



Report on

**Ysgol Uwchradd Bodedern
Bodedern
Bro Alaw
Anglesey
LL65 3SU**

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
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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Context

Ysgol Uwchradd Bodedern is a naturally bilingual school for pupils aged between 11 and 18 years, and it is maintained by Anglesey local authority. There are 618 pupils on roll, and 102 in the sixth form.

The school is located in the village of Bodedern in the west of Anglesey and it serves a very wide catchment area.

Nineteen point four per cent (19.4%) of pupils are eligible for free school meals. This is higher than the national average of 17.5%. Nineteen per cent of pupils live in the 20% most underprivileged areas in Wales.

The school admits pupils from across the ability range. Twenty-one per cent of pupils are on the school's additional learning needs register. This is a similar figure to the national percentage. Three point five per cent (3.5%) of pupils have a statement of special educational needs. This figure is higher than the national average. The local authority looks after seven pupils.

Sixty-seven per cent of pupils come from homes where Welsh is the main language but the majority of pupils speak Welsh as a first language or to an equivalent standard. No pupils receive support to learn English as an additional language.

The headteacher was appointed to the post in April 2007. The senior management also consists of a deputy headteacher and two assistant headteachers.

The individual school budget per pupil for Ysgol Uwchradd Bodedern in 2014-2015 is £5,421. The maximum per pupil in secondary schools in Anglesey is £5,421 and the minimum is £4,338. Ysgol Uwchradd Bodedern is in first place of the five secondary schools in Anglesey in terms of the school budget per pupil.

Summary

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

Current performance

Ysgol Uwchradd Bodedern is a good school because:

- performance in most indicators in key stage 4 over the last three years compares favourably with that of similar schools;
- in most lessons, pupils show obvious motivation and are ready to work immediately;
- most pupils' behaviour is good and they have positive attitudes towards their work;
- learning experiences provide a range of valuable opportunities for pupils;
- the quality of teaching is generally high; and
- care, support and guidance are of high quality, and this has an effect on pupils' standards and wellbeing.

Prospects for improvement

Ysgol Uwchradd Bodedern's prospects for improvement are excellent because of:

- the headteacher's inspiring leadership;
- the senior leadership team's very clear vision and the continuous focus on improving standards;
- the high expectations of leaders at all levels and the way in which most middle managers fulfil their roles;
- the high quality of the governing body and the way in which it has challenged and promoted high standards;
- the comprehensive, consistent, thorough and effective self-evaluation and planning for improvement processes; and
- the trend of improvement in most indicators in key stage 4.

Recommendation

R1 Raise standards in mathematics in key stage 4

R2 Raise the achievement of more able and talented pupils

R3 Share best practice in the quality of teaching across the school

R4 Improve the quality of reports for parents

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 a written case study, describing the excellent practice that was seen during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Over the last four years, performance in key stage 4 has shown progress in all of the important indicators after a considerable decline in 2010. In 2014, provisional data shows that performance in many of the indicators is higher than the average for the family and most of them place the school among the upper half of similar schools in terms of the percentage of pupils who are eligible for free school meals.

In 2014, provisional data shows that performance in the indicator that includes 5 grades A*-C at GCSE including English or Welsh and mathematics has dropped a little compared with performance in 2013. However, performance still places the school in the upper half of similar schools in terms of the percentage of pupils who are eligible for free school meals. The picture in comparison with the family of schools is less favourable and performance is lower than the family average in every year except 2013. Pupils' progress between the key stages varies from year to year. In 2013, it was very good in the indicators that include mathematics and English but satisfactory in the indicators that include a wide range of qualifications.

Over the last four years, performance in the indicator that includes a wide range of qualifications has increased considerably. In 2014, provisional data shows that performance is higher than the average for the family of schools for the first time since 2009, and places the school in the top quarter of similar schools in terms of the percentage of pupils who are eligible for free school meals.

In 2014, provisional data shows that the performance of students in the sixth form is good, and every pupil attained the level 3 threshold. The wider average points score is considerably higher than the averages for similar schools and for Wales as a whole.

During the last three years, all pupils have left the school with a recognised qualification. After Year 11, most pupils remain in full-time education, employment or training.

The proportion of pupils who gain A*-C grades in English or Welsh, mathematics and science combined has increased considerably over the last four years, after a considerable decline in 2010. During the last two years, performance has placed the school among the upper half of similar schools in terms of the percentage of pupils who are eligible for free school meals but lower than the average for the family. A similar increase is seen in the individual core subjects, apart from mathematics, in which performance improved in 2012 and 2013 but declined this year and now places the school among the bottom quarter of similar schools in terms of the percentage of pupils who are eligible for free school meals.

In key stage 3, performance in most subjects shows good progress over the last few years. However, performance at level 6 or higher and level 7 or higher is less strong and performance in a minority of subjects places the school in the lower half of similar schools in terms of the percentage of pupils who are eligible for free school meals.

In key stage 4, in 2013, there was a large difference between the performance of boys and girls in English and Welsh. However, in 2014, provisional data shows that boys' performance has improved a little and girls' performance has declined somewhat, and therefore the gap has closed. In 2014, in a minority of important indicators, boys perform better than girls.

During the last two years, the performance of pupils who are eligible for free school meals has risen considerably. Since 2013, it compares very well with the performance of the same group of pupils in similar schools.

Although over half of pupils arrive at school with lower reading skills than expected, they make very good progress overall, and this ensures that they have full access to the curriculum

In most lessons, pupils show obvious motivation and are ready to work immediately. They are keen to succeed, learn and develop new skills and they are able to recall previous knowledge effectively. Pupils have obvious pride in their work. Many pupils' presentation is neat and there are few gaps in their work. In many lessons, pupils make good progress when developing their knowledge and understanding and apply the learning in new situations and everyday life. In a few lessons, pupils make excellent progress. They apply their subject knowledge in unfamiliar situations quickly and respond very well to tasks that are increasingly challenging.

Most pupils work productively in pairs and groups and discuss and share information in a mature way in order to support and help each other to develop further. However, a few pupils are unsure about how to work effectively in a group and tend to work individually. Most pupils are happy to contribute orally and their enthusiasm is a prominent feature of lessons. However, in a few lessons, girls are quiet and lack confidence. In these cases, they tend to be passive and avoid contributing orally. A minority of pupils offer extended answers and use correct and rich vocabulary to express an opinion and justify viewpoints.

Many pupils' written work has an appropriate structure and they make suitable use of subject terminology and vocabulary. In a minority of subjects, pupils redraft and refine their written work regularly, correct spelling and grammar mistakes and respond positively to the teacher's comments. Many pupils write for a range of purposes and they have a sound understanding of how to structure their work in order for it to be suitable for an audience. However, a few pupils' extended writing is very concise and they have difficulty organising their work. As a result, they tend to write a series of short sentences, rather than producing paragraphs. The spelling of the majority of pupils is appropriate to their age and ability. They have a good grasp of syntax and, in general, mutations are correct. However, a minority of pupils across the ability range have difficulty in spelling everyday vocabulary correctly. Many pupils' reading skills are good. They read fluently and confidently. A prominent

feature of the school's work is that many pupils are totally bilingual by the end of Year 11.

Pupils practise a suitable range of numeracy skills, and many of them are confident in solving simple problems, measuring scales, producing graphs and charts and calculating simple formulae.

Wellbeing: Good

Nearly all pupils feel safe at school and most feel that the school deals well with any bullying. Many pupils take an enthusiastic part in a wide variety of activities to promote fitness, such as archery and fishing activities. Most pupils have a good awareness of the importance of keeping fit and living healthily. Many pupils take good advantage of numerous opportunities to take part in activities outside normal school hours.

Pupils' attendance rates have improved gradually over the last four years, and the greatest increase has been in the last year. In 2014, provisional data places the school's attendance rate in the upper half of rates for similar schools in terms of the percentage of pupils who are eligible for free school meals. The percentage of pupils who are absent regularly has decreased during the same period and is now lower than the average for the family of schools.

In lessons, most pupils' behaviour and motivation are good and they have positive attitudes towards their work. Most of them arrive at lessons punctually and apply themselves to their work immediately. Nearly all show respect for their fellow pupils and the school's staff.

Through a wide variety of groups, such as class and year fora, the food and fitness group, the green group and the school council, pupils make a valuable contribution to many aspects of school life. Pupils contribute effectively to decisions involving school facilities, raising money for charity and making improvements to the canteen's provision. They also contribute beneficially to decisions involving learning and teaching.

Most pupils develop the necessary skills for the next stage in their learning.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The school curriculum addresses statutory requirements effectively and provides wide, balanced and relevant experiences to pupils. In key stage 4 and in the sixth form, pupils benefit from the wide range of general and vocational skills that are available. There is a wide programme of extra-curricular and community activities that expand pupils' experiences further, including a range of after-school clubs, the chess club, the music club and young enterprise.

Departments have worked effectively to map the Literacy and Numeracy Framework to key stage 3 schemes of work and a few departments use codes to cross-reference to specific strands within the framework. The school provides a range of beneficial opportunities to help pupils develop their literacy skills outside the formal curriculum

in order to reinforce the effective work that is done in many lessons. Arrangements to raise standards of numeracy are developing well. In general, the school is acting effectively to meet the requirements of the Literacy and Numeracy Framework.

Prominent attention is paid to the Cwricwlwm Cymreig through departmental schemes of work, and the 'skills' week. In addition, Welsh poets, literary figures, actors and artists are invited to work with pupils. This enables pupils to foster a deeper understanding of their community, their area and their country, which helps them to become well-rounded citizens.

Education for sustainable development and global citizenship is developing effectively within the school curriculum. The specific aspects that are included in the curriculum, for example during Welsh Bacalaureate Qualification sessions, make an obvious contribution to this area.

Teaching: Good

In almost all lessons, teachers have a very good working relationship with pupils. In many lessons, there is a continuous focus on providing valuable experiences for pupils. This has a positive effect on their standards, behaviour and motivation. The school's staff, including the support team, have very good subject knowledge. Most staff are successful language models. Many use polished language orally and in writing in order to encourage similar standards amongst pupils.

In a few lessons, there is imaginative planning and lively and enthusiastic presentations. Very skilful and creative use is made of a range of resources, including information technology equipment, to stimulate a response and promote excellent progress. In these lessons, stimulating tasks and a lively tempo ensure a rapid pace to the lesson.

In many lessons, teachers ensure an appropriate challenge in the work. The teacher's careful planning and detailed preparation ensure that activities and tasks maintain pupils' attention and interest well. In general, teachers question pupils thoroughly to provoke and extend their understanding.

In a few lessons, although planning is detailed, not enough consideration is given to the needs of specific cohorts of pupils. As a result, tasks are too complex for a minority of pupils who have additional learning needs, or the pace of the lesson is too slow and tasks are not challenging enough to extend more able pupils' understanding and skills.

Marking is up-to-date and usually gives clear guidance to pupils on what is good and what they must do to improve the quality of their work. Since Christmas 2013, in addition to the normal marking, a new system for providing feedback to pupils was introduced. Feedback is appropriate and refers back to success criteria that are shared in advance with pupils. In many lessons, teachers offer very useful oral feedback to pupils on how to improve their work, and this is a strength.

The school has a detailed system for tracking pupils' progress. As a result, leaders and staff identify underachievement or specific weaknesses, and respond

immediately through mentoring sessions or additional support. Since September, the school has increased the number of inspections in key stage 4 to six times a year. This enables the school to record individual, subject and whole-school progress more often and arrange purposeful and comprehensive support for individuals.

Arrangements for reporting back to parents are appropriate and meet statutory requirements. However, there is inconsistency in the quality of reports and only a few of the subject reports offer enough guidance on how pupils should improve their work.

Care, support and guidance: Good

A strong feature of the school's provision is the effective and comprehensive arrangements for promoting pupils' wellbeing, and a strong and supportive structure is an important element of this. The school provides especially good support to groups of vulnerable and disadvantaged pupils. This has had a positive effect on individuals' attendance and has led to improvements in these pupils' standards, attitudes, behaviour, confidence and wellbeing. The school has an effective team of learning champions who provide support and guidance of a high standard. They communicate regularly with pupils in the intervention groups and provide effective guidance.

Provision to promote moral, spiritual, cultural and social development is very good. The school encourages pupils regularly to appreciate the arts, sports and other cultural activities. They raise awareness and celebrate successes effectively through morning assemblies, daily announcements and noticeboards. The school has comprehensive arrangements for promoting eating and drinking healthily. Pupils receive suitable advice and guidance when choosing key stage 4 and post-16 courses.

The school has a robust system for monitoring attendance. Regular contact with parents and a wide range of strategies have a positive effect on reducing absences.

Provision for pupils who have additional learning needs is a particular strength. Through a comprehensive tracking system, diagnostic tests and close and effective monitoring, there is a complete picture of each pupil's needs. The school's knowledge of these pupils' needs and additional provision and support as a result of this information have a very positive effect on improving their literacy and numeracy skills.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Learning environment: Good

Ysgol Uwchradd Bodedern is a happy community with an inclusive and familial ethos. Older pupils are encouraged to take responsibility with the school community and co-operate effectively with staff to promote this ethos. An example of this is the 'Bandits Gwrth-fwlio' (Anti-bullying Bandits), in which students in the sixth form give beneficial

support to pupils. The school promotes equality very effectively. All pupils, whatever their needs, have full and equal access to the curriculum.

The buildings are kept clean and provide a stimulating learning environment. The condition of the toilets, changing facilities and the canteen is very good. The school has extensive outdoor areas and a variety of sports fields, which enrich pupils' experiences. There are internal facilities of a high standard, such as the telecentre, a multipurpose theatre and Bro Alaw community centre.

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

The headteacher's inspiring leadership is core to the school's success. With the valuable support of the deputy headteacher and excellent co-operation with the new members of the senior leadership team, she leads by example. The influence of the work of the headteacher and deputy headteacher can be seen in all aspects of school life.

The headteacher shares her vision, which insists upon a continuous focus on challenging standards of achievement within an inclusive and supportive context. The senior leadership team has a very robust vision and it is shared extremely successfully with all staff and the school's other partners.

The quality and consistency of leadership at all levels are an obvious strength. Leadership is characterised by a strong and inclusive sense of teamwork, and the way in which leaders of all levels are challenged and supported to act more effectively. This has led to the setting of high and clear expectations and to a high level of challenge to the performance of staff and individual departments. As a result, with few exceptions, there has been continuous progress in the quality of outcomes in key stage 4.

The school has comprehensive and effective performance management arrangements that challenge and improve staff performance at all levels. The clear focus, challenging objectives and comprehensive professional development have had an effect on raising standards in many subjects across the curriculum.

There is a team of middle leaders who are well informed and fulfil their roles very effectively.

Leaders' use of internal tracking data and information contributes significantly to improving performance, especially in key stage 4.

A programme of regular meetings is held. An agreed agenda ensures a continuous focus at a whole-school and departmental level on raising standards and ensuring consistency in the quality of teaching and assessment. As a result, individual members of staff have a full and firm understanding of what is expected of them and of their personal accountability for the success of the school.

The school pays excellent attention to national priorities, such as numeracy and

literacy, and the work to promote pupils' literacy skills is an obvious strength. Provision for those who are disadvantaged and the belief in inclusion are very strong and are an integral part of the school's mission. The detailed work and continuous focus have had an especially good effect on improving the performance of pupils who are eligible for free school meals.

Governors are experienced, know the school very well and are very supportive. The governing body fulfils its statutory duties very successfully and gives full consideration to relevant legislation and guidance. There is an appropriate committee structure. The full body discusses the school's performance and the standards of individual departments in detail, and is responsible for challenging and promoting high standards. It acts very well as a critical friend and challenges the school continuously, in addition to playing a key role in setting the school's strategic direction.

Improving quality: Excellent

The consistency and rigour of quality improvement processes are an obvious strength in the school's work.

Leaders and governors know the school, staff and pupils very well. There are comprehensive, systematic and thorough quality improvement processes in order to evaluate all aspects of the school's work. As a result, leaders have an excellent understanding of strengths and any areas to be refined or improved further. There is a very close interrelationship between the outcomes of the inspection and the school's findings, especially in important areas such as standards, teaching and leadership. Consistency in the quality assurance processes at all levels is a significant strength. This has contributed considerably to ensuring that everyone focuses constantly on the school's priorities. As a result, the quality of teaching is consistently high across the school, and pupils' attainment in most of the key indicators in key stage 4 has increased considerably since 2010.

The whole-school self-evaluation report is comprehensive and identifies clearly the school's strengths and areas that need to be developed further. Departmental self-evaluation reports are very thorough and include a detailed evaluation of all aspects of provision. The consistency and high quality of the reports and leaders' awareness of areas to be developed are a strong feature in the school's work.

Leaders at all levels collect a wide range of direct evidence regularly when scrutinising pupils' work, observing lessons and collecting the views of pupils and parents. These activities are undertaken thoroughly by leaders at all levels. In addition, they undertake detailed and self-critical analyses of performance data. Most leaders have a firm understanding of how the school's performance compares with that of similar schools and are fully aware of the areas to be developed and which areas to prioritise. Leaders' deep understanding and the rigour of quality assurance processes have had a particular effect on important aspects such as ensuring consistency in marking, feedback to pupils and detailed lesson planning.

There is a clear and robust link between self-evaluation at all levels and planning for improvement. There is a continuous and incisive focus on improving standards in the

whole-school report and departmental reports. This focus is very evident and permeates all aspects of the school's work. The whole-school development plans are comprehensive and include appropriate strategies to ensure that the school achieves its ambitious aims. The departmental development plans are detailed and include clear and measurable targets, purposeful resources and specific timescales to check progress. The school's staff have a sound understanding of their role in improving the school's standards and provision.

Partnership working: Good

The school has a wide range of effective and successful partnerships. It has fostered a close relationship with every partner and has developed effective communication channels and protocols to discuss quality issues and to monitor pupils' progress. There are beneficial links with local colleges and secondary schools through The Learning Partnership, which contributes strongly to improving provision and standards in key stage 4 and in the post-16 sector.

Robust links with specialist external agencies, local primary schools and the school's own pastoral arrangements work effectively to respond to all pupils' wellbeing needs, especially disadvantaged pupils.

The school communicates well with parents through progress reports and regular meetings. It has a worthwhile scheme to promote the inclusion of parents and carers.

The relationship with the community and links with local employers contribute extensively to enriching all pupils' experiences. These partnerships strengthen pupils' understanding of their local community and improve their knowledge of social issues.

Resource management: Good

The school manages its resources very effectively. The headteacher, the administrative officer and the governors manage the budget very carefully and thoroughly. They co-operate effectively to monitor expenditure and to plan for the long-term. Post-16 provision is cost-effective.

The school is staffed appropriately to teach the curriculum effectively. All members of staff have suitable qualifications, and almost all teach their specialist subject. Classroom assistants provide support of a high quality.

The school is developing particularly well as a strong learning community and there is a culture of valuable co-operation in the school and with other schools.

Performance management arrangements are used very effectively to identify staff development needs. All teachers are members of a professional learning network, which develops the school's priorities successfully. This has a strong influence on the school's ability to improve continuously.

The pupil deprivation grant is spent wisely and has a significant influence on the achievement of pupils who are eligible for free school meals.

As a result of pupils' good outcomes, the school provides good value for money.

Appendix 1

Commentary on performance data

In key stage 3, the proportion of pupils who achieve the core subject indicator has increased considerably over the last four years and performance since 2011 has placed the school in the upper half of similar schools in terms of the percentage of pupils who are eligible for free school meals. In 2011 and 2014, performance was higher than the average for the family of schools.

Similar progress can be seen in the individual core subjects. Performance in Welsh at level 5 or above in key stage 3 has been higher than the average for the family in two out of the last three years. However, this performance has still placed the school among the lower half of similar schools during the same period. Performance in English at level 5 has been close to the average for the family during one of the last three years. However, performance in 2013 and 2014 has placed the school in the lower half of similar schools in terms of the percentage of pupils who are eligible for free school meals. Performance in mathematics at level 5 or above has improved consistently over recent years and has been higher than the average for the family this year for the first time since 2011. This year, performance has placed the school in the upper half of similar schools for the first time since 2012. Performance in science at level 5 or above has improved since 2012, and is very close to the average for the family. In three of the last four years, performance has placed the school in the upper half of similar schools in terms of the percentage of pupils who are eligible for free school meals.

Performance at level 6 or above in Welsh has been better than the average for the family in two of the last three years. In 2014, it places the school in the lower half of similar schools in terms of the percentage of pupils who are eligible for free school meals. Performance at level 6 or above in English has been lower than the average for the family during the last two years. In 2014, for the first time since 2011, it places the school in the lower half of similar schools in terms of the percentage of pupils who are eligible for free school meals. During the last two years, performance at level 6 or above has improved but is still lower than the average for the family. During recent years, performance has placed the school in the lower half of similar schools in terms of the percentage of pupils who are eligible for free school meals. Since 2011, performance at level 6 or above in science has improved but in general is lower than the average for the family. Performance in two of the last three years has placed the school in the upper half of similar schools in terms of the percentage of pupils who are eligible for free school meals.

Over the last four years, performance in key stage 4 shows progress in all of the important indicators after a decline in 2010. In 2014, provisional data shows that performance in many indicators is higher than the average for the family and most of them place the school among the upper half of similar schools in terms of the percentage of pupils who are eligible for free school meals.

In 2014, provisional data shows that performance in the indicator that includes English or Welsh and mathematics has dropped a little compared with performance

in 2013. However, performance still places the school in the upper half of similar schools in terms of the percentage of pupils who are eligible for free school meals. The picture in comparison with that of the family of schools is less favourable and performance has been lower than the average for the family in all years except 2013. Performance in the core subject indicator has improved well during recent years and in 2013 and 2014 has placed the school among the upper half of similar schools in terms of the percentage of pupils who are eligible for free school meals. However, performance is still lower than the average for the family.

Over the last four years, performance in the level 2 threshold has improved considerably. In 2014, provisional data shows that performance is higher than the average for the family of schools for the first time since 2009 and places the school in the top quarter of similar schools in terms of the percentage of pupils who are eligible for free school meals. Performance in the level 1 threshold has improved since 2011 and, in 2012 and in 2014, all pupils have attained this level. In 2012 and 2014, performance placed the school in the top quarter of similar schools and above the average for the family. Performance in the wider average capped points score has improved considerably since 2011 and has been higher than the average for the family in two of the last three years. Performance has placed the school in the upper half of similar schools since 2012.

Performance in English at level 2 has improved considerably since 2012. In 2013 and 2014, performance has placed the school in the upper half of similar schools and, this year, for the first time, it is higher than the average for the family. Performance in Welsh shows a similar pattern and provisional data places the school in the upper half of similar schools in 2014 and is higher than the average for the family. Provisional data shows that performance in mathematics at level 2 has declined in 2014. Performance in 2012 and 2013 was higher than the average for the family and placed the school in the upper half of similar schools. There has been considerable improvement in science at level 2 in recent years. In 2014, provisional data shows that almost all pupils have gained a qualification at level 2. This performance is higher than the average for the family for the first time and places the school in the top quarter of similar schools.

In key stage 4, in 2013, there was a large difference between the performance of boys and girls in English and Welsh. However, in 2014, provisional data shows that boys' performance has improved a little and that girls' performance has declined somewhat, and therefore the gap has closed. In 2014, in a minority of important indicators such as the level 2 threshold including Welsh and English and mathematics, boys perform better than girls.

During the last two years, the performance of pupils who are eligible for free school meals has improved considerably in key stage 4. In 2013, it compared very favourably with the performance of the same group of pupils in similar schools for the level 2 threshold, including Welsh or English and mathematics, the level 1 threshold, the capped points score, English, Welsh, mathematics and science at level 2. In key stage 3, the performance of pupils who are eligible for free school meals has improved considerably but has declined a little in the core subject indicator, Welsh and mathematics at level 5 or above. In 2013, it improved a little in English and science.

In 2014, provisional data shows that the performance of students in the sixth form is good and all pupils reach the level 3 threshold. The wider average points score is considerably higher than the averages for similar schools and Wales as a whole.

Pupils' progress between the key stages varies from year to year. In 2013, it was very good in the indicators that include mathematics and Welsh or English but only satisfactory in the indicators that include a wide range of qualifications.

Appendix 2

Stakeholder satisfaction report

Responses to the learner questionnaire

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	169	129 76% 44%	40 24% 52%	0 0% 3%	0 0% 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying	169	81 48% 26%	85 50% 58%	3 2% 14%	0 0% 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I have someone to talk to if I am worried	168	95 57% 38%	68 40% 52%	5 3% 8%	0 0% 1%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
The school teaches me how to keep healthy	168	86 51% 23%	77 46% 57%	5 3% 18%	0 0% 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
There are plenty of opportunities at school for me to get regular exercise	168	121 72% 45%	43 26% 45%	4 2% 8%	0 0% 1%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school	169	81 48% 32%	83 49% 62%	4 2% 5%	1 1% 1%	Rwy'n gwneud yn dda yn yr ysgol.
The teachers help me to learn and make progress and they help me when I have problems	168	94 56% 38%	71 42% 55%	3 2% 6%	0 0% 1%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
My homework helps me to understand and improve my work in school	169	65 38% 20%	93 55% 54%	11 7% 21%	0 0% 5%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
I have enough books and equipment, including computers, to do my work	169	111 66% 45%	55 33% 47%	2 1% 7%	1 1% 1%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
Pupils behave well and I can get my work done	169	48 28% 10%	107 63% 57%	13 8% 27%	1 1% 6%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
Staff treat all pupils fairly and with respect	168	91 54% 29%	57 34% 51%	19 11% 17%	1 1% 4%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.

Report on Ysgol Uwchradd Bodedern
October 2014

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest	169	64 38%	86 51%	16 9%	3 2%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
		16%	54%	25%	5%	
I am encouraged to do things for myself and to take on responsibility	169	98 58%	67 40%	4 2%	0 0%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
		34%	60%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life	169	98 58%	69 41%	2 1%	0 0%	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	169	101 60%	63 37%	5 3%	0 0%	Mae'r staff yn fy mharchu i a'm cefndir.
		37%	54%	7%	2%	
The school helps me to understand and respect people from other backgrounds	168	106 63%	58 35%	4 2%	0 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
		36%	56%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	54	31 57%	21 39%	2 4%	0 0%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
		28%	52%	15%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	31	6 19%	16 52%	7 23%	2 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%	

Response to the parent questionnaire

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	241	129 54%	102 42%	2 1%	3 1%	5	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	241	114 47%	113 47%	11 5%	2 1%	1	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.	240	126 52%	97 40%	10 4%	2 1%	5	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.	241	127 53%	101 42%	4 2%	1 0%	8	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	237	87 37%	110 46%	22 9%	4 2%	14	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	239	100 42%	129 54%	6 3%	1 0%	3	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	201	117 58%	79 39%	3 1%	0 0%	2	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.	203	79 39%	108 53%	8 4%	2 1%	6	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.	238	97 41%	106 45%	17 7%	8 3%	10	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.	241	100 41%	124 51%	9 4%	2 1%	6	Caiff 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.	240	130 54%	102 42%	2 1%	3 1%	3	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'.	232	92 40%	99 43%	13 6%	5 2%	23	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		32%	46%	7%	2%		

Report on Ysgol Uwchradd Bodedern
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	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.	239	87 36%	121 51%	17 7%	9 4%	5	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.	240	112 47%	108 45%	9 4%	7 3%	4	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.	239	90 38%	113 47%	14 6%	6 3%	16	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.	202	87 43%	102 50%	6 3%	3 1%	4	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.	233	89 38%	104 45%	12 5%	4 2%	24	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.	239	99 41%	111 46%	19 8%	3 1%	7	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	49%	9%	2%		
The school is well run.	241	121 50%	105 44%	7 3%	2 1%	6	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	48%	5%	2%		

Appendix 3

The inspection team

Catherine Evans	Reporting Inspector
Vaughan Williams	Team Inspector
Gareth Wyn Roberts	Team Inspector
David Jenkins	Lay Inspector
Euryn Madoc-Jones	Peer Inspector
Arwyn Thomas	Peer Inspector
Catrin Jones Hughes	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 eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents 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 eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.