



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ysgol y Creuddyn
Ffordd Dderwen
Penrhyn Bay
Llandudno
Conwy
LL30 3LB**

Date of inspection: May 2016

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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Publication date: 13/07/2016

Context

Ysgol y Creuddyn is a designated Welsh-medium secondary school for pupils aged between 11 and 18 years, which is maintained by Conwy local authority. Pupil numbers have risen a little since the last inspection, and there are currently 635 pupils, including 132 in the sixth form, on roll.

The school is situated on the outskirts of the town of Llandudno. Pupils come from the wide coastal and rural area of the county of Conwy. Over 7% of pupils are eligible for free school meals, which is considerably lower than the national average of 17.4%.

The school admits pupils from the full ability range. No pupils receive support to learn English as an additional language. One per cent of pupils come from an ethnic minority background. No pupils have a statement of special educational needs and 32 pupils are on 'school action plus' steps. Seventy-seven per cent (77%) of pupils are from non-Welsh speaking homes. Approximately 20% of the Year 7 stream joins the school through the immersion scheme every year. These pupils have received English-medium primary education and receive intensive support with Welsh. They join the main stream of the school, usually in Year 8 or Year 9.

The current headteacher began in post in January 2004 and the acting deputy headteacher began in November 2014. Two assistant headteachers complete the senior leadership team.

The individual school budget per pupil for Ysgol y Creuddyn in 2015-2016 is £4,971. The maximum per pupil in secondary schools in Conwy is £5,511 and the minimum is £4,418. Ysgol y Creuddyn is in third place of the seven secondary schools in Conwy in terms of the school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Performance in the level 2 threshold including Welsh or English and mathematics is close to modelled outcomes for three out of the last four years
- Pupils' performance in Year 13 is consistently higher than national levels
- In most lessons, many pupils apply their previous knowledge effectively
- In many lessons, pupils make valuable progress
- Many pupils write in a polished way, read skilfully and have robust numeracy skills
- Most pupils' behaviour is very good and they have a positive attitude to their learning
- Teachers plan in detail in many lessons to develop pupils' understanding and literacy skills

However:

- The school's performance in most indicators in key stage 4 is lower than that in similar schools
- Overall, pupils do not make sufficient progress from one key stage to the other
- Girls' performance in key stage 4 has declined over three years and this is now lower than the average for girls in similar schools
- In a few lessons, pupils make less progress than expected
- Pupils' attendance rate has declined over the last three years
- The system for tracking progress has not been used effectively enough to influence the outcomes at the end of key stage 4

Prospects for improvement

The school's prospects for improvement are adequate because:

- Leaders have a vision that is communicated clearly to everyone
- Leaders have identified correctly the priorities for development and improvement, namely improving results and raising standards of teaching, learning and assessment
- Middle leaders manage their departments more effectively by being more aware of their responsibilities for standards across the school
- Senior leaders have responded strongly recently to the need to improve leadership and increase accountability at all levels
- The governing body is very supportive of the school and is committed to the school's strategic importance as a provider of Welsh-medium education

- The school has strengthened self-evaluation arrangements recently and, as a result, evaluations are more analytical, more probing and incisive
- The school collects pupils' views on the quality of provision regularly and acts on these valuable comments to adapt teaching and the curriculum

However:

- Only very recently have leaders at all levels been focusing on the important priorities
- A lack of accountability on a whole-school level has been detrimental to standards at the end of key stage 4 up to 2015
- Governors have not challenged the school enough over recent years
- Self-evaluation reports on individual subjects vary too much in terms of consistency and quality
- It is too early to see the whole effect of the very recent changes to leadership and quality improvement processes

Recommendations

R1 Improve outcomes at the end of key stage 4

R2 Raise the whole school's attendance levels

R3 Make effective use of progress-tracking arrangements to identify pupils who are at risk of underachieving and ensure that there are appropriate interventions to prevent this

R4 Improve the quality of leadership to ensure accountability

R5 Improve the consistency and quality of self-evaluation and planning for improvement processes across the school

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.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

In key stage 4, performance in the main indicators has varied since 2012. During this period, performance in the level 2 threshold including Welsh or English and mathematics has been close to modelled outcomes in three of the four years, but in 2015 it is considerably lower than expected.

Performance in the capped points score has improved gradually over the last three years. However, it is lower than modelled outcomes for this period and consistently below that in similar schools. The percentage who succeeded in gaining five A*-A grades at GCSE over the same period has declined gradually and is lower than that in similar schools for the first time in 2015. Overall, pupils do not make enough progress from one key stage to the other.

The performance of pupils who are eligible for free school meals in the level 2 threshold including Welsh or English and mathematics has been below that for the same group of pupils in similar schools for the last three years. Boys' performance in the level 2 threshold including Welsh or English and mathematics has varied but is lower than the performance of boys in other similar schools for the last three years. Girls' performance in the same indicator has declined over the same period and is now lower than the performance of girls in similar schools. In general, a few pupils who have additional learning needs do not make the expected progress by the end of key stage 4.

At the end of Year 11, most pupils continue with education either in school or in a further education college.

In key stage 3, there is an upward trend in the percentage of pupils who succeed in attaining the core subject indicator. Performance in this indicator is higher than in similar schools for the last three years.

In Year 13, since 2010, the number of pupils who attain three A*-C grades at A-level has been far above the national average. However, over the same period, except in 2013, the number of pupils who succeed in attaining three A*-C grades has been lower than the average for Wales. Most pupils in the level 3 threshold in 2015 succeeded but there has been a decline in the wider average points score over the last three years.

In most lessons, many pupils recall previous work skilfully and apply their knowledge effectively. The majority of pupils in these lessons listen actively to the teacher and their peers and respond intelligently to instructions.

In many lessons, pupils are aware of their progress against the targets set and understand what needs to be done to improve. The majority of pupils self-assess their work effectively, using specific success criteria. They undertake all activities

enthusiastically and work productively in groups and pairs. In these lessons, many pupils write in a polished manner and are grammatically correct. A minority of pupils write with increasing maturity when undertaking appropriate extending work. The majority of pupils respond well to probing questioning by teachers and are able to express their views effectively, using rich language.

In a very few lessons in which pupils make exceptional progress, nearly all pupils respond very positively to the teacher's instructions and make progress to the best of their ability. They apply their reading skills very skilfully to analyse text.

However, in a few lessons, pupils make less progress than they should. A few pupils are reluctant to contribute orally in front of their peers and, as a result, they give only brief, undeveloped responses.

Across the subjects, many pupils use their reading skills skilfully to glean information and locate facts. They read carefully and confidently when demonstrating their understanding of the text. The majority of pupils possess the ability to interpret appropriate information from different sources to support their view.

The majority of pupils are confident in using subject-specific terms in their correct context. They plan their written work in detail and write for a variety of audiences successfully. Overall, pupils' standard of spelling and punctuation is very robust across the ability range.

Many pupils have robust numeracy skills and they use them appropriately across the curriculum. For example, in mathematics, science and geography, pupils collect data and record, interpret and display the information in an appropriate form. The majority use whole numbers, fractions and decimals confidently. They apply these skills successfully in different contexts such as history, technology and modern foreign languages.

In Welsh, in key stage 4, all pupils follow the first language course and many succeed in gaining A*-C grades at GCSE. During their time at the school, most pupils make valuable progress in developing their Welsh-language skills. Most pupils take pride in their Welshness and have positive attitudes towards the Welsh language. Many make use of Welsh as a natural medium of communication with each other in informal situations around the school.

Wellbeing: Good

Nearly all pupils feel safe at school and believe that the school deals well with any cases of bullying. Most pupils have a good understanding of the importance of living and eating healthily and many take part in a wide range of sports and fitness activities.

Most pupils' behaviour is very good. They are courteous and show respect towards their peers, adults and visitors. Most have positive attitudes towards learning. There have been a very few temporary exclusions and no permanent exclusions for three years.

The attendance rate compares favourably with other similar schools in terms of eligibility for free school meals in three out of the last four years. However, pupils' attendance has declined over the last three years and is lower than the modelled outcomes in 2015. The percentage of pupils who are absent regularly has decreased during the same period.

Through the school council and various fora, many pupils contribute beneficially to decisions on a number of aspects of school life. These include key teaching and learning issues and improving the environment. Through various activities such as local Eisteddfodau, shows and sports teams, many pupils contribute enthusiastically to their community.

Most pupils have the skills to prepare them for life beyond the school or the next stage in their learning.

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

The school's curricular provision meets statutory requirements. The school has expanded provision by co-operating effectively with local schools and colleges in order to meet the needs and interests of all pupils in key stage 4 and the sixth form.

The school provides a wide range of rich and inclusive learning opportunities. Extra-curricular experiences reinforce the curricular experiences valuably and enable pupils to move confidently to the next stage of their education, training or work.

Robust structures are in place to develop skills across the curriculum. Where appropriate, the school provides suitable opportunities to develop literacy, numeracy and thinking skills. Effective intervention programmes are provided to help pupils who need additional support.

The school works very closely with partner primary schools. An extensive range of useful experiences are provided to ensure curricular progression and continuity as pupils transfer to the school.

The school provides a very successful language immersion programme for pupils who transfer from English-medium primary schools. This enables them to have full access to the Welsh-medium curriculum. A very high standard of support is provided for these pupils throughout their time at the school.

Provision for the Welsh language and the Welsh dimension is a strong feature that enables many pupils to achieve well.

The school provides a wide variety of beneficial activities that promote sustainable development and global citizenship education. The programme of personal and social education lessons and the Welsh Baccalaureate Qualification ensure valuable provision for all pupils. This is supported effectively by numerous trips and visits. The 'Food Co-op' is an innovative initiative that provides valuable opportunities for pupils to co-operate with local food producers.

Teaching: Adequate

Since September 2015, the school has prioritised standards of teaching across the school and a new, useful teaching and learning policy has been developed and introduced. However, the school's progress-tracking system has not ensured improvements across the school, especially at the end of key stage 4.

Nearly all teachers have robust subject knowledge and form a positive working relationship with pupils. They model good language that demands the same accuracy of language from pupils. Classroom management is a robust feature of their teaching.

In many lessons, teachers plan in detail to develop pupils' understanding and literacy skills. A wide range of activities builds valuably on previous learning. Appropriate opportunities are given to pupils to undertake group and pair work. There is a suitable pace to lessons and high expectations of pupils. However, the pace slows in a few lessons, which leads to a lack of concentration by a few pupils.

In the majority of lessons, teachers share the lesson objectives successfully and activities enable pupils to realise them. In these lessons, teachers provide work that is suitable for pupils' individual needs, which enables them to make appropriate progress. However, in a few lessons, teachers do not provide sufficient opportunities for pupils to discuss their work with each other. As a result, these lessons are too teacher-centred and pupils are more passive. In a few lessons, in which exceptional progress was seen among pupils, activities are planned very effectively to ensure increasing challenge and stimulate pupils' imagination. This is based on a comprehensive knowledge of pupils' previous attainment. In these lessons, there is an extremely effective working relationship in which the teacher directs a series of challenging activities very skilfully.

A new and useful marking and feedback policy has been developed very recently. Teachers mark pupils' work in line with this policy and there is consistency in terms of frequency and method in most of the school's departments. Many teachers provide comments on pupils' work that are constructive and include beneficial targets. As a result, pupils respond appropriately and improve their work.

In many lessons, teachers check progress regularly and provide valuable opportunities for pupils to assess their own work and that of their peers. However, in a few lessons, this assessment is not purposeful enough and, as a result, it does not help pupils to improve their work.

Many teachers use probing and open-ended questioning that deepens pupils' understanding of the subject. In the few lessons in which questioning is not effective, teachers do not give pupils enough time to respond or the questions are too closed and the answers too obvious.

Since September 2015, the school has had a useful system to track pupils' progress regularly during the year. It enables the school to identify individual pupils and groups of pupils who are at risk of underperforming and for the school to arrange appropriate intervention. However, this system was not in place before September 2015 and therefore leaders did not have the necessary information to provide appropriately to improve the outcomes at the end of key stage 4.

Parents receive valuable reports on their children's progress. Interim reports provide useful information about attainment against targets, whilst the annual report is detailed and identifies clearly what is good and what needs to be improved.

Care, support and guidance: Good

The school's health and wellbeing procedures, in addition to a robust pastoral structure, lead to a caring environment in which nearly all pupils feel safe.

The personal and social education programme promotes pupils' spiritual, moral, cultural and social development effectively. The school makes appropriate arrangements for eating and drinking healthily. The school provides regular beneficial opportunities for nearly all pupils to participate in various cultural and sports activities such as Eisteddfodau, the Urdd, fishing and the school's sports teams.

Strategies to improve attendance are satisfactory and provide useful support and encouragement for pupils.

The additional learning needs department has a comprehensive knowledge of the learning needs of specific pupils. Individual education plans include useful information to meet their needs. Pupils and their parents and/or carers take a full part in the process of reviewing individual education plans regularly. These plans are useful to teachers in order to ensure full participation by most pupils in classes or in discrete provision. The school works very closely with specialist agencies to ensure that it meets the needs of the most vulnerable pupils successfully. However, this does not have a sufficient effect on the progress of all pupils who receive active support from the school.

The school has beneficial links with partner primary schools and external bodies that strengthen specialist and pastoral provision. The school provides valuable advice for pupils in their choices of courses or career.

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

Learning environment: Good

Ysgol y Creuddyn is a close community with a Welsh language and Welsh ethos that is inclusive and supportive. The community shares the same vision that was established recently, namely 'Rhoi o'n gorau i gael y gorau' (Give of our best to have the best) and this is beginning to influence their work. The school ensures equal opportunities and tolerance and works towards a situation in which all pupils are free from harassment. All pupils have suitable access to the curriculum and an appropriate range of extra-curricular activities.

The building is clean and the learning environment is stimulating and safe. The toilets and changing facilities are suitable. The buildings are suitable for the number of pupils and the activities provided. The fields and the sports hall are valuable resources. There are enough technological resources, such as interactive white boards and computers, which are used purposefully by staff and pupils.

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

Leadership: Unsatisfactory

The school's senior leadership team has experienced a period of change over the last two years and has been restructured recently. Responsibilities within this team are defined clearly and allocated sensibly.

The school now has a strategic vision and school leaders communicate this vision clearly to all. Leaders have identified their priorities for development and improvement correctly. These include raising standards in performance and improving the quality of teaching, learning and assessment. However, all staff have only very recently been focusing on these priorities.

The school has also responded strongly recently to the need to improve leadership and increase accountability at all levels. Leaders now support and challenge subject departments to achieve higher. This, however, has not led to improving outcomes at the end of key stage 4.

The school has job descriptions that are appropriate for many members of staff. However, job descriptions for temporary members of the senior leadership team are not current.

Middle leaders are aware of their responsibilities to improve standards across the school. They have received beneficial support and training in data-handling in order to track progress. Until recently, however, the senior leadership team did not emphasise the significance of these cross-school responsibilities thoroughly enough. This lack of accountability has been detrimental to standards at the end of key stage 4.

The school has not challenged underperformance until comparatively recently. Since September 2015, the school has tightened the link between the senior leadership team and the subject departments. The school now has a calendar of relevant and regular meetings. On the whole, these meetings focus appropriately on discussing pupils' progress.

The school has suitable performance management arrangements. However, targets do not link appropriately with priorities in the school improvement plan for all members of staff.

The governing body is very supportive of the school. It is committed to the strategic importance of the school as a provider of Welsh-medium education. Arrangements to ensure a link between the governing body and the school's subject departments are developing appropriately. However, governors have not challenged the school enough over recent years to ensure that standards rise.

Improving quality: Adequate

The school has strengthened self-evaluation arrangements recently. Evaluations are more analytical and more probing and incisive. Self-evaluation and strategic

planning for improvement are a regular part of the school's current life. Arrangements have contributed to maintaining appropriate attendance levels, but have not led to enough improvement in key stage 4.

The school has an appropriate calendar of suitable activities to monitor and improve quality. They include observing lessons, scrutinising pupils' books and regular meetings that focus on improving standards. Since September 2015, the school has prepared self-evaluation documents that identify strengths and areas to be developed in all quality indicators, and they summarise these usefully. As a result, managers at all levels have an appropriate understanding of the school's work.

The senior leadership team analyse pupils' performance data in detail, consider trends and progress over time and identify strengths and weaknesses in outcomes. They consider the school's performance in the main indicators in comparison with other similar schools thoroughly. Middle managers develop their data-analysis skills effectively.

Since September 2015, heads of department of core subjects have improved the standard of their self-evaluation documents and they are based appropriately on the school's main priorities. Reports include a suitable analysis of pupils' performance data. However, departments' self-evaluation reports do not pay enough attention to the standard of teaching and assessment. In general, self-evaluation reports of individual subjects vary too much in terms of consistency and quality.

The school collects pupils' opinions on the quality of provision regularly. The school council and subject fora provide valuable comments on teaching and the curriculum. As a result, the school has made relevant changes in these areas. Valuable opportunities are offered for parents to voice an opinion on the school's work when completing questionnaires and in parents' meetings.

There is an appropriate link between self-evaluation on a whole-school level and plans for improvement. The current school development plan is a comprehensive document that prioritises most of the areas to be developed that are identified through the self-evaluation report. For each priority, there are appropriate objectives and detailed actions. However, the desired outcomes are not always defined in sufficient detail to be measured. Departmental improvement plans link appropriately to the areas for development that are highlighted in the departmental self-evaluation reports. There are suitable targets in the improvement plans to evaluate the success of the actions.

Partnership working: Good

The school co-operates effectively with a wide range of partners in order to expand pupils' experiences. Arrangements with local colleges ensure a suitable choice of subjects for all pupils in key stage 4. Many pupils in Year 11 return to the sixth form and the school offers a wide range of subjects through partnership with local schools and colleges. Co-operation with a local school ensures a wider selection of post-16 Welsh-medium courses. There are robust arrangements in place in order to ensure the quality of the partnerships above.

The school has a positive relationship with parents. Pupils' diaries, as well as regular reports, are effective methods of presenting pupils' progress. The school is accessible to parents and the regular parents' bulletin is a useful communication link between the school and the home.

The school has robust partnerships with local and international businesses, which promote learners' skills within the community. Strong partnerships have been established between the school and initial teacher training institutions.

There is close co-operation with the partner primary schools in order to ensure effective transition. These include the local English-medium primary schools that introduce pupils to the school's immersion scheme.

The school plays a central part in the life of the community through a wide range of sports, charitable and cultural activities.

Resource management: Adequate

The school manages its resources and staff efficiently. Staff expertise is used well and there are suitable plans to increase their professional knowledge through working parties, leadership courses and individual mentoring. Most lessons are taught by subject specialists. The school has appropriate arrangements for staff to develop and share their professional knowledge, support teaching and share good practice. They are part of useful working parties that focus on the school's priorities, such as literacy, skills and tackling underachievement.

The school makes appropriate use of funds to ensure valuable experiences and suitable resources for pupils. The school has robust arrangements to manage funds and expenditure. The headteacher and bursar keep purposeful control of expenditure and report regularly to governors on the school's financial situation. Funds are allocated appropriately to departments on the basis of an agreed formula. Although numbers in a few subjects in the sixth form are low, on the whole, it is cost-effective. The school co-operates regularly with other schools to plan appropriate provision for these subjects.

The Pupil Deprivation Grant is used suitably to support disadvantaged pupils. As a result, standards in Welsh and English in key stage 4 have improved for these pupils.

On the basis of current performance, the school provides adequate value for money.

Appendix 1

6624038 - YSGOL Y CREUDDYN

Number of pupils on roll	658
Pupils eligible for free school meals (FSM) - 3 year average	7.1
FSM band	1 (FSM<=10%)

Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils in Year 9 cohort	114	106	111	100		
Achieving the core subject indicator (CSI) (%)	88.6	92.5	91.0	93.0	88.9	83.9
Benchmark quartile	1	1	3	2		
English						
Number of pupils in cohort	114	106	111	100		
Achieving level 5+ (%)	89.5	92.5	91.9	94.0	91.1	87.9
Benchmark Quartile	2	2	4	3		
Achieving level 6+ (%)	49.1	43.4	47.7	60.0	58.0	52.6
Benchmark Quartile	3	4	4	4		
Welsh first language						
Number of pupils in cohort	114	106	111	100		
Achieving level 5+ (%)	86.0	94.3	90.1	93.0	90.8	90.9
Benchmark Quartile	2	1	3	2		
Achieving level 6+ (%)	54.4	63.2	55.9	60.0	57.5	56.1
Benchmark Quartile	1	1	2	2		
Mathematics						
Number of pupils in cohort	114	106	111	100		
Achieving level 5+ (%)	89.5	93.4	92.8	96.0	92.3	88.7
Benchmark Quartile	3	1	3	2		
Achieving level 6+ (%)	50.9	63.2	63.1	67.0	64.8	59.5
Benchmark Quartile	4	3	4	3		
Science						
Number of pupils in cohort	114	106	111	100		
Achieving level 5+ (%)	93.0	100.0	96.4	97.0	95.0	91.8
Benchmark Quartile	3	1	3	3		
Achieving level 6+ (%)	49.1	67.0	62.2	67.0	65.8	58.5
Benchmark Quartile	4	2	3	3		

The core subject indicator (CSI) represents the percentage of pupils achieving level 5 or above in English or Welsh (first language), mathematics and science in combination.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications, and are based on the number of entries and do not include Welsh second language qualifications.

6624038 - YSGOL Y CREUDDYN

Number of pupils on roll
Pupils eligible for free school meals (FSM) - 3 year average
FSM band

658
7.1
1 (FSM<=10%)

Key stage 4

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15	117	123	110	105		
Percentage of 15-year-old pupils who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	69.2	62.6	68.2	62.9	65.5	57.9
Benchmark quartile	2	3	3	4		
Achieved the level 2 threshold	80.3	81.3	88.2	84.8	91.6	84.1
Benchmark quartile	3	4	3	4		
Achieved the level 1 threshold	95.7	94.3	97.3	100.0	98.4	94.4
Benchmark quartile	4	4	4	1		
Achieved the core subject indicator (CSI)	59.8	56.9	65.5	61.9	62.8	54.8
Benchmark quartile	3	4	3	4		
Average capped wider points score per pupil	338.5	341.9	349.8	353.7	365.4	343.5
Benchmark quartile	4	4	4	4		
Average capped wider points score plus per pupil	337.9	339.8	348.2	351.8	360.7	338.7
Benchmark quartile		
Achieved five or more GCSE grades A*-A	16.2	22.8	20.9	18.1	20.5	16.6
Benchmark quartile		
Achieved A*-C in English	65.0	64.2	75.5	71.4	76.5	68.6
Benchmark quartile	4	4	3	4		
Achieved A*-C in mathematics	73.5	74.0	72.7	69.5	70.3	64.4
Benchmark quartile	3	2	3	4		
Achieved A*-C in science	65.0	65.9	88.2	85.7	90.3	84.0
Benchmark quartile	4	4	3	3		
Number of pupils aged 15 who entered Welsh First Language:	112	114	104	104		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	83.0	70.2	75.0	76.0	77.6	75.2
Benchmark quartile	1	3	2	2		

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15-year-old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications, and are based on the number of entries and do not include Welsh second language qualifications.

6624038 - YSGOL Y CREUDDYN

Number of pupils on roll 658
 Pupils eligible for free school meals (FSM) - 3 year average 7.1
 FSM band 1 (FSM<=10%)

Key stage 4 - performance of pupils eligible for free school meals

	School				Family Average (2015)	Wales Average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15 eligible for free school meals	10	*	*	8		
Percentage of 15-year-old pupils eligible for free school meals who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	40.0	*	*	12.5	38.7	31.6
Achieved the level 2 threshold	50.0	*	*	62.5	75.7	69.4
Achieved the level 1 threshold	80.0	*	*	100.0	93.7	89.4
Achieved the core subject indicator (CSI)	20.0	*	*	12.5	36.9	29.3
Average capped wider points score per pupil	253.4	*	*	300.3	323.4	303.7
Average capped wider points score plus per pupil	253.4	*	*	295.4	317.4	296.4
Achieved five or more GCSE grades A*-A	0.0	*	*	0.0	2.7	4.3
Achieved A*-C in English	30.0	*	*	62.5	62.2	45.1
Achieved A*-C in mathematics	40.0	*	*	12.5	44.1	39.2
Achieved A*-C in science	20.0	*	*	50.0	82.0	74.4
Number of pupils aged 15 who entered Welsh First Language:	8	*	*	8		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	62.5	*	*	87.5	59.8	51.5

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15 year old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

Key stage 5

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 17	38	49	63	64		
Average wider points score per pupil	1013.4	1033.5	1002.3	981.7	885.2	799.7
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	38	48	62	63		
Of those who entered a volume equivalent to 2 A levels:						
Achieved the level 3 threshold	89.5	97.9	96.8	98.4	99.2	97.0
Achieved 3 A*-A at A level or equivalent	7.9	12.5	6.5	6.3	8.1	7.9
Achieved 3 A*-C at A level or equivalent	78.9	83.3	82.3	84.1	82.2	68.1

Includes all qualifications approved for use in Wales.

Includes results for 17-year-old pupils, in maintained schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The average wider points score for 17 year olds includes all qualifications approved for pre-18 use in Wales.

The level 3 threshold is based on the number of 17-year-old pupils entering a volume equivalent to 2 A levels.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

More information is available on the Welsh Government website, My Local School, in the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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	112	79 71%	33 29%	0 0%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	111	47 42%	61 55%	3 3%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	57%	15%	3%	
I have someone to talk to if I am worried	110	58 53%	50 45%	2 2%	0 0%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	8%	1%	
The school teaches me how to keep healthy	112	38 34%	69 62%	5 4%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	112	61 54%	42 38%	9 8%	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	112	55 49%	57 51%	0 0%	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	110	42 38%	65 59%	3 3%	0 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	112	35 31%	67 60%	10 9%	0 0%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	53%	21%	5%	
I have enough books and equipment, including computers, to do my work	110	54 49%	48 44%	6 5%	2 2%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	46%	7%	1%	
Pupils behave well and I can get my work done	112	23 21%	70 62%	18 16%	1 1%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	56%	27%	6%	
Staff treat all pupils fairly and with respect	111	41 37%	56 50%	11 10%	3 3%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	50%	17%	5%	

		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		112	42 38%	62 55%	8 7%	0 0%	Mae'r ysgol yn gwranddo ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			17%	53%	25%	5%	
I am encouraged to do things for myself and to take on responsibility		111	53 48%	57 51%	0 0%	1 1%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			35%	59%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life		110	46 42%	60 55%	4 4%	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%	2%	
The staff respect me and my background		112	55 49%	54 48%	3 3%	0 0%	Mae'r staff yn fy mharchu i a'm cefndir.
			37%	53%	7%	2%	
The school helps me to understand and respect people from other backgrounds		112	53 47%	53 47%	5 4%	1 1%	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		42	18 43%	20 48%	4 10%	0 0%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	51%	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		20	11 55%	6 30%	3 15%	0 0%	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%	

Responses to parent questionnaires

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.	122	37 30%	70 57%	13 11%	2 2%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	1%		
My child likes this school.	121	54 45%	58 48%	6 5%	3 2%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		47%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	120	61 51%	57 48%	0 0%	2 2%	3	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	120	34 28%	76 63%	9 8%	1 1%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	5%	1%		
Pupils behave well in school.	111	29 26%	70 63%	11 10%	1 1%	11	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		24%	60%	12%	3%		
Teaching is good.	111	21 19%	71 64%	14 13%	5 5%	12	Mae'r addysgu yn dda.
		34%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	118	42 36%	70 59%	6 5%	0 0%	4	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		51%	46%	2%	1%		
The homework that is given builds well on what my child learns in school.	108	25 23%	65 60%	15 14%	3 3%	14	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.
		32%	56%	9%	2%		
Staff treat all children fairly and with respect.	108	24 22%	64 59%	15 14%	5 5%	13	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		35%	52%	10%	3%		
My child is encouraged to be healthy and to take regular exercise.	112	31 28%	60 54%	19 17%	2 2%	11	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	122	50 41%	67 55%	3 2%	2 2%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		43%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	98	27 28%	57 58%	11 11%	3 3%	22	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	8%	2%		
I am kept well informed about my child's progress.	121	33 27%	65 54%	21 17%	2 2%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		34%	51%	12%	3%		

	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 feel comfortable about approaching the school with questions, suggestions or a problem.	118	53 45%	50 42%	13 11%	2 2%	5	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		43%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	109	36 33%	62 57%	9 8%	2 2%	14	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		31%	56%	11%	2%		
The school helps my child to become more mature and take on responsibility.	110	45 41%	58 53%	5 5%	2 2%	13	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		38%	55%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	94	33 35%	47 50%	12 13%	2 2%	27	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	2%		
There is a good range of activities including trips or visits.	117	31 26%	61 52%	22 19%	3 3%	6	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	105	28 27%	61 58%	12 11%	4 4%	17	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	5%	2%		

Appendix 3

The inspection team

Vaughan Williams	Reporting Inspector
Hywel Jones	Team Inspector
Gareth Kiff	Team Inspector
Huw Collins	Team Inspector
Jeffrey Davies	Lay Inspector
Nia Roberts	Peer Inspector
Owain Gethin Davies	Nominee

Copies of the report

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

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

Key stage 3 terms

The core subject indicator (CSI)

Progress in learning through key stage 3 is indicated by levels (level 1 to level 7 in the main).

The core subject indicator in key stage 3 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh ¹
- mathematics
- science

By the end of the key stage 3, at the age of 14, pupils are expected to reach level 5 and more able pupils to reach level 6 or above.

Pupils must gain at least the expected level (level 5) in the three core subjects to gain the core subject indicator.

Key stage 4 and sixth form 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 nine other 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 the equivalent of five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.

¹ This indicator does not include Welsh second language qualifications.

Level 2 threshold including English or Welsh ¹ and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh ¹ and mathematics.
Level 2 threshold	This represents five GCSEs at grade A* to C or their equivalent.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This is the equivalent of 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.
Benchmarking groups	Schools are grouped together according to the proportion of pupils entitled to free school meals in order to compare their performance with similar schools in different indicators.
Modelled outcomes	This is a prediction of a school's mean performance based on the statistical relationship between the proportion of pupils eligible for free school meals and a particular indicator.