



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

**A report on**

**St Richard Gwyn Catholic High School  
Albert Avenue  
Flint  
Flintshire  
CH6 5JZ**

**Date of inspection: May 2016**

**by**

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

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

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

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

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

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

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

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

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

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**Publication date: 20/07/2016**

## Context

St Richard Gwyn Catholic High School is an 11 to 18 mixed English-medium voluntary-aided comprehensive school within the Diocese of Wrexham. It serves the whole of Flintshire.

There are currently 811 pupils on roll with 122 in the sixth form. This is 130 fewer than at the time of the previous inspection in 2008, although the number of sixth form pupils is similar. Around 11% of pupils are eligible for free school meals, which is below the national average of 17.4%. Around 20% of pupils live in the 20% most deprived areas in Wales.

Nearly all pupils and students come from homes where English is the first language. Around 2% of pupils receive support to learn English as an additional language and very few pupils come from a minority ethnic background. Around 1% of pupils speak Welsh as a first language or to an equivalent standard and a further 27% can speak Welsh, but not fluently.

About 23% of pupils have special educational needs, which is below the national average of 25.4%. The percentage of pupils with a statement of special educational needs is below the national average of 2.5%.

The headteacher was appointed to the post in 2012. All other members of the leadership team were in post prior to the headteacher's appointment. In addition to the headteacher, the senior leadership team comprises of a deputy headteacher and three assistant headteachers.

The individual school budget per pupil for St Richard Gwyn Catholic High School in 2015-2016 is £4,000 per pupil. The maximum per pupil in the secondary schools in Flintshire is £4,933 and the minimum is £3,783. St Richard Gwyn Catholic High School is ninth out of the 12 secondary schools in Flintshire in terms of its school budget per pupil.

## Summary

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

### Current performance

Good features in the school's current performance include:

- Nearly all pupils are courteous and respectful and most are well motivated with positive attitudes to learning
- The strong emphasis on care, support and guidance that is at the heart of the school's ethos has a beneficial impact on many aspects of pupils' wellbeing and personal development

However, current performance is judged to be unsatisfactory because:

- Performance at key stage 4 over the last four years has been poor in the majority of indicators when compared with that of similar schools and with pupils' prior attainment
- In a minority of lessons, pupils do not make enough progress
- Provision for more able pupils is underdeveloped
- Strategies to develop pupils' literacy and numeracy skills across the curriculum are not co-ordinated or planned well enough
- The quality of teaching and assessment has not had enough impact on improving standards
- In many classes, there is not enough emphasis on ensuring that pupils respond to teachers' feedback to improve the quality of their work

### Prospects for improvement

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

- Senior leaders do not provide consistently clear direction or high enough expectations for key aspects of the school's work
- Leaders and managers do not demonstrate the capacity to secure the necessary improvement
- There is too much variability in the quality of strategic leadership provided by middle leaders
- Line-management arrangements and quality assurance processes lack rigour and have not been effective in identifying and tackling underperformance
- Self-evaluation and development planning processes are not effective in securing improvement across key areas of the school's work

## Recommendations

- R1 Raise standards, particularly at key stage 4
- R2 Improve the co-ordination and planning for progression in developing pupils' literacy and numeracy skills
- R3 Improve the quality of teaching and effectiveness of assessment
- R4 Improve the effectiveness of leadership at all levels to ensure clear direction, high expectations and accountability in all areas of the school's work
- R5 Strengthen self-evaluation and improvement planning arrangements

### **What happens next?**

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. 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 on a termly basis.

## Main findings

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

Unsatisfactory

#### Standards: Unsatisfactory

At key stage 4, performance over the last four years has been poor in the majority of indicators when compared with that of similar schools and pupils' prior attainment.

Despite improvements in each of the core subjects in 2015, performance in the level 2 threshold including English and mathematics remains below that achieved in 2013. In three of the last four years, performance in this indicator has been below modelled outcomes and well below that of similar schools based on eligibility for free school meals.

Performance in the capped points score has been below modelled outcomes and well below that of similar schools in each of the last four years. Performance in the level 2 threshold has been inconsistent during the last four years and well below that of similar schools throughout this period.

The proportion of pupils gaining five or more passes at grades A\*/A has deteriorated in the last two years. Performance has been below the national average and below that of similar schools in each of the last four years.

At post-16, the proportion of pupils achieving three passes at grades A\*-C at A level or equivalent has improved considerably since 2012. Performance has been well above national averages in each of the last three years. In 2015, all pupils achieved the level 3 threshold. In each of the last three years the average wider points score achieved by pupils has been higher than the Welsh average. However, the proportion of pupils achieving three passes at grades A\*/A has been below national averages in each of the last three years.

At key stage 3 over the last four years, there has been an improvement in the proportion of pupils achieving the core subject indicator. Despite this improvement, performance in this indicator in 2015 remains below modelled outcomes and is below that of similar schools based on free-school-meal eligibility.

At key stage 4, boys' performance in 2015 improved in many indicators. In the majority of indicators boys' performance is better than that of boys in similar schools. However, in many indicators the performance of girls remains below that of girls in similar schools.

In the core subject indicator at key stage 3, the performance of pupils eligible for free school meals has improved steadily over the last three years and is above that of the same group of pupils in similar schools. At key stage 4 in 2015, the performance of pupils eligible for free school meals improved in the majority of indicators. The performance of these pupils is above that of those in similar schools in the level 2 threshold including English and mathematics. However, in the majority of indicators the performance of these pupils remains below that of the same pupils in similar schools.

Pupils with special educational needs make suitable progress relative to their abilities.

At the end of Year 11, almost all pupils remain in full-time education either in a school or further education college.

In the majority of lessons, pupils make suitable progress in developing their knowledge and understanding and refining their subject-based skills. In a very few cases, pupils work independently and creatively on specific tasks or projects very successfully, using and enhancing a range of skills and techniques. However, in a minority of lessons, pupils do not think deeply enough to broaden their understanding or produce extended responses. In these lessons, many pupils do not establish a secure appreciation of new concepts and topics.

Most pupils listen attentively to teachers' explanations and to the views and opinions of others. Many pupils speak clearly and confidently, contributing constructively to class or small group discussions. Many read effectively, for example to locate information and make reasoned conclusions. The majority of key stage 4 pupils annotate and highlight text well to summarise key points and synthesise relevant information. Many more able pupils analyse writers' techniques confidently, for example to consider how language is used to portray character or express a particular mood. Many lower ability pupils have difficulty in selecting a suitable range of information which results in brief simplistic responses.

The majority of pupils write well for a range of audiences and purposes. More able pupils organise their ideas thoughtfully to produce well-structured and balanced accounts. In descriptive writing they use punctuation well for effect. Less able pupils do not develop their written responses well enough. A minority of pupils make frequent spelling, punctuation and grammatical errors and often present their work poorly. Very few pupils improve the quality of their writing, for example in response to teachers' advice or through independently reviewing and refining their work.

In a few subjects, where learning activities provide suitable opportunities, many pupils use their numeracy skills well. The majority of pupils plot graphs accurately and present simple bar charts well. More able pupils handle data competently, for example when considering heat transfer in science or population trends in geography. However, a minority of pupils do not interpret data in sufficient detail.

In Welsh second language at key stage 3, performance improved in 2015 and places the school in the top 25% when compared with similar schools. At key stage 4, outcomes for Welsh second language have improved over the last four years. In 2015, the very few pupils entered for the full GCSE course achieved well. The proportion of pupils achieving a level 2 qualification in the short course is above the national average although slightly below expectations compared to prior performance.

### **Wellbeing: Good**

Most pupils feel safe and secure in school and many believe that the school deals effectively with the very few instances of bullying. The majority of pupils display positive attitudes towards healthy lifestyles, for example through participation in the school's programme of sports and physical activities.

Attendance rates have improved by around one percentage point in the last three years. However, they are slightly below modelled outcomes and place the school in the lower 50% of similar schools based on eligibility for free school meals. Persistent absence has dropped considerably over the last four years and is below the family and national averages.

Nearly all pupils behave well in lessons and when moving around the school. They are courteous and respectful to adults and to their peers. Nearly all pupils are punctual to lessons and most are well-motivated and show positive attitudes to learning.

Through the work of the house councils and the school council, pupils help to influence aspects of the school's work, for example in suggesting improvements to school planners and to the structure of the school day.

Nearly all pupils understand and respect people from other backgrounds. Many contribute successfully to the life of the community, for example by helping to organise events such as a Christmas party for the elderly. Many pupils show an exemplary level of care and concern for others, in particular through their extensive and highly-valued charity work.

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

The curriculum at all key stages is broad and balanced and meets statutory requirements. At key stage 3, the curriculum builds appropriately on pupils' experiences in their primary schools. Well-established transition arrangements support pupils' learning effectively as they progress into key stage 3. At key stage 4, the curriculum provides a suitable range of general and vocational courses. Effective collaboration with a neighbouring school ensures that sixth form pupils have access to a comprehensive range of courses.

There is a suitable range of extra-curricular sporting, recreational, cultural and community-based activities with good participation rates. Key stage 3 pupils attend a retreat at Pantasaph Friary. Together with regular trips, for example to the World War 1 battlefields, Iceland and New York, these activities help to extend learning experiences and support pupils' wellbeing. Although the school has introduced specific initiatives to challenge more able pupils, these approaches have not had enough impact on improving outcomes for this group of learners.

The school's approach to the progressive development of pupils' literacy and numeracy skills is not co-ordinated well enough and is underdeveloped. Strategies to develop pupils' skills are not applied consistently and have not had sufficient impact on the standard of pupils' literacy and numeracy skills across the curriculum. The school uses a range of appropriate intervention strategies to help pupils with weak literacy and numeracy skills. As a result, these pupils make sound progress in acquiring the necessary skills to support their learning across the curriculum.



There is a strong emphasis on promoting an awareness of Welsh identity, culture and history through pupils' learning experiences. Teachers have received useful support to help them use Welsh more constructively during their lessons and around the school. Welsh second language provision has improved and is suitable. All Year 10 pupils are currently following the full course at GCSE.

Pupils gain a secure understanding and appreciation of global citizenship and sustainability. They develop their awareness through relevant subject areas, assemblies, the personal and social education programme and the international links that the school has established.

### **Teaching: Adequate**

Overall, there is too much variation in the quality of teaching. Consequently, teaching has not had a sufficient or sustained impact on pupils' learning and the standards they achieve.

Most teachers have up-to-date subject knowledge and foster a supportive and nurturing learning environment for their pupils. This is reflected in the clear mutual respect between teachers and pupils. In many lessons, pupils have useful opportunities to work in pairs or small groups, for example to solve problems and support each other.

In the majority of lessons, teachers' high expectations, well-planned learning activities and effective use of resources help pupils to make sound progress. In these lessons, teachers give clear explanations and use questioning effectively to encourage pupils to think carefully, to explain their ideas and opinions and to reinforce and extend their understanding.

In a minority of lessons, pupils make insufficient progress. This is because the teachers' expectations are too low and learning activities are not matched well enough to meet the needs of all pupils. In these lessons, pupils do not have enough opportunities to learn independently or to develop their literacy skills. In both written work and class discussion, a minority of teachers accept limited responses too readily and do not probe pupils to extend their responses.

In many lessons, verbal feedback to pupils about the quality of their work contributes well to their progress. However, overall, there is not a sufficiently rigorous approach improving the quality of pupils' work. While most teachers mark pupils' work frequently, the quality of marking and assessment varies too much between and within subject areas. Although the majority of teachers provide helpful advice to pupils about how to improve their work, very rarely do teachers check that pupils respond to their comments. There is no common strategy to ensure that pupils respond to feedback, particularly by refining written responses. As a result, teachers' expectations are inconsistent and there is too little emphasis on making sure that pupils improve the quality of their work.

Most pupils know their targets and are aware of the progress they are making to achieve these targets. However, strategies to identify and support those who are underachieving have not had enough impact on ensuring that all pupils achieve in line with their ability.

Reports to parents provide useful information about their child's progress. Many include helpful subject-specific advice to improve.

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

Providing a high quality of care and support for its pupils is at the heart of the school's ethos. This has a beneficial impact on many aspects of pupils' wellbeing and personal development.

The school has appropriate provision to encourage pupils to adopt healthy lifestyles, for example through the broad range of opportunities to take part in sport and physical recreation. It also has suitable arrangements to promote healthy eating and drinking.

The school employs valuable strategies to ensure that pupils feel safe and secure. The very few incidents of bullying are dealt with effectively. The school has suitable systems for tackling absenteeism and a number of worthwhile initiatives to encourage good attendance.

The highly-effective personal and social education programme contributes particularly well towards pupils' social, moral and cultural development. It provides worthwhile guidance on a range of issues including citizenship, sex and relationships, and building self-esteem. Pupils' spiritual development is a particularly strong feature of the school's work. Key stage 3 pupils attend a retreat at Pantasaph Friary.

There are frequent opportunities for pupils to reflect on their own and other people's lives. For example, pupils consider important moral and topical issues and provide practical assistance to those suffering from poverty and disadvantage.

The school works well with a range of specialist services and external agencies to support individual pupils' wellbeing. Pupils at all key stages receive valuable guidance and careers advice when making their subject choices.

The school has effective procedures to identify and meet the specific needs of pupils with additional learning needs. There are targeted intervention strategies to support the literacy and numeracy skills of these pupils in key stage 3 and key stage 4. These include valuable opportunities for older pupils to provide support as peer mentors to younger colleagues. The school meets statutory requirements through the annual review process. Parents are well informed about their child's progress.

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

### **Learning environment: Adequate**

Through its Catholic ethos and clearly-stated mission statement, the school promotes a positive and fully inclusive learning environment, which is based firmly on mutual respect. This ethos is reflected in the purposeful and 'family-oriented' atmosphere, which is highly effective in promoting pupils' wellbeing.

The school promotes equality well through its curriculum arrangements and in all areas of its work. It recognises and celebrates diversity while challenging prejudice and discrimination. Learning experiences encourage pupils to show respect and to provide support and care for others.

The premises and accommodation provide an appropriate learning environment. The secure buildings and grounds are clean, tidy and adequately maintained. However, a few areas of the school's accommodation, in particular the senior boys' and staff toilets, are in very poor condition.

Suitable use is made of the available learning resources, which are sufficient to meet pupils' needs. Displays in classrooms, corridors and communal areas, in particular of pupils' artwork, celebrate their achievements and participation in all aspects of school life, and support their learning well.

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

The headteacher is successful in promoting his vision for the school based on nurturing its Catholic ethos. This is reflected well in the inclusive and supportive learning environment. However, there are weaknesses in leadership and management at all levels. Leadership overall, but particularly at senior level, does not provide consistently clear direction or high enough expectations for key aspects of the school's work. As a result, it has not been effective enough in improving key aspects of provision and the standards that pupils achieve.

Generally, leadership roles and responsibilities are clearly defined. In a few areas of the school's work, leadership has been particularly effective, for example in fostering pupils' wellbeing, contributing to improvements in attendance, and sustaining performance in mathematics at key stage 4.

However, the senior leadership team has not supported or challenged middle leaders well enough. As a result, there is too much variability in the quality of strategic leadership provided by middle leaders. Although a few middle leaders demonstrate secure leadership skills, in many cases the work of middle leaders has not had enough impact on raising standards or on improving provision.

Line-management arrangements lack rigour and have not been effective in identifying and tackling underperformance. Many meetings involving senior and middle leaders and their teams lack clarity of purpose or a sense of urgency and do not result in decisive actions. Few of these meetings focus well enough on improving the quality of teaching and learning. In many cases, when action points are set, they are too imprecise and are rarely followed up. Senior and middle leaders do not ensure that all staff implement key strategies consistently, for example when developing pupils' literacy and numeracy skills or applying the school's assessment policy.

Performance management arrangements are not sufficiently robust, and have not contributed well enough to improving outcomes and provision. Although the common

staff objectives focus broadly on improving outcomes and inform the school's professional development programme, individual targets are not precise and do not offer adequate challenge.

The school has taken appropriate steps to tackle specific national priorities, for example in extending the range of general and vocational courses and improving outcomes in Welsh second language. However, it has not made enough progress in developing pupils' literacy and numeracy skills or in tackling disadvantage.

The governing body is developing suitably its role as a critical friend. It is increasingly well informed, partly as a result of establishing beneficial links with subject departments. Consequently, governors are beginning to offer a more robust challenge to the senior leadership team regarding the school's performance.

### **Improving quality: Unsatisfactory**

Self-evaluation and development planning processes have not been effective in raising standards and securing improvement across key areas of the school's work.

The school has a clear and appropriate cycle of activities to review and evaluate its work and to plan for improvement. These activities include lesson observations, scrutiny of pupils' work and departmental reviews. However, the school does not take enough account of the views of parents and pupils in reviewing its work.

The outcomes of self-evaluation activities help identify particular strengths and areas for improvement. However, the school's evaluation of standards and of key areas of provision such as teaching and assessment, and the quality of learning, is not sufficiently robust. Although leaders are beginning to use data more consistently to inform judgements, their analyses mostly lack rigour, and are selective and not evaluative enough. Lesson observations carried out by senior and middle leaders make helpful comments on aspects of teaching, but they do not focus sharply enough on pupils' progress in these lessons. This limits the school's capacity to evaluate the impact of teaching and learning on standards.

Departmental evaluations vary considerably in quality. In general they are not suitably robust, particularly in their analyses of standards and the quality of teaching. As a result, curriculum leaders do not identify key areas of work that require improvement and are not able to determine suitably focused actions, or provide necessary support to colleagues, to ensure progress.

The school has identified concise and broadly appropriate overarching priorities. These provide a consistent and coherent basis for planning for improvement at all levels. However, many actions to improve standards and provision are not suitably specific or robust enough to secure the improvements required. In many cases, success criteria lack precision and do not provide a secure means to evaluate progress.

While departmental improvement plans address whole-school priorities appropriately, few include specific departmental initiatives. In many cases, these plans do not set out precisely how success will be measured. They are not effective tools to drive improvement.

### **Partnership working: Good**

The school has a broad range of constructive partnerships to improve provision and pupil outcomes. It works well with its partner primary schools to prepare pupils effectively for the transition to secondary school. The transition programme helps pupils to understand the school's culture and ethos and to settle successfully in Year 7.

The successful partnership with a neighbouring school is helping to extend the range of courses on offer to pupils in the sixth form and is contributing to higher retention rates. The school works closely with its partner to make sure that pupils receive helpful guidance, for example through taster lessons to make informed choices for their subjects. There are suitable arrangements to ensure that pupils are supported well in their learning and that their progress is monitored effectively.

There are beneficial links with local businesses as well as the community and voluntary sector. These enhance the curriculum and delivery of the school's personal and social education programme, for example through The Holocaust Education Trust.

Links with specific agencies support the emotional health and wellbeing of pupils well. There is effective communication with parents, which keeps them suitably informed about the school's work and their child's progress. Most parents feel comfortable in approaching the school with suggestions or about a problem.

### **Resource management: Unsatisfactory**

The school has a sufficient number of well-qualified staff who are deployed efficiently. There are appropriate procedures to support teachers' professional development that reflect, national, whole-school and departmental priorities. Although nearly all teachers benefit from a wide range of professional development opportunities, this has not had enough impact on improving outcomes and the quality of teaching and assessment across the school.

The pupil deprivation grant is focused on broadly suitable priorities and contributes appropriately to improving outcomes for those pupils who are from disadvantaged backgrounds. In 2015, the performance of pupils eligible for free school meals improved in the majority of indicators and is now above that of these pupils in similar schools in the level 2 threshold including English and mathematics.

Spending decisions relate directly to identified improvement priorities. The school has agreed a licenced deficit budget for three years with the local authority and has identified specific areas in which savings might be achieved. Particular strategies such as the collaborative provision for sixth form education are helpful in reducing costs.

In light of the unsatisfactory standards that pupils achieve, the school offers unsatisfactory value for money.

# Appendix 1

## 6644600 - St. Richard Gwyn Catholic High School

Number of pupils on roll	861
Pupils eligible for free school meals (FSM) - 3 year average	10.8
FSM band	2 (10%<FSM<=15%)

### Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
<b>Number of pupils in Year 9 cohort</b>	165	173	165	163		
<b>Achieving the core subject indicator (CSI) (%)</b>	72.7	84.4	87.3	89.0	88.5	83.9
Benchmark quartile	4	2	2	3		
<b>English</b>						
Number of pupils in cohort	165	173	165	163		
Achieving level 5+ (%)	80.6	95.4	98.2	94.5	92.3	87.9
Benchmark Quartile	4	1	1	1		
Achieving level 6+ (%)	27.9	52.0	58.8	60.1	60.9	52.6
Benchmark Quartile	4	2	1	3		
<b>Welsh first language</b>						
Number of pupils in cohort	.	.	.	.		
Achieving level 5+ (%)	.	.	.	.	100.0	90.9
Benchmark Quartile	.	.	.	.		
Achieving level 6+ (%)	.	.	.	.	44.4	56.1
Benchmark Quartile	.	.	.	.		
<b>Mathematics</b>						
Number of pupils in cohort	165	173	165	163		
Achieving level 5+ (%)	83.0	89.0	90.3	90.8	92.2	88.7
Benchmark Quartile	4	2	3	4		
Achieving level 6+ (%)	55.8	61.3	64.2	71.2	64.6	59.5
Benchmark Quartile	4	2	2	1		
<b>Science</b>						
Number of pupils in cohort	165	173	165	163		
Achieving level 5+ (%)	81.8	90.2	94.5	96.3	96.4	91.8
Benchmark Quartile	4	3	2	2		
Achieving level 6+ (%)	47.3	41.6	60.0	65.0	65.0	58.5
Benchmark Quartile	4	4	2	2		

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

. Denotes the data item is not applicable.

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

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

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

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

**6644600 - St. Richard Gwyn Catholic High School**

Number of pupils on roll	861
Pupils eligible for free school meals (FSM) - 3 year average	10.8
FSM band	2 (10%<FSM<=15%)

**Key stage 4**

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
<b>Number of pupils aged 15</b>	152	169	157	161		
<b>Percentage of 15-year-old pupils who:</b>						
<b>Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics</b>	59.9	65.1	56.7	60.2	63.0	57.9
Benchmark quartile	4	2	4	4		
<b>Achieved the level 2 threshold</b>	73.0	78.1	69.4	77.0	84.1	84.1
Benchmark quartile	4	4	4	4		
<b>Achieved the level 1 threshold</b>	96.7	97.0	97.5	98.1	98.2	94.4
Benchmark quartile	3	3	3	3		
<b>Achieved the core subject indicator (CSI)</b>	59.2	63.9	54.8	62.7	61.8	54.8
Benchmark quartile	4	1	4	2		
<b>Average capped wider points score per pupil</b>	319.3	332.3	320.5	329.1	352.3	343.5
Benchmark quartile	4	4	4	4		
<b>Average capped wider points score plus per pupil</b>	318.9	331.5	320.0	328.4	348.8	338.7
Benchmark quartile	.	.	.	.		
<b>Achieved five or more GCSE grades A*-A</b>	7.2	13.6	11.5	8.1	17.3	16.6
Benchmark quartile	.	.	.	.		
<b>Achieved A*-C in English</b>	68.4	69.2	63.1	74.5	73.7	68.6
Benchmark quartile	4	3	4	2		
<b>Achieved A*-C in mathematics</b>	71.7	73.4	70.7	73.9	70.6	64.4
Benchmark quartile	3	1	2	1		
<b>Achieved A*-C in science</b>	84.9	95.3	89.8	95.7	90.0	84.0
Benchmark quartile	2	1	3	2		
<b>Number of pupils aged 15 who entered Welsh First Language:</b>	.	.	.	.		
<b>Of those who entered Welsh First Language:</b>						
<b>Achieved A*-C in Welsh</b>	.	.	.	.	75.0	75.2
Benchmark quartile	.	.	.	.		

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

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

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

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

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

. Denotes the data item is not applicable.

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

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

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

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

**6644600 - St. Richard Gwyn Catholic High School**

Number of pupils on roll 861  
Pupils eligible for free school meals (FSM) - 3 year average 10.8  
FSM band 2 (10%<FSM<=15%)

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

	School				Family Average (2015)	Wales Average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15 eligible for free school meals	11	11	17	10		
Percentage of 15-year-old pupils eligible for free school meals who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	45.5	54.5	17.6	40.0	34.8	31.6
Achieved the level 2 threshold	63.6	63.6	17.6	70.0	69.1	69.4
Achieved the level 1 threshold	100.0	90.9	100.0	90.0	94.8	89.4
Achieved the core subject indicator (CSI)	45.5	54.5	17.6	40.0	33.9	29.3
Average capped wider points score per pupil	295.0	275.5	250.1	282.0	313.8	303.7
Average capped wider points score plus per pupil	295.0	275.5	250.1	281.0	308.3	296.4
Achieved five or more GCSE grades A*-A	0.0	0.0	5.9	0.0	5.6	4.3
Achieved A*-C in English	54.5	63.6	23.5	70.0	47.2	45.1
Achieved A*-C in mathematics	63.6	54.5	35.3	40.0	43.3	39.2
Achieved A*-C in science	81.8	90.9	82.4	80.0	80.7	74.4
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.		51.5

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

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

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

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

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

. Denotes the data item is not applicable.

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



6644600 - St. Richard Gwyn Catholic High School

Number of pupils on roll in sixth form

123

**Key stage 5**

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
<b>Number of pupils aged 17</b>	57	43	48	65		
<b>Average wider points score per pupil</b>	696.5	965.8	878.5	901.2	770.5	799.7
<b>Number of pupils aged 17 entering a volume equivalent to 2 A levels:</b>	55	45	44	61		
<b>Of those who entered a volume equivalent to 2 A levels:</b>						
<b>Achieved the level 3 threshold</b>	96.4	97.8	100.0	100.0	97.7	97.0
<b>Achieved 3 A*-A at A level or equivalent</b>	7.3	4.4	4.5	0.0	5.6	7.9
<b>Achieved 3 A*-C at A level or equivalent</b>	47.3	77.8	81.8	82.0	60.7	68.1

Includes all qualifications approved for use in Wales.

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

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

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

. Denotes the data item is not applicable.

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

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

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

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	168	73	85	8	2	Rwy'n teimlo'n ddiogel yn fy ysgol.
		43%	51%	5%	1%	
The school deals well with any bullying	168	29	104	27	8	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		17%	62%	16%	5%	
I have someone to talk to if I am worried	168	50	91	21	6	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		30%	54%	12%	4%	
The school teaches me how to keep healthy	167	31	89	44	3	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		19%	53%	26%	2%	
There are plenty of opportunities at school for me to get regular exercise	168	52	86	24	6	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		31%	51%	14%	4%	
I am doing well at school	167	42	107	15	3	Rwy'n gwneud yn dda yn yr ysgol.
		25%	64%	9%	2%	
The teachers help me to learn and make progress and they help me when I have problems	167	60	96	9	2	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		36%	57%	5%	1%	
My homework helps me to understand and improve my work in school	165	31	84	37	13	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		19%	51%	22%	8%	
I have enough books and equipment, including computers, to do my work	166	61	87	15	3	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		37%	52%	9%	2%	
Pupils behave well and I can get my work done	167	15	106	35	11	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		9%	63%	21%	7%	
Staff treat all pupils fairly and with respect	168	32	98	31	7	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		19%	58%	18%	4%	
		29%	50%	17%	5%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest		168	18 11%	85 51%	53 32%	12 7%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			17%	53%	25%	5%	
I am encouraged to do things for myself and to take on responsibility		166	55 33%	106 64%	3 2%	2 1%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			35%	59%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life		167	62 37%	80 48%	20 12%	5 3%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			36%	54%	9%	2%	
The staff respect me and my background		168	64 38%	83 49%	16 10%	5 3%	Mae'r staff yn fy mharchu i a'm cefndir.
			37%	53%	7%	2%	
The school helps me to understand and respect people from other backgrounds		165	62 38%	92 56%	9 5%	2 1%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			36%	56%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4		76	21 28%	39 51%	10 13%	6 8%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	51%	16%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form		49	10 20%	26 53%	7 14%	6 12%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28%	50%	16%	7%	

## Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Dairm yn gwybod	
Overall I am satisfied with the school.	129	52 40%	64 50%	12 9%	1 1%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	1%		
My child likes this school.	131	53 40%	68 52%	8 6%	2 2%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		47%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	130	71 55%	51 39%	8 6%	0 0%	2	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	129	50 39%	73 57%	4 3%	2 2%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	5%	1%		
Pupils behave well in school.	119	35 29%	71 60%	10 8%	3 3%	13	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		24%	60%	12%	3%		
Teaching is good.	125	30 24%	84 67%	10 8%	1 1%	7	Mae'r addysgu yn dda.
		34%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	126	69 55%	53 42%	4 3%	0 0%	5	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		51%	46%	2%	1%		
The homework that is given builds well on what my child learns in school.	121	32 26%	75 62%	12 10%	2 2%	11	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		32%	56%	9%	2%		
Staff treat all children fairly and with respect.	121	33 27%	67 55%	18 15%	3 2%	11	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		35%	52%	10%	3%		
My child is encouraged to be healthy and to take regular exercise.	119	34 29%	70 59%	15 13%	0 0%	13	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	131	52 40%	77 59%	1 1%	1 1%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		43%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	101	34 34%	57 56%	10 10%	0 0%	26	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	8%	2%		
I am kept well informed about my child's progress.	128	31 24%	73 57%	16 12%	8 6%	3	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		34%	51%	12%	3%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	129	58 45%	54 42%	14 11%	3 2%	2	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		43%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	110	28 25%	62 56%	17 15%	3 3%	22	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		31%	56%	11%	2%		
The school helps my child to become more mature and take on responsibility.	122	43 35%	67 55%	12 10%	0 0%	10	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		38%	55%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	103	29 28%	64 62%	6 6%	4 4%	29	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	2%		
There is a good range of activities including trips or visits.	127	52 41%	57 45%	16 13%	2 2%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	118	38 32%	59 50%	16 14%	5 4%	14	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	5%	2%		

## Appendix 3

### The inspection team

Mr John Frederick Thomas	Reporting Inspector
Mrs Karen Newby Jones	Team Inspector
Mr Andrew Hurley	Team Inspector
Mrs Bethan Whittall	Team Inspector
Mr James Kerry George Jones	Lay Inspector
Mr Trevor Brown	Peer Inspector
Mr Bernard Sciambrella (Deputy HeadTeacher)	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

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

## Glossary of terms

### Key stage 3 terms

#### The core subject indicator (CSI)

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

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

- English or Welsh <sup>1</sup>
- mathematics
- science

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

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

### Key stage 4 and sixth form terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include nine other schools with similar proportions of pupils: eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents the equivalent of five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.

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<sup>1</sup> This indicator does not include Welsh second language qualifications.

Level 2 threshold including English or Welsh <sup>1</sup> and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh <sup>1</sup> and mathematics.
Level 2 threshold	This represents five GCSEs at grade A* to C or their equivalent.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This is the equivalent of two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
Benchmarking groups	Schools are grouped together according to the proportion of pupils entitled to free school meals in order to compare their performance with similar schools in different indicators.
Modelled outcomes	This is a prediction of a school's mean performance based on the statistical relationship between the proportion of pupils eligible for free school meals and a particular indicator.