



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

**Ysgol Ardudwy
Ffordd Y Traeth
Harlech
Gwynedd
LL46 2UH**

Date of inspection: May 2012

by

Mr Gwyn Thomas

for

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Ysgol Ardudwy is a naturally bilingual community comprehensive school for pupils between 11 and 16 years of age in the south west of the county and is maintained by Gwynedd Unitary Authority. The school serves the seaside communities of Penrhyndeudraeth, Harlech and Abermaw and the surrounding rural villages. It is an area which has a varied economy. Farming and tourism are the industries in the area but in recent years there has been a decline in the farming industry and there are now no large employers in the area.

The school accepts pupils of all abilities.

There are 330 pupils on the school's register. During the previous inspection in March 2006, there were 380 pupils on the register.

The school has a full time equivalent of 26.1 teaching staff.

In 2011-2012, 10.09% of the pupils were entitled to free school meals. This figure is lower than the national average of 17.4%.

The percentage of pupils with a statement of special educational needs in 2012 is 9.2% which is substantially higher than the Authority's average. There are a further 23.5% who need additional support. The percentage of pupils of statutory school age that are on the special educational needs register is 32.7% which is higher than the national average of 20.2%.

Some 40% of pupils come from homes where at least one parent speaks Welsh but 84% throughout the school speak Welsh to mother tongue standard. Only 1.0% comes from an ethnic minority background.

The headteacher was appointed to take up his post in September 1990.

The school aims to ensure education of the highest possible standard for each pupil and to guide them to develop into mature and responsible individuals, so that they can become full and active members of a bilingual society.

In 2011-2012, the individual school budget per pupil for Ysgol Ardudwy is £5098 per pupil. The maximum budget per pupils in Gwynedd's secondary schools is £5098 and the minimum is £3942. Ysgol Ardudwy has the highest school budget per pupil of the 14 secondary schools in Gwynedd.

Summary

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

Current performance

The good features of the school's work include:

- steady improvement in the performance in the core subjects in key stage 3;
- an improvement in all indicators which include the range of broader qualifications when comparing with results in the previous key stage;
- good standards in Welsh in key stage 4 in comparison with similar schools, together with a high standard of bilingualism as well as a strong awareness of Welshness;
- all pupils leaving the school with a recognised qualification;
- pupils' outstanding behaviour with no permanent exclusions for five years;
- the school's inclusive, caring ethos and an effective pastoral system; and
- effective partnerships.

It was judged that current improvement was unsatisfactory because of the:

- performance in English in key stage 3 that compares unfavourably with the performance by similar schools over the last five years;
- unsatisfactory performance in a number of the key indicators (specifically the level 2 threshold including English or Welsh, mathematics and the core subject indicator) in key stage 4 that continue to be substantially lower than the performance in similar schools;
- unsatisfactory performance in mathematics, science and English in key stage 4 over a period of four years, which is significantly lower than the performance in similar schools;
- lack of challenge in a minority of lessons;
- effect of developing some of the skills across the curriculum which have not had a sufficient impact on raising standards; and
- attendance levels that are lower than those in similar schools.

Prospects for improvement

It was judged that the school's prospects for improvement were adequate because of the:

- clear vision of the headteacher and deputy to raise standards;
- improvement in standards at key stage 3 in 2012;
- good standard of vocational qualifications;
- percentages of pupils gaining grades A*-C in English and science that have risen considerably in comparison with 2011 (following the results of modules that have already been awarded 2012); and
- improving standards in reading.

However:

- the role of some middle managers has been insufficiently developed;
- there is a lack of consistency in the departmental development plans;
- some lessons are only satisfactory in standard; and
- the school has not fully responded to all the recommendations in the previous inspection.

Recommendations

In order to improve further, the staff and governors of Ysgol Ardudwy need to:

- R1 in key stage 3, raise standards and improve performance in English and most of the foundation subjects that are lower than the standard in similar schools;
- R2 raise standards and improve performance in English, mathematics and science in key stage 4 and improve the level 2 threshold including English or Welsh and mathematics and the core subject indicator;
- R3 improve the provision and pupils' progress in the skills, focussing specifically on literacy and numeracy throughout the school;
- R4 raise the standards of teaching from adequate to good or better, including lesson observations and monitoring quality;
- R5 improve the consistency and quality of the marking throughout the school; and
- R6 strengthen the role and accountability of middle managers.

What happens next?

In line with the procedure of the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan that shows how it will address these recommendations. Estyn will monitor the school's progress twelve months from the publication of this report.

Main findings

Key Question 1: How good are outcomes?

Unsatisfactory

Standards: Unsatisfactory

Performance at key stage 3 has improved in all indicators over a four-year period and is now close to the average of similar schools. However, performance in English has been well below the average for five years. Performance at the higher levels is not as strong. Performance in nearly all non-core subjects is higher in 2011 than in 2008. However, it is well below the performance of similar schools. Pupils' progress in 2011 from the previous key stage has improved and is good to very good.

In key stage 4 over the last four years, performance in those indicators that include English or Welsh and mathematics has been variable and below or mostly well below the average compared with that of similar schools. Results in 2011 were below those of 2008. Performance in the indicators which include a wide range of qualifications has been mostly lower in 2011 compared with 2008. Performance in mathematics and science has been well below that of similar schools for four years and in English for three years. Performance in Welsh has been good. Overall, performance in the Welsh Baccalaureate Qualification in 2011 was very good.

When compared with their performance in the previous key stage, pupils' progress is improving in the indicators that include a wide range of qualifications. However, in those indicators that include English or Welsh and mathematics, progress has been consistently poor.

Over the last three years, all pupils left school with a qualification and a high proportion continued to full-time education after 16. No pupils who left school at 16 are reported as being not in education, employment and training.

Overall, in key stage 3 and key stage 4, there are only a few significant differences in the performance of boys and girls. In key stage 3, boys generally perform better than girls in the core subject indicator. In key stage 4, boys outperformed girls in 2010 in the indicators that include English or Welsh and mathematics.

Pupils entitled to free school meals in key stage 3 performed better than non-free-school-meals pupils in 2009 and 2010. They perform better than similar pupils when compared with the family and national averages. Pupils entitled to free school meals in key stage 4 do not perform as well as non-free-school-meals pupils. When compared with the performance of similar pupils in the indicator that includes English or Welsh and mathematics, performance is below the family averages.

Pupils with additional learning needs achieve as expected whilst more able pupils under achieve well in the core subjects in key stage 4.

Overall, the progress made by many pupils in the majority of lessons is good and standards are good. These pupils apply previous learning well and use this to develop their knowledge and understanding.

Most pupils listen well to their teachers and to each other and speak clearly. However, many respond to teachers' questions with short answers. Standards in reading are generally improving. The majority of pupils read confidently and with

expression. They can identify key features in texts to support their viewpoints. Pupils who receive additional support for reading make good progress, especially in key stage 3. Many pupils use subject-specific terminology well in class.

The majority of pupils write short paragraphs of good quality. A minority of pupils write extensively. However, in the minority of books seen, there are spelling, punctuation and grammatical errors and pupils do not take sufficient care with their written work or in drawing graphs.

Pupils in both key stages do not use their numeracy or problem solving skills well enough in subjects across the curriculum. They have good information and communication technology skills which improve their presentation and research skills.

Results in Welsh first language have been improving over the last three years in key stage 3 and are now well above the average in comparison with similar schools. Performance at level 6 and above has been variable and is below average overall. In key stage 4, although results have been variable, they are consistently above the average in comparison with similar schools. Pupils' bilingual skills in the classroom and around the school are very good.

Wellbeing: Good

Nearly all pupils feel safe in school and receive good personal support. Nearly all feel that the school deals effectively with the few incidents of bullying. Many understand the importance of healthy living with large numbers participating in exercise through a wide range of extra-curricular activities during and after school.

Behaviour around the school and in the classroom is exceptional. Nearly all pupils are considerate and very courteous. Over the last five years, no pupil has been permanently excluded and only one pupil received a fixed-term exclusion.

Attendance rates are below the expected level of attendance. In comparison with similar schools, these rates are in the bottom quarter and well below the average for similar schools and below the family average. Nearly all pupils are punctual to lessons.

A strong feature of the school is that most pupils are involved in community activities and events especially in key stage 4. Many participate successfully in projects and raise substantial sums of money for charities on an annual basis. These pupils gain valuable levels of experience and confidence. Pupils are involved in a good range of learner voice activities, including decision making processes. Pupils across all ages make a sound contribution to several aspects of school life through the activities of the school council.

The development of pupils social and life skills is good. Most pupils work together in groups successfully. Their problem-solving skills and those of improving one's own learning are sound. They show great care and concern towards their peers. Pupils' preparation for life and work outside school is sound.

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

The school provides a broad and balanced curriculum that meets pupils' needs and interests.

In key stage 3, the school responds appropriately to the statutory requirements of the National Curriculum and religious education. At key stage 4, the school offers a wider range of options in partnership with other providers within Learning Pathways 14-19. These include an extensive range of courses which provide good opportunities for vocational qualifications.

Whilst the extent of progression and continuity of academic courses is constrained, the school provides additional extra provision after school to ensure that pupils are able to follow subjects that cannot be accessed within school time.

The planning for the development of skills in key stage 3 is variable. The planning to develop communication skills and information and communication technology skills in both key stages is good. The planning for numeracy skills is not sufficiently embedded into the experiences of all pupils in many areas of the curriculum.

Problem solving skills and improving own learning is adequate at both key stages. The provision for development of working with others is good.

Overall, the provision for the development of skills is adequate.

The range of extra-curricular activities is good. External visits enhance learning experiences and contribute effectively to lessons and other activities, in particular work related education and experiences.

Welsh language provision across the school is a strength. The Welsh ethos within the school is strong and the Welsh dimension across the curriculum promotes a positive attitude towards the language and the Welsh identity. The school provides a variety of stimulating experiences for studying the local environment and the history and culture of the area across the curriculum.

The opportunities for pupils to broaden their knowledge on issues of sustainability and global citizenship are adequate and developing.

Teaching: Adequate

In the small sample of lessons observed, teaching was good in the majority of lessons. However, there are shortcomings in a minority.

Where the quality of teaching is good, teachers plan their lessons carefully and lesson objectives are clear.

A good range of resources, including information and technology, enrich activities and the positive relationships between teachers and learners maintain interest. In the best examples, teachers make good provision for the inclusion of specific aspects of key skills within lessons.

The pace of lessons is good with suitable challenges and numerous opportunities are provided for pupils to enhance their skills of working in groups.

Teachers have good subject knowledge. They ensure that pupils evaluate their progress against specific success criteria. Working relationship between all

members of staff and pupils in the school are very good. These relationships are based on mutual respect.

In the minority of lessons where there are shortcomings, the pace of the lesson is slow and there is over reliance on the teacher. There is insufficient challenge and insufficient explanations of key concepts during the lesson and in the plenary sessions.

The quality of marking is generally variable across the school. Clear information is provided acknowledging strengths but the quality of feedback does not always provide sufficient guidance on how to improve. Spelling and grammatical errors are not always noted or corrected.

Pupils' ability to assess their own performance and the performance of their peers is inconsistent.

A new assessment process for Year 7 has been created based on the National Curriculum level descriptors. This process gives a full picture of each pupil's progress within these levels and areas in need of improvement. This positive feature is in the process of being adopted across all stages.

Whilst the school has an effective mentoring provision for pupils in key stage 4, the effect of the strategies used have not yet impacted sufficiently on the standards in the core subjects, with the exception of Welsh.

Reports to parents are detailed and informative. The half-termly reports outlining progress and targets for improvement are a notable feature.

Care, support and guidance: Good

There are effective arrangements to encourage and maintain the health and wellbeing of pupils.

The school offers a caring environment where pupils feel safe. They receive good guidance and support.

Various activities to promote social, moral, spiritual and cultural development are good.

There are effective links with external agencies to provide a range of support services and expertise.

A very well-planned induction programme provides continuity and progression for pupils as they transfer from partner primary schools. The quality of advice and guidance given to pupils and parents about courses at key stage 4 is good.

The school provides a well-planned personal and social education programme. Teachers know the pupils well and support them effectively. The school has a very good support structure for pupils through an effective pastoral system.

Those pupils who receive further support for literacy receive lessons that are adapted well to meet their needs. This contributes well to improving their standards of reading.

Within mainstream classes, teachers adapt tasks and activities well to meet the additional learning needs of pupils. However, the formal procedure of evaluating the effectiveness of this provision is not sufficiently robust.

Targets for pupils within the individual education plans are not always specific enough. Pupils' progress cannot be measured appropriately.

Teaching assistants provide good support for specific pupils.

The school has an appropriate policy and has procedures for safeguarding.

Learning environment: Good

The school exhibits a caring, inclusive Welsh ethos where members of staff and pupils demonstrate mutual respect and concern for all. It promotes equal opportunity and diversity successfully. The school sets high expectations regarding behaviour. It ensures that all pupils have the opportunity to develop their personal and social skills effectively.

The school is situated on a campus where the building is of a good quality. The classrooms, laboratories and general facilities offer a good working environment.

Effective use is made of available resources. The provision for information and communications technology and drama facilities is good. The school benefits substantially from the use of the on-site leisure centre.

The building and grounds are well maintained.

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

The headteacher's strategic direction is to improve standards especially at key stage 4. This objective has been shared and adopted by members of staff and governors. He is ably supported by the highly effective deputy headteacher. To support their aim of raising standards, the school has a suitable range of policies and strategies. However, they have not impacted sufficiently on current practice.

There is insufficient time for the senior management team to undertake its role fully. The responsibilities of its members are too extensive in a school of this size. Consequently, a few areas of monitoring performance lack rigour.

There are detailed job descriptions for all members of staff. A majority of staff responsibilities have been revised in the last year. Currently, the extent to which middle managers fulfil their roles is not developed fully.

The senior management team has established satisfactory links with departments. Members support departments within the time constraints. The annual review in September is a valuable opportunity for the senior management team to have designated time to discuss progress and to evaluate examination results. Targeted support from senior managers to some weaker departments has been extensive and is beginning to have a positive impact on performance in 2012.

Senior and middle managers use information about pupil performance to inform their planning and teaching strategies well. Realistic targets are set and departments are challenged appropriately. The impact of these processes has not been fully realised in a very few departments.

Performance management identifies individual and whole-school priorities well and contributes to the variety of strategies employed to raise standards and develop staff.

Governors understand their roles well and fulfil their statutory requirements. They have encouraged and supported the close relationship with a neighbouring school to enhance curricular provision. This is a good feature. The role of the governing body as a critical friend is sound.

The school has responded appropriately to national and local priorities. They have exceeded the requirements of the Learning Pathways 14-19 and Transformation agenda and the School Effectiveness Framework. However, the response of the school to the demands of the skills' agenda is variable.

Improving quality: Adequate

The school's self-evaluation report is an informative document and sets out clearly the strengths and areas for development.

Self-evaluation processes are embedded in the school and draw upon an appropriate range of data and first-hand evidence, including termly lesson observations and scrutiny of pupils' work. Pupils' contributions through the work of the school council and intermittent departmental questionnaires are adequate. The school takes account of the views of parents through questionnaires and welcomes views of local businesses and external agencies.

Many middle managers evaluate thoroughly their areas of responsibility. However, a few departmental self-evaluation reports do not address underperformance within their departments.

The link between the school self-evaluation and development plan is clear. The comprehensive school development plan has appropriate priorities. These focus on raising standards, strategies for implementation and robust measurable success criteria in order to plan and secure improvement. It clearly identifies members of staff who lead these initiatives, outlines a suitable time scale and identifies the resources required.

Departmental development plans vary in quality. In the best examples, rigorous implementation strategies are noted along with realistic and challenging targets. However, in a few departments, the planning for improvement lacks the required robustness.

Senior and middle managers monitor soundly. A common template is used by all in order to secure consistency.

The school ensures that a broad range of professional development activities linked to school priorities takes place. A collaborative ethos concentrating on sharing good practice is developing both within the school and with colleagues in neighbouring schools. Many members of staff have appropriate opportunities for continuous professional development. The school has established two professional learning communities which are focusing effectively on national and whole-school priorities. One is already impacting positively in raising literacy standards.

The school has made progress in addressing the majority of the recommendations of the previous inspection. Performance in science in key stage 4, numeracy across the curriculum and developing independent learning remain to be addressed fully. These issues have been identified in the school development plan.

Partnership working: Good

The school works well with a range of strategic partners to improve pupils' standards and wellbeing.

Links with parents are enhanced through a regular newsletter and a web-site. There are good links with partner primary schools and other providers. There are highly creative links involving strategic planning and resource sharing with a neighbouring secondary school.

The school works closely with the community, notably in their activities' week and in activities within the alternative curriculum. It works soundly with local education authority services for children and young people. There are strong links with local employers and with a range of multi-disciplinary agencies. The school works well with initial teacher training institutions.

The school has worked well with their partners to expand the range of courses offered in key stage 4 in relation to tackling the link between disadvantage and underachievement. There are effective agreed protocols with other providers to ensure quality assurance. Through excellent co-operation with a train service provider, pupils are transported efficiently to school.

The quality of transition plans is good. Continuity of learning is achieved through shared tasks with partner primary schools and the opportunities afforded to both parents and pupils to visit the school before the start of Year 7. The school provides opportunities for the performing arts subjects to hold imaginative joint workshops with partner primary schools. The school informs their partners in the primary sector of the progress made by their past pupils.

Resource management: Unsatisfactory

The school is staffed appropriately and teachers are deployed effectively to deliver the curriculum. Nearly all teach within their areas of expertise. Learning support assistants are managed and deployed appropriately.

The school identifies and meets the developmental needs of all staff well through a wide range of in-house or external courses.

The school budgetary control systems are good. The headteacher and governing body identify priorities for funding well and allocate resources in accordance with the priorities of the school development plan. The impact of resources is reviewed constantly by the headteacher and administrative officer.

The value for money is judged to be unsatisfactory due to the unsatisfactory standards in key stage 4.

Appendix 1

Commentary on performance data

In key stage 3 over the last four years, performance in English, Welsh first language and the core subject indicator have improved annually. Performance in mathematics and science has fluctuated marginally. The greatest improvement has been in the core subject indicator and Welsh first language. In 2011, Welsh first language was in the top quarter, science and the core subject indicator were in the top half, mathematics was in the bottom half and English was in the bottom quarter when compared with similar schools in terms of the free-school-meals benchmark. This was an improvement on performance in 2008 when only science was in the top half when compared with similar schools. All other indicators were in the bottom quarter. However, English has been in the bottom quarter for the last five years.

In 2011, performance in the core subject indicator, mathematics and science at level 5 or above placed the school above the family averages.

Over the last three years, performance at level 6 in English has risen and is now marginally above the family average. Performances in Welsh first language and science have been variable. Performance in mathematics has declined. Performance in three of the core subjects has been consistently below the family average. In 2011, mathematics and science are in the bottom quarter when compared with similar schools while Welsh first language and English are in the bottom half.

Performance at level 5 and above in all non-core subjects was better in 2011 compared with 2008. In 2011, performance in most non-core subjects placed the school in the bottom half or quarter when compared with similar schools in terms of the free-school-meals benchmark.

In 2011, pupils had made significant progress in the core subject indicator and had performed better than expected in comparison with similar schools. Similar progress was also evident in mathematics. Very good progress was evident in English and science based on pupils' attainment at the end of key stage 2. Progress in Welsh first language was below average. Over the last three years, progress from key stage 2 has improved considerably and is now very good in nearly all indicators.

In key stage 3 over a three-year period, girls outperformed boys on many occasions. However, boys performed better than girls in the core subject indicator in 2010 and 2011. Overall, there is no significant difference between the performance of boys and girls. Boys performed better than boys in the family and nationally on a very few occasions.

At key stage 4, performance in the level 2 threshold including English or Welsh first language and mathematics and the core subject indicator has varied significantly over the last four years. In 2011, performance in both indicators was below that of 2008. In comparison with similar schools, they were in the bottom quarter for three of the four years and below the family averages over the four-year period. In 2011, performance in these indicators was the lowest in the family. Performance in the level 2 threshold including English or Welsh first language and mathematics was significantly below the expected performance based on free school meals.

The school's performance in the level 1 threshold was lower in 2011 compared with 2008. It was higher in the level 2 threshold. There was a slight fall in the capped

points score. In 2011, the level 1 threshold and the capped points score were in the bottom half while the level 2 threshold was in the bottom quarter of performance levels for similar schools in terms of the free-school-meals benchmark. Performance in these indicators was below the family averages.

During 2008-2011, performance in level 2 English, Welsh first language, science and mathematics had been variable. Results in all these core subjects in 2011 were below those of 2008. Performance in mathematics and science was in the bottom quarter during the four-year period and English for three years when compared with similar schools in terms of the free-school-meal benchmarks. Performance in all core subjects was always below the family averages. Performance in English, mathematics and science was the lowest in the family in 2011.

In 2011, based on attainment at the end of key stage 3, progress was significantly below the average and significantly below the expected progress in the level 2 threshold including English or Welsh first language and mathematics. It was significantly below the average in the core subject indicator. Progress was well above the average in the level 2 threshold and significantly above in the capped points score and the wider points score. Progress in the level 1 threshold was above the average. Overall, progress from key stage 3 to key stage 4 was significantly below the average in those indicators that included English or Welsh first language and mathematics. Progress in those indicators that include a wide range of qualifications was well above the average when compared with similar schools in terms of the free-school-meal benchmarks. Progress in comparison with the family of schools reflected the same pattern in all indicators as similar schools.

Over a three-year period, pupils' progress from key stage 3 has improved in those indicators that include a wide range of qualifications. However, in those indicators that included English or Welsh first language and mathematics, progress has been poor.

In key stage 4 over a three-year period, girls performed better than boys on most occasions. However, in 2010, boys performed better than girls particularly in the threshold level 2 indicator including English or Welsh first language and mathematics, the core subject indicator and level 2 in mathematics. Boys performed better than boys nationally in those indicators that include a wide range of qualifications and in the core subjects, particularly in 2010.

In two out of three years, pupils entitled to free school meals in key stage 3 perform better than those not entitled to free school meals. The gap between the two groups in the core subject indicator was smaller than the national gap. Over a three-year period, pupils entitled to free school meals perform better than similar pupils when compared with the national and family averages.

In key stage 4, performance of free-school-meals pupils is nearly always below the performance of those not entitled to free school meals in all indicators. The performance of free-school-meals pupils compared with similar pupils is always below the family averages in the indicators that included English or Welsh first language and mathematics. It is better when compared with the national averages on a minority of occasions. However, performance is above the family average in the majority of instances and in most instances when compared with national averages in those indicators that include a wide range of qualifications. Pupils with additional learning needs achieve as expected. Able pupils underachieve in Welsh, English, mathematics and science in key stage 4.

Over the last three years, all pupils left school with a recognised qualification at the end of Year 11. A high proportion of pupils continued their full-time education in school, further education or in work-based training. No Year 11 pupils who left school are reported as being not in education, employment or training.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Estyn received 55 responses to the parent questionnaires. Many give positive responses to all the questions. Overall, these responses are close to the positive responses received from parents of learners in other secondary schools.

All parents feel that their children were helped to settle in well to the new school.

Most parents are satisfied with the school where their children are happy and safe. Most parents say that pupils behave well, their children are making good progress and parents are kept informed of their progress. Most parents are able to approach the school on any issue. Members of staff expect pupils to do their best at all times. Their children are developed to become more mature and take on responsibility. Pupils are encouraged to be healthy and take regular exercise. Most state that good advice is given to their children in readiness to move to their next school, college or work.

Many parents say that the school is run well and teaching is good. When homework is given, it is appropriate. Pupils are provided with additional support when needed.

Many parents understand the school's procedure for dealing with complaints. Pupils are treated fairly and parents believe that there is a good range of extra-curricular activities available.

Responses to learner questionnaires

Estyn received responses from 86 pupils. There are no major differences between the views of the boys and girls. The greatest discrepancy is between learners in key stage 3 and key stage 4 in relation to homework and how the school listens to their views. In key stage 3, many learners think that homework helps them to understand and improve their work and that the school listens to their views. In key stage 4, around the majority of learners are of these views.

Many learners give positive responses to nearly all the questions. Overall, these responses are more positive in half of the instances than the responses received from learners in other secondary schools.

Nearly all learners state they feel safe in the school and most state that there are numerous opportunities to get regular exercise.

Most have enough resources and are doing well. Teachers support pupils to learn and make progress. There is always someone to talk to if there are concerns. Most are encouraged to do things for themselves and be responsible for their own actions. They are also helped to understand and respect others and are treated fairly and with respect themselves by members of staff.

Most learners are satisfied by the way they are prepared for life after school. Many received good advice when choosing courses in key stage 4.

Many learners know how to keep healthy.

Many believe the school listens to their views and that the school deals well with bullying. Many learners are of the opinion that behaviour in class is good and that they can get on with their work.

The majority of learners state that homework helps them to understand and improve their work.

Appendix 3

The inspection team

Gwyn Thomas	Reporting Inspector
Glyn Griffiths	Team Inspector
Bethan Whittall	Team Inspector
Gwynoro Jones	Lay Inspector
Siriol Burford	Peer Inspector
Tudur Williams	School Nominee

Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

Year groups 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 LEAs.

The term 'Reception' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	FPR	FPY1	FPY2	Y3	Y4	Y5	Y6
Ages	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 four key stages cover the following year groups:

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

Glossary of terms

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