



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

**Bryn Hafren Comprehensive School
Merthyr Dyfan Road
Barry
CF62 9YQ**

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:

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

Bryn Hafren Comprehensive School is an 11-19 community school serving the town of Barry and its surrounding area in the Vale of Glamorgan local authority.

There are currently 1,214 pupils on roll, a slight reduction from the last inspection in 2006, including 240 in the sixth form. Bryn Hafren operates in partnership with Barry Comprehensive School, as the Barry Sixth Form, providing English medium post-16 education. The majority of pupils have neither social advantage nor disadvantage, but a small proportion come from advantaged backgrounds and 18.1% of pupils live in the 20% most deprived areas in Wales.

In the current academic year, 29.7% of pupils are entitled to free school meals, which is well above the Welsh average of 17.4% for secondary schools. About 23% of pupils are on the school's special educational needs register. The percentage of pupils with a statement of special educational needs is 1%, compared with 2.6% for Wales as a whole.

Around 6% of the school's pupils are from a minority-ethnic or mixed-race background. A very small proportion of pupils are learning English as an additional language. There are virtually no pupils who speak Welsh as a first language or to an equivalent standard.

The individual school budget per pupil for Bryn Hafren Comprehensive School in 2011-2012 means that the budget is £4,191 per pupil. The maximum per pupil in the secondary schools in the Vale of Glamorgan is £4,191 and the minimum is £3,687. Bryn Hafren Comprehensive School is first out of the eight secondary schools in the Vale of Glamorgan in terms of its school budget per pupil.

Summary

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

Current performance

The good features in the school's work include:

- the steady improvement in standards at key stage 4;
- the progress that pupils make in many lessons in developing their knowledge, understanding and skills;
- no pupil leaving full-time education without a recognised qualification;
- a broad and balanced curriculum that enables pupils to receive a good range of learning experiences and obtain relevant qualifications;
- the well-planned and effective teaching by many staff; and
- the high level of care and support that contributes effectively to pupils' outcomes and wellbeing and to the development of their personal and social skills.

However, current performance is judged as adequate overall because:

- performance at key stage 3 has been below that of similar schools over the last five years;
- pupils do not make enough progress in a minority of lessons where teaching does not engage or challenge them fully;
- strategies to develop pupils' literacy skills across the curriculum are not co-ordinated well enough; and
- the quality of marking varies too much between and within subjects.

Prospects for improvement

The prospects for improvement are good because of the:

- purposeful leadership of the headteacher and leadership team who provide clear direction to all aspects of the school's work;
- self-evaluation processes that draw on an appropriately wide range of first-hand evidence, and identify clearly strengths and areas for improvement;
- manner in which staff are held to account for improving standards and provision;
- effective partnerships, particularly to provide an extensive range of academic and vocational options at key stage 4 and in the sixth form;
- good track record in securing improvement, particularly in raising standards in recent years; and
- prudent and efficient management of resources.

Recommendations

In order to improve further, the staff and governors of Bryn Hafren Comprehensive need to:

- R1 raise standards, particularly in those areas where there is relative underperformance, including English and mathematics at key stage 3;
- R2 increase the proportion of excellent and good teaching;
- R3 ensure that there is a consistent and systematic whole-school approach to improving pupils' literacy skills;
- R4 improve consistency in the quality of marking so that pupils receive clear advice that helps them improve; and
- R5 strengthen the quality of improvement planning to ensure plans link closely with the findings of self-evaluation and include clear targets for improvement.

What happens next?

The school will produce an action plan that shows how it will address these recommendations. Progress in addressing the recommendations will be monitored by Estyn.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Performance at key stage 3 has been below the average for similar schools over the last five years. Although performance in the core subject indicator has improved by around ten percentage points since 2007, it has been consistently below family and Wales averages over this period. Performance in English and mathematics has been below family averages for the last five years. Pupils' performance in all indicators at level 5 is below the family of schools average for girls. However, in 2011, performance in mathematics and science placed Bryn Hafren in the top half of schools with a similar proportion of pupils entitled to free school meals. Pupils' progress from key stage 2 is below expectations.

At key stage 4, performance shows an improving trend. In 2011, performance was above family averages in many indicators, notably the level 2 threshold including English and mathematics. When compared with similar schools based on the proportion of pupils entitled to free school meals, performance placed the school in the top quarter in all key indicators. However, pupils' performance in each of the core subjects and in the level 2 threshold including English and mathematics has been below the family of schools and Wales averages for girls in the last four years.

English performance has improved since 2009 and has been above the family average and in the top quarter when compared with that of similar schools in terms of free school meals for the last two years. Performance in mathematics has improved significantly since 2007. Although performance remains below the family average, the gap between the school's performance and the family average was much smaller in 2011. When compared with their performance in previous key stages, key stage 4 pupils' progress is broadly in line with expectations.

In 2011, no pupil left school without a qualification. The proportion staying on in full-time education after 16 is high. Very few pupils who left school at 16 are not in education, employment or training and this proportion is lower than local authority and Wales averages.

In the sixth form, students perform generally as expected.

At key stage 3, the performance of pupils entitled to free school meals has generally been below the family average over the last four years. At key stage 4, pupils eligible for free school meals achieve well in those indicators that include a wide range of qualifications, but do not do as well as expected in those indicators that include English and mathematics. There has been no consistent reduction in the gap between these pupils and those not entitled to free school meals.

Most pupils with special educational needs achieve as expected.

In many lessons, pupils make good progress in developing their subject-specific skills and knowledge. Most pupils acquire a secure understanding of the topics and concepts introduced. Many apply their earlier learning well in new contexts and to solve problems. They analyse a range of information to reach considered and balanced judgements. In a few lessons, pupils display high-level investigational and analytical skills. They make particularly good progress as a result of their ability to reflect, evaluate and refine their work. In a minority of lessons, pupils do not develop their skills or understanding enough. In a few lessons, more able pupils do not make enough progress.

Most pupils make good progress in developing their literacy skills. They listen attentively to the views and opinions of others. Many speak confidently when explaining particular concepts or offering their opinions. They work well in pairs or groups to exchange information and discuss ideas. Many read accurately and with suitable expression, and extract information effectively from texts and data. A minority of pupils arrive in Year 7 without the reading skills that allow them to access the curriculum successfully. These pupils make good progress in intervention groups to develop these skills.

Many pupils write well for a range of purposes, organising their ideas and opinions clearly, and using appropriate punctuation and grammar. More able pupils synthesise information effectively to produce well-structured and reasoned accounts. A few pupils, particularly in key stage 3, give limited responses in group or whole-class discussion, lack fluency in their reading and do not analyse the content of sources carefully enough. A minority make frequent spelling and grammatical errors in their written work.

Pupils' performance in Welsh second language at key stage 3 has been well above that of similar schools over the last four years. At key stage 4, although a relatively small proportion of pupils enter the full Welsh GCSE course, the performance of these pupils is very good. Pupils on the short course achieve very good results. Pupils' speaking skills in Welsh lessons are good. In other contexts, pupils are acquiring greater confidence in the use of the Welsh language.

Wellbeing: Good

Many pupils develop their social and life skills well. They acquire greater self-confidence, improve their self-esteem and develop their interpersonal skills. Pupils support each other well in lessons, show respect for others, and are polite and courteous to one another. They are well prepared for life and work outside school.

Pupils feel safe and very well cared for in the school. They know where to go for support when they need it and consider that the school deals well with matters important to their welfare. Many pupils have a good understanding of how they can lead healthy lifestyles. They know how to eat healthily while many participate in a broad range of physical activities organised by the school.

Nearly all pupils have positive attitudes to learning. They are interested in their work and apply themselves well in lessons. Most pupils are punctual for lessons. Attendance rates have improved steadily and are in the top half when compared with those of similar schools.

Nearly all pupils behave very well around the school and in lessons. In a very few lessons, a few pupils cause low-level disruption. Temporary exclusions are very low and there have been no permanent exclusions in recent years.

Pupils participate well in a good range of extra-curricular activities including numerous productions, performances and other events. Many pupils are actively involved in a wide range of community projects and organise frequent fund-raising activities for local and national charities.

The well-established school 'parliament' and year councils give pupils good opportunities to express their views and to influence decisions about aspects of school life.

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

The curriculum meets statutory requirements and offers pupils a wide range of engaging learning experiences. At key stage 3, in addition to the usual curriculum, pupils benefit from studying an additional modern foreign language, dance and drama. However, curricular links with feeder primary schools to build effectively on pupils' earlier learning are underdeveloped. At key stage 4 and in the sixth form, pupils select from an extensive range of academic and vocational options delivered through effective collaboration with other partners. The organisation of this well-designed provision enables almost all pupils to study their preferred subjects and has contributed to steadily improving outcomes at key stage 4.

Most subject departments plan effectively for the development of pupils' literacy, numeracy, and information and communication technology skills. The co-ordination of strategies to develop skills across the curriculum is generally good although planning to improve pupils' literacy skills is not systematic enough. By the end of key stage 3, pupils have the opportunity to gain appropriate essential skills qualifications. In key stage 4 and in the sixth form, pupils have suitable opportunities to develop these skills through the Welsh Baccalaureate qualification. Through its intervention programmes, the school offers very good provision for those pupils requiring additional support to develop their literacy skills.

A good range of extra-curricular activities covering academic, cultural and sporting areas enhances the learning experiences and wellbeing for many pupils.

Provision for the Welsh language and Welsh dimension is strong and features well in the majority of subjects. Pupils develop a secure knowledge and understanding of Welsh culture across the curriculum. There are extensive opportunities for pupils to celebrate these aspects through eisteddfodau, residential courses and school competitions.

Pupils acquire a good awareness of sustainability and of the role they and others play in society and the world through their work in several subjects, the personal and social education programme and assemblies. Pupils participate successfully in a number of interesting environmental projects in the school and local community.

Teaching: Good

Most teachers have extensive subject knowledge, high expectations and establish effective working relationships with pupils that create a positive learning environment. The effective use of support staff makes a significant contribution to pupils' progress.

In many lessons, teachers plan learning activities well, making effective use of a range of strategies and resources. These are successful in engaging and challenging pupils of all abilities to develop their understanding and skills. In these lessons, the use of careful questioning helps test and reinforce pupils' understanding. In most lessons, there are frequent opportunities for pupils to work together to develop their literacy and thinking skills.

In a very few lessons, teachers set particularly challenging and differentiated tasks, which together with well-designed strategies for pupils to evaluate their own work, enable pupils to achieve very high standards.

In a minority of lessons, where teaching is less effective, a lack of pace and limited opportunities for pupils to be independent learners restricts their progress. In these lessons, opportunities for pupils to develop their ideas through extended written accounts are limited. In a very few lessons, teachers do not manage pupils' behaviour effectively.

Most teachers mark and assess pupils' work regularly, and give pupils helpful and supportive verbal feedback. Many pupils assess their own work and that of others well. This helps improve their understanding. In many cases, teachers' marking gives pupils clear subject-specific advice on what they need to do to improve their work and skills. However, the quality of marking varies too much both within and across departments.

A well-understood tracking system uses pupil performance data to set suitable targets, monitor progress and identify those pupils requiring specific support. Pupils know their targets and those areas in which they need to improve. This process is contributing well to improving standards.

Parents receive detailed reports on their child's progress. Reports identify current levels of achievement and indicate target grades or levels, but do not always provide enough guidance on subject-specific areas for improvement.

Care, support and guidance: Good

The school promotes a safe, caring environment and provides effectively for pupils' wellbeing and personal development. Effective transition arrangements with partner primary schools ensure that pupils in Year 7 settle in well.

The school promotes pupils' spiritual, moral, social and cultural development well, including through the personal and social education programme, school assemblies and tutorial periods. The school has clear procedures to deal with pupils' absence and employs a number of strategies to encourage good attendance.

There are effective arrangements for identifying pupils' educational and personal needs. The school's intervention programmes and mentoring arrangements have a positive influence on pupils' progress and achievement. In addition to wide-ranging support and mentoring from teachers and pastoral staff, the school draws effectively on the expertise of a range of external specialists and services to help support pupils.

Pupils receive very good advice and information when they are choosing courses for key stages 4 and the sixth form.

The school provides effective support for pupils with additional learning needs. All teachers receive detailed information about these pupils that helps them plan appropriately to meet pupils' needs. These pupils benefit from working with a team of support workers who have a wide range of relevant expertise. The well-designed arrangements for reviewing the progress of these pupils have a positive impact on their learning.

The school has procedures and an appropriate policy for safeguarding.

Learning environment: Good

The school has a very caring and inclusive ethos. It applies principles of equality well, promotes respect for diversity clearly and celebrates achievement positively. The school communicates these values effectively to pupils and to parents. It takes good account of pupils' backgrounds to make sure that all pupils have equal access to the school curriculum and opportunities to succeed in all aspects of school life.

The school provides a bright and welcoming environment. Accommodation is of a good standard, and the school buildings and grounds are safe and well maintained. Specialist areas, such as the hair and beauty salons, are particularly good features that enable pupils to experience a simulated working environment. Displays in classrooms and around the school are very attractive, well-presented and informative. They celebrate pupils' achievement, stimulate their interest and enhance learning.

Learning resources are good and meet pupils' needs well. Provision for information and communication technology equipment is particularly good.

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

Despite standards being adequate, leadership within the school is good. It is contributing significantly to pupils' improving standards and wellbeing.

There is a clear ethos and culture that is shared by the members of the school community. The headteacher is supported well by the senior leadership team. Together they provide purposeful leadership, set out priorities clearly and give effective direction to all aspects of the school's work.

Regular structured and minuted meetings ensure clear and effective lines of communication. Staff at all levels understand their roles well. They feel valued, work well together and recognise their responsibilities in addressing whole-school priorities and improving pupils' standards and wellbeing.

There are well-defined management structures, with clear lines of accountability. Members of the senior leadership team line manage faculties and departments well. They have a good understanding of their areas of responsibility and undertake their roles efficiently. Many middle managers provide effective leadership in those areas for which they have responsibility. They are aware of the strengths and aspects that require improvement and make good use of data to track progress and provide appropriate support to pupils. Although senior leaders provide substantial support, they do not always ensure that written development plans are effective improvement tools.

Performance management arrangements are implemented appropriately and provide a suitable balance between offering challenge and support. Leaders use relevant information about the performance of staff to address issues of underperformance effectively and to identify professional development needs.

The governing body fulfils its duties effectively. It is supportive of the headteacher and has a secure understanding of the school's strengths and areas for development. The governing body contributes appropriately to setting the school's strategic direction. There are useful and evolving links between members of the governing body and subject departments, although at present the extent and effectiveness of these links varies.

The school takes good account of local and national priorities. These include working closely in partnership with other providers to extend the range of options in key stage 4 and the sixth form, improving pupils' skills and promoting the Welsh language and culture.

Improving quality: Adequate

The school's self-evaluation report is an informative document that draws upon a wide range of first-hand information and highlights many strengths of the school. However, it does not give sufficient attention to all the areas that require improvement.

There are systematic self-evaluation arrangements. These include regular lesson observations, analysis of performance data, scrutiny of pupils' work and pupil interviews. There is a well-established programme of faculty and departmental reviews. The school also makes good use of external consultants to quality-assure teaching and standards. Through these procedures, senior leaders have a clear understanding of the performance of the teams they manage.

Middle managers scrutinise data carefully, although they do not compare performance specifically with girls in similar schools closely enough. They monitor the quality of teaching both formally and informally, analyse individual pupils' performance well and hold teachers to account for the performance of their pupils.

Managers set clear, measurable targets for pupils and classes, and determine suitable strategies to improve pupils' performance. Outcomes are analysed carefully. This results in the production of sound departmental self-evaluation reports with clearly-identified priorities and areas for development.

The school development plan identifies appropriate whole-school priorities, including strategies to raise performance, develop pupils' skills and improve provision. However, plans at all levels do not indicate suitably-defined actions, specify resource requirements or contain enough clear measurable targets. As a result, plans do not provide an accurate reflection of the rigorous practice that is undertaken at departmental level to raise standards.

Continuous professional development activities support staff well. They are appropriately linked to performance-management targets as well as departmental improvement priorities. The school has a number of working groups that focus on areas such as improving pupils' literacy and numeracy skills, and strategies to support more able and talented pupils. Most of these groups are at an early stage of development.

The school has made good progress in addressing the recommendations from the previous inspection.

Partnership working: Good

The school has developed effective partnerships with a wide range of organisations and key partners to engage, challenge and support pupils. These partnerships contribute well to improving pupils' wellbeing and enhancing their learning experiences.

There are particularly well-established partnerships with other providers to extend the range of courses in key stage 4 and the sixth form, especially for those pupils where traditional curriculum options are not appropriate. Quality-assurance procedures for this collaborative provision are good. These include regular staff meetings, lesson observations and consideration of the views of pupils across providers. These arrangements have resulted in continuous improvements in outcomes.

Partnerships with primary schools are generally good and contribute well to the effective transition of pupils from Year 6 to Year 7. The school provides a good range of activities and informative events for pupils and their parents. These help pupils settle quickly in Year 7. The school works successfully with partner primary schools to jointly moderate pupils' attainment at the end of key stage 2. However, strategically-planned curricular links with partner primary schools are under-developed.

Parents are well informed about the school's work and their children's wellbeing and progress. Parents' concerns are addressed promptly and effectively.

The school works very successfully with a wide range of local businesses, community organisations and other agencies. This strengthens significantly the role of the school within the community and assists pupils to develop their personal and employability skills.

Resource management: Adequate

There is an appropriate number of well-qualified and experienced teaching and non-teaching staff who are effectively managed and deployed to meet pupils' needs.

Resource management and day-to-day control of finances are effective with spending closely linked to school priorities. The three-year budget planning cycle is robust and takes careful account of likely issues including falling rolls. Particularly efficient financial management has enabled the school to maintain a balanced budget while significantly extending the curriculum and funding a wide-ranging programme of improvement to buildings and resources.

Despite this good financial management, the school provides adequate value for money because standards are judged to be adequate.

Appendix 1

Commentary on performance data

At key stage 3, performance in the core subject indicator has improved by around ten percentage points since 2007. However, it has been consistently below the family and Wales averages over the last five years. In 2011, it was about seven percentage points below the family average. When compared with similar schools based on the proportion of pupils entitled to free school meals, the school has been below the median in each of the last three years. When compared with modelled expectations, based on free-school-meals eligibility, performance in the core subject indicator is slightly below that to be expected.

In English, performance improved in 2011, but was the worst in the family. Performance has been below the family average in each of the last four years. In 2011, it was below the median when compared with that of similar schools based on the proportion of pupils entitled to free school meals, but was above the median in the previous two years. Performance in English at level 6 or above has been below the family average in the last two years, although it was above the family average in the previous two years. In 2011, a lower proportion of pupils attained level 6 or above than in the previous two years.

In mathematics, performance has improved by about 12 percentage points since 2009, but has been below the family average in each of the last four years. In 2011, it was well below the family average. Performance has been above the median in the last two years when compared with that of similar schools based on the proportion of pupils entitled to free school meals. At level 6 or above, performance has been below the family average in each of the last five years. Performance at level 6 or above has deteriorated steadily since 2008 and was about ten percentage points below the family average in 2011.

Performance in science has improved steadily since 2008. In 2011, it was slightly below the family average, but had been above the family average in three of the previous four years. When compared with that of similar schools based on the proportion of pupils entitled to free school meals, performance was above the median in 2011 and was in the top quarter for the previous two years. At level 6 or above, performance has improved significantly over the past five years and has been above the family average in each of the last three years.

Pupils' progress from key stage 2 is below expectations. Progress has been significantly below expectations for English and the core subject indicator in the last three years.

At key stage 4 in 2011, performance was above family and Wales averages in many key indicators. The level 2 threshold including English or Welsh and mathematics has improved by about ten percentage points since 2008. It was above the family average in 2011, but had been below it in the previous three years. When compared with that of similar schools in terms of free-school-meal benchmarks, it was in the top quarter in 2011 and in the top half in the previous year. Performance is well above modelled expectations. The core subject indicator shows a similar pattern.

Performance in the level 2 threshold has shown a steady improvement over the last five years and has been above the family average in the last two years. When compared with that of similar schools in terms of free-school-meal benchmarks, it has been in the top quarter in the last five years.

Performance in the capped points score was above the family average in 2011 and was well above modelled expectations. Performance in the level 1 threshold has been above the family average and in the top quarter when compared with that of similar schools in terms of free-school-meal benchmarks for the last four years.

English performance has improved since 2009 and has been above the family average and in the top quarter, when compared with levels in similar schools in terms of free-school-meal benchmarks, for the last two years.

Performance in mathematics has improved significantly since 2007. Although performance has been below the family average in each of the last five years, the gap between the school's performance and the family average was much smaller in 2011. Compared with levels in similar schools in terms of free-school-meal benchmarks, performance was above the median in 2011 but had been in the bottom half in the previous two years.

Pupils' progress from both key stage 2 and key stage 3 has been broadly in line with expectations over the last two years.

In 2011, no pupil left school without a qualification. The proportion staying on in full-time education after 16 is high. Very few pupils who left school at 16 are reported as not in education, employment or training and this proportion is lower than local authority and Wales averages.

In the sixth form, students perform generally as expected.

In key stage 3, girls' performance in English, mathematics, and in the core subject indicator, has been below the family of schools and Wales averages for girls in each of the last four years. Performance in science has been below the family of schools average for girls in the last two years.

At key stage 4, pupils' performance in each of the core subjects and in the level 2 threshold including English and mathematics has been below the family of schools and Wales averages for girls in the last four years. However, in 2011 performance in the level 1 threshold, the level 2 threshold and the capped points score was above the family of schools averages for girls.

At key stage 3 the performance of pupils entitled to free school meals has generally been below the family average over the last four years. Although the performance of these pupils has improved since 2009, the gap between these pupils and those who are not entitled to free school meals has not reduced significantly over the last five years. At key stage 4, the performance of pupils entitled to free school is generally below the family average but is well above the family average for the level 1 threshold. There has been no consistent reduction in the gap between these pupils and those not entitled to free school meals other than for the level 1 threshold.

Most pupils with special educational needs achieve as expected.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Estyn received responses from 330 learners, selected at random from across the age range. Overall, learners' responses are broadly in line with those of learners in other secondary schools.

Most learners consider that they are doing well. They say that staff help them to learn and make progress, and feel well prepared for further education or employment. Nearly all state that the school encourages them to take responsibility.

Nearly all learners state that they feel safe in school and most indicate that they have someone to turn to if they have any concerns. Many believe that the school deals well with bullying. The majority say that pupils behave well although about four-in-ten express concerns about behaviour.

The majority state that the school teaches them to be healthy and most agree that there are plenty of opportunities to get regular exercise.

Most learners believe that they have enough books and equipment while many say that homework helps them to understand and improve their work.

Many learners confirm that staff treat them fairly and with respect and nearly all indicate that the school helps them to understand and respect people from other backgrounds. Many learners feel the school takes account of their views.

Responses to parent questionnaires

Estyn received 133 responses to the parent questionnaire. Most parents gave a positive or very positive response to many questions. Overall, parents' responses are broadly similar to those of parents of pupils in other secondary schools.

Most parents are satisfied with the school and say their children like the school. Nearly all state that the school is well run, that their children are safe and were helped to settle in well when they started school.

Nearly all parents believe that their children are making good progress, that teaching is good and that staff expect their children to work hard and do their best. They say that homework reinforces learning.

Nearly all parents consider there is a good range of extra-curricular activities and trips with many saying that their children are encouraged to be healthy.

Most parents indicate that staff support their children well and feel that their children are well prepared for moving on to the next school or college or work.

Most parents feel well informed about their children's progress. Nearly all parents are comfortable about approaching the school to discuss matters about their child's education and wellbeing.

Many parents believe that pupils behave well in school and most consider that staff treat all children fairly and with respect.

Appendix 3

The inspection team

John Thomas HMI	Reporting Inspector
Christine Hooper HMI	Team Inspector
John Hopkins	Team Inspector
Julia Longville	Team Inspector
William Gwyn Thomas	Team Inspector
Julie Price	Lay Inspector
Nigel Jones	Peer Inspector
Mary Davis	School Nominee

Copies of the report

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