



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

**Cantonian High School
Fairwater Road
Fairwater
Cardiff
CF5 3JR**

Date of inspection: February 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Crown Copyright 2015: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 09/04/2015

Context

Cantonian High School is an English medium, 11-18 mixed, community school serving residential areas on the western side of Cardiff. Currently the school has 507 pupils, including 128 in the sixth form. This is a decrease from the 737 pupils attending the school at the time of the last inspection in February 2011, although the number of pupils in the sixth form has remained stable.

Around 29% of pupils are eligible for free school meals, which is above the Welsh average of 17.5% for secondary schools. About 33% of pupils live in the 20% most deprived areas in Wales.

Almost 9% of pupils have statements of special educational needs compared with 2.4% for Wales as a whole. A further 28% of pupils have a special educational need, which is higher than the national average of 20.1%. The school has two local authority special educational needs facilities. These are an access base, which provides specialist support for pupils with autism, and a specialist resource base for pupils in key stage 4 and the sixth form with severe or moderate learning difficulties.

Around 15% of pupils are from ethnic minority backgrounds. About 10% of pupils speak English as an additional language. No pupils speak Welsh as their first language.

About 10% of pupils in key stage 3 and key stage 4 join the school at times other than the start of Year 7. Most of these pupils are admitted to the school following transfer from other secondary schools in the Cardiff local authority.

The headteacher has been in post since 2003. The senior leadership team consists of the headteacher, two deputy headteachers and an assistant headteacher.

The individual school budget per pupil for Cantonian High School in 2014-2015 is £6,280 per pupil. The maximum per pupil in the secondary schools in Cardiff is £8,783 and the minimum is £4,127. Cantonian High School is second out of the 20 secondary schools in Cardiff in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is adequate because:

- Pupils' performance in the indicators that include a wide range of qualifications improved sharply over the last two years and is much better than the average for similar schools
- The performance of pupils with special educational needs is strong
- In Welsh second language, standards are consistently good
- Many pupils develop their literacy skills effectively
- Over the last two years, pupils' attendance has improved significantly
- There is an inclusive and caring ethos

However:

- In key stage 4, pupils' performance in those indicators that include English and mathematics is consistently lower than in similar schools
- In about half of lessons, pupils do not make enough progress
- Boys do significantly less well than girls at the end of key stage 3 and girls achieve less well than boys at key stage 4; in particular, girls perform significantly less well in mathematics than other girls in the family and nationally
- Fixed-term exclusions are much higher than local and national averages
- Whole-school planning to improve pupils' numeracy skills is under-developed
- The quality of teaching varies too much and does not have enough impact on the standards that pupils achieve
- Arrangements for the annual review of all statements of special educational needs do not meet statutory requirements

Prospects for improvement

Prospects for improvement are judged to be unsatisfactory because:

- Although senior leaders and other staff have worked well together to maintain a positive and caring culture in the school, overall, they have not had enough impact on raising standards and improving the quality of teaching
- There is a lack of balance in senior leaders' responsibilities, resulting in unclear lines of accountability
- Self-evaluation and planning for improvement are not robust enough and are not managed effectively
- The school has built up a significant deficit budget and its medium-term financial plan will take many years to return a balanced budget position
- Progress in addressing the recommendations from the last Estyn inspection has been variable

Recommendations

- R1 Raise standards, particularly in English and mathematics, and improve pupils' numeracy skills
- R2 Reduce fixed-term exclusions
- R3 Improve the quality of teaching across the school
- R4 Comply fully with the statutory duty to review all statements of special educational needs at least annually
- R5 Strengthen leadership arrangements to ensure greater accountability and improve the management of self-evaluation and planning for improvement
- R6 Resolve the budget deficit effectively

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

The school's performance at key stage 4 in the majority of threshold indicators shows a general trend of improvement over the last four years. In 2014, pupils' performance in those indicators that include English and mathematics has improved when compared with performance in 2013. However, this is below modelled expectations and places the school in the bottom quarter of similar schools in terms of free-school-meal benchmarks. Pupils' performance in the indicators that include a wide range of qualifications has improved sharply over the last two years and is now much better than the average for similar schools. Overall, pupils do not make enough progress from previous key stages.

At key stage 3, performance in English, mathematics and science in combination has generally improved over the last four years although there has been a dip in 2014, which places the school in the bottom quarter of similar schools. In 2014, pupils' progress in this indicator from the previous key stage is below expectations.

In the sixth form, pupils' performance in the level 3 threshold for the last four years has been either similar to or above the average for the family of schools. However, performance in the average wider points score has been below the family and national averages for 2013 and 2014.

Over the last three years no pupil has left the school without recognised qualifications. In 2014, at the end of key stage 4, most pupils remained in education or training.

The gap between the performance of girls and boys varies across the school. In key stage 3, girls' attainment is better than boys'. In 2014, the gap between the performance of boys and girls in all of the main indicators is much greater than the average for the family of schools. At key stage 4 and the sixth form, boys generally achieve better than girls, which differs from the family and national averages where girls do better. In particular, at key stage 4, girls perform significantly less well in mathematics than girls in other schools in the family and nationally.

Over the last three years, at key stage 3 and key stage 4, there has been a general trend of improvement in the performance of pupils who are eligible for free school meals. In 2014, at key stage 3, pupils eligible for free school meals have done better than those in the family and nationally in the core subject indicator. In key stage 4, they have done much better than those in the family and nationally in the indicators that include a wide range of qualifications but significantly less well for the indicators that include English and mathematics.

Pupils at the school with additional learning needs have a wide range of abilities and, based on their attainment prior to entry, many make good progress as they move through the school. By the time they leave school at the end of Year 11 or the sixth form, overall, these pupils achieve high standards in relation to their ability and context.

In about half of lessons, pupils make consistently good progress in developing their knowledge, understanding and skills. Many pupils are well behaved and they work co-operatively with each other in group work, sharing their ideas well and displaying good questioning skills. The majority of pupils have quick and accurate recall of their previous learning, which they apply effectively to new situations. They show interest, work hard and remain focused throughout the lesson. However, in about half of lessons, pupils do not make enough progress. Often this is because they do not settle quickly to their work at the start of the lesson or sustain their concentration during it. A few pupils are either too passive or too boisterous, or they cause low level disruption, which interrupts their own and others' learning.

Many pupils develop their literacy skills effectively. They listen to each other carefully during lessons and respond appropriately to each other's comments, helping to develop their subject knowledge and understanding and using subject terminology accurately. Relative to their age and ability, many pupils are competent readers and apply their reading skills effectively in different subjects across the curriculum. They evaluate texts efficiently, with more able pupils confidently linking their analyses with their own prior knowledge. However, overall, pupils demonstrate a narrow range of strategies for reading for different purposes. As a result, their capacity for independent research is limited.

Relative to their ability, the majority of pupils write well in different subjects and contexts for a variety of purposes. They largely present material appropriately, making considered choices in terms of language. However, a minority of pupils' written work, particularly that of boys, is poorly presented with badly formed handwriting.

In a small number of subjects, pupils use their numeracy skills well to support their learning. For example, in physical education they generate data by recording heart rates accurately and they present and interpret their findings correctly. However, overall, pupils' numeracy skills are not well developed. This is particularly the case in subjects such as science, where pupils use their numeracy skills more commonly. For example, in science, pupils' graph work is often of a poor standard with incorrectly drawn scales and untidy presentation.

Pupils make good progress in developing their Welsh language skills as they progress through the school. In 2014, at key stage 4, all pupils entered for a GCSE qualification in Welsh second language. The proportion of pupils gaining a grade C or above in either the full or short course was significantly above the national averages for both courses.

Wellbeing: Adequate

Nearly all pupils feel safe in school and most feel that the school deals well with bullying. Around the school, many pupils behave with politeness and courtesy, showing respect and care for others. Many pupils behave well in lessons, but a few cause low-level disruption, which prevents them and others from getting on with their work.

Pupils' attendance rates have improved in the last two years. In 2014, this has placed the school in the upper half of schools with similar levels of free school meals and is above modelled expectations. The percentage of pupils who are persistent absentees has decreased in the last four years and is now in line with the national average. In 2014, there were no permanent exclusions. However, the number of fixed-term exclusions has remained static for the last three years and is significantly higher than local and national averages.

Most pupils understand the importance of healthy life styles and exercise. The majority participate in a wide range of extra-curricular activities and contribute appropriately in decision-making at the school through a range of pupil led groups. This includes the eco council, buddy groups for social and emotional support and the school council. This helps pupils to develop their social and life skills effectively and prepares them aptly for their next stage of education or work.

Key Question 2: How good is provision?	Adequate
---	-----------------

Learning experiences: Adequate

The school provides a suitably broad and balanced curriculum, which fully meets statutory requirements. At key stage 4 and in the sixth form, there is a sufficient choice of general and vocational courses. Around half of these are offered in partnership with the local college and schools. The school's provision for the Welsh Baccalaureate provides pupils with worthwhile experiences to develop their wider skills such as work related education.

The school is developing appropriate whole-school approaches to embed the National Literacy Framework. However, the planning and implementation for numeracy are under-developed. There is an appropriate range of intervention programmes for pupils with the greatest difficulties in literacy and numeracy, which helps these pupils to make suitable progress.

The school provides a wide range of well-attended extra-curricular activities, which has a positive impact on pupils' wellbeing and attitudes to health and fitness. This includes sports clubs, an eco-council and cookery club. In the school's learning resource centre, pupils receive valuable support for homework and other learning activities.

The school's provision for Welsh is strong and helps pupils to make good progress. For example, in 2014, at key stage 4, all pupils entered for a level 2 qualification in Welsh second language and outcomes were significantly above national averages. Pupils' understanding of Welsh culture and traditions is developed effectively through a range of subjects and whole-school activities, such as the school Eisteddfod.

The school has successful arrangements for developing pupils' awareness and understanding of sustainability and global citizenship. This includes subject-related activities and valuable international links with countries such as Zambia, France and Germany.

Teaching: Adequate

Overall, there is too much variation in the quality of teaching and it does not have enough impact on the standards that pupils achieve.

In about half of lessons, teachers set clear and appropriate objectives, which are shared suitably with their class. They plan well-directed starter activities, with a good link to prior learning, which help pupils to settle quickly and focus their attention. The majority of teachers plan their lessons well, with a range of activities to help pupils achieve the learning objectives and consolidate their knowledge. In a few lessons, these activities have particularly valuable subject links to real life examples or rich background settings. This helps to stimulate pupils' interest and motivates them greatly. About half of teachers have high expectations and they deliver their lessons with a brisk pace and well-balanced timing, which helps to maximise pupils' learning. They also place a strong emphasis on developing pupils' literacy skills, in both English and Welsh, which enables pupils to develop these skills effectively in different contexts.

However, in about half of lessons pupils do not make enough progress. This is most commonly because learning activities are not planned well enough to meet the needs of pupils of differing abilities and do not provide enough opportunities for pupils to develop their independent learning skills. In a few lessons, the content of the lesson is either too difficult or too easy for many pupils and, as a result, they lose concentration and lack motivation. In a very few lessons, teachers have poor classroom management skills. As a result, a minority of pupils are off-task for significant periods of time, losing the opportunities to extend and consolidate their learning.

Many teachers have a good appreciation of pupils' strengths and weaknesses and provide constructive oral feedback during lessons to help pupils make progress. Many teachers mark pupils' work regularly, although a few do not. Overall, the quality of written feedback varies too much, with only a minority of teachers providing high quality clear advice for pupils to know how to improve subject-specific skills. Across the school, there is no consistent approach to correcting pupils' spelling and grammatical errors.

Pupil progress in individual subjects is tracked appropriately and rigorously analysed to identify areas for improvement. However, the progress of pupils with additional learning needs and those involved in intervention groups is not tracked well enough at whole-school level.

Parents and carers are kept well informed about their child's achievement through short progress and full reports. These are generally helpful, with the full reports mostly providing clear advice on the subject-specific skills that a pupil needs to improve.

Care, support and guidance: Adequate

The school has a suitable range of policies and provision to promote pupils' health and wellbeing. This includes appropriate arrangements for promoting healthy eating and drinking, and a variety of well-attended lunch-time and after school clubs.

The school's personal and social education programme is planned well. It includes an extensive range of external speakers to enhance the programme, which is delivered through themed days. This makes a sound contribution to pupils' understanding of healthy lifestyles and their spiritual, moral, social and cultural development. Assemblies, 'thought for the week' and form time provide opportunities for reflection. However, the school does not comply with its statutory duty to provide a daily act of collective worship for all pupils because a few form times do not follow the school's arrangements for this aspect fully.

There are appropriate opportunities for pupils to find out about different career choices at both key stage 4 and post-16. Pupils receive beneficial advice and support as they progress through the school.

The school successfully hosts two local authority specialist classes, with pupils fully integrated in the life of the school. Staff from the specialist classes work effectively with colleagues to ensure that pupils access lessons with their mainstream peers.

Nearly all pupils attending the school's two 'on track' support bases have difficulty in managing their behaviour. Although teachers provide appropriate work for them to complete when they attend the base, there is no systematic approach to working with pupils on their behavioural needs and the school does not fully evaluate the impact of its interventions with these pupils.

Almost one-tenth of pupils have a statement of special educational needs. Annual reviews generally provide informative comments on the progress that pupils make. However, the school is not consistent in reviewing all statements on an annual basis. It therefore fails to comply with its statutory duty.

Overall, pupils' individual education plans do not focus well enough on pupils' special educational needs and a few are not reviewed regularly.

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

Learning environment: Good

The school is a fully inclusive community with a caring ethos, which is supported well by its staff. Pupils are polite and friendly to visitors and take pride in their school. They have equal access to all areas of the school's provision, irrespective of their background or ability. There is a clear emphasis on recognising, respecting and celebrating diversity, while promoting the prevention of oppressive behaviours such as homophobia, bullying and racism.

Displays in classrooms and around the school are generally of a high standard, informative and celebrate pupils' achievements effectively. Pupils have enough books and equipment to do their work and there is good provision for information and communication technology. The accommodation is generally well maintained and used appropriately. The school fields are extensive and secure, and there are adequate facilities for physical education and sports. The sports changing rooms are largely satisfactory, but facilities for showering remain an area for development. Pupil toilets meet minimum requirements and are appropriately stocked and kept clean.

Key Question 3: How good are leadership and management?	Unsatisfactory
--	-----------------------

Leadership: Adequate

The headteacher, senior leadership team and other staff have worked well together in recent years to maintain a positive and caring culture in the school. This has been achieved in the challenging context of significant falling rolls, staff redundancies and high numbers of pupil transfers to the school in key stage 3 and key stage 4. The positive impact of the school's leadership can be seen in the school's recently improved outcomes in areas such as attendance and the wider qualifications that pupils achieve at key stage 4. However, overall, leadership has not had enough impact on pupils' performance in key stage 4 in those indicators that include English and mathematics.

The school's priorities are clear and reflect the national priorities for literacy, numeracy and tackling disadvantage, as well as important areas such as continuing to improve attendance rates. However, responsibilities across the senior leadership team are not sufficiently balanced and overlap too much. As a result, lines of accountability are often blurred, particularly in the area of planning for improvement.

Line management and leadership meetings are organised appropriately and there is increasing accountability across the school to improve outcomes for pupils. However, actions points from line management meetings are not always clear and follow-up on important areas, such as the development of boys' writing skills in English and the progress of girls in mathematics, is inconsistent.

The majority of curriculum and pastoral leaders work hard to deliver appropriate outcomes for pupils. However, the leadership skills of a minority of middle leaders are under-developed.

The school's revised arrangements for the organisation and analysis of performance management processes are generally developing appropriately. Targets from the performance management process align suitably to whole school priorities and they are now being analysed more systematically to shape professional development opportunities for staff. However, in a few cases performance management targets lack precision and do not link closely enough to the school's priorities. Senior leaders have addressed issues of underperformance appropriately, where necessary.

The school sets and makes suitable use of challenging targets to monitor pupils' outcomes across the school. Whole-school targets are generally both realistic and challenging and set the ambition for the school.

Governors are improving their understanding of school performance data, self-evaluation and planning for improvement. This is helping them to become more effective at monitoring the progress that the school is making. However, overall, they do not challenge the school rigorously enough in important areas of its work such as high exclusion rates, low performance in individual subjects and financial management.

Improving quality: Unsatisfactory

The school's structures for evaluating the quality of its work and to plan and secure improvement are not robust enough.

A range of data and first hand evidence, including lesson observations, work scrutiny and listening to the views of pupils, is used to arrive at a judgement of the school's current position. However, this does not identify fully significant areas for improvement and has not had enough impact on bringing about sufficient improvement in key areas.

The school is addressing the quality of teaching and learning with a series of department reviews and these have increased the level of understanding about the performance of departments as a whole. However, lesson observations in these, and other, contexts are insufficiently focused on key elements of teaching. This includes the impact of teaching on pupils' progress and the delivery of literacy and numeracy skills. As a result, the findings of these activities are limited in terms of their impact on improvement.

The school's self-evaluation report provides a satisfactory overview of the strengths and areas for improvement for the school. It is generally evaluative, although in a few instances it is too descriptive. The school's improvement plan generally reflects the areas for development identified in the self-evaluation report. In many cases, these are defined in appropriate detail and measured by quantitative evidence, such as realistic targets for raising aspects of pupils' performance and improving levels of attendance. However, in a few key areas, the identified actions required, and the indicators that will be used to measure them, are not specific enough. This makes it difficult for the school to judge progress in these areas accurately.

Department self-evaluation and improvement planning documents mirror those of the school in terms of overall priorities and structure. However, self-evaluation is not overseen strategically by a member of the senior leadership team. As a result, although each department is suitably line managed by a senior leader, the quality of self-evaluation and improvement planning varies too much across subject areas and teams. This has had a negative impact on progress in key indicators for pupil outcomes, such as the performance of pupils in mathematics at key stage 4.

The school's progress in addressing the recommendations from the last Estyn inspection has been variable. For example, while attendance rates have improved steadily, the school has not had enough impact on raising standards in those indicators that include English and mathematics at key stage 4.

Partnership working: Good

The school has developed an effective range of strategic partnerships. For example, its 14-19 partnerships with neighbouring schools, a college and other providers have broadened its curriculum and improved results, particularly in key stage 4 in those qualifications that do not include English and mathematics. These arrangements are suitably monitored for quality and safety.

The school's partnership with its partner primary schools helps to ensure smooth transition at the end of key stage 2.

The school works particularly well with a wide range of agencies to promote and support its most vulnerable learners to achieve beneficial outcomes. These sensitively handled arrangements have extended the experiences and developed the resilience of these pupils who might otherwise have been at risk of leaving school without recognised qualifications. This is a strength in the school's provision.

The school works effectively with initial teacher training institutions and plays an active part in the education and training of new teachers. It links with local businesses well and uses them to provide interesting, relevant experiences for pupils.

A range of other partnerships, from the involvement of the local football team through to the long standing link with Japan, broaden pupils' experiences effectively, building their confidence and skills. Positive relationships exist with the school's parents and carers.

Resource management: Unsatisfactory

The school is appropriately staffed to teach the curriculum. Teachers are generally deployed efficiently to make best use of their subject expertise. Teaching assistants provide reliable in-class support for pupils, particularly those with complex additional learning needs.

Performance management processes are used appropriately to shape professional development programmes and there is generally a suitable range of professional development opportunities in place for staff. However, although the school has identified the need to develop the role of middle leaders in the school, this is not reflected in the school's performance management arrangements.

The school's use of grant funding is set out clearly in the school's improvement plans. The pupil deprivation grant is generally well focused on improving support and outcomes for pupils from disadvantaged backgrounds. In 2014, this had a positive impact on improving outcomes for these pupils at key stage 4 in skills and vocational qualifications, as well as improving their attendance rates in school.

The school has built up a significant deficit budget, largely due to historic shortcomings in its budgeting arrangements. Currently, the school has a medium-term financial plan agreed by the local authority in place to resolve this. However, this plan makes it clear that the size of the deficit will take many years before the school returns to a balanced budget position.

In the light of the adequate standards achieved by pupils and the significant budget deficit accrued over time, the school provides unsatisfactory value for money.

Appendix 1

Commentary on performance data

At key stage 3, performance in the core subject indicator has generally improved over the last four years, although there was a slight dip in 2014. In 2014, the school's performance at level 5 and above was below the average for its family of similar schools and modelled expectations. This placed the school in the bottom 25% when compared with similar schools based on levels of eligibility for free school meals.

In English, performance at level 5 and above has varied over the last four years. It was below the family average in 2011, 2012 and 2014 but was above the family average in 2013. After being in the lower 50% of similar schools, based on levels of eligibility for free school meals, for 2011 to 2013, the school moved into the bottom 25% in 2014. Performance in English at level 6 or above has improved significantly over the last four years. The school moved from the bottom 25% of similar schools based on levels of eligibility for free school meals in 2011 to the top 25% in 2013 and upper 50% in 2014.

In three of the last four years the school's performance in mathematics at level 5 or above has been broadly similar to the family average. In 2014, performance fell below the family average and placed the school in the bottom 25% of similar schools based on levels of eligibility for free school meals. Performance in mathematics at level 6 or above increased sharply from 2011 to 2013 before dipping in 2014. This moved the school from the upper 50% of similar schools based on levels of eligibility for free school meals in 2013 to the bottom 25% of similar schools in 2014.

Over the last four years performance in science at level 5 or above has been uneven and, other than in 2012, it has been below the family average. Performance in science at level 6 or above has risen sharply from 2011, and, since this time, has been either above or about the same as the family average. After being in the bottom 25% of similar schools based on levels of eligibility for free school meals in 2011, the school moved to the top 25% in 2012, upper 50% in 2013 and lower 50% in 2014.

At key stage 4, performance in the level 2 threshold including English and mathematics has been uneven over the last four years and, other than in 2012, it has been below the family average. In 2014, it was below modelled expectations and placed the school in the bottom 25% of similar schools based on free-school-meal benchmarks. Performance in the core subject indicator has been uneven over the last four years and always below the family average. In 2011, it placed the school in the bottom 25% of similar schools based on free-school-meal benchmarks, the lower 50% of similar schools for 2012, and back to the bottom 25% of similar schools in 2013 and 2014. Performance in the level 2 threshold and capped points score has risen sharply over the last four years. The 2013 and 2014 performance placed the school in the top 25% of similar schools based on free-school-meal benchmarks for both indicators. This was well above the family and national averages. Performance in the level 1 threshold has improved over the last four years, although it has always

been below the family average. In 2014 it placed the school in the lower 50% of similar schools based on free-school-meal benchmarks. Performance in English has risen over the last four years and is now similar to the family average. In 2014, for free-school-meal benchmarks, English placed the school in the lower 50% of similar schools. Performance in mathematics has been uneven over the last four years and, other than in 2012, below the family average. For free-school-meal benchmarks, performance in 2014 placed the school in the bottom 25% of similar schools. Science performance placed it in the lower half of similar schools. Pupils' progress from the previous key stages is much better than expected for the level 2 threshold and the capped points score, but is well below expectations for the level 2 threshold including English and mathematics and the core subject indicator.

No pupil left the school without a recognised qualification in the last three years

In the sixth form, performance in the level 3 threshold has been broadly the same or above the family average for the last four years. Performance in the average wider points score fell in 2012 and 2013 before improving in 2014 and was below the family and national averages for both years.

In 2014, at key stage 3, girls achieved better than boys in all of the main indicators. The level of underperformance by boys in all indicators is much greater than the family average. At key stage 4, boys did better than girls in the level 2 threshold including English and mathematics, the core subject indicator, the level 2 threshold, the level 1 threshold and mathematics core subject indicator. This is in contrast to the family and national averages where girls do better. In both key stages, for the core subject indicator the gap between the performance of boys and girls has been uneven over the last four years. In the sixth form, boys performed better than girls for the level 3 threshold in 2013 and 2014, with their performance above that of boys in other schools in the same family for both years and, in 2014, the average for boys in Wales as a whole. In the average wider point score, the gap between the performance of boys and girls has been uneven over the last four years. During this time, other than boys' performance in 2011, both boys and girls did less well than those in the family, locally and nationally.

Over the last four years, at key stage 3 and key stage 4, the school has largely been successful in reducing the gap between the performance of pupils who are eligible for free school meals and those who are not. In 2014, at key stage 3, pupils at the school eligible for free school meals did better than those in the family and nationally in the core subject indicator. At the end of key stage 4, the pupils at the school eligible for free school meals did much better than those in its family and nationally for the level 2 threshold and capped points score but less well for the level 2 threshold including English and mathematics and the core subject indicator.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Secondary questionnaire (overall)

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

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	114		69 61%	42 37%	3 3%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			43%	53%	4%	1%	
The school deals well with any bullying	112		38 34%	62 55%	7 6%	5 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			25%	58%	14%	3%	
I have someone to talk to if I am worried	113		72 64%	35 31%	4 4%	2 2%	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	114		38 33%	65 57%	11 10%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			23%	57%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	114		56 49%	50 44%	7 6%	1 1%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			45%	45%	9%	2%	
I am doing well at school	113		34 30%	68 60%	8 7%	3 3%	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	113		58 51%	49 43%	4 4%	2 2%	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	114		30 26%	69 61%	14 12%	1 1%	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	113		56 50%	41 36%	12 11%	4 4%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			45%	47%	7%	1%	
Pupils behave well and I can get my work done	113		7 6%	68 60%	32 28%	6 5%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			10%	57%	27%	6%	

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
Staff treat all pupils fairly and with respect	113	44 39%	57 50%	10 9%	2 2%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		28%	51%	17%	4%	
The school listens to our views and makes changes we suggest	113	19 17%	72 64%	16 14%	6 5%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
		16%	54%	25%	5%	
I am encouraged to do things for myself and to take on responsibility	114	58 51%	54 47%	2 2%	0 0%	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	111	48 43%	50 45%	11 10%	2 2%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
		35%	54%	9%	1%	
The staff respect me and my background	113	56 50%	52 46%	4 4%	1 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	113	60 53%	51 45%	2 2%	0 0%	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	36	13 36%	17 47%	5 14%	1 3%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
		28%	52%	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	27	17 63%	7 26%	2 7%	1 4%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		27%	50%	16%	6%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	30	16 53%	10 33%	3 10%	1 3%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	30	16 53%	12 40%	1 3%	1 3%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		46%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	30	15 50%	13 43%	0 0%	2 7%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		49%	45%	3%	1%		
My child is making good progress at school.	30	17 57%	10 33%	2 7%	1 3%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	28	7 25%	12 43%	4 14%	4 14%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	30	13 43%	14 47%	2 7%	1 3%	0	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	30	17 57%	10 33%	2 7%	1 3%	0	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		50%	46%	2%	0%		
The homework that is given builds well on what my child learns in school.	30	12 40%	14 47%	3 10%	1 3%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		31%	53%	8%	2%		
Staff treat all children fairly and with respect.	30	14 47%	11 37%	2 7%	2 7%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		32%	48%	9%	2%		
My child is encouraged to be healthy and to take regular exercise.	30	11 37%	15 50%	2 7%	2 7%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	53%	7%	1%		
My child is safe at school.	30	16 53%	12 40%	1 3%	1 3%	0	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		41%	52%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	30	15 50%	11 37%	0 0%	2 7%	2	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		32%	46%	7%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	30	9 30%	14 47%	5 17%	2 7%	0	Rwy'n cael gwybodaeth yson am gynnydd fy mhlentyn.
		33%	50%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	29	14 48%	14 48%	0 0%	1 3%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		41%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	28	9 32%	17 61%	1 4%	1 4%	0	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		27%	50%	10%	2%		
The school helps my child to become more mature and take on responsibility.	29	13 45%	14 48%	0 0%	1 3%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		35%	53%	5%	1%		
My child is well prepared for moving on to the next school or college or work.	29	11 38%	11 38%	2 7%	0 0%	5	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		26%	46%	8%	2%		
There is a good range of activities including trips or visits.	29	10 34%	17 59%	2 7%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	49%	9%	2%		
The school is well run.	26	12 46%	11 42%	2 8%	1 4%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

Appendix 3

The inspection team

Mrs Denise Wade	Reporting Inspector
Mr Huw Davies	Team Inspector
Mr Hugh Davies	Team Inspector
Mr Peter Trevor Lewis	Lay Inspector
Mr Richard Davies	Peer Inspector
Ms Jan Berry (Deputy Head)	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.