



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

A report on

**St David's High School
St David's Terrace
Saltney
Chester
Flintshire
CH4 0AE**

Date of inspection: December 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.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Context

St David's High School is an 11-16 mixed, community school maintained by Flintshire local authority. There are currently 407 pupils on roll compared with 618 at the time of the last inspection in April 2011 when there were 72 students in the sixth form.

The school is located in Saltney, close to Chester and the English border. Less than 1% of pupils live in the 20% most deprived areas of Wales. Around 16.8% are eligible for free school meals, which is below the national average of 17.1% for secondary schools in Wales. Around 12% of pupils have a special educational need. This is just above the national average of 25.1%. Less than 1% of pupils have a statement of special educational needs, which is below the national average of 2.4%. Most pupils come from a white British background and very few pupils speak Welsh fluently.

The headteacher has been in post since September 2016. The senior leadership team is made up of one deputy headteacher, one temporary deputy headteacher and three temporary assistant headteachers.

The individual school budget per pupil for St David's High School in 2016-2017 is £4,424 per pupil. The maximum per pupil in the secondary schools in Flintshire is £4,974 and the minimum is £3,907. St David's High School is sixth out of the 12 secondary schools in Flintshire in terms of its school budget per pupil.

Summary

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

Current performance

The following positive aspects were identified::

- In the majority of lessons, most pupils make sound progress
- Many pupils develop their information and communication technology (ICT) skills well in many subjects across the curriculum
- Many pupils display positive attitudes to learning and engage productively in lessons
- The school has useful strategies in place to develop pupils' literacy skills

However, the current performance at St David's High School is judged as unsatisfactory because:

- In key stage 4, performance in many key indicators has declined significantly since 2013 and is now well below that of similar schools
- Performance in all core subjects has declined, although performance in English is close to that in similar schools
- In general, pupils make weak progress from previous key stages
- The performance of pupils eligible for free school meals has been below that of the same group of pupils in similar schools for the last three years in most indicators
- In a minority of lessons, where the teaching is less effective, a minority of pupils do not behave well enough or show sufficient respect to their teachers
- For the past four years, pupils' attendance has been weak and is below modelled outcomes
- Planning for progression of pupils' numeracy skills is not co-ordinated well enough
- The quality of teaching and assessment varies too much

Prospects for improvement

The prospects for improvement are adequate because:

- In a short period of time, the headteacher has communicated successfully his vision for the school and gained the confidence of staff, pupils, parents and governors
- Leadership capacity has been strengthened
- Leaders and managers have responded well to the national priority to improve literacy
- Governors have improved their understanding and analysis of performance data and provide greater challenge than in recent years

- The school has made recent changes to strengthen the culture of self-evaluation and improvement planning
- More recently, pupils are contributing usefully to making decisions relating to school improvement
- The introduction of a rapid action plan has been successful in focusing the school priorities on areas that require an urgent response

However:

- The school's self-evaluation and improvement planning have not improved outcomes for pupils
- Actions to reduce the impact of poverty and improve numeracy have had less impact on standards and progress than that for literacy
- The governing body does not ensure that statutory requirements to provide a daily act of collective worship and reporting to parents on pupils' progress in numeracy are met
- The school has not made enough progress in response to recommendations from the last inspection
- As a result of falling roles and the loss of the sixth form, the school has a budget deficit

Recommendations

- R1 Improve standards at key stage 4
- R2 Improve attendance and reduce the disruptive behaviour seen in a minority of lessons
- R3 Improve the quality of teaching and assessment
- R4 Ensure that self-evaluation processes are robust and used effectively for improvement planning
- R5 Fulfil the statutory requirements of providing a daily act of collective worship and reporting to parents on pupils' progress in numeracy
- R6 Eliminate the deficit budget

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Unsatisfactory

Standards: Unsatisfactory

In key stage 4, performance in many key indicators has declined significantly since 2013 and is now well below that of similar schools. During this period, performance in the level 2 threshold including English and mathematics has been below modelled outcomes for the last three years and is well below modelled outcomes in 2016. This reflects the decline in all core subjects, although performance in English is closer to that in similar schools.

Performance in the capped points score has fallen over the last four years from being in line with modelled outcomes to being well below in 2015 and 2016. Performance at five A*-A grades at GCSE or equivalent is also below the average for similar schools and the national average. In general, pupils make limited progress from previous key stages and, over the last two years, pupils have made significantly less progress than expected from key stage 3 to key stage 4.

The performance of pupils eligible for free school meals in the level 2 threshold including English and mathematics has been below that of the same group of pupils in similar schools for the last three years. Boys' and girls' performance in key stage 4 in the level 2 threshold including English and mathematics has declined over four years. For the last three years, girls and boys have performed significantly lower than boys and girls in similar schools.

At the end of Year 11, many pupils continue their education either in a school or further education college.

In key stage 3, there has been an upward trend in the proportion of pupils that achieve the core subject indicator. However, performance in this indicator has been below the average for similar schools for three of the last four years. In general, pupils with additional learning needs make limited progress.

In the majority of lessons, most pupils make sound progress. Many pupils recall previous learning well and apply their knowledge to new situations effectively. In these lessons, most are able to sustain their concentration and are well motivated to learn. They work well in groups and pairs and suitably allocate responsibilities to complete the tasks successfully. However, in a minority of lessons where the teaching is less effective, a minority of pupils lose interest in their work and disrupt the learning of others.

Nearly all pupils listen well and with respect to the teachers' instructions and the views of their peers. Many speak with confidence and use subject specific vocabulary accurately in response to the teachers' questioning. A minority of pupils articulate their opinions well, have a broad vocabulary and offer extended answers. However, in a few lessons a minority of pupils do not contribute well enough to class discussion and are reluctant to answer questions in front of their peers.

Many pupils read confidently when given the opportunity. Across the curriculum, they skim and scan texts competently to identify accurately key words and phrases. A few more able pupils offer nuanced and thoughtful responses to the texts they read.

Most pupils write accurately for different audiences and their work is planned and structured well. They make few grammatical or spelling errors. Many pupils have a sound subject vocabulary and the most able pupils use a high level of subject terminology well when writing at length. However, in a few cases, the amount of work that pupils produce is low and their written responses are limited.

In a few subjects, pupils use a suitable range of numeracy skills. For example, they draw and analyse appropriate graphs and charts effectively in science and in technology. The majority of pupils use effective strategies to work out numerical problems and can explain how they reach a conclusion. However, they are not given enough meaningful opportunities to practise these skills.

Many pupils develop their ICT skills well in many subjects across the curriculum. They use ICT successfully to present their work for different purposes and audiences. Most pupils use the internet well to search for and filter information. Many pupils develop a valuable understanding of how to use spreadsheets to organise and analyse data effectively. They use the internet and related technologies safely and independently.

In Welsh, at key stage 4, many of the very few pupils that follow the full course gain a GCSE or equivalent at grades A*- C. However, many pupils follow the short course and performance over the last four years has been well below the national average. In general, pupils do not practise their Welsh language skills sufficiently in lessons or around the school.

Wellbeing: Adequate

Most pupils feel safe in school and many feel that the school deals well with any incidents of bullying.

Many pupils understand the importance of a healthy lifestyle. They take advantage of the appropriate range of extra-curricular activities. However, participation by girls in physical activities is low.

Many pupils display positive attitudes to learning and engage productively in lessons. Most are courteous and respectful to staff, peers and visitors and behave well in lessons and around the school. However, in a minority of lessons, a minority of pupils do not behave well enough or show sufficient respect to their teachers.

Most pupils arrive at school and lessons punctually and attendance improved slightly in 2015-2016. However, it remains below modelled outcomes and for the past four years pupils' attendance has placed the school in the bottom 25% of similar schools. The number of pupils persistently absent fell last year. However, rates of persistent absence remain well above levels in similar schools.

The majority of pupils contribute enthusiastically to the life of the school for example, the annual school production. More recently, pupils contribute usefully to making decisions relating to school improvement. For example, members of the newly formed student leadership group have been involved in planning for the smooth transition of pupils from primary partner schools.

Most pupils show care and concern for others and develop life skills appropriately through participating in worthwhile community and charitable activities such as the 'Miles of smiles', a local charity to support sick children and their families.

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

The school provides a broad and balanced curriculum, which meets the needs of most pupils. The number of courses offered at key stage 4 has been extended to widen the choice for more able pupils and to support less able pupils.

The school has useful strategies in place to develop pupils' literacy skills, for example the 'extended writing weeks' that support pupil progress and improve outcomes in writing. However, planning to support pupils' numeracy skills is not as well developed. In addition, there is insufficient support for pupils with weak literacy and numeracy skills.

The provision for ICT is appropriate and pupils are given the opportunity to practice their skills across the curriculum. However, the planning for progression of these skills is not co-ordinated well enough.

The school has a suitable range of extra-curricular opportunities. These are particularly strong in music and performing arts, such as string group, choir, and school productions. These have a positive impact on pupils' wellbeing and attitudes to learning.

The school promotes the Welsh culture suitably. Time allocated for Welsh language lessons is sufficient but provision for the development of the language across the school does not enable pupils to make effective progress. At key stage 4, too few pupils achieve the level 2 qualification and the number entered for the full course is low.

The school makes a useful contribution to developing pupils' awareness of sustainability and global citizenship through personal and social education and the Welsh Baccalaureate Qualification.

Teaching: Unsatisfactory

In the majority of lessons, teachers plan their lessons well. They set objectives that are linked suitably to previous learning and clearly define what the teacher expects the pupils to achieve. The pace of learning is suitable and they include a variety of interesting and engaging tasks for pupils. In addition, a few teachers use ICT resources to support their teaching and assessment effectively. In a few lessons, teachers adapt activities and resources successfully to meet the needs of pupils of different abilities.

In a very few lessons, where the teaching is most effective, teachers provide extensive opportunities for pupils to develop their skills. They set high expectations, present a wide variety of challenging activities and offer highly effective support to individuals to move their learning forward.

In a minority of lessons, the pace of learning is slow and teachers do not provide a sufficient level of challenge. As a result, pupils do not make enough progress. In addition, the activities are not interesting and relevant enough for pupils of different abilities, which leads to the majority of pupils being too passive for significant periods.

In a few lessons, teachers do not ensure that all pupils stay on task or listen attentively throughout the lesson. The teachers' instructions and explanations are too long. As a result, a minority of pupils disrupt the learning of others.

In the majority of lessons, teachers ask questions effectively and offer useful verbal feedback that supports pupils' learning well. However, in a few lessons, teachers do not ask questions that probe or challenge pupils to develop their verbal responses well enough.

When marking work, many teachers provide regular, generally positive and supportive feedback to pupils. This enables pupils to understand what they need to do to improve. In a few cases, pupils respond appropriately to the teachers' comments. However, the quality of comments is too inconsistent within departments and across the school.

The school's arrangements for tracking pupils' progress have not been used effectively enough to challenge underperformance. The inaccuracy of assessments and the failure to monitor their quality have meant that the school has not identified precisely the pupils at risk of underachieving. In addition, there has been a lack of planning and co-ordination of support and intervention. This has contributed to the decline in standards at the end of key stage 4.

Since September 2016, the school has revised its tracking system and monitors the progress of groups of pupils appropriately in order to plan appropriate support and interventions. However, it is too early to measure the impact on the attainment of pupils.

Reports to parents include useful information on attainment and progress in each subject. These reports also include end of year targets, and valuable comments on how to improve their work and on their standards of behaviour. However the school does not fulfil its statutory duty to report on pupils' progress in numeracy.

Care, support and guidance: Adequate

The school provides pupils with a beneficial level of support that contributes to their wellbeing. The school encourages pupils suitably to take part in extra-curricular activities and makes appropriate arrangements for promoting healthy eating and drinking.

There are generally appropriate arrangements to promote pupils' moral, social and cultural development through a suitable personal and social education programme and events such as the Eisteddfod and artistic performances. However, the school does not comply with its statutory duty to provide a daily act of collective worship for all pupils.

The school has recently introduced a range of relevant initiatives to improve pupils' attendance. However, they are at an early stage of development and it is too early to measure their impact.

The school has appropriate provision to deal with poor behaviour and instances of bullying. However, a very few teachers do not apply policies consistently or confidently enough. As a result, the school does not deal effectively with the poor behaviour of a minority of pupils in a minority of lessons.

Efficient co-operation with a range of bodies such as Careers Wales and local colleges provides a relevant range of information and advice for parents and pupils regarding career paths and further learning. This supports pupils usefully as they make decisions about their future.

Pupils with additional learning needs receive suitable support. The individual educational plans are useful documents that include targets for improvement and helpful advice and guidance for teachers. However, they are not consistently used well to plan work for these pupils in lessons. Learning support assistants are suitably qualified and offer sound support. Overall, pupils with additional learning needs do not make sufficient progress.

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

Learning environment: Good

St. David's High school has a caring, supportive ethos. The school is developing a culture where pupils are encouraged to 'be the best they can be, every day'. It promotes respect for diversity and creates successfully an atmosphere where the contribution of everyone is respected equally. The school shares these values appropriately with pupils and parents. All pupils have suitable access to the curriculum.

The accommodation is of a satisfactory standard and the school buildings are generally well maintained. The school has recently added extensively to its ICT equipment and resources to support effectively the digital learning of staff and pupils. The facilities for sports are appropriate but changing facilities, particularly for girls, are inadequate. In many classrooms and corridors, there are suitable displays of pupils' work, which celebrate achievement.

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

Leadership: Adequate

The headteacher has communicated successfully his vision for the school and in a short period of time gained the confidence of staff, pupils, parents and governors. His strategic direction for the school has been expressed clearly and appropriately and key priorities have been identified. These include improving teaching and learning, setting high expectations that everyone will do their best and making sure that marking and assessment are robust and accurate and have a positive impact on the standards that pupils achieve.

The school's leadership capacity has very recently been strengthened with the appointment of three temporary assistant headteachers with responsibility for key school priorities such as improving quality of assessment, teaching and professional development. The roles and responsibilities of all leaders have been revised appropriately and the headteacher has made clear his expectations that they have a responsibility to hold to account those they line manage. However, it is too early to assess the impact of these changes on standards and quality of teaching.

The meeting and line management structure has been revised to make sure that leaders undertake frequent monitoring and review that is focused on the school's key priorities. However, the arrangements and structures to hold people to account are in the early stages of development and have not had an impact on improving standards.

The majority of leaders lead and manage their areas suitably. However, a minority of leaders do not support and challenge those they manage effectively enough. There is insufficient focus in line management and team meetings on teaching and learning, standards and progress.

The school's performance management arrangements are satisfactory and objectives set are linked broadly to school and personal development needs. However, performance management targets are insufficiently challenging and the review arrangements lack rigour.

Leaders and managers have responded well to the national priority to improve literacy. This is evident in the sound standard of pupils' literacy skills observed in lessons and in their work. However, actions to reduce the impact of poverty and improve pupils' numeracy skills have not had enough impact on standards and progress.

Governors have improved their understanding and analysis of performance data and as a result are now in a position to provide greater challenge than in recent years. A review of the committee structure has taken place and a standards and progress committee has been established to make sure that governors are able to monitor and be well informed about progress towards targets.

The governing body does not ensure that the statutory requirements to provide a daily act of collective worship and to report to parents on pupils' progress in numeracy are met.

Improving quality: Unsatisfactory

Over the last three years, the school's self-evaluation and improvement planning have not improved outcomes for pupils. The headteacher and the restructured senior leadership team have recently made changes to improve arrangements to evaluate the effectiveness of the school's work and plan for improvement.

The introduction of a rapid action plan has been successful in focusing the school priorities on areas that require an urgent response. These are generally aligned suitably with the areas identified in the self-evaluation report.

The outcomes of self-evaluation processes have not provided a firm base for whole-school improvement planning to date. The use of first hand evidence from lesson observations, analysis of data and the scrutiny of pupils' work to identify areas for improvement is limited.

Since September 2016, there is now a revised calendar for self-evaluation that draws upon an appropriate range of quality assurance processes. The school has begun to include the views of pupils and parents in its self-evaluation. However, the revised cycle has not had time to impact on outcomes.

Ineffective target setting procedures and a lack of accurate performance predictions have limited school improvement to date but there is now support for faculty leaders to evaluate data more effectively. Heads of Faculty present evaluations to the senior leadership team based on the outcomes from the previous year and they are clear about their role in the revised strategy for improvement. However, there is no clear shared understanding of the characteristics of good and excellent teaching. As a result, learning walks, lesson observations and book scrutiny do not focus well enough on standards and the quality of teaching. Leaders do not identify whole school needs in regards to improving teaching and skills. There is no system to monitor and track progress made towards identified targets for improvement.

Overall, the school has not made enough progress in response to the recommendations from the last inspection.

Partnership working: Adequate

The school works well with a suitable range of partners in education and in the community. Strong links have been established with local employers who provide pupils with a useful range of learning opportunities. A few vocational courses are available to pupils through the local authority. However, there is no current evaluation of the impact that partnership working is having on pupils' achievement.

An effective transition plan supports pastoral links with partner primary schools. As a result, pupils settle into the school quickly. Pupils at the school play a key role in assisting and implementing this plan. However, curriculum links with partner primary schools are not as developed.

The school works effectively with local colleges to ensure that pupils settle suitably into their sixth form courses.

The school engages well with parents. Many attend parents' evenings and social events. The newly formed parents and teachers association provides a worthwhile forum for parents to support the school and its activities.

Resource management: Unsatisfactory

Teaching and support staff are deployed suitably. Where teachers deliver lessons outside their specialisms there are helpful arrangements to ensure that they are prepared and supported well. However, the arrangements to allow teachers to share good practice and the planning and coordination of whole-school professional training are underdeveloped.

The school plans the use of the pupil deprivation grant appropriately and review arrangements are now in place. This has led to improvements in attendance and the outcomes for key stage 3 pupils eligible for free school meals. However, in recent years the use of the pupil deprivation grant has not been evaluated carefully to assess its impact and inform the planning for the future use of the grant. As a result, activities have not led to improved attendance or the performance of pupils eligible for free school meals at the end of key stage 4.

The headteacher, business manager and governors monitor the budget rigorously. Spending is allocated to support key priorities. However, as a result of falling roles and the loss of the sixth form the school has a budget deficit. Spending on staffing is currently unsustainable. The school is working with the local authority to develop a deficit recovery plan.

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

Appendix 1

6644013 - St. David's High School

Number of pupils on roll	460
Pupils eligible for free school meals (FSM) - 3 year average	16.8
FSM band	3 (15%<FSM<=20%)

Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils in Year 9 cohort	90	76	89	84		
Achieving the core subject indicator (CSI) (%)	73.3	80.3	79.8	88.1	91.7	85.9
Benchmark quartile	4	4	4	2		
English						
Number of pupils in cohort	90	76	89	84		
Achieving level 5+ (%)	81.1	90.8	82.0	91.7	94.3	89.2
Benchmark Quartile	4	2	4	2		
Achieving level 6+ (%)	41.1	47.4	59.6	57.1	66.7	56.2
Benchmark Quartile	4	4	1	3		
Welsh first language						
Number of pupils in cohort	.	.	.	.
Achieving level 5+ (%)	.	.	.	.	86.9	92.0
Benchmark Quartile	.	.	.	.
Achieving level 6+ (%)	.	.	.	.	28.6	57.2
Benchmark Quartile	.	.	.	.
Mathematics						
Number of pupils in cohort	90	76	89	84		
Achieving level 5+ (%)	84.4	86.8	94.4	92.9	94.4	90.1
Benchmark Quartile	4	4	1	2		
Achieving level 6+ (%)	64.4	63.2	64.0	72.6	71.2	62.7
Benchmark Quartile	1	2	1	1		
Science						
Number of pupils in cohort	90	76	89	84		
Achieving level 5+ (%)	87.8	93.4	96.6	94.0	96.8	92.8
Benchmark Quartile	4	3	2	3		
Achieving level 6+ (%)	36.7	55.3	69.7	57.1	72.6	62.9
Benchmark Quartile	4	3	1	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.

6644013 - St. David's High School

Number of pupils on roll	460
Pupils eligible for free school meals (FSM) - 3 year average	16.8
FSM band	3 (15%<FSM<=20%)

Key stage 4

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15	118	111	96	88		
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	41.5	63.1	57.3	55.7	69.0	57.9
Benchmark quartile	4	2	4	4		
Achieved the level 2 threshold	81.4	83.8	85.4	67.0	90.4	84.1
Benchmark quartile	2	2	3	4		
Achieved the level 1 threshold	94.9	95.5	95.8	93.2	97.4	94.4
Benchmark quartile	3	3	4	4		
Achieved the core subject indicator (CSI)	42.4	61.3	54.2	51.1	67.9	54.8
Benchmark quartile	4	2	4	4		
Average capped wider points score per pupil	347.3	352.5	359.0	323.4	358.4	343.5
Benchmark quartile	2	3	3	4		
Average capped wider points score plus per pupil	340.7	348.6	352.9	321.0	354.9	338.7
Benchmark quartile	.	.	.	.
Achieved five or more GCSE grades A*-A	13.6	15.3	13.5	10.2	20.6	16.6
Benchmark quartile	.	.	.	.
Achieved A*-C in English	57.6	81.1	76.0	69.3	79.6	68.6
Benchmark quartile	4	1	2	2		
Achieved A*-C in mathematics	49.2	67.6	60.4	63.6	74.1	64.4
Benchmark quartile	4	3	4	4		
Achieved A*-C in science	73.7	72.1	67.7	62.5	93.5	84.0
Benchmark quartile	3	3	4	4		
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.

6644013 - St. David's High School

Number of pupils on roll 460
 Pupils eligible for free school meals (FSM) - 3 year average 16.8
 FSM band 3 (15%<FSM<=20%)

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	11	16	11	12		
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	36.4	43.8	18.2	33.3	43.9	31.6
Achieved the level 2 threshold	72.7	87.5	63.6	41.7	80.7	69.4
Achieved the level 1 threshold	81.8	100.0	72.7	100.0	94.1	89.4
Achieved the core subject indicator (CSI)	36.4	37.5	18.2	25.0	41.7	29.3
Average capped wider points score per pupil	301.7	355.8	286.4	284.1	321.7	303.7
Average capped wider points score plus per pupil	297.0	349.7	277.2	282.6	316.6	296.4
Achieved five or more GCSE grades A*-A	0.0	12.5	9.1	0.0	3.7	4.3
Achieved A*-C in English	45.5	75.0	36.4	50.0	61.0	45.1
Achieved A*-C in mathematics	45.5	56.3	18.2	33.3	49.7	39.2
Achieved A*-C in science	54.5	68.8	27.3	33.3	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.

Key stage 5

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 17	134	131	133	131		
Average wider points score per pupil	563.4	754.8	655.5	723.4	839.4	799.7
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	88	112	103	112		
Of those who entered a volume equivalent to 2 A levels:						
Achieved the level 3 threshold	90.9	91.1	89.3	91.1	98.1	97.0
Achieved 3 A*-A at A level or equivalent	0.0	1.8	0.0	3.6	10.1	7.9
Achieved 3 A*-C at A level or equivalent	43.2	57.1	53.4	60.7	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	101	32	60	7	2	Rwy'n teimlo'n ddiogel yn fy ysgol.
		32%	59%	7%	2%	
		44%	52%	4%	1%	
The school deals well with any bullying	101	19	58	20	4	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		19%	57%	20%	4%	
		25%	57%	15%	3%	
I have someone to talk to if I am worried	101	33	59	8	1	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		33%	58%	8%	1%	
		38%	52%	9%	2%	
The school teaches me how to keep healthy	99	10	60	27	2	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		10%	61%	27%	2%	
		23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	101	20	66	14	1	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		20%	65%	14%	1%	
		44%	45%	9%	2%	
I am doing well at school	101	32	59	10	0	Rwy'n gwneud yn dda yn yr ysgol.
		32%	58%	10%	0%	
		32%	61%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	100	31	59	10	0	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		31%	59%	10%	0%	
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	100	14	46	34	6	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		14%	46%	34%	6%	
		20%	53%	22%	5%	
I have enough books and equipment, including computers, to do my work	100	32	57	11	0	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		32%	57%	11%	0%	
		45%	46%	7%	1%	
Pupils behave well and I can get my work done	99	1	48	40	10	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		1%	48%	40%	10%	
		10%	56%	27%	6%	
Staff treat all pupils fairly and with respect	101	25	35	34	7	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		25%	35%	34%	7%	
		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		101	13 13%	56 55%	30 30%	2 2%	Mae'r ysgol yn gwranddo 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		100	28 28%	68 68%	4 4%	0 0%	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		101	22 22%	56 55%	21 21%	2 2%	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%	9% 2%			
The staff respect me and my background		101	31 31%	58 57%	10 10%	2 2%	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		101	30 30%	61 60%	10 10%	0 0%	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		47	6 13%	21 45%	14 30%	6 13%	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		16	3 19%	6 38%	6 38%	1 6%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28% 49%	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.	36	3 8%	26 72%	5 14%	2 6%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	1%		
My child likes this school.	38	10 26%	22 58%	4 11%	2 5%	0	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.	37	10 27%	21 57%	4 11%	2 5%	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.	35	6 17%	22 63%	5 14%	2 6%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		45%	49%	5%	1%		
Pupils behave well in school.	31	1 3%	17 55%	8 26%	5 16%	7	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		24%	60%	12%	3%		
Teaching is good.	33	2 6%	23 70%	7 21%	1 3%	5	Mae'r addysgu yn dda.
		34%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	35	7 20%	23 66%	4 11%	1 3%	3	Mae'r staff yn disgwyl i fy mhentyn 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.	33	2 6%	20 61%	7 21%	4 12%	5	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%	10%	2%		
Staff treat all children fairly and with respect.	33	4 12%	16 48%	11 33%	2 6%	5	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.	32	2 6%	19 59%	9 28%	2 6%	6	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.	36	3 8%	28 78%	3 8%	2 6%	2	Mae fy mhentyn yn ddiogel yn yr ysgol.
		42%	53%	4%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	29	3 10%	19 66%	4 14%	3 10%	9	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	9%	2%		
I am kept well informed about my child's progress.	38	2 5%	18 47%	12 32%	6 16%	0	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.	37	9 24%	22 59%	2 5%	4 11%	1	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.	35	4 11%	21 60%	9 26%	1 3%	2	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.	32	5 16%	19 59%	6 19%	2 6%	6	Mae'r ysgol yn helpu fy mhlentyn 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.	22	0 0%	15 68%	5 23%	2 9%	15	Mae fy mhlentyn 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.	36	2 6%	27 75%	5 14%	2 6%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	32	4 12%	21 66%	3 9%	4 12%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	6%	2%		

Appendix 3

The inspection team

Mr Elwyn Vaughan Williams	Reporting Inspector
Mrs Sue Halliwell	Team Inspector
Mr Gareth Kiff	Team Inspector
David Owen Jenkins	Lay Inspector
Ms Heather Nicholas	Peer Inspector
Ms Beverley Cheetham	Peer Inspector
Mr Chris Usher (Deputy Headteacher)	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.