A report on

**Fitzalan High School
Lawrenny Avenue
Leckwith
Cardiff
CF11 8XB**

Date of inspection: February 2017

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.

Publication date: 05/05/2017

Context

Fitzalan High School is an English-medium mixed 11 to 18 school maintained by Cardiff local authority. There are currently 1,721 pupils on roll, including 344 in the sixth form, compared to 1,440 pupils, including 254 in the sixth form, at the time of the last inspection.

The school is situated close to the centre of the city, and serves a catchment area in which there are high levels of social and economic disadvantage. The proportion of pupils eligible for free school meals is 32.7%, which is considerably higher than the national average of 17.4%. Around 60% of pupils live in the 20% most deprived areas of Wales.

Around 35% of pupils have a special educational need, which is above the national average of 25.1%. The proportion of pupils who have a statement of special education needs is 2%, which is lower than the 2.5% average in Wales.

No pupils speak Welsh as a first language. Approximately 70% of pupils come from a minority ethnic background and speak English as an additional language. Over 60 different languages are spoken within the school community.

The headteacher has been in post since September 2009. The senior leadership team consists of a deputy headteacher, four assistant headteachers and two associate assistant headteachers.

The individual school budget per pupil for Fitzalan High School in 2016-2017 is £4,742 per pupil. The maximum per pupil in the secondary schools in Cardiff is £6,861 and the minimum is £4,327. Fitzalan High School is 12th out of the 19 secondary schools in Cardiff in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is excellent because:

- Over the last four years, at key stage 4, performance places the school in the upper half of similar schools in most indicators, and in the top quarter in the majority of them
- More able pupils, pupils eligible for free school meals and pupils with additional learning needs achieve very highly
- In lessons, many pupils make strong progress in their knowledge, understanding and skills
- Most pupils demonstrate exemplary behaviour and high levels of engagement in their learning
- Rates of attendance are exceptionally high
- The school has highly effective provision for developing pupils' literacy and numeracy skills, and for supporting more able pupils and those with additional learning needs
- The curriculum is highly flexible and responsive to the needs of individual pupils
- In many instances, teaching is effective in promoting strong progress in pupils' learning
- The school has outstanding provision for the care, support and guidance of pupils
- The school has a strongly inclusive ethos that is highly successful in celebrating diversity and achievement and raising aspirations

Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher has a clear strategic vision, shared by all staff, that is based on ensuring that all pupils achieve their best
- Leadership roles are clearly defined and closely matched to individual expertise and skills
- There is a strong culture of accountability at all levels of leadership
- Leaders have a strong track record in responding to national priorities and in securing improvement in many aspects of the school's work
- The school has robust systems for self-evaluation and improvement planning
- The governing body plays an important role in setting the school's strategic direction and provides effective support and challenge
- The school manages its resources very effectively

Recommendations

R1 Improve standards in a very few subjects so that they match the excellent overall outcomes achieved by pupils

R2 Strengthen a few aspects of self-evaluation and improvement planning in order to increase the proportion of excellent teaching

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?	Excellent

Standards: Excellent

Over the last four years, at key stage 4, performance has improved in all indicators. This places the school in the upper half of similar schools based on free-school-meal eligibility in most indicators over this period, and in the top quarter in the majority of them. In many indicators, pupils make strong progress from previous key stages.

At key stage 4, performance in the level 2 threshold, including English and mathematics has improved substantially since 2013. Performance in this indicator has been above modelled outcomes for the last four years, and well above for the last two.

Performance in the capped points score has been consistently well above modelled outcomes for the last four years. Performance in the level 1 and level 2 threshold has placed the school in the top quarter of similar schools for the last two years. The proportion of pupils achieving five A*-A grades at GCSE is consistently higher than that in similar schools. Overall, pupils with additional learning needs make strong progress. Pupils for whom English is an additional language make particularly strong progress.

At key stage 3, the proportion of pupils who achieved the core subject indicator fell slightly in 2016, but remains above the average for similar schools.

In Year 13, the proportion of pupils gaining the level 3 threshold has improved over the last three years and has generally been in line with the average for similar schools. However, performance in the average wider points score has remained well above the average for similar schools over this period. The proportion of pupils gaining three A*-C grades and of those achieving three A* or A grades at A level or equivalent has fluctuated over the last three years, but is generally in line with the averages for pupils in similar schools.

The proportion of both boys and girls achieving the key stage 3 core subject indicator is consistently above the averages for boys and girls in similar schools. At key stage 4, the performance of both boys and girls in all indicators is consistently well above the averages for boys and girls in similar schools.

At key stage 3, the proportion of pupils eligible for free school meals achieving the core subject indicator has improved over the last three years and is well above the national average for this group of pupils. At key stage 4, in all indicators, the performance of pupils eligible for free school meals is well above national averages for these pupils.

At the end of Year 11, many pupils continue their education in a school or further education college. No pupil has left the school without a recognised qualification in the last five years.

In lessons, many pupils make strong progress. Most demonstrate a positive and enthusiastic attitude to their learning and maintain focus and concentration very well. These pupils listen carefully to their teachers and their peers. They work effectively in pairs or groups, sharing their ideas well. Many pupils demonstrate strong levels of independence in their learning and are highly resilient when faced with challenging tasks. They recall their prior learning well and apply their understanding to new contexts successfully. These pupils have well-developed problem-solving skills. A few pupils are highly effective in guiding and supporting the learning of their peers.

Many pupils show a high level of technical accuracy in their written work. They produce well-structured extended writing for a wide range of purposes and audiences and use subject specific terminology effectively. The majority of pupils produce well-balanced written arguments and sophisticated analyses of a range of texts.

Most pupils have sound reading skills and extract relevant information from a variety of texts with confidence. They deploy a range of effective reading strategies. Many pupils use inference and deduction to interpret texts successfully. A minority of pupils demonstrate strong higher-order reading skills and are able to synthesise and summarise information effectively.

Most pupils participate enthusiastically in class discussion and make clear and thoughtful contributions to these activities. Many provide well-developed and articulate responses and use a wide range of vocabulary.

Many pupils have well-developed numeracy skills. They use these skills across the curriculum effectively, for example when analysing research data in religious studies. Many pupils use their information and communication technology (ICT) skills well across the curriculum, for example when undertaking musical composition, analysing geographical data or producing computer-aided engineering designs.

At key stage 4, the majority of pupils gain a level 2 qualification in Welsh. In Welsh lessons, most pupils demonstrate strong linguistic skills. Many pupils use Welsh well outside of their Welsh lessons.

Wellbeing: Excellent

Nearly all pupils show respect to each other and to staff and are courteous to visitors. They value highly the diverse nature of the school community and the range of cultures, languages and religions represented by pupils and staff in the school.

Most pupils approach their learning enthusiastically and are eager to achieve high standards. Their behaviour in lessons and around school is exemplary. Rates of exclusion are very low. Most pupils feel safe at school and feel that the school deals well with any bullying.

Attendance rates are exceptionally high. They have been consistently well above modelled outcomes for the last five years and place the school in the top quarter of similar schools throughout this period. The attendance rates of pupils eligible for free school meals are significantly above the national average for this group of pupils. Levels of persistent absence are consistently well below local and national averages.

Many pupils have a positive attitude towards healthy lifestyle choices. Participation rates in extra-curricular activities are high and pupils further their social and life skills well through these activities.

Pupils contribute maturely to the development of the school through the school council and a range of other activities, such as an equalities group and a digital leaders group.

Key Question 2: How good is provision?	Excellent

Learning experiences: Excellent

Curricular provision is a significant strength of the school. The school provides an extensive range of learning experiences that meets the needs of all pupils exceptionally well. This has a substantial impact on pupil standards and wellbeing.

Provision in key stage 3 meets statutory requirements and builds well on previous learning. The school provides an extensive range of subject options at key stage 4 and in the sixth form, including a wide variety of vocational qualifications. It is highly effective in responding flexibly to pupils' needs and interests to provide a curriculum that is tailored to each individual. The school provides high quality provision to support those pupils at risk of disengagement. This has a very positive impact on the outcomes of these pupils.

The school has been highly successful in implementing the Literacy and Numeracy Framework. There are many relevant opportunities across the curriculum for pupils to develop and consolidate their skills. The school uses particularly effective strategies to support those pupils with weaker literacy skills. There is well-planned provision for the development of pupils' ICT skills across the curriculum.

Provision for more able and talented pupils is a particular strength of the school. It provides an extensive range of curricular and extra-curricular activities to stretch and challenge these pupils. This has been highly successful in raising the aspirations of more able pupils and helping them to achieve excellent outcomes.

The school plans effectively to develop pupils' understanding of the Welsh language. The bilingual ethos of the school is well developed, and pupils are regularly encouraged to use Welsh in lessons across the curriculum. Pupils have many valuable curricular and extra-curricular opportunities to enhance their cultural understanding of Wales, for example a 'Welsh in Business' conference.

The school is successful in developing pupils' awareness of sustainable development and global citizenship issues. It provides a wide range of activities to develop pupils' understanding, such as cultural festivals, trips and a variety of guest speakers from different cultures and religions. The school provides an extensive range of extra-curricular and sporting activities.

Teaching: Good

Nearly all teachers have good subject knowledge and develop strong working relationships and well-understood routines with their classes. Most teachers plan a wide range of effective activities that engage pupils successfully. They provide clear explanations and set precise learning objectives that promote a strong pace of learning. These teachers monitor pupils' progress carefully, which helps them to address misconceptions promptly and provide pupils with valuable verbal feedback.

Many teachers design carefully-planned lessons based on a detailed knowledge of individual pupils. These lessons are well structured, and are effective in ensuring progressive development of pupils' knowledge, understanding and skills. In these lessons, teachers use a variety of stimulating resources that engage pupils successfully. They plan activities that are well matched to pupils' abilities and interests. In these lessons, teachers have high expectations of what pupils can achieve and set them demanding tasks that promote strong progress well. These teachers manage pupils' behaviour well when necessary.

Many teachers are good language models, and are successful in developing pupils' understanding of, and confidence in using, subject-specific terminology. In the majority of lessons, teachers use skilful questioning techniques to probe and develop pupils' thinking effectively.

In a few instances, teaching is not consistently effective enough. In these lessons, activities are either too teacher-led, which limits pupil progress and engagement, or pupils are given insufficient time to consolidate their learning. These teachers do not use questioning well enough to develop pupils' understanding. In a few cases, teachers do not plan a sufficiently coherent or challenging series of activities. A very few teachers do not manage pupils' behaviour well enough.

Nearly all teachers provide pupils with regular written feedback. In the majority of cases, teachers provide pupils with useful advice on how to improve their work. However, only a minority of teachers ensure that pupils consistently improve their work when asked to do so.

The school has robust and effective systems in place to monitor pupil progress closely. Leaders use this information well to plan effective interventions. This makes a significant contribution to the standards that pupils achieve. Parents receive regular reports on their children's progress. These reports set clear and useful targets for improvement.

Care, support and guidance: Excellent

The school is a highly inclusive and caring community. It provides outstanding support for pupils' wellbeing, which contributes considerably to pupils' high standards and strong spiritual, moral, social and cultural development. There are several exemplary aspects to this provision which the school is sharing locally, regionally and nationally.

The school has comprehensive systems to record, monitor and share important information about individual pupils' wellbeing. The school's work to encourage regular attendance is highly successful. Staff monitor attendance rigorously and intervene swiftly and effectively to address any issues. The school works very well with parents to support attendance.

The school has a clear and well-established strategic approach to managing behaviour. It is particularly effective in implementing remedial approaches which are very successful in promoting positive relationships between pupils, staff and parents. This results in low rates of exclusion and successful outcomes for pupils with very challenging circumstances.

Provision for pupils with additional learning needs is very effective. In particular, the school provides highly successful support for pupils who arrive at the school with little knowledge of the English language, which helps these pupils to make rapid progress. It also provides outstanding support for pupils with social, emotional and behavioural difficulties. This includes innovative approaches to the curriculum, high quality nurture provision and strong links with specialist services to meet the needs of individual pupils.

The school encourages healthy lifestyles successfully. Staff at all levels listen to, value, and take good account of the views of pupils and use their feedback well to improve the school. The school provides beneficial advice and guidance to pupils as they progress through the school regarding their subject choices and options for future education, employment and training.

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

Learning environment: Excellent

The school has been exceptionally successful in establishing an ethos that celebrates diversity and achievement and creates a culture of inclusivity, care and respect. It promotes outstandingly high levels of aspiration and ambition.

Pupils are happy and feel safe within the school community and there is mutual respect between pupils and staff. The school is highly effective in promoting equality and challenging stereotypes. Staff are exemplary role models for pupils, and this contributes very well to this aspect of school life.

The school makes best use of the accommodation available to it and the site is well maintained. There are very good learning resources across all areas of the curriculum, including information and communication technology and a well-resourced library. All pupils have access to high-quality sports facilities.

Informative and attractive wall displays in classrooms and corridors enhance the environment, stimulate learning and celebrate pupils' work and activities well.

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

Leadership: Excellent

The leadership of the school is exceptional. The headteacher has a strong commitment to continuous improvement and a clear understanding of what is needed to achieve this goal. She is supported by a highly effective senior leadership team. As a result, leadership has been successful in securing consistently outstanding outcomes for pupils.

Leaders at all levels have a strong sense of moral purpose and ambition for the school that is focused on ensuring that all pupils achieve their best. This clear vision is firmly understood by pupils, parents and governors, and the values that the school promotes are embedded securely in all of its work.

Senior and middle leaders have clearly-defined roles and responsibilities. These roles are allocated carefully so that the considerable expertise and skills of individuals are well-matched to their areas of responsibility. Furthermore, senior leaders review and refine middle leadership roles frequently to reflect national priorities and to better suit the needs of pupils.

Effective communication systems support the school's strategic and operational aims and promote close team-working. There is a calendar of regular meetings that focus well on raising standards. Leaders at all levels use data proficiently to set the strategic direction of the school, hold others to account and to intervene where necessary to support improvement. Performance management arrangements are rigorous, with clear and measurable targets for all staff. Senior leaders tackle underperformance robustly, and provide effective support to help staff to improve their practice.

The school has a proactive approach to leading and supporting regional and national priorities, for example through school-to-school improvement work and in leading strategies to support vulnerable pupils. Many leaders are actively involved in leadership activities outside the school, such as lecturing on masters' programmes or supporting other schools to develop their leadership practice. This has helped to strengthen further the leadership capacity of the school.

Governors have a comprehensive understanding of the school. They work in close partnership with the headteacher to set the school's strategic direction and use their wide range of experiences and expertise well to support and challenge the school.

Improving quality: Good

The school has a robust and systematic approach to self-evaluation. It draws on a wide range of evidence, including a sound analysis of data, standards in lessons and the quality of teaching. This has resulted in substantial improvements in important areas of the school's work, such as pupil outcomes and attendance, curriculum provision and teaching.

The school's self-evaluation report provides a detailed and accurate analysis of performance in most aspects. A well-established and valuable programme of departmental reviews provides a useful overview of the quality of provision and leadership across the school and identifies appropriate areas for improvement.

Senior leaders have a clear understanding of strengths and areas for improvement in the school. They work closely with middle leaders to scrutinise the quality of departmental and pastoral evaluations and regularly monitor progress against identified actions. Middle leaders generally have a secure understanding of the strengths and areas for improvement in their areas of responsibility. However, in a few instances, they are overgenerous in their evaluation of the quality of teaching.

The school improvement plan identifies key priorities clearly. It contains robust success criteria, challenging targets and clear milestones with which to measure progress. It is underpinned by a series of action plans that focus well on specific aspects of the school's work.

Middle leaders plan well for improvement. The majority of departmental and pastoral plans identify appropriate actions to bring about improvements that are based clearly on self-evaluation evidence. However, in a few cases, success criteria are not sufficiently precise or focused well enough on the intended impact on pupil outcomes.

The school regularly seeks the views of pupils and uses this well as part of its self-evaluation processes. Governors are fully involved in self-evaluation and improvement planning and have a sound understanding of the school's strengths and areas for development.

Partnership working: Excellent

The school's well-established and extensive range of partnerships is an outstanding feature of its work. These partnerships make a strong contribution to the development of pupils' confidence, self-esteem and levels of aspiration. They have a significant impact on pupils' wellbeing and the standards that they achieve.

Exceptionally strong links with local primary schools contribute very well to pupil standards, progress and wellbeing. For example, there is a highly co-ordinated approach towards early identification of vulnerable pupils and those with specific social and emotional needs. In addition, the school works closely with partner primary schools to plan beneficial 'bridging' projects in a wide range of subjects. As a result, pupils receive outstanding levels of pastoral and academic support as they make the transition into Year 7.

There are very strong and well-established links with parents. For example, the Family Transition Programme has been highly effective in developing parental engagement in the transition process. These links are successful in helping parents to support their children's progress and raise their aspirations.

Partnerships with a wide range of other providers successfully extend the range of courses available to pupils at key stage 4 and in the sixth form. In addition,

community partnerships and links with local businesses support pupils effectively through, for example, work experience placements and mentoring programmes. These partnerships help the school to provide pupils with a highly flexible curriculum that is responsive to their needs. This has a significant impact on pupil outcomes, particularly with regard to the attendance and achievement of the most vulnerable pupils.

Resource management: Excellent

The school manages its resources extremely well. Teachers and support staff are deployed efficiently and have the knowledge and expertise to deliver the curriculum highly effectively.

All staff benefit from an extensive range of professional development opportunities. These are identified clearly through the school's robust performance management reviews and are closely linked to whole-school priorities. This has a positive impact on the quality and impact of teaching and leadership. The school takes a leading role in working with schools across Wales to provide guidance and training on areas such as nurture provision and support for newly-qualified teachers.

The finance manager, senior leaders and governors monitor the school's finances meticulously. They ensure that all expenditure is linked closely to whole-school priorities and its impact is evaluated thoroughly.

The school is proactive in seeking out educational grants and other sources of income. It deploys these resources very effectively to support pupil progress and wellbeing. The school uses its Pupil Deprivation Grant extremely well to support the attendance and achievement of those pupils who are eligible for free school meals.

In view of the excellent standards achieved by pupils, the school provides outstanding value for money.

Appendix 1

6814042 - Fitzalan High School

Number of pupils on roll   1701
Pupils eligible for free school meals (FSM) - 3 year average   34.1
FSM band   5 (30%<FSM)

Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	**2014**	**2015**	**2016**		
Number of pupils in Year 9 cohort	231	261	273	250		
Achieving the core subject indicator (CSI) (%)	70.1	71.3	80.6	77.6	70.6	85.9
Benchmark quartile	1	3	1	3		
English						
Number of pupils in cohort	231	261	273	250		
Achieving level 5+ (%)	78.8	77.8	84.2	84.4	77.6	89.2
Benchmark Quartile	1	3	2	3		
Achieving level 6+ (%)	39.8	40.6	53.5	53.6	37.3	56.2
Benchmark Quartile	1	2	1	1		
Welsh first language						
Number of pupils in cohort	.	.	.	.		
Achieving level 5+ (%)	.	.	.	.	.	92.0
Benchmark Quartile	.	.	.	.		
Achieving level 6+ (%)	.	.	.	.	.	57.2
Benchmark Quartile	.	.	.	.		
Mathematics						
Number of pupils in cohort	231	261	273	250		
Achieving level 5+ (%)	77.5	82.8	85.0	82.0	81.3	90.1
Benchmark Quartile	2	1	2	3		
Achieving level 6+ (%)	39.0	52.5	52.7	54.4	39.3	62.7
Benchmark Quartile	2	1	1	2		
Science						
Number of pupils in cohort	231	261	273	250		
Achieving level 5+ (%)	83.1	81.6	87.2	89.2	83.2	92.8
Benchmark Quartile	1	3	2	2		
Achieving level 6+ (%)	44.6	52.9	63.0	56.4	35.0	62.9
Benchmark Quartile	1	1	1	1		

The core subject indicator (CSI) represents the percentage of pupils achieving level 5 or above in English or Welsh (first language), mathematics and science in combination.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications , and are based on the number of entries and do not include Welsh second language qualifications.

6814042 - Fitzalan High School

Number of pupils on roll	1701
Pupils eligible for free school meals (FSM) - 3 year average	34.1
FSM band	5 (30%<FSM)

Key stage 4

	School				Family average (2016)	Wales average (2016)
	2013	**2014**	**2015**	**2016**		
Number of pupils aged 15	210	235	236	255		
Percentage of 15-year-old pupils who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	37.6	37.0	52.1	54.9	49.7	60.2
Benchmark quartile	2	2	1	1		
Achieved the level 2 threshold	80.0	84.7	95.3	95.7	85.2	83.6
Benchmark quartile	2	2	1	1		
Achieved the level 1 threshold	90.5	97.0	98.3	99.6	97.7	95.3
Benchmark quartile	3	1	1	1		
Achieved the core subject indicator (CSI)	37.6	36.2	53.0	54.9	47.1	57.5
Benchmark quartile	2	3	1	1		
Average capped wider points score per pupil	328.4	331.0	350.3	350.7	345.2	344.2
Benchmark quartile	1	2	1	2		
Average capped wider points score plus per pupil	321.2	323.8	341.7	346.2	338.1	340.3
Benchmark quartile	.	.	.	.		
Achieved five or more GCSE grades A*-A	11.4	12.3	11.0	11.8	8.4	15.8
Benchmark quartile	.	.	.	.		
Achieved A*-C in English	46.7	55.7	78.0	74.1	65.1	69.3
Benchmark quartile	2	2	1	1		
Achieved A*-C in mathematics	48.6	42.6	53.8	56.5	54.5	66.9
Benchmark quartile	1	2	1	2		
Achieved A*-C in science	90.5	96.2	98.7	99.6	85.3	82.3
Benchmark quartile	1	1	1	1		
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.		
Of those who entered Welsh First Language: **Achieved A*-C in Welsh**	.	.	.	.	.	75.1
Benchmark quartile	.	.	.	.		

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15-year-old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications , and are based on the number of entries and do not include Welsh second language qualifications.

6814042 - Fitzalan High School

Number of pupils on roll	1701
Pupils eligible for free school meals (FSM) - 3 year average	34.1
FSM band	5 (30%<FSM)

Key stage 4 - performance of pupils eligible for free school meals

	School				Family Average (2016)	Wales Average (2016)
	2013	**2014**	**2015**	**2016**		
Number of pupils aged 15 eligible for free school meals	62	87	71	87		
Percentage of 15-year-old pupils eligible for free school meals who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	27.4	28.7	42.3	56.3	38.0	35.5
Achieved the level 2 threshold	71.0	80.5	95.8	93.1	78.2	70.9
Achieved the level 1 threshold	85.5	97.7	95.8	98.9	96.8	92.1
Achieved the core subject indicator (CSI)	27.4	27.6	42.3	56.3	36.4	32.7
Average capped wider points score per pupil	300.8	324.2	338.9	344.4	328.4	311.1
Average capped wider points score plus per pupil	292.5	316.9	326.2	340.7	319.9	305.2
Achieved five or more GCSE grades A*-A	4.8	12.6	9.9	9.2	3.5	4.5
Achieved A*-C in English	40.3	50.6	67.6	74.7	53.4	47.1
Achieved A*-C in mathematics	37.1	32.2	43.7	59.8	41.5	43.6
Achieved A*-C in science	85.5	97.7	97.2	98.9	81.1	71.7
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.		
Of those who entered Welsh First Language: Achieved A*-C in Welsh	.	.	.	.	.	50.9

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15 year old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

6814042 - Fitzalan High School

Number of pupils on roll in sixth form   338

Key stage 5

	School				Family average (2016)	Wales average (2016)
	2013	**2014**	**2015**	**2016**		
Number of pupils aged 17	108	116	116	123		
Average wider points score per pupil	574.5	695.2	657.9	626.3	670.4	824.9
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	70	91	88	96		
Of those who entered a volume equivalent to 2 A levels: **Achieved the level 3 threshold**	91.4	90.1	92.0	94.8	90.8	98.0
Achieved 3 A*-A at A level or equivalent	2.9	4.4	3.4	1.0	1.9	6.6
Achieved 3 A*-C at A level or equivalent	34.3	44.0	50.0	47.9	49.8	70.9

Includes all qualifications approved for use in Wales.

Includes results for 17-year-old pupils, in maintained schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The average wider points score for 17 year olds includes all qualifications approved for pre-18 use in Wales.

The level 3 threshold is based on the number of 17-year-old pupils entering a volume equivalent to 2 A levels.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

More information is available on the Welsh Government website, My Local School, in the link below.
http://mylocalschool.wales.gov.uk/index.html?lang=eng

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf		
I feel safe in my school	449		153 34%	244 54%	36 8%	16 4%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			44%	52%	4%	1%		
The school deals well with any bullying	447		77 17%	250 56%	94 21%	26 6%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			25%	57%	15%	3%		
I have someone to talk to if I am worried	447		143 32%	233 52%	55 12%	16 4%		Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			38%	52%	9%	2%		
The school teaches me how to keep healthy	448		82 18%	249 56%	90 20%	27 6%		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			23%	56%	18%	3%		
There are plenty of opportunities at school for me to get regular exercise	447		140 31%	246 55%	46 10%	15 3%		Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			44%	45%	9%	2%		
I am doing well at school	450		131 29%	255 57%	50 11%	14 3%		Rwy'n gwneud yn dda yn yr ysgol.
			32%	61%	6%	1%		
The teachers help me to learn and make progress and they help me when I have problems	449		140 31%	242 54%	50 11%	17 4%		Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			38%	55%	6%	1%		
My homework helps me to understand and improve my work in school	447		88 20%	228 51%	102 23%	29 6%		Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			20%	53%	22%	6%		
I have enough books and equipment, including computers, to do my work	450		177 39%	216 48%	43 10%	14 3%		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			45%	46%	7%	1%		
Pupils behave well and I can get my work done	447		47 11%	210 47%	147 33%	43 10%		Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			10%	56%	27%	6%		
Staff treat all pupils fairly and with respect	449		91 20%	226 50%	98 22%	34 8%		Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			28%	50%	17%	5%		

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf		
The school listens to our views and makes changes we suggest	447		58 13%	201 45%	133 30%	55 12%		Mae'r ysgol yn gwrando ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			16%	53%	25%	5%		
I am encouraged to do things for myself and to take on responsibility	447		132 30%	280 63%	25 6%	10 2%		Rwy'n cael fy annog i wneud pethau drosof fy hun a chymryd cyfrifoldeb.
			35%	59%	5%	1%		
The school helps me to be ready for my next school, college or to start my working life	446		135 30%	221 50%	62 14%	28 6%		Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			35%	54%	10%	2%		
The staff respect me and my background	449		171 38%	232 52%	31 7%	15 3%		Mae'r staff yn fy mharchu i a'm cefndir.
			37%	53%	7%	2%		
The school helps me to understand and respect people from other backgrounds	444		191 43%	222 50%	21 5%	10 2%		Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			36%	55%	7%	1%		
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	202		50 25%	91 45%	39 19%	22 11%		Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	51%	16%	5%		
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	148		28 19%	76 51%	32 22%	12 8%		Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28%	50%	16%	7%		

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	166	83 50%	73 44%	7 4%	1 1%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	2%		
My child likes this school.	165	83 50%	71 43%	9 5%	1 1%	1	Mae fy mhlentyn yn hoffi'r ysgol hon.
		46%	48%	5%	1%		
My child was helped to settle in well when he or she started at the school.	164	89 54%	60 37%	10 6%	2 1%	3	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	165	78 47%	72 44%	8 5%	1 1%	6	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	49%	5%	1%		
Pupils behave well in school.	166	36 22%	80 48%	24 14%	9 5%	17	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		24%	60%	12%	4%		
Teaching is good.	166	77 46%	76 46%	5 3%	2 1%	6	Mae'r addysgu yn dda.
		34%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	165	93 56%	61 37%	6 4%	4 2%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		51%	46%	3%	1%		
The homework that is given builds well on what my child learns in school.	165	59 36%	78 47%	13 8%	7 4%	8	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		32%	56%	10%	3%		
Staff treat all children fairly and with respect.	164	80 49%	61 37%	6 4%	3 2%	14	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		35%	52%	10%	3%		
My child is encouraged to be healthy and to take regular exercise.	163	61 37%	76 47%	10 6%	5 3%	11	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	164	71 43%	77 47%	8 5%	3 2%	5	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		42%	53%	4%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	164	62 38%	70 43%	14 9%	4 2%	14	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	9%	3%		

	Number of responses / Nifer o ymatebion	Strongly Agree / Cytuno'n gryf	Agree / Cytuno	Disagree / Anghytuno	Strongly disagree / Anghytuno'n gryf	Don't know / Ddim yn gwybod	
I am kept well informed about my child's progress.	165	78 / 47%	71 / 43%	8 / 5%	7 / 4%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		34%	51%	13%	3%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	163	78 / 48%	67 / 41%	12 / 7%	4 / 2%	2	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		42%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	164	63 / 38%	68 / 41%	16 / 10%	6 / 4%	11	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		30%	55%	12%	3%		
The school helps my child to become more mature and take on responsibility.	164	77 / 47%	71 / 43%	6 / 4%	4 / 2%	6	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		37%	56%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	163	55 / 34%	68 / 42%	10 / 6%	5 / 3%	25	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	3%		
There is a good range of activities including trips or visits.	165	84 / 51%	69 / 42%	5 / 3%	2 / 1%	5	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		36%	52%	10%	2%		
The school is well run.	163	80 / 49%	66 / 40%	8 / 5%	2 / 1%	7	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	6%	2%		

Appendix 3

The inspection team

Steven William Pringle	Reporting Inspector
Sarah Lewis	Team Inspector
Mark Campion	Team Inspector
Jayne Elizabeth Edwards	Team Inspector
Sian Farquharson	Team Inspector
Heledd Ffion Thomas	Team Inspector
Peter Trevor Lewis	Lay Inspector
Jackie Jarrett	Peer Inspector
Mark Tidman	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

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

Key stage 3 terms

The core subject indicator (CSI)

Progress in learning through key stage 3 is indicated by levels (level 1 to level 7 in the main).

The core subject indicator in key stage 3 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh [1]
- mathematics
- science

By the end of the key stage 3, at the age of 14, pupils are expected to reach level 5 and more able pupils to reach level 6 or above.

Pupils must gain at least the expected level (level 5) in the three core subjects to gain the core subject indicator.

Key stage 4 and sixth form 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 nine other schools with similar proportions of pupils: eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents the equivalent of five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.

---

[1] This indicator does not include Welsh second language qualifications.

Level 2 threshold including English or Welsh[1] and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh[1] and mathematics.
Level 2 threshold	This represents five GCSEs at grade A* to C or their equivalent.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This is the equivalent of 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.
Benchmarking groups	Schools are grouped together according to the proportion of pupils entitled to free school meals in order to compare their performance with similar schools in different indicators.
Modelled outcomes	This is a prediction of a school's mean performance based on the statistical relationship between the proportion of pupils eligible for free school meals and a particular indicator.