



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Mold Alun School
Wrexham Road
Mold
Flintshire
CH7 1EP**

Date of inspection: April 2016

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

The Alun school is a mixed English-medium comprehensive school in Mold, Flintshire. Currently there are 1,682 pupils on roll, including 483 in the sixth form, compared with 1,762 and 556 respectively when the school was last inspected in 2010.

Around 10% of pupils are eligible for free school meals compared with the national average of 17.4%. Around 8% live in the 20% most deprived areas in Wales. The school has 12 feeder primary schools, but receives pupils from up to 30 primary schools across Flintshire.

Nearly all pupils speak English as their first language and come from a white, British background. The percentage of pupils with special educational needs is close to 20%, which is below the national average of 25.4%. The percentage of pupils who have a statement of special educational needs is 2.2%, which is close to the national average of 2.4%. The school has a specialist resource base on site for hearing impaired pupils, who are predominantly mainstream educated.

The current headteacher took up her post in 2014. The senior team comprises one deputy headteacher, three assistant headteachers and an associate assistant headteacher.

The individual school budget per pupil for Alun School in 2015-2016 is £3,893 per pupil. The maximum per pupil in the secondary schools in Flintshire is £4,933 and the minimum is £3,783. Alun School is 11th out of the 12 secondary schools in Flintshire in terms of its school budget per pupil.

Summary

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

Current performance

The school's current performance is good because:

- There is a trend of successful outcomes in nearly all indicators since 2012
- Performance at key stage 4 in indicators that include English and mathematics, and in science, has been consistently strong over the last three years
- In many lessons, pupils gain secure knowledge and understanding and develop a suitable range of skills well
- Many pupils participate well in a wide variety of extra-curricular activities
- Many teachers plan well-structured lessons that support good progress in learning
- The school provides outstanding care, support and guidance to pupils and this has a highly significant impact on their learning, particularly at key stage 4

However:

- Attendance rates have not improved as fast as those in other schools and remain below modelled outcomes
- A minority of lessons, teaching is less effective and this limits the progress that pupils make and the standards that they achieve in lessons

Prospects for improvement

Prospects for improvement are good because:

- The headteacher has a clear vision for the school that places the achievement of individual pupils at the heart of the school's work
- Leadership has been successful in securing consistently strong pupil outcomes over the last four years at key stage 4
- Leaders at all levels use data on individual pupil performance and the school's thorough tracking system well to identify underperformance
- Curriculum and pastoral processes work very effectively together to identify barriers to learning, in order to plan successful interventions
- Senior leaders use performance data well to identify whole-school priorities for improvement
- Governors challenge and support the work of the school effectively

However:

- The cycle of quality assurance is not fully embedded and leaders do not use a full range of evidence to improve provision and the quality of pupils' work in class

- In a few instances, lines of accountability are not sufficiently robust
- There are insufficient toilets for the numbers on roll and they are in poor condition

Recommendations

R1 Improve the quality of pupils' work in lessons where there are shortcomings

R2 Improve attendance

R3 Increase the number of toilets to meet recommendations and improve the quality of the existing facilities

R4 Improve processes to strengthen lines of accountability of senior and middle leaders

R5 Improve the quality of self-evaluation and improvement planning processes to impact on teaching and the standards of pupils' work in class

What happens next?

The Alun School will draw up an action plan, which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

In key stage 4, performance improved in all indicators in 2012 and has generally been strong since this time. Despite this strong performance in key stage 4, in a minority of lessons across the school, pupils do not make as much progress as they should.

Improvements in 2012 have led to strong outcomes in the level two threshold, including English and mathematics. Performance in this indicator has been well above modelled outcomes since 2012. Performance in the capped point score indicator has also remained consistent and has been in line with modelled outcomes and levels in similar schools for the same period of time. The proportion of pupils gaining five grades A* or A at GCSE has fluctuated over the same period, but is above the average for similar schools in 2015. By the end of key stage 4, in general pupils make worthwhile progress from previous key stages and strong progress in those indicators that include English and mathematics.

In the level 2 threshold including English and mathematics, the performance of pupils eligible for free school meals has improved well over the last two years and has been better than the performance of the same group of pupils in similar schools over that time.

At key stage 4, boys' performance in the level 2 threshold including English and mathematics has improved consistently since 2011 and they have performed better than other boys in similar schools during this time. Girls also perform better than girls in similar schools in this indicator at key stage 4. However their performance has been less consistent and dipped significantly in 2014.

At key stage 3 there has been a steady upward trend in the proportion of pupils who achieve the core subject indicator and this has generally been in line with that of similar schools and modelled outcomes since 2012.

In the sixth form, nearly all pupils achieve the level 3 threshold and this performance has been consistently above the national average over the last four years. The proportion of pupils achieving three A* to A grades has fluctuated at or above the national average. However, the average wider points score achieved during that same period has been well below the national average. Similarly, the proportion of pupils achieving three A* to C grades was below the national average from 2010 to 2014, although it improved in 2015 to above the national average.

Nearly all pupils continue in full-time education, training or employment after leaving school.

In many lessons, pupils maintain focus and concentrate well on tasks. In a few lessons, pupils show high levels of resilience and motivation. Many pupils work well

independently or with their peers. Many pupils are able to recall prior learning successfully to apply their knowledge effectively to new contexts. In a few lessons, pupils show exceptional recall and application of prior knowledge that allows them to make links between topics and subjects very successfully. Many pupils make good progress in lessons. However, in a minority of lessons, pupils show weak recall of prior learning, or a lack of engagement or resilience, and therefore they struggle to maintain concentration. As a result, they do not make sufficient progress.

Many pupils listen well to each other and their teachers. The majority of pupils provide clear, well-developed oral responses to questions. They express their thinking well using subject specific terminology. However, a few pupils lack confidence orally and provide only basic, undeveloped answers to questions. Most pupils read competently and many are able to extract information from text successfully. Many pupils show a good understanding of the texts that they read. The majority analyse the writer's techniques effectively and draw together evidence appropriately from a range of sources. A few more able pupils show very strong ability to infer meaning and synthesise information. The majority of pupils write well-structured extended texts for a suitable range of purposes across the curriculum. A few pupils structure their writing very carefully and skilfully using a range of techniques to interest and engage their audience. However, a few pupils make basic errors in spelling, punctuation and grammar, including the spelling of key subject terms.

Many pupils use mental arithmetic well. They handle data competently and construct suitable graphs and charts appropriately, and a few pupils do this particularly well. A minority of pupils show sound numerical reasoning skills. A few pupils apply their numeracy skills to very good effect to solve problems. However, a few pupils do not have secure enough reasoning skills to apply their number skills to new and real life contexts successfully.

In Welsh, at key stage 4, a few pupils opt for full course Welsh and nearly all of these pupils gain a GCSE at grade A*-C. Many pupils enter a short course Welsh GCSE qualification and a majority of those who enter achieve a level 2 pass. Nearly all pupils respond well to teachers' instructions in Welsh lessons, although their use of Welsh outside of lessons is limited. Many read text appropriately to gather information for specific tasks. By the end of key stage 3 many use a suitable range of simple sentences in their writing. In key stage 4, many show increasing confidence in expressing their opinions effectively and using relevant vocabulary.

Wellbeing: Good

Most pupils feel safe in school and many feel that the school deals well with the few incidents of bullying. Most say that there are plenty of opportunities to get regular exercise and many participate in the wide variety of extra-curricular sporting activities available. Most pupils behave well in lessons and around the school. They are polite, courteous and respectful.

Attendance has improved gradually over the last four years and more notably in 2015. The attendance of pupils eligible for free school meals has also shown a steady improvement, although it is below that of similar pupils in similar schools.

Overall, attendance rates have placed the school in the lower half of similar schools based on free-school-meal eligibility for the last four years and below modelled outcomes for the last two.

A majority of pupils say that they are consulted well on important aspects of school life. Through the school and house councils, pupils take an active role in addressing important areas related to pupils' wellbeing, for example in producing guidance to address bullying and warning about the dangers of smoking, drugs and alcohol. Most pupils participate well in a wide range of community and charitable projects, for example supporting the local food bank and working with local businesses to enhance the school garden. This helps them to develop strong social and life skills.

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

The school offers a broad and balanced curriculum that meets the needs of all pupils. There is an extensive range of vocational and general courses at key stages 4 and post 16. The curriculum at key stage 3 builds effectively on previous learning and prepares pupils well for key stage 4. There is a beneficial enrichment opportunity in Year 9 that allows pupils to select a subject that they are interested in studying at key stage 4. There is an extensive range of extra-curricular activities that includes sport, music and a wide range of clubs, such as the film, drama and sign language clubs. These activities give pupils valuable opportunities to enhance their learning and cultural experiences.

The school has taken appropriate steps to implement the national literacy and numeracy framework, including comprehensive training for staff. There is a suitable range of useful opportunities to develop pupils' literacy and numeracy skills across the curriculum at key stage 3. The school has effective interventions to support pupils who need additional help with their literacy and numeracy.

The school provides sufficient time for pupils to develop their knowledge and skills in the Welsh language. Useful links with the Urdd contribute well to creating a Welsh ethos at the school. The school provides beneficial opportunities to develop pupils' understanding of Welsh culture and history through the curriculum, residential trips, visiting speakers, for example Welsh artists, and the Eisteddfod.

The school makes a successful contribution to raising pupils' awareness of sustainability through a wide range of curricular and extra-curricular activities such as the 'Mold Spring Clean' and the 'Art Garden'. There are also valuable trips, assemblies and a wide range of events that successfully develop pupils' understanding of global citizenship. For example, pupils contribute to work locally to support refugees, and each house has beneficial and longstanding links with other countries, including Brazil, Sri Lanka, China and Patagonia.

Teaching: Good

Nearly all teachers show good subject knowledge. Many are enthusiastic and create a positive working atmosphere.

Many teachers plan well-structured lessons that help pupils to make solid progress. In these lessons, teachers have high expectations, use engaging techniques and resources, and provide encouraging verbal feedback to pupils. The majority of lessons have good pace. In these lessons, teachers question pupils effectively to probe their knowledge, and encourage them to develop their thinking skills.

A minority of teachers use a broad range of very effective strategies to meet the needs of all learners and provide an appropriate level of challenge for all. They manage group work skilfully and use worthwhile self and peer assessment activities with agreed success criteria to further the progress that pupils make.

In a few lessons, teachers plan very well to ensure pupils make worthwhile progress in literacy. They use highly skilful questioning, as well as very effective and challenging teaching approaches to ensure that pupils develop high levels of independence and self-reflection. In these lessons, teachers are successful in securing exceptional progress in learning.

In a minority of lessons, teaching is less effective. In these lessons, the pace of learning is inappropriate as teachers do not have high enough expectations of all pupils, or because of over-direction by the teacher. In a few instances there are weaknesses in teachers' planning. As a result, activities do not challenge learners sufficiently or teaching does not match their needs or interests well enough. In a few lessons, activities constrain pupils' learning experiences by not allowing them to explore topics or develop their thinking fully enough. This limits the progress that pupils make.

Data is used very effectively to track pupils' progress, especially at key stage 4. The school's termly 'spot checks' are used to great effect to identify underperformance and to plan successful interventions. This system has a very beneficial impact on outcomes, particularly at the end of key stage 4.

The majority of written comments by teachers give pupils clear direction on how to improve their work. However, a minority of comments do not always give clear enough guidance on what or how to improve. In addition expectations around how pupils should respond to teachers' written feedback are inconsistent within and across departments.

Annual reports and termly 'spot checks' keep parents well informed of their child's progress. They contain useful information such as target levels or grades, and valuable details of pupils' current performance, including relevant areas for improvement.

Care, support and guidance: Excellent

The school provides outstanding care, support and guidance to pupils in how it plans for and responds flexibly to pupils' individual needs. This has a highly significant impact on their wellbeing and learning, particularly at key stage 4.

The provision to support pupils with additional learning needs (ALN) is exceptionally strong. The school ensures that pupils with a wide range of complex additional

needs are integrated very well into the school as a whole. For example, the Hearing Unit offers specialist provision and supports pupils very effectively in mainstream classes. The 'Intensive Programme' offers pupils highly beneficial support and the flexibility to have full access to the curriculum best suited to their needs. As a result, these pupils make strong progress and achieve very good outcomes at key stage 4.

Staff work extremely well with external agencies to support pupils' individual needs. The school uses valuable approaches to improve attendance. There are very strong transition arrangements, which support pupils as they join the school. This helps pupils who come from a very wide range of primary schools to settle quickly. Pupils receive high quality advice when choosing options at Year 9, Year 11 and the sixth form. This supports pupils very effectively in making well-informed choices throughout their time at the school and contributes considerably to ensuring that pupils progress successfully to their chosen future pathways.

The school has comprehensive programmes to enhance pupils' social, cultural, spiritual and moral development through its house structure, and the personal and social education programme. The school's house system creates a strong sense of belonging for pupils, despite its size. Staff promote healthy lifestyles well, with valuable contributions from pupil groups and from an extensive range of extra-curricular opportunities in sport. The school has appropriate arrangements to promote healthy eating and drinking.

The school has strong systems to promote positive behaviour and to increase resilience, particularly in vulnerable pupils. This makes a highly valuable contribution to the care of pupils in the school. The school has developed useful approaches to deal with incidents of bullying, especially the active involvement of pupils in developing anti-bullying messages across the school, for example in the 'Bully-Buster' cards.

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

Learning environment: Adequate

The Alun School is a fully inclusive community that provides a caring and supportive environment. This has a positive impact on many aspects of pupils' personal development. The school's policies and procedures ensure that pupils are given equal opportunities regardless of gender or race, and equality and diversity are promoted well through its curricular and extra-curricular arrangements.

The school makes effective use of the accommodation available and the site is well maintained. The school provides a stimulating and safe learning environment to meet the needs of all pupils. Most classrooms are an appropriate size for the number of pupils on roll. Wall displays in corridors and classrooms are attractive and up to date, and they promote learning well. There is a comprehensive range of resources to support teaching and learning, including specialist teaching facilities for music and drama, and information and communication technology.

There are insufficient toilets for the numbers on roll and they are in poor condition.

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

The headteacher has a clear vision that places the achievement of individual pupils at the heart of the school's work. This is communicated clearly to and understood well by all staff. This has contributed to securing consistently strong pupil outcomes over the last four years at key stage 4.

The senior leadership team has high expectations of all staff and has been successful in establishing a strong culture of collaboration between teachers and leaders at the school. Meetings at all levels focus well on individual pupil progress and the sharing of good practice in aspects of provision such as tracking and feedback. Generally, action points identified are followed up appropriately, although this is not monitored rigorously enough in a minority of instances.

Leadership roles are defined clearly and understood. Pastoral leaders are held to account well and this has led to recent improvements in the attendance of targeted groups of pupils. However, in a few cases, line management is not sufficiently robust.

Performance management objectives are focused clearly on local and national priorities and link closely with whole-school and departmental improvement targets. Professional development activities are well matched to these objectives. Performance management is used successfully to identify underperformance, which is challenged robustly by senior leaders and the governing body. However, performance management reviews do not always focus sharply enough on the impact of the quality of teaching.

Senior and middle leaders use data well to evaluate the progress of individual pupils and to plan effective interventions to address underperformance. Senior leaders set highly aspirational targets for pupil performance. However, at subject level, leaders do not focus clearly enough on comparing performance to that of similar schools.

The governing body has a sound understanding of the school's strengths and areas for improvement. Governors challenge and support the work of the school well, and have a suitable structure of sub-committees that helps them to focus clearly on the school's priorities.

Improving quality: Adequate

Over the last four years, the school's actions have been successful in securing strong outcomes for pupils at key stage 4 in many indicators, and particularly in those that include English and mathematics. However, systems to improve provision and leadership are less well developed and improvements in attendance have been modest. In addition, the school has not secured timely improvement in an important area of the learning environment.

The school has appropriate activities for self-evaluation and planning for improvement, although the cycle is not fully embedded and does not take into

account a wide enough range of evidence. As a result, these systems do not impact well enough on improving shortcomings in teaching and progress in lessons. A suitable range of data is used competently to analyse performance and to identify strengths and aspects that require improvement. The analysis considers appropriately a range of indicators and groups of pupils. Pupils and parents have pertinent opportunities to express their views on their experiences in school.

Overall, the school's self-evaluation report is informative, and gives a comprehensive account of most aspects of the school's life. However, the report does not provide a precise enough evaluation of the school's strengths and areas for development across all areas of its work, for example on the quality of teaching in lessons.

Senior and middle leaders have a sound understanding of their roles in quality assurance. Middle leaders diligently complete beneficial evaluations of their areas of responsibility. However, senior and middle leaders do not make strong enough connections between outcomes and their evaluations of the quality of teaching and leadership. The processes for monitoring and evaluating pupils' work and lesson observations are not sufficiently robust. Senior leaders do not quality assure these processes rigorously or analyse the findings at whole school level sufficiently. As a result, the school does not identify clearly enough what needs to improve with respect to teaching and leadership in particular.

The school identifies appropriate priorities from its analysis of data and fittingly includes a strong focus on improving the achievement of vulnerable pupils in its improvement plan. Suitable resources are allocated and pertinent success criteria feature within each priority. This beneficial planning ensures that all staff have a clear understanding of the school's priorities and know who is responsible for oversight of each aspect. Departmental action plans mirror the priorities in the school development plan, as well as including relevant aspects identified by middle leaders as in need of improvement. However, the success criteria and action points in the whole school and department plans are insufficiently precise or ambitious to secure improvement in provision. The school has not addressed successfully the concerns of parents and pupils regarding the insufficient toilet facilities.

Monitoring and evaluation of the school's improvement priorities are not developed well enough and leaders do not routinely revisit plans to check for progress or evaluate impact robustly enough.

Partnership working: Good

The school has developed a wide range of partnerships that make an effective contribution to improving pupil outcomes. These links are also successful in promoting pupils' wellbeing and raising their aspirations.

Transition arrangements are a strong feature of the school's work. These arrangements enable pupils to settle quickly into Year 7, and are particularly effective in enabling pupils from small primary schools to make a smooth transition into a very large secondary school. Many subject areas work closely with partner primary schools to develop curriculum projects that ensure continuity in pupils' learning.

Strong links with external agencies support pupils' wellbeing very effectively. This work is having a positive impact, for example on the attendance of the most vulnerable pupils. Partnerships with trust organisations support pupils' wellbeing and spiritual and moral development well. The school works closely with Careers Wales to provide effective guidance for pupils in key stages 4 and post 16. A range of partnerships that promote scholarship programmes help to raise pupils' aspirations and support them well in their applications to higher education.

The school has developed close links with the local community. For example, pupils work well with the town council to promote and develop recreational facilities. Links with local businesses provide a worthwhile contribution to pupils' personal and social development. There is a high level of pupil participation in charity fundraising.

The school works well with other providers to extend pupils' curriculum choices and to share good practice. There are suitable quality assurance procedures in place for partnership courses. School-to-school work or collaboration with other organisations helps to develop provision in a range of curricular areas, for example for aspects of the new Welsh Baccalaureate qualification, in global citizenship and to promote language learning. Well-established links with parents ensure that they are fully consulted regarding their children's progress and most feel that they are comfortable about approaching the school with any concerns that they have.

Resource management: Good

The school is staffed appropriately to deliver the curriculum. Most teachers are subject specialists and very few teach outside their specialism.

The headteacher, business manager and governors monitor the school's finances well and have a sound understanding of the key priorities to ensure the effective running of the school. Resources are linked closely to allocated priorities within the school budget.

Professional development activities are aligned well to school priorities. Staff are involved in beneficial activities and working groups to promote best practice and, in particular, to develop further external links, for example to other schools and outside organisations to support its provision for developing global citizenship.

Resources are managed carefully and efficiently. The use of grant funding is a particular strength of the school and is used effectively to meet identified priorities. For example, the school makes valuable use of the pupil deprivation grant to achieve very good outcomes in key stage 4 for pupils eligible for free school meals and improve their attendance.

In view of the outcomes achieved by pupils, the school provides good value for money.

Appendix 1

6644006 - Alun School

Number of pupils on roll	1661
Pupils eligible for free school meals (FSM) - 3 year average	9.3
FSM band	1 (FSM<=10%)

Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils in Year 9 cohort	243	249	237	233		
Achieving the core subject indicator (CSI) (%)	79.8	84.3	87.3	92.3	89.6	83.9
Benchmark quartile	4	3	4	2		
English						
Number of pupils in cohort	243	249	237	233		
Achieving level 5+ (%)	88.1	89.2	90.3	94.4	92.9	87.9
Benchmark Quartile	3	3	4	2		
Achieving level 6+ (%)	48.1	49.4	50.6	60.5	65.4	52.6
Benchmark Quartile	3	4	4	4		
Welsh first language						
Number of pupils in cohort	.	.	.	.
Achieving level 5+ (%)	.	.	.	.	83.7	90.9
Benchmark Quartile	.	.	.	.
Achieving level 6+ (%)	.	.	.	.	38.8	56.1
Benchmark Quartile	.	.	.	.
Mathematics						
Number of pupils in cohort	243	249	237	233		
Achieving level 5+ (%)	86.4	89.6	89.9	96.6	92.2	88.7
Benchmark Quartile	4	3	4	1		
Achieving level 6+ (%)	60.5	66.3	65.4	69.5	70.3	59.5
Benchmark Quartile	3	3	3	3		
Science						
Number of pupils in cohort	243	249	237	233		
Achieving level 5+ (%)	89.3	91.6	93.2	97.4	95.5	91.8
Benchmark Quartile	4	4	4	2		
Achieving level 6+ (%)	67.5	61.8	67.1	67.4	68.7	58.5
Benchmark Quartile	1	3	3	3		

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.

6644006 - Alun School

Number of pupils on roll 1661
 Pupils eligible for free school meals (FSM) - 3 year average 9.3
 FSM band 1 (FSM<=10%)

Key stage 4

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15	246	247	241	246		
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	69.9	77.3	74.3	78.9	69.0	57.9
Benchmark quartile	2	1	1	1		
Achieved the level 2 threshold	84.1	89.9	95.0	95.1	90.4	84.1
Benchmark quartile	3	2	2	1		
Achieved the level 1 threshold	97.2	98.0	98.8	98.8	97.4	94.4
Benchmark quartile	3	3	3	3		
Achieved the core subject indicator (CSI)	69.5	77.3	74.3	78.9	67.9	54.8
Benchmark quartile	2	1	1	1		
Average capped wider points score per pupil	353.7	369.3	363.2	370.6	358.4	343.5
Benchmark quartile	3	2	3	2		
Average capped wider points score plus per pupil	350.8	366.3	359.0	367.3	354.9	338.7
Benchmark quartile	.	.	.	.
Achieved five or more GCSE grades A*-A	19.1	30.0	15.4	23.6	20.6	16.6
Benchmark quartile	.	.	.	.
Achieved A*-C in English	79.3	86.2	87.1	86.6	79.6	68.6
Benchmark quartile	2	1	1	1		
Achieved A*-C in mathematics	76.8	78.9	76.8	84.1	74.1	64.4
Benchmark quartile	2	1	2	1		
Achieved A*-C in science	83.3	94.7	98.3	98.8	93.5	84.0
Benchmark quartile	2	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	.	.	.	.	67.3	75.2
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.

6644006 - Alun School

Number of pupils on roll 1661
 Pupils eligible for free school meals (FSM) - 3 year average 9.3
 FSM band 1 (FSM<=10%)

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

	School				Family Average (2015)	Wales Average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15 eligible for free school meals	19	19	17	19		
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	36.8	36.8	47.1	63.2	43.9	31.6
Achieved the level 2 threshold	52.6	52.6	76.5	94.7	80.7	69.4
Achieved the level 1 threshold	89.5	84.2	88.2	100.0	94.1	89.4
Achieved the core subject indicator (CSI)	36.8	36.8	47.1	63.2	41.7	29.3
Average capped wider points score per pupil	287.3	282.3	313.9	352.4	321.7	303.7
Average capped wider points score plus per pupil	283.0	281.0	308.7	348.2	316.6	296.4
Achieved five or more GCSE grades A*-A	5.3	10.5	5.9	5.3	3.7	4.3
Achieved A*-C in English	47.4	42.1	58.8	78.9	61.0	45.1
Achieved A*-C in mathematics	47.4	36.8	58.8	73.7	49.7	39.2
Achieved A*-C in science	52.6	73.7	82.4	100.0	86.1	74.4
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.		51.5

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.

6644006 - Alun School

Number of pupils on roll in sixth form

470

Key stage 5

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 17	193	199	164	193		
Average wider points score per pupil	658.3	680.2	692.4	715.8	839.4	799.7
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	158	178	153	174		
Of those who entered a volume equivalent to 2 A levels:						
Achieved the level 3 threshold	99.4	98.9	99.3	99.4	98.1	97.0
Achieved 3 A*-A at A level or equivalent	8.9	13.5	9.8	13.8	10.1	7.9
Achieved 3 A*-C at A level or equivalent	56.3	56.2	59.5	71.3	71.8	68.1

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	441	170 39%	244 55%	22 5%	5 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	436	92 21%	247 57%	78 18%	19 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	57%	15%	3%	
I have someone to talk to if I am worried	439	136 31%	237 54%	57 13%	9 2%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	8%	1%	
The school teaches me how to keep healthy	440	79 18%	241 55%	96 22%	24 5%	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	438	193 44%	202 46%	37 8%	6 1%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	9%	2%	
I am doing well at school	438	116 26%	261 60%	49 11%	12 3%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	61%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	437	160 37%	233 53%	35 8%	9 2%	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	441	59 13%	238 54%	111 25%	33 7%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	53%	22%	5%	
I have enough books and equipment, including computers, to do my work	439	168 38%	220 50%	44 10%	7 2%	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	437	35 8%	256 59%	118 27%	28 6%	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	440	119 27%	217 49%	81 18%	23 5%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	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	438		51 12%	236 54%	121 28%	30 7%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			17%	53%	25%	5%	
I am encouraged to do things for myself and to take on responsibility	436		136 31%	275 63%	21 5%	4 1%	Rwy'n cael fy annog i wneud pethau drosaf 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	438		148 34%	231 53%	49 11%	10 2%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			36%	54%	9%	2%	
The staff respect me and my background	437		146 33%	231 53%	40 9%	20 5%	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	436		112 26%	278 64%	33 8%	13 3%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			36%	56%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	177		34 19%	111 63%	20 11%	12 7%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	51%	16%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	168		47 28%	82 49%	27 16%	12 7%	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.	293	131 45%	144 49%	14 5%	4 1%	4	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	1%		
My child likes this school.	292	137 47%	136 47%	16 5%	3 1%	3	Mae fy mhentyn yn hoffi'r ysgol hon.
		47%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	294	151 51%	128 44%	11 4%	4 1%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	288	134 47%	136 47%	15 5%	3 1%	6	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	5%	1%		
Pupils behave well in school.	262	52 20%	166 63%	27 10%	17 6%	35	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		24%	60%	12%	3%		
Teaching is good.	281	77 27%	184 65%	16 6%	4 1%	11	Mae'r addysgu yn dda.
		35%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	293	144 49%	139 47%	8 3%	2 1%	3	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		51%	46%	2%	1%		
The homework that is given builds well on what my child learns in school.	279	77 28%	170 61%	27 10%	5 2%	16	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		32%	56%	9%	2%		
Staff treat all children fairly and with respect.	269	81 30%	142 53%	33 12%	13 5%	27	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.	257	77 30%	137 53%	34 13%	9 4%	39	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	288	98 34%	175 61%	11 4%	4 1%	8	Mae fy mhentyn yn ddiogel yn yr ysgol.
		43%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	246	84 34%	119 48%	36 15%	7 3%	42	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	8%	2%		
I am kept well informed about my child's progress.	293	108 37%	137 47%	39 13%	9 3%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		34%	51%	12%	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 feel comfortable about approaching the school with questions, suggestions or a problem.	290	131 45%	130 45%	24 8%	5 2%	6	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		43%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	256	69 27%	138 54%	38 15%	11 4%	38	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		31%	55%	11%	2%		
The school helps my child to become more mature and take on responsibility.	272	94 35%	155 57%	17 6%	6 2%	23	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		38%	55%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	232	71 31%	134 58%	21 9%	6 3%	59	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	2%		
There is a good range of activities including trips or visits.	283	125 44%	130 46%	24 8%	4 1%	14	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	282	123 44%	135 48%	14 5%	10 4%	12	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	5%	2%		

Appendix 3

The inspection team

Mamta Arnott	Reporting Inspector
Karen Newby Jones	Team Inspector
Steven Pringle	Team Inspector
Julian Davis	Team Inspector
Farrukh Khan	Team Inspector
Justine Barlow	Lay Inspector
Rodney Francis	Peer Inspector
Colin Ellis	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.