



*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**

**Darland High School  
Chester Road  
Rossett  
Wrexham  
LL12 0DL  
United Kingdom**

**Date of inspection: October 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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	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](mailto:publications@estyn.gov.uk)

This and other Estyn publications are available on our website: [www.estyn.gov.uk](http://www.estyn.gov.uk)

**© Crown Copyright 2013: 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: 24/12/2013**

## Context

Darland High School is an English-medium 11 to 16 mixed community comprehensive school in Wrexham. There are 717 pupils on roll, which is lower than the 771 pupils at the time of the last inspection. The school serves the village of Rossett and the surrounding rural areas. A majority of pupils come from the northern suburbs of Wrexham. Around 11% of pupils are entitled to free school meals, which is lower than the national average of 17.7%. Nearly 12% of pupils live in the 20% most deprived areas in Wales. Nearly all pupils speak English as their first language. Most pupils come from a white British heritage. Very few pupils are fluent Welsh speakers.

The school receives pupils from the full range of ability. The percentage of pupils with special educational needs is around 17%, which is slightly lower than the national average of 19.2%. Around 6% of pupils have a statement of special educational need, which is higher than the national average of 2.6%. The school has two specialist resource bases serving the local authority for 19 pupils with dyslexia and 34 pupils with autism and communication difficulties.

The school introduced the Welsh Baccalaureate qualification in key stage 4 in 2011.

The headteacher was appointed in 2009. The senior leadership team consists of one deputy headteacher, appointed in 2012, and one assistant headteacher, appointed in September 2013.

The individual school budget per pupil for Darland High School in 2013-2014 means that the budget is £4,746 per pupil. The maximum per pupil in the secondary schools in Wrexham is £4,908 and the minimum is £4,293. Darland High School is third out of the nine secondary schools in Wrexham in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

Good features in the school's current performance include:

- improvements in performance at key stage 3;
- the knowledge, understanding and skills gained successfully in lessons by the majority of pupils;
- the good behaviour and positive attitudes that many pupils have to their work and the school;
- the productive working relationships developed by most teachers with pupils;
- a well-developed transition programme to ensure that pupils settle in well to Year 7;
- a caring and inclusive ethos that challenges stereotypes and celebrates diversity; and
- effective partnerships with the local college that increase the range of vocational qualifications available to pupils.

However, there are important areas for improvement:

- performance in many indicators in key stage 4, including mathematics, is consistently lower than in similar schools;
- a minority of pupils do not make as much progress as they should and pupils do not make enough progress between key stages;
- planning for progression in literacy and numeracy skills is underdeveloped;
- the quality of teaching and assessment varies too much within and across departments and does not have enough impact on standards achieved by a minority of pupils; and
- a minority of teachers do not adapt work well enough to meet the individual needs of pupils.

### 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 staff;
- governors have a good understanding of the school's strengths and areas for improvement and hold the school to account robustly for pupils' standards;
- the school has started to take appropriate actions to challenge underperformance; and
- the school has an appropriate system for self-evaluation and gathers evidence from a broad range of sources to analyse performance.

However:

- the role of middle leaders is underdeveloped;
- leaders do not analyse performance data robustly enough, particularly in comparing the school's performance against that of similar schools; and
- development plans do not identify clearly measurable targets or focus sharply enough on improving teaching and learning.

## Recommendations

- R1 Raise standards and improve performance at key stage 3 and key stage 4
- R2 Improve the consistency and progression in developing pupils' literacy and numeracy skills across the curriculum
- R3 Improve the quality of teaching and assessment
- R4 Strengthen the management and review process of pupils with additional learning needs
- R5 Strengthen leadership at all levels to provide more rigour and challenge to secure improvements in standards and the quality of teaching
- R6 Improve the link between self-evaluation procedures and development planning

### **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

At key stage 4, performance in most qualifications has declined over the past three years. In 2013, provisional data shows that performance in qualifications that include English and mathematics, as well as those including a wide range of qualifications, is below the average performance of similar schools and below expectations. However, despite a declining trend, performance in the core subject indicator, which includes science as well as English and mathematics, is above the average performance of similar schools. Progress from previous key stages is lower than expected for most indicators.

At key stage 3, performance in the core subject indicator has improved slightly over the last three years, and is above expectations, although it is below the average performance of similar schools.

No pupils left the school without a qualification and many pupils continue in full-time education after 16.

At key stage 3, in 2013, provisional data shows that girls do better than boys. The gap between the performance of boys and girls was bigger than the national and family averages in many indicators. At key stage 4, the gap between the performance of boys and girls is much the same as national and family averages in many indicators, but significantly greater for mathematics and science. In 2012, pupils entitled to free school meals generally achieved better than expected in key stage 3 but below expectations at key stage 4. Pupils with special educational needs achieve as expected.

In a majority of lessons, pupils make good progress. They recall prior learning and develop their knowledge and understanding well. Many pupils work productively in pairs or small groups and are respectful of others' opinions. A majority of pupils show apt thinking skills in making connections between texts and through discussion. However, in a minority of lessons, pupils are not sufficiently involved in their learning, and do not develop their understanding successfully enough. In a few lessons, pupils' progress is too slow, particularly where activities do not challenge or engage pupils sufficiently.

Most pupils listen attentively to teachers' explanations and the views of other pupils. Many pupils speak confidently and give clear opinions when answering teacher questions or in group discussion. In a few lessons, a minority of pupils lack confidence in speaking in class and are insecure in their pronunciation.

Many pupils are able to select and sort appropriate information from texts to draw conclusions and present opinions. A minority of pupils read texts fluently and with

expression. They can highlight and analyse details effectively to present an argument or compare stylistic features in texts.

A majority of pupils write accurately and use subject specific vocabulary well. They check their spelling of key words and write at length for an appropriate range of purposes and audiences including descriptions, reports and essays. A minority of pupils' written work is brief and, in a few books, presentation skills are poor, particularly boys' handwriting. In a few subjects, pupils do not correct or understand where corrections need to be made for spelling, punctuation and grammar.

In a few subjects, many pupils draw and annotate a variety of graphs accurately to present data clearly. Pupils' confidence in applying number skills is limited in a minority of subjects.

Although the trend is uneven, overall performance in Welsh second language at key stage 3 has improved over the last four years. In 2013, pupils performed better than averages for similar schools. At key stage 4, entries for Welsh second language qualifications have fluctuated over the last four years. In 2013, unverified data shows that a minority of pupils achieved a level 2 qualification. The number of pupils entered for the full course is improving, and a majority do well.

### **Wellbeing: Good**

Most pupils feel safe in school and are confident that the school deals well with bullying. Most pupils understand how to follow healthy lifestyles and take a regular part in sports and extra-curricular physical activities at lunchtime and after school.

Many pupils behave exceptionally well and have positive attitudes to their work. They show respect for their peers, teachers and visitors to the school. Most pupils are punctual to lessons and registration periods.

Pupils' attendance has improved across the last four years. However, attendance shows a fluctuating trend, placing the school in the bottom half of similar schools in 2013 and in the top half for the previous three years. Attendance is in line with expectations and just above the average when compared to that of similar schools.

Many pupils develop their social skills well. They take on useful roles within the school such as leading the eco group and supporting peers as junior librarians. School peer mentors support younger pupils effectively and help new pupils to settle into the school quickly.

Pupils contribute well to decisions about their life in the school. They take an active role in making changes to promote healthy eating, the environment, and pupils' wellbeing. The school council makes useful contributions to a variety of issues ranging from uniform changes to staff appointments. However, pupils have a limited say in what and how they learn. Senior pupils represent the views of their peers well in meetings with the governing body.

<b>Key Question 2: How good is provision?</b>	<b>Adequate</b>
---	-----------------

### **Learning experiences: Adequate**

The school provides a broad and balanced curriculum at key stage 3 and key stage 4 that meets requirements. The key stage 3 curriculum builds appropriately on pupils' prior learning experiences. There is a wide range of academic and vocational options at key stage 4, including beneficial collaborative arrangements with other providers. The partnership with the local college is particularly effective in delivering a wide variety of vocational courses to a minority of key stage 4 pupils. A majority of pupils follow the Welsh Baccalaureate qualification at key stage 4. However, in 2013, only half of pupils entered gained the qualification. The school works with a broad range of outside agencies to provide pupils with useful wider learning opportunities, including outdoor learning and the Duke of Edinburgh's award scheme. The school offers a wide range of extra-curricular opportunities.

The school's programme for implementing the national literacy and numeracy framework is in the early stages of development. Action plans to improve literacy and numeracy skills progressively lack sufficient detail or key milestones to measure progress. There has been a sustained focus on improving pupils' literacy skills at key stage 3. However, provision for improving numeracy is less well developed. The school offers suitable provision for supporting pupils in key stage 3 with weak basic skills. Many pupils in key stage 4 have valuable opportunities to gain skills qualifications.

Provision for Welsh language is appropriate at key stage 3 and a majority of pupils start the GCSE Welsh second language full course in Year 9. The Welsh dimension features relevantly in most subjects across the curriculum. Events such as the 'jambori' and the school eisteddfod enhance this dimension further. A majority of teachers use incidental Welsh regularly in their lessons. However, the use of incidental Welsh by many pupils is limited.

Provision for education for sustainable development and global citizenship is strong. The school ensures that pupils understand the need to recycle and live sustainably through the personal and social education programme and humanities curriculum. Pupils participate well in a range of beneficial projects, including building an eco-garden and collaborating with Fair Trade. The school also has a well-established exchange programme with a school in Poland.

### **Teaching: Adequate**

Most teachers have secure subject knowledge and develop positive working relationships with pupils. Many lessons have clearly-communicated objectives and a suitable range of resources to engage pupils. However, the quality of teaching varies too much and does not have enough impact on the standards achieved by pupils. A majority of teachers plan their lessons well to ensure a logical and progressive structure. In these lessons, they provide stimulating and interesting activities and planning links well to developing pupils' skills. In these lessons, teachers have high expectations and they monitor pupils' progress well, providing helpful oral feedback. A majority of teachers use a variety of questions skilfully to probe and extend pupils'

thinking. They also deploy teaching assistants well to support pupils with specific needs.

However, in a significant minority of lessons, teachers do not challenge pupils sufficiently and do not adapt work well enough to meet the needs of pupils from all abilities. As a result, pupils in need of support do not make enough progress and more able pupils do not develop their thinking and subject-specific skills enough. A minority of teachers do not ask questions that challenge pupils to develop their answers. These lessons lack pace, they are too teacher-led and there are limited opportunities for pupils to participate actively. In a few lessons, teachers do not direct teaching assistants well enough to provide effective support.

Nearly all teachers mark books frequently and give pupils clear written feedback. However, the quality of this feedback is too inconsistent within and across subjects. Many comments do not give pupils clear steps on how to improve their work. In a few subjects, pupils assess their own work and the work of their peers purposefully. However, in most subject areas, pupils' use of peer and self-assessment is often limited to marking exercises and is not sufficiently focussed on improving learning.

There are suitable systems to track and monitor pupil progress at individual, group and subject level. Underachievement is identified and relevant support provided. The school has recently strengthened its systems to monitor and support pupils as only half those mentored in key stage 4 in 2013 achieved qualifications as expected.

Parents receive detailed reports on the progress of their children. Most reports identify strengths and areas for improvement, but do not give enough subject-specific guidance on how to improve.

### **Care, support and guidance: Adequate**

The school provides a safe, caring environment that supports pupils' wellbeing and personal development well and has a positive impact on their behaviour. There is effective provision for encouraging pupils to make informed health and lifestyle choices. The school makes appropriate arrangements for promoting healthy eating and drinking. A well-planned personal and social education programme helps pupils develop their moral, social and cultural awareness appropriately. Effective school links with a wide variety of external agencies, such as the Red Cross, enhance pupils' understanding of their role in communities and society. The school promotes pupils' spiritual development well through school assemblies and the whole school thought for the week.

Pupils and parents receive appropriate advice and guidance at key stages of learning. This allows pupils to make informed choices for subject options and for careers. Pupils also benefit from the school's partnerships with a wide range of agencies and specialist services.

The school provides effective support for all pupils with additional learning needs in the resource centres. Nearly all pupils take an active part in the life of the school and all attend relevant mainstream classes. However, many individual education plans do not have targets that are specific enough to plan for small steps of learning. A

majority of teachers do not use the plans well enough to meet pupils' individual needs in classes fully.

The resource centres record the progress of pupils with additional learning needs appropriately. However, there is no strategic overview of the quality or effectiveness of the process. The school is not able to assess well enough whether individual pupils have a suitably high level of challenge and support in relevant subjects. In addition, reviews of pupils with statements of special educational needs are not completed consistently across the resource centres to ensure that parents are fully aware of strengths and areas for improvement.

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

### **Learning environment: Good**

The school has an inclusive and caring ethos and pupils are proud to act as ambassadors at school events. There is clear emphasis on recognising and celebrating diversity and respect for people from different backgrounds. The school successfully challenges stereotypes.

Accommodation is appropriate, well maintained, mostly secure and used to good effect. The school makes the best use of its buildings and extensive grounds to create a stimulating learning environment. Learning resources are of a high quality, particularly in the information and communication technology and science facilities. The newly refurbished library is welcoming and used effectively by many pupils. However, there is no access to the drama class for students with mobility issues.

<b>Key Question 3: How good are leadership and management?</b>	<b>Adequate</b>
--	-----------------

### **Leadership: Adequate**

In September 2013, the senior and middle leadership of the school was re-organised to strengthen key posts of responsibility. The faculty coordinators of English, mathematics and science attend meetings of the senior leadership team on a regular basis. The school increased the number of progress leaders to ensure effective monitoring of each year group to raise standards. However, the distribution of responsibilities to the senior leadership team and the extended team is currently inappropriate, as there is insufficient time or strategic direction to undertake these roles effectively to raise standards and improve the quality of teaching.

The headteacher has a clear vision for the development of the school. Members of the senior leadership team support him well and together they share a common vision for taking the school forward. They are visible around the school, supporting staff and pupils well. They monitor the implementation of policies and procedures appropriately. Senior leaders tackle instances of underperformance soundly.

The majority of middle leaders' roles and responsibilities are defined appropriately. Systems and procedures to ensure accountability are suitable. Many faculty leaders lead their teams well. However, there are inconsistencies in the rigour with which a

few of these middle leaders hold members of their faculties to account. There are appropriate regular meetings between line managers and middle leaders. The headteacher and line managers share minutes of these meetings regularly. However, the impact of agreed actions from these meetings has not brought about enough improvements in standards or in the quality of teaching.

Progress leaders are beginning to extend their monitoring of pupils' standards appropriately. Although they all have a clearer overview of the performance of pupils under their care, their understanding and analysis of data are at an early stage of development.

All members of staff are involved fully in the school's performance management process. The school uses comprehensive procedures to manage teachers' performance. Continuous professional development supports the identified development needs of staff soundly. Performance objectives based on lesson observations focus appropriately on raising standards and improving the quality of teaching. However, in many instances, these targets are not challenging enough, nor are they measurable.

The school takes suitable account of national and local priorities and has recently appointed new literacy and numeracy co-ordinators to implement the national framework. Collaboration at key stage 4 is successful in providing off-site vocational courses to its learners.

Most governors have a clear understanding of their roles and responsibilities and make valuable contributions to strategic planning and monitoring through working parties. Governors' links to faculties are strong. They attend faculty meetings each term to support and challenge the formation and content of the faculty's self-evaluation document. In the autumn term, each faculty co-ordinator makes a comprehensive analysis of performance to a panel of governors that includes the link governor. Governors support the school in a constructive manner and hold the school to account rigorously for the standards it achieves.

### **Improving quality: Adequate**

Leaders have a sound knowledge of the strengths of the school and its areas for improvement. The headteacher has drawn up a calendar of suitable self-evaluation activity. Senior and middle leaders make relevant use of a broad range of sources to inform self-evaluation and improvement planning. Pupils, parents and governors have worthwhile opportunities to present their views about the work and life of the school. Senior and middle leaders analyse data on performance consistently, including trends over time. However, they do not compare performance against that of similar schools well enough. There is an appropriate programme of lesson observation and many leaders monitor the work in pupils' books regularly. However, there are few evaluative judgements about the quality of the provision in departmental self-evaluation and how this informs planning for improvement.

The school's self-evaluation report is a useful and detailed document that provides an overview and evaluation of many aspects of school life. However, the evaluation of the quality of teaching and its impact on raising standards of pupils' work is too

generous. Leaders make suitable use of the findings from self-evaluation to set priorities and targets for improvement. Whole school and departmental plans identify relevant priorities. However, the priorities are not sharply focused on improving teaching and learning.

The action plans that supplement development plans do not prioritise clearly enough the matters leaders and managers seek to improve. Plans do not clearly identify measurable targets for improvement, nor the occasions and arrangements to monitor progress against them. This is particularly true of plans to improve the quality of teaching and to ensure that all teachers plan to engage pupils fully in their learning and give of their best.

The school has made satisfactory progress on a few of the recommendations made at the previous inspection. However, the school has not made enough progress in improving standards at key stage 4, particularly in mathematics, and in improving the quality of leadership to evaluate teaching, learning and development planning.

### **Partnership working: Good**

The school has developed strong partnerships with parents, partner primary schools and other post-16 providers. Strong links with a number of agencies support pupils' wellbeing successfully. Partnership with a local university provides beneficial opportunities for graduates to provide additional support for pupils who encounter difficulties with their work.

Effective partnership activity with the local college makes a valuable contribution to increasing the range of subject choices the school makes available to pupils. A significant minority of pupils benefit from a wider range of vocational choices and gain worthwhile qualifications.

Links with parents and carers are extensive. The school contacts parents regularly through text messages and newsletters and ensures regular and clear communication. Parent groups, such as the parent teacher association, parent council and community working group, play an active part in supporting the school and its activities.

The school has established successful links with partner primary schools. This has resulted in effective arrangements for pupils to transfer smoothly into secondary school and make consistent progress.

There are beneficial links with Careers Wales and a wide range of community organisations that make a worthwhile contribution to preparing pupils to meet the challenges of working life.

The school works well with the local community in developing and sharing resources and amenities. For example, the annual village fete is held at the school and the community council collaborated with the school in renovating the tennis courts.

**Resource management: Adequate**

Members of staff deliver the curriculum appropriately and subject specialists teach most lessons. Non-specialist teachers receive relevant support. Many support and administrative staff assist learning appropriately.

There are sound arrangements for the professional development of all staff. Most teachers are members of purposeful working groups for literacy, numeracy and information and communication technology. These recently-established groups are beginning to address national priorities. However, they have not had enough time to improve standards.

Leaders work well with the local authority on an agreed recovery plan to address the budget deficit effectively. The school allocates and manages its resources prudently. Monthly statements help middle leaders to budget accurately. The school's financial planning and management on a day-to-day basis is thorough.

In view of the judgement made on standards, the overall value for money provided by the school is adequate.

## Appendix 1

### Commentary on performance data

At key stage 3, performance in the core subject indicator has improved slightly over the last three years, although it has not returned to its level of performance in 2010. It has been below the average for its family of schools for three of the last four years. When compared with similar schools based on levels of entitlement to free school meals over this period, performance has declined, moving the school from the top quarter to the bottom quarter in 2013. When compared with modelled expectations, performance is above expectations.

In English, performance at level 5 and above has improved slightly over the last four years, although it remains below the family average. Over the last four years, performance in English has declined, moving the school from the top half to the bottom quarter of similar schools based on levels of entitlement to free school meals. Performance in English at level 6 and above has improved in three of the past four years and is just above the family average in 2013. Over the past four years, performance in English at level 6 or above places the school in the top half compared with similar schools in terms of free-school-meals benchmarks. Mathematics has fluctuated over the last four years and in 2013 performance dipped below the family average and placed the school in the bottom quarter of similar schools in terms of free-school-meal benchmarks. At level 6 or above, performance in mathematics has improved in three of the last four years, and in 2013, it was above the family average and in the top half of similar schools in terms of free school meals. Performance in science at level 5 or above has declined in three of the last four years, although in 2013 it improved and was in the top half of similar schools in terms of free-school-meal benchmarks and just below the family average. At level 6 and above, performance in science has improved slightly over the past four years, but in 2013, performance placed the school below the family averages, having been above the family average in the previous three years. In terms of free-school-meals benchmarks, science performance at level 6 or above places the school in the top half of similar schools.

Pupils' progress from the previous key stage is below expectations for all indicators, and well below expectations for English.

Performance in the level 2 threshold including English and mathematics has declined over the past four years, and has been below the family average for the past two years. In 2013, provisional data shows that performance placed the school in the bottom half of similar schools based on free school meals and performance was below modelled expectations. The core subject indicator shows a declining trend over the past four years, although it was above the family average in 2013. Provisional data for 2013 places the school in the top half of similar schools based on free-school-meal benchmarks. The level 2 threshold shows a declining trend over the past three years. In 2013, performance placed the school below the family average, where it has previously been above the family average. Compared with similar schools, the level 2 performance places the school in the bottom quarter for 2013. The capped points score also shows a declining trend and provisional data for

2013 shows that its performance is below family and Wales averages. In 2013, performance in this indicator from provisional data places the school in the bottom quarter compared with similar schools. This performance is below modelled expectations.

Performance in English has declined over the past four years, and in 2013 it is below the family average. Compared with similar schools based on levels of entitlement to free school meals, performance in English in 2013 places the school in the top half where it had previously been in the top quarter for the previous three years.

Performance in mathematics has declined over three of the last four years and in 2013 it is below the family average. In 2013, mathematics performance places the school in the lower half of similar schools.

In 2012, pupils' progress from the previous key stages is lower than expected for the level 2 threshold including English and mathematics and the level 1 threshold, and significantly lower than expected for the core subject indicator, level 2 threshold and capped points score.

No pupils left the school without a qualification and many pupils continue in full-time education after 16. Very few pupils who left school at 16 are reported as being not in education, employment and training and this proportion is smaller than the local authority and Wales averages.

At key stage 3, in 2013, provisional data shows that girls do better than boys. The gap between the performance of boys and girls was bigger than the national and family averages in many indicators, except in science at the higher levels. At key stage 4, girls do better than boys and the gap between the performance of boys and girls is smaller than the family and national averages for many indicators. However, provisional data shows that girls do better than boys in level 2 mathematics, level 2 science and the level 1 threshold, and this gap is bigger than Wales averages. In 2012, pupils entitled to free school meals generally achieve better than expected in key stage 3 but worse than expected at key stage 4, compared to pupils in other schools in the same family. Pupils with special educational needs achieve as expected.

In key stage 3 assessments, provisional data shows that oracy performance improved in 2013 after a dip in 2011. It is now below the family and just below Wales averages. Reading performance has fluctuated over the last four years, and provisional data shows that in 2013 it is below the family average. Writing has shown an improving trend of performance over three of the past four years, but has been below the family average for the last three years.

Provisional data in 2013 for Welsh second language at key stage 3 shows that pupils performed better than family averages. Although the trend is uneven, overall performance has improved over the last four years. In 2013, provisional data placed the school's performance in the top half of that for similar schools based on levels of entitlement to free school meals. At key stage 4, entries for Welsh second language qualifications have fluctuated over the last four years. In 2013, unverified data shows that a minority of pupils achieved a level 2 qualification. The number of pupils entered for the full course is improving, and a majority do well.

## 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 Nifero ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	173		84 49%	80 46%	8 5%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			42%	53%	4%	1%	
The school deals well with any bullying	173		55 32%	102 59%	12 7%	4 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			25%	58%	14%	3%	
I have someone to talk to if I am worried	173		66 38%	88 51%	18 10%	1 1%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			37%	53%	8%	1%	
The school teaches me how to keep healthy	173		59 34%	106 61%	7 4%	1 1%	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	173		107 62%	59 34%	6 3%	1 1%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			45%	45%	8%	1%	
I am doing well at school	173		74 43%	87 50%	12 7%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
			31%	63%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	172		71 41%	91 53%	7 4%	3 2%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			38%	56%	6%	1%	
My homework helps me to understand and improve my work in school	173		37 21%	94 54%	35 20%	7 4%	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	173		97 56%	71 41%	3 2%	2 1%	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	173		17 10%	112 65%	36 21%	8 5%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			10%	57%	28%	6%	
Staff treat all pupils	171		58	86	23	4	Mae staff yn trin pob

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
fairly and with respect			34%	50%	13%	2%	disgybl yn deg ac yn dangos parch atynt.
			28%	51%	17%	5%	
The school listens to our views and makes changes we suggest	171		42	90	35	4	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			25%	53%	20%	2%	
I am encouraged to do things for myself and to take on responsibility	172		79	84	9	0	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			46%	49%	5%	0%	
The school helps me to be ready for my next school, college or to start my working life	172		76	80	13	3	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			44%	47%	8%	2%	
The staff respect me and my background	173		79	84	7	3	Mae'r staff yn fy mharchu i a'm cefndir.
			46%	49%	4%	2%	
The school helps me to understand and respect people from other backgrounds	170		80	80	9	1	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			47%	47%	5%	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	69		21	32	12	4	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			30%	46%	17%	6%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	15		2	7	4	2	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			13%	47%	27%	13%	
			27%	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.	43	21 49%	19 44%	2 5%	1 2%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	42	23 55%	18 43%	1 2%	0 0%	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.	43	23 53%	15 35%	3 7%	2 5%	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.	43	18 42%	18 42%	1 2%	1 2%	5	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		44%	48%	4%	1%		
Pupils behave well in school.	43	10 23%	21 49%	3 7%	1 2%	8	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		21%	55%	11%	3%		
Teaching is good.	43	8 19%	30 70%	3 7%	0 0%	2	Mae'r addysgu yn dda.
		33%	58%	4%	1%		
Staff expect my child to work hard and do his or her best.	43	19 44%	23 53%	0 0%	0 0%	1	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.	43	12 28%	26 60%	1 2%	1 2%	3	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%	54%	8%	2%		
Staff treat all children fairly and with respect.	43	19 44%	17 40%	1 2%	2 5%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		32%	49%	9%	2%		
My child is encouraged to be healthy and to take regular exercise.	42	15 36%	19 45%	4 10%	0 0%	4	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	54%	7%	1%		
My child is safe at school.	43	16 37%	23 53%	2 5%	1 2%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		40%	53%	3%	1%		
My child receives appropriate additional	36	6 17%	17 47%	4 11%	2 6%	7	Mae fy mhlentyn yn cael cymorth

		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	
support in relation to any particular individual needs'.			31%	47%	7%	2%		ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
I am kept well informed about my child's progress.	42		10 24%	24 57%	5 12%	1 2%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
			33%	51%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	43		18 42%	21 49%	2 5%	2 5%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
			41%	49%	6%	2%		
I understand the school's procedure for dealing with complaints.	43		9 21%	21 49%	8 19%	2 5%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
			27%	51%	10%	2%		
The school helps my child to become more mature and take on responsibility.	43		11 26%	28 65%	2 5%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
			35%	54%	5%	1%		
My child is well prepared for moving on to the next school or college or work.	39		11 28%	14 36%	6 15%	1 3%	7	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
			26%	47%	8%	2%		
There is a good range of activities including trips or visits.	43		16 37%	22 51%	3 7%	1 2%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
			35%	50%	9%	2%		
The school is well run.	42		15 36%	21 50%	2 5%	1 2%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
			40%	49%	5%	2%		

## Appendix 3

### The inspection team

Jackie Gapper	Reporting Inspector
Edward Harris	Team Inspector
Anthony Sparks	Team Inspector
William Gwyn Thomas	Team Inspector
Gill Sims	Team Inspector
Julie Price	Lay Inspector
Tim Erasmus	Peer Inspector
Simon Corner	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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.