



**Report on**

**Ysgol Gyfun Gymraeg Llangynwyd  
Llangynwyd  
Maesteg  
Bridgend  
CF34 9RW**

**Date of inspection: March 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:

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

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

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

This and other Estyn publications are available on our website: [www.estyn.gov.uk](http://www.estyn.gov.uk)

**© Crown Copyright 2015: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

**Publication date: 22/05/2015**

## Context

Ysgol Gyfun Gymraeg Llangynwyd is a designated Welsh-medium secondary school for pupils aged between 11 and 18. It is situated in Maesteg and is maintained by Bridgend local authority. The school was opened in 2008 with pupils in Year 7 only. There are now 607 pupils on roll and 110 in the sixth form. The school serves the wide area of Bridgend County Borough, including the towns of Bridgend, Porthcawl and Maesteg.

Fifteen point six per cent (15.6%) of pupils are eligible for free school meals. The figure is a little lower than the national percentage. Thirty-two point five per cent (32.5%) of pupils at the school live in the 20% of most disadvantaged areas in Wales.

The school admits pupils from the full ability range. Nineteen per cent of pupils are on the additional educational needs register, and fewer than 0.01% of pupils have a statement of special educational needs. Twenty-three per cent of pupils come from homes where at least one parent speaks Welsh. Ninety-one per cent of pupils come from homes in which only English is spoken.

The headteacher was appointed to the post in 2008. The senior management team includes the headteacher, the deputy headteacher and three assistant headteachers.

The individual school budget per pupil for Ysgol Gyfun Gymraeg Llangynwyd in 2014-2015 is £4,746. The maximum per pupil in secondary schools in Bridgend is £5,210 and the minimum is £3,855. Ysgol Gyfun Gymraeg Llangynwyd is in second place of the nine secondary schools in Bridgend in terms of school budget per pupil.

## Summary

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

### Current performance

The school's current performance is good because:

- Most pupils display positive attitudes to learning and make good progress in subjects
- Pupils' outcomes in the main indicators at the end of key stage 4 for the first two years of the school are positive
- Pupils' behaviour in lessons and around the school is good
- Nearly all pupils feel safe and happy at school
- Provision for Welsh and the Welsh dimension is a strong element of the school's work
- There are effective arrangements at the school to promote pupils' health and wellbeing effectively

### Prospects for improvement

The school's prospects for improvement are good because:

- Members of the senior management team convey high expectations to all members of the school community
- There has been a pattern of improvements since the school was established
- There are robust and effective systems to ensure quality and comprehensive priorities for improvement
- The senior management team has a sound understanding of the school's strengths and areas to be improved
- There is a clear link between the areas to be developed and the priorities in the school improvement plan, including maintaining and raising standards and improving learning skills
- There are effective partnerships with other providers to expand provision for pupils and ensure cost effectiveness in the school's curriculum

## **Recommendations**

- R1 Improve standards in English and Welsh in key stage 4
- R2 Improve provision for pupils who have additional learning needs
- R3 Strengthen quality and ensure consistency in teachers' feedback to pupils on how to improve their work
- R4 Strengthen management systems in order to ensure full accountability in all areas

### **What happens next?**

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

## Main findings

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

Good

#### Standards: Good

In key stage 4, the school's performance in the indicator that includes five A\*-C grades at GCSE including Welsh or English and mathematics has improved a little over the last two years. In 2014 and 2013, the school's performance is better than expected in terms of levels of free school meals. The school's performance during the last two years has placed the school among the top 25% of similar schools in terms of eligibility for free school meals. This performance is higher than the average for the family of schools.

Over the last two years, the school's performance at the level 2 threshold has improved. However, performance is lower than the average for the family of schools and places the school among the lower 50% of similar schools in terms of eligibility for free school meals.

Over the last two years, the school's performance in the core subject indicator has remained consistent and places the school in the top 25% of similar schools. During the same period, the school's performance is higher than the average for the family of schools.

In 2014, at the level 2 threshold including English or Welsh and mathematics, the level 1 threshold and the level 2 threshold, there is a significant gap between the performance of boys and girls. In every indicator, the gap is more than the average gap among schools in the family. The gap between the performance of pupils who are eligible for free school meals and those who are not eligible is a little more than the gap in the family of similar schools. In 2014, there is a significant gap between the performance of boys and girls in Welsh and English. However, in key stage 3, the gap between the performance of boys and girls in the core subjects is generally less than in other similar schools.

In key stage 4, the proportion of pupils who attain the level 2 threshold in mathematics over the last two years is higher than the average for the family of schools. In 2013, performance at level 2 in English was lower than the average for the family of schools. In 2014, there has been an improvement in performance, which is close to the average for the family of schools. In Welsh, the school's performance in 2014 has declined a little in comparison with the performance in 2013. In 2014, performance is lower than the performance of similar schools. Performance at level 2 in science over the last two years has been a little lower than the average for the family. The school's performance in mathematics and science has placed the school among the upper 50% in comparison with similar schools. In 2014, the school's performance in Welsh and English places the school among the lower 50% in comparison with similar schools.

At the end of key stage 3, the percentage of pupils who attain level 5 or higher in the core subjects individually is lower than in other similar schools.

Pupils who have additional learning needs make sound progress against their targets. In 2014, most succeeded in attaining the level 1 threshold or the level 2 threshold at the end of key stage 4. Many gained level 5 or higher in Welsh, English, science and mathematics at the end of key stage 3.

All pupils gained the Welsh Baccalaureate qualification at level 1 or 2 in 2014. No pupils have left school at the end of key stage 4 without a recognised qualification since the school opened in 2008. Every pupil continued in education, training or employment at the end of key stage 4 last year.

The school has performed comparatively well in its first set of advanced subsidiary results in the sixth form.

The performance of pupils who are eligible for free school meals is very good at level 5 or higher and every measure attained or exceeded the average for the same group of pupils in the family of schools. Performance is not as good at level 6 or higher in mathematics and Welsh. These pupils' performance is a little higher in English and science.

During their time at the school, most pupils make valuable progress in developing their skills in Welsh. Many use the language appropriately in lessons and around the school. Nearly all pupils have a positive attitude to the language and take pride in the opportunities at the school to develop their linguistic skills.

In most lessons, pupils display positive attitudes to learning. Pupils make good progress in many lessons. Many pupils build effectively on previous work, use subject-specific subject terminology correctly and develop new skills. In a very few lessons, pupils make very rapid progress and develop their creative skills effectively. However, in a very few lessons, a few pupils have a lack of interest and progress.

In many lessons, pupils co-operate respectfully and effectively in pairs and groups. Most listen carefully to the teacher and to each other, and are very willing to contribute orally.

Many pupils are developing speaking skills appropriately in Welsh and English. Many pupils read confidently in Welsh and English. However, a minority of pupils are hesitant when reading in front of the class. Many make appropriate progress in their writing skills in Welsh and English and use punctuation, grammar and vocabulary correctly to support the meaning and style of their work. Many write at length in an appropriate range of topics across the subjects and develop independent writing skills. However, in a very few areas, some pupils do not write at length often enough, especially less able pupils.

Many pupils make sound progress in developing numeracy skills. Many are confident in using the four rules of number, fractions and decimals. Most are able to use appropriate calculation methods including mental calculation and use a calculator when appropriate. Many handle data confidently and produce accurate graphs to display data in a number of subjects.

## **Wellbeing: Good**

Nearly all pupils feel safe at school and know to whom to turn to ask for help. They nearly all feel that the school deals effectively with the rare cases of bullying. Many pupils take part in a wide range of extra-curricular activities, including a girls' rugby team. Many pupils feel that the school teaches them about the importance of eating and drinking healthily.

Pupils' attendance has risen since 2011 and has been higher than expected in three of the last four years. No pupils have been excluded permanently from the school since it was established and the number of temporary exclusions has fallen considerably over the last two years.

The school council has contributed appropriately to aspects such as resources, canteen choices and adaptations to the physical environment, but they do not discuss the standard of learning and teaching. The work of the eco group has had a beneficial effect on the life and work of the school through projects such as planting trees and promoting Fair Trade. The majority of pupils take responsibility for organising community activities well, such as a party for the elderly and the Christmas Fair. One especially good feature is the work of the language committee in establishing a school radio station and creating podcasts for broadcast to the remainder of the school.

The development of pupils' social and life skills is good. They show respect for staff and visitors and most show concern and care for their peers. They co-operate very successfully in groups and many pupils have the necessary motivation and skills to move on to the next stage in their life or work. Nearly all are punctual for lessons and behave well in lessons, along the corridors and around the school.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
---	-------------

## **Learning experiences: Good**

The school provides a wide and balanced curriculum and provides a suitable range of subjects that ensure that statutory requirements and pupils' various needs and interests are fulfilled. The school has valuable partnerships with a local school and college to expand pupils' options in key stage 4 and the sixth form. The curriculum in key stage 3 builds effectively on key stage 2 experiences, with examples of beneficial transition work in the core subjects. The school provides good opportunities for pupils to develop their skills through the Welsh Baccalaureate Qualification in key stage 4 and the sixth form.

The school plans strategically to respond to the requirements of the Literacy and Numeracy Framework well. As a result of the sensible distribution of aspects of the framework, there are beneficial opportunities to develop these skills across the subjects. Specific groups of pupils receive effective additional support to develop their literacy and numeracy skills. The school provides good opportunities for pupils to gain Essential Skills Wales qualifications on an appropriate level for all individuals.



All pupils have opportunities outside school hours to expand their experiences by taking part in a range of numerous activities and valuable external visits.

The school works powerfully to promote Welshness, and provision for the Welsh language and the Welsh dimension is a strong element of the school's work. There is a very rich programme of extra-curricular activities, which give pupils valuable opportunities to make social use of Welsh, including reading and debating clubs, foreign trips, eisteddfodau and residential courses.

Provision for fostering an understanding of sustainable development and global citizenship is developing appropriately. Specific events are arranged occasionally to raise awareness of the area, for example applying for Fair Trade School status, the history department's trips to the trenches in Belgium and the annual visit to the Senedd in Cardiff Bay.

### **Teaching: Good**

Teachers have good, up-to-date subject knowledge and were effective language models in the lessons that were observed. Most teachers establish a good working relationship and manage pupils' behaviour firmly. Most teachers are enthusiastic about their subject and succeed in fostering positive attitudes in pupils. Many teachers prepare lessons thoroughly, set high expectations and maintain a purposeful learning environment. In most lessons, teachers prepare effective initial activities, which ensure an obvious link with previous work and set a firm foundation for new work.

In many lessons, teachers prepare a wide range of effective and purposeful activities, and organise useful individual, pair and group work. In these lessons, a wide range of learning strategies is used to maintain pupils' interest. Many teachers use a wide range of high quality resources effectively to conduct the various activities, including imaginative use of up-to-date information and communication technology (ICT) to gain pupils' interest. In a very few lessons, the pace of the lesson is too slow and, as a result, teachers do not gain pupils' interest.

In most lessons, the quality of teachers' questioning is very good, extends pupils' thinking skills effectively and includes everyone in the class. In a few lessons, probing questioning for more able pupils challenges them in order for them to deepen their understanding. In most lessons, teachers time tasks effectively to ensure very good use of time.

Teachers and support staff work well together to support less able pupils in lessons. However, in about half the lessons, teachers do not plan thoroughly enough to meet the needs of less able pupils.

In most lessons, teachers provide constructive oral feedback for pupils on their understanding and progress. The school does not have a whole-school assessment policy, and individual departments decide on the relevant assessment methods. As a result, there is variation in the quality of comments in teachers' marking. Most teachers mark pupils' work regularly and use the departments' marking guidelines. Many prepare valuable and constructive comments, which help pupils with how to improve their work. However, there is too much variation in the standard of marking and comments for pupils. As a result, feedback is not clear enough to enable pupils to improve the standard of their work.

The school has developed effective systems in order to track and record pupils' progress. Parents and carers receive interim and full reports regularly on pupils' progress. Reports are comprehensive and valuable, and they include clear guidance for parents, carers and pupils on how to improve specific areas in their work.

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

The school provides valuable provision and guidance in order to promote pupils' health and wellbeing through the personal and social education programme. The various experiences within this programme provide beneficial opportunities for pupils to develop an awareness of the importance of health and fitness, personal safety and good mental health. Good use is made of external agencies to support the programme and nearly all pupils enjoy and make valuable progress during these activities. Weekly themes that are introduced during morning sessions and collective assemblies contribute effectively to promoting pupils' spiritual, moral, social and cultural development. Strategies to track progress and improve attendance are robust and the contribution of the educational welfare officer and the family liaison officer has a positive effect on promoting the attendance of pupils who have patterns of attendance that are a cause for concern. The whole-school strategies to promote good behaviour such as the 'Behaviour Charter' and the reward scheme have reduced the number of fixed-term exclusions considerably.

Vulnerable pupils who have profound emotional needs and behavioural problems are supported effectively through intervention schemes and the daily 'Nurture Club' that provides opportunities to develop personal and social skills. The school co-operates appropriately with supportive external agencies such as the educational psychologist and mental health services. However, the individual education plans of pupils who have additional learning needs do not provide specific guidance or strategies for teachers to plan appropriately for these pupils. Formal arrangements for reviewing individual education plans are inadequate.

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

### **Learning environment: Good**

The school has an inclusive, friendly and supportive Welsh ethos. The ethos reflects the school's motto effectively, namely dysg, dawn, dyfodol (learning, talent, future). The school has a wide range of relevant policies to promote equality and diversity and they are implemented effectively. The school provides every opportunity for pupils to develop their moral and social skills fully, and challenges cases of stereotyping powerfully.

Clear and careful arrangements are in place for pupils who have disabilities.

There are attractive displays of pupils' work in the learning rooms and along the corridors. There are good learning resources within the school with plenty of purposeful and attractive learning resources. ICT equipment contributes to creating a modern atmosphere. Resources for pupils are very good, including toilets, sports facilities and provision for the sixth form. The buildings are safe and are kept very clean.

<b>Key Question 3: How good are leadership and management?</b>
--

<b>Good</b>
-------------

### **Leadership: Adequate**

The headteacher and the senior management team have a clear vision based on providing Welsh-medium education of the highest standard, giving equal opportunities to all and ensuring a self-critical culture. This vision is fostered by most staff. Members of the senior management team are developing appropriately in their roles and convey high expectations to all members of the school community. This has led to good teaching, positive outcomes in the level 2 indicator including Welsh or English and mathematics, and a strong Welsh ethos. However, leadership has not ensured effective provision for pupils who have additional learning needs.

The senior management team co-operate closely and understand their roles and responsibilities appropriately. In general, responsibilities are distributed fairly. However, a very few of the senior team have too many responsibilities. This limits the time that they have to fulfil their roles fully. Leaders at all levels make good use of data to evaluate the effect of their provision and set ambitious targets.

The school has a calendar of purposeful meetings with agendas that focus on appropriate priorities. Minutes of senior management team meetings include suitable action points. However, a minority of minutes do not denote the responsibility to implement the actions in them or set a completion date. The majority of minutes of departmental meetings refer appropriately to important matters such as teaching and assessment. However, a minority of these minutes focus excessively on administrative matters. Only a minority of these minutes include action points and only a few set responsibility and time limits for completion. These shortcomings limit leaders' accountability and ability to improve performance where needed.

The school has a performance management system that includes ambitious targets and focuses appropriately on key areas to be improved. The school has provided suitable challenge and support to specific areas to improve their performance. However, leadership has not been successful enough in challenging underperformance in a few important areas, including the level 2 threshold in Welsh and the gap between the performance of boys and girls.

The school has responded strongly to national priorities, for example by planning thoroughly for literacy and numeracy and developing pupils' bilingual skills.

Governors are very supportive of the school and are developing appropriately in their role. They are developing an increasing understanding of the significance of performance data. However, they do not present enough of a challenge to the school on the basis of this information.

### **Improving quality: Good**

The school has effective self-evaluation arrangements that have been established firmly. This includes a valuable programme of departmental reviews that evaluate a comprehensive range of aspects with appropriate attention to measuring the effect of provision and leadership on standards of achievement. This has led to improvements in pupils' standards of literacy and numeracy and has promoted Welshness across the school.

The school collects comprehensive direct evidence through lesson observations, scrutinising work and questioning pupils. There are appropriate arrangements for listening to the parents' voice. Managers at all levels use a range of data analyses effectively to monitor the school's performance and departments' performance and to ensure improvement. Processes are supported through effective training by the senior management team. This means that the school and departments are successful in identifying strengths and areas to be improved. However, in a very few areas, the school has not identified obvious weaknesses and so has not planned improvement.

The school's self-evaluation report is a concise document that encompasses all aspects of the common inspection framework. It provides a clear and accurate overview of most of the school's strengths and those that need further attention. The school receives contributions to the self-evaluation from most staff regularly through an up-to-date electronic system.

The departmental self-evaluation reports share the same system as the whole-school report and identify strengths and weaknesses effectively. Good use is made of direct evidence on the quality of teaching and learning in departments but, in a few subjects, evaluations tend to describe and justify a few aspects.

There is a clear link between the areas to be developed and the priorities in the school improvement plan, including maintaining and raising standards, improving learning skills, closing the gap and improving the performance of more able and talented pupils. The school improvement plan refers appropriately to local and national priorities, in addition to ensuring that appropriate provision and systems are in place as the school develops.

There is a consistent and appropriate format to the school and departmental improvement plans. Most plans include appropriate actions to fulfil priorities, measurable criteria and challenging targets for improvement. In a few departmental plans, actions are not thorough enough. There is an effective system of monitoring the implementation of the plans regularly. Planning for improvement within the school has had a positive effect on raising standards in key stage 4 in 2014 in most important indicators.

### **Partnership working: Good**

The school co-operates successfully with a wide range of partners in key stage 4 and the sixth form, which includes a nearby Welsh-medium school, a further education college and independent organisations. These arrangements expand provision to pupils effectively. As a result, no pupils have left without qualifications and pupils can follow their choice of courses in the sixth form through the medium of Welsh. The school has effective procedures to ensure the quality of courses in partnership and to receive information about their pupils.

The partnership between the school and parents is developing well. The school provides opportunities for parents to attend meetings, distributes the 'Llais y Llan' newsletter, and communicates regularly through letters and the use of social media.

However, the school has not succeeded in collecting parents' views on all the school's work.

There are effective arrangements between the school and the partner primary schools in relation to pastoral aspects and pupils' wellbeing. There is also extensive co-operation between the school and primary schools in relation to the core subjects. This promotes effective progression and continuity by sharing teaching methodology and assessment methods. The school has beneficial arrangements for standardising and moderating teachers' assessments jointly with primary schools.

The school works well with the careers service and local employers to ensure valuable opportunities for pupils, for example by giving mock interviews and to develop aspects of the Welsh Bacalaureate Qualification.

### **Resource management: Good**

The school is staffed appropriately to meet the needs of the curriculum. The school makes effective use of human and financial resource to ensure good outcomes for pupils. Support staff make a valuable contribution to many aspects of school life.

The headteacher and the bursar manage and monitor the school's financial affairs closely and effectively. Provision in the sixth form is cost-effective.

The school has an effective in-service training programme, which provides opportunities for all staff to develop professionally. Teachers watch the other teachers' lessons regularly in order to share good practice. The school has a number of purposeful working parties within and outside the school. These have had a positive effect on improving standards of numeracy and literacy across the curriculum, in addition to provision for personal and social education.

The school makes good use of the pupil deprivation grant, for example to provide school uniforms, ICT equipment and sportswear for disadvantaged pupils. These activities have had a positive effect on the contribution of pupils who are eligible for free school meals. As a result, the performance of pupils who are eligible for free school meals is very good at level 5 or higher. These pupils' performance is a little higher at level 6 or higher in English and science but not in mathematics and Welsh in comparison with schools in the family.

In the light of the positive standards, the school provides good value for money.

## Appendix 1

### Commentary on performance data

The school's performance in the indicator that includes English or Welsh and mathematics has improved a little over the last two years. The school's performance is higher than that expected in terms of levels of free school meals. The school's performance during the last two years has placed it among the top 25% of similar schools in terms of eligibility for free school meals. This performance is higher than the average for the family of schools. However, boys' performance is much lower than that of girls in this indicator.

Over the last two years, the school's performance in the indicator that includes a wide range of qualifications has improved considerably. However, performance is lower than the average for the family of schools and places the school among the lower 50% of similar schools in terms of eligibility for free school meals.

Over the last two years, the school's performance in the core subject indicator has improved and has placed the school among the top 25% of similar schools. The school's average was higher than the average for the family of schools. However, the gap between the performance of boys and girls is higher than the average for the family.

In key stage 4, the proportion of pupils who have attained the level 2 threshold in mathematics over the last two years has placed the school among the top 25% of similar schools. In 2013, the performance at level 2 in English placed the school in the bottom 25% of similar schools. In 2014, there has been an improvement in performance, placing the school among the lower 50% of similar schools. In Welsh, the school's performance in 2014 has declined a little in comparison with the previous year. In 2013, the school's performance in Welsh placed it among the upper 50% of similar schools. In 2014, a decline in this performance has placed the school in the lower 50% of similar schools. There is a considerable gap between the performance of boys and girls in Welsh and English, but not in mathematics. Boys perform much better than girls in mathematics.

In the core subject indicator, the school's performance has been much higher than the performance of the family of similar schools. Boys' and girls' performance is a little higher than the average for similar schools. However, the gap between the performance of boys and girls is much bigger than the gap in similar schools. Boys' performance has been similar to the family average, but girls' performance is much higher than the average performance for the family. The performance of pupils who are eligible for free school meals is similar to the average for the family of similar schools.

In the capped average points score indicator, the school's performance is similar to the performance of similar schools. The gap between boys' and girls' performance is much lower than the average for the family.

At the end of key stage 3, the percentage of pupils who attain level 5 or higher in the core subjects is lower than in other similar schools. In key stage 3, the gap in the performance of boys and girls in general is less than it is in other similar schools.

Pupils who have additional learning needs are making sound progress against their targets. Most of them attained the level 1 or 2 threshold at the end of key stage 4. Many attained level 5 or higher in Welsh, English, science and mathematics at the end of key stage 3.

No pupils have left the school at the end of key stage 4 without a recognised qualification since the school opened in 2008. All pupils remained in education, training or employment at the end of key stage 4 last year.

The school has performed comparatively well in its first set of results in the sixth form. In 2014, 64.5% achieved A-C, grades, which is similar to national rates, and 13.9% achieved an A grade at the advanced subsidiary level.

The performance of pupils who are eligible for free school meals is very good at level 5 or higher and every measure attains or exceeds the average for the same group of pupils in the family of schools. Performance is not as good at level 6 or higher in mathematics and Welsh. The performance of these pupils is a little higher in English and science. All pupils gained the Welsh Baccalaureate Qualification at level 1 or 2 in 2014.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to 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	65	72	3	0	Rwy'n teimlo'n ddiogel yn fy ysgol.
		46%	51%	2%	0%	
		43%	52%	4%	1%	
The school deals well with any bullying	140	37	81	19	3	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	58%	14%	2%	
		26%	58%	14%	3%	
I have someone to talk to if I am worried	140	62	60	14	4	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		44%	43%	10%	3%	
		38%	52%	8%	1%	
The school teaches me how to keep healthy	140	50	79	11	0	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		36%	56%	8%	0%	
		23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	140	67	63	9	1	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		48%	45%	6%	1%	
		45%	45%	9%	2%	
I am doing well at school	140	39	88	10	3	Rwy'n gwneud yn dda yn yr ysgol.
		28%	63%	7%	2%	
		32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	140	58	67	14	1	Mae'r athrawon yn fy helpu i ddsygu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		41%	48%	10%	1%	
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	139	23	77	29	10	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		17%	55%	21%	7%	
		20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	140	66	63	11	0	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		47%	45%	8%	0%	
		45%	47%	7%	1%	
Pupils behave well and I can get my work done	140	13	72	37	18	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		9%	51%	26%	13%	
		10%	57%	27%	6%	
Staff treat all pupils fairly and with respect	140	43	54	29	14	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		31%	39%	21%	10%	
		29%	50%	16%	4%	



Report on Ysgol Gyfun Gymraeg Llangynwyd  
March 2015

	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	23 17%	74 53%	39 28%	3 2%	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	140	56 40%	78 56%	6 4%	0 0%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
		34%	60%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life	139	44 32%	78 56%	17 12%	0 0%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
		36%	54%	9%	1%	
The staff respect me and my background	140	61 44%	61 44%	15 11%	3 2%	Mae'r staff yn fy mharchu i a'm cefndir.
		37%	54%	7%	2%	
The school helps me to understand and respect people from other backgrounds	140	62 44%	69 49%	9 6%	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	19 41%	25 54%	2 4%	0 0%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
		28%	52%	15%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	32	13 41%	16 50%	2 6%	1 3%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		28%	50%	16%	7%	

## Response to 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.	108	50 46%	50 46%	6 6%	2 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	4%	1%		
My child likes this school.	108	48 44%	50 46%	4 4%	4 4%	2	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.	108	59 55%	40 37%	6 6%	1 1%	2	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		50%	45%	3%	1%		
My child is making good progress at school.	108	56 52%	42 39%	5 5%	2 2%	3	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	107	35 33%	52 49%	10 9%	2 2%	8	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	107	44 41%	53 50%	5 5%	1 1%	4	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	108	63 58%	39 36%	4 4%	1 1%	1	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.	107	36 34%	56 52%	5 5%	1 1%	9	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.	107	47 44%	37 35%	16 15%	3 3%	4	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.	107	48 45%	46 43%	6 6%	2 2%	5	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.	107	59 55%	42 39%	2 2%	1 1%	3	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.	104	45 43%	44 42%	4 4%	3 3%	8	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		32%	46%	7%	2%		

Report on Ysgol Gyfun Gymraeg Llangynwyd  
March 2015

	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	32 30%	60 57%	12 11%	1 1%	1	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.	107	52 49%	43 40%	5 5%	2 2%	5	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.	104	31 30%	43 41%	15 14%	5 5%	10	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.	106	50 47%	38 36%	10 9%	3 3%	5	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.	103	31 30%	43 42%	11 11%	3 3%	15	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.	106	54 51%	41 39%	8 8%	1 1%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	49%	9%	2%		
The school is well run.	108	49 45%	44 41%	3 3%	5 5%	7	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	48%	5%	2%		

## Appendix 3

### The inspection team

Mr Huw Collins	Reporting Inspector
Mr Ceri Jones	Team Inspector
Mr Vaughan Elwyn Williams	Team Inspector
Delyth Gray	Team Inspector
Mrs Deris Davies Williams	Lay Inspector
Menai Jones	Peer Inspector
Meurig Jones	Nominee

## Copies of the report

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

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

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

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

Primary phase:

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

Secondary phase:

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

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

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

## Glossary of terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils 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.