



*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 Botwnnog  
Botwnnog  
Llŷn  
Gwynedd  
LL53 8PY**

**Date of inspection: January 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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

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## Context

Ysgol Botwnnog is a bilingual school for pupils aged from 11 to 16 years, which is maintained by Gwynedd local authority. The school is situated in the village of Botwnnog, and serves a wide rural catchment area on the Llŷn Peninsula. It is an area that has been designated an area of outstanding natural beauty and the main industries are agriculture and tourism. There are 419 pupils on roll, compared with 517 at the time of the previous inspection in 2007.

Eight point eight per cent (8.8%) of pupils are entitled to free school meals, a significantly lower proportion than the average for the whole of Wales, namely 17.7%. Twenty per cent of pupils are on the school's additional educational needs register, and 4% have a statement of special educational needs. This figure is a little higher than the national figure.

Three quarters of pupils come from Welsh-speaking homes. However, 98% of pupils are fluent in Welsh and Welsh is the main medium of teaching. A very few pupils come from ethnic minority groups and no pupils receive support to learn English as an additional language.

The current headteacher was appointed in September 2002. In addition to the headteacher, the senior management team includes two deputy headteachers.

The individual school budget per pupil for Ysgol Botwnnog in 2013-2014 is £4,608. The maximum per pupil in secondary schools in Gwynedd is £5,249 and the minimum is £4,186. Ysgol Botwnnog is in ninth place of the 14 secondary schools in Gwynedd in terms of the school budget per pupil.

## Summary

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

### Current performance

The school's current performance is good because:

- the school's performance in the indicators that include Welsh or English and mathematics is consistently higher than in other similar schools;
- most pupils communicate effectively in Welsh and English orally and in writing;
- attendance has improved recently, and places the school in the top quarter of similar schools in terms of levels of entitlement to free school meals;
- nearly all pupils behave very well;
- the school offers a wide range of general courses, in addition to vocational courses that are relevant to the local area;
- high quality teaching promotes significant progress in pupils' skills and subject understanding; and
- the school is inclusive, and has a strong Welsh ethos.

### Prospects for improvement

Prospects for improvement are good because:

- the headteacher gives the school robust leadership, which has had a beneficial effect on pupils' standards of attainment;
- managers and teaching staff foster the aim of raising and maintaining high standards;
- there is a very strong culture of self-evaluation in all aspects of the school's work;
- managers at all levels conduct quality monitoring activities thoroughly;
- the school's detailed and purposeful planning has contributed significantly to the high quality of teaching; and
- the governing body operates effectively as a critical friend.

## Recommendations

- R1 Ensure that all changing arrangements for physical education lessons are suitable
- R2 Ensure that all members of staff are completely aware of the school's policies and procedures for safeguarding
- R3 Reduce the gap between the achievement of boys' and girls in mathematics
- R4 Share the excellent teaching and assessment practices across the school

### What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will invite the school to prepare a written case study, which describes the excellent practice that was seen, in terms of assessment for learning processes during the inspection.

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress

## Main findings

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

Excellent

#### Standards: Excellent

Over the last four years, the school's performance in key stage 4 in indicators that include Welsh or English, and mathematics, has been higher than in other similar schools and consistently significantly higher than expectations. Over the last three years, performance in the indicator that includes a wide range of qualifications has been generally higher than in other similar schools. In 2013, performance in this indicator was significantly higher than in other similar schools. Pupils make very good progress between the key stages. Over the last three years, the proportion of pupils who leave the school without qualifications has been very low.

In key stage 4, the gap between the performance of boys and girls in the majority of indicators is a little larger than in other similar schools. However, in 2013, the gap between boys and girls is less than in similar schools in the indicator that includes a wide range of qualifications and in Welsh, English and science.

In key stage 3 and key stage 4, the performance of pupils who are entitled to free school meals is significantly higher than in other similar schools in many key indicators. Pupils who have additional educational needs achieve very well.

In almost all lessons, pupils are very keen to learn and co-operate productively in pairs and small groups. In group discussions, nearly all pupils listen attentively to the opinions of others and consider their peers' viewpoints thoughtfully. In these lessons, most pupils make excellent progress in their subject skills and knowledge. They recall previous learning effectively and build successfully on their understanding of subjects. Most pupils have a firm grasp of subject-specific terminology. In most subjects, pupils develop their analytical skills effectively in order to come to sensible conclusions.

In a minority of lessons, pupils develop a deep understanding of the subjects they are studying. In these lessons, many pupils interpret complex evidence successfully in order to come to thoughtful and valid conclusions. In addition, many pupils identify implied meanings in dense texts and apply their learning to unfamiliar situations in a creative manner.

Most pupils are fluent and comfortable when speaking Welsh and English. These pupils are sensitive to other pupils' proficiency in Welsh and use their linguistic skills to ensure that everyone is included and to extend other pupils' linguistic skills. Most pupils communicate clearly orally and use the local dialect or formal Welsh in a way that is suitable for the audience and the purpose.

Most pupils read fluently in Welsh and English and glean information skilfully from a range of sources successfully. The few pupils who arrive at the school with weak reading skills make very good progress in intervention groups.

In almost all subjects, pupils write at length for a wide range of purposes and audiences, and use wide-ranging and rich subject and general vocabulary. Most pupils have a firm grasp of the rules of grammar, spelling and punctuation in Welsh and English.

Most pupils apply their numeracy skills effectively in a wide range of subjects, for example when summarising data from surveys or discovering the time in various countries. Many pupils produce sensible scales in order to display data on graphs without help and plot them accurately. These pupils are able to describe and interpret complex patterns in data. The most able pupils are able to choose the most suitable line to add to these graphs.

### **Wellbeing: Adequate**

Most pupils understand how to live a healthy life and a high proportion of them take part regularly in beneficial physical activities. However, the girls are not happy with arrangements for changing for sports activities. Nearly all pupils feel safe at school and most pupils consider that the school deals effectively with any cases of bullying.

Younger pupils benefit from valuable advice and support from their 'buddies' in Year 11. Pupils have had a constructive influence on aspects of the personal and social education provision in 'Question Time' activities. The school has been active, for example through contributing to improving the catering in the canteen and increasing the number of recycling bins.

Attendance at the school has placed the school among the lower half or the bottom quarter of similar schools for three of the last four years. However, in 2013, there was a considerable improvement in pupils' attendance, which placed the school in the top quarter in comparison with similar schools in terms of levels of entitlement to free school meals. Unverified figures, in comparison with the same period last year, show further progress. Nearly all pupils behave particularly well, and show interest and very high motivation when undertaking their tasks. Exclusion levels at the school are very low and there has not been a permanent exclusion during the last three years.

A high proportion of pupils undertake Welsh cultural activities, for example literary competitions and arranging entertainment evenings in the local community. Nearly all pupils treat each other, their teachers and visitors with respect.

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

The school provides a wide and balanced curriculum that builds beneficially on pupils' previous experiences. In key stage 4, there is a wide range of general courses in addition to vocational courses that are relevant to the local area, for example agriculture and engineering, and marine aspects. The school plans for developing pupils' literacy and numeracy skills across the subjects effectively and makes good progress towards meeting the requirements of the Literacy and

Numeracy Framework. A wide range of extra-curricular activities, including sports and educational trips, enrich pupils' experiences.

The school provides valuable opportunities for pupils to gain qualifications in communication, numeracy and information and communication technology through its arrangements for the Welsh Baccalaureate Qualification. As part of this provision, pupils develop their wider skills effectively, for example through arranging activities in the community, such as the 'Coffee Evening', which raises considerable sums for charities.

The school promotes the use of Welsh among pupils very effectively and nearly all pupils follow the GCSE Welsh as a first language course. In addition, many pupils choose to sit five or more other qualifications through the medium of Welsh.

The school plans successfully to raise pupils' understanding of the cultural, economic, environmental, historical and linguistic features of Wales. The school plans in detail to raise pupils' awareness of the importance of sustainability and global issues through personal and social education lessons and across the curriculum.

### **Teaching: Excellent**

The high quality of teaching and assessment activities contributes considerably to the significant progress in pupils' subject skills and understanding.

Nearly all teachers offer a good language model in Welsh and English and foster an especially productive working relationship with pupils. In almost all lessons, there is skilful planning and a variety of stimulating activities to gain pupils' interest and ensure a fast tempo. In these lessons, teachers offer valuable opportunities to develop pupils' reading and writing skills, and, where appropriate, their numeracy skills. Nearly all teachers use open-ended questions to test and extend pupils' understanding and to stimulate extended responses. In many lessons, teachers adapt the work to meet the needs of individual pupils as a result of a good awareness of their strengths and weaknesses. Learning assistants give very good support to ensure that specific pupils develop independence and make consistently good progress.

In a minority of lessons, teaching is excellent. In these lessons, there is probing questioning to challenge pupils' ideas and stimulate them to think more deeply. Teachers in these lessons have very high expectations of what pupils can achieve. In addition, there is a range of imaginative activities to ensure an increasing challenge to support pupils to develop their confidence when dealing with complex concepts. In a few lessons, there is very beneficial use of pupils' translanguaging skills, for example when comparing language patterns in French, Welsh and English.

Nearly all teachers offer useful oral feedback to pupils during lessons. These teachers mark books regularly and offer very useful written feedback that explains clearly what needs to be done to improve. Across the curriculum, there are extremely useful tasks for self-assessment or peer assessment in order to improve pupils' literacy and subject understanding. These include beneficial activities that



focus pupils' attention on specific elements of their peers' literacy in pieces of extended writing.

The school has a useful tracking system in order to track pupils' progress and identify any underachievement promptly. As a result of the information that arises from this system, there are effective follow-up procedures to ensure that all pupils reach their potential.

Parents receive useful information about their children's progress in parents' meetings and interim and annual reports.

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

The school promotes pupils' health and wellbeing appropriately by co-operating closely with a wide range of specialist agencies. The school has taken suitable steps to meet the new requirements for healthy eating and drinking. It promotes pupils' spiritual, moral, social and cultural development effectively in assemblies and through the personal and social education programme and religious education lessons.

The school provides valuable advice for pupils when they choose their subjects in key stage 4 and as they move to the next stage of their education or the world of work. The school has appropriate policies and procedures for safeguarding and protecting children. However, guidance and training have not had enough of an effect on the professional practices of a very few staff.

Pupils with special educational needs are included in all aspects of school life and provision for them is comprehensive and effective. The school enables them to take advantage of a suitable and purposeful curriculum. Individual teaching plans are of high quality and are reviewed regularly with suitable input from parents and pupils. They give valuable guidance to teachers in order to ensure that pupils with additional needs make good progress. Pupils who have special educational needs receive beneficial support from assistants who have specific expertise, and who have received training on specific aspects such as literacy difficulties.

### **Learning environment: Good**

The school is inclusive and has a strong Welsh ethos. Pupils have equal opportunities in all aspects of school life. The school challenges stereotypes effectively and ensures that pupils value diversity in all its aspects, and takes appropriate steps to ensure that pupils develop tolerant attitudes.

The school has enough resources to support learning, including a useful library, a high number of modern computers and an all-weather playing field. A special feature of the school is the ten acre farm, which allows the school to offer pupils relevant educational experiences. The school's buildings are of a high quality and displays in classrooms and along the corridors help to create a stimulating learning environment.

The building and site are maintained well and are free of litter.

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

The headteacher leads the school robustly and sets relevant priorities clearly. Both deputy headteachers share the same vision and assist the headteacher appropriately. Middle managers and teachers also foster the aim of raising and maintaining high standards. As a result, pupils achieve consistently high standards of attainment in almost all of the key indicators.

Managers at all levels use relevant data skilfully to monitor pupils' performance and set challenging targets for subject departments. The school has comprehensive and thorough monitoring methods. The senior management team challenges any cases of underperformance among staff effectively and gives beneficial support to these staff to improve their performance. Through individual interviews with the headteacher, all members of staff are aware of what is expected of them. In addition, members of the senior team attend departmental or teaching area meetings in order to ensure a continuous focus on the school's priorities. The school gives valid attention to local and national priorities, for example to reduce the effect of poverty and promoting bilingualism.

The governing body displays a good knowledge of the school's performance and achieves its statutory requirements appropriately. Certain representatives of the body contribute specifically to curricular developments within the school, for example in relation to literacy and numeracy. This arrangement strengthens their awareness of the school's strategies for realising the priorities in the school development plan. The body keeps a constant eye on various aspects of the school's work and operates as a critical friend when monitoring the school's standards and results.

**Improving quality: Excellent**

The school's processes for improving quality have had a very positive effect on pupils' standards of attainment in almost all key performance indicators.

There is a very strong culture of self-evaluation in all aspects of the school's work. Managers at every level monitor pupils' work thoroughly, in addition to observing lessons, discovering pupils' and parents' opinions and producing analyses of accurate and incisive performance data. An important element of these arrangements is the very high expectations placed on middle managers to monitor and evaluate their areas of responsibilities thoroughly. As a result, leaders keep a constant focus on the effect of their provision and respond promptly to these findings.

The whole-school and departmental self-evaluation reports contain precise analyses of performance data. These documents celebrate successes and identify appropriate areas to be improved in a probing and self-evaluative way. The school supports these procedures in a useful way by taking advantage of the expertise of advisory agencies. As a result of these aspects, leaders at every level have a deep understanding of all aspects of the school's work.

There is a clear link between the conclusions of the self-evaluation processes and planning for improvement. The school's development plans include ambitious targets and specific success criteria, and identify monitoring responsibilities clearly. There is a strong link between the school's development plan and departmental development plans, in addition to purposeful appropriate strategies in order to achieve the school's aims. This detailed planning has contributed significantly to the high quality of teaching and the excellent standards achieved by pupils.

### **Partnership working: Good**

The school has a beneficial partnership with the partner primary schools. The school's transition processes are successful in helping pupils to settle quickly and ensure appropriate progression in their work.

By working productively with a local college and another secondary school, the school has expanded the range of courses in key stage 4. It has thorough procedures to ensure the quality of this provision.

The school maintains a close and productive relationship with the local community, for example by holding parties for 'Clybiau Henoed Llŷn' (Llŷn Clubs for the elderly). It communicates effectively with parents and high numbers of them attend useful parents' meetings. By working closely with a wide range of external agencies, the school meets the needs of vulnerable pupils effectively. There are productive partnerships with local businesses and community groups in order to enrich pupils' learning experiences.

The school receives trainee teachers from Bangor and Aberystwyth Universities, which helps teachers to develop their professional skills.

### **Resource management: Excellent**

The school manages the resources allocated to it very carefully in order to ensure educational experiences of a very high quality. In a period of a restriction on numbers, the school has ensured appropriate staffing to teach the curriculum. Nearly all members of staff teach within their subject expertise. The very few who are not subject specialists are given effective training and guidance to ensure that they are completely aware of the subject's requirements.

The performance management system ensures valid and useful objectives for teachers and managers. These objectives are interwoven closely with the school's main priorities. Staff's training requirements are met very successfully by using the expertise of internal staff and in addition to external contributors. A number of beneficial and influential professional working parties have been established, based on priorities such as literacy and reducing the gap between the performance of boys and girls. The outcomes of these working parties are shared very effectively across the departments and have a positive effect on standards.

Expenditure is monitored closely in order to ensure that enough funds are available in order to fulfil school and departmental priorities.

As a result of the very high quality of teaching, and the excellent outcomes in key stage 3 and key stage 4, the school provides excellent value for money.

## Appendix 1

### Commentary on performance data

Over the last four years, in key stage 4, the outcomes of the level 2 threshold including Welsh or English and mathematics have been consistently higher than the average for the family and modelled performance. In addition, performance in this indicator places the school consistently in the upper half of similar schools in terms of levels of entitlement to free school meals. Over the same period, performance in the core subject indicator is higher than the average for the family, and has placed the school in the top quarter of similar schools in three of the last four years.

In three of the last four years, performance in the level 2 threshold has been higher than the family average and has placed the school in the upper half or top quarter of similar schools. Over the last four years, performance in the level 1 threshold has improved and, in 2012 and 2013, was higher than the average for the family and placed the school among the upper half of similar schools. Performance in the wider average capped score has been higher than the average for the family, and has placed the school in the top quarter or upper half of similar schools in terms of levels of entitlement to free school meals in three of the last four years.

In the last four years, performance in Welsh as a first language at level 2 has been consistently higher than the average for the family. Performance in level 2 English has placed the school above the average for the family and in the upper half or the top quarter of similar schools in three of the last four years. In the last four years, performance in mathematics at level 2 has risen and is consistently higher than the family average, placing the school in the upper half of similar schools. Science results at level 2 have improved considerably recently, and in 2013, were above the family average and placed the school in the top 25% of similar schools.

The school is making very good progress on the basis of its achievements at the end of previous key stages.

Boys' performance over the last four years is a little lower than in similar schools in the majority of the main indicators. However, in 2013, the gap between boys and girls was less than the average for the family in the level 2 indicator, level 2 in Welsh, level 2 in English and level 2 in science.

In the level 2 indicator, including Welsh or English and mathematics, at level 2 and the capped average points score, the performance of pupils who are entitled to free school meals is considerably higher than the average for the family.

In key stage 3, performance in the core subject indicator over the last four years has been higher than the family average and has placed the school in the top quarter of similar schools in terms of levels of entitlement to free school meals. Since 2010, performance in Welsh at level 5 or higher in key stage 3 has been higher than the average for the family and has placed the school in the top quarter of similar schools. Performance in English at level 5 or higher has improved since 2010, is above the average for the family and has placed the school in the top quarter or the upper half

of similar schools in the last three years. Performance in mathematics at level 5 or higher has varied since 2010 and, in 2013, was a little lower than the average for the family and placed the school in the lower half in comparison with similar schools. Performance in science at level 5 or higher has improved since 2010 and is consistently higher than the average for the family, placing the school among the upper half of similar schools. Performance at level 6 or higher in Welsh is consistently considerably higher than the average for the family. Over the past four years, performance at level 6 or above in English has risen and has been consistently above the average for the family. Performance at level 6 or higher in mathematics has varied in the last four years and has been higher than the average for the family in three of the last four years. Performance at level 6 or higher in science has improved over the last four years and is consistently higher than the average for the family.

The performance of pupils who are entitled to free school meals in the core subject indicator is significantly higher than the average for the family.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Denotes the benchmark – this is the 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	93	61 66%	30 32%	2 2%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		43%	52%	4%	1%	
The school deals well with any bullying	92	39 42%	48 52%	5 5%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	58%	14%	3%	
I have someone to talk to if I am worried	92	54 59%	32 35%	6 7%	0 0%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	53%	8%	1%	
The school teaches me how to keep healthy	93	27 29%	60 65%	6 6%	0 0%	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	93	54 58%	34 37%	5 5%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		46%	45%	8%	1%	
I am doing well at school	93	36 39%	51 55%	5 5%	1 1%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	93	55 59%	35 38%	3 3%	0 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	93	28 30%	51 55%	13 14%	1 1%	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	93	57 61%	32 34%	4 4%	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	93	15 16%	61 66%	16 17%	1 1%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	57%	27%	6%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
Staff treat all pupils fairly and with respect		92	42 46%	40 43%	10 11%	0 0%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			28%	50%	17%	5%	
The school listens to our views and makes changes we suggest		93	29 31%	54 58%	9 10%	1 1%	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		93	50 54%	40 43%	3 3%	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		92	46 50%	39 42%	6 7%	1 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		93	49 53%	35 38%	9 10%	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		93	52 56%	37 40%	3 3%	1 1%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			35%	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		49	20 41%	24 49%	5 10%	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		15	4 27%	6 40%	3 20%	2 13%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28%	50%	15%	7%	



## Responses to parent questionnaires

Denotes the benchmark – this is the 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.	141	75 53%	62 44%	4 3%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	4%	1%		
My child likes this school.	141	72 51%	61 43%	8 6%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		47%	47%	4%	1%		
My child was helped to settle in well when he or she started at the school.	141	64 45%	73 52%	4 3%	0 0%	0	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.	140	71 51%	61 44%	7 5%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		44%	48%	4%	1%		
Pupils behave well in school.	140	39 28%	78 56%	14 10%	1 1%	8	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	55%	11%	3%		
Teaching is good.	140	59 42%	70 50%	9 6%	0 0%	2	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	142	77 54%	62 44%	3 2%	0 0%	0	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.	140	56 40%	77 55%	5 4%	0 0%	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%	53%	8%	2%		
Staff treat all children fairly and with respect.	138	49 36%	65 47%	8 6%	4 3%	12	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.	142	54 38%	71 50%	10 7%	0 0%	7	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.	141	71 50%	65 46%	1 1%	0 0%	4	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		41%	52%	3%	1%		

		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	
My child receives appropriate additional support in relation to any particular individual needs'.		138	56 41%	62 45%	8 6%	2 1%	10	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
			31%	46%	7%	2%		
I am kept well informed about my child's progress.		140	49 35%	77 55%	13 9%	1 1%	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.		141	60 43%	64 45%	10 7%	4 3%	3	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
			41%	49%	7%	2%		
I understand the school's procedure for dealing with complaints.		142	48 34%	74 52%	9 6%	2 1%	9	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.		142	55 39%	70 49%	6 4%	0 0%	11	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.		138	43 31%	64 46%	10 7%	0 0%	21	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.		142	32 23%	78 55%	19 13%	7 5%	6	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
			35%	50%	9%	2%		
The school is well run.		140	60 43%	71 51%	5 4%	1 1%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
			40%	49%	5%	2%		

## Appendix 3

### The inspection team

Ceri Jones	Reporting Inspector
Bethan Whittall	Team Inspector
David Ivor Hughes	Team Inspector
Simon Davies	Team Inspector
Dylan Jones	Lay Inspector
Catrin Mathias	Peer Inspector
Dylan Minnice	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## Glossary of terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents a volume of learning equivalent to five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.
Level 2 threshold including English or Welsh first language and mathematics	This represents a volume of learning equivalent to five GCSEs at grade A* to C including English or Welsh first language and mathematics.
Level 2 threshold	This represents a volume of learning equivalent to five GCSEs at grade A* to C.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This represents a volume of learning equivalent to two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
All-Wales Core Data sets	Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.