



*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**

**St Cyres Comprehensive School  
St Cyres Road  
Penarth  
CF64 2XP**

**Date of inspection: May 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.

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**Publication date: 17/07/2013**

## Context

St. Cyres Comprehensive School is an English-medium 11 to 18 mixed comprehensive school situated in Penarth, in the Vale of Glamorgan. There are 1,189 pupils on roll, which is lower than the number at the time of the last inspection in April 2007. Of these, 218 are in the sixth form compared with 256 at the time of the last inspection.

Since the last inspection, the school has closed its Dinas Powys site and the pupils are all now taught on the Penarth site, in preparation for the move into a new school building in October 2014.

Over a three-year average, 14.2% of pupils are entitled to free school meals, which is below the national average of 17.4%. The school has a diverse pupil intake. Pupils come from five associated primary schools, representing Penarth, Dinas Powys and Llandough, as well as an increasing number of pupils from Barry and Cardiff. The majority of pupils speak English as their first language. Two hundred and twenty-four pupils are categorised as pupils with English as an additional language and 29% of pupils come from a minority ethnic background. Very few pupils speak Welsh as their first language.

The school's intake includes the full range of ability. The percentage of pupils with special educational needs is around 30%, which is much higher than the national average of 18.6%. The percentage of pupils with a statement of special educational needs (3%) is very close to the national average of 2.6%. The school has a specialist resource base serving the local authority for 9 pupils with a hearing impairment.

The school introduced the Welsh Baccalaureate Qualification in the sixth form in 2004 and in key stage 4 in 2006.

The current headteacher was appointed in 2010. The senior leadership team consists of two deputy headteachers and three assistant headteachers. The headteacher and deputy headteachers were on the senior leadership team at the time of the last inspection, but the assistant headteachers were appointed after the last inspection in 2007.

The individual school budget per pupil for St Cyres Comprehensive School in 2012-2013 means that the budget is £4,169 per pupil. The maximum per pupil in the secondary schools in the Vale of Glamorgan is £4,359 and the minimum is £3,794. St Cyres Comprehensive School is fourth out of the eight secondary schools in the Vale of Glamorgan 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 of the school's current performance include:

- improvements in performance in key stage 3 and key stage 4;
- the good progress made by the majority of pupils in developing their knowledge, understanding and skills in lessons;
- the good behaviour and positive attitudes to learning demonstrated by most pupils;
- effective teaching in the majority of lessons;
- a high level of care, support and guidance and effective arrangements to support pupils' health and wellbeing; and
- a very inclusive ethos.

However, there are important areas for improvement:

- performance in key stage 4 in the indicators that include mathematics is below expectations, especially when compared with the performance of similar schools;
- a minority of pupils, particularly the more able, do not make as much progress as they should;
- pupils' literacy and numeracy skills are underdeveloped; and
- attendance rates in the four years to 2013 do not compare well with those of similar schools.

### Prospects for improvement

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

- the headteacher, supported by the senior leadership team, provides a clear vision and sense of direction for the school;
- middle leaders have started to focus more robustly on addressing the priority of improving standards;
- the school has taken appropriate actions to challenge underperformance;
- senior and middle leaders do not analyse performance and attendance data robustly enough;
- targets for school improvement are not challenging enough or measureable; and
- senior leaders and governors do not hold the school to account enough for its performance.

## **Recommendations**

- R1 Raise standards and improve performance at all key stages
- R2 Improve pupils' attendance
- R3 Ensure that there is a consistent and systematic whole-school approach to the improvement of pupils' literacy and numeracy skills
- R4 Improve the quality of teaching and assessment
- R5 Strengthen leadership at all levels to provide more rigour and challenge to secure improvements in standards and quality of teaching
- R6 Improve the rigour of self-evaluation and improvement planning, particularly in analysing data

### **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 the level 2 threshold including English and mathematics has fluctuated over the past four years, and has been below the family average for the last two years. In 2012, performance declined, moving the school from the lower half to the bottom quarter of similar schools based on the proportion of pupils entitled to free school meals. Performance is below the modelled expectations. The level 2 threshold shows a gradual improvement, although at a slower rate than the average for similar schools and, in 2012, performance was below the family average and placed the school in the lower half of similar schools in terms of free-school-meal benchmarks. Pupils' progress from the previous key stages is lower than expected for most indicators, but better than expected for the capped points score.

At key stage 3, performance in the core subject indicator has improved over the last four years. It has been just above the average for its family of schools for three of the four years. However, when compared with similar schools based on the proportion of pupils entitled to free school meals over this period, the school has remained in the lower half for three of the four years. Performance is above modelled expectations. Fewer pupils attain the higher levels in English, mathematics and science than in similar schools. Pupils' progress from the previous key stage is below expectations for all indicators, and well below expectations for English.

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

In the sixth form, performance in the level 3 threshold is below the Wales, local authority and family averages.

At key stage 4, girls do better than boys and the gap between the performance of boys and girls is bigger than the family and national averages for the level 2 threshold, English and science. Pupils entitled to free school meals generally achieve above expectations at key stage 4 but below expectations at key stage 3. Pupils with special educational needs and with English as an additional language achieve as expected.

In a very few lessons, pupils make excellent progress. They recall prior information well, ask probing questions and develop their literacy skills effectively. In a majority of lessons, pupils make good progress. They show resilience, remain focused on tasks and apply their knowledge and understanding to new situations. However, in a minority of lessons, pupils make limited progress because the pace of the lesson is too slow and teachers' expectations are not challenging enough. A minority of pupils do not engage well in their learning.

Many pupils work purposefully in groups and pairs and are respectful of each other's points of view. They apply their thinking skills well and work together effectively to solve problems. However, a few pupils do not work productively in groups.

Many pupils listen attentively to each other and their teachers. In discussion, they are confident in clarifying questions and presenting articulate responses to support their ideas. A few pupils are reluctant to volunteer answers or lack confidence in expressing their ideas clearly.

Many pupils read fluently and are able to extract information well from a variety of texts to draw appropriate conclusions and present opinions. More able pupils can summarise key points succinctly and present a clear analysis of what they have read.

A majority of pupils write with imaginative detail for a wide range of purposes, including reports, investigations, essays and descriptions. A majority of pupils spell subject-specific words accurately and plan their writing carefully. However, the extended writing of a minority of pupils is poorly paragraphed and has many common spelling and grammatical errors that pupils do not correct. The quality of presentation and handwriting in a minority of pupils' writing is untidy, particularly from boys, and a few pupils do not complete all their work.

A majority of pupils make good progress in developing their numeracy skills and are able to draw simple graphs accurately from data given to them. However, a minority of pupils show poor recall of basic number skills in multiplication, measurements, and using decimals and fractions. A majority of pupils are often confused by too many different methods of calculation.

In Welsh second language at key stage 3, pupils perform better than Wales averages but below family averages. Although the trend is uneven, overall performance has improved over the last four years. In 2012, performance placed the school in the lower half of similar schools based on free school meal entitlement. At key stage 4, entries for Welsh second language qualifications have fluctuated over the last three years. In 2012, around half of pupils achieved a level 2 qualification in Welsh second language, with very few pupils taking the full course GCSE.

### **Wellbeing: Adequate**

Nearly all pupils have a comprehensive understanding of how they can live healthy lives. Most pupils feel safe in school and that the school deals well with the few incidents of bullying.

Overall, most pupils behave well in class and around the school. Most pupils are courteous and show high levels of respect to others. While most pupils sustain concentration well, in a minority of lessons a few pupils engage in off-task chatter.

Many pupils participate regularly in community activities. These pupils develop their confidence effectively through a wide range of experiences, including St Cyres radio and television productions.

Most pupils display very good social and life skills. Pupils play an active part in influencing their learning through well-structured opportunities to collect their views. They have gained valuable experiences through full involvement in the design and construction process of the new school building. The school council plays a strong part in the life of the school and has built an effective partnership with its primary school councils to share good practice. Most pupils have the skills necessary to move confidently to the next stage in their development.

Over the past four years, attendance rates have not compared well with those of similar schools. In 2012, despite an improvement, attendance rates still placed the school in the lowest quarter of similar schools in terms of free school meals entitlement for the third year in a row and lowest in its family of schools.

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

The school offers a broad and balanced curriculum at key stage 3 and key stage 4. There is a suitable range of options at key stage 4 and in the sixth form and a satisfactory take-up of vocational courses. All pupils in key stage 4 and the sixth form follow the Welsh Baccalaureate Qualification. A strength of the school is the high proportion of pupils gaining this qualification. In 2012, four-fifths of pupils in key stage 4 attained the foundation or intermediate diploma and more than four-fifths attained the advanced diploma in the sixth form.

The school offers a broad range of extra-curricular activities and valuable opportunities for participating in national projects. High participation rates in the Duke of Edinburgh's Award scheme are a notable example.

The school has adapted the timetable in an innovative way to accommodate all pupils on one site. However, the uneven spread of lessons limits pupils' progress in a few subjects, particularly at key stage 3.

Policies and co-ordination for skills are relatively new. The school has reviewed its provision for literacy and started to focus on developing extended writing and in giving more opportunities for pupils to read independently. However, co-ordination of this provision is not rigorous enough. As a result, it has not had an impact in providing consistency and improving accuracy in pupils' literacy and numeracy skills. Intervention programmes offer suitable support for pupils with weak basic literacy and numeracy skills.

Provision for Welsh language is improving at key stage 3 and key stage 4. Since 2012 all pupils in Year 9 have started the full course GCSE in Welsh second language. The Welsh dimension features appropriately in subjects other than Welsh, and in the ethos and activities of the school. Teachers receive suitable support in using incidental Welsh.

The school is developing pupils' understanding of sustainable development and global citizenship appropriately through a few subjects, including geography, science, and personal and social education. There are worthwhile links with 'Fair Trade'

organisations and pupils are involved in replanting trees and hedgerows for the new school site.

### **Teaching: Adequate**

Most teachers use their subject knowledge well and establish positive working relationships with pupils.

In the majority of lessons, teachers have high expectations of pupils and teaching helps pupils to progress well in gaining new knowledge, understanding and skills. Lessons have clear objectives and teachers use a wide range of resources appropriately. In these lessons, the work teachers provide is carefully matched to the range of ability of pupils. Learning activities engage pupils well and challenge them to do their best. Teachers ask probing questions that require pupils to apply what they have learned and justify their reasoning. These classrooms are well managed so that most pupils are engaged successfully in their learning and remain on task. In a few of these lessons, teaching is particularly effective, with skilful use of a wide range of activities that are progressively more challenging.

However, in a minority of lessons, teachers' expectations are too low and activities do not match the needs of all pupils well enough. In these lessons, opportunities for pupils to engage in their learning are limited and teachers do most of the talking and reasoning. The pace towards the end of these lessons often slows down and pupils do not work as hard as they could.

Most teachers mark pupils' work regularly. In a few subjects, pupils reflect on how to improve other's work, using clear criteria in their evaluations. A few teachers give detailed and helpful feedback on the standard of pupils' work and what they need to do to improve. However, in a minority of books, teachers' comments are not specific enough to help pupil progress and marking does not help pupils to correct inaccuracies in their work.

The school has recently developed a suitable programme to track pupils' progress across the school at subject, group and individual level. It is beginning to provide staff with useful information to track the progress of different groups of pupils and provide appropriate support.

Parents and carers receive detailed reports about the progress of their children. Most reports identify strengths and weaknesses clearly.

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

The school has a well-planned personal and social education programme that promotes equality and diversity very well. This has a positive impact in the way pupils of many nationalities relate to one another. The school actively encourages pupils to play a role in their local community and to be involved in making decisions that affect their learning.

A team of effective learning coaches works well with pupils to support both their academic and pastoral needs. The school plans well to allow all pupils to have individual meetings with their learning coach twice each year.

The school's suitable range of extra-curricular activities encourages healthy lifestyles. Curriculum planning and the school's nutrition action group promote the benefits of healthy eating well. The school develops pupils' spiritual, moral, social and cultural awareness well through assemblies. The whole-school thought for the week is planned into appropriate parts of the school day to allow pupils to reflect on their own beliefs and the beliefs of others. Anti-bullying and behaviour policies are clear, structured and effective. Support for raising attendance is improving, although it has not had enough impact on attendance rates.

The school has a wide range of support programmes that meet the needs of all pupils effectively. Partnerships with specialist agencies are strong and this has a positive impact, particularly on the wellbeing of hearing impaired pupils and pupils with physical difficulties and disabilities. The very effective links with the local authority support pupils with English as an additional language to achieve their learning aims appropriately. A useful range of events provide pupils with advice and guidance to make informed decisions about their future learning.

The school supports pupils with additional learning needs effectively. All pupils are part of mainstream classes and nearly all play a full part in the life of the school. Individual education plans have short relevant targets that are easy to measure and plans are reviewed regularly and appropriately. The school makes sure that parents are kept well informed about their child's progress.

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

### **Learning environment: Good**

The school has a strong and caring ethos. It is very inclusive and there is a strong sense of community based on mutual respect. As a result, pupils from different backgrounds relate well to each other. The school ensures that pupils with difficulties and disabilities are fully integrated and promotes tolerance and equality of opportunity very well.

The school makes the best use of the aging buildings to create a suitable learning environment in the transition period before moving to its new building. Wall displays are stimulating and interesting. The site is well-maintained and generally litter free. Information and communication technology resources are modern, in good working order and sufficient for the needs of all pupils. The radio and television studios allow pupils to experience the wider world of media alongside music lessons. The learning resource centre is well equipped and provides a welcoming environment where pupils can develop their reading and research skills.

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

The school has made significant changes over the last year that have resulted in a well-defined management structure. The roles and responsibilities of the two deputy headteachers and three assistant headteachers have been revised suitably and are more strategic and balanced. The headteacher has strengthened the role of pastoral leaders successfully. Pastoral leaders now monitor pupils' progress rigorously. They liaise regularly with heads of faculty to monitor pupils' performance effectively. However, these recent measures have not had enough time to make a significant impact on the key indicators which include English and mathematics in key stage 4.

The headteacher leads the school well. Supported by his senior leaders, he shares a common vision which takes appropriate account of national and local priorities for the development of the school. Regular meetings and documents communicate his expectations and vision soundly to all staff. Priorities focus suitably on raising standards. However, leaders use different sets of targets to raise standards and this variability causes confusion.

The school's performance management arrangements are effective and involve all the school's personnel. An effective in-service training programme meets individual training needs identified by the process well. Annual faculty reviews, link meetings and performance management reviews identify underperformance appropriately and approaches to address underperformance are robust. Although performance management targets are set to meet the school's strategic priorities, the outcomes from a significant minority of these targets are not focused well enough on outcomes at key stage 4

Each senior leader has relevant line-management responsibilities. Well-structured calendared meetings discuss classroom practice and set interim targets for pupils' performance regularly. However, the impact of the agreed actions has not ensured enough improvement in teaching and learning even though heads of faculties have observed each member teach within their faculty and noted their strengths and areas for development. Senior leaders do not hold middle leaders to account robustly enough, for example in relation to the quality of teaching and learning and marking of pupils' books.

Currently, senior and middle leaders are beginning to use data to analyse the school's progress by comparing performance against family and national averages.

The governing body is very supportive of the school. Governors are clear about the school's vision and contribute appropriately to the school's self-evaluation process. They support and challenge the headteacher, who keeps them fully informed of the performance and development of the school. However, governors are not confident in interpreting performance data and, as a result, they do not hold the school to account enough for performance, particularly at key stage 4.

### **Improving quality: Adequate**

The school has a regular cycle of self-evaluation activities that reviews evidence from a wide range of sources and involves all staff. Pupils and parents have worthwhile opportunities to express their views on the work and life of the school. Notably, the school has acted on the views of pupils to improve matters such as behaviour, the school environment and the structure of the new school day.

Leaders view the analysis of data as a key part of self-evaluation. However, in this process, senior and middle leaders do not pay sufficient attention to performance and attendance data of similar schools. The analysis of attendance data for groups of learners is underdeveloped. Leaders have completed a thorough review of teaching, and use the process suitably to inform teaching at both individual and whole school levels. Additionally, leaders carry out useful thematic reviews that identify common themes for improvement in key areas such as literacy. However, judgements on standards and teaching are mostly too generous.

Areas for development identified through self-evaluation activities link directly to the school's development plans and leaders have a suitable understanding of most of the strengths and areas for improvement in the school. However, improvement plans lack sufficient detail with quantitative targets, timescales and success criteria. Furthermore, there is too much variation in the quality of improvement planning at middle leadership level.

The school has a suitable programme to support the professional development of teachers and support staff. Working groups focus appropriately on school priorities, such as teaching, literacy and numeracy. However, clear and sustained impact from these initiatives is not yet evident.

Overall, progress against the school's previous recommendations has been not been strong enough.

### **Partnership working: Good**

The school has developed strong working relationships with a wide range of partners that make a positive contribution to provision and pupils' wellbeing.

Partnerships with primary schools are well developed and pupils make a successful transition from Year 6 to Year 7. Many beneficial curricular and extra-curricular activities are organised that engage pupils and strengthen links between the schools. For example, a well-established mathematics mentoring programme provides worthwhile learning support for primary pupils while allowing sixth form pupils to gain valuable work related experience.

Partnership working has enabled the school to widen its curricular choices for pupils in key stage 4, although limited numbers of pupils have enrolled on these courses. Quality assurance and evaluation procedures are effective and leaders monitor pupils' progress closely and respond promptly to any concerns regarding course delivery. Beneficial links with local companies have allowed a few pupils to gain worthwhile qualifications. The school works effectively with partners to support pupils for whom English is an additional language.

Parents and carers are encouraged to play a useful role in school life and are consulted widely through annual surveys. However, a minority of parents do not engage fully with the school.

Links with the community are strong and pupils have raised significant sums for local and national charities. Working relationships with external agencies and local businesses make worthwhile contributions to the provision for pupils' personal and social development, and experience of the world of work.

### **Resource management: Adequate**

The school is appropriately staffed to deliver the curriculum. Many members of staff are deployed in relevant areas to make the best use of their time, expertise and experience. The minority of staff who teach a second subject are supported well. Line managers deploy learning support assistants and administrative staff skilfully to ensure that the curriculum is accessible to all pupils.

The school manages resources soundly in the context of falling rolls. The headteacher and his finance team monitor the budget regularly. This ensures that spending is in-line with the current budget set by the governing body. Leaders have worked effectively together and addressed the budget deficit successfully.

Based on its current performance, the school provides adequate value for money.

## Appendix 1

### Commentary on performance data

At key stage 3, performance in the core subject indicator has improved over the last four years. It has been just above the average for its family of schools for three of the four years. However, when compared with similar schools based on free school meal entitlement over this period, the school has remained in the lower half for three of the four years. Performance is above modelled expectations. In English, performance at level 5 and above has improved over the last four years, although it remains below the family average. Over the last four years, performance in English has fluctuated, moving the school from the bottom quarter to the lower half of similar schools based on free school meal entitlement and, in 2012, performance placed the school in the bottom quarter. Performance in English at level 6 and above has remained static and dipped in 2012. It remains below both the family and Wales averages and placed the school in the bottom quarter compared with similar schools in terms of free-school-meal benchmarks. Mathematics has improved over three of the last four years. However, in 2012 performance dipped below the family average for the first time and placed the school in the lower half of similar schools in terms of free-school-meal benchmarks. At level 6 or above, performance in mathematics has declined over the last four years and, in 2012, it was below the family average. Performance in science at level 5 or above has improved over the last four years, although in 2012 it was below the family average and placed the school in the lower half of similar schools in terms of free-school-meal benchmarks. At level 6 and above, performance in science has fluctuated, but declined significantly in 2012 and is now well below the family and Wales averages, having been above the family average during the previous three years. 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 fluctuated over the past four years, and has been below the family average for the last two years. In 2012, performance declined, moving the school from the lower half to the bottom quarter of similar schools based on free-school-meal benchmarks. Performance is below the modelled expectations. The core subject indicator follows a similar pattern to the level 2 threshold including English and mathematics. The level 2 threshold shows a gradual improvement, apart from a dip in 2010. However, the improvement is not at the same rate as the average for similar schools and, in 2012, performance was below the family average, where it had previously been above the family average. In 2012, level 2 performance placed the school in the lower half of similar schools. The capped points score shows steady improvement and has been above the family average for the last two years. Performance in the capped points score placed the school in the top half of similar schools in 2011 and 2012. This performance is above modelled expectations. Performance in the level 1 threshold showed an improvement in 2012 from a flat performance over the previous four years but it remained just below the family average. In 2012, level 1 performance placed the school in the top half of similar schools. Performance in English dipped in 2012 from an improving performance previously. It has been above the family average for the last four years. English performance has placed the

school in the top half of similar schools based on free-school-meal benchmarks for the last three years. Performance in mathematics has declined over the last four years and is now below both the family and Wales averages. The school was placed in the bottom quarter of similar schools for 2011 and 2012, from being in the top half for 2009 and 2010. Pupils' progress from the previous key stages is lower than expected for the level 2 threshold including English and mathematics, the level 2 threshold and each of the core subjects, while progress in the capped points score is better than expected.

No pupils left the school without a qualification and most 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 similar to local authority and Wales averages.

In the sixth form, performance in the level 3 threshold is below the Wales, local authority and family averages. Performance in the average points score has fluctuated over the last four years but remained well above the family and national averages in 2012 and in line with the local authority average.

At key stage 3, in 2012, the gap between the performance of boys and girls was smaller than the national and family averages in many indicators, except in English and 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 bigger than the family and national averages for the level 2 threshold, level 2 English and level 2 science. At post 16, girls do better than boys in the level 3 threshold and the average wider points score, and the gap is bigger than family and Wales averages. Pupils entitled to free school meals generally achieve above expectations in key stage 4 but worse than expected at key stage 3. Pupils with special educational needs achieve as expected.

In key stage 3 assessments, oracy dipped in 2012 after a flat performance in the previous two years and was below the family average. Reading has improved over the last four years, and is now above the family and national averages. Writing has been below the family average for the last four years and was below both the family and Wales averages in 2012.

In Welsh second language at key stage 3, pupils perform better than Wales averages but below family averages. Although the trend is uneven, overall performance has improved over the last four years. In 2012, performance placed the school in the lower half of similar schools based on the proportion of pupils entitled to free school meals. At key stage 4, entries for Welsh second language qualifications have fluctuated over the last three years. In 2012, around half of pupils achieved a level 2 qualification in Welsh second language, with very few pupils taking the full course GCSE.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Estyn received responses from 307 learners, selected at random from across the age range. Responses are generally positive and are similar to those from other schools.

Nearly all pupils say that they have someone to turn to if they have any concerns and most state that they feel safe in school. Most believe that the school deals well with bullying. Many pupils state that pupils behave well and that they can get on with their work.

Most pupils consider that they are doing well. They say that staff help them to learn and make progress, and encourage them to take on responsibility. Most believe that they have enough books and equipment. Many say that homework helps them to understand and improve their work. Many pupils in key stage 4 say that they received good advice when choosing their courses. However, the proportion of sixth form pupils who agreed with this was lower than in other secondary schools. Most feel well prepared for further education or employment. Many pupils indicate that the school teaches them to be healthy and state that there are plenty of opportunities to get regular exercise. This proportion is lower than the average from other secondary schools.

Many learners feel that the school takes account of their views. Most pupils confirm that staff treat them fairly and with respect, and say that the school helps them to understand and respect people from other backgrounds.

#### Responses to parent questionnaires

Estyn received 28 responses to the parent questionnaire. Although parents gave a positive response to a few questions, the responses to many questions were not on average as positive as those from parents of pupils in other secondary schools.

Many parents state that their children are safe and like the school. Many parents indicate that their children were helped to settle in well when they started school. A majority consider that the school provides a good range of activities including trips or visits. All these proportions are below average for those in other secondary schools.

Most parents believe that their children are making good progress. Many parents say that their children are encouraged to be healthy and take regular exercise. Many parents consider staff expectations to be good and that staff treat their children fairly and with respect.

Many parents believe that teaching is good. Many parents believe that the school helps their children to become more mature and prepares their children well for moving on to the next school, college or work. Many parents feel that their children receive appropriate additional support where necessary. A majority of parents think

that the school provides a good range of activities including trips. All of these proportions are below the average for those in other schools.

Many parents feel well informed about their children's progress and many say that homework reinforces learning. Many parents believe that pupils behave well. These proportions are below average in relation to those from other schools.

Many parents are satisfied with the school and the same proportion feels comfortable about approaching the school. Many parents also say that it is well run. These proportions are lower than average from other secondary schools.

## Appendix 3

### The inspection team

<b>Jackie Gapper</b>	<b>Reporting Inspector</b>
<b>Robert Davies</b>	<b>Team Inspector</b>
<b>Gill Sims</b>	<b>Team Inspector</b>
<b>Edward Harris</b>	<b>Team Inspector</b>
<b>William Thomas</b>	<b>Team Inspector</b>
<b>Stephen Walters</b>	<b>Lay Inspector</b>
<b>Karen Holland</b>	<b>Peer Inspector</b>
<b>Hilary Jones</b>	<b>School Nominee</b>

## 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.