



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

**Morrison Comprehensive School
Heol Maes Eglwys
Morrison
Swansea
SA6 6NH**

Date of inspection: February 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.

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Context

Morryston Comprehensive School is an English-medium 11 to 18 comprehensive school to the north of Swansea. There are 1,136 pupils including 264 in the sixth form. At the time of the last inspection in November 2010 there were similar numbers in the school.

Around 22% of pupils are eligible for free school meals. This is higher than the national average of 17.5% for secondary schools in Wales. Around 30% of pupils live in the 20% most deprived areas in Wales.

Five percent of pupils have statements of special educational needs compared with 2.4% for Wales as a whole. Around 36% of pupils have a special educational need, which is higher than the national average of 20.1%. The school has a specialist teaching facility on site that caters for pupils with a range of additional learning needs.

Most pupils are from a white British background. Around 7% of pupils speak English as an additional language. Fewer than 1% of pupils speak Welsh fluently.

The leadership team is made up of the headteacher, who has been in post since 2007, deputy headteacher, acting deputy headteacher, assistant headteacher, acting assistant headteacher and the business manager.

The individual school budget per pupil for Morryston Comprehensive School in 2014-2015 is £4,691 per pupil. The maximum per pupil in the secondary schools in Swansea is £6,408 and the minimum is £4,024. Morryston Comprehensive School is sixth out of the 14 secondary schools in Swansea in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Performance in key stage 4 has improved slightly since 2011 and in 2014 key performance indicators that include English and mathematics place the school in the upper half of similar schools based on levels of eligibility for free school meals
- There has been a trend of improvement in the performance of pupils eligible for free schools meals at key stage 3 and their performance compares well with the average performance for these pupils in its family of similar schools
- The majority of pupils make satisfactory progress in lessons

However:

- Performance over the last three years has placed the school below the median for similar schools based on levels of eligibility for free school meals in the majority of indicators
- At key stage 4, the performance of pupils eligible for free school meals has not improved at the same rate as that of other pupils; pupils eligible for free school meals perform less well than the average for those in its family of similar schools and nationally
- Attendance has improved, but the school remains in the bottom quarter of similar schools based on levels of eligibility for free school meals
- In a minority of lessons, pupils make less progress because of shortcomings in teaching and assessment

Prospects for improvement

The school's prospects for improvement are adequate because:

- Leadership has succeeded in bringing about improvements in key performance indicators that include English and mathematics and attendance over the last three years
- The school responded quickly to shortcomings identified by external agencies in 2014 and has developed a more systematic approach to school improvement
- The improved learning environment is having a positive impact on pupils' wellbeing
- Appropriate plans are now in place to improve the outcomes of disadvantaged pupils

However:

- There has not been enough impact on important aspects such as tackling

disadvantage and improving performance in the majority of key indicators in key stage 4

- The processes for evaluating pupils' work and lesson observations are not focused sharply enough on standards

Recommendations

R1 Raise standards in key stage 4

R2 Improve pupils' speaking and writing skills

R3 Improve attendance and reduce fixed term exclusions

R4 Improve the quality and consistency of teaching and assessment

R5 Improve the rigour of self-evaluation, and make sure that it is focused on standards and used to identify specific areas for improvement

What happens next?

The school will draw up an action plan, showing how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

At key stage 4, the overall trend has been one of improvement from poor outcomes in 2011. Since then performance has been consistently below the averages for its family of similar schools and Wales and placed the school in the lower half of schools based on levels of eligibility for free school meals in the majority of indicators.

However, in two of the last four years including 2014, performance in the indicators that include a range of qualifications including English and mathematics has placed the school in the upper half of schools based on levels of eligibility for free school meals. These improvements are a result of better performances in core subjects, all of which has improved. In these indicators, pupils make good progress based on their prior attainment.

In 2014, performance in the core subjects is above the average for its family of similar schools. Performance in mathematics and science places the school in the upper half of similar schools. Performance in English, whilst improving, places the school still in the lower half of similar schools.

At key stage 3, performance has also improved. Performances in the core subject indicator and in the separate core subjects have been at or around the average for its family of similar schools for the last three years. In 2014, performance in the core subject indicator is below expected levels but places the school in the lower half of similar schools after placing it in the bottom quarter in 2013.

Boys perform less well than girls in most indicators in key stages 3 and 4 but the performance of both boys and girls at both key stages is broadly similar to the average for boys and girls in its family of similar schools.

The performance of pupils eligible for free school meals has improved in key stage 3 and is comparable to the average for these pupils in its family of similar schools. However, in key stage 4, the gap between the performance of pupils eligible for free school meals and those who are not has widened and these pupils achieve less well than pupils eligible for free school meals in its family of similar schools and nationally in all indicators.

Performance in the sixth form has been well below family, local authority and national averages for the last three years.

The percentage of students leaving without any qualifications fell between 2012 and 2014. In 2014, all pupils have achieved a qualification and nearly all remain in full time education or training. This is comparable to the family and national picture.

All pupils who are part of the specialist teaching facility achieve qualifications. Most pupils with additional learning needs in mainstream classes achieve a beneficial range of level 1 and a minority gain level 2 qualifications. Around half perform below expectations.

In lessons, many pupils demonstrate good recall and make sound progress in acquiring new knowledge and improving their understanding. A majority develop their thinking well in problem-solving activities. Most work well individually and in groups. The majority are beginning successfully to evaluate and improve their own work.

Overall, many pupils make satisfactory progress in developing aspects of their literacy skills. Most listen well, and in pair and group work are keen to respond to others and contribute to discussion. However, in whole class discussions most pupils lack the confidence and the oral skills to give extended responses.

Many pupils read confidently, and have useful strategies for extracting and organising information. A majority are skilful in making inferences. Many pupils attempt written work confidently. A majority produce extended writing that is organised well into paragraphs and makes use of a suitable range of general and subject specific vocabulary. However, the quality of expression of a minority and the accuracy of spelling, punctuation and grammar of many pupils is weak.

The majority of pupils apply their calculation and measuring skills appropriately in other areas of the curriculum. They are less confident in data handling and graph work. A few pupils have poor recall of prior knowledge. For example, a few pupils struggle to recognise and apply key mental facts, name shapes or calculate angles. Their limited mental strategies hinder these pupils' ability to solve problems. This prevents them from applying their numeracy skills well in other areas across the curriculum.

At key stage 3, performance in Welsh second language has improved and performance in 2014 has placed the school above the average of the family of schools and nationally. At key stage 4, many pupils achieve a level 2 qualification in Welsh second language. However, the number of pupils entered for the full course is low and the number of pupils currently following the full course remains very low.

Wellbeing: Adequate

Nearly all pupils feel safe and supported in school and most consider that the school deals well with bullying. Many understand the importance of a healthy lifestyle and regular exercise.

Many pupils are actively involved in school life. They participate in a wide range of extra-curricular activities and play a useful role in their local community. These activities enable pupils to develop their social and life skills. Many pupils actively participate in decision-making. They make useful contributions to important school decisions. For example, they were involved in the design of the new building.

Nearly all pupils are considerate and behave well around the school. Most demonstrate a readiness to learn. However, a majority of pupils are hesitant to share their ideas without encouragement from their teachers.

There have been no permanent exclusions in the last 12 years and the number of fixed-term exclusions has reduced significantly in the last year. However, fixed-term exclusions remain high, and are significantly above the local authority and Wales average.

Over the last four years there has been a steady trend of improvement in attendance rates. However, attendance remains too low and places the school in the bottom quarter when compared with similar schools based on levels of eligibility for free school meals. The attendance of pupils eligible for free school meals is below the average for those pupils in its family of similar schools and Wales. Persistent absence has reduced but remains higher than the rates in the local authority and Wales. Attendance was significantly lower during the week of the inspection when compared with the same week in 2014.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Adequate

The school provides a broad and balanced curriculum, which offers a wide range of engaging learning experiences for pupils. The key stage 3 curriculum builds appropriately on pupils' experiences in key stage 2. At key stage 4 and in the sixth form there is a suitable range of general and vocational options, a few of which are delivered in collaboration with local schools and other partners.

The school has begun integrating the national literacy and numeracy framework into its work, and a minority of subject areas are developing their provision for these skills successfully. The school has started a number of activities to support pupils' literacy and numeracy further, for example discrete literacy and numeracy lessons in key stage 3. However, it has not begun to evaluate the impact of these. The school identifies pupils with weak literacy and numeracy skills well and provides useful support for them. Subsequent progress for these students is consistently good.

The school offers a wide range of suitable extra-curricular activities in sport, music, drama and outdoor pursuits, and these are well attended by many pupils. The school makes sure that disadvantaged pupils are able to take part in these activities.

There is sufficient curriculum time to teach Welsh second language and this enables many pupils to make appropriate progress. At key stage 4, a few are entered for the full course Welsh second language GCSE. Nearly all of the rest of the pupils are entered for the short course. Pupils' understanding of Welsh culture and traditions is developed appropriately through a range of subjects and extracurricular activities, including an annual eisteddfod and 'Shwmae' day. Opportunities to develop the use of Welsh outside of Welsh lessons are limited.

The school makes a strong contribution to developing pupils' awareness of sustainability and global citizenship. There is a thriving eco club that promotes sustainability around the school. The school clearly and successfully models a sustainable approach in the management of the school buildings and its resources. There are many opportunities for pupils to take part in international projects, and this includes annual expeditions to either Ecuador or Nepal.

Teaching: Adequate

In nearly all lessons teachers establish effective working relationships. Nearly all teachers have secure subject knowledge.

In the majority of lessons, there are strong features. In these lessons teachers plan well and use strategies that result in suitable progress in learning. They provide calm and ordered learning environments. The majority of teachers successfully develop pupils' higher order reading skills by showing them how to make use of a variety of reading strategies to find information and to draw valid conclusions. They also provide appropriate and useful guidance to help pupils in organising their writing and in writing for different purposes and audiences. The majority of teachers develop pupils' subject knowledge and understanding well and plan appropriate opportunities to improve literacy and numeracy skills in subject topics.

In a minority of lessons, there are shortcomings that mean pupils make less progress. In these lessons, teachers do not successfully manage the pace of the lesson to make sure that pupils sustain their concentration. Sometimes the teachers go too fast and do not make sure that pupils understand before moving on. The questioning of a minority of teachers is superficial and does not probe understanding. In a minority of lessons, teachers do not plan well enough to meet the needs of individual pupils. In these lessons, teachers do not have high enough expectations of the quality of work pupils should produce. A shortcoming in a minority of lessons is inappropriate literacy and numeracy tasks that do not enhance learning in the subject.

A shortcoming in most lessons, even those that have mostly strong features, is that insufficient attention is given to spelling, punctuation and grammar.

In a very few lessons there are grammatical and spelling errors in teachers' marking, and in the teaching materials used.

Nearly all teachers mark work regularly. The majority of teachers make constructive comments and set appropriate learning targets so that pupils know how well they are doing and what they need to do to improve. However, overall, the quality of written feedback is too variable. In particular, feedback on aspects of literacy in pupils' work is inconsistent, and in a very few cases is incorrect.

Pupils are beginning to respond appropriately to teachers' comments. In around half of subjects, pupils routinely correct their work and act on advice given by teachers in a meaningful way. In a majority of lessons, pupils receive worthwhile oral feedback. In a few lessons, teachers provide effective opportunities for peer and self-assessment. However, in other lessons, these activities are too superficial and do not contribute to pupils' learning.

The school tracks pupils' progress on a regular basis. This provides useful information that helps the school to identify those pupils who are making good progress, and others who would benefit from support and intervention.

Parents receive regular updates on the progress of their children. The annual reports provide useful information about the child's work and include an opportunity for parents to respond.

Care, support and guidance: Adequate

A range of learning experiences promotes pupils' moral, social and cultural development appropriately. The school's system of restorative practice helps pupils to take responsibility for their own actions. There are many opportunities for pupils to develop their understanding of how to live a healthy lifestyle. The school makes appropriate arrangements for promoting healthy eating and drinking.

Assembly and other curricular arrangements provide pupils with suitable opportunities to reflect on their own and others' values and beliefs.

The school uses specialist services and targets resources appropriately to support pupils who are vulnerable or who have poor attendance and poor behaviour. The school has recently developed a range of useful strategies focused on improving attendance and behaviour. In addition, the school has recently employed learning coaches, attendance and pastoral support officers specifically to work with groups of pupils at risk of underachievement. However, it is too early to fully assess the impact of this provision.

The specialist teaching facility supports pupils with moderate learning difficulties well. This helps these pupils to develop emotional and social skills, as well as their skills in literacy and numeracy, successfully. The school has recently increased the range of qualifications available to these pupils. However, it is too early for this provision to have a positive impact on their outcomes at key stage 4.

Pupils with additional learning needs in mainstream education are tracked closely. Their parents are involved appropriately in annual reviews of their education. However, many teachers in mainstream lessons do not use individual education plans well enough to support the learning of these pupils effectively.

The school provides appropriate information to pupils on courses available at key stage 4 and post 16. However, the initial advice given about option choices in key stage 4 does not enable a few pupils to choose the most appropriate courses. A few pupils are not able to complete all the qualifications they begin.

The schools arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school provides a pleasant learning environment. It is a bright and welcoming place. The school makes sure that all pupils have equal access to the opportunities provided by the school. For example, this year the school is using part of the grant funding provided to tackle disadvantage by providing equipment and learning materials to those pupils eligible for free school meals. The school promotes tolerance of others and effectively challenges stereotypes. A particularly worthwhile initiative is the use of pupils as anti-bullying ambassadors.

The buildings provide an admirable setting for teaching and learning and provide an air of calm and purposefulness. Certain areas, such as the theatre, the 'hwb', a central interior space for the school community, dining hall and the learning resources centre, are particularly valuable features of the school. Pupils are able to

play sport and exercise either by using the good facilities of the neighbouring leisure centre or by making use of the school's astro-turf and playing fields which are fit for purpose.

The school is well resourced, particularly with information and communication technology equipment. Teachers use the new interactive boards well to enhance their lessons.

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

The headteacher, working with senior leaders and governors, provides the school with appropriate direction. Together, they are successful in promoting a shared vision for the school focused on 'Achievement for all', and intended to encourage every pupil to reach their potential. There is a drive to ensure a clear focus by all members of the school on its key priorities, and teachers have a sound sense of the school's priorities, aims and values. This has contributed to improvements in a few key indicators at key stage 4, such as the performance at level 2 including English and mathematics. However, there has not been enough impact on other important aspects such as tackling disadvantage.

The roles and responsibilities of the headteacher and the leadership team have recently been reviewed. The current job descriptions are detailed and well defined, providing clarity and balance. However, senior and middle leaders do not work together strategically enough to tackle areas for improvement across the school in a joined up way.

Senior leaders are developing processes to increase accountability and monitor performance. There are regular and purposeful meetings between middle leaders and their line managers. There is a clear structure to these meetings, which is based on the school's monitoring and self-evaluation calendar. Minutes of these meetings identify appropriate action points. However, the strategies to address the action points do not have agreed timescales or responsibilities clearly allocated. As a result, monitoring of departmental performance is not robust enough.

Many middle leaders carry out their responsibilities well. However, a few subject leaders are less effective in their work. They do not monitor and improve the work of their teams well enough to bring about improvements in teaching, assessment and pupil outcomes.

Performance management processes and line-management arrangements provide a sound structure to support staff and introduce suitable levels of accountability. The targets for teachers focus on improving outcomes and are linked to appropriate professional development. However, all teachers have common pupil progress targets that include only pupils with attendance rates greater than 90%. This does not make sure that teachers focus on the achievement of all pupils.

The school has responded positively to local and national priorities. However, progress in implementing the literacy and numeracy framework and tackling the impact of poverty on educational attainment is still at early stage of development.

The governing body fulfils its statutory duties and supports the school appropriately. The governing body meets regularly and is developing an understanding of the school's performance through receiving data and reports of an appropriate quality from the headteacher and other teachers. Governors are aware of the school's priorities, although have been slow to challenge the school sufficiently on issues relating to standards.

Improving quality: Adequate

The school has recently refined its self-evaluation and planning for improvement processes. Senior leaders have heeded well the advice of external agencies to develop a more systematic approach to school improvement, and have made good progress in designing more robust and rigorous approaches to quality improvement. However, these refinements have yet to make a significant impact on a few key aspects of the school's work, such as improving the outcomes of disadvantaged pupils.

There is a clear programme of self-evaluation activities that includes a regular collection of evidence, and monitoring events. The school makes suitable use of data to analyse the performance of groups of pupils and trends in performance. Pupils have suitable opportunities to express their views on learning experiences although, overall, the school does not gather the views of staff, parents and the community regularly enough. Recent developments to strengthen the collection of first-hand evidence provide a more robust system to evaluate standards and teaching. However, the processes for evaluating pupils' work and lesson observations are not focused sharply enough on standards, and leaders do not analyse sufficiently the outcomes of these activities. This means that the school does not identify clearly enough what needs to improve.

Overall, the school's self-evaluation report provides an honest appraisal. The report is informative, and gives a detailed account of all aspects of the school's life. However, it does not provide a precise enough evaluation of the school's strengths and areas for development.

Senior and middle leaders have a developing understanding of their roles in quality assurance. They are beginning to use data to monitor the impact of improvement strategies. Staff are developing their skills in lesson observation as a tool to improve teaching and learning. These developments are helping to bring about a culture of continuous improvement.

Recently, the school has redrafted its improvement plan to produce a clearer and more concise document. The plan identifies clear and appropriate aims for school improvement, and includes a strong focus on improving the achievement of disadvantaged pupils. In general, actions are more clearly defined. The plan is costed, includes success criteria, and details monitoring points and processes. This new plan gives staff a clear direction and a shared understanding of the school's priorities.

Middle leaders evaluate their areas of responsibility thoroughly. They provide a scrutiny of school data against national outcomes and data from similar schools. However, departmental reviews do not make strong enough connections between data analysis and an evaluation of teaching and provision, and therefore do not identify specific and relevant actions in their development plans.

The links between departmental development plans, action plans and the school development plan are not sufficiently clear.

The school has made progress in a majority of areas in the recommendations from the previous inspection report and standards have improved in a minority of key indicators at key stage 4. However, progress has been slow in a few areas and the performance of pupils eligible for free school meals remains a concern.

Partnership working: Adequate

The school works appropriately with a range of schools and organisations to provide additional courses at key stage 4 and post 16, and has suitable monitoring procedures to track pupil progress. The school also makes effective use of partnerships with external agencies to secure additional support for pupils' wellbeing.

Collaboration with partner primary schools is well established and supported by clear planning and the use of a dedicated transition worker. As a result, pupils settle quickly into life in Year 7 and make suitable progress in their skills' development from key stage 2 to key stage 3. In particular, most pupils' reading skills have improved as a result of this joint working.

A useful range of activities are held to help parents support their children and, as a result, most parents feel confident about the constructive relationship they have with the school.

The school has recently engaged in a number of partnerships with other organisations and schools in order to improve teaching and learning, and quality assurance processes. It is too early to assess the impact of these partnerships.

Resource management: Adequate

The school manages its resources well. Staff are suitably qualified and deployed appropriately to make best use of their expertise.

Funding is directed appropriately towards key priorities for improvement. This year, the school has produced a robust plan for spending its Pupil Deprivation Grant. The plan has a strong focus on approaches that target the specific needs of disadvantaged pupils.

The school provides a suitable range of events and activities to develop the expertise and skills of staff. Staff undertake a wide variety of professional development activities, and, in a few cases, these have had a positive impact on standards. The school has made useful links with other schools in order to learn from effective practice in teaching and learning, although it is too early to judge the effectiveness of this work.

Overall, the school provides adequate value for money because standards achieved by pupils are adequate.

Appendix 1

Commentary on performance data

In the core subject indicator at key stage 3, performance has shown an upward trend and been consistently close to the average for its family of similar schools. However, performance in this indicator has placed the school below the median of similar schools based on levels of eligibility for free school meals for the last two years. In 2014, performance in the core subject indicator at level 5 and above has been below expectations based on prior attainment. Pupils do not make sufficient progress from key stage 2 in the core subject indicator, English and mathematics.

In English, performance at level 5 shows a slight trend of improvement and been consistently similar to the average for its family of similar schools. Performance has placed the school below the median of similar schools based on levels of eligibility for free school meals for the last four years.

Over the three years to 2014, performance in mathematics has also shown an overall trend of improvement and has been consistently at or around the average for its family of similar schools. However, in 2012, performance placed it in the upper half of similar schools whereas in 2014 performance places it in the lower half of similar schools.

Performance in science remained static between 2011 and 2013 and has improved sharply in 2014. Performance in 2014, at level 5 and above, is equal to the averages for its family and nationally. Performance in 2014 places it in the upper half of similar schools.

Performance at level 6 and above in English, mathematics and science is at or above the average for its family of similar schools but below the national average.

At key stage 4, performance in the key indicators fell sharply in 2011 and since then has shown an overall trend of improvement. Despite this, performance in many indicators has been consistently below the averages for its family of similar schools and Wales. Performance over the last three years has placed the school below the median for similar schools based on levels of eligibility for free school meals in the majority of indicators.

However, in 2014, performance in the level 2 threshold including English and mathematics and in the core subject indicator is above the average for the family and places the school in the upper half of schools based on levels of eligibility for free school meals. This improvement is the result of better performance in the core subjects, all of which has improved. In 2014, performance in the level 2 threshold including English and mathematics is in line with expectations based on prior attainment.

Over the three years to 2014, performance in the level 2 threshold has been consistently well below the average for its family of similar schools and placed the school in the bottom quarter of similar schools based on levels of eligibility for free school meals. However, in 2014 there is a marked improvement and performance is just below the average for its family and places it in the lower half of similar schools.

The capped point score based on performance in five qualifications equivalent to grades A*-C has changed little over the last four years and been consistently lower than the average for the family. Performance has placed the school in the bottom quarter of similar schools for the last four years. In 2014, performance in this indicator is below expectations.

Many pupils have achieved the level 1 threshold over the last four years. However, performance in this indicator has been consistently below the average for its family of similar schools and placed it in the bottom quarter of similar schools for three of the last four years.

In English at grade C or above, performance has improved and for the last two years has been similar to the average for its family of similar schools. Performance has placed the school in the lower half of similar schools based on levels of eligibility for free school meals for the last three years.

Performance in mathematics has also improved and been consistently just above the average for its family since 2011. Consequently, for the last three years, performance in mathematics has placed the school in the upper half of similar schools.

Performance in science has also improved and been consistently just above the average for its family. Performance has placed the school in the upper half of similar schools for three of the last four years.

Boys perform less well than girls in most indicators in key stages 3 and 4 but the performance of both boys and girls at both key stages is broadly similar to the average for boys and girls in its family of similar schools.

The performance of pupils eligible for free school meals has improved in key stage 3 and is comparable to the average for these pupils in its family of similar schools. However, in key stage 4, the gap between the performance of pupils eligible for free school meals and those who are not has widened. In around half of the main indicators, the performance of pupils eligible for free school meals has declined. Pupils eligible for free school meals achieve less well than the averages for pupils eligible for free school meals in its family of similar schools and nationally in all indicators.

Performance in the sixth form has been among the lowest in its family of similar schools for the last three years. The percentage of pupils achieving the level 3 indicator has varied but been consistently lower than the family, local authority and Wales averages. The average points score has been well below that of the family, the local authority and Wales. In 2014, girls did less well than boys and both boys and girls did less well than the averages for boys and girls in its family, locally and nationally. However, the average points score is based on the average for all the pupils in the sixth form aged 17. The school offers a range of level 1 and level 2 courses as well as level 3, and these have a lower point tariff.

The percentage of students leaving without any qualifications has steadily declined between 2012 and 2014. The percentage was higher than family and Wales averages in 2012 and 2013. However, in 2014, all pupils have achieved qualifications and nearly all remain in full time education or training. This is comparable to the family average and the national picture.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Secondary questionnaire (overall)

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	249	85 34%	154 62%	9 4%	1 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		43%	53%	4%	1%	
The school deals well with any bullying	243	35 14%	137 56%	63 26%	8 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		25%	58%	14%	3%	
I have someone to talk to if I am worried	247	80 32%	141 57%	25 10%	1 0%	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	247	38 15%	114 46%	83 34%	12 5%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	57%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	247	111 45%	100 40%	31 13%	5 2%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	9%	2%	
I am doing well at school	248	60 24%	170 69%	14 6%	4 2%	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	248	88 35%	148 60%	11 4%	1 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	247	31 13%	143 58%	57 23%	16 6%	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	247	134 54%	101 41%	11 4%	1 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	47%	7%	1%	
Pupils behave well and I can get my work done	246	5 2%	114 46%	94 38%	33 13%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	57%	27%	6%	

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
Staff treat all pupils fairly and with respect	248		62	135	46	5	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			25%	54%	19%	2%	
The school listens to our views and makes changes we suggest	244		23	143	71	7	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			9%	59%	29%	3%	
I am encouraged to do things for myself and to take on responsibility	246		75	158	13	0	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			30%	64%	5%	0%	
The school helps me to be ready for my next school, college or to start my working life	243		79	138	23	3	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			33%	57%	9%	1%	
The staff respect me and my background	246		88	134	19	5	Mae'r staff yn fy mharchu i a'm cefndir.
			36%	54%	8%	2%	
The school helps me to understand and respect people from other backgrounds	245		70	152	20	3	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			29%	62%	8%	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	101		29	63	9	0	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghysiau yng nghyfnod allweddol 4.
			29%	62%	9%	0%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	56		14	35	5	2	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghysiau yn y chweched dosbarth.
			25%	62%	9%	4%	
			27%	50%	16%	6%	

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.	99	27 27%	60 61%	11 11%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	100	43 43%	49 49%	5 5%	2 2%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		46%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	99	47 47%	43 43%	8 8%	0 0%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		49%	45%	3%	1%		
My child is making good progress at school.	98	37 38%	49 50%	9 9%	1 1%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	99	12 12%	48 48%	25 25%	3 3%	11	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	97	31 32%	50 52%	8 8%	0 0%	8	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	98	46 47%	48 49%	2 2%	1 1%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		50%	46%	2%	0%		
The homework that is given builds well on what my child learns in school.	98	25 26%	52 53%	10 10%	3 3%	8	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.
		31%	53%	8%	2%		
Staff treat all children fairly and with respect.	98	30 31%	46 47%	9 9%	3 3%	10	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		32%	48%	9%	2%		
My child is encouraged to be healthy and to take regular exercise.	100	32 32%	55 55%	4 4%	2 2%	7	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	53%	7%	1%		
My child is safe at school.	99	32 32%	61 62%	2 2%	0 0%	4	Mae fy mhentyn yn ddiogel yn yr ysgol.
		41%	52%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	97	32 33%	46 47%	7 7%	2 2%	10	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		32%	46%	7%	2%		

	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 am kept well informed about my child's progress.	99	33 33%	49 49%	13 13%	4 4%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		33%	50%	11%	3%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	99	42 42%	47 47%	7 7%	2 2%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		41%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	99	29 29%	45 45%	9 9%	5 5%	11	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		27%	50%	10%	2%		
The school helps my child to become more mature and take on responsibility.	99	30 30%	52 53%	10 10%	1 1%	6	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		35%	53%	5%	1%		
My child is well prepared for moving on to the next school or college or work.	95	16 17%	45 47%	13 14%	3 3%	18	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		26%	46%	8%	2%		
There is a good range of activities including trips or visits.	100	34 34%	51 51%	10 10%	0 0%	5	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	49%	9%	2%		
The school is well run.	98	33 34%	46 47%	13 13%	2 2%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

Appendix 3

The inspection team

Sue Halliwell	Reporting Inspector
Karen Newby Jones	Team Inspector
Mamta Arnott	Team Inspector
Vaughan Elwyn Williams	Team Inspector
Sarah Lewis	Team Inspector
Rhiannon Mary Boardman	Lay Inspector
Matthew Hutt	Peer Inspector
Sandra Joy	School Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms

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