



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

**Willows High School
Willows Avenue
Tremorfa
Cardiff
CF24 2YE**

Date of inspection: December 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:

| 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

Willows High School is an 11 to 16 mixed community school situated on the eastern side of Cardiff, serving the area of Tremorfa, Splott and Adamsdown. There were 657 pupils on roll at the time of the inspection. The school serves an area where there are multiple social and economic disadvantages. The proportion of pupils receiving free school meals is 44%, which is much higher than the national average of 17.4%. Almost two-thirds of the pupils live in the 20% most deprived areas in Wales. Around 8% of pupils have English as an additional language. Twenty-nine per cent of the pupils come from minority ethnic backgrounds.

The school caters for the full ability range of pupils and 38% have a special educational need. This figure is much higher than the national average of 18.6%. Around 3% of pupils have statements of special educational needs compared with 2.6% for Wales as a whole.

The current headteacher was appointed in September 2011. In addition to the headteacher, two deputy headteachers, four assistant headteachers, and a business manager make up the senior leadership team.

The individual school budget per pupil for Willows High School in 2012-2013 means that the budget is £4,710 per pupil. The maximum per pupil in the secondary schools in Cardiff is £9,511 and the minimum is £3,988. Willows High School is eighth out of the 21 secondary schools in Cardiff in terms of its school budget per pupil.

Summary

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

Current performance

The good features to the school's work include:

- recent improvements in many indicators in key stage 4, especially the level 2 threshold including English and mathematics;
- the performance of pupils from minority ethnic groups and those with English as an additional language;
- in the majority of lessons, pupils make suitable progress in their understanding of important concepts and principles;
- the good behaviour of pupils, who listen attentively to their teachers in most lessons;
- a clear purpose and structure in a majority of lessons; and
- an ethos that challenges stereotypes effectively, and promotes mutual respect and a sense of community.

However, current performance is unsatisfactory because:

- over the last five years, with the exception of 2012, performance has been below that of similar schools in most indicators at key stage 4;
- in four of the five previous years, pupils' progress from previous key stages has been poor across all indicators;
- pupils who have reading ages significantly below their actual age do not make suitable progress;
- pupils arriving at the school in Year 7 without the reading skills necessary to access the curriculum do not make enough progress;
- many pupils make frequent errors in grammar, spelling and punctuation and do not take enough care over the presentation of their work;
- attendance has been below that of similar schools for the last five years;
- the school's provision for skills is underdeveloped and has not been successful in ensuring progress in pupils' literacy;
- in a minority of lessons, teachers do not plan well enough to develop pupils' reading and writing; and
- the quality of marking varies too much within and across departments and only a few teachers pay enough attention to improving pupils' literacy skills.

Prospects for improvement

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

- the headteacher provides strong and inspirational leadership, and has succeeded in gaining support for her very clear vision for improving the school;

- changes in management procedures since September 2011 have contributed to improvements in standards in important indicators such as the level 2 threshold including English and mathematics, and attendance;
- the school has introduced a wide-ranging programme of rigorous quality assurance activities to collect reliable first-hand evidence;
- the whole-school self-evaluation report is self-critical and accurately identifies areas for improvement;
- expectations of leaders at all levels are high, and instances of underperformance are challenged and dealt with effectively; and
- governors are developing well their capacity to act as a critical friend.

However, there are important areas for improvement:

- a minority of middle leaders do not undertake their roles effectively enough;
- the school does not meet all statutory requirements;
- middle leaders do not take enough responsibility for departmental self-evaluation; and
- in their analyses of performance, subject leaders do not use a wide enough range of data to compare progress against that of similar schools.

Recommendations

R1 Raise standards at key stage 4;

R2 ensure that pupils who experience difficulties in reading make good progress;

R3 improve standards in literacy across all subjects through a co-ordinated whole-school approach;

R4 improve attendance;

R5 increase the proportion of good and excellent teaching;

R6 improve the consistency in the quality of marking to ensure that pupils receive clear guidance on how to improve their skills;

R7 improve middle managers' use of comparative performance data and increase their responsibility for self-evaluation;

R8 improve the quality of middle management in areas where it is less effective; and

R9 ensure that the school meets requirements for the daily act of collective worship.

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 that shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?

Unsatisfactory

Standards: Unsatisfactory

In key stage 4, between 2008 and 2011, performance in the indicator that includes English and mathematics has been consistently below that of similar schools. However, in 2012, performance in this indicator improved sharply, and it was above modelled expectations and higher than that of similar schools. Between 2008 and 2011, the school's performance in indicators that include a wide range of qualifications was consistently below that of similar schools. In 2012, performance in these indicators improved. However, this improvement still places the school's performance below that of similar schools.

In 2012, pupils made better progress than expected in the indicator that includes English and mathematics. Progress for the indicator that includes a wide variety of qualifications was in line with expectations. These results compare favourably with the two previous years where progress was significantly less than expected in all indicators.

Over the past four years, boys' performance has been lower overall than that of girls and the difference is similar to that in comparable schools. The performance of pupils receiving free school meals has fluctuated over the last five years, but in 2012 they performed a little better than expectations. Pupils from minority ethnic groups and those with English as an additional language make better progress than pupils not from these groups. The proportion of pupils leaving the school and not in education, employment or training is higher than the local average and that for similar schools.

Performance at key stage 3 in the indicator that includes English, mathematics and science has fluctuated over the last five years and has been consistently similar to the average for the family of schools. Performance at the higher levels in English and mathematics is better than the similar schools average. However, standards of pupils' oracy, reading and writing are below of the average for similar schools.

A minority of pupils arrive at the school in Year 7 without the reading skills necessary to access the curriculum successfully. This group of pupils does not make enough progress. In addition, other pupils who have difficulties with reading do not make suitable progress. These are important shortcomings.

In a few lessons, pupils are well motivated and apply themselves enthusiastically to their work. In these lessons, pupils make very good gains in their skills, subject knowledge and understanding of concepts.

In the majority of lessons, pupils apply themselves well to learning and work productively in pairs and small groups. In these lessons, pupils build on their prior learning to make suitable progress in their understanding of key subject concepts and principles. They develop appropriately their ability to analyse information and draw conclusions from evidence.

Most pupils listen attentively to their teachers and offer suitable responses to their peers in group discussions. The majority of pupils speak clearly, although in a minority of lessons, pupils do not possess a wide enough vocabulary to express more complex ideas clearly.

In a majority of subjects, pupils read appropriately challenging texts and are beginning to make suitable gains in their reading. During these activities, a majority of pupils have a suitable understanding of what they read and are able to select appropriate information from texts to make notes. However, about a half of pupils lack expression when reading aloud and are hesitant when encountering simple, unfamiliar words.

In a majority of subjects, pupils write at length for a wide variety of purposes and audiences. The majority of pupils are beginning to make suitable gains in their ability to use subject-specific vocabulary in presentations to their peers. However, many pupils make frequent errors in grammar, spelling and punctuation. In addition, they do not take enough care over the presentation of their work. This is especially the case for boys.

Pupils in key stage 3 do not develop their numeracy skills in subjects other than mathematics enough. In addition, they only use a very narrow range of numeracy skills. In key stage 4, pupils use a suitable range of numeracy skills across an appropriate spread of subjects.

In Welsh second language at key stage 3, performance has been consistently better than the average for the family since 2008. In key stage 4, a minority of pupils follow the full GCSE course for Welsh second language. These pupils perform very well. Pupils following the short course perform well. However, pupils make little use of the Welsh language outside of their Welsh lessons.

Wellbeing: Adequate

Most pupils feel safe in school and many think that the school deals well with bullying. Many pupils understand well the importance of healthy living and regular exercise. However, a few pupils smoke during break times. Joining rates for extra-curricular activities, such as the 5x60 programme, are strong, but a minority of pupils do not continue with their involvement.

Most pupils are well motivated, show positive attitudes to learning and behave well.

Since September 2011, there has been a strong improvement in attendance rates. However, attendance figures for 2012 remain in the lowest quarter of those for similar schools and are below modelled expectations.

Pupils regularly give their views about aspects of school life and have been involved in appointing staff. The school council is an active group and has influenced aspects of the school, such as the behaviour policy and canteen facilities.

Many pupils show respect, care and concern for others. Older pupils act as 'buddies' to support younger pupils. Most pupils are developing good social skills and engage

well with adults and each other. The level of participation in music and drama productions is high and many pupils play an active role in community projects, such as the Splott youth forum.

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|---|
| Key Question 2: How good is provision? |
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|-----------------------|
| Unsatisfactory |
|-----------------------|

Learning experiences: Unsatisfactory

The school provides a suitably broad and balanced curriculum, which generally meets the needs of the learners. There are strong pastoral links with partner primary schools. However, a lack of joint curriculum planning in areas such as mathematics and English means that pupils are not always fully prepared to build on their experiences in key stage 2.

At key stage 4, suitable links with the local 14-19 network allow the school to offer a broad range of vocational and academic courses. However, timetabling constraints result in a minority of learners following courses that are not challenging enough.

The school's provision for skills is underdeveloped. A lack of co-ordination and capacity to provide effective intervention in literacy has meant that pupils have made poor progress in reading and writing. The appointment of a new literacy co-ordinator has led to recent improvements, but this has not had time to have an impact on standards.

Welsh language provision at key stage 3 is effective. However, the school does not allocate enough curriculum time for full course Welsh in Year 10. Welsh is not used enough in contexts other than Welsh lessons and the school does not promote Welsh identity and culture enough.

The school provides suitable opportunities for pupils to gain understanding of global citizenship and there are appropriate initiatives to develop pupils' understanding of sustainability. The school's newly formed eco-committee is at an early stage of development.

Teaching: Unsatisfactory

Most teachers have good subject knowledge and provide effective language models for pupils. A common format for lesson planning ensures that a majority of lessons have a clear purpose and logical structure. In a few lessons, teachers use imaginative strategies to inspire pupils and promote very good progress. In a very few lessons, teachers make innovative use of new technologies to stimulate pupils' interest. Most teachers manage pupils' behaviour well and develop a good relationship with pupils. In a majority of lessons, teachers make suitable use of open questions to probe and develop pupils' understanding. In these lessons, teachers have appropriate expectations of what pupils can achieve and provide a suitable range of activities to promote reading and writing skills. In many lessons, teachers provide suitable opportunities for pupils to develop their understanding of how to make progress.

A minority of lessons are not planned well enough to meet the needs of pupils' different abilities. In addition, these lessons do not provide a suitable level of challenge, and proceed at too slow a pace. In these lessons, teachers give overly-long presentations and ask pupils closed questions. These shortcomings reduce opportunities for pupils to develop their thinking or engage in meaningful discussion. Furthermore, in these lessons, teachers do not plan well enough to develop pupils' reading, writing or numeracy. In a very few lessons, teachers do not manage pupils' behaviour well enough.

Overall, teaching has not been effective enough in improving pupils' reading or writing skills.

Most teachers mark work frequently but the quality of marking varies too much within and across departments. In a few examples, comments clearly explain to pupils how to make improvements and give opportunities for pupils to act on this advice. However, in many cases marking does not offer enough guidance on how to improve. In a few books marking is inaccurate. Only a few teachers ensure that pupils act upon advice given to them in their marking. Across all subjects, too few teachers pay enough attention to improving pupils' literacy.

The school has developed a comprehensive system for collecting data and tracking pupil performance. The school's senior leadership team use this information effectively to identify underperformance. Middle managers are developing a suitable understanding of how to use this information to track performance and provide appropriate intervention. In 2012, the tracking of pupil progress at key stage 4 led to a sharp improvement in pupil outcomes.

Parents are regularly informed about the progress of their child in interim and full reports, and meetings with teachers. However, full reports are too brief and do not contain enough guidance on how their children can make improvements.

Care, support and guidance: Adequate

The school has a strong commitment to the health and wellbeing of its pupils. The introduction of a rigorous monitoring system and increasingly high expectations have led to an improvement in attendance over the last year.

The school has introduced a suitable behaviour policy that both staff and pupils understand well. The school monitors instances of poor behaviour closely and leaders at all levels deal well with these. The school provides effectively for pupils with the most challenging needs in its behaviour support centre.

Pupils and parents receive appropriate guidance when making choices about courses in key stage 4. Recently, the school has improved its systems for identifying, tracking and supporting pupils in danger of not gaining employment or continuing with education. The most recent data shows that this has led to a reduction in the number of these pupils.

The school provides suitable support for pupils with additional learning needs and teaching assistants provide appropriate in class support. Parents and pupils have

appropriate input into the development of individual education plans. However, teachers do not take enough account of these in their planning. In addition, intervention programmes to improve pupils' literacy skills have not made enough impact. The school identifies its more able and talented pupils and provides suitable opportunities to complement and extend their learning. However, these have not had time to impact on pupils' standards.

The school works well with external agencies to ensure that vulnerable pupils have access to a range of specialist services to meet their needs.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The school promotes pupils' spiritual, moral, social and cultural development well. However, it does not meet its statutory duty for acts of collective worship.

Learning environment: Adequate

The school clearly communicates its purpose in its ethos, 'Belong, Believe, Achieve'. It challenges stereotypes effectively and actively promotes a sense of community based on mutual respect. As a result, pupils from different backgrounds relate well to each other. The range of curricular opportunities is equally open to all. Suitable arrangements are made for pupils with disabilities.

The building is suitably maintained in most areas. However, parts of the building are in poor repair. There are colourful and stimulating displays of pupils' work in classrooms and corridors. The learning resource centre and performing arts facility are well resourced. However, a lack of window blinds in a minority of classrooms has a detrimental effect on pupils' learning. There are locks missing on a few of the toilets. The new canteen is bright, spacious and pleasant environment. However, the covered sports area is in poor condition. Overall, there are enough learning resources to meet pupils' needs.

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

Leadership: Adequate

Despite standards being unsatisfactory, leadership is judged to be adequate. This is because changes since September 2011, have contributed appreciably to improvements in standards and attendance.

The headteacher provides strong and inspirational leadership within the school. She is ably assisted and supported by other members of the senior leadership team, which was recently restructured. These members are developing their new roles appropriately.

The headteacher has succeeded in gaining widespread support for her very clear vision for moving the school forward. Since her appointment in September 2011, effective tracking of pupil progress, clear accountability and a strong focus on improving the quality of teaching have led to improvements in important areas, for example an improvement in attendance and a sharp increase in the level 2 threshold including English and mathematics.

Many members of staff have a clear understanding of their roles and responsibilities and there is a developing culture of high expectations. Teachers and leaders attend a comprehensive range of scheduled meetings in which there is a constant focus on raising standards.

Since 2011, changes in procedures have ensured that middle leaders are robustly held to account for their areas of responsibility. The majority lead their teams well. In a minority of instances, middle leaders do not undertake their roles effectively. Middle leaders are developing a suitable understanding of performance data. These changes have led to early signs of improvements in important areas.

Senior leaders are increasingly well informed about their new line-management responsibilities. Expectations of leaders at all levels are high and instances of underperformance have been challenged and dealt with effectively.

The performance management system is robust. Where appropriate, in-service training and support are made available to all teaching and non-teaching staff. Targets for teachers focus appropriately on improving the quality of teaching and standards.

Suitable account has been taken of national initiatives including the 14-19 Learning Pathways, 'laith Pawb' and community-focused schooling. The school has strategies to counter the effects of social and economic deprivation by focusing on literacy and numeracy. However, these strategies have not had enough impact on raising standards in these groups.

The governing body is developing an increasing understanding of the school's overall performance. As a consequence, governors are able to act as critical friends in a more strategic manner. They are very supportive of the headteacher, who keeps them informed fully of all developments within the school.

Improving quality: Adequate

The whole school self-evaluation report is a thorough document that contains a detailed analysis of data. It is suitably self-critical and identifies areas for improvement as well as strengths. However, it does not always evaluate clearly the impact of the actions taken.

The school improvement plan links well with the whole school self-evaluation report and includes an extensive range of suitable actions, timescales, lead responsibilities, success criteria and costs.

Priorities for improvement are informed by a wide-ranging programme of self-evaluation activities to collect first-hand evidence. The school has a rigorous and sophisticated programme of lesson observations. These arrangements, together with close scrutiny of pupils' work, mean that it has an accurate knowledge of its strengths and weaknesses. Since its introduction in 2011, the self-evaluation programme has resulted in improvements in most indicators.

Department improvement plans link suitably with whole-school priorities and include evaluations of pupil performance in external examinations. Although these analyses compare progress with prior attainment, they do not use a wide enough range of data to compare progress against that of similar schools. The senior leadership team conducts thorough annual reviews of departments. However, middle leaders do not take enough responsibility for departmental self-evaluation. As a result, the link between departmental self-evaluation and planning for improvement is not clear enough.

Many departmental plans contain suitable priorities and actions and include measurable targets for improvement. However, in a few, targets are not sufficiently specific or measurable. The school regularly seeks the views of pupils and parents, and these contribute to planning for improvement.

Staff are well supported through programmes of professional development and coaching. There is an in house programme of sharing good practice in suitable working groups, linked to the school's priorities for improvement. However, these have not had time to impact on standards.

Partnership working: Adequate

The school has a suitable range of partnerships, which impact positively on pupils' wellbeing and learning experiences.

The school's collaboration with other secondary schools in the 14-19 cluster has extended the provision for the vocational courses in key stage 4. However, there are no formal quality assurance procedures to ensure consistency of practice across the cluster. The school complies fully with the authority's regulations and arrangements for the safe transportation of pupils to and from off-site courses.

The school communicates well with parents and attendance at parents' evenings and meetings has improved since 2011.

The school works closely with its community in partnerships such as the Splott youth forum and voluntary agencies. A wide range of activities, such as out of hours and family learning, contribute successfully to the development of pupils' wellbeing and social skills.

The school has strong pastoral links with its primary partner schools. Transition arrangements ensure that pupils settle in quickly to school life.

The school's effective links with local authority teams have impacted positively on the wellbeing and standards of minority ethnic groups and pupils with English as an additional language.

Resource management: Unsatisfactory

The school has an appropriate number of suitably qualified teaching staff and deploys learning support assistants effectively. There is suitable support for the very few teachers who are not subject specialists.

The school's spending decisions are linked appropriately to priorities for improvement. Departments are allocated suitable budgets that they use carefully. Governors are well informed and they contribute appropriately to financial planning.

The business manager monitors spending carefully and, despite falling roles, the school has maintained a secure financial position.

However, in light of unsatisfactory standards achieved, the school offers unsatisfactory value for money.

Appendix 1

Commentary on performance data

In key stage 3, over the last five years, performance in the core subject indicator has been similar to the average for its family of schools. Performance in English has improved during the last four years and places the school in the top quarter of similar schools based on the proportion of pupils entitled to free school meals. Performance in mathematics has fluctuated over the past four years and in 2012 placed the school in the bottom half of similar schools based on free school meals entitlement.

Performance in science has fluctuated over the past four years and in 2012 placed the school in the bottom quarter of similar schools. At level 6 and above, English and mathematics performance was above the family average, while science performance was below. A higher proportion of pupils achieved level 7 or above in mathematics, and English performance compared with the average for the family. However, in 2012, no pupils achieved level 7 or above in science.

In key stage 3 standards of oracy, reading and writing have fluctuated over the last four years and in 2012 were below the averages for the family, local authority and Wales as a whole.

In key stage 4, performance in the level 2 threshold including English and mathematics has fluctuated over the last five years. After a dip in performance in 2011, a recovery in 2012 placed the school above modelled expectations and the average for its family. However, this performance placed the school in the lower half of similar schools in terms of free-school-meals benchmarks. Performance in the core subject indicator has fluctuated over the last five years and in 2012 placed the school in the lower half of similar schools in terms of free-school-meals benchmarks.

Performance in the capped wider points score has been consistently below family averages and has placed the school in the bottom quarter of similar schools for the last three years. Performance in the level 2 threshold fluctuated between 2008 and 2011, although an improvement in performance in 2012 placed the school in the lower half of similar schools. Performance levels in English at level 2 declined between 2008 and 2011 and have been below family averages. However, an improvement in this indicator in 2012 placed the school in the lower half of similar schools in terms of free-school-meals benchmarks. Performance in mathematics at level 2 fluctuated from 2008 to 2011, placing the school consistently in the lower half or bottom quarter when compared with similar schools. However, an improvement in this indicator in 2012 placed the school in the upper half of similar schools.

Performance in science at level 2 has fluctuated in the last four years, was below the family average in 2011, and has placed the school consistently in the lower half or bottom benchmark quarter when compared with similar schools.

Performance in the level 1 threshold declined between 2008 and 2011, but improved in 2012. However, performance in this indicator over the last three years has placed the school in the bottom quarter when compared with similar schools. When compared with their performance in previous key stages, learners do not make enough progress in all indicators.

The percentage of learners leaving school without a qualification has been higher than family, local authority and Wales averages since 2008.

In key stage 3, boys perform worse than girls in all indicators. The difference in performance is less than the family average in English and science, but greater than the family average in mathematics. In key stage 4 in 2012, boys performed worse than girls in all indicators. However, this difference in performance is not consistent, and, in 2011 and 2009, boys performed better than girls in the level 2 threshold including English and mathematics. Despite this, boys have performed worse than girls in English for each of the last four years.

In key stage 4 in 2011, pupils receiving free school meals did not perform as well as those in similar schools. However, in 2012, this group performed in line with expectations. Pupils from minority ethnic groups and those with English as an additional language make good progress. Pupils with a special educational need perform in line with expectations.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Estyn received responses from 184 learners, selected at random from across the age range.

Most learners state that they feel safe in school and many say that they have someone to turn to if they have any concerns. Many learners say that the school helps them to understand and respect people from other backgrounds and that staff treat them fairly and with respect. Many pupils state that the school teaches them to be healthy. Most learners think that they are doing well and most state that staff help them to learn and make progress, and encourage them to take on responsibility. A majority of learners feel that the school takes account of their views. Many learners in key stage 4 say that they received good advice when choosing their courses. Most feel well prepared for further education or employment. These responses are similar to those from other secondary schools.

The following responses are less positive than those from other secondary schools. A majority of pupils feel that homework helps them to understand and improve their work. Many pupils believe that they have enough books and equipment and consider that there are plenty of opportunities to get regular exercise. Many feel that the school deals well with bullying, although about a quarter of pupils do not. Only about a half of learners say that pupils behave well and that they can get on with their work.

Responses to parent questionnaires

Estyn received 72 responses to the parent questionnaire.

All parents believe that their children are making good progress and most think that staff expect their children to work hard. Many parents believe that staff treat all children fairly and with respect, and that there is a good range of activities. Most

parents state that their children are encouraged to be healthy and that they feel comfortable about approaching the school. Many state that they understand the school's procedure for dealing with complaints. Most parents say that their children like the school. Most parents indicate that their children were helped to settle in well when they started school and many consider that homework reinforces learning. Many parents consider that they are well informed about the progress their child is making. Most parents consider that the school helps their child become more mature and take on extra responsibility, and many think that their child is well prepared for moving to college or work. Most consider that the teaching is good and that their child receives appropriate additional support. Most parents are satisfied with the school and say that it is well run. In general, these responses are similar to those in other secondary schools.

However, less than a half of parents think that pupils behave well in school and, although many state that their children are safe, around 17% do not agree. These responses are significantly less positive than those in other secondary schools.

Appendix 3

The inspection team

| | |
|-------------------|---------------------|
| Ceri Jones | Reporting Inspector |
| Jennifer Williams | Team Inspector |
| William Thomas | Team Inspector |
| Robert Davies | Team Inspector |
| Ted Tipper | Lay Inspector |
| Alan Rowlands | Peer Inspector |
| Joy Ballard | School Nominee |

Copies of the report

Copies of this report are available from the school and from the Estyn website (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. |