



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Denbigh High School  
Ruthin Road  
Denbigh  
Denbighshire  
LL16 3EX**

**Date of inspection: May 2012**

**by**

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



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

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

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

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

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

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

<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: 06/07/2012**

## Context

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 955 at the time of the last inspection to the current 726. However, over this time the number in the sixth form has increased slightly to the current 127.

The school serves Denbigh, St Asaph and the surrounding rural areas. Around 21% of pupils are eligible for free school meals, which is higher than the national average of 17.4%. Just under 13% of pupils live in the 20% most deprived areas in Wales.

The school receives pupils from the full range of ability. There are more boys than girls. Very few pupils receive support to learn English as an additional language and very few pupils come from an ethnic minority background. About 2% of pupils have a statement of special educational needs compared with the national average of 2.6%. About 8% of the learners speak Welsh as a first language or to an equivalent standard.

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 of the headteacher and two assistant headteachers was expanded in January 2012 to include three temporary associate assistant headteachers.

The individual school budget per pupil for Denbigh High School in 2011-2012 means that the budget is £4,301 per pupil. The maximum per pupil in the secondary schools in Denbighshire is £4,659 and the minimum is £3,831. Denbigh High School is fourth out of the eight secondary schools in Denbighshire 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>Adequate</b>

### Current performance

There are good features to the school's work, including:

- the majority of pupils progress well in gaining new knowledge, understanding and skills;
- a significant improvement in behaviour with most pupils behaving well;
- a purposeful ethos and a high level of care, support and guidance; and
- effective teaching in the majority of lessons.

However, current performance is unsatisfactory because:

- over the last four years, performance has been well below that of similar schools in most indicators in key stage 4;
- performance in English at key stage 4 in 2011 was poor and over the last four years it has been well below that of similar schools;
- pupils' progress from previous key stages is poor in most indicators;
- girls' performance is below expectations and they are often reluctant to respond in lessons;
- a minority of pupils do not make enough progress in lessons;
- the majority of pupils do not spell key words correctly and a minority make basic punctuation errors; and
- a few pupils do not write at length and produce work of limited quality.

### Prospects for improvement

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

- the school has made a significant number of improvements in a relatively short period of time;
- the headteacher provides inspirational and dynamic leadership; and
- suitable systems and structures are in place to improve teaching, leadership and self-evaluation and improvement planning.

However:

- many of the structures and processes are too new to be fully operational or to have their planned effect; and
- the provision and co-ordination for skills are at an early stage.

## Recommendations

The staff and governors of Denbigh High School need to:

- R1 raise standards at key stage 4, especially in English and mathematics;
- R2 improve the standard of spelling and punctuation, and the quality of pupils' writing at length;
- R3 increase the expectations and challenge in teaching to match the best practice in the school;
- R4 provide pupils with specific comments about how they can improve their work and use assessment information to plan and deliver appropriate activities that meet the needs of all learners;
- R5 improve the consistency of self-evaluation and improvement planning at middle management level; and
- R6 ensure that there are associate pupil governors.

### What happens next?

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

## Main findings

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

Unsatisfactory

#### Standards: Unsatisfactory

At key stage 3, although performance improved over the last four years, it is still below that of similar schools and has been so for the last four years. Similarly, performance in English and mathematics improved over the last four years, but it again has always been below that of similar schools. Pupils' progress from the previous key stage for 2011 is below expectations for English and mathematics, and well below for science.

In key stage 4, in most indicators over the last four years, performance has been well below that of similar schools. Performance in English in 2011 was poor and is below what it was in 2008. Over the last four years, performance in English has been well below that of similar schools. Although performance in mathematics improved in 2011, it is still below the family average and, over the last four years, it has been well below that of similar schools. Pupils' progress from key stage 2 and from key stage 3 is poor in most indicators.

No pupil left the school without a qualification and the proportion staying on in full-time education after 16 is high. A few pupils who left school at 16 are reported as being not in education, employment and training and this proportion is similar to that for the local authority and Wales.

Although sixth form students perform well below the Wales averages, most make the progress expected, including making very good progress in about a third of subjects.

At key stage 3, key stage 4 and in the sixth form, there is significant underachievement by girls when compared with the performances of girls in similar schools and across Wales as a whole. Pupils eligible for free school meals generally achieve worse than expected at key stage 3 and key stage 4. Around a third of pupils with special educational needs achieve very well and nearly all the rest achieve as expected.

In the majority of lessons, pupils gain secure knowledge and understanding, and develop appropriate skills. They progress through their tasks at a suitable rate and produce work of a good standard. They show a competent grasp of key subject concepts, and apply their understanding well to new and unfamiliar situations. Pupils in these lessons have a full and accurate recall of the content of their work. In a few of these lessons, pupils make outstanding progress and have a very well-developed and detailed understanding of the topics they are studying. In these lessons, pupils respond very well to challenging activities and acquire a comprehensive grasp of their work.

In a minority of lessons, a few pupils, often the more able, do not make as much progress as they should. They do not complete tasks to the standard they could achieve and often have a limited or incomplete understanding of their work.

Most pupils listen attentively and respond effectively to teacher and peers, building on others' comments in group discussion. The majority of pupils speak clearly and confidently. Many more able pupils ask searching questions of their teachers and each other, and show a sophisticated overview of the topics studied. A few pupils' spoken responses lack fluency and confidence and they do not participate willingly in group or class discussion. Girls, in particular, are more reluctant to respond in detail to questions unless they are asked directly.

Most pupils understand securely what they read. Many evaluate and analyse information well, and explain ideas and reasons clearly. Most are competent at note-making, selecting appropriate information to reach conclusions. However, in a few subjects, more able pupils do not read texts of a sufficiently challenging nature.

The majority of pupils write good-quality extended pieces for a variety of purposes and audiences. In a few subjects, pupils produce work of a very high standard, for example persuasive speeches and discursive essays. The majority of pupils use a wide range of subject-specific vocabulary well to compare and evaluate competently, and to recount events and processes clearly. A few pupils do not write at length and produce work of limited quality. The majority of pupils do not spell key words correctly and a minority make basic punctuation errors.

In Welsh second language at key stage 3, performance improved steadily up to 2010, but fell back in 2011 to similar levels to 2008 and 2009. Performance in 2011 was below that in similar schools. At key stage 4, entries for Welsh second language qualifications have been falling over the last four years and only a few pupils achieve a level 2 qualification. However, most pupils who are entered for a qualification in Welsh do well.

### **Wellbeing: Good**

Pupils feel safe in school and feel that the school deals well with bullying. Over the last two years there has been a significant reduction in the number of incidents of bullying. Most pupils get regular opportunities for exercise, with high levels of participation in programmes such as '5x60'. Many pupils also have a secure understanding about healthy eating.

Most pupils behave well in classes and around the school. They are considerate and courteous, and relate well to each other. Behaviour has improved significantly over the school year, with a sharp reduction in instances of inappropriate behaviour. Pupils' attitudes to the school and their learning are positive. Surveys of their attitudes to their self and school show significant improvements over the last 12 months, especially in areas such as attitudes to teachers, behaviour and learning, and in their sense of wellbeing and safety. Attendance has improved recently following a more systematic approach to identification and follow-up, including a particular focus on raising the attendance of identified pupils. Most pupils are punctual, although a few arrive late at school.

Pupils have an increasing say in the life and work of the school through the developing school council and, for example, by taking part in 'learner voice forums' about aspects of the school's work. Pupils have contributed to improvements in

healthy eating and have been involved in the appointment of senior staff. The school does not have associate pupil governors.

Pupils take part in a wide range of community activities, particularly those in the performing arts. Most pupils have well developed social and life skills. They show respect, care and concern for others. Many pupils readily take on responsibilities, for example acting as peer mentors, 'buddies' and school prefects.

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

The key stage 3 and key stage 4 curriculum meet requirements. There is a satisfactory range of options at key stage 4 and a very wide range of options in the sixth form, mainly as a result of collaboration with other providers in the Dyffryn Clwyd consortium. In key stage 4, the 'Potensial' project (a Welsh Government initiative in north Wales that targets 11 to 16-year-olds who are facing difficulties such as underachievement or absenteeism) offers good provision for a small group of disengaged pupils and leads to worthwhile qualifications. There is a good take-up of vocational courses. However, the expansion of courses has yet to contribute to improvements in outcomes at key stage 4. The school offers a broad range of extra-curricular opportunities, including well-attended performing arts productions and sporting activities.

The school gives appropriate priority to improving standards in literacy. There is suitable and generally effective provision for supporting pupils with weak basic skills. Provision and co-ordination for literacy and thinking skills are developing well through well-focused departmental literacy action plans and purposeful registration activities. However, these initiatives are relatively new and have not had an impact in raising standards. All pupils in key stage 4 take the Welsh Baccalaureate Qualification. These pupils, and the small number of students taking this qualification in the sixth form, have suitable opportunities to gain qualifications in skills.

The school is making good progress in improving its Welsh language provision. The Year 7 tutors develop pupils' use of Welsh language well during registration time. There is a sharp increase in the numbers opting to take full-course level 2 qualifications in Welsh second language at key stage 4, although numbers are still low. The Welsh dimension features appropriately in many subjects other than Welsh and in a few cultural activities within and outside the school such as residential visits.

Education for sustainable development and global citizenship is at an early stage in its development. However, a few subjects, including geography, science, art, and design and technology, promote work on sustainable development well. Pupils with special educational needs are actively involved in a number of environmental improvement projects. The personal and social education programme, geography and a 'Comenius' project linking with four European schools help to increase pupils' awareness of global citizenship.



## **Teaching: Adequate**

Lessons are planned in a consistent whole-school format that ensures that they have a clear purpose and logical structure. Teachers have good subject knowledge and establish positive relationships with pupils.

In the majority of lessons, teaching helps pupils to progress well in gaining new knowledge, understanding and skills. In these lessons, teachers communicate successfully the specific learning outcomes, relate the activities to key ideas and the overall sequence of lessons, and give pupils opportunities to reflect on what they have achieved. Instructions and explanations are clear and well judged. Tasks are presented well, often making good use of information and communication technology, and there is effective use of a wide range of learning materials. Activities designed to meet the objectives are appropriate and often make pupils think deeply about their work. In these lessons, teachers have suitable expectations of what pupils should achieve and lessons proceed at a good pace, with well-timed activities. In a few of these lessons, teaching is particularly effective with especially high expectations of pupils, and includes very challenging and searching questions and tasks.

However, in a minority of lessons, expectations, especially of more able pupils, are not high enough. In these lessons, many questions and activities do not probe and extend pupils' understanding. In a few lessons, teachers do not make sure that all pupils are fully engaged in tasks and that they produce work of an appropriate standard.

There is a new well-organised and effective system for tracking pupils' progress and setting pupil targets, based on high expectations. Many teachers use information from the tracking system well to guide interventions for the current Year 11 and target appropriate improvements for specific groups of pupils.

In a few subjects, pupils show outstanding skills in reflecting on how to improve their own and others' work. This is of an exceptional quality, as they are adept at using clear criteria in their evaluations. A few teachers give detailed and helpful feedback on the standard of pupils' work and what they need to do to improve. However, in a minority of books, teachers' comments are not specific enough to help pupils progress and there are too few opportunities for pupils to improve the quality of their work. A minority of teachers do not use information well enough to plan and deliver appropriate activities to meet the needs of all learners.

Parents receive detailed reports on the progress of their children. Most reports identify strengths and weaknesses clearly. Many parents feel that they are well-informed about their child's achievement and progress. However, a few parents do not feel that they receive enough subject-specific information in parents' evenings.

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

The school provides a safe and caring environment that effectively supports pupils' wellbeing and personal development. A valuable range of learning experiences promotes pupils' spiritual, moral, social and cultural development well. The school

uses specialist agencies appropriately in delivering the personal and social education programme, including provision for sex and relationships education, and drug and substance abuse education. A wide range of extra-curricular physical activities successfully promotes healthy lifestyles.

The school plans assemblies and registration periods well and these provide meaningful opportunities for reflection. Form tutors help pupils effectively to manage their feelings and develop self-awareness. The support pupils receive has contributed to the improvement in behaviour and attendance.

Pupils and parents receive useful guidance and helpful support when choosing options for key stage 4 and post-16. Learning coaches provide high-quality and well-planned support for pupils, such as those pupils needing additional support at GCSE and more vulnerable pupils in Year 9. There is suitable access to specialist services and provision of information.

The school provides comprehensive support for pupils with additional learning needs. Pupils with a range of additional learning needs are integrated well into mainstream classes. There are effective systems in place to identify and target individual pupils who need additional help. The 'Green Book', which contains pen portraits of pupils, is particularly useful on entry to school. A range of intervention strategies provides pupils with valuable support. However, a few pupils who are withdrawn for support miss lessons in English and mathematics. In mainstream classes, teaching assistants support pupils with additional learning needs well.

The school has procedures and an appropriate policy for safeguarding.

### **Learning environment: Good**

The school has a calm, purposeful and positive ethos. The school's vision of 'Succeeding Together, Progressing with Pride, for Excellence in Learning' is successfully promoted and is evident in the culture of the school. It is an inclusive community that promotes equality of opportunity and appreciates diversity. Pupils with disabilities are able to access all areas of the school and are integrated very well into the life of the school. Equality and diversity matters are dealt with effectively through personal and social education provision.

Accommodation is sufficient for the number of pupils and the needs of the curriculum. A programme of improvements has been successful in improving the quality of the accommodation. There are interesting displays of pupils' work in classrooms and corridors, which provide a stimulating and positive learning environment. The school grounds are well maintained and generally free of litter and graffiti. The building and grounds are safe and secure.

Learning resources are generally good. The school library is well resourced and used effectively by a wide range of pupils. Provision for information and communication technology is appropriate, and the school has secured funding to significantly improve it.

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

The school has made a significant number of improvements in a relatively short period of time. Since taking up his post in September 2011, the headteacher has provided inspirational and dynamic leadership. He provides a specific and well-understood vision for the school, with a focus on improving standards in English and mathematics in particular. There is a clear sense of direction and the headteacher communicates this enthusiastically to staff, parents and pupils. Staff have considerable confidence and trust in the ability of the headteacher, supported well by the leadership team, to bring about change.

The school has introduced clear systems that focus strongly on the areas that need to improve most. Although the new leadership team has only been in place for a short time, there has already been significant progress in improving behaviour, strengthening the quality of teaching and learning, and defining clearly the role of middle leaders. However, it is too early to see the impact on standards, in particular on the key indicators at key stage 4.

The headteacher has tackled underperformance robustly, challenged perceptions and created an ethos of accountability among leaders. There is a clear management structure, including line management arrangements. Many line managers meet regularly with those they manage with fortnightly calendared meetings. Priorities identified during senior leadership meetings drive the agenda for these meetings with a firm focus on improving standards.

Most middle and senior leaders have well-defined roles. They are clear about how they contribute towards the strategic direction of the school and understand their responsibilities for challenging underperformance and securing improvement. They have access to a range of comparative performance data and many are beginning to use this information well to track pupil progress, evaluate performance and initiate action where needed.

Governors are enthusiastic and supportive of the headteacher and his vision for the school. They have a sound understanding of the strengths and areas for improvement, and provide suitable support. There is an appropriate committee structure and individual governors link with departments using an agreed framework of issues to discuss with middle leaders. Their use of data to evaluate performance and to challenge the school is developing well.

The school takes full account of national priorities and has made sound progress in broadening the range of courses available to pupils in key stage 4 and in the sixth form. It is starting to make worthwhile progress in addressing weaknesses in literacy.

**Improving quality: Adequate**

The school has a developing culture of effective self-evaluation and improvement planning. There have been a number of significant improvements since September 2011, but procedures are relatively new and they are not fully operational.

The school has introduced a rigorous process of quality assurance, involving all staff, since September 2011. This is ensuring that self-evaluation is systematic and draws on a wide range of first-hand evidence, including classroom observations, book scrutiny, data analysis and tracking progress. Pupils' views are beginning to make a meaningful contribution to the process.

The school's self-evaluation report is honest and self-critical, and gives a clear account of the specific areas that need to improve. It contains a detailed analysis of performance data, clearly identifies where progress has been made and prioritises areas that need to improve.

The link between self-evaluation and improvement planning is developing well, but it is not firmly established. Whole-school plans such as the school improvement plan and the 'Rapid Attainment Plan' are based on self-evaluation activities and have improving standards as their main urgent priority. However, they are not fully costed and do not consistently provide measurable targets for the key improvement objectives.

Most departmental improvement plans are coherent and have clear indications of timescales, responsibilities and expected outcomes. Only a few, however, reflect the whole-school priorities for improvement. Overall, departmental development plans are of inconsistent quality.

Well-established teacher groups focus on key areas for improvement such as literacy, thinking skills, and teaching and learning. The school has effective strategies to develop leadership skills. There is a well co-ordinated programme of professional development activities aimed at addressing identified needs. Its impact is routinely monitored and evaluated.

### **Partnership working: Adequate**

The school works well with a range of partners to strengthen the curriculum and provide a worthwhile range of experiences for its pupils.

Links with providers as part of the Dyffryn Clwyd consortium impact positively on pupils' learning experiences. The consortium has effective quality assurance arrangements and shares information about pupil progress routinely between providers to enable staff to monitor progress.

The school has sound links with its partner primary schools. There is a suitable range of transition activities and these help pupils settle quickly into Year 7. These activities include the weekly 'Maths Club' as well as Denbigh High School pupils visiting the partner primaries to deliver sign language lessons. While there is a beneficial range of activities, they are not co-ordinated strategically and aspects of transition are at an early stage of development.

The school has worthwhile links with community groups, charities and local businesses. These partnerships have strengthened the personal and social education programme, and have had a beneficial effect on pupils' wellbeing.

Since the appointment of the new headteacher, partnerships with parents have been strengthened. Parents are positive about the opportunity to attend the headteacher's weekly 'surgery' sessions to discuss aspects of school life. The school has recently introduced a text messaging system to communicate more efficiently with parents.

**Resource management: Unsatisfactory**

The school manages its staff appropriately, although a significant number teach outside their area of expertise. The relatively high number of shared classes has an adverse effect on standards.

With the agreement of the local authority, the school has an appropriate deficit budget recovery plan. The school links spending plans appropriately to priorities for improvement. These plans are modelled well by the finance manager who is based in the school and works as a shared resource with the Denbigh cluster of schools. The school is currently reviewing staffing, curriculum priorities and costs in order to meet its future budget. Governors are well informed so that they are able to contribute effectively to financial decisions.

As a result of unsatisfactory standards, the school provides unsatisfactory value for money.

## Appendix 1

### Commentary on performance data

At key stage 3, performance in the core subject indicator has improved over the last four years. However, it has been below the family average over this period, although the gap is closing. When compared with similar schools based on the proportion of pupils entitled to free school meals, the school has been in the bottom quarter for the last four years and was well below the lowest quartile in 2011. When compared with modelled expectations, it is well below. In English, performance at level 5 and above and at level 6 and above also improved over the last four years, but it has always been below the family average. For the last five years, it has placed the school in the bottom half or bottom quarter of similar schools based on the proportion of pupils entitled to free school meals. Mathematics performance has improved over the last four years but, after having been above the family average in 2008 and 2009, it fell below in 2010 and 2011. Over the last four years, performance in mathematics has placed the school in the bottom half of similar schools in terms of free-school-meal benchmarks. At level 6 or above, performance in mathematics has generally been below the family average. Performance in science has also improved over the last four years, but it has always been below the family average and has placed the school in the bottom quarter of similar schools in terms of free-school-meal benchmarks. Performance at level 6 and above in science has been poor, and well below the family average. Pupils' progress from the previous key stage for 2011 is below expectations for the core subject indicator, English and mathematics and well below for science.

In key stage 4, following a large dip in 2010, performance in the level 2 threshold including English or Welsh and mathematics rose in 2011, but is only slightly higher than it was in 2008. Over the last four years, performance has been well below the family average and in the bottom quarter when compared with that of similar schools in terms of free-school-meal benchmarks. Performance is well below modelled expectations. The core subject indicator shows a similar pattern. Although performance in the level 2 threshold rose in 2011, it is still below the family average and has been in the bottom quarter when compared with that of similar schools in terms of free-school-meal benchmarks. Performance in the capped points score is below the average for similar schools. Performance in the level 1 threshold has increased steadily over the last three years and is now at the family average for the first time. English performance in 2011 was poor and was below what it was in 2008. Over the last four years, performance in English has been well below the family average and has placed the school in the bottom quarter of similar schools in terms of free-school-meal benchmarks. Although performance in mathematics improved in 2011, it is still below the family average. Over the last four years, it has placed the school in the bottom quarter of similar schools in terms of free-school-meal benchmarks. Pupils' progress from key stage 2 and from key stage 3 is poor in most indicators.

No pupil left the school without a qualification and the proportion staying on in full-time education after 16 is high. A few pupils who left school at 16 are reported as being not in education, employment and training and this proportion is similar to the local authority and Wales averages.

In the sixth form, students perform well below the Wales averages for the level 3 threshold and the wider points score. However, most make the progress expected, including making very good progress in about a third of subjects.

At key stage 3, key stage 4 and the sixth form, there is significant underachievement by girls when compared with the performances of girls in similar schools and across Wales as whole. At key stage 3, boys do much better than girls in the core subject indicator. At key stage 4, boys do much better than girls in the level 2 threshold including English or Welsh and mathematics, and in the core subject indicator, which is in sharp contrast to the situation in the family and Wales where girls do slightly better than boys. This does not mean that boys are doing particularly well as their performance is below the family average. Girls, instead, are performing well below the family averages. In the sixth form, both boys and girls are underperforming, although girls are doing worse than boys. Pupils eligible to free school meals generally achieve worse than expected at key stage 3 and key stage 4. Around a third of pupils with special educational needs achieve very well and nearly all the rest achieve as expected.

In key stage 3 assessments, performance in reading has improved over the last four years, but it is still below the family average. Performance in writing has declined slightly over the last three years and is below the family average.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Estyn received responses from 192 learners, selected at random from across the age range.

Most learners state that they feel safe in school and many indicate that they have someone to turn to if they have any concerns and believe that the school deals well with bullying.

Most learners consider that they are doing well and that staff help them to learn and make progress and encourage them to take on responsibility. Most believe that they have enough books and equipment. The majority say that homework helps them to understand and improve their work, which is a lower proportion than that found in other secondary schools. Many pupils in key stage 4 and in the sixth form say that they received good advice when choosing their courses. Many feel well prepared for further education or employment. Most learners state that there are plenty of opportunities to get regular exercise and a majority indicate that the school teaches them to be healthy.

Many learners confirm that staff treat them fairly and with respect, and say that the school helps them to understand and respect people from other backgrounds.

The majority of learners feel that the school takes account of their views, but about a third of them feel that this is not done enough. A majority of learners also state that pupils behave well and that they can get on with their work, but this proportion is lower than that from other secondary schools.

#### Responses to parent questionnaires

Estyn received 229 responses to the parent questionnaire. Although parents gave a positive or very positive response to the questions, the responses were not as positive as those from parents of pupils in other secondary schools, including responses that were well below in about half the questions.

Many parents are satisfied with the school and say that it is well run. Most state that their children are safe and like the school. Most parents indicate that their children were helped to settle in well when they started school. Most also say that their children are encouraged to be healthy. Many consider that there is a good range of activities and feel comfortable about approaching the school to discuss matters about their child's education and wellbeing.

Many parents believe that their children are making good progress. Most consider staff expectations to be good. Many indicate that teaching is good, but this is a lower proportion than in other schools. Many parents feel that their children receive appropriate additional support where necessary and that staff treat their children



fairly and with respect. Many parents believe that the school helps their children to be become more mature and prepares their children well for moving on to the next school or college and work.

A majority of parents feels well informed about their children's progress, but this is a significantly lower proportion than in other schools. Many say that homework reinforces learning and that pupils behave well, but these proportions are well below those in other schools.

### **Appendix 3**

#### **The inspection team**

Nigel Vaughan	Reporting Inspector
Claire Morgan	Team Inspector
Jackie Gapper	Team Inspector
Catherine Evans	Team Inspector
Andrew Brazier	Lay Inspector
Judith Jones	Peer Inspector
James Brown	School Nominee

## Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

### Year groups and key stages

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

The term 'Reception' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	FPR	FPY1	FPY2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

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

The four key stages cover the following year groups:

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

## Glossary of terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents a volume of learning equivalent to five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.
Level 2 threshold including English or Welsh first language and mathematics	This represents a volume of learning equivalent to five GCSEs at grade A* to C including English or Welsh first language and mathematics.
Level 2 threshold	This represents a volume of learning equivalent to five GCSEs at grade A* to C.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This represents a volume of learning equivalent to two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
All-Wales Core Data sets	Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.