



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 Bro Gwaun
Heol Dyfed
Abergwaun
Sir Benfro
SA65 9DT**

Date of inspection: April 2012

by

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



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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Ysgol Bro Gwaun is an 11-18 mixed comprehensive school of 621 pupils, situated between the towns of Fishguard and Goodwick in Pembrokeshire. It has 52 teachers, of whom seven are part-time, the full-time equivalent being 48.8. It also has eight full-time and 27 part-time support staff.

It serves an area with a mixed economy, which has recently experienced a decline in manufacturing. The percentage of pupils entitled to free school meals is 15.9%, lower than the Welsh figure of 17.4% for secondary schools. The percentage of pupils with a statement of special educational needs is 2.4%, slightly below the Wales average of 2.6%. However, the overall percentage of pupils with special educational needs is currently 51%, which is significantly higher than the Wales average of 20.2%. Many pupils enter the school with low levels of literacy and numeracy, and the results of standardised tests conducted by the local authority show that 44% of the current Year 7 have a reading age below the functional literacy age of 9.5 years.

A third of pupils are fluent in Welsh, though only a quarter speak Welsh at home, while a further 60% can speak Welsh, but not fluently. Most of the fluent speakers study Welsh as a first language. The school provides six subjects through the medium of Welsh in key stage 3 and two in key stage 4.

The school is a member of the North Pembrokeshire Federation, a group of secondary schools and the local further education college, which exists to widen the range and availability of courses in key stage 4 and post-16.

The school has been managed for five terms by the deputy head, acting as temporary headteacher, supported by other senior managers in temporary positions. A new headteacher will start in September 2012.

The individual school budget per pupil for Ysgol Bro Gwaun in 2011-2012 is £5,073. The maximum per pupil in the secondary schools in Pembrokeshire is £5,073 and the minimum is £4,071. Ysgol Bro Gwaun is first out of the eight secondary schools in Pembrokeshire in terms of its school budget per pupil.

Summary

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

Current performance

The good features of the school's work include:

- the improvement in the last few years in performance, which in 2011 was close to the average for Wales and similar schools;
- the very small number of pupils who leave school without qualifications;
- the good standards achieved in many lessons;
- pupils' attitudes to school and their lessons;
- the inclusive ethos, the quality of the curriculum and the extensive extra-curricular activities;
- the systems that allow staff to track pupils' progress;
- the support provided for pupils who have literacy and numeracy difficulties;
- the good quality of teaching in many lessons; and
- the effective leadership of the acting headteacher and management team.

However, the current performance of the school is judged as adequate because:

- performance in public examinations and assessments in recent years has been inconsistent and below the average for Wales and similar schools;
- there is significant under-performance by boys and by pupils receiving free school meals;
- standards of work and the quality of teaching are judged as adequate in a few lessons or, in a very few, unsatisfactory;
- too many pupils present their work untidily and make unnecessary errors; and
- there is inconsistency in the quality of marking of pupils' work.

Prospects for improvement

The school's prospects for improvement are judged to be adequate because:

- there is a strong sense of working together among staff at all levels;
- there is plenty of good practice that can be used as a basis for further improvement;
- the acting headteacher and management team know the school well and are aware of what needs to be improved;
- the school development plan contains appropriate issues for improvement, but lacks detail in places and its actions are not prioritised enough;
- self-evaluation procedures are not sufficiently regular or widespread;
- there has not been enough rigour in securing improvement in some areas;

- there are too few lesson observations to monitor standards and the quality of teaching and to spread good practice; and
- the school has not fully addressed some of the recommendations from the previous inspection report.

Recommendations

The staff and governors of Ysgol Bro Gwaun need to:

R1 raise standards in key stage 3 and key stage 4, particularly among boys;

R2 improve the quality of pupils' handwriting, presentation and spelling;

R3 increase the scope and rigour of self-evaluation;

R4 improve the consistency and impact of marking; and

R5 develop the role of governors as critical friends of the school.

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. Progress in addressing the recommendations will be monitored by Estyn.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

The school's performance in key stage 3 has improved over the last two years. In 2011, performance in English or Welsh, mathematics and science combined met expectations based on pupils' performance in the primary school. However, it was below the similar schools average and slightly below the average for Wales as a whole.

In key stage 4, performance has improved steadily in the last two years, but only to the same level as in 2008. In 2011, it was close to the average for Wales and for similar schools in the main performance indicators, having been below these in the previous two years. Compared with performance in key stage 2 it was just above expectations for indicators including English or Welsh and mathematics, and just below expectations for indicators that do not include these subjects.

Performance in core subjects in key stage 4 has been inconsistent. In English and mathematics, it improved last year but was still just below the similar schools and all-Wales averages. Performance in Welsh was better than the similar schools and all-Wales averages in 2011, but below these in the two previous years. In science, performance has been consistently better than the Welsh average and has compared well with the average for similar schools.

Boys' performance is usually worse than girls'. In key stage 3, boys are usually weaker than girls in English, mathematics and science, but in Welsh all pupils have gained the expected level 5 in the last two years. The gap between boys' and girls' performance is usually close to the average gap for the whole of Wales at level 5, but often wider at higher levels. In key stage 4, boys have often performed significantly worse than girls. In 2011, the gap was extremely wide in English and also large, but less marked, in Welsh. There were also wide differences in 2010. In mathematics and science, the gap was significantly wider than for Wales as a whole in 2011 but quite small in 2010. The gap in performance between pupils entitled to free school meals and other pupils is much wider than nationally in key stage 4, but is less significant in key stage 3. Pupils with special educational needs generally make good progress in key stage 3.

In the sixth form, achievement of the level 3 threshold has been consistently close to the Welsh average.

In the last three years, very few pupils have left full-time education without a qualification.

In many lessons, standards of achievement and progress are good in relation to pupils' ability, although they are very rarely outstanding. In a minority of lessons standards are adequate or, in a very few, unsatisfactory. The ablest pupils usually make good progress. Less able pupils make good progress when the work provides

an appropriate challenge. They often make particularly good progress in additional sessions aimed at improving literacy and numeracy skills. The progress of other pupils is usually adequate or good. In a very few lessons, pupils make too little progress because they do not pay attention, or occasionally misbehave.

Nearly all pupils concentrate well and listen carefully to the teacher and to each other. They behave very well and show a positive attitude to their work. Many make confident spoken contributions when answering the teacher's questions and when discussing issues in groups, when they are not shy in giving their opinions. However, the quality of expression is sometimes limited. A minority ask good questions to further their understanding and are willing to engage in extended discussion. A majority read well for information, though only a minority read aloud with fluency. Most pupils show a willingness to think for themselves and solve problems.

Pupils gain an increasingly good understanding from their language lessons of how to write effectively. However, around half of pupils use a limited range of structures and vocabulary, or make too many errors in grammar and punctuation, while many make spelling errors. A minority of pupils, particularly boys, present their work untidily and with poor handwriting. A few pupils with poor presentation skills benefit from opportunities to write using electronic media to present their work neatly.

Most pupils study a full course in Welsh up to GCSE either in Welsh first language or in Welsh second language, depending on their level of knowledge when they enter the school. Most understand some Welsh and can use Welsh in some everyday situations. A minority speak to first language standard and use the language confidently in more complex situations. Pupils' attitudes to speaking and learning Welsh are very good. GCSE results were good last year in both Welsh first language and Welsh second language.

Wellbeing: Good

Nearly all pupils feel safe in the school and receive good personal support. They know whom to talk to if they have any issues of concern. The pupils also feel that the school deals appropriately with the few cases of bullying that occur. Most say they have regular opportunities for exercise through extra-curricular activities and the '5x60' programme. Many say that the school teaches them to be healthy, and they understand that what they eat affects their health.

Attendance has been close to the average for similar schools for the last five years. Nearly all pupils behave well in classes and around the school, and the number of fixed-term exclusions is low. Pupils get on well with each other, are courteous and show respect to their peers and their teachers. They are very welcoming towards visitors. Nearly all are punctual for lessons.

Although a few pupils think that the school council does not always include the views of all pupils, it has made effective contributions towards aspects of school life. These have included improvements to the school environment, healthy eating, and pupil planners. Pupils' views are also considered during the process of staff appointments.

Many pupils develop social and life skills through volunteering to help with school activities. Pupils in key stage 3, for example, get to know pupils in the primary schools to help them when they transfer to Bro Gwaun. They further develop these skills through enterprise activities and a wide range of community activities such as concerts and other cultural events. They show the ability to work together well in group activities in lessons. They show concern for others through many charity events that include an annual charity week, or links with volunteer organisations such as the Uganda 'Feed a Child' programme.

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

The key stage 3 curriculum is well organised and meets the interests and needs of the pupils appropriately. There are effective links with partner primary schools to identify pupils' levels of achievement and to further curriculum progression. The school, as a partner within the North Pembrokeshire Federation, provides a suitable number and range of post-14 and post-16 options and meets statutory requirements. Despite this, very few pupils take up courses offered at other establishments. This is mainly because of the distances involved and the availability of a good number of courses at the school.

The school identifies pupils with low literacy and numeracy skills early and provides them with well-organised individual or small-group support. This enables them to cope with the curriculum, and many make good progress. The school has also taken other effective steps to improve numeracy and literacy skills. A recent focus on extended writing, for example, has resulted in an increased emphasis on literacy across the school. Many departmental schemes of work now include suitable tasks and teaching strategies to enable different subjects to contribute to literacy developments in particular. However, a few departments do not address this issue effectively, and overall the measures taken have not yet had enough impact because they are relatively new.

A wide range of well-attended extra-curricular opportunities includes music, sports, and social, cultural and entrepreneurial activities. These contribute effectively towards pupils' development. Interesting initiatives such as a new 3D studio and 'Calon y Coridorau', the school's Welsh-medium radio station, provide good opportunities for groups of pupils to develop their initiative while working in a team. Many activities through the medium of Welsh improve their knowledge of the Welsh dimension and the Welsh language.

The recent gradual increase in the number of subjects available through the medium of Welsh is an appropriate development given the school's intake, its geographical position, the wishes of pupils and parents, and the availability of staff able to teach in Welsh. An effective intervention system, 'Project Trochi', helps Welsh learners improve their fluency and confidence, and enables them to access Welsh medium courses.

The school promotes an appropriate awareness of education for sustainable development and global citizenship, mainly through such subjects as geography, science, history, religious education and personal and social education.

Teaching: Good

The quality of teaching is good or better in many lessons. In a few of these lessons there are outstanding features. In a few lessons, teaching is adequate or, in a very few cases, unsatisfactory.

In the lessons where teaching is good, teachers plan carefully to provide a variety of interesting and lively tasks, with a good mixture of whole-class and small group activities. They ensure that lessons proceed at a good pace, sometimes using time limits for tasks, produce attractive resources that are appropriate to the ability of the pupils, and use electronic media well. They ensure that pupils understand what they are going to do, ask searching questions, and reinforce understanding with effective summing-up sessions. Teachers control the class effectively and calmly, and engage pupils' attention in a friendly way. Many teachers effectively develop pupils' language skills, and occasionally their numeracy skills. In some subjects, for example Welsh and physical education, teachers provide well-organised tasks using computers, supporting these tasks with effective whole class instruction. A few teachers use incidental Welsh particularly well in the English medium classes.

Where teaching is adequate, the main shortcomings are a lack of pace, inadequate planning, poor resources, or activities that are not well matched to the ability of the pupils. In a very few lessons weak classroom control results in poor learning. This is sometimes accompanied by a failure to adapt the planned activities as the lesson proceeds.

The school has an efficient system for collecting and storing assessment information.

Nearly all teachers give regular and appropriate oral feedback to pupils during lessons. Most teachers mark pupils' work regularly. A majority provide useful written feedback to pupils on the standard of their work, which explains what they need to do to improve. However, teachers' comments are inconsistent, sometimes even within departments. In a minority of cases, comments are not specific enough to help pupils know their current level of achievement or how to improve their work to move to the next level. Only a minority of teachers ensure that pupils correct their work after it has been marked. Many teachers encourage pupils to evaluate their own work, but the practice of evaluating the work of others, though used well in a few departments, is limited.

Reports to parents are clear and informative, and identify strengths, weaknesses and targets for improvement.

Care, support and guidance: Good

The school provides a supportive and caring environment, which promotes pupils' health and wellbeing and encourages good behaviour and attendance. The curriculum, through subjects such as religious education and personal and social education, significantly fosters their social development and healthy living. It helps pupils to gain a good understanding of diversity, contributes well to their cultural development and provides them with opportunities to reflect on their beliefs. A few departments successfully promote pupils' spiritual and moral development, but registration periods do not always focus on beliefs and values effectively enough.

Extra-curricular activities such as sports contribute significantly to pupils' health and wellbeing.

A wide range of support and guidance is provided to pupils. Form tutors, literacy and numeracy mentors and learning coaches provide help on educational as well as other matters. Behaviour support officers, the school counsellor and the school nurse provide additional guidance on personal or health issues such as sex and relationships education, substance abuse or fire safety. Sixth formers operate a buddy club every lunchtime, providing younger pupils with support on issues that concern them, such as bullying. Visitors, such as medical professionals, the police and the fire service, contribute to special events for all pupils about such topics.

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

The school ensures that pupils with additional learning needs are identified appropriately so that they can follow a broad and balanced curriculum. The school's pupil tracking system is well used to monitor the progress of individual pupils. They then receive appropriate support from school staff and, where necessary, relevant support services. The school's unusual seating plans provide helpful information on the individual needs of each pupil in each class and effectively help teachers to monitor pupils with learning difficulties. Many teachers use these and the pupils' individual education plans well to plan appropriate lesson activities.

Learning environment: Good

The school environment is inclusive, encouraging and supportive, and encourages pupils to work to their potential. Pupils are well looked after. The range of curricular opportunities is equally open to all. The school strongly promotes the elimination of oppressive behaviour. Instances of this are uncommon, but if they occur are properly recorded and monitored, and dealt with appropriately. The personal and social education programme challenges stereotypes in pupils' attitudes. There is good support for disabled pupils and adults.

The school buildings and grounds are in good condition and very well maintained. The building is clean and attractively decorated with many interesting displays. There are good toilet facilities, some of them recently improved. The buildings meet the needs of disabled pupils and adults very well.

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

The acting headteacher provides strong leadership and a clear vision for the school. In a relatively short period of time, he has developed effective communication with staff, pupils and parents. He is well supported by the senior management team, who carry out their responsibilities effectively.

The management structure is appropriate. Line management responsibilities are clear, with suitable links between the senior management team and departments. This is beginning to have a positive impact on standards. Staff have suitable job descriptions, understand their roles and work together well.

A comprehensive programme of meetings is scheduled across the year for teachers and managers at every level. The minutes of these meetings often include a good record of follow-up action points, keep staff well informed and contribute to decision-making. Day-to-day routines are well established and effective.

The school takes appropriate account of national priorities, particularly in promoting literacy, numeracy and bilingualism. There are also initiatives to improve the performance of boys and to counter the impact of social and economic deprivation. However, in a few areas these are not always applied with sufficient rigour or sustained consistently to ensure consistent improvement in standards.

An effective system of performance management leads to the identification and provision of appropriate in-service training and support. It successfully contributes to the professional development of all staff and to sustaining a generally good level of teaching. However, the process has not yet had an impact on improving the quality of marking and assessment across the school.

The governing body meets regularly and has an appropriate structure of committees to consider aspects of school life. Individual members understand their roles and support the school well in a range of activities. They have recently developed a fuller understanding of the school's performance and are now better placed to challenge where under-performance is identified. The governing body is involved in school development planning, but does not receive formal feedback on departmental reviews.

Improving quality: Adequate

The school has a number of helpful processes to evaluate provision and standards. These include an annual scrutiny of pupils' books, departmental reviews and a whole-school self-evaluation report, which honestly analyses the school's performance. The outcomes from these processes are appropriately used to identify priorities for the school development plan.

The self-evaluation report usefully follows a similar structure to the Estyn inspection framework and draws on an appropriate range of evidence. While this report includes detailed descriptive information about the school, there is insufficient critical evaluation of the school's performance.

Every school department is subject to a formal review by members of the senior management team, but only once every three years. Evidence for these reviews includes data analysis, scrutiny of documentation and a very small sample of lesson observations. The resulting departmental review reports helpfully identify appropriate strengths and areas for improvement. This process is beneficial at the time and has allowed senior managers to gain an accurate view of the quality of teaching in the school. However, the relative infrequency of the activity, and the inconsistent response among departments in addressing areas for improvement, reduce the impact on improving standards. Furthermore, there is not enough rigour in monitoring the departments' responses.

In both the school self-evaluation report and the departmental reviews, the records of lesson observations identify strengths, but contain too few critical evaluations of teaching, learning and assessment, or pointers for improvement. Overall, the school does not undertake lesson observations regularly enough.

The annual scrutiny of pupils' books provides a useful forum for managers to meet teachers and discuss the standard of work achieved by a sample of pupils. This helps managers to develop a better understanding of the quality of work. However, the process has had limited impact as yet on issues such as addressing weaknesses in marking and assessment, and developing a more consistent approach to improving pupils' literacy and numeracy skills.

The school development plan has appropriate priorities that focus on raising standards. However, success criteria for the actions are not always specific or measurable and the plan does not include enough detail on timelines and accountable staff. Departments contribute to the whole-school plan, but only a minority set out appropriate departmental actions and targets. The school has successfully addressed the majority, but not all, of the recommendations from the previous inspection.

Most teachers are involved in one of the working groups to promote school improvement in areas such as teaching, bilingualism or behaviour. These have had positive benefits. However other promising initiatives are at an early stage and have not yet had enough impact, for example on examination outcomes.

Partnership working: Good

The school works well with a wide range of partners. Partnerships with parents are strong and the close links with a wide range of organisations in the local community support pupils' wellbeing and extend their learning experiences, as well as contributing to the community.

Effective work with the partner primary schools ensures smooth transition from key stage 2 and helps pupils to settle in quickly. There are some examples of beneficial initiatives. These include the Welsh immersion course, organised in collaboration with the Welsh Language Board, which develops Year 6 pupils' language skills and enables them to study subjects through the medium of Welsh. Other examples are the school's successful science transition programme, which is used widely within the local authority, and the promotion of literacy in primary schools by the school's sports teams through visits and attractive posters.

Partnerships with local secondary schools and colleges increase the range of courses offered to 14 to 19-year-olds, although few pupils take advantage of these.

Resource management: Adequate

The school budget is carefully managed by the acting headteacher and the school's finance officer, and monitored by a committee from the governing body. Spending is carefully planned and appropriately prioritised. The budget allows the school to provide an appropriate and well-qualified teaching staff who are effectively deployed. At present, because of the lack of a permanent headteacher, the school has a number of managers in temporary roles. This has provided good opportunities for professional development. Teachers are well supported by a good number of learning support assistants. The team of non-teaching staff contributes very well to the smooth running of the school. The school has enough good learning resources.

Resource management is good. However, as standards are adequate, value for money is judged to be adequate.

Appendix 1

Commentary on performance data

Performance in key stage 3 has gradually improved over the last two years after a significant dip in 2009. In 2011, performance in the core subject indicator met expectations based on pupils' performance in their primary schools. However, it was still a bit below the similar schools and all-Wales averages. Performance in English and mathematics at level 5, level 6 and level 7 has usually been well below the similar schools and Wales averages and expectations based on key stage 2, particularly at the higher levels. Despite gradual improvement, in 2011 it was still below comparators, and for level 5 placed the school in the third benchmark quarter of similar schools based on the proportion of pupils entitled to free school meals. Performance in science has been similar to that in English and mathematics at level 5, but has generally been better than comparators at the higher levels. Performance in Welsh has been good. At level 5 it has been much better than the similar schools and all-Wales averages, with all pupils gaining the level in the last two years. Performance at higher levels last year was also above the Wales average and placed the school in the first benchmark quarter. Welsh second language performance was also in the first quarter for 2011 at level 5, but well below the average for similar schools at the higher levels.

In key stage 4, performance in the level 2 threshold including English or Welsh first language and mathematics has improved over the last three years. By 2011, it was slightly above expectations based on the proportion of pupils entitled to free school meals. Performance was similar to the averages for Wales and for similar schools, but had been below these in the previous two years. Performance in the level 2 threshold has also improved recently, but only to the same level as in previous years. In 2011, it was slightly below the averages for similar schools and Wales as a whole, and expectations based on the proportion of pupils entitled to free school meals.

In recent years, performance in the core subjects has been inconsistent, though all improved last year. In English and mathematics, outcomes at level 2 have usually been below the average for similar schools. They have also been below the Welsh average, but were very close to it last year. In 2011, performance in both subjects placed the school in the third benchmark quarter of similar schools based on the proportion of pupils entitled to free school meals, but was well below the average for the family of schools. Performance levels were also in the third quarter in 2010. Performance in science at level 2 has been consistently better than the Wales average and has compared well with that of similar schools. Last year it placed the school in the second quarter, and had placed the school in the first or second quarter in previous years. Performance in Welsh first language was better than the similar schools and the Wales averages in 2011, but below these in the two previous years. Performance placed the school in the first benchmark quarter in 2011, but in the third in the two previous years.

In the sixth form, performance has been consistently close to the Welsh average for pupils gaining the level 3 threshold. Last year, 94% of students gained this, slightly below the Wales average of 96%. The average wider points score has improved and last year was just above the Wales average.

In the last three years, very few pupils have left full-time education without a qualification.

Boys' performance is weaker than girls' in English in key stage 3. The gender gap is similar to the one in the whole of Wales at level 5, but is much wider at levels 6 and 7. Boys perform better than girls in mathematics and science at level 5, but much worse at levels 6 and 7. In Welsh first language, there was only a small gender gap at level 5, but a much bigger one at level 6 and above. In key stage 4, boys have often performed significantly worse than girls. In English, the gap was extremely wide in 2011 and also large, but less marked, in Welsh first language. There were also wide differences in 2010. In mathematics and science, the gender gap was significantly wider than the average gap for Wales in 2011, but quite small in 2010. In the sixth form, boys performed worse than girls last year, but better than girls in some previous years.

Pupils entitled to free school meals do significantly badly in key stage 4 compared with other pupils. In 2011, only 11% of pupils entitled to free school meals gained the level 2 threshold including English or Welsh first language and mathematics, compared with 59% of other pupils. There was a similar gap in the level 2 threshold. This gap in performance is much wider than nationally. The difference in performance between these groups is less significant in key stage 3.

Appendix 2

Stakeholder satisfaction report

Learner questionnaire

Estyn received responses from 153 learners, selected at random from across the age range. Pupils' responses in the learner questionnaire showed appreciation for the school. In all questions but one their responses were close to national benchmarks for secondary schools.

Many pupils say that that the school deals well with bullying, while most say they have someone to talk to if they are worried, and nearly all say that they feel safe at school.

Many say that the school teaches them how to be healthy and most say that they have plenty of opportunities for regular exercise.

Most say that teachers help them to learn and make progress, that they are doing well at school, that they have enough books and equipment, and that the school helps them prepare for the future. Many say that homework helps them to understand and improve their work.

Many pupils in key stage 4 and the sixth form say they were given good advice in choosing courses in the next phase of their education.

The majority say that the school listens to their views and makes changes that they suggest. Most say that they are encouraged to do things for themselves and to take on responsibility, and that the school helps them to understand and respect people from other backgrounds.

Many say that staff treat all pupils fairly and with respect, while most say that staff respect them personally and their background.

Just over a half say that pupils behave well. This response is more negative than the national benchmark.

Parent questionnaire

Estyn received 81 responses to the parent questionnaire. The percentages of positive responses in the parent questionnaire were close to the national benchmarks in most questions. A few were more negative.

Nearly all parents report that they are satisfied with the school and that their children are safe there. Most say their children like school and that it is well run. Most also say that their children were helped to settle in well when starting, are making good progress and are expected to work hard. Most also state that their children are encouraged to be healthy and to take regular exercise, and that the school helps to make its pupils more mature and take on responsibility. Many say that the school prepares them well for moving on to the next stage in their education or work, but this response is somewhat lower than the national benchmark. Most say that there is a good range of activities, and the response to this is higher than the national benchmark. Most say that homework builds on what is learnt at school, and that teaching is good. Many say that pupils behave well, but this response is below the national benchmark.

Many say that staff treat children with respect and that their children receive appropriate additional support where needed. Most say that they are comfortable approaching the school with questions, suggestions or a problem, and many that they are well informed about their children's progress. Many understand how to make a complaint.

Appendix 3

The inspection team

Steffan James	Reporting Inspector
Gareth Wyn Jones	Team Inspector
Ray Owen	Team Inspector
Ann Jones	Team Inspector
Dylan Jones	Lay Inspector
Dewi Lake	Peer Inspector
Sian Bowen	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.