



*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

## **Report on**

**Ysgol Y Moelwyn  
Heol Wynne  
Blaenau Ffestiniog  
Gwynedd  
LL41 3DW**

**Date of inspection: February 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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## Context

Ysgol y Moelwyn is a naturally bilingual secondary school for pupils aged between 11 and 16. It is situated in Blaenau Ffestiniog in Gwynedd. There are 332 pupils on roll. There has been a small decrease in the numbers of pupils over the last three years.

About 12% of pupils are entitled to free school meals, which is a reduction on the figures in recent years. Although the current figure is lower than the national figure, namely 17.7%, the Blaenau Ffestiniog area has been designated an 'Objective 1' area, because of the high levels of social deprivation.

Thirty-six per cent of pupils are on the school's additional learning needs register, which is much higher than the national average. Nearly 4% of pupils have a statement of special educational needs, which is a little higher than the national figure.

Eighty-two per cent come from Welsh-speaking homes. A very few pupils are from ethnic minority backgrounds, along with a few pupils who have English as an additional language. A very small number of pupils are in the care of the local authority.

The school works jointly with other providers as a member of the Meirionnydd Partnership Group to provide joint courses in key stage 4.

The school was last inspected in January 2008.

The headteacher has been in his post since September 1997. At present, he is acting as a strategic headteacher, with part-time responsibility for Ysgol Y Berwyn. He divides his time between both schools and also works part-time as the local authority's school reorganisation project manager. The school's senior management team includes the strategic headteacher, the acting headteacher and one deputy headteacher.

The individual school budget per pupil for Ysgol Y Moelwyn in 2013-2014 is £5,177. The maximum per pupil in secondary schools in Gwynedd is £5,249 and the minimum is £4,186. Ysgol Y Moelwyn is in the third position of the 14 secondary schools in Gwynedd in terms of the school budget per pupil.

## Summary

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

### Current performance

The school's current performance is excellent because:

- performance over time in most indicators places the school among the top 25% in comparison with similar schools;
- pupils develop their literacy skills very successfully in their work across a number of subjects, especially reading skills;
- standards of behaviour are high, and pupils have mature attitudes to their work;
- pupils' attendance levels place the school among the top 25% of similar schools;
- teachers make extensive use of effective assessment techniques, and systems for tracking pupils' progress are extremely thorough on a whole-school and departmental level; and
- there is an extensive provision of activities outside normal school hours, which have a considerable effect on pupils' progress and achievements.

### Prospects for improvement

Prospects for improvement are excellent because:

- the strategic headteacher's innovative leadership, with the effective support of other members of the senior management team, has resulted in a clear pattern of significant progress over time and high outcomes;
- there are detailed strategies to reduce the effect of deprivation on pupils' achievements, and there is a continuous focus on ensuring further improvement in terms of standards;
- there is a high level of consistency across the school in important aspects, including teaching and assessment;
- there are thorough self-evaluation systems on whole-school and departmental levels, which feed into the improvement plans effectively;
- the school development plan includes challenging targets for improvement, and there is extensive use of quantitative criteria to measure progress against targets; and
- the school's governing body contributes effectively to strategic planning processes.

## Recommendations

- R1 Ensure that pupils use numeracy skills at the appropriate level regularly in their work across the curriculum
- R2 Develop questioning techniques further in lessons and make more use of different tasks for the range of ability in classes

### **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 written case studies, describing the excellent practice that was seen during the inspection.

## Main findings

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

**Excellent**

### **Standards: Excellent**

In key stage 4, performance in 2012 and in 2013 in the indicators that include Welsh or English and mathematics places the school among the top 25% in comparison with similar schools in terms of free school meals and is far above expectations. Performance in the indicators that include a wider range of subjects has almost invariably placed the school in the top 25% during the three years between 2011 and 2013. The school adds significant value over time in almost all performance indicators, especially on the basis of pupils' achievements at the end of key stage 2.

In key stage 3, the school's performance in Welsh or English, mathematics and science in combination has placed the school above the averages for the family and among the top 25% of similar schools in terms of levels of entitlement to free school meals in three of the last four years. Over time, pupils' achievements at the higher levels have been mostly lower than the figures for the family of similar schools in English but higher than the family average in Welsh and in mathematics and science.

There is no significant gap between the achievements of boys and girls in most indicators in key stage 3 and key stage 4.

Nearly all pupils work productively in lessons and have mature attitudes towards their work. They show high levels of participation and persevere with their tasks. They co-operate effectively in pairs and small groups. They make good progress in independent learning skills and they take responsibility for their learning in a mature way.

Nearly all pupils listen attentively in lessons and respect each other's contributions and consider them carefully. When discussing as a whole class, many pupils offer responses to teachers' questions with increasing confidence and maturity. However, in a minority of lessons, pupils do not contribute at greater length and elaborate in order to explain in detail or justify their viewpoints. Many pupils use the appropriate tone when contributing orally and most pupils' quality of expression is clear. A strong feature is the clear progress that pupils make in specific vocabulary and subject terms. Nearly all pupils discuss together effectively with their peers when working together on group tasks.

The way in which pupils use their reading skills regularly in lessons across the curriculum is a significant strength. Many pupils are able to glean specific information from different sources as part of their learning activities, and use it effectively to summarise the information for a range of purposes. This has a significant effect in terms of expanding their knowledge and developing their understanding of their work across the curriculum. Many pupils are able to discuss the characteristics of authors' techniques in literary works to a high standard in Welsh and English.

Pupils make clear progress in their ability to write at length and correctly for various purposes in Welsh and English. They also make appropriate use of their writing skills across an appropriate range of subjects. More able pupils write copiously, and show a high level of accuracy in their work. They are able to produce interesting creative pieces that show a good grasp of grammar and style techniques. Many pupils make effective use of redrafting skills in order to improve accuracy and content in their written work in a number of subjects.

Pupils develop a range of basic number skills, including measuring, data handling and solving numeracy problems effectively in their mathematics lessons. However, pupils use and develop their numeracy skills at an appropriate level in only a few subjects.

Pupils who receive additional support for literacy and numeracy make considerable progress. Pupils who have additional learning needs also make considerable progress in relation to their personal targets and they achieve well in their lessons. This is reflected in their success in the examinations at the end of key stage 4. A significant strength is the progress and achievements of pupils who are entitled to free school meals against expectations and their previous achievements. Pupils who join the school without competence in Welsh make rapid progress which enables them to participate fully in lessons across the curriculum.

### **Wellbeing: Excellent**

Nearly all pupils feel safe at the school and most of them are confident that the school deals very effectively with the few cases of bullying that arise. Most pupils have a sound understanding of how to keep fit and they are aware of the principles of eating and drinking healthily. The percentage of pupils who take part regularly in fitness, sports and leisure activities is high.

Nearly all pupils show respect and courtesy towards each other and towards adults. In lessons and around the school, standards of behaviour and self-discipline are high. Pupils take good advantage of the numerous opportunities to participate in educational activities outside normal school hours.

There have been very few temporary exclusions during recent years and there has not been a permanent exclusion for several years. Pupils' attendance levels have placed the school in the top 25% in four of the last five years in comparison with similar schools.

Pupils' participation in the school community is extensive and they are proud of its life and work. The way in which pupils at the school foster a strong commitment to the local community is a significant strength. They make valuable contributions through a wide and varied range of voluntary activities, including 'Communities First' and 'Antur Stiniog' projects, along with contributing to improving the local environment through the 'Green Town' initiatives. They raise large sums of money for local and national charities.

Through the activities of the school council, the nutrition committee and the 'Pupil's voice' sub-committee, pupils contribute their viewpoints about learning and teaching

at the school, including what characterises good teaching. They also contribute effectively to decisions about the school's environment and facilities, for example the programme of sports and leisure activities and outdoor activities.

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

A prominent feature of the provision is the homework clubs and the comprehensive programme of revision workshops and learning support sessions during the lunch hour and beyond normal school hours. The school also provides a range of leisure activities, along with specific sessions to improve subject skills and understanding outside normal school hours. Large numbers of pupils take advantage of these additional opportunities.

The school provides an appropriate curriculum in key stage 3, and takes advantage of courses for pupils aged between 14 and 16 in the local further education college in order to ensure a wide and balanced range of courses in key stage 4. The work-based education programme is extensive.

The way in which provision for literacy skills has been embedded in learning experiences across the subjects makes a significant contribution to pupils' standards and progress. Subjects apart from Welsh and English give pupils valuable opportunities to use and further develop literacy skills in a range of contexts. Opportunities for pupils to use a range of reading skills regularly in lessons are a strong feature of the work across the curriculum and have a significant effect on pupils' subject understanding and their motivation to learn.

The school makes appropriate progress in terms of planning on the basis of the national literacy and numeracy framework. Although opportunities to develop numeracy skills across the curriculum have been identified, this has not had enough of an effect on the range and challenge of learning experiences for numeracy across the subjects.

The school promotes the Welsh language and pupils' understanding of the Welsh dimension very successfully. In order to ensure language development across the subjects, the school rearranges some Year 7 groups according to their linguistic ability and makes extensive use of vocabulary and language booklets. The school plans carefully to ensure that there is increasing use of Welsh as a teaching medium for learners.

There is appropriate provision for developing pupils' knowledge and understanding of sustainable development and global citizenship.

**Teaching: Excellent**

The school is innovative in the way in which it keeps a close eye on the progress of groups of pupils and individuals and uses the information to address underachievement and ensure continuous progress.



Teachers create a supportive learning environment in lessons, which enables pupils to get on with their work and make progress. They have a good relationship with pupils, based on respect and encouragement, and have high expectations of them.

Teachers plan a series of co-ordinated learning activities for lessons, and many of them give pupils valuable opportunities to discuss and analyse examples and introduce vocabulary and terms in preparation for the main tasks. In many lessons, extensive opportunities for pupils to use and improve their literacy skills are a significant strength. At times, there is a lack of specific tasks to ensure an appropriate challenge for pupils at various levels of ability.

In most lessons, teachers make appropriate use of questions that encourage oral responses from pupils. However, in a few lessons, there is not enough use of more challenging questions which give pupils an opportunity to develop their ability to respond more extensively and to reason and exchange their ideas.

Teachers use a variety of assessment strategies effectively to develop pupils' skills and to ensure that they understand how to improve their work. A consistent feature in the lessons is pupils' effective use of success criteria to assess each other's work meaningfully. In many subject departments, use of an initiative such as language cards and comments sheets ensure that pupils revisit their work to pay attention to a specific aspects. Pupils have useful opportunities to improve the content and language accuracy in their work by redrafting.

The detail of arrangements to track progress is a sector-leading aspect. As a result, challenging targets are set for a range of aspects of all pupils' achievement and wellbeing. Progress is monitored precisely and results in further action as necessary at individual pupil or group level. In addition, monitoring progress at subject level and also specific aspects of key stage 4 courses result in initiatives such as subject seminars to improve skills and knowledge.

Reports to parents include clear information about pupils' progress against their targets.

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

The school gives extensive attention to identifying the obstacles to learning as a result of the area's social deprivation and the background of a proportion of pupils. The comprehensive strategy in this regard is key to its success. A core part of the strategy is the way in which the school collects detailed information about individual pupils' backgrounds and uses it to plan a range of specific interventions in order to address any obstacles to learning. It has comprehensive systems to track progress in aspects of pupils' academic and personal development.

The school develops pupils' awareness of healthy eating and drinking and healthy lifestyles. There is appropriate provision for pupils' social, moral, spiritual and cultural development. The opportunities given to pupils to undertake Welsh and community cultural activities are a prominent strength, and promote pupils' wellbeing and their participation in the life of the local community.

The school has effective systems to promote high levels of attendance, including partly paying the costs of employing a welfare officer on the site to work with pupils and parents. This has led to a reduction over time in the numbers of pupils who miss school regularly. The 'Yn ein Blaenau' group, which is led by the school, is an example of progressive multi-agency co-operation in order to work with families and young people to reduce levels of anti-social behaviour in the school and the community.

The school uses information from partner primary schools effectively to arrange early intervention for pupils who have additional learning needs. Systems to monitor progress and provide support for these pupils ensure wide and balanced experiences. Parents of pupils who have additional learning needs are included fully in arrangements for planning and reviewing progress.

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

### **Learning environment: Excellent**

The school is a supportive community that promotes mature values and attitudes and respect among pupils very successfully, in line with its motto, namely 'laying foundations for the future in a homely atmosphere'.

It is an inclusive school and pupils have a variety of opportunities that help them to make progress and develop into complete individuals who participate fully in the local community. It ensures that pupils make progress, regardless of their background or particular needs, and this is core to its success and the high outcomes that it achieves. For example, the school helps to ensure a high level of participation by pupils and their parents by offering free transport to events, as well as for activity such as the homework clubs.

Buildings, facilities and learning resources provide a stimulating learning environment. The building, toilets and site are maintained to a high standard.

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

The strategic headteacher's innovative leadership, with the effective support of other members of the senior management team, has had a significant effect in terms of raising standards. Improvement in many performance indicators is at a higher rate than nationally. A key part of improvement in the main performance indicators has been addressing the national priority of reducing the effect of deprivation.

The school's strategies for meeting the needs of specific pupils, including a high level of support, have made a significant contribution to ensuring high outcomes. In addition, leadership has addressed the other national priorities thoroughly, such as raising standards of literacy, as well as reducing the variation in aspects of teaching and assessment across the school.

The senior management team convey their aspirations very successfully to all stakeholders at the school, including pupils, parents and the local community. The school has high expectations and challenging targets to attain.

The school has effective management structures and committees, including thorough systems for ensuring the accountability of middle managers. Leaders at all levels use a wide range of data thoroughly in order to monitor performance. Subject departments ensure that thorough data interpretation to the level of individual pupils results in targeting additional support as necessary

The governing body has a clear understanding of its roles, and ensures an appropriate balance between supporting and challenging the school. Beneficial links between members of the body and various departments and areas at the school deepen the body's knowledge of the school's work. Governors are an active part of producing the school development plan and they have specific responsibilities for monitoring the implementation of objectives.

### **Improving quality: Excellent**

The school has comprehensive, high quality self-evaluation processes. This means that managers at every level have a thorough awareness of the school's strengths and areas that need to be improved. As a result, the whole school self-evaluation report summarises the school's performance precisely and thoroughly. Similarly, there is consistency across departmental self-evaluation reports in terms of the content of detailed evaluations of a high standard.

The senior management team has planned a detailed calendar of activities that focus on collecting direct current evidence in order to be able to raise and maintain high standards. At all levels, leaders use a range of sources in order to analyse data in detail precisely and thoroughly. For example, at a departmental level, leaders analyse the answers to every examination question in detail in order to ensure that they understand fully where they need to provide additional support for pupils.

Leaders at all levels observe lessons on a termly basis and produce useful reports with clear recommendations to improve aspects of teaching. A strong feature is the time allocated to conduct a professional discussion immediately after the observation. Similarly, leaders at all levels scrutinise pupils' work carefully to improve standards and assessment. The senior management team share the findings of the monitoring cycles effectively in summative reports in which good practices and priorities for improvement are identified.

On all levels, teachers use feedback from pupils' questionnaires effectively when planning for improvement. In addition, the school listens to parents' opinions carefully, produces an action plan on the findings and reports back to them in a progressive way on the actions.

The school improvement plan arises directly from the self-evaluation and has ambitious targets to maintain the high expectations within the school. It is a very effective document, with clear strategies, purposeful resources, time limits and

measurable targets. Similarly, consistency of planning for improvement on a departmental level is a significant strength.

### **Partnership working: Excellent**

A strong partnership between school and home is one of the school's strongest features. There are effective communication systems between the school and parents, including extensive use of text messages for a number of purposes such as congratulating individuals, and notices about important deadlines for pupils. There is an interesting magazine for parents, with a prominent space for feedback by the school on the results of parent questionnaires. The "Pwy Faga Blant?" group promotes the participation of parents, including parents of more vulnerable pupils very effectively, ensuring a robust partnership to address obstacles to effective learning.

The school works closely with partner primary schools to share resources, share good practices and co-operate. The catchment area's language and vocabulary booklet is a progressive example of co-operation to raise the quality of pupils' Welsh in the area.

In order to expand subject provision for pupils, especially in the area of vocational subjects, there is a successful partnership with other secondary schools and the local college. The school has effective arrangements in place to ensure the quality of joint provision and receive information about their pupils' progress.

The school works extensively in partnership with the local community. Initiatives such as 'Antur Stiniog', 'The Green Town' and the 'Fair Trade' group and lunch for the elderly boost pupils' skills and widen their horizons effectively.

Employers in the area are valuable partners for the school. They provide work experience placements and offer an interview service to pupils in Year 11.

The school has an appropriate link with initial teacher training institutions.

### **Resource management: Excellent**

As result of the continuous focus on raising standards, the school is a strong learning community. There are specific objectives that focus on raising standards and appropriate time limits to inform the work of the school's four professional learning communities. This leads to sharing good practices, which in turn ensures a high standard of continuity of implementation, especially in aspects such as assessment and developing literacy skills.

The school invests extensively in its teaching staff and assistants. Valuable support is given to teachers who teach outside their main area, newly qualified teachers and those who need specific support. The school makes innovative use of assistants during normal school hours and beyond, especially in connection with holding homework clubs and revision sessions. Training for middle leaders and guidance on observing lessons has made an important contribution to the effectiveness of the school improvement arrangements.

Performance management arrangements are thorough, and improvement targets that arise from these link clearly to the school's priorities. Sharing good practices among teachers is a strong feature. The school also contributes extensively to sharing practices with other secondary schools, both locally and nationally.

The strategic headteacher and governors plan the use of the school's budget carefully.

The school offers excellent value for money.

## Appendix 1

### Comments on performance data

In key stage 3, the school's performance in the core subject indicator shows a pattern of improvement over the last four years. In three of the last four years, performance has been above the averages for the family and has placed the school among the top 25% of similar schools in terms of levels of free school meals. In 2013, performance was significantly higher than expectations. The school adds significant value, considering the pupils' achievements at the end of key stage 2.

Performance in English in key stage 3 has generally been below the family average over time until 2013 at the expected level and the higher levels. Performance at the expected level has placed the school either in the top 25% or the higher 50% in two of the last four years. In Welsh, performance at the expected level has placed the school in either the top 25% or the higher 50% in two of the last four years. At the higher levels, achievements have generally been above the averages for the family. Mathematics and science results have been mostly higher than the averages for the family over time and have placed the school either in the top 25% or the higher 50% in comparison with schools that have similar levels of entitlement to free school meals.

There is no significant gap between the achievements of girls and boys across the indicators in key stage 3.

The achievements of pupils who are entitled to free school meals in the core subject indicator in key stage 3 have shown a pattern of significant improvement over the last five years.

In key stage 4, there has been a significant pattern of improvement in almost all indicators between 2010 and 2013, especially in the level 2 threshold. As in key stage 3, the school adds considerable value over time in almost all indicators, especially on the basis of pupils' achievements at the end of key stage 2.

In 2012 and 2013, the school's performance in the core subject indicator has been above the family average and has placed the school in the top 25%, following a period when the school was in the lower 50% in the previous two years. There has been a similar pattern in the level 2 threshold including Welsh or English, and mathematics, and in the capped points score. Performance in the level 1 threshold and the level 2 threshold has been above the family average and has placed the school mostly in the top 25% over the last three years.

There has been a clear pattern of improvement, mostly in the individual core subjects individually, especially in science. Performance at level 2 in English was lower than the family average and placed the school in the bottom 25% between 2010 and 2012, before it rose to the higher 50% in 2013. In Welsh, pupils' achievements at level 2 are mostly above the family average and placed the school in the higher 50%, before it rose to the top 25% in 2013. Performance in mathematics at level 2 has risen above the family average and has placed the school in the top 25% or higher

50% in the last two years, after a period in which the school was in the lower 50% or the bottom 25% in the previous two years. In science, performance has raised the school to the top 25% in 2012 and 2013. At level 1, performance across the core subjects generally compares favourably with the average figures for the family.

In general, there is no significant gap between the achievements of boys and girls, except in the level 2 threshold including Welsh or English and mathematics.

In 2012, there was a considerable increase in the gap between the achievements of the group of pupils who receive free school meals in comparison with the remainder of the cohort at the level 2 threshold including Welsh or English and mathematics. At the level 1 threshold, these pupils achieved as well as the remainder of the cohort in 2011 and 2012 and at the level 2 threshold in 2012.

No pupils have left statutory full-time education without a recognised qualification in the last two years.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

#### Secondary Survey (All Pupils)

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	101	82 81%	19 19%	0 0%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		43%	52%	3%	1%	
The school deals well with any bullying	99	61 62%	33 33%	5 5%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	58%	14%	2%	
I have someone to talk to if I am worried	101	72 71%	28 28%	1 1%	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	101	69 68%	31 31%	1 1%	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	101	85 84%	16 16%	0 0%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	8%	2%	
I am doing well at school	101	55 54%	44 44%	2 2%	0 0%	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	101	67 66%	32 32%	2 2%	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	101	49 49%	43 43%	9 9%	0 0%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	101	81 80%	20 20%	0 0%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	46%	7%	1%	
Pupils behave well and I can get my work done	101	35 35%	61 60%	5 5%	0 0%	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	101	68 67%	23 23%	10 10%	0 0%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	50%	17%	4%	
The school listens to our views and makes changes we suggest	99	61 62%	31 31%	7 7%	0 0%	Mae'r ysgol yn gwranddo ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
		16%	54%	25%	5%	
I am encouraged to do things for myself and to take on responsibility	101	72 71%	28 28%	1 1%	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	100	71 71%	28 28%	1 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	101	67 66%	30 30%	2 2%	2 2%	Mae'r staff yn fy mharchu i a'm cefndir.
		37%	54%	7%	2%	
The school helps me to understand and respect people from other backgrounds	101	73 72%	28 28%	0 0%	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	43	23 53%	16 37%	4 9%	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	19	11 58%	7 37%	1 5%	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%	6%	

## 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.	187	102 55%	80 43%	3 2%	1 1%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	4%	1%		
My child likes this school.	186	90 48%	84 45%	10 5%	1 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.	187	90 48%	92 49%	4 2%	0 0%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		49%	45%	3%	1%		
My child is making good progress at school.	185	96 52%	83 45%	5 3%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	185	61 33%	96 52%	13 7%	3 2%	12	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	55%	11%	3%		
Teaching is good.	183	95 52%	83 45%	4 2%	0 0%	1	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	187	131 70%	55 29%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		51%	45%	2%	0%		
The homework that is given builds well on what my child learns in school.	187	86 46%	89 48%	7 4%	0 0%	5	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.	183	77 42%	76 42%	20 11%	1 1%	9	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.	187	86 46%	95 51%	3 2%	1 1%	2	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.	187	104 56%	78 42%	3 2%	0 0%	2	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'.		182	77 42%	83 46%	4 2%	2 1%	16	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
			32%	46%	7%	2%		
I am kept well informed about my child's progress.		186	90 48%	88 47%	8 4%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
			34%	50%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.		187	93 50%	88 47%	4 2%	1 1%	1	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.		187	68 36%	101 54%	14 7%	0 0%	4	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.		185	81 44%	99 54%	2 1%	0 0%	3	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.		182	61 34%	94 52%	10 5%	0 0%	17	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.		187	104 56%	77 41%	4 2%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
			35%	50%	9%	2%		
The school is well run.		186	107 58%	71 38%	5 3%	0 0%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
			40%	48%	5%	2%		

## Appendix 3

### The inspection team

Iolo Dafydd	Reporting Inspector
Simon Davies	Team Inspector
Bethan Whittall	Team Inspector
Dylan Jones	Lay Inspector
Christine Williams	Peer Inspector
Eleri Moss	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.