



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 Dewi Sant
St David's
Haverfordwest
Pembrokeshire
SA62 6QH**

Date of inspection: May 2013

by

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



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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.uk

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Context

Ysgol Dewi Sant is an 11-18 mixed comprehensive school, situated in the city of St Davids and maintained by Pembrokeshire local authority. There are 489 pupils on roll, of whom 78 are in the sixth form.

Pupils come from a range of economic backgrounds. However, only a very few of pupils live in the 20% most deprived areas of Wales. Ten per cent of the students are registered as being entitled to free school meals. This figure is lower than the average for secondary schools in Wales (17.4%). A very few pupils are looked after by the local authority.

Most pupils speak English as their first language at home. A very few pupils join the school from Welsh-medium or bilingual primary schools.

The school's intake represents the full range of ability, but because of the small number of students in each year group there is noticeable variation year-on-year. One point five per cent of the school population have a statement of special educational needs. This figure is lower than the average for secondary schools in Wales. In addition to this, 28% of pupils are on the school's additional needs register. This is a higher proportion of pupils than the average for secondary schools in Wales.

During the past 12 months there have been significant changes to the leadership of the school. Both the headteacher and deputy headteacher are currently undertaking their roles in an acting capacity. The acting business manager is the third member of the temporary leadership team.

The individual school budget per pupil for Ysgol Dewi Sant in 2012-2013 means that the budget is £4,242 per pupil. The maximum per pupil in the secondary schools in Pembrokeshire is £5,059 and the minimum is £4,113. Ysgol Dewi Sant is fifth 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

There are good features in the school's work. These include:

- a trend of improvement in performance at key stage 3 and key stage 4;
- performance at key stage 4 in 2012 that compares well with that of similar schools;
- that most pupils feel safe in school and the majority participate in a wide range of extra-curricular activities;
- a warm and welcoming ethos; and
- a curriculum that offers a suitable range of courses to better meet the needs of pupils.

However, current performance is judged as adequate overall because:

- only in a minority of lessons do pupils make good or better progress;
- more able pupils do not achieve as well as expected and in most subjects very few pupils gain the highest grades at GCSE;
- the provision for skills across the curriculum is at an early stage of development; and
- there are weaknesses in around half of the teaching.

Prospects for improvement

Prospects for improvement are judged as adequate because:

- overall leadership is unsatisfactory and senior leaders do not have enough time to carry out their duties properly;
- there has been significant change and uncertainty in the leadership of the school over the last 12 months;
- both the headteacher and deputy headteacher are undertaking their roles in an acting capacity;
- senior leaders have identified some strengths and areas for improvement, although there has not been enough focus on improving the quality of teaching and strengthening middle leadership;
- the role of the governing body as a critical friend is at an early stage;
- the use of data by middle leaders is underdeveloped; and
- professional development activities are not co-ordinated well enough to impact sufficiently on the quality of teaching.

Recommendations

- R1 Improve the quality of teaching to enable pupils across the ability range to make good or better progress during lessons
- R2 Improve the performance of more able pupils
- R3 Improve the co-ordination and planning for progression in literacy and numeracy across the curriculum
- R4 Strengthen tracking arrangements and make better use of information to identify and monitor individuals and groups that require further support
- R5 Strengthen safeguarding arrangements
- R6 Improve the quality and use made of individual education plans across the curriculum
- R7 Review the roles and responsibilities of middle and senior leaders
- R8 Develop the role of leaders so that they are fully accountable for their areas of responsibility
- R9 Improve the rigour and use of self-evaluation activities to inform improvement planning

What happens next?

In accordance with 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 which shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Standards at key stage 4 have been variable, but there has been a steady improvement in the majority of indicators since 2009. In 2012, there was a significant improvement in performance, particularly in indicators that include English or Welsh first language and mathematics, and in indicators that include a wide range of qualifications. Despite this improvement in key performance indicators, more able pupils do not achieve their full potential and in most subjects very few pupils gain the highest grades at GCSE. In the majority of lessons, pupils across the ability range do not make enough progress.

In 2012, performance in those indicators that include English or Welsh first language and mathematics improved by over 10 percentage points and for the first time was above the average for the family of schools. This placed the school in the top 25% of similar schools based on free school meal eligibility. In 2012, there was a significant increase in the proportion of pupils who achieved the level 2 threshold. This placed the school in the top 25% of similar schools based on free school meal eligibility.

In key stage 3, the proportion of pupils gaining level 5 or above in English or Welsh, mathematics and science in combination has increased steadily since 2009 and, since 2011, performance has been above the average for the family of schools. For the first time in 2012, performance placed the school in the top 50% of similar schools based on free school meal eligibility. There is a similar pattern in each of the core subjects, although performance now places the school in the top 25% of similar schools based on free school meal eligibility. Performance at level 5 or above compares well with that of similar schools, although performance at level 6 or above and level 7 or above is not as strong.

In key stage 3, across a range of indicators, the gap between the performance of boys and girls is larger than the gap in similar schools. Overall, boys perform less well than girls, particularly in those indicators that include English, mathematics and science. However, at key stage 4, the underperformance of boys is not a significant issue.

Pupils with additional learning needs generally achieve in line with their ability.

The performance of sixth form students has been variable. In 2012, the percentage of students who achieved the level 3 threshold was lower than the local authority and Wales averages. Although the average wider points score has declined since peaking in 2010, performance in this indicator is still above the average for the local authority and Wales.

Over the last four years, no pupil has failed to achieve a recognised qualification. After Year 11, nearly all pupils remain in full time education or training. These figures are better than the average for the local authority and Wales.

In a minority of lessons, pupils make good progress, developing a wide range of skills and connecting new topics and information to prior learning well. In the majority of lessons, pupils make satisfactory progress.

Many pupils listen well to the teacher's instructions or to contributions from their peers to class discussions. However, when activities are not engaging, a minority of pupils become distracted and do not remain on task. The majority of pupils are enthusiastic and willing to contribute to class discussions. They make good use of subject specific terminology and have a wide vocabulary. A minority of pupils make sophisticated use of a wide and varied vocabulary and they are able to provide more extended oral responses.

The majority of pupils are confident and accurate readers. They have good pronunciation and make inferences between texts. They read a range of information and sources, summarise or sort information well and draw valid conclusions.

A minority of pupils produce high quality written work. They understand the purpose of the writing task and their target audience and their style of writing is refined and well organised. They redraft work and are able to proof read their work to amend spelling or punctuation errors. However, there are not enough opportunities for pupils to develop their extended writing skills across the curriculum, and as a result the quality of pupils' writing is too variable both within and between departments. A minority of pupils produce written work of a satisfactory quality, although they make frequent spelling or punctuation errors and write in a narrow range of styles.

The majority of pupils work well in pairs and small groups. They go to work quickly and remain focused. However, a minority lack focus when the pace of the lesson is slow.

A minority of pupils have missing or incomplete work in their books. Even if this is highlighted by the teacher, only a very few go back and amend their work. A minority of pupils have poor presentation and they do not take enough pride in the quality of their written work.

Performance in Welsh second language compares well with that of similar schools. At key stage 4, a high proportion of pupils achieve very good outcomes in Welsh second language.

Wellbeing: Good

Wellbeing is a strength of the school. Most pupils feel safe in school and many understand the importance of a healthy lifestyle and regular exercise. Participation rates across a wide range of activities, including the Duke of Edinburgh Award, are good. Most pupils feel that the school deals well with bullying.

Many pupils behave well in lessons and around the school and are courteous and respectful to their peers, other adults and visitors. Most pupils are punctual to lessons and registration periods. In lessons, the majority of pupils are well motivated, enthusiastic and keen to learn, although where activities are not suitably challenging a minority of pupils engage in chatty and off task behaviour.

Over the last four years, attendance has shown a steady improvement. Since 2010, attendance rates have compared very favourably with those of similar schools and placed the school in the top 25% of similar schools based on free school meal eligibility. However, unverified data for this academic year indicates just under a one percentage point decline in attendance.

The school council is developing appropriately as a decision-making forum. Elected members are becoming more involved in shaping decisions that impact on aspects of wellbeing. They have recently consulted on amending the school's behaviour policy and were involved in constructing the school's anti-bullying policy. The head boy and head girl represent other pupils at governing body meetings and many other school events. They also produce regular and helpful reports for governors.

Pupils demonstrate a good range of social skills and maturity in readiness for future life and work. Older pupils in particular provide high quality support to younger pupils and a few are actively involved in the school's 'Buddy scheme' to help support pupils in developing their literacy and numeracy skills.

| | |
|---|-----------------|
| Key Question 2: How good is provision? | Adequate |
|---|-----------------|

Learning experiences: Adequate

The key stage 3 curriculum is broad and balanced and fulfils statutory requirements. It builds appropriately on pupils' existing knowledge, understanding and skills. At key stage 4 and in the sixth form, pupils are able to choose from a suitable range of general and vocational courses, a few of which are offered in partnership with other schools and a further education college. The school provides a wide variety of beneficial extra-curricular activities, which are well attended. Curriculum planning is generally suitable but lacks detail around important themes, for example skills development.

The school has a developing programme and emerging structure for the delivery of literacy. The school has an adequate range of appropriate intervention and support strategies to develop pupils' literacy skills. Data indicates that pupils who participate in intervention programmes make adequate progress by the end of key stage 3 and often good progress by the end of key stage 4. Literacy strategies are integrated into a few departmental schemes of work, but in many subjects they lack detail to support teachers in the effective delivery of literacy. The strategies for the development of numeracy and thinking skills are underdeveloped.

A few subjects contribute positively to pupils' knowledge and understanding of the culture, heritage, history and economy of Wales. Y Cwricwlwm Cymreig is planned appropriately in all faculty schemes of work. The provision for the Welsh language is good. The school has worthwhile plans for developing its Welsh ethos.

Education for sustainable development and global citizenship is integrated appropriately within a few subject areas. However, opportunities for the development of education for sustainable development are inconsistent across the school. There are an increasing number of worthwhile opportunities for pupils to become involved in global citizenship activities, such as the school's link with Lesotho.

Teaching: Unsatisfactory

In nearly all lessons relationships between staff and pupils are very good.

In a minority of lessons there are effective features that successfully lead to good progress in learning. In these lessons there is skilful questioning that probes and extends learning. The classroom environment supports literacy development and the teachers provide useful guidance to pupils on how to develop and improve their reading and writing. Pace and variety in activities sustain the concentration and interest of pupils. Teachers adopt a range of strategies, groupings and pairings that successfully promote learning. In these lessons the teachers also provide a high level of challenge to learners and have high expectations. Learning support assistants provide effective support to pupils with additional learning needs.

However, there are shortcomings in teaching in around half of lessons. In these lessons, the expectations of what pupils can achieve are too low. There is ineffective planning for progression and a lack of focus on skills development. The pace of teaching is slow and activities do not sustain the pupils' concentration. Teaching strategies do not effectively meet the needs of more able pupils and those with additional learning needs because not enough account is taken of their individual needs.

In a few instances, teaching is weak. In these situations, instructions are unclear, and questioning is closed and does not probe pupils' learning well enough. Activities are not suited to the ability levels of all pupils. As a result, pupils are disengaged and make very limited progress.

Marking is generally up-to-date. Displayed at the front of most books there is a useful presentation and marking code. Errors in spelling, punctuation and grammar are corrected in the majority of cases. In the majority of subjects the marking of common or core assessments is detailed and in a minority of subjects the marking is highly effective in identifying how pupils can improve their work. In these instances, pupils respond well to the assessments and improve their work.

However, there are inconsistencies in the application of the marking policy within and across subject areas. Mistakes and poor presentation are not consistently challenged by all teachers. Spelling errors are usually corrected but there is very limited follow up by the majority of teachers when work is incomplete or missing. In most subjects, there are few opportunities for pupils to assess their own work or that of others against agreed criteria.

A system of tracking progress has been recently implemented and every half term heads of faculties and heads of school have information about how pupils are progressing against targets. However, this system does not lead to tailored, structured and planned interventions to help individual pupils and groups of pupils. Instead, all pupils have a teacher 'mentor' who discusses their progress with them and what actions are needed to improve. These actions are unclear. The tracking and mentoring system is valued by pupils but it is too early to assess its impact on raising standards.

Reports to parents are of variable quality. Many give detailed information and provide a clear indication of a child's strengths and weaknesses in a subject area. The majority also provide useful targets for improvement. However, a minority give vague and unhelpful targets.

Care, support and guidance: Adequate

Overall, the school provides beneficial care and support and the pastoral team promotes pupils' health and wellbeing effectively.

The school promotes pupils' moral, social and cultural development well. Speakers from a variety of external organisations, such as the police and the fire service, help to raise pupils' awareness of personal safety issues. The school works appropriately with a range of external agencies and specialist services to meet the specific needs of individual pupils.

The school effectively supports pupils to adopt healthy lifestyles. A wide range of extra-curricular activities, with high levels of participation, make valuable contributions to pupils' sporting, cultural and social development.

Pupils receive useful advice about option choices and the school makes suitable adjustments, where possible, to accommodate pupils' choices. The personal and social education programme prepares pupils appropriately for life and work beyond school. However, at key stage 4 and post-16 the programme is not broad and balanced enough.

The school provides suitable support for pupils with special educational needs, including useful links with outside agencies, for example support from speech and language specialists. The use of individual education plans is monitored appropriately. However, the strategies to support pupils' progress included in these plans are too vague or too complex and teachers do not use them well enough or regularly in lessons.

Safeguarding arrangements generally meet requirements. However, a few aspects need further consideration and have been brought to the attention of the school during the inspection week.

Learning environment: Good

Ysgol Dewi Sant is a caring, inclusive and welcoming school where pupils and staff are proud of the strong community ethos. Issues such as bullying, sexism, racism and homophobia are explored sensitively through the personal and social education and religious studies curricula. Pupils are encouraged to develop their interests and individuality is welcomed and celebrated. Pupils with additional learning needs play a full and active role in all aspects of school life.

The school accommodation is sufficient for the number of pupils although some of the classrooms are small. During the last few years, teaching facilities have undergone a significant programme of refurbishment. Displays around the school are bright and up-to-date, enhance pupils' learning and celebrate their achievements.

The school grounds are extensive and well maintained.

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

Leadership: Unsatisfactory

During the last 12 months, there has been considerable change in the membership of the senior leadership team. Currently, both the headteacher and deputy headteacher are undertaking their roles in an acting capacity.

During this period of uncertainty, the acting headteacher has been supported well by the acting deputy headteacher. Together they have worked hard to foster a greater sense of teamwork among staff as well as developing the confidence and engaging the support of pupils and parents. The current senior leadership team has a strong desire and commitment to raise standards at the school.

Middle leaders are invited to join the senior leadership team for a period of one term at the time. This provides worthwhile opportunities for them to gain a greater understanding of whole-school issues. However, it has not reduced the workload of the acting headteacher and acting deputy headteacher. They still have a significant workload with insufficient time to carry out their duties well enough.

The school has appropriate systems in place to manage performance. Individual targets are now linked to whole-school and national priorities. Since September, meetings are held regularly to discuss planning and progress. However, in a minority of important areas, lines of accountability are unclear, and line management arrangements lack rigour and consistency in holding middle leaders to account.

The roles and responsibilities of teaching staff have recently been re-defined. Middle leaders carry out their roles with enthusiasm and the majority have a clear understanding of their roles and carry out their responsibilities appropriately. They are beginning to monitor and evaluate provision appropriately. However, a minority of middle leaders have not had enough impact on improving the quality of provision and raising standards in their areas of responsibility.

Over the last six months, there has also been a significant change to the membership and leadership of the governing body. As a group, they are now becoming much better informed about the school. Their understanding of data to challenge the school is developing appropriately. Since January 2013, a new committee structure has been introduced and this provides worthwhile opportunities for governors to debate and discuss a wider range of issues impacting on Ysgol Dewi Sant. In recent months, governors have developed useful links with faculties.

The school has very recently introduced a suitable range of strategies that focus appropriately on national priorities, including literacy and numeracy. Although staff are enthusiastic about the recent changes, it is too soon to see the impact on standards.

Improving quality: Adequate

The school's self-evaluation report provides a thorough and useful account of the school's work. It identifies strengths and appropriate areas for development including the need to improve the performance of the most able. However, there is insufficient evaluation of progress in learning, skills development and quality of teaching.

The school's self-evaluation arrangements are based on an appropriate range of first hand evidence including data analysis, lesson observations, scrutiny of work and pupil and parent questionnaires. However, there is too much variability in how this information is used to inform planning for improvement.

The use of data is improving. At whole school level it has enabled the identification of appropriate targets for improvement and has led to a trend of improvement in key indicators at key stage 4. The use of data at subject level is less well developed. In a minority of subject areas the analysis is sophisticated and is well used for development planning.

Senior and middle leaders carry out lesson observation and scrutiny of pupils' work regularly. In order to achieve consistency, leaders use the same criteria for these activities. However, there is inconsistency in the rigour of evaluations and in general insufficient use is made of the outcomes to plan improvements in teaching. There is not enough focus on the progress made by pupils in learning and skills development.

The school and faculty development plans have appropriate targets relating to performance and national priorities. However, faculty improvement plans are less successful in identifying specific targets arising from their own self-evaluation. Improvement plans are not costed and a minority do not give clear information about training requirements and planned actions.

The school consults regularly with parents, and pupils participate in a wide range of surveys to share their views about the life and work of the school. The school takes good account of their views in making changes and developing policy.

A minority of teachers are involved in a range of working groups both within and outside of the school. These focus appropriately on a range of issues such as bilingualism, literacy, behaviour management and mentoring. These groups have provided beneficial opportunities for staff to share good practice and carry out peer observation. The work of these groups has provided helpful guidance and strategies to teachers, but there has been no specific follow-up to make sure teachers understand how to use these approaches.

Staff have access to a suitable range of professional development activities. However, the planning and provision of professional development activities are not sufficiently focused on the key priorities for improvement, such as improving teaching. The school has developed effective links with other schools in its family, sharing best practice in aspects of teaching and learning and addressing such issues as the underperformance of boys. This work is at an early stage and it is too early to assess its impact.

The recommendations from the last inspection have been fully met.

Partnership working: Good

Partnership activities make a worthwhile contribution to widening the range of choices for pupils, impacting positively on standards and wellbeing.

The school is an active partner within the north Pembrokeshire federation, accessing courses in collaboration with the partnership centres. This partnership enables pupils to access a wider range of courses and has had a positive impact on the outcomes at key stage 4. The collaboration between the schools and college has contributed to worthwhile joint working practices to monitor the quality of provision.

Pupils benefit from useful links with a range of support agencies, which help meet their learning, behavioural, emotional and social needs.

The school has a planned programme of activities and shares information effectively with partner primary schools. This supports the transition of pupils between key stage 2 and key stage 3 and contributes well to their emotional health and wellbeing.

The school has beneficial links with parents. Many parents are positive about the opportunities to engage with the school.

Resource management: Adequate

The school is appropriately staffed for the number of pupils on roll. Around half of teachers teach outside their areas of expertise, particularly in key stage 3. They receive suitable support from faculty leaders. However, pupils do not always make as much progress in these lessons. Teachers are supported well by a wide range of support staff, including in-class support assistants and administrative support assistants.

The acting headteacher and business manager monitor the budget carefully and spending decisions are discussed regularly. However, the school development plan and resulting activities are not fully costed. The school has attempted to rationalise class sizes in the sixth form, although the majority of classes have fewer than 10 pupils.

Overall, because of the standards pupils achieve, the school provides adequate value for money.

Appendix 1

Commentary on performance data

Standards at key stage 4 have been variable, but there has been a steady improvement in the majority of indicators since 2009. In 2012, there was a significant improvement in performance, particularly in indicators that include English or Welsh first language and mathematics, and in indicators that include a wide range of qualifications. Despite this improvement in key performance indicators, more able pupils do not achieve their full potential and in most subjects very few pupils gain the highest grades at GCSE. In the majority of lessons, pupils across the ability range do not make enough progress.

In 2012, performance in those indicators that include English or Welsh first language and mathematics improved by over 10 percentage points and for the first time was above the average for the family of schools. This placed the school in the top 25% of similar schools based on free school meal eligibility. Performance was also above modelled expectations based on free school meal eligibility. In 2012, there was a significant increase in the proportion of pupils who achieved the level 2 threshold. This placed the school in the top 25% of similar schools based on free school meal eligibility and well above the average for the family of schools. Performance in the level 1 threshold has shown a steady year-on-year improvement. In 2012, performance placed the school in the top 25% of similar schools based on free school meal entitlement. Since 2009, performance in this indicator has also been above the average for the family of schools. Since 2010, performance in the capped points score has been above the average for the family of schools and has placed the school in the top 50% of similar schools based on free school meal eligibility for two of the last three years. In 2012, for the first time, performance in the core subject indicator was above the average for the family of schools and placed the school in the top 25% of similar schools based on free school meal entitlement. During the previous three years, performance had placed the school in the bottom 25% of similar schools. Performance in the core subjects individually has improved since 2009. Science is the strongest of the core subjects, followed by English and mathematics. The year 2012 was the first year where performance in all three core subjects was above the average for the family of schools. Except in 2012, performance in the core subjects individually has placed the school in the lower 50% or bottom 25% of similar schools based on free school meal entitlement.

In key stage 3, the proportion of pupils gaining level 5 or above in English or Welsh, mathematics and science in combination has increased steadily since 2009 and, since 2011, performance has been above the average for the family of schools. For the first time, performance has placed the school in the top 50% of similar schools based on free school meal eligibility. There is a similar pattern in each of the core subjects, with performance now placing the school in the top 25% of similar schools. Performance at level 5 or above compares well with that in similar schools, although performance at level 6 or above and level 7 or above is not as strong.

In key stage 3, across a range of indicators, the gap between the performance of boys and girls is larger than the gap in similar schools. Overall, boys perform less

well than girls, particularly in those indicators that include English, mathematics and science. However, at key stage 4, the underperformance of boys is not a significant issue.

Pupils with additional learning needs generally achieve in line with their ability.

Pupils make insufficient progress from key stage 2 and key stage 3 to key stage 4.

The performance of sixth form students has been variable. In 2012, the percentage of students who achieved the level 3 threshold was lower than the local authority and Wales averages. Although the average wider points score has declined since peaking in 2010, performance in this indicator is still above the average for the local authority and Wales.

Over the last four years, no pupil has failed to achieve a recognised qualification. After Year 11, nearly all pupils remain in full time education or training. These figures are better than the average for the local authority and Wales.

Appendix 2

Stakeholder satisfaction report

Learner questionnaires

Estyn received responses from 128 pupils selected at random from across the age range. Responses are similar to those from pupils in other secondary schools.

Most pupils indicate that they feel safe in school and that there is someone to talk to if they are worried. Most pupils feel that the school deals well with any bullying. Many say that the school teaches them how to keep healthy and most state that there are plenty of opportunities for them to get regular exercise.

Most pupils believe that they are doing well in school. Nearly all pupils report that teachers help them to learn and make progress and most feel that they are encouraged to do things for themselves and to take on responsibility. Most feel that they have enough books and equipment to do their work and many say that homework helps them to understand and improve their work.

Most pupils say that the school helps them to understand and respect people from other backgrounds and many feel that staff respect them and their background and treat all pupils fairly and with respect.

The majority of pupils feel that pupils behave well and that they can get their work done. The majority of pupils also state that the school listens to their views and makes the changes they suggest. The majority of pupils report that they were given good advice when choosing courses and many feel that the school helps them to be ready for college or their working life.

Parent questionnaires

Forty-six parent or carer questionnaires were completed and, overall, parents were generally satisfied with the school. Responses from parents are similar to those of parents from other secondary schools.

Nearly all parents say that their child likes school. Most parents say that their child is making good progress and was helped to settle in when they started school. Nearly all parents consider that their child is safe in school.

Most think that the school is well run and many feel that teaching is good. Nearly all believe that staff expect their child to work hard and do his or her best. Most feel that their child is encouraged to be healthy and to take regular exercise, and nearly all consider that their child is encouraged to become more mature and take on responsibility. Many consider that there is a good range of activities. Many agree that the school's homework builds well on school work and most note that pupils behave well in school and that staff treat all children fairly and with respect. Most think that their child receives appropriate additional support in relation to any particular individual needs and that their child is prepared well for the next stage of

learning or employment. Many parents feel that the school keeps them well informed about their child's progress. Nearly all are comfortable about approaching the school with questions, suggestions or a problem and most feel that they understand the school's procedure for dealing with complaints.

Appendix 3

The inspection team

| | |
|-----------------|---------------------|
| Catherine Evans | Reporting Inspector |
| Sue Halliwell | Team Inspector |
| Marc Belli | Team Inspector |
| Julie Price | Lay Inspector |
| Lee Cummins | Peer Inspector |
| Andrew Kennedy | School Nominee |

Copies of the report

Copies of this report are available from the school and from the Estyn website (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 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. |