



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

A report on

**Builth Wells High School
College Road
Builth Wells
Powys
LD2 3BW**

Date of inspection: October 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

Judgement	What the judgement means
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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

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

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Crown Copyright 2015: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 22/12/2015

Context

Builth Wells High School is an 11-18 mixed, bilingual school maintained by Powys local authority. There are currently 551 pupils at the school with 92 in the sixth form, compared with 681 pupils and 127 in the sixth form at the time of the last inspection in 2010. The school is situated in the small mid-Wales town of Builth Wells and serves a large, mainly rural catchment area. No pupils live in the 20% most deprived areas in Wales.

Around 7.7% of pupils are eligible for free school meals. This is lower than the average of 17.4% for Wales. The percentage of pupils eligible for free school meals has increased gradually from 5.3% in 2011.

Twenty-three per cent of pupils have additional needs, which is slightly below the national average of 25.4%. Less than 1% of pupils have a statement of special educational needs. This figure is also below the national average.

Nearly all pupils are White British. Around 24% of pupils are fluent in Welsh and 11% speak Welsh at home. Less than 1% of pupils have a language other than English as their first language.

The acting headteacher has been in post since April 2015. The senior management team consists of the headteacher, an acting deputy headteacher and two assistant headteachers.

The school budget per pupil for Builth Wells High School in 2015-2016 is £4,565. The maximum per pupil in secondary schools in Powys is £4,565 and the minimum is £3,778. Builth Wells High School is first out of the 11 secondary schools in terms of the school budget per pupil.

Summary

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

Current performance

Current performance is unsatisfactory because:

- There has been a decline in standards at key stage 4 in nearly all key indicators for the past four years
- Pupils do not make the expected progress from previous key stages
- The proportion of pupils achieving the level 2 threshold including English or Welsh and mathematics has been well below modelled outcomes for the past three years
- At key stage 4, boys do not perform as well as girls in most subjects
- There are important shortcomings in teaching and assessment in around half of lessons
- Pupils in a few classes display poor behaviour
- In around half of classes, pupils lack the confidence to work independently and rely too much on their teachers for help

Prospects for improvement

Prospects for improvement are judged to be unsatisfactory because:

- The acting headteacher and senior leadership team are recently in post and have not had enough time to make improvements
- The school does not have a successful track record in managing change and addressing recommendations from the previous inspection
- Systems to review progress and identify areas for improvement, and plans to improve them, are new and have not had time to impact on the quality of teaching or standards
- Senior and middle leaders have not developed effective systems to make sure that school policies are implemented consistently across all subjects
- Senior leadership roles and responsibilities have been recently defined, but senior leaders have not had enough time to improve teaching and assessment due to their own teaching commitments
- Performance management and line management systems are new and have not had time to become effective in challenging underperformance
- The governing body has not challenged leaders and managers well enough to reverse the decline in standards and to improve the quality of teaching

Recommendations

- R1 Raise standards at all key stages
- R2 Improve the quality and consistency of teaching and assessment
- R3 Ensure that performance management and line management systems are effective in challenging any underperformance
- R4 Ensure that self-evaluation and improvement planning have an impact on improving the quality of teaching, assessment and outcomes
- R5 Improve the behaviour of pupils in the classes where their disruption hinders the progress of other pupils
- R6 Ensure that governors use performance data effectively to monitor and challenge underperformance, particularly standards and the quality of teaching
- R7 Improve the planning for the development of literacy skills across all subjects

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

Over the past four years, there has been a decline in standards at key stage 4. Performance in the most important indicators has placed the school consistently in the bottom 25% of similar schools based on levels of eligibility for free school meals. Pupils do not make the expected progress from previous key stages across many important indicators.

Performance in the level 2 threshold, including English or Welsh and mathematics, has not improved over the past four years and has placed the school in the bottom 25% of similar schools for three of the past four years. The proportion of pupils achieving the level 2 threshold, including English or Welsh and mathematics, has been consistently well below modelled outcomes based on eligibility for free school meals for the past three years. Performance in this indicator has been below the average for the family of schools for three of the past four years. The percentage of pupils gaining five A* to A grades at GCSE has declined over the past four years and is below the average for the family of schools.

Performance in the capped points score has improved slightly over the past three years. However, this performance has placed the school in the bottom 25% of similar schools for three of the past four years. Performance in the level 2 threshold has declined since 2012 and has placed the school in the lower 50% or bottom 25% of similar schools for three of the past four years.

At key stage 3, the percentage of pupils achieving the core subject indicator has fluctuated over the past four years and has been below that expected for the past three years. Performance places the school in the lower 50% of similar schools based on levels of eligibility for free school meals. The percentage of pupils achieving level 5 or above is well below modelled outcomes based on eligibility for free school meals. In 2015, there has been a significant decline in the percentage of pupils achieving level 5 or above in English.

At key stage 4, boys do not perform as well as girls in almost all areas. The greatest difference between the performance of boys and girls is in achieving the level 2 threshold in English and Welsh first language. However, girls do not perform as well as boys in achieving the level 2 threshold in mathematics. There is a much smaller difference between the performance of boys and girls in science. There are no significant differences between the performance of boys and girls in most important indicators at key stage 3.

As the number of pupils eligible for free school meals is small, there is no evaluation of the standards achieved by these pupils.

In Year 13, although the average wider points score for pupils has fluctuated over the past four years, it has been above the averages for similar schools and the local

authority. However, the average wider points score has declined during the last two years and was below the average performance of similar schools and the local authority in 2015. The percentage of pupils achieving the level 3 threshold improved steadily from 2012 to 2014, but declined last year where performance was below averages for similar schools and the local authority. The proportion of pupils achieving three A*-C grades at A level improved steadily from 2011 to 2014, but has fallen to below the averages for similar schools and the local authority in 2015. The proportion of pupils achieving three A*-A grades at A level has fluctuated over the past four years, but has improved in 2015 and is above the averages for the family of schools and the local authority.

At the end of key stage 4, all pupils achieve a recognised qualification. Nearly all pupils continue with their education or enter employment at the end of Year 11.

In around half of lessons, pupils make good progress with their learning. Many pupils in these lessons have a positive attitude to learning. They participate well in class, acquire new knowledge and understanding, and make suitable progress. In a few classes, pupils' poor behaviour limits their progress. In around half of lessons, pupils rely too much on their teacher for help and guidance. As a result, they do not develop their thinking and problem solving skills well enough. In addition, they lack the confidence to work independently and to apply their knowledge to new and unfamiliar situations.

In lessons, many pupils develop their speaking and listening skills well. Many pupils listen to their teacher's instructions well and listen respectfully to their peers when working in pairs or in groups. Girls are less confident than boys in answering questions and in expressing their opinions in class.

The majority of pupils present their work neatly and accurately, with correct spelling and grammar. However, middle and lower ability pupils do not take enough care with their spelling, punctuation and grammar.

Many pupils develop suitable numeracy skills and use the basic four rules of number, addition, subtraction, multiplication and division appropriately. However, middle and lower ability pupils do not use these skills confidently to solve problems. Many pupils collect and use data appropriately and use this data to draw line and bar graphs. However, a minority of pupils do not interpret trends in data or analyse their graphs successfully to draw meaningful conclusions.

Overall, pupils in the Welsh stream make suitable progress with their speaking and writing skills in Welsh. Standards in GCSE Welsh first language are solid, but boys' achievement is well below that of girls. In two of the last five years, the school has been in the upper 50% of similar schools based on the percentage of pupils achieving level 2. There has been a three year downward trend in achievement in Welsh language at key stage 3, which has placed the school in the lower 50% of similar schools for two of the past three years.

Wellbeing: Adequate

Nearly all pupils feel safe in school and consider that the school deals well with the few incidents of bullying. Most pupils understand the importance of eating healthily and taking regular exercise.

Most pupils are ready to learn and participate enthusiastically in lessons. Attendance levels have improved over the past four years and is near to modelled outcomes based on levels of eligibility for free school meals. However, these figures have placed the school in the bottom 25% or the lower 50% of similar schools for the past three years.

Rates of fixed-term and permanent exclusion are very low and compare positively with national figures and those of similar schools. There have been no permanent exclusions over the past seven years.

Many pupils behave well. They are courteous and relate well to each other and their teachers. However, in a few lessons, pupils' poor behaviour limits their progress and that of others. Most pupils are punctual to lessons.

Most pupils are actively involved in school life and give good support to the local community. For example, many pupils take part in activities at the Royal Welsh Show. Most pupils develop their social and life skills well through their participation in a wide range of cultural, sporting and work-related activities. Most pupils feel that the school listens to their concerns. The work of the school and eco council is developing well. However, it has not had any input to the quality of teaching and assessment.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The school has an appropriate curriculum at key stage 3 and key stage 4, which meets the needs of pupils by developing a broad and balanced provision. This includes a range of general and vocational choices, which are beginning to have a positive impact on pupil outcomes. Through effective partnership arrangements with other South Powys schools, sixth form pupils are able to access a wide range of relevant courses. Pupils at key stage 4 and in the sixth form follow the Welsh Baccalaureate Qualification.

The school is making suitable progress in developing its provision across the curriculum for pupils to develop their skills in numeracy. However, progress in developing literacy across the school has been too slow. The school has introduced a few interesting and effective initiatives to engage pupils, parents and staff in reading, writing and number activities. However, these have not had enough of an impact on standards in these areas.

The school places a strong emphasis on developing the Welsh language skills of its pupils. Approximately 25% of pupils receive their education through the medium of Welsh and, in key stage 4, nearly all English-medium pupils follow the GCSE Welsh

second language full course. Pupils access a broad range of activities that support their Welsh language development and their understanding of the cultural, historic and environmental characteristics of Wales. These include Eisteddfodau, cultural visits and residential courses at Llangrannog.

The school provides numerous opportunities for pupils to develop their understanding of sustainable development and global citizenship. Recycling, for example, has been a particular area of research. The school has involved pupils in interesting and relevant activities such as the construction of a greenhouse out of recycled plastic bottles collected by pupils and members of the community.

Teaching: Unsatisfactory

Nearly all teachers have good subject knowledge and are suitable role models. Most teachers have developed positive working relationships with pupils and manage behaviour well. A majority of teachers plan their lessons well with appropriate aims and objectives. In around half of lessons, teachers have high expectations and set challenging and interesting tasks for pupils. In the majority of classes, teachers develop pupils' listening and speaking skills well. In many lessons, teachers give pupils good oral feedback on their tasks and help them to improve their work.

In around half of lessons, teachers do not plan well enough to ensure the pace is appropriate and that there are enough interesting and challenging activities for pupils to complete. In a few lessons, the teaching does not give pupils enough freedom to work independently, to develop their own ideas and to become independent learners. In these lessons, teachers give pupils too much guidance and answer their questions instead of encouraging pupils to think for themselves. In a few lessons, teachers do not manage poor behaviour well enough and do not make sure that all pupils remain on task. In around half of lessons, teachers do not plan enough opportunities for pupils to develop their writing and thinking skills. The quality of questioning in the majority of lessons does not help teachers to know if pupils understand the work or if they are making enough progress. In these lessons, teachers do not ask pupils to explain their answers or encourage them to give more detailed answers.

The majority of teachers mark pupils' books regularly, but the quality of marking and assessment varies too much between subjects. In the majority of cases, teachers do not give pupils enough guidance on how to improve their work. Around half of teachers do not make sure that pupils carry out the recommended corrections to their work or that pupils complete all of their work. The school has recently introduced a new tracking system to collect and analyse pupil data. It has not yet had an impact on outcomes.

The school provides parents and carers with regular and detailed reports on pupils' progress. They receive one interim progress report and one end of year report. These provide parents and carers with detailed information on their child's attendance and progress in each subject and constructive comments on how they can improve their work.

Care, support and guidance: Adequate

The school has suitable arrangements to encourage pupils to adopt a healthy life style, to improve their wellbeing and to contribute to the local and wider community. The school canteen, the 'Bwyty', offers a well-balanced choice of meals. The curriculum, school sports teams and 5x60 activities offer wide-ranging opportunities for all pupils to adopt a healthy lifestyle.

The school has appropriate policies and procedures to support the social, moral and cultural development of its pupils. It has recently developed more detailed guidance for form tutors to deliver personal and social education lessons.

The school has appropriate systems in place to tackle absenteeism, and has achieved modest improvements in attendance. While there are procedures to ensure high standards of behaviour by all pupils in the school, they have not impacted enough on the poor behaviour of a few pupils in lessons.

The school works effectively with a range of outside agencies to provide advice, guidance and support to enable pupils to make appropriate choices at key stages in their time at school.

The school works well with a range of external agencies and specialist services to meet the specific needs of individual pupils. These include the youth service, police and the health service. A valuable enrichment programme supports pupils' wellbeing, including a range of sporting activities, cultural visits and residential courses.

Pupils with additional learning needs are supported well. The annual review process for pupils with special educational needs satisfies statutory requirements. Individual educational plans identify learning targets effectively. A specialist teacher plans valuable, targeted support for individuals. There are helpful systems in place to ensure that parents of pupils with additional learning needs are kept well informed about their child's education.

The school's arrangements for safeguarding pupils meet requirements.

Learning environment: Adequate

The school provides an inclusive community where all pupils receive appropriate access to learning opportunities in Welsh or English to meet their needs. Senior and middle leaders are developing a strong bilingual ethos. The school emphasises the importance of care and respect for all staff and pupils well and values diversity. It has appropriate arrangements to challenge prejudice and stereotyping. The school's core values are honesty, respect, self-esteem, tolerance and responsibility. These values underpin relationships between staff and pupils well. However, a few pupils do not support the school's ethos as their disruptive behaviour disrupts the learning of their peers in class.

Although some of the accommodation is old, it is maintained well and provides a pleasant learning environment. The school has appropriate resources, including

computer equipment, to meet the needs of teachers and pupils. The school grounds and buildings provide a suitable learning environment and access is monitored at break and lunch times by staff and older pupils.

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

Leadership: Unsatisfactory

Leaders and managers have failed to halt the decline in standards for the past four years. However, since April 2015 there have been significant changes to the make-up and roles of the school's senior management team. Senior leaders have quickly established a clear vision for improving pupils' outcomes. Their priorities and targets set the direction and ambition for the school well. There has not been enough time for these changes to impact on improving the quality of teaching or outcomes across the school.

Since September 2015, senior leaders have begun to challenge staff underperformance more robustly. Due to their teaching commitments, senior leaders have not had enough time to impact on key areas of underperformance. Middle leaders and teachers are now being held to account more effectively. Middle leaders are more accountable for the performance of their departments and teachers for the progress that pupils make in their lessons. However, performance management processes and line management arrangements are underdeveloped. For example, performance management objectives are too vague and generally do not align closely enough to the needs of the school or those of individual staff. In addition, there have been no arrangements for the performance management of support staff. Leaders recognise these weaknesses and are beginning to put into place tighter systems to address these issues.

The majority of middle leaders manage and support their departments well. As a result, pupil outcomes are consistently good in these subjects. However, overall, the quality of middle leadership across the school is too variable. As a result, pupils' outcomes in a minority of subjects are poor and the quality of teaching varies too much.

The governing body has appropriate structures and committees in place and it provides suitable support to the school. In particular, governors have managed the school's finances well over recent years. This has helped reduce the school's deficit budget. However, governors have not used performance data well enough to challenge leaders robustly on pupils' declining outcomes over the past three years. Furthermore, governors' understanding of the quality of teaching and learning across the school is limited.

Improving quality: Unsatisfactory

Prior to September 2015, the school did not have robust self-evaluation and effective school development planning processes. The new senior leadership team is developing a more robust, evidence-based approach to self-evaluation. This is helping senior leaders to identify strengths and clear areas for improvement. The whole school self-evaluation report is a comprehensive, evaluative and honest appraisal of current performance.

The school improvement plan links well with the whole school self-evaluation report and includes ambitious targets, suitable actions, timescales, responsibilities and success criteria. However, a few actions lack specific detail on how to improve key areas of teaching and assessment.

The new whole-school quality-assurance calendar shows detailed planning of useful self-evaluation activities to enable the school to identify key areas for improvement. Leaders and managers are beginning to collect valuable first hand evidence through detailed data analysis, consistent lesson observations and scrutiny of pupils' work. Leaders listen to pupils' views on how to improve the school, which has resulted in a new code of expected pupil behaviour. However, these changes are too recent to have had a significant impact on quality and standards. Self-evaluation and planning for improvement have been ineffective in improving standards over the past three years. During this time, data analysis has not been rigorous, judgements from lesson observations have been too generous and insufficient action has been taken to improve assessment following scrutiny of pupils' work.

Department self-evaluation reports are inconsistent in their quality. Analysis of data is satisfactory in around half of these reports. However, most do not include an evaluation of the quality of teaching, assessment and leadership. Many department improvement plans do not identify effective strategies or action points to improve important areas and targets are not sufficiently specific or measurable. The acting headteacher provides accurate and consistent feedback to all middle leaders on how to improve the department self-evaluation reports and improvement plans.

The school has made insufficient progress in addressing the recommendations from the last inspection, such as raising standards at key stage 4 and developing consistency in how curriculum leaders improve quality.

Partnership working: Adequate

The school has developed a suitable range of partnerships, which provide worthwhile opportunities for pupils to study an appropriate range of courses and impact appropriately on standards in the sixth form as well as pupils' wellbeing

Through effective collaboration with local secondary schools and two further education colleges, the school provides a varied and valuable curriculum for the sixth form and at key stage 4. This is well planned and the school ensures the quality of this provision through suitable half-termly partnership meetings and regular communication between providers.

The partnership between the school and parents is sound. Parents play an important role in school life, including volunteering to support the school annually in a local community project to raise a significant amount of money. The school listens to its parents and has enhanced its science provision to include the offer of triple science at GCSE as a result of their request.

The school makes a valuable contribution to the community through activities such as the writing workshops at the local arts centre and drama productions for a local residential home.

The comprehensive programme to help pupils progress from primary school has a positive impact on pupils' wellbeing. However, the school does not plan well enough to ensure appropriate progress in their learning and skills.

Resource management: Unsatisfactory

The school generally deploys its staff well to meet the needs of pupils and teachers have the relevant expertise to deliver the curriculum. However, the link between the professional development provided to staff and the school's priorities is not strong enough and overall the school's professional development of its staff is underdeveloped. The co-ordination of professional development in key areas such as leadership, teaching and skills has been weak.

Financial resources, such as the pupil deprivation and educational improvement grants, target important areas for improvement. However, resources from these grants are not identified in the school's improvement plan. As a result, there is a lack of cohesion between these three plans. The pupil deprivation grant is generally well focused on improving support and outcomes for pupils from disadvantaged backgrounds. To date, the school's work in supporting pupils from deprived backgrounds has mainly impacted on improving their attendance rates in the school. However, insufficient progress has been made in improving the English language skills of this group.

The school is developing suitable partnerships with other secondary schools within the local authority and its family schools to share good practice in teaching and leadership.

The school is currently in financial deficit. However, the school's management of its finances has improved over the past three years. As a result, the school has consistently reduced the budget deficit in line with its recovery plan.

In the view of outcomes achieved by pupils, the school provides unsatisfactory value for money.

Appendix 1

6664020 - BUILTH WELLS HIGH SCHOOL

Number of pupils on roll	518
Pupils eligible for free school meals (FSM) - 3 year average	7.7
FSM band	1 (FSM<=10%)

Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils in Year 9 cohort	103	77	92	88		
Achieving the core subject indicator (CSI) (%)	78.6	85.7	77.2	78.4	90.8	83.9
Benchmark quartile	4	3	4	4		
English						
Number of pupils in cohort						
Achieving level 5+ (%)	85.4	88.3	92.4	85.2	92.5	87.9
Benchmark Quartile	4	4	3	4		
Achieving level 6+ (%)	51.5	58.4	60.9	64.8	61.4	52.6
Benchmark Quartile	2	2	3	2		
Welsh first language						
Number of pupils in cohort						
Achieving level 5+ (%)	88.2	94.1	90.9	88.5	94.0	90.9
Benchmark Quartile	2	1	3	4		
Achieving level 6+ (%)	41.2	41.2	45.5	38.5	60.3	56.1
Benchmark Quartile	3	3	3	4		
Mathematics						
Number of pupils in cohort						
Achieving level 5+ (%)	89.3	92.2	81.5	83.0	93.6	88.7
Benchmark Quartile	3	2	4	4		
Achieving level 6+ (%)	62.1	71.4	55.4	52.3	67.4	59.5
Benchmark Quartile	2	1	4	4		
Science						
Number of pupils in cohort						
Achieving level 5+ (%)	92.2	92.2	97.8	90.9	96.1	91.8
Benchmark Quartile	3	3	2	4		
Achieving level 6+ (%)	35.0	46.8	62.0	48.9	65.3	58.5
Benchmark Quartile	4	4	4	4		

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.

6664020 - BULTH WELLS HIGH SCHOOL

Number of pupils on roll 518
 Pupils eligible for free school meals (FSM) - 3 year average 7.7
 FSM band 1 (FSM<=10%)

Key stage 4

	School				Family average (2015**)	Wales average (2015**)
	2012	2013	2014	2015**		
Number of pupils aged 15	110	105	102	79		
Percentage of 15-year-old pupils who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	69.1	56.2	58.8	58.2	67.0	57.6
Benchmark quartile	2	4	4	4		
Achieved the level 2 threshold	88.2	84.8	84.3	84.8	86.7	83.4
Benchmark quartile	2	3	4	3		
Achieved the level 1 threshold	99.1	95.2	98.0	100.0	98.1	94.3
Benchmark quartile	1	4	4	1		
Achieved the core subject indicator (CSI)	65.5	51.4	51.0	53.2	64.1	54.3
Benchmark quartile	2	4	4	4		
Average capped wider points score per pupil	362.3	347.8	355.7	354.7	360.6	342.3
Benchmark quartile	2	4	4	4		
Average capped wider points score plus per pupil	360.6	342.8	352.8	353.2	357.8	337.7
Benchmark quartile		
Achieved five or more GCSE grades A*-A	19.1	14.3	18.6	19.0	21.7	16.5
Benchmark quartile		
Achieved A*-C in English	79.1	74.3	69.6	63.3	74.7	68.3
Benchmark quartile	2	3	4	4		
Achieved A*-C in Welsh first language	76.9	59.1	76.5	68.8	81.7	75.1
Benchmark quartile	2	4	2	3		
Achieved A*-C in mathematics	75.5	60.0	63.7	74.7	72.3	64.2
Benchmark quartile	2	4	4	2		
Achieved A*-C in science	81.8	73.3	68.6	78.5	84.3	83.3
Benchmark quartile	2	4	4	4		

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.

. 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.

** Key stage 4 examinations results for 2015 are provisional.

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.

6664020 - BUILTH WELLS HIGH SCHOOL

Number of pupils on roll 518
 Pupils eligible for free school meals (FSM) - 3 year average 7.7
 FSM band 1 (FSM<=10%)

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	3	1	12	5		
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	0.0	100.0	33.3	40.0	30.0	31.3
Achieved the level 2 threshold	33.3	100.0	58.3	80.0	63.8	68.2
Achieved the level 1 threshold	100.0	100.0	91.7	100.0	95.0	89.2
Achieved the core subject indicator (CSI)	0.0	100.0	33.3	40.0	28.8	28.8
Average capped wider points score per pupil	315.5	385.0	300.5	334.0	311.4	302.1
Average capped wider points score plus per pupil	310.0	379.0	299.6	332.2	306.1	295.1
Achieved five or more GCSE grades A*-A	0.0	0.0	8.3	0.0	2.5	4.3
Achieved A*-C in English	100.0	100.0	41.7	40.0	45.0	44.7
Achieved A*-C in Welsh first language	.	.	100.0	.	48.5	51.3
Achieved A*-C in mathematics	0.0	100.0	33.3	80.0	37.5	38.9
Achieved A*-C in science	0.0	100.0	58.3	80.0	78.8	73.5

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.

. 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.

** Key stage 4 examinations results for 2015 are provisional.

6664020 - BUILTH WELLS HIGH SCHOOL

Number of pupils on roll in sixth form

101

Key stage 5

	School				Family average (2015**)	Wales average (2015**)
	2012	2013	2014	2015**		
Number of pupils aged 17	44	53	49	46		
Percentage of 17-year-old pupils who:						
Achieved 3 A*-A at A level or equivalent	4.8	15.7	4.3	9.5	6.7	7.9
Achieved 3 A*-C at A level or equivalent	73.8	86.3	91.3	76.2	79.3	67.5
Achieved the level 3 threshold	92.9	96.1	100.0	95.2	98.4	96.9
Average wider points score per pupil	974.9	1063.8	953.4	832.3	909.2	787.2

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.

. 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.

** Key stage 5 examinations results for 2015 are provisional.

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	140		63 45%	77 55%	0 0%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			44%	52%	4%	1%	
The school deals well with any bullying	139		38 27%	84 60%	17 12%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			26%	57%	14%	3%	
I have someone to talk to if I am worried	140		60 43%	73 52%	6 4%	1 1%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			38%	52%	8%	1%	
The school teaches me how to keep healthy	140		36 26%	80 57%	21 15%	3 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			24%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	139		70 50%	52 37%	17 12%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			45%	45%	9%	2%	
I am doing well at school	139		47 34%	83 60%	7 5%	2 1%	Rwy'n gwneud yn dda yn yr ysgol.
			32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	139		47 34%	86 62%	6 4%	0 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	140		30 21%	73 52%	26 19%	11 8%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	139		53 38%	76 55%	9 6%	1 1%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			45%	46%	7%	1%	
Pupils behave well and I can get my work done	140		10 7%	94 67%	32 23%	4 3%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			10%	57%	27%	6%	
Staff treat all pupils fairly and with respect	138		43 31%	66 48%	24 17%	5 4%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			29%	50%	16%	4%	

		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		140	22 16%	82 59%	33 24%	3 2%	Mae'r ysgol yn gwranddo ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			17%	54%	25%	5%	
I am encouraged to do things for myself and to take on responsibility		138	49 36%	81 59%	8 6%	0 0%	Rwy'n cael fy annog i wneud pethau drosod fy hun a chymryd cyfrifoldeb.
			34%	60%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life		139	52 37%	75 54%	11 8%	1 1%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			36%	54%	9%	1%	
The staff respect me and my background		140	63 45%	72 51%	5 4%	0 0%	Mae'r staff yn fy mharchu i a'm cefndir.
			37%	54%	7%	2%	
The school helps me to understand and respect people from other backgrounds		139	53 38%	76 55%	10 7%	0 0%	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		51	9 18%	22 43%	17 33%	3 6%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			29%	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		31	11 35%	15 48%	2 6%	3 10%	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 Ddim yn gwybod	
Overall I am satisfied with the school.	76	17 22%	49 64%	10 13%	0 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		44%	50%	5%	1%		
My child likes this school.	77	26 34%	47 61%	3 4%	1 1%	1	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.	74	36 49%	35 47%	2 3%	1 1%	4	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.	70	24 34%	37 53%	6 9%	3 4%	8	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	4%	1%		
Pupils behave well in school.	62	9 15%	44 71%	6 10%	3 5%	14	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		25%	60%	12%	3%		
Teaching is good.	62	12 19%	40 65%	5 8%	5 8%	14	Mae'r addysgu yn dda.
		35%	59%	5%	1%		
Staff expect my child to work hard and do his or her best.	74	21 28%	48 65%	4 5%	1 1%	3	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.	70	12 17%	40 57%	11 16%	7 10%	7	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.
		33%	56%	9%	2%		
Staff treat all children fairly and with respect.	65	16 25%	34 52%	13 20%	2 3%	12	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.	70	17 24%	48 69%	5 7%	0 0%	7	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.	76	27 36%	45 59%	3 4%	1 1%	1	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'.	59	11 19%	34 58%	11 19%	3 5%	15	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.	67	11 16%	31 46%	21 31%	4 6%	10	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		35%	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.	73	31 42%	35 48%	6 8%	1 1%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		43%	49%	7%	2%		
I understand the school's procedure for dealing with complaints.	59	13 22%	34 58%	11 19%	1 2%	16	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.	67	18 27%	43 64%	6 9%	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.	47	6 13%	28 60%	13 28%	0 0%	30	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	10%	2%		
There is a good range of activities including trips or visits.	65	22 34%	31 48%	12 18%	0 0%	11	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	67	18 27%	38 57%	10 15%	1 1%	8	Mae'r ysgol yn cael ei rhedeg yn dda.
		43%	50%	5%	2%		

Appendix 3

The inspection team

Huw Collins	Reporting Inspector
Hywel Jones	Team Inspector
Robert Davies	Team Inspector
Bethan Whittall	Team Inspector
Deris Williams	Lay Inspector
Simon Davies	Peer Inspector
Elin Ennis	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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 ¹
- 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.

¹ This indicator does not include Welsh second language qualifications.

Level 2 threshold including English or Welsh ¹ and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh ¹ 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.