



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

A report on

**Ysgol John Bright
Maesdu Road
Llandudno
Conwy
Conwy
LL30 1DF**

Date of inspection: October 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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

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Context

Ysgol John Bright is an 11-18, mixed, community school in Llandudno, Conwy. There are 1,242 pupils on roll, of whom 200 are in the sixth form. In 2009, when the school was last inspected, there were 1,238 pupils on roll, 210 of whom were in the sixth form.

Pupils come from the town of Llandudno but also from Penrhyn Bay and Deganwy.

Around fifteen per cent of pupils are eligible for free school meals. This figure is lower than the national average of 17.4%. A very few pupils speak Welsh at home. Around 97% of pupils are from a white British background. Approximately 20% of pupils are identified on the special educational needs register, lower than the national average of 25.4%. One per cent of pupils have a statement of special educational needs, which is lower than the national average of 2.5%. The school has an additional learning needs resourced provision to cater for 18 pupils with moderate learning difficulties.

The acting headteacher has been in post since September 2015, from previously being the deputy headteacher at the school. The senior leadership team is comprised of two acting deputy headteachers, three assistant headteachers and the school's business manager. The leadership team is supported from September 2015 by the previous headteacher, who is employed by the governing body on a part-time advisory role as an executive advisor. Only the acting headteacher and one assistant headteacher were in post at the time the school was last inspected.

The individual school budget per pupil for Ysgol John Bright in 2015-2016 is £4,820 per pupil. The maximum per pupil in the secondary schools in Conwy is £5,511 and the minimum is £4,418. Ysgol John Bright is fifth out of the seven secondary schools in Conwy in terms of its school budget per pupil.

Summary

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

Current performance

The current performance at Ysgol John Bright is good because:

- There has been a generally strong improving trend of performance at key stage 4 in many indicators over the past three years
- Pupils make very good progress in Welsh second language
- Pupils with additional learning needs achieve well above expectations
- In many lessons, pupils make good progress in developing their knowledge, understanding and skills
- Most pupils have positive attitudes to learning and behave well in lessons
- An inclusive and aspirational ethos values, celebrates and promotes the achievements of all members of the school's community

Prospects for improvement

The school's prospects for improvement are good because:

- The acting headteacher and senior leaders, supported by the executive adviser, provide a firm sense of direction, based on high expectations
- Leaders at all levels are clear about their roles and responsibilities, and they have a firm focus on improving outcomes and quality
- Governors have a wide range of expertise that is well used to provide support and challenge to the school
- Over the last few years, leadership has successfully improved many aspects of the life and work of the school
- Effective partnerships with a wide range of providers aid transition and help to promote inclusion and engagement in learning

Recommendations

R1. Raise standards in English in key stage 4

R2. Improve boys' performance in key stage 4

R3. Refine lesson planning to ensure that tasks and resources take due account of the full range of pupils' needs and abilities, particularly for more able pupils and those with individual education plans

R4. Improve the focus and sharpness of self-evaluation and improvement planning

What happens next?

The school will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

At key stage 4, performance in many indicators has improved over the past three years, with a sharp improvement in 2013 and 2014 in important indicators that include English and mathematics. However, in 2015, provisional data shows that, while there has been slight improvement in a minority of indicators, there has been a decline in those indicators that include English.

Performance in the level 2 threshold including English and mathematics has shown a sharp improvement in 2013 and maintained a strong performance in 2014, placing the school in the top quarter of similar schools based on free-school-meal eligibility. In 2015, provisional data indicates that performance has declined by eight percentage points. Performance in this indicator has been just above the average for the family of schools in the two years up to 2014 and above modelled outcomes for these two years, after previously being below the family average and below modelled outcomes. However, performance in 2015 is below the family average and below modelled outcomes, and places the school in the bottom quarter of similar schools.

Over the past three years to 2014 the proportion of pupils gaining grades A* or A at GCSE has shown steady improvement from a low base. In 2015 performance in this indicator has fallen to below both the family and Wales averages.

Provisional data indicates that performance in the capped points score and the level 2 threshold has improved in 2015, placing the school above the family average. For 2013 and 2014, performance in the capped points score has been below modelled outcomes. In 2015, this performance is just below modelled outcomes but continues to place the school in the lower half of similar schools. Performance in the level 2 threshold has fluctuated over the past four years. This performance has been above the family average in two of the last three years and has placed the school in the lower half of similar schools in the last two years.

The proportion of pupils achieving grades A*-C at A level or equivalent has been significantly higher than family and Wales averages over the past three years. In 2015, the proportion of pupils gaining grades A* to A has shown sharp improvement and has been above both family and Wales averages from previously being lower than family and Wales averages.

In 2015, provisional data shows a slight dip in the proportion of pupils gaining the level 3 threshold and the average wider points score. However, over the past four years, performance in these indicators has been consistently above the family and Wales averages.

Value-added data for 2014 indicates that pupils' progress from key stage 2 to key stage 3 is significantly above expectations. While progress from key stage 2 to key stage 4 is better than expected for those indicators that include English and mathematics, it is below expectations for many other indicators.

At key stage 3, at level 5 or above, there has been an improving trend in the proportion of pupils that achieve the core subject indicator.

At key stage 3 there is very little difference between the performance of boys and girls in the core subjects. For the three years up to 2014 there was little difference between the performance of boys and girls at key stage 4. Provisional data for 2015 shows that boys did not perform as well as girls, or as well as boys in their family or Wales, particularly in indicators that include English and the level 2 threshold.

At key stage 3, data is only available up to 2014 for the performance of pupils eligible for free school meals. Up to this point the performance of this group of pupils has generally improved in the key indicators and in 2014, they performed better than the average for those in similar schools for most indicators. At key stage 4, over the last three years, the performance of pupils eligible for free school meals has generally improved. In 2015, the provisional data shows that this group performs better than the average for those in similar schools for many indicators, but less well than the average for similar pupils in those indicators that include English.

Pupils with additional learning needs achieve well above expectations.

Most pupils continue in full-time education after 16. No pupils who left school at 16 are reported as being not in education, employment or training and this proportion is better than the local authority and national averages.

In most lessons, pupils display positive attitudes to learning, and many show a strong interest in topics studied. Most pupils recall prior learning well and apply what they have learnt to new situations.

In many lessons, pupils make good progress in developing their knowledge, understanding and skills. However, in a very few lessons, a minority of pupils do not make enough progress because tasks do not challenge and engage them well enough.

Most pupils work well in pairs and groups to discuss topics and improve their work. Many understand clearly what the next steps are to improve their work and can set appropriate, and sometimes challenging, targets. In a few lessons, a particular strength is that pupils show an extensive understanding of assessment criteria and can apply this successfully.

Most listen attentively to their peers and teachers. Many pupils give extended and confident responses to questions in class discussion. A few pupils give brief answers that do not develop their thinking or ideas well enough.

Many pupils read a range of texts accurately and fluently. They extract information well, using appropriate strategies to skim and scan texts. A majority of pupils use inference and deduction effectively to analyse and compare texts.

Many pupils write for a broad range of purposes and use subject terminology well. Across many subjects, pupils write at length, for example dialogues, newspaper articles, descriptions and evaluations. A few use dictionaries and thesauruses well to

extend their vocabulary. A majority of pupils organise and present their ideas clearly in their writing. They write accurately, independently and at length. However, spelling and punctuation errors mar the quality and expression of a minority of pupils' writing. The handwriting and presentation skills of a few pupils, particularly boys, are weak.

Many pupils use units of measurement accurately in geography, technology and science. Many pupils confidently use basic number skills, for example when calculating area and using formulae. They identify and use suitable strategies for written calculations. A few pupils are not confident in their calculation methods and make errors. These pupils are not able to apply strategies to check their workings to find where they have gone wrong.

In Welsh lessons many pupils are very confident in speaking and writing Welsh. In Welsh second language at key stage 3, pupils' performance has improved in the last three years. In 2015, performance is above both family and national averages and places the school in the upper half of similar schools based on free-school-meal benchmarks. At key stage 4, in the last three years nearly all pupils enter full course GCSE Welsh second language examination and many attain a Level 2 qualification. This is a significant strength. .

Wellbeing: Good

Most pupils feel safe in school. Many consider that the school deals well with bullying. Many pupils say that the school teaches them to be healthy and many pupils get regular opportunities for exercise.

Most pupils have a positive attitude to their learning and behave well in lessons and around the school. Most are punctual to lessons. Most pupils are courteous and relate well to each other and to staff and have the skills to move on to next stage of learning.

Attendance rates have placed the school consistently in the top quarter of similar schools based on eligibility for free school meals for the last three years. Although the school's attendance rate fell slightly in 2015, it is on the line of modelled outcomes. Persistent absenteeism is below national levels and the average for the family of schools. There have been no permanent exclusions in the school for the past six years. However, the rate of fixed term exclusions is above the local authority average figure.

A majority of pupils say that the school listens to their views and makes the changes they suggest. Pupils are suitably involved in making decisions about school life and, to a lesser extent, learning and teaching, through the school's 'Senedd'. Many pupils have a say in what and how they learn within a few subject areas. Most pupils have well-developed social and life skills. Sixth form pupils support younger pupils well through the 'Sixth-form Protects You' initiative.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school's curriculum is broad and balanced and meets all statutory requirements. The '21/7' topic-based skills curriculum in Year 7 and Year 8 builds effectively on the previous key stage. For Year 7 pupils, this curriculum accounts for 40% of their timetabled lessons and this is reduced to 10% in Year 8. At key stage 4 and post 16, pupils can study a wide range of GCSE, A level and vocational subject choices. Nearly all pupils follow the Welsh Baccalaureate Qualification in key stage 4 and in the sixth form. In 2015, at key stage 4 many pupils attained the intermediate diploma and all post 16 pupils attained the advanced diploma.

The school offers a very wide and varied range of extra-curricular activities that enrich pupils' learning experiences and support wellbeing. In addition to the usual sporting and cultural activities, the school's offer includes trampolining, the 'Coding Academy' to develop computer skills and an extensive range of educational visits.

The school has made sound progress in implementing the Literacy and Numeracy Framework. Literacy and numeracy skills are developed across the curriculum in relevant and worthwhile contexts. Departments assess and report appropriately on the aspects of the framework for which they have responsibility. Literacy and numeracy co-ordinators work closely with targeted departments to enhance this provision further. The school provides appropriate and focused support for more able and talented pupils. Suitable intervention programmes for pupils who require additional support with basic skills are highly structured and tailored carefully to individual needs. However, the school does not evaluate the impact of their work on literacy and numeracy well enough.

Provision for Welsh is strong at all key stages, with well-planned opportunities such as the Welsh language tutor groups, bilingual teaching and use of pupils as 'Welsh champions'. Nearly all staff use Welsh regularly in their daily dealings with pupils. The Welsh dimension is developed appropriately across the curriculum and in beneficial and engaging ways through a wide variety of extra-curricular activities. There are suitable opportunities for pupils to learn about sustainable development and global citizenship.

Teaching: Good

In a very few highly effective lessons, teachers have very high expectations based on clear criteria of what outstanding work looks like. They make skilful use of a varied range of demanding tasks that are very well planned and use topical and stimulating resources.

In most lessons, teachers establish beneficial working relationships with pupils. Many teachers have strong subject knowledge, which they use well to develop and extend understanding and clarify misconceptions. In many lessons, teachers share clear and specific objectives well with pupils. In these lessons, teachers have suitably high expectations. Well-timed activities ensure that there is a brisk pace and pupils progress well. Many teachers use questions well to challenge pupils to think

more deeply, support their opinions and extend their responses. In many lessons, teachers provide effective feedback and support to pupils and review progress regularly.

In a minority of lessons, teachers provide an effective demonstration of the task to deepen understanding. They use high-quality resources to prompt discussion, to evaluate performance or to aid the development of pupils' writing. In a few lessons, teachers use Welsh naturally for instruction, encouraging bilingual responses.

In a few lessons, teachers' expectations are not high enough and the tasks set are not demanding enough to challenge all pupils. In these lessons, teachers do not match activities well enough to cater for the full range of pupils' abilities. Teachers do not use questions well enough in a few lessons to recall prior learning or to encourage pupils to give more extended responses. In a very few lessons, teachers do not manage pupils' behaviour successfully.

Most teachers provide effective oral feedback that gives pupils clear guidance on how to improve their work. Nearly all teachers assess and mark pupils' work accurately and regularly, consistently following the detailed marking policy. They provide pupils with detailed written feedback that identifies good features. However, in a majority of cases, teachers' comments are not specific enough to help pupils to improve their work. A majority of teachers make purposeful use of peer and self-assessment.

The school generally makes effective use of the system that tracks pupils' progress over time against the challenging targets. Pupils play an active role in setting their targets and regularly review them with their form tutors and subject teachers. Parents receive regular, informative progress summaries and a full report that includes a useful commentary on the progress achieved in each subject and in skills across the curriculum. Parents and pupils have useful opportunities to respond to these reports.

Care, support and guidance: Good

The school has strong arrangements to provide advice, guidance and support for pupils' wellbeing. The school makes appropriate arrangements for promoting healthy eating and drinking. Pupils' spiritual, moral, social and cultural development is promoted well through the curriculum, extra-curricular activities, assemblies, thought for the day and an annual school production. Staff know their pupils well. The school is a caring and supportive environment that encourages pupils to develop positive attitudes to learning and to school life. The school uses a range of intervention strategies, including the particularly successful 'Engage' initiative, supporting vulnerable pupils through a highly inclusive approach. As a result, no pupil has been permanently excluded and all pupils leave school with worthwhile qualifications.

Access to specialist services and the provision of information and advice is strong through the 'student advisory link' and the pastoral team. Beneficial transition arrangements support pupils at all key stages. In particular, the 'Smooth Moves Project' ensures that vulnerable pupils and those with additional learning needs are

supported successfully in the transition from key stage 2. Many pupils receive valuable guidance as they make choices for key stage 4, post-16 courses, university or employment.

The school identifies pupils' additional learning needs successfully and provides carefully selected and relevant support. As a consequence, many pupils with additional learning needs make strong progress and gain worthwhile qualifications. Flexible timetable arrangements enable all pupils with additional learning needs, including those from the school's resource base, to have full access to a broad and balanced curriculum at both key stages. The school monitors the progress of pupils with additional learning needs closely. Individual education plans and helpful learning guides contain valuable strategies for use in lessons. However, a few mainstream teachers do not use these to support pupils with additional learning needs well enough.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school has an inclusive and aspirational ethos that values, celebrates and promotes the achievements of all members of its community. The school is an orderly, supportive and caring community. It promotes participation for all through a wide range of stimulating activities. Relevant policies and strategies to promote equality and diversity are implemented effectively.

Useful displays in classrooms, corridors and around the school aid communication and promote participation. A comprehensive range of high quality learning resources and information technology provision is available throughout the building. The accommodation is of a high standard, and is a bright and attractive environment in which to work and learn. Pupils have equal access to all areas of the school's provision within the secure site. The grounds and on-site leisure facilities provide a wide range of opportunities for sport and recreation that the local community share.

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

The acting headteacher and senior leaders, supported by the executive adviser, provide a firm sense of direction for the work and development of the school. This features a strong focus on continuous improvement, high expectations and the achievement of ambitious targets. Over the last few years, leadership has successfully improved many aspects of the life and work of the school. The school has many suitable priorities and activities designed to achieve them. However, on occasion, there is not enough clarity about which priorities are the most important.

The school is well organised and operates efficiently. It has rigorous, detailed and comprehensive systems and procedures that ensure a consistent approach to its work. There is effective communication through a well-established programme of meetings that generally lead to suitable actions.

The leadership team work well together, and have well-defined roles and responsibilities that are comprehensive and balanced. The introduction of the executive adviser is an innovative feature that provides experienced support to a team that are new to their roles. Middle leaders and other staff are clear about their roles and responsibilities, and they have a firm focus on improving outcomes and quality. Line management arrangements ensure strong accountability at all levels. A few staff without formal leadership roles take on responsibility for whole-school issues such as literacy and numeracy.

Performance management is robust and well organised. The process identifies appropriate targets for improvement and these are used to direct professional development priorities. Instances of underperformance have been addressed robustly.

The school takes appropriate account of national priorities, including the Welsh Baccalaureate, literacy, numeracy and tackling disadvantage.

Governors have a wide range of expertise that is well used to provide support and challenge to the school. Governors have a secure and substantial knowledge of the work of the school through regular visits and a programme of linking governors to each faculty. They also have detailed understanding of the school's performance. The governors use their knowledge and understanding well to provide an appropriate sense of direction. Their role in challenging the school is well developed.

Improving quality: Adequate

The school has a coherent and clearly understood annual cycle of self-evaluation and improvement planning activities that is well established. Leaders at all levels clearly understand the thorough processes that contribute to the evaluation of performance. Despite this, overall, the information from annual academic reviews, lesson observations, book scrutiny and professional working groups produces too many action points. Leaders do not synthesise the main messages from this wide range of self-evaluation processes well enough to prioritise the main areas in need of improvement. As a result, shortcomings in standards for boys and in assessment in particular are identified frequently in reviews and monitoring reports but do not inform planning well enough to set clearer priorities.

Almost all leaders analyse data competently and identify relevant actions to be taken. However, the school has not identified clearly enough a few important areas for improvement, for example the performance of boys in English and in other subjects at key stage 4.

The school self-evaluation report is a useful document that covers all aspects of the inspection framework. However, the judgements applied are generally too generous, for example, in evaluating pupils' progress and skills from lessons and book scrutiny. The document does not note areas for improvement clearly enough. As a result, the link between the self-evaluation report and the current school improvement plan is unclear.

Self-evaluation reports of faculties are in a common format and give a thorough

evaluation against the priorities of their current improvement plan. However, it is not clear from the reports what areas remain for improvement and what are the actual strengths of each faculty.

The school improvement plan is comprehensive and detailed. It identifies the required resources, appropriate days for reviewing and completion, suitable success criteria and monitoring milestones. The school successfully includes parents, all staff and governors in identifying and setting priorities through worthwhile events at the school.

Faculty improvement plans are based appropriately on whole-school priorities and focus well on teaching and learning. These plans also share a common format that ensures a high level of consistency but still allow individual faculties and areas to develop their own priorities. All plans note suitable arrangements for monitoring the actions taken and identify appropriate outcomes that are measurable where applicable.

The self-evaluation and subsequent improvement planning have led to significant improvement in performance at key stage 3 and key stage 4 over the two years up to 2014. However, this improvement is not sustained into 2015 where performance in key indicators that include English has declined.

Partnership working: Good

Partnerships with many parents are strong. Most parents feel that there is effective communication and many feel comfortable about approaching the school. There are suitable opportunities for parents to provide their views about the school through surveys.

There are well-developed partnerships with primary schools. These contribute to a smooth transition of pupils from Year 6 into Year 7, with new pupils settling in well. A series of activities and projects promote effective continuity and progression, for example in English and mathematics.

The school works well with the local college and other providers to extend the curriculum at key stage 4 and in the sixth form. Beneficial links with work-based training providers help to promote inclusion and engagement in learning for a few pupils. This work is co-ordinated effectively and there are suitable procedures for quality assurance.

There are also a large number of productive links with local schools and those further afield. In many of these links, the school plays a leading role, for example in their work on the Welsh Baccaulaureate and the virtual learning platform, Hwb+.

The school has firm links with its local community and has a prominent place within it. The school's facilities are used extensively by community organisations. Links with local businesses successfully extend the school's provision in supporting work experience activities and industry days. Sixth form pupils lead community projects that include raising funds for local and national charities.

Resource management: Good

The school manages its resources very well. As a result, all teachers are suitably qualified to deliver the curriculum appropriately and nearly all teach their specialist subject. In addition, the school employs effective support staff that contribute well to many aspects of school life.

Through thorough planning and co-ordination, teaching and support staff benefit considerably from a wide range of professional development opportunities. These are identified appropriately through performance management reviews, which reflect whole-school priorities. This has had a positive impact on teaching in a few departments. The school provides effective support to new and aspiring leaders. However, the evaluation of the full impact of the professional development activities has not been refined and developed enough.

A culture of collaboration is developing well. Staff regularly share good practice on a range of teaching and learning issues effectively through the 'Friday innovations' and 'one-minute Monday' sessions. This is successfully supported by the Hwb+ site that allows all staff access to best practice materials.

The school has established a range of worthwhile research groups. These groups have motivated many staff and a few of them have explored alternative strategies for assessing pupil progress. However, it is too early to evaluate the impact of many of these groups on standards

The school's business manager, together with senior leaders and governors, monitors the school's finances robustly. All expenditure is budgeted carefully and allocated to priorities.

The school makes effective use of the pupil deprivation grant. This includes employing key staff to support and engage pupils eligible for free school meals and their families. These decisions have had a significant impact on improving the attendance of pupils eligible for free school meals and their performance at the end of key stage 4.

On the basis of current performance, the school offers good value for money.

Appendix 1

6624022 - Ysgol John Bright

Number of pupils on roll	1256
Pupils eligible for free school meals (FSM) - 3 year average	14.9
FSM band	2 (10%<FSM<=15%)

Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils in Year 9 cohort	167	206	233	215		
Achieving the core subject indicator (CSI) (%)	73.7	78.6	88.0	90.2	88.5	83.9
Benchmark quartile	2	2	1	3		
English						
Number of pupils in cohort						
Achieving level 5+ (%)	88.0	85.9	90.6	94.0	92.3	87.9
Benchmark Quartile	1	2	2	2		
Achieving level 6+ (%)	35.3	42.2	50.6	61.4	60.9	52.6
Benchmark Quartile	3	3	2	2		
Welsh first language						
Number of pupils in cohort						
Achieving level 5+ (%)	.	.	.	.	100.0	90.9
Benchmark Quartile	.	.	.	.
Achieving level 6+ (%)	.	.	.	.	44.4	56.1
Benchmark Quartile	.	.	.	.
Mathematics						
Number of pupils in cohort						
Achieving level 5+ (%)	83.8	87.4	96.6	93.0	92.2	88.7
Benchmark Quartile	1	2	1	3		
Achieving level 6+ (%)	65.9	60.2	65.7	68.8	64.6	59.5
Benchmark Quartile	1	1	1	2		
Science						
Number of pupils in cohort						
Achieving level 5+ (%)	83.8	85.0	96.1	98.6	96.4	91.8
Benchmark Quartile	2	3	1	1		
Achieving level 6+ (%)	37.7	53.4	59.7	60.9	65.0	58.5
Benchmark Quartile	3	1	1	3		

The core subject indicator (CSI) represents the percentage of pupils achieving level 5 or above in English or Welsh (first language), mathematics and science in combination.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications, and are based on the number of entries and do not include Welsh second language qualifications.

6624022 - Ysgol John Bright

Number of pupils on roll	1256
Pupils eligible for free school meals (FSM) - 3 year average	14.9
FSM band	2 (10%<FSM<=15%)

Key stage 4

	School				Family average (2015**)	Wales average (2015**)
	2012	2013	2014	2015**		
Number of pupils aged 15	170	212	171	202		
Percentage of 15-year-old pupils who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	45.9	64.2	64.3	56.4	62.3	57.6
Benchmark quartile	4	1	1	4		
Achieved the level 2 threshold	80.6	86.3	84.2	84.7	82.9	83.4
Benchmark quartile	1	2	3	3		
Achieved the level 1 threshold	95.9	98.1	97.7	99.5	98.0	94.3
Benchmark quartile	2	2	2	2		
Achieved the core subject indicator (CSI)	44.7	61.3	63.2	55.4	60.4	54.3
Benchmark quartile	4	1	1	4		
Average capped wider points score per pupil	320.1	342.2	348.2	354.5	349.7	342.3
Benchmark quartile	3	3	3	3		
Average capped wider points score plus per pupil	317.8	340.2	346.3	348.5	346.2	337.7
Benchmark quartile	.	.	.	.
Achieved five or more GCSE grades A*-A	8.2	14.2	18.7	11.9	17.2	16.5
Benchmark quartile	.	.	.	.
Achieved A*-C in English	57.1	73.1	73.1	65.8	73.3	68.3
Benchmark quartile	4	1	1	4		
Achieved A*-C in Welsh first language	.	.	.	.	75.0	75.1
Benchmark quartile	.	.	.	.
Achieved A*-C in mathematics	58.2	72.6	70.2	70.3	70.3	64.2
Benchmark quartile	3	1	1	2		
Achieved A*-C in science	91.8	94.3	94.7	96.5	87.6	83.3
Benchmark quartile	1	1	2	1		

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15-year-old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

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

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6624022 - Ysgol John Bright

Number of pupils on roll	1256
Pupils eligible for free school meals (FSM) - 3 year average	14.9
FSM band	2 (10%<FSM<=15%)

Key stage 4 - performance of pupils eligible for free school meals

	School				Family Average (2015**)	Wales Average (2015**)
	2012	2013	2014	2015**		
Number of pupils aged 15 eligible for free school meals	25	19	21	24		
Percentage of 15-year-old pupils eligible for free school meals who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	16.0	52.6	28.6	29.2	34.3	31.3
Achieved the level 2 threshold	60.0	63.2	57.1	79.2	67.4	68.2
Achieved the level 1 threshold	92.0	89.5	90.5	100.0	94.4	89.2
Achieved the core subject indicator (CSI)	16.0	47.4	28.6	29.2	32.2	28.8
Average capped wider points score per pupil	280.5	289.3	300.4	335.5	308.7	302.1
Average capped wider points score plus per pupil	278.7	288.8	298.4	325.8	303.3	295.1
Achieved five or more GCSE grades A*-A	0.0	0.0	4.8	0.0	5.6	4.3
Achieved A*-C in English	32.0	63.2	42.9	37.5	46.4	44.7
Achieved A*-C in Welsh first language	.	.	.	.	.	51.3
Achieved A*-C in mathematics	36.0	52.6	33.3	54.2	43.3	38.9
Achieved A*-C in science	84.0	84.2	90.5	95.8	78.5	73.5

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15 year old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

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

6624022 - Ysgol John Bright

Number of pupils on roll in sixth form	224
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Key stage 5

	School				Family average (2015**)	Wales average (2015**)
	2012	2013	2014	2015**		
Number of pupils aged 17	86	88	76	115		
Percentage of 17-year-old pupils who:						
Achieved 3 A*-A at A level or equivalent	0.0	2.3	1.3	8.8	5.6	7.9
Achieved 3 A*-C at A level or equivalent	55.3	79.3	86.7	83.2	60.4	67.5
Achieved the level 3 threshold	97.4	97.7	98.7	97.3	97.7	96.9
Average wider points score per pupil	859.8	956.0	999.4	971.6	768.6	787.2

Includes all qualifications approved for use in Wales.

Includes results for 17-year-old pupils, in maintained schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The average wider points score for 17 year olds includes all qualifications approved for pre-18 use in Wales.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

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

More information is available on the Welsh Government website, My Local School, in the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	302		152 50%	145 48%	5 2%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			44%	52%	4%	1%	
The school deals well with any bullying	303		80 26%	177 58%	42 14%	4 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			26%	57%	14%	3%	
I have someone to talk to if I am worried	302		116 38%	155 51%	29 10%	2 1%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			38%	52%	8%	1%	
The school teaches me how to keep healthy	302		55 18%	164 54%	75 25%	8 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			24%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	302		112 37%	149 49%	33 11%	8 3%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			45%	45%	9%	2%	
I am doing well at school	303		88 29%	198 65%	13 4%	4 1%	Rwy'n gwneud yn dda yn yr ysgol.
			32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	299		121 40%	155 52%	22 7%	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	303		62 20%	153 50%	73 24%	15 5%	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	303		136 45%	145 48%	19 6%	3 1%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			45%	46%	7%	1%	
Pupils behave well and I can get my work done	300		36 12%	168 56%	68 23%	28 9%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			10%	57%	27%	6%	
Staff treat all pupils fairly and with respect	303		93 31%	155 51%	43 14%	12 4%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			29%	50%	16%	4%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest	302		49 16%	152 50%	85 28%	16 5%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			17%	53%	25%	5%	
I am encouraged to do things for myself and to take on responsibility	301		105 35%	180 60%	13 4%	3 1%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			34%	60%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life	303		127 42%	140 46%	28 9%	8 3%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			36%	54%	9%	1%	
The staff respect me and my background	302		108 36%	170 56%	20 7%	4 1%	Mae'r staff yn fy mharchu i a'm cefndir.
			37%	54%	7%	2%	
The school helps me to understand and respect people from other backgrounds	301		112 37%	163 54%	24 8%	2 1%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			36%	56%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	132		39 30%	67 51%	20 15%	6 5%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			29%	51%	16%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	69		20 29%	28 41%	18 26%	3 4%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28%	50%	16%	7%	

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	166	75 45%	71 43%	17 10%	3 2%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		44%	50%	5%	1%		
My child likes this school.	165	75 45%	75 45%	8 5%	7 4%	2	Mae fy mhentyn yn hoffi'r ysgol hon.
		47%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	161	83 52%	62 39%	13 8%	3 2%	4	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	165	66 40%	75 45%	21 13%	3 2%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	4%	1%		
Pupils behave well in school.	154	37 24%	89 58%	20 13%	8 5%	13	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		25%	60%	12%	3%		
Teaching is good.	158	42 27%	97 61%	17 11%	2 1%	8	Mae'r addysgu yn dda.
		35%	59%	5%	1%		
Staff expect my child to work hard and do his or her best.	164	86 52%	70 43%	7 4%	1 1%	2	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		51%	46%	2%	1%		
The homework that is given builds well on what my child learns in school.	153	53 35%	73 48%	20 13%	7 5%	13	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		33%	56%	9%	2%		
Staff treat all children fairly and with respect.	150	51 34%	68 45%	24 16%	7 5%	17	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		35%	52%	10%	3%		
My child is encouraged to be healthy and to take regular exercise.	143	48 34%	70 49%	21 15%	4 3%	21	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	158	72 46%	78 49%	5 3%	3 2%	8	Mae fy mhentyn yn ddiogel yn yr ysgol.
		43%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	137	41 30%	65 47%	19 14%	12 9%	27	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	8%	2%		
I am kept well informed about my child's progress.	161	67 42%	67 42%	25 16%	2 1%	5	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		35%	51%	12%	3%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	164	78 48%	62 38%	20 12%	4 2%	3	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		43%	49%	7%	2%		
I understand the school's procedure for dealing with complaints.	144	45 31%	77 53%	17 12%	5 3%	23	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		31%	56%	11%	2%		
The school helps my child to become more mature and take on responsibility.	149	54 36%	78 52%	15 10%	2 1%	17	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		38%	55%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	121	34 28%	59 49%	21 17%	7 6%	45	Mae fy mhlentyn wedi'i barato'i'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	10%	2%		
There is a good range of activities including trips or visits.	156	59 38%	77 49%	19 12%	1 1%	11	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	151	69 46%	65 43%	15 10%	2 1%	15	Mae'r ysgol yn cael ei rhedeg yn dda.
		43%	50%	5%	2%		

Appendix 3

The inspection team

Mrs Jackie Gapper	Reporting Inspector
Mr Nigel Vaughan	Team Inspector
Mr Elwyn Vaughan Williams	Team Inspector
Mrs Mamta Arnott	Team Inspector
Mrs Karen Newby Jones	Team Inspector
Mr Terry James Davies	Lay Inspector
Ms Allison Llewellyn Yarrow	Peer Inspector
Mr Karl Lawson (Deputy Head)	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms

Key stage 3 terms

The core subject indicator (CSI)

Progress in learning through key stage 3 is indicated by levels (level 1 to level 7 in the main).

The core subject indicator in key stage 3 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh ¹
- mathematics
- science

By the end of the key stage 3, at the age of 14, pupils are expected to reach level 5 and more able pupils to reach level 6 or above.

Pupils must gain at least the expected level (level 5) in the three core subjects to gain the core subject indicator.

Key stage 4 and sixth form terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include nine other schools with similar proportions of pupils: eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents the equivalent of five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.

¹ This indicator does not include Welsh second language qualifications.

Level 2 threshold including English or Welsh ¹ and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh ¹ and mathematics.
Level 2 threshold	This represents five GCSEs at grade A* to C or their equivalent.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This is the equivalent of two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
Benchmarking groups	Schools are grouped together according to the proportion of pupils entitled to free school meals in order to compare their performance with similar schools in different indicators.
Modelled outcomes	This is a prediction of a school's mean performance based on the statistical relationship between the proportion of pupils eligible for free school meals and a particular indicator.