A report on

Denbigh High School
Ruthin Road
Denbigh
LL16 3EX

Date of inspection: November 2016

by

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

Summary

At Denbigh High School, in the majority of lessons, teaching has a positive impact, and pupils make appropriate progress in developing their knowledge, understanding and skills. In these lessons, pupils participate actively and are enthusiastic learners. However, the poor behaviour and attitudes of a minority of pupils have a negative effect on the experience of school for pupils and staff. Pupils' performance at key stage 4 has been below that of similar schools in many indicators over the last few years. The support for pupils' wellbeing and aspects of the leadership and management of the school have important shortcomings. As a result, Estyn inspectors will review the school's progress in improving these key areas of its work in 12 to 18 months.

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

Recommendations

R1 Raise standards at keys stage 4, in particular for girls

R2 Improve behaviour and attendance

R3 Strengthen the quality of teaching and the provision for skills

R4 Strengthen leadership across the school, with a particular focus on the systems and arrangements to support pupil wellbeing

Main findings

1: Standards	Adequate, needs improvement

During their time in school, a majority of pupils make suitable progress in their knowledge, understanding and skills. However, a minority of pupils do not make enough progress and pupils' performance at key stage 4 has been below that of similar schools in many indicators over the last few years.

In a majority of lessons, pupils have suitable recall of previous learning and make appropriate progress. A few pupils make strong progress and confidently apply their learning to new scenarios. In a majority of instances, pupils listen courteously and maintain focus on their tasks. However, in a minority of lessons, pupils lack concentration and do not listen well enough to their teachers or their peers. They take little or no pride in their work. As a result, the presentation, content and quality of their work are very poor and they do not make sufficient progress.

In lessons, a minority of pupils speak clearly and make valuable contributions to class discussions, such as when comparing renewable energy sources or choosing design principles for new products. A few pupils speak confidently and articulately. However, a majority of pupils struggle to express their ideas, and a minority are unwilling to contribute.

A majority of pupils are able to read aloud with suitable fluency. Most pupils extract relevant information from simple text successfully. A few combine and summarise information well. However, a minority of pupils struggle to understand detailed text and make suitable inferences or deductions.

In a few subjects, such as history and English, a majority of pupils write well for a range of purposes and audiences and express themselves clearly. These pupils organise their writing effectively, and use a wide vocabulary, including subject specific terms, accurately. However, a minority have weak language skills. Many pupils make frequent errors with, for example, capital letters.

A majority of pupils draw suitable graphs and perform simple calculations in a few subjects. These pupils display relevant basic numeracy skills. However, a minority of pupils struggle to apply their numeracy skills in a variety of different contexts.

A majority of pupils develop their information and communication technology (ICT) skills suitably. For example, whilst working towards the Welsh Baccalaureate, they research information and use ICT packages to good purpose when designing surveys and presenting their work for different audiences and purposes. Pupils in art create animations, combining their ICT and creativity skills relevantly.

Pupils' progress in Welsh is improving. At key stage 4, most pupils achieve a full course GCSE qualification in Welsh, and standards are in line with those of similar schools. At key stage 3, performance in Welsh second language at level 5 or above has improved and is now generally in line with that of similar schools. Most pupils are able to use greetings in Welsh and make simple enquiries of visitors.

Performance in the level 2 threshold including English and mathematics has been below modelled outcomes in three of the last four years. This is mainly because of poor performance in mathematics. During this time, performance in the capped points score has been well below that of similar schools.

At key stage 4, girls' performance in most key indicators and subjects is below that of girls in similar schools. In contrast, boys' performance compares suitably with that of boys in similar schools, and compares particularly well in English.

The performance of the pupils eligible for free school meals in the level 2 threshold including English and mathematics has been variable over the last few years, and is at or above that of the same group of pupils in similar schools. However, in the level 2 threshold the performance of pupils eligible for free school meals is substantially below national averages for this group of pupils.

Many pupils with additional learning needs make suitable progress compared with similar pupils in other schools. The performance of more able pupils is variable, but the proportion gaining five grades A*- A at GCSE is consistently below that of the same group of pupils in other schools.

At key stage 3, the proportion of pupils that achieve the core subject indicator has improved and is in line with levels in similar schools.

Despite an improving trend, performance of pupils in the sixth form is comparatively weak in nearly all indicators.

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

2: Wellbeing and attitudes to learning	Unsatisfactory, needs urgent improvement

Many pupils have positive attitudes to healthy eating and living and enjoy physical activity. However, the poor behaviour and attitudes of a minority of pupils have a negative effect on the experience of school for pupils and staff. Moreover, a few pupils are very disrespectful to staff when challenged about their actions or behaviour. Rates of fixed term exclusions are too high.

A majority of pupils participate actively in lessons and are enthusiastic learners. In these lessons, pupils get to work straight away and engage well with the activities, sustaining concentration throughout the lesson. They pay attention and resist distractions, following instructions from the teacher carefully. These pupils demonstrate respect for the feelings of others, and they know when and how to include others in discussion.

However, a few pupils arrive late to lessons and this disrupts learning.

A minority of pupils are slow to settle down in lessons and a few pupils are disengaged for long periods of time. These pupils are not engaged in their learning, behave inappropriately and disrupt the learning of others.

Many pupils feel safe in school and know where to go to ask for help. They believe that the school deals well with bullying. However, a few pupils do not feel safe in the corridors and in the yard during break time and lunchtime because of the poor behaviour of others.

Attendance rates have been below modelled outcomes for the past three years. During this time the number of pupils who are persistently absent from school has increased and is well above the national average. The attendance of pupils eligible for free school meals is lower than that of the same group of pupils in similar schools.

3: Teaching and learning experiences	Adequate, needs improvement

Overall, the quality of teaching is adequate and needs improvement.

In the majority of lessons, teachers establish positive working relationships with their classes. They use a variety of approaches to engage pupils well and explain concepts clearly. They deploy a range of effective strategies to monitor pupils' progress and are successful in involving pupils in class discussion. Teachers plan carefully to ensure that activities develop pupils' knowledge and understanding. In these lessons, teachers have high expectations and well-established routines that develop pupils' subject specific skills.

In a minority of lessons, teachers use effective questioning techniques to develop pupils' understanding. In these lessons, teachers make clear links to pupils' prior learning and plan a sequence of well-constructed activities, which promote good progress in learning. These teachers manage pupil behaviour well where necessary.

However, in a minority of instances, teachers' expectations are too low. They do not plan activities that are closely matched to pupils' ability and pupils spend too much time on undemanding tasks. In these lessons, teachers do not manage the poor behaviour of a minority of pupils well enough. The pace of learning is too slow and pupils make little progress.

In around half of lessons, teachers do not use questioning well enough to probe and deepen pupils' understanding. They do not monitor pupils' progress in lessons closely enough and therefore are not able to address any misconceptions.

In many cases, teachers identify accurately the strengths and areas for development in pupils' work and provide them with suitable targets for improvement. However, overall, written feedback has insufficient impact on the quality of pupils' work. In a minority of cases, comments are overly lengthy and are not specific enough to help pupils make improvements. Many teachers do not ensure that pupils take sufficient responsibility for improving their own work.

The school's successful partnership working enables it to offer an extensive range of academic and vocational qualifications in the sixth form. At key stage 3, the curriculum builds appropriately on pupils' previous learning experiences. However, the range of courses offered to pupils at key stage 4 is too narrow. This has a negative impact on pupils' behaviour, engagement and outcomes.

The school has identified beneficial opportunities for subject areas to contribute to the development of pupils' literacy and numeracy skills and plans suitable interventions for pupils with weaker skills. A few departments plan suitable activities to develop pupils' skills alongside their subject knowledge, such as handling data in geography. However, most subject areas do not pay sufficient attention to pupils' literacy, numeracy or ICT development. Many skill-related tasks offered by teachers are superficial and do not link closely enough to the topic being studied.

Pupils' understanding of Welsh culture and history is developed suitably across the curriculum. The school has beneficial provision for Welsh second language. Most pupils take the full course GCSE and the majority gain a level 2 qualification in the subject.

4: Care, support and guidance	Adequate, needs improvement

The school develops pupils' understanding of how to keep themselves healthy through their lifestyle choices appropriately. The personal and social education programme, physical education lessons and extra-curricular sporting opportunities contribute well to this aspect.

There is a suitable range of activities to develop pupils' social and creative skills. These include annual school musical productions, technology challenges, and participation in local history events in the community. Subjects such as history and religious studies, the personal and social education programme, and assemblies also contribute usefully to developing these aspects of pupils' development. This provision also supports the spiritual, moral, social and cultural development of pupils fittingly.

The progress and attendance of all pupils is tracked regularly and monitored suitably by the school. This information is used helpfully to identify pupils who would benefit from extra support, such as those with additional learning needs or with weak skills and those in key stage 4 at risk of not achieving their potential. However, the school does not plan intervention and support for these pupils well enough.

The school conducts regular reviews of referrals to behaviour support and beneficial monthly multi agency meetings to discuss the pupils of greatest concern. However, although these review meetings provide opportunities to consider how well pupils are doing in broad terms, they do not help to evaluate the impact of specific intervention and support on improving skills or behaviour precisely enough.

The school's behaviour management arrangements are inconsistently applied and the use of the internal exclusion room is ineffective. As a result, the behaviour of a minority of pupils is of concern in lessons and around the school.

Teaching assistants provide valuable help for pupils in the 'supportive education base' and in mainstream lessons. However, individual education plans and behaviour support plans are do not include strategies that are matched well enough to individual pupils' needs. The school does not have a sufficiently robust system to monitor the use and impact of these plans.

The school council are a small, enthusiastic group of pupils. They contribute well to the school and community through regular fund raising activities. They have also recently supported the development of a beneficial anti-bullying policy. However, overall, pupils do not contribute enough to decision-making across the school.

Parents receive suitable progress reviews and annual reports that include useful information about how pupils could improve their work. The school provides relevant information about option choices, praise postcards, newsletters and regular communications about the attendance of their children. However, the school does not communicate with parents well enough or engage them sufficiently in the life of the school.

A few aspects of the school's safeguarding procedures were drawn to the attention of the school. Overall, the safeguarding policy and procedures meet requirements.

5: Leadership and management	Adequate, needs improvement

Since the school was removed from significant improvement in 2013, leaders have not maintained the early improvements in standards at key stage 4. During the last three years, the school has faced a significant period of change with falling rolls. Although leaders have managed the financial aspects of this well, leadership across the school has not led to sufficient improvements in key aspects of the school's work, such as pupils' attendance or behaviour.

Since September, the headteacher has restructured the senior leadership team to focus more precisely on the needs of the school. As a result, senior leaders' roles and responsibilities are better defined and align more closely to the school's priorities for improvement. These leaders are beginning to promote a consistent vision for school improvement, built around improving the quality of teaching and pupils' preparedness for learning. However, during the last few years, leaders have been slow to address important aspects within the school that require improvement.

A majority of middle leaders provide effective leadership in their areas of responsibility and ensure worthwhile provision and support for pupils. However, in a minority of areas, the co-ordination, planning and monitoring of pupils' progress arenot strong enough. As a result, too many pupils do not achieve their full potential.

Governors are committed fully to supporting the school and understand their roles increasingly well. Their involvement in self-evaluation and improvement has developed suitably over the last year. As a result, they have a realistic view of standards and provision in the school and provide a constructive challenge to leaders.

Recently, leaders have begun to challenge underperformance by staff more rigorously. However, on the whole, performance management objectives set for staff are not specific enough. As a result, leaders are not able to hold all members of staff securely to account for the outcomes achieved by pupils.

The school has a core quality assurance programme in place, which supports its self-evaluation and improvement planning processes. The whole-school self-evaluation

report includes a straightforward analysis and appraisal of performance in most key indicators. However, it does not include an evaluation of a few important aspects such as non-core subjects at key stage 4, behaviour or the attendance of pupils eligible for free school meals. In addition, the school's appraisal of its work in several areas is too generous, for example the degree of impact made to date by the school's 'Relationships & Recovery' strategy to improve pupils' behaviour and their levels of respect for school life.

The views of pupils are canvassed fittingly and the school is beginning to make use of these findings to shape the school's priorities. However, the school has not sought views of parents well enough.

Priorities in the school's improvement plan align appropriately with the needs of the school. However, a few key areas for improvement are not addressed sufficiently in the plans, such as improving outcomes in the sixth form or improving attendance rates for pupils eligible for free school meals.

In general, teachers are suitably qualified and deployed fittingly to make best use of their subject expertise. The school provides relevant professional development opportunities for staff. However, the impact of these on improving the quality of teaching and managing pupils' behaviour has been limited.

The governing body monitor the school's finances well and have maintained a balanced budget, despite the challenges of falling roles.

The school's use of its Pupil Deprivation Grant has led to improvements in the performance of pupils eligible for free school meals in English and mathematics at the end of Year 11. However, the school's use of this grant has not had enough impact on other important outcomes for these pupils, or their attendance.

About the school

Denbigh High School is an English-medium 11 to 18 mixed comprehensive school and is maintained by Denbighshire local authority. The number of learners has decreased from the 726 at the time of the last inspection to the current 607. Over this time, the number in the sixth form has decreased significantly from 126 to the current 75.

The school serves Denbigh, St Asaph and the surrounding rural areas. Around 17% of pupils are eligible for free school meals, which is similar to the national average of 17.1%. Just over 14% of pupils live in the 20% most deprived areas in Wales. About 6% of the learners speak Welsh as a first language or to an equivalent standard. Very few pupils receive support to learn English as an additional language and very few pupils come from an ethnic minority background.

The school receives pupils from the full range of ability. There are more boys than girls in all year groups. Approximately 42% of pupils are identified on the special educational needs register. This is significantly higher than the national average of 25.1%. About 3% of pupils have a statement of special educational needs compared with the national average of 2.4%.

For sixth form provision, the school is part of the Dyffryn Clwyd Consortium together with other schools and two further education colleges.

The headteacher took up his post in September 2011. The senior leadership team consists of three assistant headteachers, all appointed since the last inspection.

The individual school budget per pupil for Denbigh High School in 2016-2017 means that the budget is £5,201 per pupil. The maximum per pupil in the secondary schools in Denbighshire is £5,516 and the minimum is £4,189. Denbigh High School is third out of the seven secondary schools in Denbighshire in terms of its school budget per pupil.

Appendix 1: Summary table of inspection areas

Standards	**Adequate, needs improvement**
Wellbeing and attitudes to learning	**Unsatisfactory, needs urgent improvement**
Teaching and learning experiences	**Adequate, needs improvement**
Care, support and guidance	**Adequate, needs improvement**
Leadership and management	**Adequate, needs improvement**

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate, needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory, needs urgent improvement	Important weaknesses outweigh strengths

Appendix 2: Performance data

6634026 - Denbigh High School

Number of pupils on roll	542
Pupils eligible for free school meals (FSM) - 3 year average	17.0
FSM band	3 (15%<FSM<=20%)

Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	**2014**	**2015**	**2016**		
Number of pupils in Year 9 cohort	110	92	105	67		
Achieving the core subject indicator (CSI) (%)	78.2	83.7	83.8	85.1	88.5	85.9
Benchmark quartile	3	2	4	3		
English						
Number of pupils in cohort	110	92	105	67		
Achieving level 5+ (%)	81.8	90.2	86.7	85.1	92.3	89.2
Benchmark Quartile	4	2	4	4		
Achieving level 6+ (%)	43.6	57.6	48.6	53.7	53.0	56.2
Benchmark Quartile	2	1	3	3		
Welsh first language						
Number of pupils in cohort	.	.	.	.		
Achieving level 5+ (%)	.	.	.	.	.	92.0
Benchmark Quartile	.	.	.	.		
Achieving level 6+ (%)	.	.	.	.	.	57.2
Benchmark Quartile	.	.	.	.		
Mathematics						
Number of pupils in cohort	110	92	105	67		
Achieving level 5+ (%)	90.0	91.3	90.5	92.5	91.9	90.1
Benchmark Quartile	1	1	3	2		
Achieving level 6+ (%)	41.8	59.8	52.4	58.2	59.8	62.7
Benchmark Quartile	4	2	3	4		
Science						
Number of pupils in cohort	110	92	105	67		
Achieving level 5+ (%)	83.6	94.6	97.1	94.0	95.3	92.8
Benchmark Quartile	4	1	1	3		
Achieving level 6+ (%)	39.1	57.6	54.3	61.2	57.5	62.9
Benchmark Quartile	4	2	3	3		

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.

6634026 - Denbigh High School

Number of pupils on roll	542
Pupils eligible for free school meals (FSM) - 3 year average	17.0
FSM band	3 (15%<FSM<=20%)

Key stage 4

	School				Family average (2015)	Wales average (2015)
	2012	**2013**	**2014**	**2015**		
Number of pupils aged 15	123	136	125	101		
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	49.6	50.7	58.4	58.4	63.0	57.9
Benchmark quartile	3	3	2	3		
Achieved the level 2 threshold	65.0	70.6	84.0	70.3	84.1	84.1
Benchmark quartile	4	4	3	4		
Achieved the level 1 threshold	95.9	97.8	99.2	98.0	98.2	94.4
Benchmark quartile	2	2	1	3		
Achieved the core subject indicator (CSI)	43.1	40.4	55.2	51.5	61.8	54.8
Benchmark quartile	4	4	2	4		
Average capped wider points score per pupil	316.1	326.3	355.3	334.1	352.3	343.5
Benchmark quartile	4	4	2	4		
Average capped wider points score plus per pupil	315.4	324.3	351.3	331.8	348.8	338.7
Benchmark quartile	.	.	.	.		
Achieved five or more GCSE grades A*-A	10.6	7.4	12.0	13.9	17.3	16.6
Benchmark quartile	.	.	.	.		
Achieved A*-C in English	65.0	62.5	71.2	69.3	73.7	68.6
Benchmark quartile	2	3	2	3		
Achieved A*-C in mathematics	61.8	56.6	64.0	60.4	70.6	64.4
Benchmark quartile	3	3	2	4		
Achieved A*-C in science	58.5	57.4	82.4	73.3	90.0	84.0
Benchmark quartile	4	4	3	4		
Number of pupils aged 15 who entered Welsh First Language:	*	8	.	.		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	*	25.0	.	.	75.0	75.2
Benchmark quartile	*	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.

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.

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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.

6634026 - Denbigh High School

Number of pupils on roll	542
Pupils eligible for free school meals (FSM) - 3 year average	17.0
FSM band	3 (15%<FSM<=20%)

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	21	27	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	14.3	33.3	29.4	20.0	34.8	31.6
Achieved the level 2 threshold	23.8	44.4	64.7	40.0	69.1	69.4
Achieved the level 1 threshold	95.2	96.3	100.0	100.0	94.8	89.4
Achieved the core subject indicator (CSI)	14.3	25.9	29.4	20.0	33.9	29.3
Average capped wider points score per pupil	244.1	271.2	320.2	286.2	313.8	303.7
Average capped wider points score plus per pupil	243.8	269.0	316.5	282.3	308.3	296.4
Achieved five or more GCSE grades A*-A	0.0	0.0	11.8	10.0	5.6	4.3
Achieved A*-C in English	28.6	37.0	52.9	30.0	47.2	45.1
Achieved A*-C in mathematics	42.9	33.3	35.3	20.0	43.3	39.2
Achieved A*-C in science	23.8	40.7	70.6	40.0	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.

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6634026 - Denbigh High School

Number of pupils on roll in sixth form   106

Key stage 5

	School				Family average (2015)	Wales average (2015)
	2012	**2013**	**2014**	**2015**		
Number of pupils aged 17	44	59	56	47		
Average wider points score per pupil	594.9	584.8	617.7	613.6	770.5	799.7
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	37	52	50	45		
Of those who entered a volume equivalent to 2 A levels: **Achieved the level 3 threshold**	91.9	94.2	90.0	95.6	97.7	97.0
Achieved 3 A*-A at A level or equivalent	2.7	0.0	0.0	4.4	5.6	7.9
Achieved 3 A*-C at A level or equivalent	37.8	32.7	42.0	40.0	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.

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Further information is available from the Welsh Government My Local School website at the link below.
http://mylocalschool.wales.gov.uk/index.html?lang=eng

Copies of the report

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

We used this inspection to pilot developments to the common inspection framework, the inspection process and the inspection report format. We will review these arrangements and make any changes required before introducing them nationally in September 2017.

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

Publication date: 20/01/2017