



Report on

**Ysgol Gyfun Gymraeg Plasmawr
Pentrebane Road
Fairwater
Cardiff
CF5 3PZ**

Date of inspection: September 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Ysgol Gyfun Gymraeg Plasmawr is a Welsh-medium school that is maintained by Cardiff local authority, for boys and girls aged between 11 and 18 years. At present, there are 1,085 pupils on roll, of which 232 are in the sixth form.

The school is situated in Fairwater in Cardiff. The school serves the western side of the city and has a very wide catchment area. About 22% of pupils live in the 20% of most disadvantaged areas in Wales, and about another third come from the city's privileged residential areas. The remainder of pupils come from areas that are neither privileged nor economically disadvantaged.

Five point eight per cent (5.8%) of pupils are eligible for free school meals. This figure is much lower than the national average of 17.5%. Fifteen per cent of pupils are on the school's additional learning needs register, and about 1% have a statement of special educational needs. These figures are lower than the national averages.

About 48% of pupils come from Welsh-speaking homes and the remainder come from homes where only English is spoken. There are no pupils who receive support to learn English as an additional language. All pupils study examination courses through the medium of Welsh.

The headteacher was appointed to the post in September 2008 and the deputy headteacher was appointed in January 2009. The leadership team includes the headteacher, one deputy headteacher and six assistant headteachers.

The individual school budget per pupil for Ysgol Gyfun Gymraeg Plasmawr in 2014-2015 is £4,514. The maximum per pupil in secondary schools in Cardiff is £8,783 and the minimum is £4,127. Ysgol Gyfun Gymraeg Plasmawr is in 11th position of the 19 secondary schools in Cardiff in terms of the school budget per pupil.

Summary

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

Current performance

Good features in the school's work include:

- the performance of pupils in the sixth form;
- improvement in pupils' performance in GCSE English;
- effective teaching in many lessons;
- attendance levels that are consistently higher than in similar schools;
- the very good behaviour of almost all pupils;
- the special ethos that promotes equality and tolerance; and
- the school's success in promoting the use of Welsh among pupils.

However, performance is judged as adequate because:

- performance in key stage 4 in almost all the main indicators is consistently lower than in similar schools in terms of free-school-meal benchmarks;
- in a minority of lessons, pupils, especially the more able ones, do not make enough progress as a result of low levels of challenge in teaching; and
- the quality of feedback in marking varies too much within and across departments.

Prospects for improvement

It is judged that the prospects for improvement are adequate because:

- the senior management team has an agreed vision for the school, which focuses on improving pupils' standards and wellbeing;
- the school has appropriate systems for managing staff performance;
- the school has suitable processes for self-evaluation and planning for appropriate improvement;
- managers have a firm grasp of the school's strengths and many of the areas that need to be improved; and
- governors have a robust awareness of the strengths and areas to be improved.

However:

- the quality assurance systems are not thorough or incisive enough to promote improvements in the quality of teaching or standards;
- middle managers do not hold members of their departments to account formally enough;
- performance management targets are not measurable enough and the majority of them do not place enough emphasis on raising standards in key stage 4;
- leadership time is not always used efficiently enough; and
- not all members of staff's job descriptions are current.

Recommendations

- R1 Improve performance in key stage 4, especially in the indicators that include mathematics
- R2 Improve the quality of teaching across the school
- R3 Improve the rigour and quality of marking and feedback to pupils
- R4 Refine the structure of the senior management team to ensure efficient use of leadership time
- R5 Ensure that performance management targets place an emphasis on raising standards in key stage 4 and are measurable
- R6 Refine the lesson evaluation system so that it offers high expectations for the quality of teaching
- R7 Ensure that middle managers hold members of their departments to account formally
- R8 Update job descriptions for all members of staff

What happens next?

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

Estyn will invite the school to prepare a case study describing the excellent practice observed during the inspection.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

In key stage 4, since 2010, performance in the indicator that includes five GCSEs at grades A*-C including Welsh or English and mathematics, has shown a little progress. In comparison with other similar schools, this performance shows a mixed pattern but is close to expectations. Comparisons of performance in the indicators that include a wide range of qualifications are also mixed but are generally lower than expectations. Pupils make satisfactory progress on the whole between key stage 2 and key stage 4 in the main indicators.

In key stage 4, the gap between the performance of boys and girls is less than with the average in other similar schools in the majority of the five main indicators. In general, pupils who are eligible for free school meals make satisfactory progress against their targets in a range of key indicators, but achieve at a lower level than in other similar schools.

Since 2010, in key stage 3, performance in the core subject indicator has improved and shows a mixed performance in comparison with that in other similar schools.

In the sixth form, the school's results are consistently considerably higher than the figures for the local authority and the average for the whole of Wales.

In almost all lessons, pupils show positive attitudes towards their work and are keen to learn. Most pupils have good oral skills in Welsh and English. Many pupils make extensive use of the Welsh language and communicate socially along the corridors and on the yard. In the majority of lessons, pupils discuss productively in groups or pairs. They listen courteously to each other and respond constructively to other people's ideas.

In many lessons, most pupils make good progress in their subject knowledge and understanding. In these lessons, they recall previous learning appropriately and develop their thinking skills by applying their subject understanding in a range of different situations. In a very few lessons, pupils have high levels of motivation and make extremely good progress in their subject understanding and their skills. In these lessons, pupils work together productively when discussing complex concepts and justify their opinions in logical arguments. Pupils in these lessons have a very clear understanding of what needs to be done in order to improve their work.

In a minority of lessons, pupils lose interest in their work. In these lessons, pupils, especially the most able, do not make enough progress in their skills or their subject knowledge as a result of insufficient challenge in the teaching. In addition, in the majority of books, pupils do not respond to comments in teachers' marking. As a result, these pupils' work is not current and they do not learn effectively enough from their mistakes.

In many subjects, pupils write at length for a wide range of purposes and audiences. Many pupils have a wide subject and general vocabulary and the majority have an appropriate grasp of the rules of grammar and spelling. The most able pupils can express themselves eloquently orally and in writing. However, a minority of pupils do not arrange their work into paragraphs correctly enough and they make too many basic mistakes when writing. Most pupils read fluently and are able to glean appropriate information from a range of sources. The majority are able to apply this information logically when making predictions or explaining conclusions in research work. Over time, pupils who come to the school with weak reading skills make valuable progress in intervention groups.

Most pupils use their numeracy skills appropriately across the subjects. Most of them have a suitable understanding of how to produce sensible scales to plot graphs accurately and add best fit lines. However, they do not apply a wide enough range of numeracy techniques across the subjects.

Wellbeing: Excellent

Nearly all pupils feel safe at school and are confident that the school deals effectively with the few rare cases of bullying that arise. Most pupils have a sound understanding of how to keep fit and are aware of the principles of healthy eating and drinking. A high proportion of pupils take part regularly in beneficial activities to promote fitness in the 5x60 club, in addition to the school's sports teams. Many pupils take advantage of the numerous opportunities to participate in valuable educational and cultural activities outside normal school hours.

Nearly all pupils show respect and courtesy towards each other and to adults. In lessons and around the school, standards of behaviour and self-discipline are very high.

There have been very few temporary exclusions in recent years and there has not been a permanent exclusion for a number of years. Pupils' attendance levels have placed the school in the top quarter of similar schools according to free-school-meal benchmarks in two of the last four years.

Pupils' participation in the school community is comprehensive. The way in which pupils lead contemporary and innovative mentoring groups is a significant strength. This practice is sector-leading. They make valuable contributions through a wide and varied range of voluntary group activities, including 'mentoriaid academaidd Plasmawr' (Plasmawr academic mentors), 'cynghorwyr cam cyntaf' (first step counsellors) and 'darllenwyr ifanc Plasmawr' (Plasmawr young readers). These groups have a very beneficial effect on pupils' wellbeing. In addition, pupils benefit from being part of campaigning groups such as 'Merched Mentrus' (Enterprising Girls) to promote sexual equality, 'Bechgyn Bonheddig' (Noble Boys) to develop social skills, 'Digon' (Enough) to tackle homophobic attitudes, 'Balch' (Proud) to celebrate the school's multicultural society and 'Bwytywyr o bwys' (Important/weighty eaters) to promote the importance of a healthy diet.

Through the energetic and purposeful activity of the school council, pupils contribute their views about the school's facilities, for example by contributing to planning and

providing for the school's learning centre and raising considerable sums of money for charities. As they move through the school, nearly all pupils develop their interpersonal skills particularly well.

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

The school provides a wide and balanced curriculum that meets statutory requirements and satisfies pupils' interests and aspirations. In key stage 3, there are beneficial opportunities for pupils to develop their literacy skills and expand their learning experiences by studying a second modern language in Year 9. In key stage 4 and key stage 5, the school offers a wide range of vocational and general courses that meet the wishes of pupils and local employers, for example a public service course. The school provides very valuable opportunities for pupils who are at risk of becoming disaffected.

The school provides a wide and stimulating range of activities for pupils outside school hours.

The school co-operates productively with a range of local businesses in order to ensure beneficial work-related education for pupils.

The school is responding positively to the requirements of the National Literacy and Numeracy Framework. Provision for developing literacy across the subjects is comprehensive and provision for numeracy across the curriculum is developing appropriately. Through a range of suitable interventions, the school successfully supports pupils who have weak skills. The school's transition strategies are comprehensive and lead to smooth curricular transfer.

The school provides a full curriculum through the medium of Welsh and offers a range of imaginative opportunities to ensure that pupils' Welsh linguistic skills, and awareness of our country's culture and history, thrive.

Provision for global citizenship is strong and is reinforced through valuable links with Lesotho and Japan and through the work of the 'Glôb' (Globe) group. Provision for sustainability issues is developing appropriately with the energetic support of the 'Eco' group.

Teaching: Adequate

Most teachers have comprehensive subject knowledge and teachers are good language models. There is a productive working relationship in many lessons.

In many lessons, teachers plan a range of appropriate activities in order to gain pupils' interest and ensure increasing challenge. In these lessons, teachers have high expectations of what pupils are able to achieve. They present the learning objectives clearly and ensure that pupils begin working immediately. The majority of teachers use open-ended questions in order to test pupils' understanding and follow-up questions to elicit extended responses and develop understanding. In a

very few lessons, teachers encourage fast and thorough learning by introducing a range of stimulating activities, questioning pupils probingly and setting them a very high challenge. In a minority of lessons, teachers ensure a lively pace by setting specific time limits on tasks. In many lessons, teaching assistants provide beneficial support to specific individuals.

In a minority of lessons, teachers do not plan carefully enough to foster pupils' interest and the tempo of the lesson is too slow. In these lessons, teachers do not have high enough expectations of what pupils are able to achieve. Teachers in these lessons do not use enough open-ended questions to test and stretch pupils and, as a result, pupils in these lessons do not make enough progress in their thinking skills. In addition, teachers do not present suitable activities in order to stretch the most able pupils or to support pupils who have specific needs.

Marking is up-to-date in most books, but the quality of written feedback varies too much within and across departments. A minority of teachers give useful advice to pupils on how to improve. However, in the majority of cases, teachers' marking is not thorough enough and does not give pupils enough guidance. In addition, only in a minority of cases do teachers ensure that pupils respond to comments and correct their work. In the majority of subjects, there are relevant opportunities for pupils to learn by assessing their own work and that of their peers. However, a minority of these exercises do not produce useful follow-up steps to help pupils to improve the standard of their work.

The school has thorough systems to track progress. They give useful information to staff about the achievement of various groups of pupils. Appropriate use is made of this information to mentor pupils by progress leaders and the learning champions. However, follow-up strategies have not led to sufficient improvement in the main indicators in key stage 4.

Parents receive useful information about their children's achievement in parents' evenings and interim and end of year reports. Reports give a clear picture of pupils' achievement and purposeful targets for them to improve.

Care, support and guidance: Good

The school promotes pupils' spiritual, moral, cultural and social development through morning assemblies and periods of reflection. The school provides a caring environment in which almost all pupils feel safe. The school meets requirements for healthy eating and drinking.

There is valuable provision for promoting pupils' health and wellbeing through the curriculum, extra-curricular activities and the comprehensive personal and social education programme. The personal and social education programme has been planned very carefully and includes an especially good variety of activities of a high quality in order to develop pupils' understanding of a wide range of relevant topics. The school provides valuable advice for pupils in their choice of courses or career.

Pupils receive beneficial support from a number of external agencies. The progress tutors, along with the family officer and the participation officer, provide valuable support and guidance.

The school's behaviour policy is comprehensive and is applied skilfully by most teachers. The school has a very good quality system for monitoring attendance and very close links with parents promote this.

There is valuable support for pupils who have additional learning needs. Specialist teachers and teaching assistants ensure that these pupils' needs are met effectively. Individual learning plans are reviewed regularly and parents and pupils are included fully in this process. These plans include useful targets and strategies that are implemented appropriately by the majority of teachers. By working closely with specialist agencies, the school ensures that the needs of vulnerable pupils are met successfully.

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

Learning environment: Excellent

A strong feature of Ysgol Gyfun Gymraeg Plasmawr is the especially good ethos at the school. At the core of the school's ethos is the way in which everyone challenges any case of stereotyping and fosters responsible individuals who help and support each other strongly and take pride in the diversity of their community. The school's policies, plans and procedures meet statutory requirements and ensure equal opportunities for all pupils. The school has a very strong Welsh character and it promotes use of the language on every occasion positively.

There is a wide range of up-to-date resources and equipment of high quality. There are stimulating displays and examples of pupils' work in the classrooms and along the corridors, which fosters pupils' pride in their successes. The school has physical exercise facilities of high quality, including a fitness room, extensive playing fields and an all-weather pitch. The learning centre is a valuable resource, which allows pupils to read for pleasure and support their learning outside school hours.

The building and site are well maintained and the toilets and changing rooms are clean.

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

The headteacher has a clear strategic vision, based on ensuring equal opportunities for everyone to achieve their potential, which is shared by most staff. The headteacher is supported strongly by the deputy headteacher and the leadership team. They present their vision for the school regularly and, as a result, the school has a particularly good ethos where pupils and staff feel part of Welsh caring community. The headteacher established his extended leadership team in September 2013 but it is too large and a few of the team members' responsibilities overlap. As a result, leadership time is not always used effectively enough. In addition, a few leaders spend too much time on administrative tasks.

In general, the school's line management systems are clear and ensure appropriate accountability on almost every level. Line management structures strengthen middle managers' accountability to members of the leadership team. However, middle leaders do not hold members of their departments to account formally enough in key stage 4.

Appropriate meetings are held regularly at all levels. On the whole, the nature of discussions is relevant. However, the action points' success criteria are not clear enough in the majority of these in order to enable effective monitoring.

Many of the staff's job descriptions have not been reviewed or updated; however, the performance management system for teaching staff is applied suitably by members of the leadership team. Performance management targets are linked appropriately to the school's priorities. However, in the majority of cases, there is not enough emphasis on raising standards in key stage 4 and performance management targets are not measurable enough.

The school gives valuable attention to national priorities, for example development of literacy and numeracy skills, Welshness and developing 14-19 learning pathways.

Governors make an appropriate contribution to running the school. The governing body has high expectations and a clear understanding of the main priorities through the effective work of the sub-committees. Governors understand their roles clearly and fulfil most of their statutory responsibilities appropriately. They receive appropriate information on aspects of the school's performance from the headteacher and other members of staff regularly. They hold the school to account suitably for pupils' standards of achievement. Leaders at all levels are supported well by the governing body. However, the governors' challenge has not been successful enough to ensure progress in important areas in key stage 4.

Improving quality: Adequate

The school has suitable processes for self-evaluation and appropriate planning for improvement, which have been embedded firmly in the school's strategic planning. These processes are part of the school's work and include activities for collecting direct evidence when observing lessons, scrutinising books and undertaking learning walks.

In many areas, the senior management team has a clear understanding of the school's strengths and weaknesses. The school has used this understanding successfully to ensure improvements, for example in English at level 2, the attainment of pupils who have special needs, attendance, and in the core subject indicators in key stage 3. However, quality assurance systems are not thorough and incisive enough to promote improvements in the quality of teaching, standards in lessons, or outcomes in important areas such as the level 2 indicator including English or Welsh and mathematics in key stage 4.

The senior leadership team and middle managers observe lessons regularly. However, in general, evaluations of observations are too generous and are based on criteria that set expectations that are too low for the teaching. As a result, outcomes

of this process do not give an accurate enough picture of the standards of pupils' work or the quality of teaching.

The school's self-evaluation report is comprehensive and includes an appropriate analysis of performance data. The document celebrates the school's strengths and identifies a few appropriate aspects to be improved. The quality of departmental self-evaluation reports varies but in general they provide appropriate evaluations of a number of important areas. However, neither the whole-school self-evaluation report nor the departmental documentation identify shortcomings in teaching or standards in lessons clearly enough.

There is an appropriate link between the school's self-evaluation and planning for improvement procedures, and those of departments. The information from the self-evaluation processes is used by the senior leadership team to set suitable priorities for the school and departments. However, the whole-school improvement plan includes too many priorities and the most important of these is not obvious enough. Most of the success criteria in the school and departmental improvement plans are clear and measurable, and identify suitable costs and responsibilities. However, on occasion, it is not clear who is responsible for monitoring progress against targets in departmental plans.

The school's self-evaluation includes the valuable views of staff, pupils and governors. However, the school does not ask parents for their opinion frequently enough.

Partnership working: Good

The school promotes a strong partnership with parents through opportunities to attend meetings, helpful leaflets for parents, regular communication, in addition to the open door policy. The close and productive links with the partner primary schools facilitate the transfer process and have a positive effect on pupils' linguistic standards.

The school works successfully with a wide range of partners in key stage 4 and key stage 5, including nearby Welsh-medium schools, the authority's youth service and training companies. These arrangements have facilitated the range of courses that are offered to pupils and have ensured that pupils do not leave school without qualifications. The school has appropriate procedures to ensure the quality of the courses in partnership and receive information about its pupils' progress. The school is developing its links with local businesses and the community well. The school has a productive relationship with initial teacher training institutions.

The school works closely with a number of partners, including a variety of services, to raise standards and ensure the wellbeing of all pupils. The 'Bro Plas Taf' scheme gives an opportunity for the school to share resources and co-operate successfully to provide opportunities for a small number of pupils in key stage 4. The school's partnerships have an appropriate effect on the progress of disadvantaged pupils.

Resource management: Adequate

The headteacher and the business manager have a firm grasp of the management and supervision of the budget. However, the school has a deficit in its budget because of recent cuts. The headteacher and governors have worked productively with the local authority to agree on a scheme to reduce the deficit over four years. As a result, the school has reduced the projected deficit already.

The school is staffed appropriately to deliver the wide curricular programme and support staff are deployed effectively. All members of staff have suitable qualifications, and almost all teach their specialist subject.

The school has valid systems for monitoring and identifying professional development needs. The school's in-service training arrangements meet the staff's professional development needs positively. The school has a number of professional working parties on appropriate aspects such as developing literacy, numeracy, equality, closing the poverty gap and improving teaching and learning. In general, these groups work enthusiastically and are beginning to have an influence on staff's professional practice. Literacy and equality working parties, in particular, have contributed beneficially to improvements in the school's provision.

The school uses the deprivation grant satisfactorily to enable individual pupils to make progress in their subjects. This has contributed beneficially to the progress of disadvantaged pupils in key stage 3 and has had an appropriate effect on this group's achievement in key stage 4.

Sixth-form provision is cost-effective, and the school co-operates successfully with partners to strengthen the effectiveness of the provision. Standards achieved by pupils in the sixth form are very good.

In light of the standards achieved, the school provides adequate value for money.

Appendix 1

Commentary on performance data

In key stage 4, since 2010, the school's results at the level 2 threshold including Welsh or English and mathematics have changed very little. Over this period, performance in this indicator is consistently close to modelled outcomes and are higher than the averages for the family. In 2010, performance in this indicator placed the school in the upper half of similar schools in terms of free-school-meal benchmarks; since then, performance has placed it in the lower half of similar schools.

Since 2010, performance in the core subject indicator has placed the school in the lower half or the bottom quarter of similar schools according to free-school-meal benchmarks and higher than the family average in four of the last five years.

In 2010 and 2011, performance at the level 2 threshold placed the school in the top half of similar schools. Since then, performance has been in the lower half or the lowest benchmark quarter, although higher than the family average in three of the last five years. Over the last five years, performance at the level 1 threshold has improved and is considerably higher than the family average, placing the school in the upper benchmark half of similar schools in two of the last five years. Since 2010, performance in the average capped points score has been higher than the average for the family and has placed the school in the highest quarter of similar schools in terms of free-school-meal benchmarks in three of the last five years.

Since 2010, performance in Welsh as a first language at level 2 has been higher than the average for the family in three of the last five years and has placed the school in the highest quarter of similar schools in four of the last five years. Performance in English at level 2 is consistently higher than the average for the family and has placed the school in the highest benchmark quarter of similar schools in three of the last five years. Since 2010, performance in mathematics at level 2 has varied and has been higher than the family average in four of the last five years. Performance in this indicator has placed the school in the lower half or the bottom quarter of similar schools in four of the last five years. Since 2010, performance in science has varied considerably, and has placed the school below the family average and in the lower half or bottom quarter of similar schools.

On the whole, pupils make satisfactory progress on the basis of their achievements at the end of previous key stages.

Over the last three years, the gap between boys' and girls' performance has been less than the family average in the majority of the main indicators.

In the last five years, on the whole, pupils who are eligible for free school meals do not perform as well as similar pupils in the family in the level two indicator, including Welsh or English and mathematics, level 2 or the average capped points score.

In key stage 3, performance in the core subject indicator has varied over the last four years but has been consistently higher than the average for the family. In 2010, this performance placed the school in the top quarter of similar schools in terms of free-school-meal benchmarks. Since then, performance in this indicator has placed the school in the lower half or the bottom quarter of similar schools. Since 2010, performance in Welsh at level 5 or higher in key stage 3 has been higher than the average for the family and has placed the school in the upper half or the top quarter of similar schools.

Over the same period, performance in English at level 5 or higher has improved and has been consistently higher than the average for the family. This performance has placed the school in the bottom quarter or the lower half of similar schools according to free-school-meal benchmarks in three of the last four years, but in 2014 places the school in the top quarter. Performance in mathematics at level 5 or above has been higher than the family average in three of the last four years and has placed the school in the lower half or the bottom quarter of similar schools. Performance in science at level 5 or above has improved since 2010. It has been higher than the average for the family in three of the last four years and has placed the school in the lower half or the bottom quarter of similar schools.

Performance at level 6 or above in Welsh, English and mathematics has been consistently higher than the average for the family. Performance at level 6 or above in science has been higher than the average for the family in three of the last four years.

The performance of pupils who are eligible for free school meals in the core subject indicator has varied over the last four years but has been higher than the average for the family in two of the last three years.

In the sixth form, the school's results have been consistently higher than the figures for the local authority and the average for the whole of Wales. This year, every student in the sixth form has gained qualifications in the six key skills at level 2 or level 3.

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	244	160 66%	81 33%	3 1%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		43%	52%	3%	1%	
The school deals well with any bullying	244	99 41%	124 51%	20 8%	1 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	244	136 56%	97 40%	10 4%	1 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	243	71 29%	136 56%	34 14%	2 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	57%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	244	110 45%	112 46%	22 9%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	9%	2%	
I am doing well at school	243	85 35%	151 62%	7 3%	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	244	128 52%	108 44%	8 3%	0 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	244	61 25%	140 57%	35 14%	8 3%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	242	113 47%	108 45%	18 7%	3 1%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	47%	7%	1%	
Pupils behave well and I can get my work done	244	44 18%	160 66%	37 15%	3 1%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	57%	27%	6%	
Staff treat all pupils fairly and with respect	244	96 39%	113 46%	30 12%	5 2%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	51%	17%	4%	
The school listens to our views and makes changes we suggest	242	52 21%	132 55%	53 22%	5 2%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
		16%	54%	25%	5%	

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I am encouraged to do things for myself and to take on responsibility	242		109 45%	123 51%	10 4%	0 0%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			0%	0%	0%	0%	
The school helps me to be ready for my next school, college or to start my working life	242		99 41%	137 57%	6 2%	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.
			0%	0%	0%	0%	
The staff respect me and my background	243		113 47%	122 50%	7 3%	1 0%	Mae'r staff yn fy mharchu i a'm cefndir.
			0%	0%	0%	0%	
The school helps me to understand and respect people from other backgrounds	243		126 52%	109 45%	8 3%	0 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			0%	0%	0%	0%	
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	108		44 41%	50 46%	11 10%	3 3%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			0%	0%	0%	0%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	90		32 36%	50 56%	5 6%	3 3%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			0%	0%	0%	0%	

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.	159	98 62%	58 36%	1 1%	0 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	4%	1%		
My child likes this school.	159	115 72%	42 26%	0 0%	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.	158	112 71%	40 25%	3 2%	0 0%	3	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.	158	85 54%	63 40%	5 3%	1 1%	4	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	159	80 50%	67 42%	3 2%	0 0%	9	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	158	59 37%	89 56%	2 1%	0 0%	8	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	159	92 58%	61 38%	1 1%	0 0%	5	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		50%	45%	2%	0%		
The homework that is given builds well on what my child learns in school.	159	60 38%	80 50%	5 3%	1 1%	13	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.	157	81 52%	61 39%	7 4%	0 0%	8	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.	159	73 46%	69 43%	6 4%	1 1%	10	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.	159	103 65%	54 34%	0 0%	0 0%	2	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		41%	52%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	152	67 44%	56 37%	7 5%	1 1%	21	Mae fy mhlentyn 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.	158	59 37%	82 52%	10 6%	3 2%	4	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.	158	93 59%	57 36%	4 3%	0 0%	4	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		41%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	159	63 40%	69 43%	10 6%	0 0%	17	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.	159	89 56%	63 40%	0 0%	1 1%	6	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.	157	57 36%	60 38%	4 3%	1 1%	35	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.	159	97 61%	58 36%	2 1%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	50%	9%	2%		
The school is well run.	156	97 62%	53 34%	2 1%	0 0%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	48%	5%	2%		

Appendix 3

The inspection team

Ceri Jones	Reporting Inspector
Bethan Whittall	Team Inspector
William Thomas	Team Inspector
Huw Collins	Team Inspector
Gwen Aubrey	Lay Inspector
Heledd Thomas	Peer Inspector
Edward Jones	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms

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