



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

**Archbishop McGrath Catholic High School
Bramble Close
Brackla
Bridgend
CF31 2PQ**

Date of inspection: February 2013

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

Archbishop McGrath Catholic High School is an 11-19 mixed comprehensive school in Bridgend County Borough. There are 762 pupils on roll of whom 147 are in the sixth form.

The school provides a Catholic education for pupils across the Bridgend County Borough, including Porthcawl, Maesteg and the Ogmores Valley. A small number of pupils also attend the school from the Vale of Glamorgan. Those who attend the school chose to do so because of the Catholic nature and character of the school.

The pupils come from a range of backgrounds and cultures. The majority of pupils come from homes which are neither particularly advantaged nor disadvantaged. The proportion of pupils entitled to free school meals is 15.4%, which is below the national average of 17.4%. Eight per cent of pupils come from minority ethnic backgrounds. Ten per cent of pupils come from homes that do not have English or Welsh as their first language.

The school caters for the full ability range of pupils. Twenty per cent of pupils are on the school's special educational needs register. One per cent of pupils have statements of special educational needs, which is lower than the national average of 2.6%.

The headteacher was appointed in 2011. A new senior leadership team, comprising one deputy headteacher and two assistant headteachers, was also appointed in 2011.

The individual school budget per pupil for Archbishop McGrath Catholic High School in 2012-2013 means that the budget is £4,176 per pupil. The maximum per pupil in the secondary schools in Bridgend is £4,767 and the minimum is £3,817. Archbishop McGrath Catholic High School is fifth out of the nine secondary schools in Bridgend 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 good features of the school's work include:

- an improvement in pupils' performance in many key indicators in 2012;
- pupils' achievement in English at key stage 4;
- the ability of many pupils to write at length across a range of subjects;
- the high number of pupils leaving school who enter employment, education or training;
- pupils' positive attitude to learning; and
- pupils' very good behaviour in lessons and around the school.

However, current performance is judged as adequate because:

- pupils' performance in mathematics at key stage 3 and key stage 4 is not good enough;
- in a minority of lessons pupils' progress is too slow and, overall, pupils do not make enough progress from key stage 2 to key stage 4;
- a minority of pupils lack confidence in speaking in class; and
- attendance is not good enough.

Prospects for improvement

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

- senior leaders share a common vision and provide good support for other staff;
- staff at all levels are beginning to use data well to monitor performance and to challenge underperformance;
- governors have a good understanding of the strengths and areas for development of the school;
- the school has a thorough system for self-evaluation and gathers evidence from a wide range of sources to analyse progress; and
- recent initiatives are beginning to have a positive impact on pupils' standards.

However:

- line-management arrangements do not ensure suitable accountability and have not been effective in addressing underperformance in a minority of areas;
- the role of middle managers is underdeveloped;
- the school's self-evaluation report does not highlight important areas for development well enough; and
- the school development plan does not identify sufficiently challenging targets, or identify specific enough actions or success criteria.

Recommendations

- R1 Raise standards and improve performance at key stage 3 and key stage 4
- R2 Improve pupils' attendance
- R3 Improve the consistency of provision for developing pupils' skills in literacy, numeracy, ICT skills across the curriculum
- R4 Improve the quality of teaching
- R5 Develop the leadership skills of middle leaders
- R6 Strengthen line management arrangements to provide suitable support and challenge to raise standards
- R7 Improve self-evaluation procedures to inform development planning, and to set clear and appropriate priorities and targets for improvement

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

In 2012, the school's performance improved in many key indicators. However, prior to 2012, performance overall has been below expectations.

Performance at key stage 3 improved sharply in 2012. When compared with the relative performance levels of similar schools based on the proportion of pupils entitled to free school meals, the school's performance places it in the top quarter of schools. This improvement in performance was due to a significant rise in pupils' performance in English. However, in mathematics and in science, performance has placed the school in the lower half of similar schools for the last three years.

At key stage 4 in those indicators that include English and mathematics, the school's performance has shown an overall improvement over the last four years. In 2012 performance was above the expected level for similar schools. However, pupils' performance in English is significantly better than pupils' performance in mathematics. Pupils' performance in mathematics has placed the school in the lower half of similar schools for the last five years.

In the sixth form, the percentage of pupils who gained the level 3 threshold has declined over the last three years and in 2012 it is below that of the Wales and local averages. However, the average wider points score achieved by pupils has improved over the same period, and is now above the national and local averages.

At the end of key stage 4 a very high number of pupils remain in full-time education, either in the school or elsewhere. All of the pupils who left in summer 2012 are in education, training or employment, which is significantly better than the national average.

At key stage 3 the gap in performance between boys and girls is smaller than the national and family averages. The gap in performance is smallest in English and in science when compared with that of the family. At key stage 4, girls outperformed boys in those indicators that include English and mathematics by a greater margin than that of the family. The largest difference in performance is in English, where the gap in performance between girls and boys is much larger than that of the family average.

Overall, the relative performance of pupils entitled to free school meals and those who are not has fluctuated over the last five years. In 2012 the gap in performance between pupils entitled to free school meals and those who are not was narrower than the national average.

A majority of pupils with special educational needs generally achieve as expected.

Overall, pupils' progress from key stage 2 to key stage 4 is below expectations.

In a few lessons, pupils make excellent progress. They challenge each other's thinking and ask probing questions. In a majority of lessons, pupils make good progress. They recall information well and develop new knowledge and skills effectively. Where teaching is effective, pupils, especially the more able, respond very well to the challenges set for them by their teachers.

However, in a minority of lessons, pupils are not sufficiently involved in their learning, and do not develop their understanding successfully enough. In a very few classes, pupils' progress is too slow.

Most pupils work purposefully in groups and many pupils work independently making productive use of their time. They listen carefully to one another and pay very good attention to their teachers.

In a majority of lessons, pupils set targets for their progress and assess their own work and that of their peers regularly against specific learning goals. Most pupils are aware of their targets for development and know what to do to improve their work.

Pupils apply their thinking skills well and work together effectively to solve problems.

Many pupils write at length and for a variety of purposes in many subjects. They use a wide range of vocabulary and subject specific terms accurately, and express themselves clearly and imaginatively. Pupils use a good range of written information well to develop their ideas. A majority of pupils give thoughtful oral responses to teachers' questions and a few present their ideas fluently. However, a minority of pupils across the ability range lack confidence in speaking in class. Many pupils develop their reading skills well.

Pupils apply their numeracy appropriately in a variety of contexts. Most pupils have sufficient skills in information and communication technology (ICT) to respond confidently to a range of tasks.

At key stage 3, pupils' performance in Welsh has declined sharply over the period from 2009 to 2011 to well below the family average. Performance improved in 2012, but is still below the family average. At key stage 4, the school has entered high proportions of pupils for the GCSE full course in the last three years. Performance reflects an upward trend, with just over half the cohort attaining A*-C grades in 2012.

Wellbeing: Adequate

All pupils feel safe and secure in school and that they are listened to when they have worries and concerns. Nearly all pupils have a positive attitude to learning and school life. Many pupils understand how to lead healthy lives.

Pupils show very good behaviour in lessons. Around the school, pupils are courteous and co-operative, showing respect for each other and staff. The number of days lost through fixed term exclusions is low.

Many pupils participate in activities that enable them to take responsibility and contribute ideas to influence the work of the school. Pupils, through the school

council, are able to share their views effectively and join in whole-school decision-making processes. For example, pupils contribute to appointing new staff, and were involved in designing the new school. The school council, represented by the head girl and boy, contribute well to governing body meetings.

Many pupils develop their social and life skills well, particularly from their involvement in community activities and charity fundraising.

Although the attendance has improved, it is not good enough. Attendance has placed the school in the lower half of similar schools in terms of free school meals entitlement for the last five years.

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

The school provides a broad and balanced curriculum which meets the needs of all pupils. The school works well with its partner primary schools to strengthen progression in learning from key stage 2 to key stage 3, with a suitable focus on developing pupils' skills.

The school provides a satisfactory range of options at key stage 4. However, the school does not offer the opportunity for progression in all subjects from key stage 3 to key stage 4. There is an excellent range of courses offered in the sixth form through the local 14-19 partnership and nearly half of pupils follow at least one course delivered by another provider.

The school provides a satisfactory range of lunch-time clubs and extra-curricular activities that add value to the formal curriculum. The lack of transport for after school clubs limits significantly how many pupils participate.

The school gives a high priority to developing pupils' literacy and numeracy skills and has taken a range of approaches such as cross-curricular teaching and learning strategies and developing skills coaching sessions led by teachers. However, the actions the school has taken are not monitored well enough and the provision is too inconsistent. The school provides appropriate literacy interventions for targeted pupils, which, in the majority of cases, significantly improves their reading ability.

The school has excellent ICT facilities but it does not yet make the most of these to support the development of pupils' ICT skills.

The school provides appropriate education for sustainable development and global citizenship.

The curriculum takes good account of Welsh culture. However, the school provides limited opportunities for pupils to develop their use of the Welsh language outside of Welsh lessons.

Teaching: Adequate

Most teachers have good subject knowledge which they use well in their lessons. There are very good relationships between pupils and their teachers which contribute significantly to the positive working environment within the school.

In a few lessons, very high expectations, a brisk pace and a well-planned variety of challenging tasks result in high quality learning. In these lessons, teachers check pupils' progress frequently and use very effective questioning to ensure that all pupils make exceptional progress.

In the majority of lessons teachers plan well to improve pupils' knowledge and understanding. They employ an appropriate range of teaching strategies and resources that ensure that pupils make good progress. Well-timed activities provide frequent opportunities for pupils to work collaboratively to use and apply their learning and problem solving skills. Teachers plan effectively for pupils to review their progress and to inform the next stage of learning.

In a minority of lessons teaching is less successful and pupils fail to make the progress they are capable of. Teachers' expectations are too low, particularly of pupils of average and lower ability. In these lessons, teachers' planning fails to provide appropriately challenging and engaging tasks that meet the needs of all pupils. These lessons are too teacher-led, the pace of learning is slow, and pupils have too few opportunities to work in pairs and small groups to develop their skills.

Many teachers mark pupils' work frequently and thoroughly. Most teachers provide pupils with feedback that helps them to improve their work, and encourage pupils to devise their own learning goals. In lessons, a majority of teachers give good advice and guidance to pupils to help them to develop their skills and understanding.

The school has developed an effective system to track pupils' progress in learning and wellbeing across the school. This allows teachers to intervene in a timely way where pupils are underachieving. Leaders are beginning to use this data well to evaluate the performance of pupils in year groups and subjects. However, the targets set for pupils are generally not challenging enough.

Parents receive detailed reports on the progress of their children that effectively identify pupils' strengths and weaknesses, and targets for improvement. Nearly all parents feel that they are well informed about their child's achievements and progress.

Care, support and guidance: Good

The school provides a very high level of care for all pupils. There are effective transition procedures to help pupils settle into school. The school's peer mentoring system supports pupils successfully. Learning experiences and extra-curricular provision develop pupils' spiritual, moral, social and cultural skills well.

The curriculum and aspects of whole school life provide appropriate opportunities to develop many pupils' understanding of healthy living and the importance of a healthy

lifestyle. However, the impact of personal and social education days is limited because of poor pupil attendance and a lack of opportunity for pupils to build on their prior learning.

The pastoral team use a range of intervention strategies to support pupils well. This work is particularly effective in developing and supporting behavioural issues. Pastoral support officers respond quickly to pupils when they require support and guidance and provide valuable and effective care. The school works well with a range of specialist services to support vulnerable pupils.

Support and guidance for pupils making choices at key stage 4 and at post-16 are good.

There is appropriate support for pupils with additional learning needs and they are fully integrated into the life of the school. The school accesses a wide range of specialist support for pupils with particular needs. Individual education plans set suitable targets, they are reviewed regularly and help pupils to make good progress. Parents of pupils with additional learning needs receive useful information on their child's progress. Pupils and parents are involved appropriately in reviewing education plans and in target-setting. Support assistants work well with pupils with additional learning needs or those pupils for whom English is an additional language.

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

Learning environment: Good

The school has a strong and inclusive ethos that promotes Christian values well. Diversity is celebrated. There is a clear emphasis on equality and pupils, including those with a disability are not disadvantaged in any way.

The school building and grounds provide a learning environment that meets the needs of pupils very well. The building fosters a calm, safe environment, which makes a positive contribution to learning. The atrium is an outstanding feature, creating a multi-purpose space for the whole school while, at the same time, providing a welcoming entrance area. All teaching areas are of an appropriate size and well resourced, and the facilities for private study for sixth form students are of a high standard. The internal and outdoor facilities for physical education are particularly strong features. Overall, the school provides high quality learning resources with particularly good ICT resources.

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

Leadership: Adequate

The membership and structure of the senior leadership team have changed considerably over the last 18 months. Since relocation to a new school building, the new senior team has overseen successfully a number of changes to the organisation of the school.

The headteacher is committed to raising standards and has a secure understanding of the issues which need to be addressed. The senior leadership team has established new roles and structures. Together, the headteacher and senior leaders share a common vision for the school, and work well as a team. They are visible around the school and provide good support for other staff.

The school has introduced a new system to manage performance. Individual targets are now linked to the school's priorities. However, line-management arrangements do not ensure suitable accountability and have not been effective in addressing underperformance in a minority of areas.

The majority of middle managers understand their roles and carry out responsibilities appropriately and with enthusiasm. They are beginning to monitor and evaluate provision more effectively. However, the quality of leadership at middle management is too variable. Although they are beginning to use data better to challenge underperformance, overall, the role of middle managers is underdeveloped.

The governing body is dedicated, committed and supportive of the school. Governors have a sound understanding of the majority of the strengths and areas for improvement in the school. The headteacher informs the governing body appropriately about the school performance. They have a developing understanding of the use of data, and are increasingly confident when comparing the performance of the school with that of similar schools.

The school has recently developed policies and initiatives to meet local and national priorities. There are early signs of the impact of this work, particularly in extended writing across the curriculum.

Improving quality: Adequate

The school has a thorough system for self-evaluation and gathers evidence from a wide range of sources to analyse progress. Senior leaders have a sound understanding of the school's strengths and of many of the areas for improvement. The school's self-evaluation report is concise and makes useful comments about many areas of the school's work based on firm evidence. However, it does not always highlight important areas for development, such as teaching or pupils' progress in some subjects.

Most departmental reports analyse pupils' performance well, and use the findings of the scrutiny of pupils' work and the views of pupils to support the assessment of the department's strengths and areas for improvement. However, a minority of middle leaders do not evaluate thoroughly enough, and most make insufficient use of lesson observations within this process.

The school development plan and related plans link directly to the outcomes of the whole school self-evaluation. It focuses appropriately on key areas such as raising standards of achievement and improving literacy and numeracy. While the plan provides a useful basis for improvement, the identified targets are not always challenging enough. A range of related actions are set out but these lack specific success criteria. Overall, the plan does not focus sufficiently on developing the range and quality of teaching approaches.

Departmental plans address whole school priorities. However, actions are not focused enough to bring about improvement and targets are insufficiently challenging.

The school has developed a range of networks to develop provision. Staff are involved in a number of working groups within and outside the school that are having a positive effect on the quality of teaching and learning and of standards in a few areas. Performance management processes identify clearly the professional development requirements of staff. These arrangements are effectively linked to whole school improvement priorities.

The school has made adequate progress in addressing the recommendations from the last inspection report. Self-evaluation is now aligned closely with development planning. However, the recommendations relating to improving standards and developing the roles of leaders have not been fully addressed.

Partnership working: Good

The school works well in partnership with a wide range of external agencies to support the curriculum and pupils' wellbeing.

The school moved to its current building two years ago from a site five miles away and quickly formed positive relationships with its new local community that benefit pupils.

The school has strong relationships with parents and carers, particularly in relation to the care, support and guidance of their children.

The school works effectively with its partner primary schools to prepare pupils effectively for the transition to secondary school. As a result, pupils settle quickly into life in Year 7.

The school collaborates well with its partners in the local 14-19 network to widen the range of courses available to pupils in the sixth form. However, this partnership work is far less successful at key stage 4, as only three collaborative courses are offered and take up is very limited. The school has suitable quality assurance arrangements to monitor the quality of the courses delivered collaboratively and respond appropriately to concerns about quality.

Resource management: Adequate

The school manages its resources well. It is appropriately staffed to meet the requirements of the curriculum and support learning. Support staff are deployed effectively to make a very valuable contribution to the life of the school. There are good systems to ensure funding is directed towards strategic priorities. The systems for the allocation and review of capitation are robust and leaders ensure that spending is in line with the school's financial planning. There are clear links between the budget and the school's development plan. Spending priorities are focused appropriately on areas for improvement.

Taking into account the adequate standards achieved by pupils, the school provides adequate value for money.

Appendix 1

Commentary on performance data

At key stage 3, performance in the core subject indicator fell below the family average in the last two years but in 2012 rose sharply to above the family average. When compared with similar schools based on the percentage of pupils entitled to free school meals, the school has been in the bottom quarter of schools for the previous three years. In 2012, performance placed it in the top quarter of schools. When compared with modelled expectations, performance in the core subject indicator is five percentage points above the average.

Performance in English also improved sharply in 2012, after being below the family average for the previous three years. Performance in English has placed the school in the bottom quarter of similar schools for the previous four years. In 2012, performance placed it in the top quarter of schools.

Performance in English at level 6 and above has fluctuated over the last five years. It has been below the family average for four years but has risen sharply to above the family average in 2012. Performance has placed the school in the lower half of similar schools for four years, but it rose to the top quarter in 2012.

Performance in mathematics has declined over the previous four years to below the family average. In 2012, it rose to just below the family average. Performance has placed the school in the lower half of similar schools for the last three years. Performance in level 6 and above in mathematics has been above the family average for four out of the last five years. When compared with similar schools, performance has fluctuated, and after being in the bottom quarter of schools in 2011, the school rose to the second quarter in 2012.

Performance in science has declined overall during the last five years but after a dip in 2010 has risen again to around the family average. It has placed the school in the lower half of similar schools for the last three years. Performance at level 6 and above in science has declined overall over the last five years. When compared with that of similar schools, performance is now in the second quarter.

Pupils' progress from the previous key stage for 2012 was above average in English, but significantly below average in mathematics and science when compared with levels in similar schools.

At key stage 4, performance in the level 2 threshold including English and mathematics has shown gradual improvement over the last four years, in line with the family. When compared with similar schools in terms of the free school meals benchmarks, performance at level 2 including English and mathematics has placed the school in the lower half of schools for the previous four years, but it has now risen to the top half of schools. In 2012, performance in this indicator was close to modelled expectations.

Performance in the level 2 threshold has generally improved over the previous four years in line with the family average. In 2012, performance declined slightly to below the family average. It has placed the school in the lower half of similar schools for five years.

Performance in the capped points score was above the family average between 2009 and 2011. In 2012, performance fell to just below the family average. Performance has placed the school in the lower half of similar schools for three years.

Performance in the level 1 threshold has improved slightly overall over the last five years, and has been roughly in line with the family average. However, performance at level 1 has placed the school in the lower half of similar schools for four out of the last five years.

Performance in English has been above the family average for five years. After a dip in 2009, performance has risen steadily. After being in the bottom half of similar schools for the previous three years, the school rose to the top quarter of similar schools in 2012.

Performance in mathematics has fluctuated over the last five years. It has placed the school in the lower half of similar schools over the last five years. Science performance has been above the family average for the last five years, and has improved over the last three years. It has placed the school in the top half of similar schools for the last five years.

Pupils' progress from key stage 2 to key stage 4 is weak.

Over the previous four years the number of 15-year-olds leaving full time education without a qualification had declined to zero. In 2012 this percentage rose to around 1% which is higher than the Welsh and family averages.

In the sixth form, 87% of pupils achieved the level 3 threshold in 2012. This percentage has declined over the last three years. This is a lower figure than the Wales and the local averages. After being above the family average for four years, performance in the level 3 threshold has declined to significantly below the family average.

Performance in the average wider points score has improved over the last three years and is above the Wales and local authority averages. Performance has improved roughly in line with the family average over the last five years, and in 2012 is just above the family average.

At key stage 3 the difference in performance between boys and girls is less than the family average. The gap in performance is smallest in English and in science when compared to that of the family. At key stage 4, girls outperformed boys at level 2 including English and mathematics and in the core subject indicator by a slightly greater margin than that of the family. At level 2, girls outperformed boys by a wider margin than the family average. The largest difference in performance is in English.

At key stage 3 and key stage 4, pupils entitled to free school meals perform less well than in the family or nationally. Overall, the relative performance of pupils entitled to

free school meals and those who are not has fluctuated over the last five years. In 2012 the gap in performance between pupils entitled to free school meals and those who are not was narrower than the national average.

At key stage 3, pupils' performance in Welsh has declined sharply over the period from 2009 to 2011 to well below the family average. Performance rose in 2012, but is still below the family average.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Estyn received responses from 206 pupils, selected at random from across the age range. Many responses were more positive than those from other secondary schools.

All pupils say that they feel safe in school and nearly all say that they have someone to turn to if they have any concerns. Nearly all pupils believe that the school deals well with bullying.

Many pupils feel the school takes account of their views. Many learners also state that pupils behave well and that they can get on with their work.

Nearly all pupils consider that they are doing well and most say that staff help them to learn and make progress and encourage them to take responsibility. Most believe that they have enough books and equipment, and many say that homework helps them to understand and improve their work. A majority of pupils in key stage 4 and many pupils in the sixth form say that they received good advice when choosing their courses. Most pupils feel well prepared for further education or employment.

Many pupils state that the school teaches them to be healthy, and that there are plenty of opportunities to get regular exercise.

Nearly all pupils confirm that the school helps them to understand and respect people from other backgrounds, and many pupils say that staff treat them fairly and with respect.

Responses to parent questionnaires

Estyn received 83 responses to the parent questionnaire. Nearly all responses were much more positive than those from parents of pupils in other secondary schools.

Nearly all parents are satisfied with the school and say that it is well run. All parents believe that their children are safe and nearly all say that their children like the school. All parents indicate that their children were helped to settle in well when they started school. Most parents believe that pupils behave well in the school.

Nearly all parents consider that there is a good range of activities and most think that their children are encouraged to be healthy. Most feel comfortable about approaching the school to discuss matters about their child's education and wellbeing. Most say that they understand the school's procedure for dealing with complaints.

All parents believe that their children are making good progress and that staff expect their children to work hard. Nearly all indicate that teaching is good and that homework reinforces learning. Most parents believe that staff treat all children fairly and with respect. Most parents feel that their children receive appropriate additional support where necessary and that their children are well prepared for moving on to the next school or college.

Most parents feel well informed about their children's progress.

Appendix 3

The inspection team

Sarah Lewis	Reporting Inspector
Marc Belli	Team Inspector
Mark Champion	Team Inspector
Andrew Herdman	Team Inspector
Kevin Adams	Team Inspector
Edward Tipper	Lay Inspector
Richard Vaughan Davies	Peer Inspector
Angela Keller	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.