



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Bishop Gore School  
De La Beche Road  
Sketty  
Swansea  
SA2 9AP**

**Date of inspection: April 2015**

**by**

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

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

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

**Key Question 2: How good is provision?**

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

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

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

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

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

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## Context

Bishop Gore School is an English medium 11 to 18 comprehensive school situated in the Sketty area of Swansea. There are 1,002 pupils on roll, including 112 in the sixth form. This is around 200 fewer pupils than at the time of the last inspection in December 2009.

Around 26% of pupils are eligible for free school meals. This is higher than the national average of 17.5% for secondary schools in Wales. Around 38% of pupils live in the 20% most deprived areas in Wales

Around 23% of pupils have a special educational need, including 4% with a statement of special educational needs. This is higher than the national averages of 20.1% and 2.4% respectively. The school has a Specialist Teaching Facility (STF) for about 15 pupils with moderate learning difficulties funded by the local authority.

Many pupils are from a white British background. Around a quarter of pupils are of other ethnic groups and 12% of pupils speak English as an additional language. Very few pupils are fluent Welsh speakers.

The leadership team is made up of the headteacher who has been in post since 2007 and four assistant headteachers, all of whom were at the school at the time of last inspection.

The individual school budget per pupil for Bishop Gore School in 2014-2015 is £4,370 per pupil. The maximum per pupil in the secondary schools in Swansea is £6,408 and the minimum is £4,024. Bishop Gore School is 11th out of the 14 secondary schools in Swansea in terms of its school budget per pupil.

## Summary

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

### Current performance

The current performance is excellent because:

- Performance at key stage 4 has been consistently outstanding for the last four years
- Pupils make exceptional progress based on their prior attainment
- The school is very successful in reducing the impact of deprivation on outcomes
- Most pupils have very good literacy and numeracy skills
- Provision for pupils for whom English is an additional language is a particularly highly effective feature

### Prospects for improvement

The prospects for improvement are excellent because:

- The impact of leadership at all levels has had a significant impact upon standards and wellbeing
- Leaders seek to innovate in order to improve the learning experiences of pupils
- The school uses partnership very effectively to support its work
- The school's capacity to take rapid and effective action to address priorities and any shortcomings is an outstanding feature of its work

## Recommendations

- R1 Improve key stage 4 performance in the level 1 threshold indicator and in science
- R2 Provide more opportunities for pupils to practise their Welsh language skills outside of Welsh lessons
- R3 Simplify the marking policy
- R4 Improve attendance

### **What happens next?**

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

## Main findings

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

Excellent

#### Standards: Excellent

Performance at key stage 4 has been consistently outstanding for the last four years. In the key indicator that includes English and mathematics performance is well above expected levels. Performance in this indicator has placed the school consistently in the top 25% of similar schools based on levels of eligibility for free school meals for the last four years. Over the last four years, performance in almost all other indicators has placed the school in either the top 25% or upper 50% of similar schools based on levels of eligibility for free school meals. Pupils make exceptional progress based on their prior attainment.

At key stage 3 performances in the core subject indicator and the separate core subjects have also been consistently strong. Pupils make very good progress from the previous key stage.

Overall, the school is very successful in reducing the impact of deprivation on outcomes. In key stage 4 the performance of pupils eligible for free school meals has been consistently well above family and national averages for pupils eligible for free school meals for the last three years. In the core subject indicator at key stage 3, pupils eligible for free school meals performed better than similar pupils in the family of schools in 2012 and 2013, although they did not perform quite as well in 2014.

In nearly all indicators at key stage 4 boys and girls perform better than the average for pupils in the family. The strong performance of pupils in English and mathematics means that the gap between the performance of boys and girls is less than the average for pupils its family or nationally. Both do better than the average for pupils in the family and Wales in the indicators that include English and mathematics. In the majority of indicators in key stage 3, boys' performance is better than of the average for boys in similar schools. The girls do less well than the boys in the school and their performance is below of the average for girls in similar schools in many indicators.

All pupils achieve qualifications and continue in full-time education after 16. No pupils who left school at 16 are reported as being not in education, employment and training.

Individual results for sixth form pupils on A level courses are as expected or better based on prior attainment. Performances in level 3 vocational courses are below expectations. However, most pupils progress to higher education or into employment. A few remain in school or go to college to continue on level 3 vocational courses.

Most pupils make good or better progress in lessons and over time. They apply their prior learning well to new situations. Most acquire new knowledge, understanding

and skills successfully. Many are effective problem solvers and apply their thinking skills carefully when presented with challenging tasks.

Most demonstrate strong oral skills, in discussion and when reading out their work. A minority of pupils give extremely thoughtful and articulate spoken responses. Around half demonstrate a very good vocabulary in both written and oral responses. Most listen attentively and build well on the ideas of others. They work together very effectively in discussions. Most pupils also have effective reading skills, using a variety of strategies to find and organise information from a wide variety of text types.

Most demonstrate effective writing skills. Written work includes a suitable range of subject and general vocabulary. The writing of a minority is exceptional. Many pupils have a comprehensive understanding of how different types of writing should be structured. The quality of spelling, punctuation and grammar is appropriate to age and ability. Many pupils write accurately making few errors in their punctuation, sentence construction and paragraphing. Pupils are able to identify and correct their mistakes.

Many pupils calculate accurately and have secure number skills. Their mathematical reasoning is sound. Many are able to apply well a range of calculation strategies. Many also interpret data confidently and usually construct accurate, well-presented graphs.

Most pupils have high standards of digital literacy. The school embraces new technologies and pupils are encouraged to use a range of applications and hardware, including smart phones. The sixth form and pupils with English as an additional language make very effective use of tablet computers.

Most pupils make good progress in Welsh second language at key stage 3 and key stage 4. Standards in Welsh second language have improved in recent years. Nearly all pupils achieve a qualification at key stage 4 with majority achieving a grade C at GCSE. At key stage 3, performance at level 5 and above in 2014 places the school in the upper 50% of similar schools based on levels of eligibility for free school meals. In lessons, most pupils write confidently and accurately in Welsh, speak clearly and pronounce words correctly. Most pupils' written work is of a high standard. Almost all pupils read accurately from written texts and worksheets.

### **Wellbeing: Good**

Most pupils feel safe, enjoy school and make very good progress in their learning. Many pupils feel that the school deals well with any bullying and almost all pupils know whom to speak to if they are bullied or witness any bullying.

Attendance rates have improved every year for the past three years and are near to the average for schools in their family of similar schools. However, they remain below modelled expectations. The attendance of pupils eligible for free school meals is above that expected when compared to levels in similar schools. Most pupils who have poor attendance before joining from other secondary schools do particularly well in improving their attendance at Bishop Gore.

The number of pupils excluded permanently from the school over the past three years is very low. The number of pupils excluded for short periods has decreased significantly in the past two years. The rate of fixed term exclusions is significantly lower than that of the local authority and Wales.

Many pupils feel that they that there are plenty of opportunities at school for regular exercise and around half feel that the school teaches them how to keep healthy.

The behaviour of most pupils in class is very good. Most pupils are polite, considerate and respectful to each other and to their teachers. Many pupils show care, respect and concern for others and take responsibility for their own actions, and this is a strong feature of the school. Most pupils participate enthusiastically in whole class activities, paired and group work.

There is extensive pupil involvement in making decisions about issues that impact on their wellbeing. Pupils have contributed effectively to the development of school policies, including the anti-bullying policy and the behaviour for learning policy. Pupils have been influential in the planning and preparation for the introduction of a vertical tutoring system, where pupils from different year groups are organised into tutor groups.

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

The school provides outstanding learning experiences for its pupils. Particularly innovative and highly effective features are the skills based curriculum in key stage 3 'Curriculum 2012' and the key stage 4 learning pathways designed for individual pupils. These exemplify the innovative and creative approaches taken by the school to meet the needs and aspirations of all pupils, whatever their ability or special interests.

'Curriculum 2012' is an effective and imaginative vehicle for the delivery of key stage 3 subjects and skills development. All elements of the National Literacy and Numeracy Framework are well embedded into lesson planning and in 'Curriculum 2012 Development Blocks'. These are special focus weeks that provide pupils with interesting and engaging opportunities to develop their learning and skills within real life situations.

Pupils who have difficulties with their literacy skills receive outstanding support that allows them to make progress at an accelerated pace. Strategies to track and monitor pupils' literacy and numeracy skills are thorough, rigorous and utilised effectively to plan for the next level of learning.

At key stage 4, a wide range of general and vocational choices fully meets pupils' needs and aspirations. The banding and pathways systems at key stage 4 are extremely effective and provide pupils with access to a curriculum that is appropriate to their needs and ability. This is particularly beneficial for pupils who might struggle in a traditional pathway. Its impact is evident in the very good outcomes at the end of key stage 4.

There is an appropriate range of extra-curricular opportunities for pupils. These are well attended and complement and extend pupils' experiences successfully.

There is a wide range of courses available for pupils in the sixth form through effective partnerships with other providers. The arrangements for the Welsh Baccalaureate Qualification broaden and enrich the range of experiences on offer.

The school's provision for Welsh second language has improved considerably over the last year and is now a strength. The Welsh dimension features well in subjects other than Welsh, and in the ethos and activities of the school. For example, there is an annual Dydd Shwmae where staff and pupils use Welsh as much as possible. Day-to-day opportunities for pupils to use their Welsh language skills outside of Welsh lessons are less well developed.

Education for sustainable development and global citizenship is well developed. Pupils have beneficial opportunities to learn about sustainable development and the world and their place in it. There is an effective eco committee and useful projects focus on sustainable development and global citizenship.

### **Teaching: Excellent**

In many lessons there is highly effective teaching. In around a third of lessons the teaching has exceptional strengths. In these lessons the teachers are highly skilful at challenging pupils' thinking. They create a learning environment where pupils feel secure to try out their ideas and learn from mistakes. Most notably there is a relentless insistence on high standards of work by pupils of all abilities.

Nearly all teachers have secure subject knowledge. In many lessons teachers plan well to meet the needs of individual learners. Many teachers have high expectations of behaviour and the standard of work to be produced by pupils. They maintain a pace that is appropriate and supports learning. They use subject contexts well to support the development of skills. They plan well-structured activities that lead to progression in learning and enable pupils to achieve. Many teachers use discussion and questioning well, they provide thinking time and ask probing questions to extend pupils' responses. In the very best teaching this questioning is a significant strength.

In a few lessons teaching does not meet the needs of individual learners as well. In these lessons, teachers ask closed questions and do not have high enough expectations for the work to be produced. Low demand tasks are given, such as copying. This limits the development of pupils' communication skills and does not successfully develop pupils' ability to improve their own learning.

Many teachers monitor learning well in lessons and provide very helpful oral feedback on how to improve work. Most teachers ask pupils to assess their own work and that of others. They provide guidance on what to look for and pupils respond well with helpful and occasionally insightful comments and advice. However, self and peer assessment is not always used appropriately.

Pupils' work is marked regularly by nearly all teachers. Most teachers are consistent in following the school's detailed marking and assessment policy. They assess

progress toward targets and the quality of spelling, punctuation and grammar, and provide comments that give useful advice on how to improve the work. A few teachers provide less helpful comments and do not make sure that pupils correct their errors and follow up on advice.

The school's approach to pupil target setting is exemplary. All pupils are provided with a single aspirational target, the 'Global Grade', after joining the school. Regular assessment of progress towards these grades takes place and this information is shared well with pupils, parents and teachers. The school uses the outcomes of assessments effectively, including that on standards in literacy and numeracy, to plan support and intervention. Assessment information is also well used to plan appropriate learning pathways for pupils. This system of target setting, careful monitoring of progress and planning of support is a strong feature of marking and assessment. Its impact is evident in the consistently very good progress made by pupils during their time in the school.

Reports to parents give comprehensive and very useful information about their child's progress in subjects and in developing their literacy and numeracy skills.

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

The school provides very high levels of care, support and guidance that enable all pupils from diverse backgrounds and with different abilities to achieve their potential. There are very effective support systems to promote and encourage pupils' academic progress, attendance and wellbeing. As a result, pupils achieve excellent outcomes regardless of their ability or particular needs. The support systems have contributed exceptionally well to improving attendance for vulnerable groups, reducing exclusions and the number of pupils educated away from the school.

The school promotes the health and wellbeing of all pupils, and supports their moral, social, spiritual and cultural development well. There is an extensive programme of personal and social development for all pupils that contributes well to their understanding of issues that are important to them. These include specific lessons, themed assemblies and tutor time. The school has made changes to the provision for physical education to encourage more girls to enjoy a healthy lifestyle. The school makes appropriate arrangements for promoting healthy eating and drinking.

The school gives parents and pupils access to a wide range of advice and guidance to enable them to make suitable choices at the end of key stage 3 and key stage 4. There are very effective links with external agencies to provide pupils with comprehensive advice and support appropriate to their needs. Pupil support staff work very well with specialist teams from the community, health service, police and the Ethnic Minority Language and Achievement Service (EMLAS) to ensure high levels of pupil behaviour and wellbeing. This co-ordinated support contributes substantially to the achievement of pupils who need specialist support.

The provision to support pupils with additional learning needs (ALN) is outstanding. The school's inclusive ethos ensures that pupils with a wide range of complex additional needs are very well integrated into the school as a whole. Well-coordinated links with an extensive range of external agencies ensure that

these pupils receive a high level of targeted support, which has a strong impact on their standards and wellbeing. Individual education plans are tailored well to meet pupils' needs and are reviewed regularly. Parents are kept well informed about their children's progress. Learning support assistants work effectively with ALN pupils in intervention groups and mainstream classes. Teachers are provided with a high level of support, enabling them to meet the needs of these pupils well in lessons.

Nurture groups such as 'Elev8', 'Mi-pod' and 'BHi-5' provide the most vulnerable pupils, and those with behavioural, emotional and social difficulties, with effective provision. This provision is carefully monitored to make sure that support meets pupils' needs. Provision for pupils for whom English is an additional language is a particularly outstanding feature. The school works very closely with the local authority 'EMLAS' team to support these pupils and their families, and this has a very strong impact on their standards and wellbeing.

The school's arrangements for safeguarding meet requirements and give no cause for concern.

### **Learning environment: Excellent**

The school has a very strong ethos where all pupils are valued highly and all are challenged to succeed. Pupils come from a very wide variety of social and ethnic backgrounds and the school is highly successful in making sure that all pupils have equal access to all the opportunities it offers. The school promotes equality and diversity very well. This enables pupils from a wide range of backgrounds, cultures and religions to work exceptionally well together and to respect each other's views and lifestyles. There is a clear emphasis on respect and care for all by all. This is a very strong feature of the work of the school.

There is an extensive range of books in the library including fiction and non-fiction. Other media sources for research are also available. The library is a pleasant place and pupils make good use of it.

The school buildings are old and some areas are in need of refurbishment. However, the school works hard to make sure that the school is a pleasant working environment. The public areas, including the grounds, are welcoming. The garden areas are well kept.

Wall displays in many areas enhance the learning environment. There are appropriate levels of learning resources across all subjects. There has been significant investment in information communication technology. The school has a strong commitment to developing digital literacy. Sixth form pupils and pupils with additional needs, particularly those who are new to English, are provided with tablet computers to support their learning. .

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

The headteacher provides outstanding leadership. He communicates his high expectations to the whole school community very effectively. Senior leaders provide him with strong support and together they are a highly effective leadership team. This has helped to create a culture where everyone is challenged to improve and is supported to achieve outcomes that are well above expectations. There is a relentless focus upon success and enjoyment in learning, and the wellbeing of all pupils. These principles are at the core of the vision for the school and provide the strategic direction.

The roles of senior leaders are defined clearly and there is an effective allocation of responsibilities. Senior leaders plan well and allocate the school's resources efficiently to meet national and local priorities. This has been particularly successful in promoting the development of pupils' literacy and numeracy skills, including through the innovative Curriculum 2012, and in reducing the impact of poverty on pupil outcomes.

Middle leaders analyse performance and lead effectively. They are committed fully to the corporate vision that all pupils achieve to the very best of their ability. The challenge to, and support of, middle leaders by senior leaders has had a strong impact on maintaining high standards of attainment and on pupils' wellbeing. In turn middle leaders provide effective support and challenge to their teams.

The performance of staff is well managed and underperformance addressed suitably. The school's approach to performance management includes high levels of challenge and of support, and links closely to the professional development programme.

Governors have a clear understanding of their responsibilities and undertake the role of critical friend very well. They have a comprehensive understanding of pupil attainment data and monitor the allocation of the school budget carefully. Governors play a strong role in setting the school's strategic direction and are highly effective in the challenge and support they provide.

**Improving quality: Excellent**

Senior leaders have been successful in establishing a strong culture of self-evaluation and planning for improvement across the school. As a result, leaders at all levels have a very clear and detailed understanding of the school's strengths and areas for development, and the school has maintained significantly high standards. The school's capacity to take rapid and effective action to address priorities and any shortcomings is an outstanding feature of its work.

A particular strength has been the way the school has responded to identified shortcomings and national priorities. For example, it takes swift action when any subject area performs less well. In order to improve outcomes for vulnerable pupils it introduced effective alternative and nurture provision. To address the need to

improve pupils' skills and implement the Literacy and Numeracy Framework, the school introduced its 'Curriculum 2012'.

The school's self-evaluation report is an extensive and thorough appraisal of standards, provision and leadership. Areas for improvement are clearly linked to the priorities in the school development plan.

The school has rigorous procedures to assess the quality of teaching, and provides tailored support for individual teachers. Book scrutiny by senior leaders has improved the regularity of marking and consistent application of school policy. However, it has been less effective in improving the impact of marking.

Departmental self-evaluation processes are consistent in format and quality, and are closely monitored and reviewed by senior leaders. Subject self-evaluation reports are detailed and evaluative, and are clearly aligned to departmental and whole-school improvement planning. Leaders at all levels use a wide range of performance data confidently to assess the standards achieved by pupils, and use this information to plan for improvement very effectively. Departmental 'focus weeks' are a thorough and rigorous method of reviewing the work of subject areas. Senior and middle leaders use this process very well to identify strengths and areas for improvement, and to review the progress made against previous targets.

Improvement planning at whole-school and departmental level is well developed. Plans are clear, precise and closely focused on the priorities identified through self-evaluation. Pupils, parents and the governing body have a well-developed role in self-evaluation and improvement planning.

### **Partnership working: Good**

The school has effective partnerships with an extremely wide range of external agencies that appropriately support pupils' wellbeing. These partnerships are particularly valuable when supporting potentially vulnerable pupils, those with English as an additional language and those with additional learning needs. There is also a beneficial partnership to provide mentoring support to pupils in the sixth form.

There is an effective partnership with partner primary schools to help pupils make the transition from primary to secondary school. There is evidence of particularly beneficial curriculum collaboration in the development of 'Curriculum 2012'. The school collaborates well with its partners in the local 14-19 network to widen the range of courses available to pupils in the sixth form.

The school has strong links with parents and receives good support from parents at school events. Parents and carers have a wide range of opportunities throughout the school year to share their views on the school's work, including surgeries and review days. A particularly innovative approach is the involvement of parents in steering groups to discuss changes to the organisation of the school.

The school creates particularly strong relationships with the parents and carers of the most vulnerable pupils. This has a positive impact on their wellbeing and progress. .

## **Resource management: Excellent**

The school manages resources carefully, deploys teachers well and maintains appropriate class sizes. Most non-teaching staff support teachers helpfully. All staff have access to a comprehensive range of professional development opportunities, including those that support the improvement of teaching and learning. A 'Professional Learning Group' comprising the most effective teachers provides others with advice and guidance on teaching. The professional development of middle leaders is a particularly strong feature with a highly effective programme of briefings, meetings and training opportunities.

The headteacher and finance officer monitor the budget closely so that the school's spending decisions link well to the improvement priorities. The governors' finance and premises committee meets regularly and has a strong input to all financial decisions. In recent years, careful and effective implementation of a budget deficit recovery plan has ensured that the school has established a suitable surplus.

Funding from the Pupil Deprivation Grant is allocated successfully to improve the attendance and performance of the school's most vulnerable pupils. Sixth form provision is cost effective.

In view of the standards achieved by pupils, the school provides excellent value for money.

## Appendix 1

### Commentary on performance data

In the core subject indicator at key stage 3 performance has shown an upward trend and been consistently above the average for its family of similar schools. Performance in this indicator has placed the school in the top 25% of similar schools based on levels of eligibility for free school meals between 2011 and 2013. In 2014 performance in the core subject indicator at level 5 and above is above expectations based on prior attainment. Performance places the school in the upper 50% of similar schools based on levels of eligibility for free school meals. Pupils make very good progress from key stage 2 in the core subject indicator, mathematics and science.

In English performance at level 5 shows a trend of improvement and been consistently above the average for its family of similar schools. Performance placed the school in the top 25% of similar schools based on levels of eligibility for free school meals in 2011-2012, the upper 50% in 2013 and lower 50% in 2014. Performance in the higher levels is consistently better than the average for its family of similar schools.

Performance in mathematics at level 5 and above shows a trend of improvement and been consistently above the average for its family of similar schools. Performance placed the school in the top 25% of similar schools based on levels of eligibility for free school meals in 2011 and 2014 and in the upper 50% in 2013. Performance at the higher levels is consistently better than the average for its family of similar schools.

Performance in science has also improved and above the average for its family of similar schools apart from in 2013. Performance placed the school in the top 25% of similar schools in 2011 and 2012. In 2013 and 2014 performance placed the school in the upper 50% of similar schools based on levels of eligibility for free school meals. Performance at the higher levels is consistently better than the average for its family of similar schools.

In the majority of non-core subjects performance at level 5 and above has placed the school in the upper 50% of similar schools for the past two years.

At key stage 4, performance in all key indicators has shown a trend of improvement and nearly all have been consistently above the averages for its family.

Performance in the level 2 threshold including English and mathematics has placed the school in the top 25% of schools based on eligibility for free school meals for the last four years. In 2014, performance in the level 2 threshold including English and mathematics is well above expectations based on progress from the previous key stages.

Performance in the core subject indicator has placed the school in the top 25% of similar schools for three of the last four years. In 2013 the school was in the upper

50%. In 2014 performance in this indicator is the best in its family of similar schools and above the average for the family and Wales.

Over the three years to 2014, performances in the level 2 threshold and capped point score have been consistently above the averages for its family of similar schools and placed it in the top 25% of similar schools based on levels of eligibility for free school meals. In 2014, performance in these indicators is above the averages for its family of similar schools and places it in the upper 50% of schools based on levels of eligibility for free school meals.

The performance in the level 1 threshold maintained an upward trend to 2013 and was consistently above the average for the family. In 2014, performance in this indicator has fallen and now places it in the lower 50% of similar schools.

In English at grade C or above performance has remained consistently above the family average. Performance has placed the school in the top 25% of similar schools in three of the last four years.

Performance in mathematics has been consistently above the average for its family since 2011. Performance has placed the school in the top 25% of similar schools in three of the last four years.

Performance in science was above the average for its family until 2014. In this year performance fell below the average for its family and placed it in the lower 50% of similar schools. Between 2011 and 2013 performance in science placed it in the top 25% of similar schools.

Performance in key sixth form indicators, the level 3 threshold and average wider point score have been consistently below the average for its family of similar schools and nationally for the last four years. However, individual results for sixth form pupils on A level courses are as expected or better based on prior attainment. Performances in level 3 vocational courses are below expectations. However, most pupils progress to higher education or into employment. A few remain in school or go to college to continue on level 3 vocational courses.

Boys perform less well than girls in most indicators in key stage 4. However, in nearly all indicators, boys perform better than the average for boys in its family and Wales. The performance of girls is better than the average for girls in its family and Wales in many indicators. Girls achieve less well than boys in the school and girls in its family and nationally in the level 1 threshold indicator. In 2014, the performance of girls in the key stage 3 core subject indicator and in English and mathematics is below that of the boys and girls in its family and Wales. Boys achieve better in all these indicators than boys in its family and in Wales.

The performance of pupils eligible for free school meals in key stage 3 is below that of pupils eligible for free school meals in its family of similar schools and nationally. In key stage 4, the gap between the performances of pupils eligible for free school meals and those who are not is consistently less than the gap in its family of similar schools and nationally in all indicators. Achievement by pupils eligible for free school meals is higher than pupils eligible for free school meals in its family of similar schools and nationally in all indicators.

No pupil has left without qualifications in the last five years. In 2014 all pupils achieved qualifications and nearly all remained in full time education or training. This is comparable to the family and national picture.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### Secondary Questionnaire (Overall)

denotes the benchmark - this is a total of all responses 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	300	75	198	15	12	Rwy'n teimlo'n ddiogel yn fy ysgol.
		25%	66%	5%	4%	
		43%	52%	4%	1%	
The school deals well with any bullying	299	48	181	52	18	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		16%	61%	17%	6%	
		26%	57%	14%	3%	
I have someone to talk to if I am worried	296	85	145	53	13	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		29%	49%	18%	4%	
		38%	52%	8%	1%	
The school teaches me how to keep healthy	300	42	132	97	29	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		14%	44%	32%	10%	
		23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	299	97	163	23	16	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		32%	55%	8%	5%	
		45%	45%	8%	2%	
I am doing well at school	300	78	183	23	16	Rwy'n gwneud yn dda yn yr ysgol.
		26%	61%	8%	5%	
		32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	297	85	166	35	11	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		29%	56%	12%	4%	
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	300	44	136	79	41	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		15%	45%	26%	14%	
		20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	298	91	145	47	15	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		31%	49%	16%	5%	
		45%	47%	7%	1%	
Pupils behave well and I can get my work done	300	11	122	120	47	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		4%	41%	40%	16%	
		10%	57%	27%	6%	

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
Staff treat all pupils fairly and with respect	297	62 21%	150 51%	63 21%	22 7%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	50%	16%	4%	
The school listens to our views and makes changes we suggest	295	28 9%	125 42%	96 33%	46 16%	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	298	65 22%	207 69%	16 5%	10 3%	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	296	63 21%	160 54%	57 19%	16 5%	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	296	78 26%	176 59%	25 8%	17 6%	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	295	87 29%	166 56%	30 10%	12 4%	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	117	13 11%	57 49%	26 22%	21 18%	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%	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	64	18 28%	29 45%	6 9%	11 17%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		28%	50%	15%	7%	

## Responses to parent questionnaires

denotes the benchmark - this is a total of all responses 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.	180	91 51%	78 43%	7 4%	4 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	4%	1%		
My child likes this school.	180	80 44%	84 47%	12 7%	3 2%	1	Mae fy mhlentyn yn hoffi'r ysgol hon.
		46%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	181	95 52%	73 40%	7 4%	3 2%	3	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.	181	87 48%	81 45%	8 4%	1 1%	4	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	179	27 15%	92 51%	27 15%	9 5%	24	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	179	71 40%	91 51%	11 6%	2 1%	4	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	181	90 50%	80 44%	6 3%	2 1%	3	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		51%	45%	2%	0%		
The homework that is given builds well on what my child learns in school.	180	52 29%	90 50%	27 15%	1 1%	10	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.	179	68 38%	84 47%	17 9%	3 2%	7	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.	180	56 31%	94 52%	16 9%	4 2%	10	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	53%	7%	1%		
My child is safe at school.	179	69 39%	93 52%	11 6%	1 1%	5	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		41%	52%	3%	1%		
My child receives appropriate additional	171	64 37%	67 39%	17 10%	3 2%	20	Mae fy mhlentyn yn cael cymorth

		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	
support in relation to any particular individual needs'.			32%	46%	7%	2%		ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
I am kept well informed about my child's progress.	180		79 44%	76 42%	18 10%	6 3%	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.	181		89 49%	79 44%	6 3%	2 1%	5	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
			41%	48%	6%	2%		
I understand the school's procedure for dealing with complaints.	178		62 35%	80 45%	14 8%	3 2%	19	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.	179		68 38%	88 49%	9 5%	0 0%	14	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.	170		50 29%	75 44%	15 9%	4 2%	26	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.	181		53 29%	79 44%	33 18%	8 4%	8	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
			35%	49%	9%	2%		
The school is well run.	181		89 49%	80 44%	3 2%	4 2%	5	Mae'r ysgol yn cael ei rhedeg yn dda.
			40%	48%	5%	2%		

## Appendix 3

### The inspection team

Sue Halliwell	Reporting Inspector
Huw Collins	Team Inspector
Steven Pringle	Team Inspector
Tony Sparks	Team Inspector
Matthew Evans	Lay Inspector
Mark Powell	Peer Inspector
Karen Williams (Assistant head)	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.