



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 Dyffryn Nantlle
Ffordd Y Brenin
Penygroes
Gwynedd
LL54 6RL**

Date of the report: January 2015

by

**Estyn, Her Majesty's Inspectorate for Education and
Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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

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

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Context

Ysgol Dyffryn Nantlle is a naturally bilingual community comprehensive school for pupils aged between 11 and 18 years. It is maintained by Gwynedd local authority. At present it has 488 pupils, including 69 students in the sixth form.

The school is situated in the village of Penygroes and serves the village and the surrounding rural area. Thirteen point four per cent (13.4%) of pupils are eligible for free school meals, which is lower than the national percentage of 17.5%. Zero point four per cent (0.4%) of pupils live in the 20% most underprivileged areas of Wales. No pupils receive support to learn English as an additional language.

The school admits pupils from the full ability range. Three per cent of the pupils have a statement of special educational needs, which is a little higher than the national average. In addition, 17% of pupils have additional learning needs.

Eighty-four per cent of pupils come from homes in which Welsh is the main language of the household. Nearly all pupils are able to speak Welsh to first language level and are following a Welsh course.

The headteacher in charge has been in the role since January 2014. The senior management team also includes a deputy headteacher and an assistant headteacher.

The individual school budget per pupil for Ysgol Dyffryn Nantlle in 2014-2015 is £4,785. The maximum per pupil in secondary schools in Gwynedd is £5,517 and the minimum is £4,066. Ysgol Dyffryn Nantlle is in seventh position of the 14 secondary schools in Gwynedd in terms of the school budget per pupil.

Summary

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

Current performance

Strengths in the school's current performance include:

- A trend of improvement in standards in key stage 3
- Good behaviour by most pupils
- Performance in the sixth form
- A wide range of options for pupils in key stage 4 and the sixth form
- Attendance levels that have improved during the last four years and that are now very good

However, it is judged that performance is unsatisfactory because:

- Performance in key stage 4 has been consistently considerably lower than the performance of similar schools, except in 2013
- In about half the lessons, pupils do not make enough progress
- Provision for more able and talented pupils has not been developed sufficiently
- Pupils do not play a prominent enough role in school life
- Provision for literacy and numeracy is not effective enough to ensure consistency across the subjects
- The content of the majority of reports to parents is too superficial
- The quality of teaching varies too much
- The progress tracking system is not effective enough to challenge underperformance

Prospects for improvement

The school's prospects for improvement are unsatisfactory because:

- The acting headteacher's vision is not conveyed effectively enough to the whole staff because of a lack of communication on a number of levels
- The quality of leadership at all levels is too varied
- The senior management team have too many responsibilities, including administrative responsibilities, and they do not have enough time to prioritise strategically
- Middle leaders do not focus sufficiently on improving the quality of teaching and raising standards in their departments
- Governors have only recently established a quality monitoring committee to discuss and challenge underperformance
- The performance management process is not effective enough to hold staff to account
- The school has not made enough progress against most of the recommendations in the last inspection
- Most staff do not have current job descriptions
- The continuous professional development programme is ineffective

Recommendations

- R1 Raise standards in key stage 4
- R2 Improve the quality and consistency of teaching and assessment
- R3 Strengthen and ensure consistency in the provision for literacy, numeracy, and information and communication technology (ICT) skills, and for more able and talented pupils
- R4 Develop the role of leaders at all levels so that they undertake their strategic responsibilities fully
- R5 Strengthen the continuous professional development programme for staff and ensure that there is more focus on improving learning and teaching and the quality of leadership
- R6 Improve pupils' and parents' contribution to decisions at the school

What happens next?

In line with the Education Act 2005, HMCI is of the opinion that special measures are needed in relation to this school. The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress every term.

Main findings

Key Question 1: How good are outcomes?

Unsatisfactory

Standards: Unsatisfactory

Although performance in key stage 4 in many indicators has improved during the last four years, the school's performance continues to compare less favourably with the performance of similar schools. In 2014, performance in many indicators was below the average for the family and placed the school in the bottom 25% of similar schools in terms of the percentage of pupils who are eligible for free school meals. In general, except in 2013, pupils do not achieve well enough during their time at the school, especially in the indicators that include mathematics.

In 2014, performance in the indicator that includes five GCSEs at grades A*-C, including Welsh or English and mathematics, has declined in comparison with performance in 2013. Although performance in this indicator has risen a little since 2011, performance in every year except 2013 has placed the school in the bottom 25% of similar schools in terms of the percentage of pupils who are eligible for free school meals. During recent years, performance has also been lower than the average for the family.

Over the last four years, performance in the indicator that includes a wide range of qualifications has improved but the progress has been less than the national increase. Performance in three of the last four years has placed the school in the lower 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals. Performance has been lower than the average for the family in each year.

Over the last four years, the proportion of pupils who achieve grades from A*-C in English or Welsh, mathematics and science in combination has been inconsistent and there is no clear pattern of improvement. In 2014, performance in this indicator is considerably lower than the average for the family. The school's performance in three of the last four years has placed the school in the bottom 25% of similar schools in terms of the percentage of pupils who are eligible for free school meals. Performance in the individual core subjects has varied. The best progress has been seen in Welsh and science. However, performance in mathematics, except in 2013, has been consistently lower than the average for the family and the national average.

In recent years, all sixth-form students have attained the level 3 threshold. During this period, the sixth form's wider average points score has risen and is consistently higher than the average for the family and the average for Wales.

After Year 11, most pupils remain in full-time education, employment or training.

In key stage 3, performance in the core subject indicator and the core subjects individually at level 5 or higher shows a trend of improvement. Performance at level 6 or higher and level 7 or higher shows a more mixed picture.

In key stage 3 and key stage 4, there is a gap between the performance of boys and that of girls in many indicators. However, in key stage 4, in a minority of indicators, the gap between the performance of boys and girls is not as obvious because of girls' underachievement in addition to that of boys.

In key stage 3, the achievement of pupils who are eligible for free school meals shows a trend for improvement in many indicators. However, in key stage 4, the picture is more varied. Although the performance of this group of pupils has improved in many indicators during the last two years, this group of pupils do not achieve as well as the same group of pupils in similar schools.

In about half of lessons, pupils across the ability range make good progress. They are able to recall previous learning effectively and develop new subject knowledge and understanding skilfully. In the majority of lessons, many pupils work together successfully and show obvious motivation towards their learning. They work effectively in groups and pairs and discuss tasks appropriately. Many pupils listen attentively to the teacher's instructions and to comments and responses from their fellow pupils. However, where classroom management is less effective, a few pupils lose interest in their work.

Many pupils are prepared to contribute orally but only a minority offer extended answers. A minority of pupils have comprehensive vocabulary and they express an opinion confidently. In a few lessons, pupils lack confidence, they are quiet, and avoid contributing orally. They are not wholly independent workers and tend to depend too much on the teacher's guidance.

Many pupils' reading skills are robust; however, they do not practise reading aloud in front of the class regularly enough. A majority read confidently, but a few read quietly and have problems expressing themselves appropriately. Many are able to glean appropriate information from texts, in addition to labelling and annotating texts and arranging their ideas suitably. A minority of higher ability pupils are able to offer extended responses when analysing and interpreting information from various sources and texts.

There is a suitable structure to many pupils' written work, and a sound awareness of the purpose of the task and how to plan effectively to ensure that the content and style are appropriate to the audience. The majority of pupils have appropriate subject vocabulary but the more able pupils' vocabulary is richer. There are too many spelling and grammatical errors in the written work in English of pupils across the ability range. In Welsh, pupils' writing skills are more robust. However, less able pupils' writing skills are still less developed. In a minority of subjects, pupils do not write at length often enough because of overuse of worksheets.

In a few subjects, pupils practise and develop their problem-solving skills effectively. However, they do not practise these skills often enough.

Pupils use a suitable range of numeracy skills in a few subjects across the curriculum. Most pupils are able to produce graphs and read simple scales. However, a minority have problems when producing and labelling graphs correctly and lack confidence when using the four rules of number accurately.

The majority of pupils gain the ICT qualification at level 2 and at the end of key stage 3. However, the majority of them do not use their ICT skills often enough across the curriculum. Rather than practising higher ICT skills, pupils tend to undertake basic tasks such as word processing or searching for information on the internet.

Wellbeing: Adequate

Most pupils feel safe at school and many feel that the school deals effectively with any bullying. Many pupils have positive attitudes towards keeping healthy. About half of pupils attend clubs and activities to promote fitness regularly, for example climbing and orienteering clubs.

Attendance at the school is very good and there is a trend of improvement in pupils' attendance rates. Attendance figures for 2013-2014 place the school in the top 25% of similar schools in terms of the percentage of pupils who are eligible for free school meals. The attendance of pupils who are eligible for free school meals has risen consistently over recent years and, in 2013-2014, it was higher than the average for the family for this group of pupils. The percentage of pupils who are absent regularly has decreased gradually over the last four years and is now low.

Most pupils behave well in lessons and around the school. Many show a willingness to work hard and contribute suitably during lessons. Many arrive at lessons punctually. However, the nature of the site means that a few pupils are late for lessons.

Since September 2014, the pupil's voice has been a more apparent aspect at the school. The school council and focus groups express an opinion regularly about aspects of school life, for example the nature of homework, school uniform and lunchtime arrangements. However, pupils' role in contributing to decisions has not been developed sufficiently. The school council does not play a prominent part, for example, in appointing staff, evaluating learning and teaching and producing whole-school policies.

All pupils in key stage 4 and the sixth form follow the Welsh Baccalaureate Qualification, which promotes co-operation effectively and ensures that they play a prominent role in the local community. Older pupils play a valuable role in the school community and shoulder responsibilities such as leading the school Eisteddfod and contributing to the 'papur bro' (local paper).

A minority of pupils do not work independently enough to develop their self-reliance.

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

The school provides a suitable curriculum that provides relevant experiences for most pupils. However, in general, provision for more able and talented pupils has not been developed sufficiently.

Appropriate time is given to deal with the requirements of the National Curriculum. The school provides a wide range of options for key stage 4 and the sixth-form. However, provision for religious education in key stage 4 is not appropriate.

Apart from physical education activities and homework clubs, there is an appropriate range of cultural and artistic activities.

The school has mapped provision for literacy and numeracy across the curriculum. However, the school has not embedded opportunities among and across the subjects in both areas. Overall, the provision does not ensure sufficient progression for pupils. As a result, they tend to practise a limited range of skills.

Provision for the Welsh language is good and there is a Welsh ethos in all the school's life. The school Eisteddfod is a prominent and valuable part of the school's Welsh life. The Cwricwlwm Cymreig receives suitable attention across the curriculum, for example within units of work on the area and local artists.

The school has taken steps to improve sustainability and save energy. Provision for the Welsh Baccalaureate Qualification in key stage 4 and the sixth form is a valuable way of promoting a number of aspects of citizenship. A few key stage 3 pupils, in the 'Addysg Wledig Egniol' (AWE) (Energetic Rural Education) group, have the opportunity to take part in Keep Wales Tidy projects and learn about the importance of recycling and caring for the environment.

Teaching: Adequate

Most teachers develop an effective and supportive working relationship with pupils. In many lessons, teachers are strong language models and the aims of the lesson interweave appropriately with the activities that have been planned and pupils' previous learning.

In about half the lessons, there is interesting and imaginative use of up-to-date resources to stimulate pupils and maintain their interest. In these lessons, teachers display enthusiasm for the subject and this has a positive effect on pupils' attitudes. Planning is detailed and skilful in order to ensure that tasks provide sufficient challenge to most pupils across the ability range. Questioning probes and extends pupils' understanding and there is a suitable pace to the lesson. Effective use is made of up-to-date information to gain pupils' interest. During lessons, teachers provide beneficial opportunities for pupils to develop literacy skills and to be independent learners.

However, variation in the quality of teaching within departments and across the school limits the effect of the best teaching.

In about half of the lessons, in which teaching is not as sound, planning is not effective enough to ensure that tasks meet the needs of pupils from across the ability range. In a significant minority of lessons, teachers' expectations of pupils across the ability range are too low and this affects pupils' achievement and progress. The pace of lessons is too leisurely and teachers' questioning does not extend pupils' understanding sufficiently. In addition, the nature of tasks is too limited to develop pupils' writing and numeracy skills fully.

In the majority of lessons, teachers provide useful oral feedback for pupils, which supports their learning well. Teachers' marking is up-to-date and, in a minority of departments, there is feedback of very high quality that provides clear guidance for pupils on what needs to be done to improve their work. In a very few departments, there is an effective dialogue between the teacher and pupils to support learning. In these cases, pupils respond positively to the teacher's feedback and adapt their work appropriately. However, there is too much inconsistency in the quality of teachers' marking across the school in order to have a sufficient effect on pupils' achievement.

Arrangements for tracking progress are not effective enough to challenge underperformance. Although the school has adapted aspects of the progress tracking system, it is too early to see the effect on pupils in key stage 4. Since January 2014, the school has begun to track the performance of groups of pupils in more detail in order to identify cases of underachievement and produce appropriate support and intervention. Tracking progress is not a regular enough part of the work of middle leaders.

There is too much inconsistency in the quality of reports for parents. The content of the majority of them is too superficial and they do not offer enough guidance for parents and pupils on a pupil's successes and specific areas to be improved.

Care, support and guidance: Adequate

Care, support and guidance are one of the school's strengths. Provision for health and wellbeing is good and provision for spiritual, moral, social and cultural development is robust. Morning sessions provide beneficial opportunities for pupils to reflect. The personal and social education programme provides interesting and relevant experiences for pupils.

The school makes appropriate arrangements for promoting eating and drinking healthily. There is beneficial co-operation with Careers Wales. As a result, pupils in key stage 4 and the sixth form receive useful guidance to help them with decisions about options and courses.

Good behaviour is promoted regularly at the school and effective procedures are in place to deal with the rare cases of misbehaviour in lessons.

The school works successfully with parents and the welfare officer to raise pupils' attendance. Leaders of key stages have a positive influence on promoting pupils' wellbeing. However, their role in terms of tracking progress and analysing data has not been developed fully in order to challenge underachievement effectively.

Provision for additional learning needs at the school is appropriate. Results of standard tests are used to identify individuals' needs and suitable intervention is provided for pupils who need literacy support. The school has not acted quickly enough to improve provision for supporting and improving the numeracy skills of pupils who have additional learning needs. Pupils contribute appropriately to producing individual education plans and a summary of the targets in the plans is shared with specific teachers. However, targets are not detailed enough to provide sufficient guidance for teachers in the classroom.

Assistants provide effective support for pupils during additional sessions and in the classroom.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern. However, the school's attention was drawn to a very few health and safety issues.

Learning environment: Adequate

The school has an inclusive ethos in which all pupils have an equal opportunity to undertake activities across the curriculum. The school has appropriate policies and procedures to promote equality and they are implemented appropriately. The school has a valuable ethos, which is based on pupils' wellbeing. Appropriate emphasis is placed on respect and celebrating diversity.

Attractive displays celebrate pupils' successes along the corridors and in classrooms. The school has plenty of learning resources which are of a good standard. The school makes regular use of the resources at Plas Silyn Leisure Centre to enrich sports provision. However, it does not use the resource fully to ensure pupils' hygiene at the end of physical education lessons on school grounds.

The quality of a few of the toilets does not meet requirements in terms of hygiene.

The school building and some of the furniture are old, but the maintenance work, inside and outside, is good and the building is safe.

Key Question 3: How good are leadership and management	Unsatisfactory
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Leadership: Unsatisfactory

During the last 18 months, leaders and staff at the school have faced an unstable period. Following the headteacher's resignation, a new senior management team was established in January 2014. The current senior team includes an acting headteacher, a deputy headteacher and an assistant headteacher. Uncertainty about the school's leadership has had an effect on leaders' ability to plan and prioritise in the long term. During this period, the deputy headteacher and the assistant headteacher have not received sufficient professional support to develop their leadership skills.

The senior management team has an appropriate vision that includes improving standards and strengthening the quality of teaching. However, the vision is not conveyed effectively enough to the whole staff because of a lack of communication on a number of levels.

Cutting back on the membership of the senior team has increased the workload of individuals considerably. This has reduced the team's effectiveness and the distribution of responsibilities amongst the senior team is inappropriate. Senior team members have too many responsibilities to operate strategically.

Recently, suitable processes have been established to ensure better accountability among leaders and processes are developing appropriately. All members of the senior team have suitable line management responsibilities. However, they do not hold middle managers to account thoroughly enough. The school's processes do not ensure that effective and early enough action takes place in cases of underperformance. The level of challenge presented is inconsistent.

Formal line management meetings are not held frequently enough with departments, and this is a cause for concern. Meetings that include all middle leaders are not held often enough to ensure consistency in the way in which they implement and monitor whole-school policies. Although there are frequent meetings between the meetings of the senior management team, there are no formal meetings between the headteacher and individual members of the senior team to give sufficient direction to these leaders.

The leadership skills of half of the subject leaders are good and they prioritise areas for development in their departments suitably. However, because of the variation in the effectiveness of subject leaders, there is inconsistency in the way in which teachers are held to account formally in order to raise standards of learning and teaching.

The school does not use effective procedures to manage teachers' performance. In most cases, there are no individual job descriptions and, as a result, staff cannot be held to account. Performance management objectives focus appropriately on raising standards and improving the quality of teaching. However, in most cases, these objectives are not challenging enough. Subject leaders are not able to hold members of their departments to account through this process because the performance management objectives have been decided between the senior management team and individuals.

Membership of the governing body has changed since September 2014 and, as a result, better awareness is seen in the level of challenge that faces the school and the important aspects that need to be prioritised. Recently, a suitable quality monitoring sub-committee has been established by the body, which has ensured access for governors to a wider range of information about standards and provision at the school. Each member of the governing body is linked appropriately to a specific department. However, at present, governors do not challenge departments thoroughly enough in terms of the standards that are achieved and the quality of teaching. They are supportive of the school and, recently, they have taken more robust steps to develop their role as critical friends. Governors have a sound understanding of the school's performance.

The school has not responded quickly enough to national priorities. For example, it has not made enough progress towards meeting the statutory requirements of the Literacy and Numeracy Framework. Only recently has the school responded more strategically to reduce the effect of deprivation on pupils' achievement.

Improving quality: Unsatisfactory

The school has an appropriate range of purposeful activities in order to ensure quality and self-evaluation. The senior management has strengthened the

self-evaluation process recently to ensure that activities have a robust focus and nature. The changes have contributed to improvements in important areas, such as pupils' attendance, but the senior management team has not succeeded in raising standards or in improving the standard of teaching. The senior team has not done enough to raise standards in departments that have underperformed over a number of years.

In a short period of time, the senior management team has honed an appropriate programme of self-evaluation activities, including observing lessons, scrutinising books, regular departmental meetings and analysing performance data

The whole-school self-evaluation report is detailed and evaluates a number of aspects of the work of school life. The report includes comprehensive data analysis and outlines many of the strengths and areas to be improved. However, a number of the departmental reports are too descriptive and identify processes, rather than evaluating the effect of provision. Reports do not pay enough attention to the quality of middle management, to the standard of teaching, or to the underperformance of a minority of departments over a number of years.

There is an appropriate link between the school development plan and departments' development plans. Development plans are based appropriately on the school's three main priorities. However, school and departmental improvement plans include too many areas to be improved. As a result, there is not enough focus by the school on the important areas to be improved, including the standard of teaching, raising standards in key stage 4 and strengthening provision for skills. Although there are appropriate targets in the development plans, a number of them are not specific, challenging or measurable enough. Actions are not specific enough to address a minority of the important weaknesses in the school's performance.

The school has strengthened systems to collect pupils' opinions on the school's work. Focus groups and questionnaires are beginning to contribute to the self-evaluation process. Similarly, the school has held a few beneficial meetings to seek the opinion of a few parents. However, the school does not do enough to ensure that pupils' and parents' opinions influence the findings of self-evaluation, or on the plans to improve important areas of the school's work.

The school has not made enough progress in most of the recommendations of the last inspection. Self-evaluation systems have improved recently, but there are obvious shortcomings in standards in key stage 4. In addition, there is too much inconsistency in the quality of teaching and middle management.

Partnership working: Adequate

The school has established a number of suitable partnerships that enrich provision and pupils' experiences. There is an effective partnership with other schools to maintain a wide range of subjects in key stage 4 and the sixth form. A partnership with the local further education college offers a wide range of vocational courses in key stage 4. The partnership contributes to the number of pupils who attain the level 1 threshold and the level 2 threshold. On the whole, these partnerships expand opportunities for pupils and provide subjects that the school would not be able to offer cost effectively. The school has appropriate procedures to ensure the quality of provision offered by partners.

Partnerships with local employers are effective and help the school to prepare pupils for the world of work. 'AWE' pupils' links with the community create valuable opportunities for pupils to improve the environment and to develop personal and practical basic skills.

There are appropriate partnerships between the school and its partner primary schools to ensure that Year 7 pupils settle in quickly at the school.

The school has purposeful partnerships with parents. It offers a suitable range of opportunities for parents to visit the school to discuss their children's progress and to discuss the subjects that are available in key stage 4 and the sixth form. The school has fostered an open relationship with parents. However, it has not developed robust systems to strengthen parents' influence on aspects that affect teaching and their children's standards. As a result, this has affected the nature of the relationship between the school and a minority of parents.

The school uses relevant grants suitably in order to reduce the effect of poverty on pupils' attendance.

Resource management: Unsatisfactory

In general, the school is staffed appropriately in order to teach the curriculum. All members of staff have suitable qualifications, and nearly all teach their specialist subject and their second subject. Learning assistants contribute effectively towards the progress of pupils in their care. However, there is no appropriate structure to ensure that the senior management team receives appropriate administrative support.

The school has re-established professional working parties recently, which are beginning to respond suitably to matters such as developing provision for literacy, numeracy and thinking skills. To date, they have not had a direct effect on the quality of teaching or on standards. Arrangements in order to meet staff's continuous professional development needs and the school's priorities are ineffective.

Through appropriate monitoring by the administrative officer and the governors' finance sub-panel, the school reviews its costs regularly. The school has a small surplus at present. The sixth form is cost-effective.

The school uses the pupil deprivation grant to enable pupils who are eligible for free school meals to improve their attendance considerably. However, procedures have not had sufficient effect on achievement in key stage 4.

In the light of the unsatisfactory standards achieved by pupils, the school provides unsatisfactory value for money.

Appendix 1

Commentary on performance data

In key stage 3, the proportion of pupils who achieve the core subject indicator has increased over the last four years. Except in 2014, performance has placed the school among the higher 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals. However, except in 2013, performance in this indicator has been lower than the average for the family of schools.

Over the same period, there has been a little progress in the core subjects individually. Performance in Welsh at level 5 or higher has been higher than the average for the family in three of the last four years. However, this performance has placed the school among the lower 50% of similar schools during three of the last four years. In 2014, performance in English at level 5 is higher than the average for the family after three years of being lower than the family. However, performance between 2011 and 2013 placed the school in the higher 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals. Performance in 2014 places it among the lower 50%. Performance in mathematics at level 5 or higher has improved a little over recent years but has been lower than the average for the family in three of the last four years. This year, performance has placed the school in the higher 50% of similar schools for the second year in succession. Performance in science at level 5 or higher has improved and has been higher than the average for the family during the last two years. During the last two years, performance has placed the school in the higher 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals.

Performance at level 6 or higher in Welsh has been better than the average for the family in two of the last four years. In two of the last four years, performance has placed the school among the higher 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals. During the last four years, performance at level 6 or higher in English has been lower than the average for the family. Performance in every year has placed the school in the lower 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals. During the last three years, performance at level 6 or higher in mathematics has placed the school in the higher 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals. Performance has been higher than the average for the family in two of the last four years. In two of the last four years, performance at level 6 or higher in science has been higher than the average for the family. Performance in two of the last four years has placed the school in the higher 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals.

Although performance in key stage 4 in many indicators has improved during the last four years, the school's performance still compares less favourably with the performance of similar schools. In 2014, performance in many indicators is below the average for the family and places the school in the bottom 25% of similar schools in terms of the percentage of pupils who are eligible for free school meals.

Overall, except in 2013, pupils do not achieve well enough during their time at the school, especially in the indicators that include mathematics.

In 2014, performance in the indicator that includes five GCSEs at A*-C grades including English or Welsh and mathematics has declined in comparison with the 2013 performance. Although performance in this indicator has risen a little since 2011, performance in every year except 2013 has placed the school in the bottom 25% of similar schools in terms of the percentage of pupils who are eligible for free school meals. During recent years, performance has also been lower than the average for the family.

Over the last four years, performance in the level 2 threshold has improved, but the level of improvement has been lower than the national improvement rate. Performance in three of the last four years has placed the school in the lower 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals. Performance has been lower than the average for the family in each year.

Over the last four years, the proportion of pupils who gain A*-C grades in the core subject indicator has been inconsistent and there is no clear pattern of improvement. In 2014, performance in this indicator is significantly lower than the average for the family. The school's performance in three of the last four years has placed the school in the bottom 25% of similar schools in terms of the percentage of pupils who are eligible for free school meals.

Performance in the level 1 threshold has declined a little in 2014. After three years in the top 25% of similar schools, performance in 2014 has placed the school in the bottom 25% of similar schools. Performance has been higher than the average for the family in three of the last four years. Performance in the wider average capped points score has stayed fairly stable, except in 2013. Performance in two of the last four years has placed the school in the lower 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals. Performance has been lower than the average for the family in each year.

Overall, performance in English at level 2 has declined a little since 2011, placing the school in the lower 50% of similar schools during three of the last four years. It has been lower than the average for the family in each year. Performance in Welsh has improved since 2011 and, during the last two years, has placed the school in the higher 50% of similar schools and has been higher than the average for the family. Performance in science at level 2 has improved considerably. During the last two years, it has placed the school in the higher 50% of similar schools and has been higher than the average for the family. Performance in mathematics has improved a little since 2011; however, except in 2013, it has placed the school in the bottom 25% of similar schools, and has been lower than the average for the family in each year.

During recent years, all students in the sixth form have attained the level 3 threshold. During this period, the sixth form's wider average points score has risen and is consistently higher than the average for the family and the average for Wales.

In key stage 3 and key stage 4, there is a gap between the performance of boys and girls in many indicators. However, in key stage 4, in a minority of indicators, the gap between boys' performance and that of girls is not as obvious because of girls' underachievement in addition to that of boys.

In key stage 3, the achievement of pupils who are eligible for free school meals shows a trend of improvement in many indicators. However, in key stage 4, the picture is more varied. Although the performance of this group of pupils has improved considerably in many indicators during the last two years, this group of pupils do not achieve as well as the same group of pupils in similar schools. In 2014, the percentage of this group of pupils who gained the level 2 threshold, including Welsh or English and mathematics, has increased a little on performance in 2013 and is higher than the average for the family. Performance in the level 2 threshold has improved in 2013 and 2014 but is still lower than the average for the family. In 2014, pupils' performance in the level 1 threshold and the wider average capped points score has declined considerably and is lower than the average for the family. In 2014, the performance of pupils who are eligible for free school meals in the level 2 threshold for English and Welsh is very good and is considerably higher than the average for the family. Although there has been a very small improvement, performance is still lower than the average for the family. There has been considerable progress in the performance of this group of pupils in the level 2 threshold for science, but performance in 2014 is still lower than the average for the family.

Appendix 2

Stakeholder satisfaction report

Responses to the learner questionnaire

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

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	140		80	55	4	1	Rwy'n teimlo'n ddiogel yn fy ysgol.
			57%	39%	3%	1%	
			43%	53%	4%	1%	
The school deals well with any bullying	140		46	78	13	3	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			33%	56%	9%	2%	
			25%	58%	14%	3%	
I have someone to talk to if I am worried	139		56	66	15	2	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			40%	47%	11%	1%	
			38%	53%	8%	1%	
The school teaches me how to keep healthy	139		44	77	15	3	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			32%	55%	11%	2%	
			23%	57%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	140		66	66	7	1	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			47%	47%	5%	1%	
			45%	45%	9%	2%	
I am doing well at school	140		28	98	13	1	Rwy'n gwneud yn dda yn yr ysgol.
			20%	70%	9%	1%	
			32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	140		50	72	15	3	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			36%	51%	11%	2%	
			38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	140		35	78	22	5	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			25%	56%	16%	4%	
			20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	139		61	71	5	2	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			44%	51%	4%	1%	
			45%	47%	7%	1%	
Pupils behave well and I can get my work done	139		16	80	37	6	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			12%	58%	27%	4%	
			10%	57%	27%	6%	
Staff treat all pupils fairly and with respect	139		50	61	20	8	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			36%	44%	14%	6%	
			28%	51%	17%	4%	

	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	139	19 14%	74 53%	37 27%	9 6%	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	139	53 38%	79 57%	5 4%	2 1%	Rwy'n cael fy annog i wneud pethau drosod 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	139	46 33%	73 53%	14 10%	6 4%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
		35%	55%	9%	1%	
The staff respect me and my background	140	57 41%	75 54%	8 6%	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	128	39 30%	85 66%	4 3%	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	46	24 52%	19 41%	3 7%	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%	16%	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	28	3 11%	21 75%	4 14%	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%	51%	16%	6%	

Response to the parent questionnaire

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	109	28 26%	70 64%	5 5%	5 5%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	110	35 32%	65 59%	4 4%	6 5%	0	Mae fy mhentyn 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.	110	39 35%	63 57%	5 5%	2 2%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		49%	45%	3%	1%		
My child is making good progress at school.	108	34 31%	65 60%	8 7%	1 1%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	107	16 15%	65 61%	11 10%	4 4%	11	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	107	16 15%	66 62%	14 13%	6 6%	5	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	108	45 42%	47 44%	10 9%	0 0%	6	Mae'r staff yn disgwyl i fy mhentyn 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.	107	20 19%	63 59%	17 16%	2 2%	5	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		31%	53%	8%	2%		
Staff treat all children fairly and with respect.	110	24 22%	55 50%	15 14%	7 6%	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.	109	27 25%	70 64%	5 5%	0 0%	7	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	53%	7%	1%		
My child is safe at school.	110	37 34%	66 60%	5 5%	1 1%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		41%	52%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	98	21 21%	49 50%	10 10%	3 3%	15	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		32%	46%	7%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	106	22 21%	59 56%	20 19%	4 4%	1	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.	107	33 31%	61 57%	11 10%	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.	109	26 24%	56 51%	8 7%	4 4%	15	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		27%	50%	10%	2%		
The school helps my child to become more mature and take on responsibility.	105	25 24%	62 59%	7 7%	4 4%	7	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.	100	19 19%	49 49%	10 10%	3 3%	19	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.	109	13 12%	55 50%	22 20%	5 5%	14	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	49%	9%	2%		
The school is well run.	107	22 21%	60 56%	11 10%	5 5%	9	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

Appendix 3

The inspection team

Catherine Evans	Reporting Inspector
William Thomas	Team Inspector
Huw Collins	Team Inspector
Anwen Griffith	Team Inspector
Gwen Aubrey	Lay Inspector
Heather Lewis	Peer Inspector
Gwern ap Rhisiart	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms

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