



*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**

**Pentrehafod School  
Pentremawr Road  
Hafod  
Swansea  
SA1 2NN**

**Date of inspection: September 2012**

**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.

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**Publication date: 20 November 2012**

## Context

Pentrehafod School is an 11-16 English-medium mixed comprehensive school serving the eastern side of Swansea. The pupil population has increased recently due to the closure of a local comprehensive school. There are currently 1,026 pupils on roll.

A total of 30.6% of pupils are entitled to free school meals. This is significantly above the national average of 17.4% for secondary schools in Wales.

Pupils at the school represent the full range of ability. Around 7% of pupils have statements of special educational needs compared with 2.7% for Wales as a whole. Thirty-seven per cent of pupils have a special educational need. Nine per cent of learners speak English as an additional language. The school has a Special Teaching Facility for pupils with speech, language and communication needs.

No pupils speak Welsh at home. Ninety-one per cent of pupils are from a White British ethnic background.

The headteacher joined the school in May 2011. One deputy headteacher was in post at the time of the last inspection. The other two deputy headteachers have been in post for two years.

The individual school budget per pupil for Pentrehafod School in 2011-2012 means that the budget is £3,754 per pupil. The maximum per pupil in the secondary schools in Swansea is £7,713 and the minimum is £3,215. Pentrehafod School is 11th out of the 15 secondary schools in Swansea in terms of its school budget per pupil.

## Summary

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

### Current performance

Good features in the school's current performance include:

- a purposeful environment in lessons, where pupils apply themselves well to learning and persevere;
- almost all pupils feeling safe in school; and
- effective arrangements to support pupils' health and wellbeing.

However, current performance is judged to be unsatisfactory because:

- the school's performance in key stage 4, particularly in the indicators that include English and mathematics, is below expectations, especially when compared to the performance of similar schools;
- the planning for progression in literacy in lessons is not co-ordinated and, as a result, pupils do not make enough progress in literacy and do not use their literacy skills well enough to support their learning;
- attendance rates in the four years to 2012 do not compare well with those of similar schools;
- in around a third of lessons pupils do not make enough progress in learning; and
- there is too much inconsistency in the quality of teaching.

### Prospects for improvement

During the last two years, there has been a significant change in the culture and ethos of the school. This has seen a stronger focus on achievement, and greater level of aspiration for all pupils. In a relatively short period of time, leaders have secured improvement in a few important areas, such as in standards at key stage 3, attendance rates in 2012, behaviour and a broader and more engaging curriculum.

However, prospects for improvement are judged to be adequate because:

- there is an insufficient link between self-evaluation and improvement planning;
- in a few areas, the lines of accountability are unclear, and line management arrangements lack the rigour and consistency to bring about the required change;
- the governors' use of data is underdeveloped and, as a result, they are not able to challenge on the aspects that need improvement; and
- the school has not made enough progress in addressing recommendations from the last inspection about self-evaluation and improving consistency in marking and assessment.

## Recommendations

- R1 Improve standards in English and mathematics at key stage 4;
- R2 improve the quality of teaching and reduce the variation across the school;
- R3 strengthen the link between self-evaluation and improvement planning;
- R4 improve the co-ordination and planning for progression in developing literacy skills across the curriculum;
- R5 increase accountability for improving standards and quality, especially through the establishment of rigorous line management arrangements; and

### What happens next?

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

## Main findings

### Key Question 1: How good are outcomes?

Unsatisfactory

#### Standards: Unsatisfactory

In key stage 3 there has been a slight improvement in achievement. Over the past three years in key stage 4 there has also been an improvement in performance in a few indicators not including English and mathematics. However, the school's performance is still below that of similar schools and below expectations.

In key stage 3, the school's performance compared with similar schools has improved slightly over the past three years. In 2012 it was above expectations based on the percentage of pupils who receive free school meals but performance overall in the key indicators is in the bottom half of that for similar schools. Performance at the level 6 and above in English was good in 2012 and exceeded the similar schools average. However, performance in mathematics, especially at level 6 and above, is unsatisfactory. By the end of key stage 3, pupils have made adequate progress from the previous key stage.

Performance at key stage 4 remains significantly below the average for similar schools. Performance in indicators that do not include English and mathematics have improved slightly over the three years up to 2012, but performance in these two core subjects and the indicators that include them has declined over that period. Pupils in key stage 4 do not make satisfactory progress from previous key stages.

Boys perform less well than girls in key stage 3 and key stage 4, but the difference is similar to that in other schools and Wales as a whole. The difference in performance between pupils entitled to free school meals and those who are not is slightly narrower than the average difference for Wales. However, the performance of those entitled to free school meals has shown a downward trend. Those with additional learning needs, including the most vulnerable pupils, make good progress in line with their abilities. Pupils who speak English as an additional language and those with speech and language difficulties make satisfactory progress in acquiring good communication skills in English.

The number achieving Essential Skills Wales qualifications has risen dramatically over the last year, but this is not reflected in improved performance in English and mathematics in key stage 4.

The school has successfully reduced the number of pupils leaving without qualifications. In 2011 and 2012, very few pupils left school without a qualification and the proportion staying on in full-time education after 16 is high. Very few pupils who left school at 16 are reported as being not in education, employment or training.

In a very few lessons where expectations are high, pupils are highly engaged and motivated, and make very good progress in their learning. In these lessons, they have very good problem solving and thinking skills, which they use well to develop their knowledge and understanding. In the majority of lessons, pupils make good use

of their prior knowledge and can apply this well to new situations. However, in around a third of lessons, pupils make only satisfactory progress in learning and in a very few lessons pupils make little progress.

In many lessons, pupils confidently contribute to discussions and have good speaking skills. In a few lessons, pupils speak very confidently, giving extended and well thought-out answers and opinions.

Most pupils spell most common words accurately but, when they tackle unfamiliar words, they lack basic knowledge and understanding of spelling rules and conventions. The grammar of most pupils is generally accurate. However, when pupils are inaccurate or misspell, they do not consistently make corrections even though the majority of teachers identify the errors. Many pupils present their work neatly.

In a very few subjects, pupils write at length, accurately and in well-structured paragraphs, using a good range of vocabulary. However, in the majority of subjects pupils produce little extended writing and there is little drafting and redrafting in order to improve the quality of the work.

The majority of pupils make sound progress in developing their reading skills. These pupils read confidently and fluently in class. They can read a range of different types of written materials and make use of these for research.

In Welsh second language at key stage 3, results have improved over the past two years. Performance in Welsh second language is in the top half of that for similar schools and is above the family average. At key stage 4, many pupils gain a GCSE qualification in short course Welsh second language. A very few pupils take the full course qualification and in 2011 all of these pupils gained level 2.

### **Wellbeing: Adequate**

Pupils behave well in classes and around the school. Most pupils are polite and courteous. Most pupils feel safe when attending school. They demonstrate a secure understanding of where to go to if they need help or support. Pupils are confident that the school deals appropriately with bullying. Most demonstrate good levels of respect to their teachers, other staff and their peers.

Many pupils understand the importance of a healthy lifestyle and take regular exercise. These pupils participate in a wide range of sporting and leisure activities.

Over the past four years, attendance rates have not compared well with those of similar schools. However, data for attendance in 2012 shows a three-percentage point improvement in attendance. This would put them above the family average attendance for 2011. This has been the result of improved intervention strategies.

Although there have been no permanent exclusions for seven years, the number of fixed term exclusions increased last year.

Through the school council and other representative groups, pupils contribute appropriately to the life and work of the school and the community. Pupils are involved in making decisions and developing school policy. For example, last year the whole school community was involved in reviewing the anti-bullying policy.

Nearly all pupils have good social skills. They get on well with each other, their teachers, and other staff. They readily take on responsibilities and older pupils are well prepared for life and work outside school.

<b>Key Question 2: How good is provision?</b>	<b>Adequate</b>
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### **Learning experiences: Adequate**

The school provides a broad and balanced curriculum at key stage 3 that meets pupils' needs and interest. At key stage 4, the curriculum provides a broad range of academic and vocational courses. In 2011, the school introduced additional BTEC courses and provisional data for 2012 data suggests that this has resulted in greater numbers of pupils achieving qualifications in key stage 4.

The school has introduced a number of strategies for improving pupils' skills. This includes Essential Skills Wales qualifications, targeted intervention and, recently, the appointment of co-ordinators for literacy and numeracy. The schools' literacy intervention programme is effectively raising the reading ages of pupils who entered the school in Year 7 with reading ages significantly below their chronological age. However, only a minority of departments identify and plan for progression in literacy and numeracy within their schemes of work. The impact of these strategies to improve literacy and numeracy is not reflected in outcomes in key stage 4.

The curriculum has recently been revised to extend the time available for the teaching of Welsh in key stage 3. All teachers have received training in the use of incidental Welsh, but evidence from lessons shows that Welsh is rarely used. However, the Welsh dimension is promoted well across most departments and there are useful opportunities to raise pupils' knowledge and understanding of Welsh culture.

Pupils are acquiring a good awareness of sustainable development and global citizenship through the personal and social education programme, special projects and assemblies. The school also links well with the local community to bring together people from different cultures and backgrounds.

### **Teaching: Adequate**

Teaching is good in a majority of lessons. Where teaching is most effective, lessons are well planned with well-structured activities and pupils making good progress in learning. However, there is too much inconsistency across the school.

In the majority of lessons, teachers have high expectations. Teaching provides effective challenge and maintains an appropriate pace. It provides well-designed learning experiences that successfully develop pupils' skills. There is skilful questioning, probing and checking understanding.



However, in a minority of lessons, teaching does not meet the needs of all pupils including the most and the least able. Teachers do not do enough to develop skills and there is insufficient challenge. Instructions are occasionally unclear and pupils do not know what they are meant to do. In a very few of these lessons, planning is not well structured, the learning activities are repetitive, pace is slow and teaching does not build on pupils' knowledge and understanding. As a result, pupils make insufficient progress.

Teachers and teaching assistants have strong working relationships with pupils. This has a positive impact on the attitudes and behaviour of pupils.

The school has recently introduced a comprehensive and appropriate electronic tracking system that monitors pupil progress across the curriculum. However, it is not used consistently well by teachers to plan for improvement and monitor pupil progress.

The marking and assessment by a minority of teachers supports progress in learning well. There is valuable oral and written feedback that helps pupils improve their work. However, there is too much inconsistency. Although a majority of teachers give useful feedback, many teachers do not ensure that their comments are acted on and corrections made. In a minority of subjects, pupils are involved in setting their own targets for improvement and have a clear idea about what to do to improve their own work. In a few lessons, pupils have worthwhile opportunities to assess their own work and the work of their peers.

Parents receive detailed and informative reports on the achievement and progress of their children. There are appropriate opportunities for both pupils and parents to respond to the comments in reports.

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

The school has comprehensive arrangements to support pupils' health and wellbeing. It works well to deal with any incidents of bullying and harassment. It also works well with key partners and agencies to provide comprehensive support. The school promotes pupils' spiritual, moral, social and cultural development well, including through the school assemblies and tutorial periods. The school's personal and social education programme is comprehensive and makes a valuable contribution to the inclusive ethos of the school. The school has been effective in promoting good pupil behaviour.

Teachers give useful guidance to pupils when making their option choices at key stage 4 and at post-16. This has resulted in an increase in the number of pupils remaining in education or moving into further education, training or employment.

The school provides a wide range of intervention support programmes, which are responsive to pupils' needs, particularly for those pupils with additional learning needs. Pupils with additional learning needs are quickly identified and well supported. The school makes good use of a range of specialist services available in its specialist teaching facility. As a result, vulnerable pupils are well supported and generally make good progress. Parents of children with additional learning needs are kept well informed about their child's progress.

The school has established an effective 'Pupil Attendance and Well-being' unit. This unit brought together many of the school's support functions into one team. As a result, attendance improved in 2012 following a more systematic approach to identification and follow-up.

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

### **Learning environment: Good**

The school is an inclusive community where diversity is respected and celebrated. The school supports well pupils from a range of minority ethnic groups and those who are asylum seekers. The school is the first in Wales to achieve 'School of Sanctuary' status. This acknowledges their work in raising awareness amongst other pupils about problems and challenges that asylum seekers and refugees who live in Swansea face.

There is a calm and caring ethos around the school. The school has policies which respect the rights of each pupil and also makes sure that pupils know their responsibilities within the school and local community. The principles and practices of equal opportunity are applied for all.

Accommodation is sufficient to meet the needs of the number of pupils with much work having been done recently to improve the appearance of the inside and outside environment. There are suitable learning resources that enhance pupils' learning. Displays along corridors and classrooms are colourful and inspiring, and exhibit pupils' work well. Sporting facilities are of a high quality and include a swimming pool, climbing wall and an outdoor fitness area. This is especially popular with pupils. The external area is extensive and is well maintained.

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

Over the last eighteen months, the structure and membership of the headship team has changed considerably. The closure of a local school has also led to a significant increase in the number of pupils on roll. Leaders and teachers have responded well to these changes. During this period of change, there has also been a significant change in the culture and ethos of the school. This has seen a stronger focus on pupil achievement and a greater level of aspiration for all pupils.

The headteacher and headship team have well defined roles and responsibilities. Together, they share a common vision and work well as a team. Staff are confident in the ability of the headship team to bring about improvement. In a relatively short period of time, leaders have secured improvement in a number of important areas, such as improving standards at key stage 3, beginning to improve attendance rates, improving behaviour and developing a broader and more engaging curriculum. However, these changes have not yet impacted positively on important indicators at key stage 4.

The school has recently introduced a new system to manage performance. Individual targets are now linked to the school's priorities. Meetings are held regularly to discuss planning and progress. However, in a few areas, the lines of accountability are unclear, and line management arrangements lack the rigour and consistency to bring about sufficient change.

The majority of middle managers understand their roles and carry out their responsibilities appropriately and with enthusiasm. A minority are less effective. The school has recently made a number of new appointments to strengthen middle leadership and address underperformance in a few subject areas. However, it is too soon to see the impact of these actions on performance.

The governing body are enthusiastic, committed and very supportive of the school, the new headteacher and headship team. They have a sound understanding of the strengths and areas for improvement in the majority of areas. The headteacher makes sure that governors are appropriately informed about the performance of the school. However, governors' use of data is under developed and as a result they are not able to challenge the school on all the aspects that need improvement.

The school has recently introduced a number of strategies that focus appropriately on raising standards of literacy and numeracy as well as reducing the impact of poverty and disadvantage. Although staff are enthusiastic about the recent changes, it is too soon to see the impact on standards.

### **Improving quality: Unsatisfactory**

Over the last 12 months, there have been significant changes to the school's self-evaluation and improvement planning processes. Despite this, there is an insufficient link between self-evaluation and improvement planning, and self-evaluation arrangements are inconsistent and at a very early stage of development.

The school self-evaluation report is a useful and detailed document and draws from a satisfactory range of evidence. Although it correctly identifies strengths in the school, it does not correctly identify a minority of important areas for improvement, such as shortcomings in teaching and self-evaluation.

As part of the autumn review, middle leaders produce an evaluation of end of key stage 3 performance and key stage 4 examination results. However, there is no requirement to regularly evaluate the progress that pupils make in lessons or on the standard of teaching. The majority of middle leaders understand the performance of their subject areas appropriately. However, there is too much inconsistency in how often and how rigorously middle leaders observe lessons and scrutinise pupils' work.

The school development plan is detailed and costed, and includes quantifiable targets for improvement. However, there are too many targets and there is not enough focus on the important areas for improvement, such as improving consistency in the quality of teaching and strengthening self-evaluation procedures. Departmental improvement plans follow the structure of the whole-school document, but they include all of the whole-school targets. As a result, middle leaders do not focus sufficiently on the specific areas within their departments, or areas of responsibility, that they need to improve.

Pupils now have worthwhile opportunities to contribute to the self-evaluation report. However, the school does not routinely collect the views of other stakeholders, particularly parents or carers.

The school is developing worthwhile links with other local secondary schools. These links focus on sharing good practice in areas such as wellbeing and support. It has also made considerable investment in a range of in-service training activities. This training focuses appropriately on improving teaching. However, there is no strategic overview of this work, and the outcomes of this training and the reviews by external consultants do not inform improvement planning. Although the school has established a number of beneficial working groups, their impact has been limited to date.

The school has not made enough progress in addressing key recommendations from the previous inspection. In particular, there has been slow progress in addressing the recommendations about self-evaluation and improving consistency in marking and assessment.

### **Partnership working: Adequate**

The school has developed a range of effective partnerships with support agencies, social services, the youth service and community groups. These provide beneficial support to the most vulnerable pupils. As a result, pupils' wellbeing and curriculum experiences at key stage 4 have improved considerably during a relatively short period of time.

The school has worthwhile partnerships with parents. The parent teachers' association are enthusiastic supporters of the school, but attendance at parents' evenings is low.

Pastoral partnerships with partner primary schools are strong. As a result, pupils settle quickly into Year 7 and those who require additional support are supported immediately. However, curriculum links with partner primary schools and joint working to improve literacy and numeracy are underdeveloped. Although the school has recently appointed a literacy co-ordinator and a numeracy co-ordinator to address these issues, it is too early to see the impact of their work.

The school has appropriate partnerships with other 14-16 providers. These links have led to an improvement in the range of courses offered at key stage 4. This has led to a reduction in the number of pupils leaving without a recognised qualification.

### **Resource management: Unsatisfactory**

The school manages its financial resources well and deploys staff effectively. Teaching and support staff have the appropriate knowledge and experience to deliver all aspects of the school's curriculum. Over the last twelve months, the school has successfully addressed a substantial deficit. The headteacher, business manager and finance committee monitor spending closely. Governors contribute appropriately to all financial decisions at the school. Spending decisions are linked appropriately on the identified priorities for improvement. The school has appropriate plans and budget controls in place to ensure that current spending is within agreed limits.

The school generates income through letting of the swimming pool and a contract to provide parking to the nearby football stadium. This additional funding is used well to enhance the pupils' experience, improve the learning environment and increase opportunities for staff training and development.

Despite this good financial management, the school provides unsatisfactory value for money because standards are judged to be unsatisfactory.

## Appendix 1

### Commentary on performance data

The school's performance in the main indicators for key stage 3 shows a slight improvement since 2009 and in 2012 it placed the school just below the middle of its family of similar schools. Performance in the core subject indicator has improved. In 2010, it placed the school in the bottom quarter for similar schools based on the proportion of pupils entitled to free school meals, and in 2011 and 2012 in the lower half. In 2012, performance was above expectations based on the proportion of pupils receiving free school meals.

In 2012, performance in level 5 and above in English was slightly above the family average. English placed the school in the lower half of similar schools based on free school meals. Mathematics performance relative to that in similar schools fell in 2012 and took the school from the upper half to the bottom quarter of similar schools based on the proportion of pupils entitled to free school meals. Science performance was slightly below the family average and placed the school in the bottom quarter of similar schools based on entitlement to free school meals. Performance at level 6 and above improved in English and was above the family average. In mathematics, performance at level 6 and above fell below family averages. In science, performance at level 6 and above equalled the family average. By the end of key stage 3, pupils have made adequate progress from the previous key stage.

Performance at key stage 4 in four of the main indicators has improved only slightly over the last three years. However, attainment in all but one of these indicators is below of the average for similar schools. Performance in the level 2 threshold including English and mathematics has shown a slight upward trend, but remains below the family average. Performance in 2011 was below expectations based on the proportion of pupils receiving free school meals. Performance in the level 2 threshold, the core subject indicator and the capped points score all show a slight trend of improvement, but remain below the family averages. The trend in level 1 performance has been broadly in line with that of similar schools and Wales over the past three years, but in 2011 was below the family average.

Performance in English and mathematics at level 2 remains below the family average and there has been a downward trend over the last three years.

With the exception of the core subject indicator which is in lower half and level 2 science which is in the upper half, all of the main indicators are in the lowest quarter of levels attained by similar schools based on entitlement to free school meals. This is a slight improvement from 2010 when the core subject indicator and level 2 science were also in the lowest quarter.

Pupils in key stage 4 in 2011 made adequate overall progress from key stage 3 in the core subject indicator and the level 2 threshold including English and mathematics, but the school was in the bottom quarter of schools with similar entitlement levels to free school meals in the other main indicators. Pupils in key stage 4 do not make satisfactory progress from key stage 2.

Unverified data for performance in 2012 suggest that a higher proportion of pupils gained level 2 and level 1 qualifications. However, the performance in English and mathematics did not improve and the performance in the level 2 threshold including English and mathematics and the core subject indicator did not reach school targets and was lower than in 2011.

Very few pupils leave school without a qualification and the proportion staying on in full-time education after 16 is high. Very few pupils who left school at 16 are reported as being not in education, employment or training.

In key stage 3, boys performed less well than girls in all of the main indicators in 2011 and 2012. At level 5 and above, the difference in 2012 was less than family and all-Wales averages in the core subject indicator and science, and similar to family and Wales averages in English and mathematics. Boys at key stage 4 performed less well than girls in all of the main indicators, but the difference was similar to family and all-Wales averages.

In key stage 3, the difference in performance between pupils entitled to free school meals and those who are not is slightly narrower than the average in Wales. While this is also the case in key stage 4, the gap has widened as the performance of those entitled to free school meals has deteriorated.

A minority of Year 11 pupil in 2011 achieved level 2 in the Essential Skills Wales in communication and application of number. In 2012, around half of pupils in Year 9 and many in key stage 4 gained a level 2 in the Essential Skills Wales qualification for communication and application of number. Many in Year 11 also gained level 2 in information and communication technology.

Pupils make sound progress in Welsh language development. At key stage 3 in 2011, the school's performance was well above the family average at level 5 and above, and placed it third best in the family and in the top quarter of similar schools based on the proportion of pupils entitled to free school meals. Also in 2011, a few pupils followed the full-course GCSE in Welsh and all achieved a level 2. The rest of the cohort followed the short course GCSE. Of those entered, many achieved level 1 and a minority level 2. A few pupils, mostly those with English as an additional language, were not entered for the examination.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Estyn received responses from 232 pupils, selected at random from across the age range.

The responses of the pupils were broadly similar to those of pupils from other secondary schools.

Nearly all pupils:

- consider that they are doing well;
- state that the school encourages them to take on responsibility;
- consider that the school helps them to understand and respect people from other backgrounds; and
- say that they have enough books and equipment.

Most say that:

- staff help them to learn and make progress;
- homework helps them to understand and improve their work;
- they feel safe in school; and
- they have someone to turn to if they have any concerns.

Most pupils in key stage 4 say that they received good advice when choosing their courses and they are well prepared for further education or employment.

Many pupils:

- believe that the school deals well with bullying;
- state that there are plenty of opportunities to get regular exercise and that the school teaches them to be healthy;
- say that staff treat them fairly and with respect; and
- feel that the school takes account of their views.

Only around half of learners in key stage 3 state that pupils behave well and that they can get on with their work. This is considerably lower on average than pupils in other schools

#### Responses to parent questionnaires

Estyn received 249 responses to the parent questionnaire. Parents gave a positive or very positive response to most questions, and their views are broadly similar to the parents of pupils in other secondary schools.



Nearly all parents:

- say that teaching is good;
- consider that their child is making good progress; and
- believe that the staff have high expectations of pupils.

Most parents:

- are satisfied with the school and say that their children are safe and like the school;
- consider that the school is well run and that their children were helped to settle in well when they started school;
- believe that the school helps their child to be mature and take responsibility; and
- are comfortable about approaching the school to discuss matters about their child's education and wellbeing

Many parents

- consider that there is a good range of activities available to their child;
- believe that their children are encouraged to be healthy; and
- know the procedure for making a complaint.

## Appendix 3

### The inspection team

Sue Halliwell	Reporting Inspector
Mark Evans	Team Inspector
Catherine Evans	Team Inspector
Ray Owen	Team Inspector
Glenda Jones	Lay Inspector
Marc Belli	Peer Inspector
Steve Riordan	School 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))

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

### Year groups 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 LEAs.

The term 'Reception' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	FPR	FPY1	FPY2	Y3	Y4	Y5	Y6
Ages	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 four key stages cover the following year groups:

Foundation Phase	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.