



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

**Flint High School
Maes Hyfryd
Y Fflint
Flintshire
CH6 5LL**

Date of inspection: December 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Flint High School is an 11 to 18 mixed comprehensive school that is maintained by Flintshire local authority. The school serves the local community of Flint and draws pupils from three primary schools in Flint, and from primary schools in the surrounding rural areas.

There are currently 751 pupils on roll with 120 in the sixth form, compared with 669 at the time of the last inspection in January 2012 when there were 80 pupils in the sixth form. Over 19% of pupils are eligible for free school meals, which is above the national average of 17.5%.

The school receives pupils from the full range of ability. Very few pupils receive support to learn English as an additional language and very few come from a minority ethnic background.

About 15% of pupils have special educational needs, which is below the national average of 20.1%. At 1.4%, the percentage of pupils with a statement of special educational needs is below the national average of 2.4%.

The school has an additional designated teaching resource for pupils with moderate learning difficulties. Ysgol Maes Hyfryd special school is located on the same campus as Flint High School and many facilities and resources are shared across both schools.

Two per cent (2%) of pupils speak Welsh as a first language or to an equivalent standard and 44% can speak Welsh, but not fluently.

The headteacher has been in post since September 2008. The leadership team includes four assistant headteachers, one of whom is the deputy designate, and an associate headteacher, who is seconded to the team. The school allocates annual bursaries to a few staff that have responsibility for leading on specific priority areas. In 2013, the school established a sixth form partnership '6' with a neighbouring secondary school to replace the previous collaborative arrangements as part of the Deeside consortium.

The individual school budget per pupil for Flint High School in 2014-2015 means that the budget is £4,103 per pupil. The maximum per pupil in the secondary schools in Flintshire is £4,794 and the minimum is £3,702. Flint High School is seventh out of the 12 secondary schools in Flintshire in terms of its school budget per pupil.

Summary

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

Current performance

Flint High School is a good school because:

- in the last four years, there has been a significant improvement in outcomes in many key indicators at key stage 4;
- at key stage 4, pupils achieve very good standards in those indicators that include English and mathematics as well as in a wider range of qualifications;
- the school provides a broad and balanced curriculum that addresses pupils' needs and aspirations at all key stages;
- there is a coherent strategic approach to the development of pupils' skills;
- the quality of teaching is a strong feature of the school's work;
- well-planned learning experiences and effective support systems are having a positive impact on pupils' wellbeing, attendance and outcomes; and
- the school is an inclusive community, which is particularly successful in raising aspirations through high expectations and a strong emphasis on mutual respect.

Prospects for improvement

The school's prospects for improvement are excellent because:

- the headteacher provides inspirational leadership, articulating a clear vision that places the achievement of every pupil at the heart of the school's work;
- high expectations and a strong culture of accountability have contributed to significant improvement in outcomes at both key stage 3 and key stage 4;
- arrangements to distribute leadership responsibilities enable many staff to influence whole-school initiatives and help to plan for its further development;
- the school's arrangements for improving quality, including the robust and systematic analysis of data at all levels to set challenging targets and monitor progress, are highly effective; and
- a wide range of successful partnerships enhances provision and learning experiences, and contributes significantly to pupils' wellbeing and outcomes.

Recommendations

- R1 Improve standards for those groups, including boys and pupils eligible for free school meals, where there is relative underperformance
- R2 Improve pupils' literacy and numeracy skills, in particular the quality of boys' writing
- R3 Increase the extent of excellent teaching and reduce the proportion that is no better than adequate
- R4 Ensure greater consistency in the quality of marking and feedback so that pupils receive clear advice that helps them improve

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

In the last four years, there has been a significant improvement in outcomes in many key indicators at key stage 4.

At key stage 4, performance in those indicators that include English and mathematics has improved by around eight percentage points since 2011 and has been above family averages in each of the last two years. In 2014, when compared with similar schools on the basis of eligibility for free school meals, performance places the school in the top 25%. In each of the last three years, performance in those indicators that include a wider range of subjects has been well above family averages and has placed the school in the top 25% of similar schools. Performance in both the level 2 threshold including English and mathematics and in the capped points score has been above modelled expectations in the last three years. In 2014, progress from previous key stages was well above expectations in all key indicators.

The percentages of pupils achieving an A*-C grade in the core subjects of English and mathematics have improved since 2011. In 2014, performance in these subjects is above family averages and places the school in the upper 50% of similar schools. In science, performance has placed the school in the top 25% of similar schools and has been well above family averages in each of the last five years.

At key stage 3, performance in the core subject indicator has improved steadily over the last four years and has been consistently above family averages. Performance is above modelled expectations. When compared with similar schools based on levels of eligibility for free school meals, performance has placed the school in the lower 50% in the last two years.

Post-16 pupils perform broadly in line with expectations. In each of the last four years, all pupils have achieved the level 3 threshold.

In the last four years, no pupil has left education without any qualifications. The proportion of pupils staying on in full-time education after 16 is higher than local authority and national averages. The proportion that left school at 16 who are reported as being not in education, employment and training is better than local authority and national averages.

In the core subject indicator at key stage 3, the gap between the performance of boys and girls has been larger than family and national averages in three of the last four years. At key stage 4, the gap between the performance of boys and girls is larger than both family and national averages in those indicators that include English and mathematics. Generally this has been due to the performance of girls being above that of girls in similar schools while the performance of boys has been slightly below family averages.

At key stage 3, the performance of pupils eligible for free school meals has improved significantly over the last four years. In 2014, pupils eligible for free school meals perform better than others in the school in the core subject indicator. At key stage 4, the performance of pupils eligible for free school meals has improved significantly since 2012 with the gap between these pupils and others reducing steadily during this period. In 2014, the performance of pupils eligible for free school meals is above family and national averages in all key indicators. In the majority of indicators, the performance of pupils eligible for free school meals is either in line with or slightly above that of other pupils at the school.

Pupils with special educational needs make appropriate and often good progress relative to their abilities.

In many lessons, pupils recall previous learning well and make good progress in developing their skills and improving their knowledge and understanding of new topics and concepts. In a few lessons, pupils make limited progress. This is largely because learning activities do not engage or challenge them well enough.

Most pupils listen attentively to the ideas and opinions of others. Many speak clearly and confidently, for example when answering teachers' questions or expressing their views in small group or class discussions. Most pupils read effectively to retrieve, order and analyse information. Many use a range of suitable strategies such as skimming and text marking. They demonstrate the ability to view texts from different perspectives, to make thoughtful deductions and draw reasoned conclusions.

Most pupils develop their writing skills well, in line with their abilities, although a minority, particularly boys, do not give sufficient attention to their spelling and punctuation. Most pupils write effectively for a range of different purposes and appreciate the need to adapt their use of language for different audiences.

Many pupils use their number skills well in a range of contexts although a few pupils lack confidence in applying these skills in more practical situations. Many carry out calculations accurately. They record data appropriately, for example using charts and graphs and draw reasoned conclusions from these.

In Welsh second language at key stage 3, pupils' performance has improved over the last three years. In the last two years, performance has placed the school in the top 25% of similar schools based on free-school-meal benchmarks. At key stage 4, pupils are developing their Welsh language skills well. In the last four years there has been an increasing proportion of pupils entering the GCSE Welsh second language examination, with more pupils following the full course. In 2014, around two-thirds of pupils attained an A*-C pass at GCSE.

Wellbeing: Good

Most pupils feel safe in school. Many believe the school deals well with bullying and most say that they have someone to talk to if they are worried. Many state that the school teaches them to be healthy and most say they have regular opportunities for exercise. Many pupils display positive attitudes towards healthy eating and exercise, for example through high levels of participation in the '5x60' programme and other extra-curricular activities.

Attendance has improved significantly since 2011. For the past three years, attendance rates have placed the school in the top 25% of similar schools in terms of free-school-meal benchmarks. Pupils generally behave well, enjoy and engage in their learning. Nearly all are punctual for lessons. Most pupils are well motivated, although, in a few lessons, a very few pupils cause low-level disruption. The number of fixed-term exclusions is low.

Through the work of the school council and other less formal arrangements, pupils express their views constructively and influence usefully the work of the school. The school council has undertaken reviews of key school policies such as the anti-bullying policy. Pupils contribute their views on aspects of teaching and learning as part of departmental reviews. Many pupils take part in a wide range of activities within the community. For example, they engage in charity collections, perform in local care homes, participate actively in the annual Flint festival, and contribute to the annual remembrance service.

Most pupils have well-developed social and life skills. They take pride in belonging to the school and show respect, care and concern for others. Most take on responsibility enthusiastically, such as when mentoring younger pupils, and are developing the necessary skills to move on to the next stage of learning or employment.

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

The school provides a broad and balanced curriculum that meets statutory requirements and addresses pupils' needs and aspirations at all key stages.

The key stage 3 curriculum builds well on pupils' experiences in key stage 2. The curriculum at key stage 4 is particularly successful in enabling pupils of all abilities to achieve consistently good outcomes. The recently-established sixth form partnership with another local school has improved the quality of provision for these pupils. A wide range of extra-curricular activities provides valuable opportunities for pupils to develop their personal, social and academic skills.

The school has a coherent strategic approach to the development of pupils' skills. Strong links with partner primary schools ensure a consistency of approach. At key stage 4, all pupils have beneficial opportunities to develop their skills through the Welsh Baccalaureate programme. The school has made secure progress in implementing the Literacy and Numeracy Framework. Pupils' progress is monitored carefully and there are suitable intervention strategies to support those with weak literacy and numeracy skills.

Provision for Welsh second language is effective and is contributing positively to improving outcomes at both key stage 3 and key stage 4. Promotion of the Welsh language and culture outside the classroom is less well developed.

The school is effective in raising pupils' understanding of issues related to global citizenship. It has appropriate approaches to promote pupils' understanding and

awareness of sustainable living. A number of initiatives, including a recycling committee and a joint project with an adjacent school using a wind turbine, reinforce work in the classroom well.

Teaching: Good

In many classes, the quality of teaching is a strong feature of the school's work. It is characterised by high levels of mutual respect between teachers and pupils.

In many lessons, teaching is good or better. In the few lessons where teaching is particularly effective, teachers plan particularly challenging learning activities and have high expectations of what pupils can achieve. In these lessons, teachers' detailed explanations and skilful questioning help pupils to think carefully, draw links with earlier learning and acquire an extensive understanding of new concepts and subject skills.

In many lessons, teachers set out lesson objectives clearly and activities build well on prior learning. Teachers use well-designed stimulus materials that engage pupils of differing abilities and provide frequent opportunities for pupils to learn independently. There is a strong emphasis on encouraging pupils and building their self-esteem through frequent use of praise and helpful individual advice and support. In many classes, teachers support the development of pupils' communication skills effectively, for example by reinforcing their technical vocabulary and providing regular opportunities to produce extended written accounts. In a few cases, teachers give detailed guidance to help pupils construct high-level responses.

The shortcomings in a small minority of lessons are usually because teachers do not explain new concepts clearly enough and learning activities do not engage pupils effectively. In a very few lessons, teachers do not manage low-level disruption appropriately. This limits the progress pupils make in these lessons.

There are particularly well-developed and robust target-setting, assessment and tracking arrangements. Pupils receive helpful verbal feedback about their work and are well informed about the progress they are making in achieving their personal targets. There are effective systems to intervene and support those pupils who are not performing in line with their abilities.

Most teachers mark pupils' work regularly. In many cases, they provide pupils with helpful guidance and advice to improve their subject-specific and literacy skills. There are beneficial opportunities for pupils to reflect on the quality of their own and others' work and suggest ways in which it can be improved. This is contributing well to a useful dialogue between teachers and pupils. However, in a few cases marking is cursory and does not assist pupils to improve their work. Parents are well informed about their children's progress through regular half-termly 'tracker cards' and detailed annual reports.

Care, support and guidance: Good

Provision for developing and supporting pupils' health and emotional wellbeing is a strong feature of the school's work. Well-planned learning experiences and effective support systems are having a particularly positive impact on pupils' wellbeing,

attendance and outcomes. The school makes appropriate arrangements for promoting healthy eating and drinking.

There are effective and well-understood strategies to ensure that pupils display high standards of behaviour. The school deals well with the very few examples of disruption and bullying.

Pupils' spiritual, moral, social and cultural development is promoted particularly well through an engaging personal and social education programme, reflective year group assemblies, focused tutor periods and the wide range of extra-curricular activities.

The school works well with a range of external agencies and specialist services to meet individual pupils' learning, social and emotional needs. Learning coaches, counsellors and well-devised mentoring programmes support pupils' wellbeing effectively and make a valuable contribution to their academic progress.

The school provides comprehensive and useful information for pupils and parents to help them select appropriate learning pathways and identify preferred career choices.

Support for pupils with additional learning needs is particularly effective. The school's arrangements have had a positive impact on the standards achieved by these pupils. The annual review process for pupils with special educational needs satisfies statutory requirements. Individual educational plans identify clearly pupils' learning targets. Specialist staff and teaching assistants offer beneficial, targeted support for individuals and groups of pupils.

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

Learning environment: Excellent

The school is a highly-inclusive community with an extremely caring and supportive ethos based on mutual respect. It promotes equality and diversity effectively through assemblies, subject areas and through all aspects of pupils' learning experiences. The way in which it raises aspirations and celebrates achievement is an outstanding feature of the school. These factors, together with high expectations in all aspects of its work, are contributing particularly effectively to the school's vision that all pupils should 'believe, succeed and achieve' and to the growth in pupil numbers.

All pupils have equal access to the curriculum and the range of extra-curricular activities available. Pupils are encouraged to understand the nature of stereotypes and challenge unfair attitudes and approaches. The school has been extremely successful in raising aspirations and in building pupils' self-esteem and self-belief. This is helping the school to achieve its aim of encouraging all pupils to achieve, succeed and develop into mature, responsible and respectful individuals.

Overall, the standard of accommodation is good with recent improvements including the particularly attractive sixth-form centre, which has the appearance of a conference centre. The premises are well maintained and treated with respect by pupils. The school makes beneficial use of its accommodation to create a stimulating

learning environment. Extensive displays in classrooms, corridors and communal areas celebrate pupils' achievements and support pupils' learning effectively.

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

The school community benefits from the inspirational leadership of the headteacher. Aply supported by a very effective senior leadership team, she articulates a clear vision that places the achievement of every pupil at the heart of the school's work. The school is extremely successful in realising the ambitions that underpin this vision.

All staff are aware of the school's vision, aims and expectations. The roles and responsibilities of leaders at all levels are defined clearly. There are particularly well-designed strategies to support the professional development of staff at all levels, for example by distributing leadership responsibilities more widely. As a result, many staff contribute to the wider leadership of the school, influence whole-school initiatives and help to plan for its further development. This approach has contributed to an exceptional sense of cohesion and teamwork, which is a notable feature of the school.

Expectations for all members of the school community are high. Staff feel valued and supported well in their work. There is also a strong culture of accountability. Arrangements for performance management at the school are applied rigorously and consistently and lead to focused professional development. Under-performance, where it occurs, is identified quickly and addressed robustly. There are a variety of suitable strategies to support staff whose performance needs to improve. These include informal peer-led approaches and more formal procedures, where necessary. These strategies have led to more effective professional practice, particularly in the quality of teaching.

The robust and systematic analysis of data at all levels to set challenging targets and monitor progress provides an accurate picture of performance and helps identify the steps the school needs to take to improve standards further. Clear strategic priorities focus on the achievement of individual groups of pupils, on raising standards and on refining the quality of teaching at the school. The school has responded well to national priorities.

The governing body holds the school appropriately to account. It is developing its role as a critical friend, providing greater challenge as well as support. The link governor role helps governors to acquire a better understanding of the school's work. The recently-formed standards sub-committee holds senior leaders to account for the standards achieved by pupils at the school.

Improving quality: Excellent

The school's arrangements for improving quality are highly effective. They have had a significant impact on the quality of provision and the steadily improving standards

that pupils achieve. Quality assurance processes are particularly robust. As a result of rigorous reviews, senior leaders have taken important strategic decisions to strengthen provision. These include the organisation and delivery of the curriculum at key stage 4, and the decision to establish a sixth-form partnership '6' with a neighbouring secondary school. These decisions have contributed significantly to the improvement in standards, particularly in outcomes at key stage 4.

The school has systematic and robust arrangements to evaluate its work and plan improvements, for example through the analysis of data, and a range of first-hand evidence, including lesson observations and scrutiny of work. Self-evaluation procedures ensure that all leaders and classroom teachers make an important contribution to reviewing the school's work and identifying areas for improvement. There are well-established arrangements to take note of the views of pupils and parents.

Senior leaders use the outcomes of self-evaluation activities particularly well to form the basis of school improvement planning. The self-evaluation report is comprehensive and provides a secure evidence base to support the school's judgements. For example, the analysis of the quality of teaching identifies accurately in detail the most common strengths and those areas requiring improvement.

Departments follow a consistent approach that uses data well to analyse pupils' attainment and to identify trends in order to plan for improvement.

The school development plan sets out whole-school priorities clearly. The plan includes eight areas that address the school's overarching priorities. These include improving pupils' literacy and numeracy skills, tackling poverty and improving teaching and learning, raising aspirations and strengthening the quality of leadership. A particular strength is the way in which the plan includes a robust review of progress in each aspect as a starting point for the next development plan.

Department development plans provide an effective mechanism to address departmental and whole-school priorities and promote improvement. There is a well-established structure that ensures a high level of consistency across the school.

Partnership working: Good

The school has a wide range of effective partnerships, which enhances provision and learning experiences, and contributes significantly to pupils' wellbeing and outcomes.

Parents are well informed about their child's achievement and progress and have particularly valuable access to a raft of information about the school's work. They feel able to approach the school with any issues or concerns and contribute well to the life of the school. Many parents provided strong support for the school's successful efforts to retain sixth-form provision. The resulting '6' partnership with a neighbouring secondary school is improving the quality of provision for sixth-form pupils.

Well-established links with partner primary schools contribute well to effective pastoral and curricular transition arrangements. The successful partnership with a neighbouring special school enables many pupils from this school to access

mainstream lessons in Flint High School. This has a significant impact on their self-esteem, social development and educational achievement.

Links with a range of strategic partners are strong. Pupils benefit from the targeted support and guidance provided by a range of multi-disciplinary and voluntary organisations, such as local authority children's services, the local authority inclusion service and Careers Wales, as well as local businesses and charity organisations.

The school quality assures courses delivered by collaborative partners rigorously and effectively. It takes decisive action where it has concerns, for example about the quality of aspects of key stage 4 and post-16 provision.

Resource management: Good

The school is appropriately staffed to teach the curriculum. Regular reviews of the staffing structure enable the school to develop the leadership capacity of its staff and to address emerging priorities quickly and effectively.

There is a well-established culture of professional development within the school. A well-coordinated professional development programme, which reflects performance management objectives, addresses school, departmental and individual needs appropriately. There is a particular emphasis on developing staff leadership skills. Staff take part in a broad range of training activities, both within and outside the school, as participants and as mentors. Leaders from Flint High School support staff from other schools by sharing their expertise and offering guidance and advice to promote best practice more widely.

The school's budget is managed effectively and supports school improvement well. Strategic decisions, such as the significant planned expenditure on refurbishing the sixth form area, are taken carefully and impact positively on pupil outcomes. Although the governing body has approved a projected budget deficit for the financial year 2015-2016, the school is taking suitable action including a curriculum and staffing review to reduce this deficit.

The school plans wisely for the use of funding such as the pupil deprivation and school effectiveness grants. Plans include a suitable range of costed actions led by specific members of staff with appropriate targets for improved attendance and outcomes for pupils eligible for free school meals. Attendance and outcomes at both key stage 3 and key stage 4 have improved over the last two years for pupils eligible for free school meals with the gap between the performance of these pupils and others reducing.

The governing body exercises its role of monitoring the budget effectively, holding senior leaders to account appropriately for the money that the school spends.

In view of the good outcomes that pupils achieve, the school provides good value for money.

Appendix 1

Commentary on performance data

At key stage 3, performance in the core subject indicator has improved steadily over the last four years. In 2014, when compared with modelled expectations, performance is above expectations. In the last four years, performance has been consistently above family averages. When compared with similar schools, based on levels of eligibility for free school meals, performance has placed the school in the lower 50% in the last two years.

English performance at level 5 and above has improved steadily since 2011. In 2014, performance is slightly below the family average but was above family averages in the previous three years. In the last two years, performance has placed the school in the lower 50% of similar schools based on eligibility for free school meals. Performance in English at level 6 and above has improved over the last four years, although it has fluctuated when compared to family averages. In the last three years, performance in English at level 6 and above has placed the school in the lower 50% of similar schools.

Mathematics performance at level 5 and above has improved steadily since 2011 and has been above the family average in the last two years. In terms of free-school-meal benchmarks, mathematics performance has placed the school in the lower 50% of similar schools in each of the last four years. At level 6 or above, performance in mathematics has improved considerably in 2014 but has been below the family average in the last two years. In the last two years, performance has placed the school in the bottom 25% of similar schools in terms of free-school-meal benchmarks.

Performance in science at level 5 or above has dipped slightly in 2014 and fallen below the family average. This is in contrast to a steady improvement over the previous three years. In 2014, performance in science places the school in the bottom 25% of similar schools based on levels of eligibility for free school meals. In the previous three years, it was in the lower 50% of similar schools. At level 6 and above, performance in science has fluctuated over the last four years and has been below family averages for most of this period. In terms of free-school-meal benchmarks, science performance at level 6 or above has placed the school in the bottom 25% of similar schools in the last two years.

Value-added data for 2014 indicates that pupils' progress from key stage 2 is below expectations in each core subject and in the core subject indicator.

At key stage 4, performance in the level 2 threshold including English and mathematics has improved since 2011 and has been above the family average in each of the last two years. In 2014, when compared with similar schools on the basis of eligibility for free school meals, performance places the school in the top 25%. In the previous year, performance placed the school in the upper 50% of similar schools. Performance in this indicator has been above modelled expectations in each of the last four years.

Performance in the capped points score has improved steadily over the last four years and has been above family averages in each of the last three years. When compared with similar schools on the basis of eligibility for free school meals, performance in this indicator has placed the school in the top 25% in each of the last three years. Performance in the capped points has been above modelled expectations in each of the last three years.

Performance in the core subject indicator has improved by around eight percentage points since 2011. Performance in this indicator has been above family averages in each of the past four years and, in 2014, has placed the school in the top 25% of similar schools based on free-school-meal benchmarks.

The level 2 threshold performance has improved significantly since 2011 with all pupils attaining the equivalent of five or more passes at grades A*-C in each of the last two years. In each of the last three years, performance in this indicator has been well above family averages and has placed the school in the top 25% of similar schools.

In both 2013 and 2014, all pupils attained the level 1 threshold. In the last three years, performance in this indicator has been above family averages and has placed the school in the top 25% of similar schools based on levels of eligibility for free school meals.

Performance in English has improved in 2014 and is at its highest level. In 2014, performance is above the family average although in the previous two years it was below family averages. Compared with similar schools based on free-school-meal benchmarks, performance in English places the school in the upper 50%. However, in the previous two years, performance placed it in the bottom 25%.

In 2014, performance in mathematics has improved by around two percentage points building on the progress in the previous year. Performance in mathematics has been above the family average in each of the last four years. When compared with similar schools in terms of free-school meal benchmarks, performance in mathematics has placed the school in the upper 50% in each of the last three years.

Performance in science dipped marginally from the previous year when all pupils attained an A*-C pass in this subject. In each of the last four years, performance in this indicator has been well above family averages and has placed the school in the top 25% of similar schools.

Value added data for 2014, indicates that pupils' progress from previous key stages is significantly above expectations and places the school in the top 25% of similar schools in terms of free-school-meal benchmarks.

In the last four years, no pupil has left education without any qualifications. Most pupils continue in full-time education after 16. Very few pupils who left school at 16 are reported as not being in education, employment or training and this proportion is better than the local authority and national averages.

Post-16 pupils perform broadly in line with expectations. In each of the last four years, all pupils have achieved the level 3 threshold. Performance in the average wider points score has fluctuated in the last four years.

At key stage 3, in 2014, girls do better than boys in the core subject indicator and in each of the core subjects. In English, science and the core subject indicator the gap between the performance of boys and girls is larger than family and national averages. In the core subject indicator, the gap between the performance of boys and girls has been larger than family and national averages in three of the last four years.

At key stage 4, girls do better than boys in most key indicators. In 2014, the gap between the performance of boys and girls is larger than both family and Wales averages in the level 2 threshold including English and mathematics, the core subject indicator and in the core subjects of English and mathematics. There were similarly large gaps of more than 13 percentage points in the level 2 threshold including English and mathematics, the core subject indicator and in English in both 2012 and 2013. Generally this has been due to the performance of girls improving more quickly than that of boys and being above that of girls in similar schools while the performance of boys has fluctuated when compared with family averages. In 2014, the performance of boys is above family averages in the majority of key indicators but below family averages in the level 2 threshold including English and mathematics, and in the core subjects of English and mathematics.

At key stage 3, the performance of pupils eligible for free school meals has generally improved over the last four years although improvement has not been consistent in English and mathematics. In 2014, pupils eligible for free school meals perform better than others at the school in the core subject indicator. At key stage 4, the performance of pupils eligible for free school meals has improved significantly since 2012 with the gap between these pupils and others reducing steadily during this period. In 2014, the performance of pupils eligible for free school meals is above family and national averages in all key indicators. In the majority of indicators, the performance of pupils eligible for free school meals is either in line with or, in both mathematics and science, slightly above that of other pupils at the school.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	316		140 44%	168 53%	8 3%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			43%	52%	4%	1%	
The school deals well with any bullying	316		86 27%	174 55%	45 14%	11 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			26%	58%	14%	3%	
I have someone to talk to if I am worried	315		128 41%	165 52%	22 7%	0 0%	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	314		54 17%	184 59%	68 22%	8 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	312		120 38%	163 52%	25 8%	4 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	316		106 34%	192 61%	16 5%	2 1%	Rwy'n gwneud yn dda yn yr ysgol.
			32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	315		119 38%	174 55%	21 7%	1 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	312		58 19%	166 53%	71 23%	17 5%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	316		154 49%	149 47%	11 3%	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	314		45 14%	166 53%	81 26%	22 7%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			10%	57%	27%	6%	
Staff treat all pupils fairly and with respect	315		98 31%	160 51%	42 13%	15 5%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			28%	51%	17%	4%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest		310	53 17%	151 49%	91 29%	15 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		314	115 37%	175 56%	23 7%	1 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		312	128 41%	161 52%	22 7%	1 0%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			36%	54%	9%	1%	
The staff respect me and my background		313	117 37%	166 53%	28 9%	2 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		312	119 38%	168 54%	25 8%	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		112	27 24%	59 53%	18 16%	8 7%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	51%	16%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form		91	39 43%	44 48%	6 7%	2 2%	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.	104	62 60%	41 39%	1 1%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	4%	1%		
My child likes this school.	105	61 58%	40 38%	3 3%	0 0%	1	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.	104	68 65%	33 32%	3 3%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		50%	45%	3%	1%		
My child is making good progress at school.	105	69 66%	33 31%	2 2%	1 1%	0	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	104	32 31%	58 56%	5 5%	1 1%	8	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	105	53 50%	48 46%	2 2%	1 1%	1	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	105	69 66%	34 32%	1 1%	1 1%	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.	105	41 39%	56 53%	4 4%	1 1%	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%	53%	8%	2%		
Staff treat all children fairly and with respect.	105	46 44%	52 50%	4 4%	0 0%	3	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.	103	36 35%	52 50%	10 10%	0 0%	5	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.	104	56 54%	46 44%	2 2%	0 0%	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'.	101	44 44%	45 45%	4 4%	1 1%	7	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.	105	64 61%	38 36%	2 2%	1 1%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		33%	50%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	105	70 67%	32 30%	3 3%	0 0%	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.	105	37 35%	52 50%	6 6%	1 1%	9	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.	104	52 50%	45 43%	4 4%	0 0%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		36%	53%	5%	1%		
My child is well prepared for moving on to the next school or college or work.	101	35 35%	47 47%	5 5%	1 1%	13	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.	104	45 43%	50 48%	3 3%	0 0%	6	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	49%	9%	2%		
The school is well run.	104	62 60%	39 38%	1 1%	1 1%	1	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

Appendix 3

The inspection team

John Thomas	Reporting Inspector
Stephen Davies	Team Inspector
Bethan Whittall	Team Inspector
Hugh Davies	Team Inspector
Kerry Jones	Lay Inspector
Jonathan Wilson	Peer Inspector

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 eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents 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 eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.