other external agencies has improved learning and emotional support for vulnerable pupils.

The partnership with the community and local employers is strong. Local organisations, charities and businesses provide further worthwhile opportunities for pupils.

The school has well-established links with initial teacher training institutions. However, these have not had a positive impact on improving teaching.

Resource management: Adequate

Recent improvements in quality assurance procedures enable the school to identify the in-service training needs of staff in an appropriate way. Regular meetings of senior staff with curriculum and pastoral leaders provide suitable opportunities for teams of teachers to share best practice both within and beyond the school and to develop their teaching skills. However, these opportunities have had a limited impact on the capacity of a minority of teachers to reflect on the ways in which they plan and conduct their lessons.

There is an appropriate number of suitably-qualified teachers to support the curriculum that the school provides. The school provides the required time for teachers' planning and assessment activities.

Leaders and managers provide a comprehensive range of resources to departments. Support staff are deployed efficiently.

Spending reflects development priorities appropriately and there are sound procedures to monitor its expenditure against them. The school has suitable plans for contingency spending, for example to maintain a consistently good standard of accommodation.

Governors receive regular financial reports to enable them carry out their responsibilities consistently.

In view of the judgement for standards, the school provides adequate value for money.

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 places the school in the top half of similar schools based on free-school-meal entitlement. Performance in 2013 was above expectations based on prior attainment. In the separate core subjects, English and science, performance at level 5 and above has placed the school in the top half of similar schools for the past three years. In mathematics performance placed it in the top half of similar schools between 2010 and 2012 but in 2013 it fell to the bottom quarter of similar schools. At level 6 and above performance in English, mathematics and science has placed the school in the top half of similar schools for the past three years.

At key stage 4, there has been a fluctuating trend in performance in nearly all indicators. In nearly all indicators performance in 2012 was among the lowest in the family of similar schools and below the average for the family. In 2012, performance in the level 2 threshold including English and mathematics was well below modelled expectations. Nearly all pupils achieved the level 1 threshold. A majority achieved the level 2 threshold, but did not achieve the level 2 threshold including English and mathematics. Pupils did not do as well as expected. However, provisional data for 2013 suggests that performance in all key indicators improved this year. In nearly all indicators the performance of the school is near the top of its family of similar schools and has placed the school in the top half of similar schools based on free school meal entitlement for two of the last three years. The performance in the level 2 threshold including English and mathematics was above expectations.

The number leaving without a qualification is very low. In this indicator the school compares favourably with other similar schools and nationally. Over five years the proportion has decreased and over the last three years nearly all pupils have achieved a range of qualifications and stayed in education or training.

A higher proportion of sixth formers achieve level 3 than was the case five years ago. In 2012, the proportion compared well with other similar schools. However, pupils do not do as well at achieving the higher grades. This is especially an issue with the boys. Provisional data for 2013 suggests that performance was not as good, particularly for girls.

Boys do less well than girls in all indicators in key stage 3 and the difference is greater than in other schools in its family of similar schools. The level of underperformance by boys in most indicators in key stage 4 is similar to the situation in other similar schools and in Wales. However, in 2012 there was underperformance by girls in mathematics, science, the level 2 threshold and capped points score. Provisional data for 2013 suggests that the performance of girls has improved. However, even though there has been an overall improvement in all key indicators, boys' performance in the level 2 threshold including English and mathematics and in English remains a concern. Girls' performance in mathematics is also weak.

In key stage 4, the gap in difference between the performance of pupils entitled to free school meals and those who are not has remained fairly steady over the past five years. In 2012 It was less than in similar schools in nearly all key indicators in key stage 4. In key stage 3, the gap has steadily reduced over the past three years.

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	296		124 42%	168 57%	4 1%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			42%	53%	4%	1%	
The school deals well with any bullying	295		74 25%	160 54%	53 18%	8 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	297		120 40%	143 48%	29 10%	5 2%	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	294		72 24%	168 57%	50 17%	4 1%	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	296		103 35%	153 52%	35 12%	5 2%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			45%	45%	8%	1%	
I am doing well at school	295		114 39%	170 58%	10 3%	1 0%	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	297		127 43%	151 51%	18 6%	1 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			38%	56%	6%	1%	
My homework helps me to understand and improve my work in school	296		62 21%	182 61%	51 17%	1 0%	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	297		142 48%	129 43%	25 8%	1 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			45%	47%	7%	1%	
Pupils behave well and I can get my work done	296		28 9%	184 62%	78 26%	6 2%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			10%	57%	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		296	83 28%	156 53%	48 16%	9 3%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			28%	51%	17%	5%	
The school listens to our views and makes changes we suggest		294	44 15%	179 61%	62 21%	9 3%	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		296	112 38%	167 56%	17 6%	0 0%	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		296	102 34%	161 54%	30 10%	3 1%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			36%	54%	8%	1%	
The staff respect me and my background		296	102 34%	166 56%	25 8%	3 1%	Mae'r staff yn fy mharchu i a'm cefndir.
			36%	54%	8%	2%	
The school helps me to understand and respect people from other backgrounds		296	116 39%	154 52%	24 8%	2 1%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			35%	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		114	38 33%	50 44%	24 21%	2 2%	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		66	22 33%	26 39%	13 20%	5 8%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			27%	50%	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.	63	20 32%	35 56%	5 8%	3 5%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	64	20 31%	42 66%	2 3%	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.	64	25 39%	32 50%	6 9%	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.	64	27 42%	31 48%	3 5%	3 5%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		44%	48%	4%	1%		
Pupils behave well in school.	64	11 17%	35 55%	11 17%	3 5%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		21%	55%	11%	3%		
Teaching is good.	64	15 23%	38 59%	9 14%	1 2%	1	Mae'r addysgu yn dda.
		33%	58%	4%	1%		
Staff expect my child to work hard and do his or her best.	63	20 32%	38 60%	0 0%	3 5%	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.	64	9 14%	42 66%	8 12%	3 5%	2	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%	8%	2%		
Staff treat all children fairly and with respect.	64	10 16%	35 55%	13 20%	3 5%	3	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.	64	9 14%	44 69%	4 6%	4 6%	3	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.	64	19 30%	39 61%	5 8%	0 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		40%	53%	3%	1%		
My child receives appropriate additional	62	13 21%	33 53%	2 3%	4 6%	10	Mae fy mhlentyn yn cael cymorth

		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	
support in relation to any particular individual needs'.			31%	47%	7%	2%		ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
I am kept well informed about my child's progress.	64	15 23%	36 56%	9 14%	4 6%	0		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.	63	18 29%	35 56%	9 14%	1 2%	0		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.	64	11 17%	35 55%	10 16%	2 3%	6		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.	63	14 22%	41 65%	3 5%	3 5%	2		Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		35%	54%	5%	1%			
My child is well prepared for moving on to the next school or college or work.	60	7 12%	29 48%	9 15%	3 5%	12		Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		26%	47%	8%	2%			
There is a good range of activities including trips or visits.	64	10 16%	44 69%	6 9%	1 2%	3		Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	50%	9%	2%			
The school is well run.	63	13 21%	39 62%	4 6%	5 8%	2		Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%			

Appendix 3

The inspection team

Sue Halliwell	Reporting Inspector
Alwyn Thomas	Team Inspector
Gareth Wyn Roberts	Team Inspector
Bethan Whittall	Team Inspector
Edward Aneurin Peter Harris	Team Inspector
John F Thomas	Team Inspector
Justine Elaine Barlow	Lay Inspector
Sarah Louise Parry	Peer Inspector
Susan Nichols	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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.