



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

**Dyffryn Taf School
North Road
Whitland
Carmarthenshire
SA34 0BD**

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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Context

Dyffryn Taf School is a voluntary controlled 11 to 18 mixed comprehensive school situated in the town of Whitland, in rural Carmarthenshire and maintained by Carmarthenshire local authority. There are 900 pupils on roll, of whom 161 are in the sixth form. At the time of the previous inspection in September 2007, there were 1,024 pupils on roll, of whom 140 were in the sixth form.

The school is a naturally bilingual school with 8% of pupils speaking Welsh as the predominant language at home, and 19% speak Welsh fluently. All pupils study Welsh to the age of 16 at a level suited to each individual's ability and linguistic background. There is a Welsh medium form in each year group in key stage 3 and Welsh medium teaching is also available in humanities subjects in this key stage. There are opportunities to follow GCSE courses in history, geography and religious studies through the medium of Welsh in key stage 4 if there is sufficient demand, though none take this option currently.

Pupils come from a large number of partner primary schools covering an area in excess of 400 square miles, and a very large proportion arrive by bus each day. A large number of Pembrokeshire pupils are attracted to the school from Tavernspite, Narberth and Templeton. The school caters for pupils representing a full range of academic ability and socio-economic background. Nearly 9% of pupils are entitled to free school meals, and this is well below the national average of 17.7%. There are currently 146 pupils with special educational needs, including 28 who have statements of such needs.

The individual school budget per pupil for Dyffryn Taf School in 2013-2014 means that the budget is £4,498 per pupil. The maximum per pupil in the secondary schools in Carmarthenshire is £9,238 and the minimum is £4,233. Dyffryn Taf School is 12th out of the 16 secondary schools in Carmarthenshire 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 school's current performance is adequate because:

- performance in indicators that include a wide variety of qualifications is much stronger overall and shows a general pattern of improvement over the last three years;
- there is a strong community ethos and pupils engage well with tasks set in lessons and sustain concentration;
- the school has improved the range of subjects on offer in key stage 4, level 2 examination outcomes in key stage 4, and support for pupils; and
- induction arrangements for pupils transferring from key stage 2 and support for pupils with additional learning needs are effective. □

However:

- at key stage 4, performance in the level 2 threshold including English or Welsh and mathematics is below expectations, and has been below the family average for the past four years;
- in a minority of lessons, the level of challenge is not matched closely enough to meet the needs of pupils, and
- attendance rates the school have placed the school in the lowest 25% of similar schools based on entitlement to free school meals for the last three years.

Prospects for improvement

The school's prospects for improvement are adequate because:

- there is a pattern of improvement in indicators such as the level 2 threshold in key stage 4 and attendance trends;
- the school makes good use of data to evaluate performance;
- there is a positive learning ethos and attractive learning environment; and
- the school has worked effectively with the local authority and other partners to address national and other priorities such as planning for literacy and numeracy, delivering on the 14-19 learning pathways and promoting the use of information and communication technology (ICT) in learning.

However:

- in a minority of lessons, the pace of learning is too slow;
- senior managers have not used data and information well enough strategically to challenge and eliminate long-term underperformance in key subject areas;

- the effectiveness of middle managers in improving quality and standards varies too much across subject areas; and
- the evaluation from reviews and lesson observations does not lead systematically enough into improving planning and teaching.

Recommendations

- R1 Improve standards in English, Welsh first language and mathematics at level 2 in key stage 4 and the level 2 threshold including English or Welsh first language and mathematics
- R2 Improve the quality of teaching, learning and assessment in those subjects where there is relative underperformance.
- R3 Improve attendance rates.
- R4 Improve strategic management and ensure that middle managers address aspects of relative underperformance in key areas more effectively.

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

At key stage 4, there is an inconsistent pattern of performance for indicators that include English or Welsh and mathematics. The school has performed below the family average since 2008 and has been below the average for similar schools in at least two of the last four years. Performance is consistently lower than modelled expectations.

Performance in indicators that include a wide variety of qualifications is much stronger overall and shows a general pattern of improvement over the last three years. Provisional data for 2013 shows a further improvement in these indicators.

The performance of pupils in science has been above the similar schools average since 2012. However, whilst performance in English and mathematics improved in 2013 it has been near to, or below, of the average for similar schools since 2009.

Pupils' progress from both key stage 2 to key stage 3 and from key stage 3 to key stage 4 is generally below expectations, particularly in indicators that include English or Welsh first language and mathematics.

No pupil has left the school in the last three years without a qualification.

At key stage 3, performance in the indicator that includes English or Welsh and mathematics has improved over the last three years but has been below the average for similar schools. However, in 2013, the school performed above the modelled expectations.

In English and mathematics, performance has improved over the last three years. However, in 2013 in both subjects it remained in the bottom 25% when compared with the results of similar schools, though in science the school is in the top 25% of similar schools.

Overall, there is less of a difference in the performance of girls and boys at key stage 4 than in similar schools, though the gap is slightly greater in key stage 3. Pupils entitled to free school meals generally achieve better than those in similar schools at both key stage 3 and key stage 4. Pupils with additional learning needs generally achieve in line with expectations.

Pupils in the sixth form perform well and outcomes over the past four years have been near to, or above of the averages for similar schools.

Overall, pupils make satisfactory progress in each key stage in acquiring the skills and knowledge needed to move on to the next stage of their learning. In the majority of lessons, pupils are making good progress. In these lessons, pupils are able to apply their knowledge and understanding well and recall their previous work

accurately. In a few lessons where pupils make excellent progress, they synthesise and analyse information effectively to come to perceptive conclusions about their work. However, in a minority of lessons, pupils do not make enough progress due to lack of pace and challenge to their learning.

Many pupils listen well and speak confidently. A few pupils are less confident in volunteering extended answers. Many pupils read fluently and use a range of reading strategies to select information and support their opinions. A majority of pupils write clearly for a wide range of purposes, including descriptions, for leaflets and diaries. However, in a minority of subjects, pupils use structured worksheets too often and this limits pupils' ability to write at length or develop more creative responses. A minority of pupils make too many spelling and punctuation errors in their writing. In addition, they do not regularly redraft or correct work to check for accuracy.

Most pupils apply their numeracy skills in lessons appropriately. They can draw line and bar graphs accurately and interpret and evaluate patterns from these correctly. They use the four rules of number, multiplying, dividing, adding up and subtracting numbers with accuracy in basic calculations. However, a few have difficulty in attempting to solve number problems without the use of a calculator.

At key stage 3, in Welsh first language, performance at level 5 or above has been in line with the average for similar schools since 2011 and in 2013 places the school in the lowest 25% of similar schools. Since 2011, performance in Welsh first language at key stage 4 has been near to, or below, the average for similar schools.

Outcomes for pupils learning Welsh as second language in key stage 3 since 2011 are broadly in line with those of similar schools. In 2013, provisional data shows that performance is slightly below the similar schools' average. All pupils who study Welsh second language follow the GCSE full course and a majority of pupils do well.

Wellbeing: Adequate

Nearly all pupils feel safe in school and many pupils understand how they can keep themselves healthy and engage in a wide range of physical activities. Nearly all pupils behave well in lessons and around the school and show courtesy and respect to others. They engage well with tasks set in lessons and sustain concentration.

The attendance figures have improved over the last three years. However, when compared to those of similar schools, in terms of levels of entitlement to free school meals, attendance figures have placed the school in the lowest 25% for the last three years.

The school council has contributed widely to improving the school's environment and is involved in whole school developments, such as improving attendance. However, at present, it does not have enough input, for example in issues such as the shaping of their learning experiences. Over the past four years, the school council has been given the opportunity to nominate pupils to represent the learner on the governing body, but it has declined the offer.

Most pupils have a good understanding of cultural differences and respect people from other backgrounds. Older pupils mentor younger pupils effectively and develop confidence in social, leadership and life skills.

Many pupils participate regularly in community activities and develop their confidence effectively through a wide range of experiences.

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

The curriculum in key stage 3 and key stage 4 meets statutory requirements. The school offers a wide range of options at key stage 4 and the sixth form that meet the needs of pupils. There are suitable opportunities for pupils to gain appropriate qualifications and this has had a positive impact particularly on level 2 outcomes in key stage 4. The school provides an extensive programme of extracurricular activities and the take up by pupils is high. These have a positive influence on pupils' motivation, self-esteem and leadership skills.

Induction arrangements for pupils are effective. There is a well thought out programme of activities for pupils and parents to support their transition into the school community during the transfer from key stage 2. Plans to integrate the literacy and numeracy framework at key stage 3 are managed well by the literacy and numeracy co-ordinators. This provision is beginning to have a positive impact in improving progression from key stage 2 and the range of extended writing and improved numeracy skills at key stage 3. There are suitable intervention arrangements in place to provide support for pupils who require additional help to develop their literacy and numeracy skills.

Welsh language first and second language provision in key stages 3 and 4 is worthwhile. The formal curriculum and a number of events, such as the school eisteddfod, successfully promote the culture and language of Wales. The school provides opportunities for pupils to study subjects, such as in the humanities, through the medium of Welsh in key stage 3. However, pupils decide not to study these subjects in key stage 4 through the medium of Welsh.

The school has ensured that education for sustainable development and global citizenship is well integrated into all subjects across the curriculum through very thorough planning.. The school eco committee has been active in improving the school grounds. There are extensive opportunities through links with other countries for pupils to develop a keen awareness of global citizenship.

Teaching: Adequate

In nearly all lessons, there are productive working relationships between teachers and pupils. Teachers have good subject knowledge and clearly communicate learning objectives. Teaching assistants and technicians provide good support for both teachers and pupils and enhance the quality of lessons.

In a few lessons where teaching is most successful, teachers have very high expectations and develop pupils' literacy and numeracy skills effectively through meaningful contexts. These make a significant contribution to the progress made by learners.

In the majority of lessons, teachers set high expectations for pupils' work. In these lessons, there are well-planned and imaginative activities that link to prior learning. Teachers in these lessons ensure that learning activities have a high level of challenge and that lessons have a stimulating pace. They engage and successfully motivate pupils using a wide range of teaching and learning resources. The majority of lessons have activities that are well suited to pupils' abilities and allow them to work independently or in groups effectively. In these lessons, teachers use questioning effectively to probe for understanding and develop pupils' reasoning and thinking skills.

In a minority of lessons, teachers do too much for pupils; there are insufficient opportunities for them to apply and develop their skills and the pace of learning is slow. In these lessons, teachers do not use questioning effectively enough to test and develop pupils' knowledge and understanding. In these sessions, the level of difficulty in the work is not matched closely enough to meet pupils' needs. Expectations are not high enough and teaching does not always challenge more able pupils enough. In a few classes, the over-reliance of worksheets or work booklets significantly limits the development of writing skills and a deeper understanding of subject content.

Most teachers assess and mark learners' work accurately and regularly. However, in the majority of lessons, teachers give pupils insufficient opportunities to evaluate their progress and to develop an awareness of how well they are meeting learning targets.

Many teachers follow common approaches in the marking of pupils' work within departments. A majority of teachers provide useful comments on pupils' work and a minority of these provide clear and specific guidance on strengths, weaknesses and targets for improvement. Only a few pupils respond to the marking by completing missing work or correcting errors. The school has recently developed a suitable programme to track pupils' progress across the school and provide appropriate support.

Parents receive a clear and informative interim progress report at the end of the Autumn Term. Annual reports distributed at the end of the summer term include a useful commentary on the progress achieved in each subject and a progress grade to evaluate pupils' performance.

Care, support and guidance: Good

Provision for developing and supporting pupils' health and emotional wellbeing is a positive feature of the school. The school has appropriate arrangements to promote healthy eating and drinking. The school's strategies for improving attendance are beginning to have a positive effect. There are effective arrangements to deal with any bullying or harassment. The school promotes pupils' spiritual, moral, social and

cultural development well, particularly through an effective programme of pastoral care programme and a wide range of curricular and extra-curricular activities.

Teachers contribute well to the strong sense of community within the school and provide effective pastoral care and support for pupils. The school has helpful working relationships with a wide range of external agencies such as the police, health and social services. These ensure that pupils have access to relevant professional support when required.

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

The school has reliable systems to support pupils with additional learning needs effectively. Teachers identify the specific needs of pupils swiftly and monitor their progress carefully. Appropriate support is put in place for pupils to allow access to a broad and balanced curriculum. Useful information on the individual needs of each pupil in each class is provided for teachers. This information, along with appropriate targets set out in the individual learning plans, helps teachers to plan work and track the progress of pupils with learning difficulties effectively.

Learning environment: Good

Dyffryn Taf School is an inclusive community where each pupil has equal access to all areas of provision. Well-considered policies and procedures ensure equality of education and opportunity for all pupils irrespective of disability, race, gender or background. This is a strength of the school. Dyffryn Taf pupils feel valued and involved and are very proud of their school and its identity.

The school offers a well-equipped and well-presented environment to enable pupils to fulfill their potential. Classroom teaching and learning resources meet pupils' needs and enrich their learning experiences. Classroom and corridor displays are very attractive and include pupils' work, as well as providing suitable information about their achievements. The school library is a developing resource in a pleasant area where pupil librarians support the work and enjoy having varying responsibilities. The school is well resourced for ICT and this is used to good effect.

The recently refurbished gym area is an attractive, high quality learning environment and is used in an innovative way to develop pupils' learning skills. The health, fitness and wellbeing programme motivates pupils to a very high level and, irrespective of their ability, encourages them to get involved in physical education and practise their literacy and numeracy skills successfully.

The school buildings and grounds are well maintained and managed, and pupils have taken a lead in instigating attractive improvements to the grounds. .

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

The governing body and the headteacher have agreed suitable strategic priorities for the school. These are based appropriately on achieving high standards of pupil achievement, a strong desire to include every pupil and an ethos that values success. Together they have created a positive culture where staff are valued and pupils feel safe and enjoy their learning.

The headteacher and senior managers have clear and appropriate roles and responsibilities and these are understood well by staff. The school has worked effectively with the local authority and other partners to address national and other priorities such as literacy and numeracy, the use of ICT in learning and 14-19 learning pathways. The school has improved, for example, the curriculum, level 2 examination outcomes in key stage 4, and support for pupils. However, challenges such as improving level 2+ remain.

Senior managers have regular scheduled meetings. However, these meetings do not focus enough on regularly monitoring progress against priorities in the school development plan. In addition, these meetings do not concentrate enough on critical aspects of performance or the progress towards agreed action points. Although senior managers have access to a wide range of data and information on performance, they have not used these well enough strategically to challenge and eliminate long-term underperformance in key subject areas such as English and mathematics.

Senior managers have regular meetings with individual middle leaders and groups of teachers to monitor and discuss progress on agreed improvement targets. There is a clear focus on analysing performance data and individual pupil progress at these meetings. Although senior managers have increased their level of challenge to middle managers since the last inspection, there remain key areas of relative underperformance.

Middle managers have a clear understanding of their roles and responsibilities and are committed to supporting the school's strategic priorities. They are taking an increasing responsibility for self-evaluation and quality improvement. However, the effectiveness of middle managers in improving quality and standards varies too much across subject areas.

The school has an appropriate performance management system in place. All teaching staff are observed annually by senior managers. Although all staff have suitable individual targets for improvement, senior managers do not use this information well enough to identify and address the quality of teaching and learning in key areas.

The governing body has a good balance of experience and skills that represent the community well. The governors know the school well and provide a clear sense of direction for senior managers. They understand their responsibilities well and know the school's strengths and areas for improvement.

Improving quality: Adequate

Leaders have a generally accurate understanding of the strengths and areas for improvement within the school. Self-evaluation draws on a range of appropriate sources from lesson observations, book scrutiny, and pupil and parent surveys.

The school's self-evaluation report contains a detailed and generally accurate analysis of data. It is mainly evaluative and provides suitable evidence to present a valid picture of the school's strengths and weaknesses in most areas. Middle leaders have a sound understanding of the use of data to monitor progress and plan for improvement. Most middle leaders use the data to compare progress with prior attainment. However, only a few use the data well enough to compare performance with that of similar schools.

The school development plan links directly to the outcomes of self-evaluation. Priorities focus appropriately on key areas such as raising standards of achievement and improving teaching and learning. The plan includes broad timescales, lead responsibilities and costs. However, it lacks sufficient detail in providing key milestones for the monitoring of the planned actions. Departmental plans address whole-school priorities appropriately. Many have clear actions and strategies to support improvement but many do not include measurable success criteria or milestones to monitor progress.

Action plans and review activities produced by teacher working groups are beginning to have a positive impact on improving the range of pupils' extended writing and on pupils' confidence in applying their basic number skills. However, the evaluation from reviews and lesson observations does not lead systematically enough into improving planning and teaching.

Actions from self-evaluation have led to improvements in the curriculum through additional courses, examination outcomes, particularly in key stage 4 at level 2, and the quality of support for many pupils. However, there has not been clear enough strategic co-ordination in planning to make necessary improvements in addressing shortcomings in teaching and assessment in key areas.

The school has made satisfactory progress in addressing around half of the recommendations from the previous inspection. However, there has been slower progress in addressing the recommendations about the rigour of self-evaluation and aspects of involving pupils in assessment procedures.

Partnership working: Good

The school has valuable links with parents. Parents are well informed about school developments and able to approach the school with questions, suggestions or problems. Parents have been appropriately consulted about aspects that affect the education of their child.

Links with strategic partners within the Taf Myrddin partnership, a partnership involving local schools and a further education college, as well as private providers, are beneficial in extending the range of courses at key stage 4 and the sixth form.

These have had a positive effect on standards, welfare, and the preparation of learners for further education, training or the world of work.

Partnerships with primary schools are very successful and contribute to effective transition and curricular continuity. The school makes effective use of local authority and other services to support pupils, for example where college staff teach vocational courses in school. The school works very well with a number of community organisations and groups in order, for example, to provide support for the elderly to develop an understanding of computers.

Resource management: Adequate

The school manages its resources extremely effectively. Teachers are deployed appropriately and are suitably qualified to teach the curriculum. Classroom assistants provide beneficial support. There are three influential working groups of teachers within the school, leading key school improvement initiatives in literacy, numeracy and ICT. They identify and share effective teaching and learning practice both within the school and further afield. This is starting to have a positive impact on school improvement, for example in the provision of digital learning. Performance management systems are used appropriately to identify staff development needs.

The school has robust financial management systems and has invested wisely to ensure high quality accommodation and an attractive learning environment. The school has identified ICT as a key element in improving learning and has invested heavily in improving ICT across the school. The school has used its finances effectively to make sure that there is a good level of learning resources available generally in the school. Spending is in line with the current budget set by the governing body.

Based on its current performance, the school provides satisfactory value for money.

Appendix 1

Commentary on performance data

At key stage 4, performance in the level 2 threshold including English or Welsh and mathematics shows an inconsistent pattern overall. The school has performed below the family average since 2008. When compared with similar schools based on the proportion of pupils entitled to free school meals, performance has placed the school in the lower half in at least two of the past four years. Performance is lower than modelled expectations. The core subject indicator shows a similar pattern of inconsistent performance.

Performance in the level 2 threshold is much stronger overall and shows a general pattern of improvement over three years. Provisional data for 2013 confirms the improving trend for this and other indicators such as the capped points score and the level 1 threshold, which in 2013 are near the family, and above the Wales averages.

English level 2 performance improved in 2013 but has been below the average for the family of similar schools over four years. In mathematics the school performed above the Wales average for 2013, but performance was below the family average in two of the previous three years and also placed the school in lowest 25% of similar schools for the same period. In science, performance has placed the school consistently in the top half since 2011 and in the top 25% of similar schools over the previous two years.

Pupils' progress from both key stage 2 to key stage 3 and from key stage 3 to key stage 4 is generally below expectations, particularly when considering the level 2 inclusive threshold.

No pupil has left the school in the last three years without a qualification.

At key stage 3, performance in the core subject indicator has improved over the last three years. In 2013, the outcome was higher than the Wales average, but lower than the average for the family of schools. The school has performed lower than the family average for three years and has declined from being in the top 50% of similar schools in 2011 to the lowest 25% in the last two years. In 2013, the school performed above the modelled expectations.

In English, performance has improved over the last three years but the school has remained in the lowest 25% of the family of similar schools for the past two years for both the level 5+ and the level 6+ indicator. In mathematics, performance has improved over three years at level 5+ and in 2013 was higher than Wales average, but lower than the family average. The school is now in the lowest 25% of similar schools for level 5+ and the lower 50% for level 6+.

Performance in science has improved over three years, and the school is currently in the top 25% of similar schools. In 2013, performance in science at the higher level, level 6+, also placed the school in the highest 25%.

At key stage 3, in Welsh first language, performance at level 5 or above has been below the average for similar schools since 2011 and in 2013 placed the school in the bottom 25%. Since 2011, performance in Welsh first language at key stage 4 has been near to, or below, the average for similar schools.

Outcomes for pupils learning Welsh as second language in key stage 3 since 2011 are broadly in line with those of similar schools, though in 2013 the performance was slightly below the average. All pupils who study Welsh second language follow the full GCSE course. Outcomes have improved in 2013 where the numbers of pupils entered also increased. Generally, outcomes have been above those of similar schools since 2009.

Overall at key stage 4, there is less of a difference in the performance of girls and boys than the family and Wales averages, though the gap is slightly greater in key stage 3. There is also some variation between subjects across the school.

Pupils eligible for free school meals generally achieve better than expected at both key stage 3 and key stage 4. Pupils with additional learning needs generally achieve in line with expectations and potential.

Provisional data for 2013 of the percentage of students gaining the level 3 threshold post-16 was near to the family, local authority and Wales averages and has been consistently above or near these averages for the past four years. Attainment on the wider points score has improved over the last five years. In 2013, 50% of the cohort completed the level 3 qualification. Half of the cohort gained an unverified Advanced Welsh Baccalaureate qualification in 2013.

Appendix 2

Stakeholder satisfaction report

Responses to learner 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	
I feel safe in my school	230		177 77%	52 23%	1 0%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			42%	53%	4%	1%	
The school deals well with any bullying	230		113 49%	109 47%	7 3%	1 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			25%	58%	14%	3%	
I have someone to talk to if I am worried	230		128 56%	96 42%	6 3%	0 0%	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	230		108 47%	105 46%	15 7%	2 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	230		170 74%	55 24%	5 2%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			45%	45%	8%	1%	
I am doing well at school	227		87 38%	131 58%	9 4%	0 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	230		130 57%	90 39%	10 4%	0 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			37%	56%	6%	1%	
My homework helps me to understand and improve my work in school	230		66 29%	124 54%	33 14%	7 3%	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	230		142 62%	82 36%	6 3%	0 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	230		56 24%	144 63%	27 12%	3 1%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			10%	56%	28%	6%	
Staff treat all pupils fairly and with respect	230		117 51%	88 38%	19 8%	6 3%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			28%	51%	17%	5%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest		230	70 30%	128 56%	29 13%	3 1%	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		230	122 53%	103 45%	4 2%	1 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		230	129 56%	91 40%	10 4%	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%	55%	8%	1%	
The staff respect me and my background		230	128 56%	92 40%	8 3%	2 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		229	133 58%	89 39%	5 2%	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		89	32 36%	44 49%	12 13%	1 1%	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		44	19 43%	16 36%	9 20%	0 0%	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	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.	344	166 48%	159 46%	14 4%	0 0%	5	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	348	186 53%	150 43%	7 2%	4 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.	348	181 52%	149 43%	13 4%	0 0%	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.	343	148 43%	164 48%	10 3%	3 1%	18	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		44%	48%	4%	1%		
Pupils behave well in school.	342	104 30%	187 55%	20 6%	4 1%	27	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		21%	55%	11%	3%		
Teaching is good.	341	115 34%	195 57%	14 4%	0 0%	17	Mae'r addysgu yn dda.
		33%	58%	4%	1%		
Staff expect my child to work hard and do his or her best.	345	174 50%	163 47%	3 1%	0 0%	5	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.	342	105 31%	179 52%	27 8%	5 1%	26	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.	340	109 32%	184 54%	20 6%	7 2%	20	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.	341	124 36%	175 51%	18 5%	3 1%	21	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.	345	171 50%	159 46%	6 2%	0 0%	9	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		40%	53%	3%	1%		
My child receives appropriate additional	330	126 38%	134 41%	19 6%	5 2%	46	Mae fy mhlentyn yn cael cymorth

		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	
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.	341	120 35%	162 48%	33 10%	3 1%	23	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.	348	154 44%	167 48%	17 5%	2 1%	8	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.	345	101 29%	164 48%	44 13%	4 1%	32	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.	344	127 37%	179 52%	14 4%	1 0%	23	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.	
		35%	53%	5%	1%			
My child is well prepared for moving on to the next school or college or work.	330	79 24%	162 49%	18 5%	5 2%	66	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.	341	125 37%	147 43%	41 12%	1 0%	27	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.	
		35%	50%	9%	2%			
The school is well run.	344	158 46%	163 47%	11 3%	1 0%	11	Mae'r ysgol yn cael ei rhedeg yn dda.	
		40%	49%	5%	2%			

Appendix 3

The inspection team

Gareth Wyn Jones	Reporting Inspector
Gareth Wyn Roberts	Team Inspector
Jackie Gapper	Team Inspector
Huw Collins	Team Inspector
Alwyn Thomas	Team Inspector
Glenda Jones	Lay Inspector
Bethan Cartwright	Peer Inspector
Helen Disney	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.