



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

A report on

**St Richard Gwyn R.C. High School
Argae Lane
Barry
CF63 1BL**

Date of inspection: May 2017

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

St Richard Gwyn Catholic High School is an 11-16 mixed comprehensive with 755 pupils on roll. This is higher than at the time of the last inspection. It is the only Catholic secondary school in the Vale of Glamorgan. It has a large catchment area that includes parishes such as Llantwit Major, Cowbridge and Rhoose in the west, and Barry and Penarth in the east. It also admits a small number of pupils from the west of Cardiff.

The school provides religious education and worship distinctive of the teaching and practices of the Catholic Church.

Around 13% of pupils are eligible for free school meals. This is lower than the national average of 17.1% for secondary schools in Wales. Around 27% of pupils live in the 20% most deprived areas in Wales.

Around 2% of pupils have statements of special educational needs compared with 2.4% for Wales as a whole. Around 27% of pupils have a special educational need, which is higher than the national average of 25.1%.

Most pupils are from a white British background. Around 3% of pupils speak English as an additional language. Around 1% of pupils speak Welsh fluently.

The leadership team is made up of the headteacher, who has been in post since 2015, a deputy headteacher, three assistant headteachers and four associate assistant headteachers.

The individual school budget per pupil for St Richard Gwyn Catholic High School in 2016-2017 is £4,167 per pupil. The maximum per pupil in the secondary schools in the Vale of Glamorgan is £4,836 and the minimum is £3,889. St Richard Gwyn Catholic High School is fifth out of the seven secondary schools in the Vale of Glamorgan in terms of its school budget per pupil.

Summary

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

Current performance

Current performance is adequate because:

- In 2016 results at key stage 4 showed a strong improvement
- The performance of pupils eligible for free school meals has improved and in 2016 is above the average for this group of pupils in similar schools and schools nationally in all indicators
- The entry rates and outcomes at key stage 4 for Welsh are significantly better than in similar schools
- Many pupils demonstrate positive attitudes to learning
- For the last three years attendance has been above modelled outcomes
- Many teachers plan and deliver well-structured lessons where pupils make strong progress

However:

- Performance in the previous three years does not compare favourably with that in similar schools
- Over the last few years, levels of persistent absence have increased
- In a few lessons teaching is not consistently effective, pupils make insufficient progress and a very few disrupt the learning of others

Prospects for improvement

The prospects for improvement are good because:

- The senior leadership of the school articulate a clear vision for the school focused on high aspirations, a strong ethos and a developing culture of professional learning to improve the quality of teaching and learning
- In 2016, performance at key stage 4 showed a strong improvement
- The governing body provides an appropriate balance of support and challenge
- The school has established systematic evaluation and monitoring processes that are contributing well to improvements in the quality of teaching and learning
- Improvement planning is focused well on key priorities, although plans lack clarity about timescales, success criteria and monitoring arrangements

Recommendations

- R1 Improve standards in key stage 4
- R2 Improve the quality of teaching
- R3 Reduce persistent absence
- R4 Strengthen arrangements for improvement planning

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will review the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

In key stage 4, performance has fluctuated over the last three years. Performance in the level 2 threshold including English and mathematics was below modelled outcomes in 2014 and 2015 but above in 2016.

Performance in the capped points score has been better than in similar schools and above modelled outcomes in two of the last three years. In 2016, the proportion of pupils achieving five GCSE or the equivalent passes at Grades A or A* compares well to levels in similar schools. In general, many pupils make good progress from previous key stages.

The performance of pupils eligible for free school meals has shown a trend of improvement. In 2016 the performance of these pupils was above the average for this group of pupils in similar schools in all indicators.

In 2016, the boys and the girls performed better than the average for boys and girls in similar schools in nearly all indicators. However, in the previous two years performance of both groups was below the average for similar pupils in many indicators.

In general, pupils with additional learning needs make suitable progress against their targets.

Over the last five years no pupils have left without qualifications. Most pupils either continue their education in a school or college, or embark on training courses.

In key stage 3, there has been an upward trend in the proportion of pupils that achieve the core subject indicator. Performance in this indicator compares favourably with that in similar schools for the last two years.

In many lessons, pupils make appropriate progress in developing their knowledge, understanding and skills.

Many pupils listen attentively to their peers and teachers and follow instructions well. Many work well in pairs and small groups. They co-operate to solve problems and plan work together successfully. For example, in drama, groups of pupils revised a script in the style of Brecht effectively, following a practical exercise.

Many pupils are articulate, speak with confidence in whole-class situations and express their views using appropriate language and tone. They are respectful of the views of others and careful in the language they use so as not to offend or upset each other.

Many pupils use appropriate reading strategies, such as skimming and scanning to locate relevant information. They annotate texts usefully to identify key facts and language features. A few pupils demonstrate very good higher-order reading skills.

Many pupils produce writing that is well organised, technically secure and expressed clearly. They write extended pieces, which include detailed evidence and information, and shorter pieces which summarise concisely. Over time, they develop a sound understanding of the conventions of different types of writing. For example, older pupils successfully produce argumentation pieces in the form of letters to newspapers. A few pupils use sophisticated language, express themselves very well and have a rich vocabulary. However, a few pupils make frequent basic errors and take insufficient care with their grammar, expression and presentation. This detracts from the quality of the content of the writing.

Many pupils apply their numerical reasoning skills effectively to solve complex extended problems, for example when calculating the cost of painting a palace in a mathematics lesson. The majority of pupils use calculators appropriately and competently. A minority of pupils do not develop sufficient confidence in carrying out numeracy tasks and very few use estimation well to test results. A few pupils experience difficulty in applying basic number skills in more complex challenges. The majority of pupils take insufficient care in the construction and presentation of graphs and charts, including in mathematics lessons.

Most pupils have effective information and communication technology (ICT) skills. Many pupils are able to use these skills effectively for a wide range of purposes, including research, presentation, multimedia projects, data collection and analysis.

Many pupils make strong progress in Welsh lessons and develop their linguistic skills well outside of Welsh lessons, for example in pastoral contexts and through the Tocynnau Cymraeg rewards scheme. At key stage 4, many pupils gain a level 2 qualification in Welsh, the majority achieving this in the full course. The levels of entry and outcomes have been significantly better than in similar schools and nationally for the last three years.

Wellbeing: Good

Nearly all pupils are proud of their school. They are welcoming, courteous, and helpful. Nearly all pupils feel safe at school. They feel very well supported by the pastoral, subject staff and senior leaders when they have personal challenges or concerns.

Most pupils have a very good understanding of how to keep themselves healthy through diet and exercise. The majority take part in sport or exercise. Many pupils engage enthusiastically in an extensive range of extra-curricular activities.

Many pupils behave very well in lessons and around the school and demonstrate positive attitudes to learning. In a few lessons, a few pupils engage in off task behaviour and a very few disrupt the learning of others in these lessons.

Most pupils are punctual to lessons and attend regularly. For the last three years attendance has been above modelled outcomes. Despite this, the rates of persistent absence have increased over the same period. However, the attendance of the very few poor attenders has improved well this year as a result of the work of the pastoral support team.

The school council and other groups such as the St Vincent De Paul Society and the school's learning groups provide pupils with valuable opportunities to take responsibility and play an active role in the life of the school. This is a particularly strong feature of the work of the school. Pupils know that their views are important to the school and are influential.

Nearly all pupils have well-developed social skills. Most collaborate very successfully in group and community activities. They are very well prepared for life after school.

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 individual pupils. It works effectively with other providers to offer a worthwhile range of general and vocational courses, for example through pupils attending a military preparation course.

The provision for literacy is planned clearly and support materials for subject areas provided. There are worthwhile opportunities for pupils to develop their literacy skills appropriately across the curriculum. However, opportunities for pupils to practice their numeracy skills in appropriate contexts are insufficient. The school supports those pupils with the weakest literacy and numeracy skills well.

The school plans well to ensure progression in learning experiences as pupils transfer to the secondary school and then to post-16 education. It offers a wide range of opportunities and resources to prepare pupils well for the next stage of their studies or the world of work. The needs of more able pupils are met appropriately.

The school is successful in developing pupils' awareness and practical experience of sustainable development, equality and global citizenship issues. This is done particularly well through the personal and social education programme (PSE), the Welsh Baccalaureate offered at key stage 4 and the St. Richard Gwyn Baccalaureate in key stage 3. For example, the key stage 4 Global Citizenship Challenge is focused on the local generation of solar power.

Effective use of the Welsh language and the promotion of the Welsh dimension provide valuable opportunities for pupils to increase their cultural and historical understanding of Wales, for example by celebrating Welsh saints during pastoral time. This has a positive impact on standards achieved and attitudes towards the Welsh language.

The school provides a beneficial range of extra-curricular activities that give pupils access to worthwhile sporting, educational and cultural opportunities.

Teaching: Good

Nearly all teachers have good subject knowledge and are strong language models.

Many teachers plan well-structured lessons that help pupils make strong progress. In these lessons, teachers use a variety of carefully-planned resources that engage pupils successfully. They give pupils clear guidance on what is expected and set high expectations for them. In many lessons, pupils are given valuable opportunities to lead and develop ideas and understanding independently. Many teachers use skilful questioning techniques to probe and develop pupils' thinking skills effectively.

In a few lessons, teaching is not consistently effective. In these instances, the expectations of the teachers are not high enough and learning activities lack sufficient challenge. A few teachers do not explain tasks or concepts clearly enough. They do not question well enough to review pupils' understanding and develop and extend their ideas. As a result, in these lessons, many pupils make insufficient progress.

In many lessons, positive relationships between teachers and pupils create a calm and purposeful learning environment. Many teachers apply the school's behaviour policy appropriately when necessary. However, in a few cases, teachers do not manage pupils' behaviour well enough. They do not ensure that all pupils are listening carefully and remain on task.

In many lessons, teachers provide pupils with useful verbal feedback to encourage them to develop their thinking. In many subjects, worthwhile peer assessment activities provide pupils with valuable opportunities to critique each other's work, reflect, and refine their own work.

The majority of teachers provide useful written comments to help pupils know what they have done well and what they can do to improve. However, the quality of written feedback within and across subjects is inconsistent. A few teachers provide only superficial comments and do not address important areas for improvement.

The school has an effective system for tracking the progress of all pupils. Regular, systematic measurement of progress enables the school to target valuable additional support for those pupils who are underachieving. Termly reports to parents are comprehensive and show clearly the progress made over time in each subject. In addition, the school provides detailed annual reports, which include worthwhile subject specific targets for improvement.

Care, support and guidance: Good

The school has highly effective provision for care, support and guidance. It is a caring and inclusive community where pupils feel secure and valued.

The provision for spiritual, moral, social and cultural education across the school is an outstanding feature. This is very well planned and themes are threaded through a comprehensive programme of tailored focus days, assemblies, reflection time and lessons. These are supported very effectively by additional input from a wide range of external agencies. This provision has a significant impact on pupil wellbeing.

The beneficial advice and guidance given to pupils as they progress through the school are a particular strength. High quality transition procedures from the primary schools are well embedded. Pupils are also very effectively supported regarding their subject choices and options for future education, employment and training. They are nurtured successfully to reflect further, discuss and voice their questions in the quiet haven of Llantarnam Abbey.

The school has comprehensive systems to record, monitor and share important information about individual pupils' wellbeing. It has a rigorous understanding of individuals' needs and provides personal and purposeful care and guidance to each one. The highly effective on-site team at both the 'Wellbeing centre' and 'Access Room', support vulnerable pupils successfully in a safe and caring environment. The inclusive approach and extremely sensitive and caring support groups such as the rainbows club, games club and homework club help to integrate these pupils fully into school life.

Specialist teachers and teaching assistants ensure that pupils with additional learning needs are supported effectively. Individual education plans are of good quality and include a great deal of information and useful strategies to meet pupils' learning needs. Parents and pupils have valuable input into these individual education plans. However, these plans are not used consistently by teachers to adapt activities and materials to meet individual needs.

The school makes appropriate arrangements for promoting healthy eating and drinking.

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

Learning environment: Good

The school has a very positive and inclusive ethos, which promotes well the values of care, respect and compassion. Pupils feel that they are treated fairly and with respect by teachers and staff and they reciprocate this respect. Many pupils are confident, mature individuals who are able to express themselves eloquently about the value to them of attending a faith school.

The school makes sure that pupils have equal access to all aspects of provision irrespective of their background and ability. It promotes equality and diversity and challenges stereotypes well through assemblies, the curriculum and in the general work of the school.

The school makes effective use of its accommodation to create a suitable learning environment. The buildings and grounds are generally maintained well and fit for purpose. The school has a beneficial range of learning resources, including ICT equipment to develop pupils' digital learning.

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

The headteacher, senior leadership team and governors articulate a clear vision for the school. This is focused on high aspirations, a strong ethos of care and compassion and a developing culture of professional learning to improve the quality of teaching. This has a positive impact on pupils' attitudes, wellbeing and standards, and is creating a unified and collegiate staff.

The leadership team's roles and responsibilities have been defined clearly in order to make sure that lines of accountability are clear and that the focus is on improving further the quality of teaching and learning. The capacity of the leadership team has been strengthened by the appointment of associate assistant headteachers to support the senior leadership team in these priority areas.

A robust, regular and coherent structure to team meetings enables school priorities to be communicated effectively and actions to support these implemented. Meetings are purposeful and focus appropriately upon learners' progress towards targets. They also ensure that staff are held to account. Where underperformance occurs there are effective systems to identify and support improvement. Leaders are resolute in their core purpose to develop the quality of teaching and learning. This is the main focus of all meetings.

Performance management arrangements are effective. They identify appropriate individual and whole school development requirements and are supporting improving standards.

The governing body has an accurate understanding of the school's strengths and areas for improvement. Governors perform their role effectively and provide an appropriate balance of support and challenge. The governors' wide ranging skills and experience enable them to engage with a range of activities to quality assure, scrutinise and challenge the academic and pastoral standards within the school. Their role as critical friend has contributed helpfully to the recent improvement in standards. They support the headteacher suitably to ensure that academic standards are underpinned consistently by a positive Catholic ethos.

Improving quality: Adequate

During the last two years the school has established systematic processes that are contributing well to improvements in the quality of teaching and learning and resulted in improved performance outcomes in 2016.

The school has a clear cycle of self-evaluation and improvement planning activities. These include biennial curriculum reviews, an extensive programme of lesson observations, regular scrutiny of pupils' work and helpful parental surveys. There are particularly valuable strategies to consult pupils about features of the school's work and to involve them in evaluating aspects of provision. Through these activities, leaders have a secure understanding of the school's strengths and areas for improvement. For example, recommendations from lesson observations and scrutiny of work have led to improvements in aspects of teaching and assessment that are contributing to improving standards.

The school's self-evaluation report provides a detailed analysis, based on a broad range of first-hand evidence, of all aspects of the school's work. Although in a few areas the report is too descriptive, it provides a largely realistic evaluation of the school's strengths and areas for improvement.

Senior leaders support middle leaders well to ensure that departmental evaluations follow a common model and are based on a suitable range of benchmarked data and evaluation activities. This is helping to ensure a suitable level of consistency of rigour and quality. These evaluations generally identify strengths well and relevant areas for improvement. However, book scrutiny does not focus well on the quality of pupils' work.

The senior leadership team has set out clear strategic objectives that underpin all improvement planning. These objectives focus directly on raising standards, improving teaching and learning, supporting pupils' wellbeing and strengthening leadership at all levels. The school improvement plan includes a broad range of actions to address these specific priorities. It is updated annually to reflect emerging areas for improvement. However, this plan lacks clarity about when specific actions will commence and be completed. In many cases success criteria are simply actions and not measurable or qualitative. The plan does not provide an effective means to evaluate the impact of key initiatives.

Departmental improvement plans are aligned well to the school plan. Most contain appropriate initiatives to address the school's strategic objectives as well as departmental priorities. However, there is too much variability in the quality of these plans and in most cases they have similar shortcomings to the school plan.

Partnership working: Good

The school maintains strong working relationships with a wide range of partners in order to promote pupils' wellbeing, enhance their learning experiences and improve the standards they achieve.

Since the last inspection, the school has significantly improved partnership with parents. Many parents feel that the school communicates effectively and most feel comfortable in approaching the school with any issues. Leaders at all levels address the views of parents in a timely manner. Senior leaders value the contribution of the proactive parents' forum, which works effectively with the school to secure improvements for pupils. This is a particularly strong feature.

The school has established effective partnerships with external organisations in order to provide appropriate vocational options for a few of its key stage 4 pupils. This includes a well-established link with a military preparation school, as well as more recent collaboration with the local further education college. Leaders monitor the quality of this provision, impact on pupil progress and cost effectiveness of these links closely and respond promptly to any concerns.

The school plays an active role within the community. Activities such as the senior citizens' Christmas party, regular masses, and volunteer work at local primary schools help pupils to develop a sense of community. Strong pastoral and curricular

links with feeder primary schools involve senior leaders, subject leaders and pupils from the school, who undertake worthwhile transition and tutoring activities with Year 5 and Year 6 pupils.

The school works beneficially with the local teacher training provider and a partner school in order to develop the skills of trainee and newly qualified teachers.

Resource management: Adequate

There is a sufficient number of well-qualified staff who are deployed efficiently to teach the curriculum. Nearly all members of staff teach their specialist subject and have secure up-to-date subject knowledge. There are suitable strategies to support staff professional development that reflect school and departmental priorities as well as personal career aspirations.

Many teaching and support staff benefit from involvement in the school's learning groups that investigate particular strategies to improve learning and raise standards. There is a particular emphasis on developing leadership skills, for example, by supporting several staff to achieve a level 5 leadership and management qualification and through valuable opportunities for a few staff to be seconded to the senior leadership team.

The finance manager, together with the headteacher and governing body, manages the school's finances robustly. Spending is allocated directly to the school's identified improvement priorities. The school has taken appropriate action, for example through efficiency savings and strategic decisions, to tackle a projected budget deficit.

The school uses its pupil deprivation grant appropriately to provide suitable support and improve outcomes for pupils eligible for free school meals. In 2016, at key stage 4, the performance of this group of pupils improved considerably and was above the national average in all key indicators.

On the basis of current performance, the school offers adequate value for money.

Appendix 1

6734612 - St Richard Gwyn Catholic High School

Number of pupils on roll	745
Pupils eligible for free school meals (FSM) - 3 year average	13.3
FSM band	2 (10%<FSM<=15%)

Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils in Year 9 cohort	136	156	126	146		
Achieving the core subject indicator (CSI) (%)	80.9	87.2	92.9	96.6	88.5	85.9
Benchmark quartile	3	2	1	1		
English						
Number of pupils in cohort	136	156	126	146		
Achieving level 5+ (%)	89.0	92.9	96.8	97.3	92.3	89.2
Benchmark Quartile	2	1	1	1		
Achieving level 6+ (%)	41.2	44.9	55.6	75.3	53.0	56.2
Benchmark Quartile	4	4	4	1		
Welsh first language						
Number of pupils in cohort	.	.	.	.
Achieving level 5+ (%)	.	.	.	.		92.0
Benchmark Quartile	.	.	.	.
Achieving level 6+ (%)	.	.	.	.		57.2
Benchmark Quartile	.	.	.	.
Mathematics						
Number of pupils in cohort	136	156	126	146		
Achieving level 5+ (%)	89.0	91.7	95.2	97.3	91.9	90.1
Benchmark Quartile	2	2	1	1		
Achieving level 6+ (%)	56.6	58.3	69.8	74.7	59.8	62.7
Benchmark Quartile	3	3	2	1		
Science						
Number of pupils in cohort	136	156	126	146		
Achieving level 5+ (%)	90.4	92.3	97.6	99.3	95.3	92.8
Benchmark Quartile	3	3	1	1		
Achieving level 6+ (%)	53.7	58.3	69.0	80.1	57.5	62.9
Benchmark Quartile	2	3	2	1		

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

. Denotes the data item is not applicable.

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

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

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

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

6734612 - St Richard Gwyn Catholic High School

Number of pupils on roll 745
 Pupils eligible for free school meals (FSM) - 3 year average 13.3
 FSM band 2 (10%<FSM<=15%)

Key stage 4

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils aged 15	119	126	137	146		
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	50.4	57.9	56.2	67.1	65.4	60.2
Benchmark quartile	4	4	4	3		
Achieved the level 2 threshold	82.4	86.5	81.0	93.8	88.9	83.6
Benchmark quartile	3	3	4	2		
Achieved the level 1 threshold	98.3	100.0	98.5	99.3	98.8	95.3
Benchmark quartile	2	1	2	3		
Achieved the core subject indicator (CSI)	45.4	53.2	51.8	63.0	62.6	57.5
Benchmark quartile	4	4	4	3		
Average capped wider points score per pupil	357.3	359.4	350.8	373.2	357.1	344.2
Benchmark quartile	2	3	4	2		
Average capped wider points score plus per pupil	352.1	355.3	346.8	369.0	353.5	340.3
Benchmark quartile	.	.	.	.
Achieved five or more GCSE grades A*-A	16.0	17.5	13.1	25.3	17.0	15.8
Benchmark quartile	.	.	.	.
Achieved A*-C in English	63.0	76.2	70.8	76.0	74.9	69.3
Benchmark quartile	4	2	4	3		
Achieved A*-C in mathematics	60.5	64.3	63.5	74.7	72.4	66.9
Benchmark quartile	3	3	4	2		
Achieved A*-C in science	71.4	81.7	71.5	90.4	85.7	82.3
Benchmark quartile	3	3	4	3		
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.		75.1
Benchmark quartile	.	.	.	.

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

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

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

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

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

. Denotes the data item is not applicable.

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

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

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

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

6734612 - St Richard Gwyn Catholic High School

Number of pupils on roll 745
 Pupils eligible for free school meals (FSM) - 3 year average 13.3
 FSM band 2 (10%<FSM<=15%)

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

	School				Family Average (2016)	Wales Average (2016)
	2013	2014	2015	2016		
Number of pupils aged 15 eligible for free school meals	18	13	8	25		
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	16.7	38.5	37.5	56.0	36.7	35.5
Achieved the level 2 threshold	66.7	69.2	62.5	92.0	72.9	70.9
Achieved the level 1 threshold	100.0	100.0	100.0	100.0	95.5	92.1
Achieved the core subject indicator (CSI)	16.7	30.8	25.0	56.0	33.5	32.7
Average capped wider points score per pupil	322.8	323.5	327.1	356.0	321.4	311.1
Average capped wider points score plus per pupil	315.8	321.2	320.0	349.6	316.2	305.2
Achieved five or more GCSE grades A*-A	0.0	0.0	12.5	8.0	5.9	4.5
Achieved A*-C in English	38.9	46.2	50.0	72.0	49.3	47.1
Achieved A*-C in mathematics	33.3	46.2	37.5	64.0	44.8	43.6
Achieved A*-C in science	61.1	69.2	50.0	96.0	70.1	71.7
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.		50.9

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

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

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

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

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

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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	213	136 64%	72 34%	5 2%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	51%	4%	1%	
The school deals well with any bullying	214	59 28%	107 50%	43 20%	5 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		25%	57%	15%	3%	
I have someone to talk to if I am worried	213	99 46%	100 47%	10 5%	4 2%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	9%	2%	
The school teaches me how to keep healthy	214	67 31%	116 54%	31 14%	0 0%	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	211	100 47%	92 44%	15 7%	4 2%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		44%	45%	9%	2%	
I am doing well at school	214	128 60%	80 37%	5 2%	1 0%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	61%	6%	1%	
The teachers help me to learn and make progress and they help me when I have problems	211	122 58%	79 37%	10 5%	0 0%	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	214	54 25%	104 49%	47 22%	9 4%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	53%	22%	6%	
I have enough books and equipment, including computers, to do my work	213	130 61%	70 33%	12 6%	1 0%	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	213	36 17%	117 55%	55 26%	5 2%	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	212	89 42%	95 45%	24 11%	4 2%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		28%	50%	17%	5%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest	213		60 28%	101 47%	50 23%	2 1%	Mae'r ysgol yn gwrandao 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	213		118 55%	90 42%	4 2%	1 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	214		108 50%	96 45%	10 5%	0 0%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			35%	53%	10%	2%	
The staff respect me and my background	213		135 63%	71 33%	6 3%	1 0%	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	211		126 60%	70 33%	15 7%	0 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			36%	55%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	83		42 51%	28 34%	10 12%	3 4%	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	9		2 22%	5 56%	2 22%	0 0%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			27%	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.	38	21 55%	14 37%	2 5%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	2%		
My child likes this school.	38	24 63%	9 24%	4 11%	0 0%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		46%	48%	5%	1%		
My child was helped to settle in well when he or she started at the school.	38	27 71%	9 24%	1 3%	0 0%	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.	38	22 58%	13 34%	3 8%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		45%	49%	5%	1%		
Pupils behave well in school.	38	6 16%	22 58%	4 11%	2 5%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		24%	60%	13%	4%		
Teaching is good.	37	15 41%	17 46%	3 8%	0 0%	2	Mae'r addysgu yn dda.
		34%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	38	24 63%	12 32%	2 5%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		50%	46%	3%	1%		
The homework that is given builds well on what my child learns in school.	38	13 34%	17 45%	3 8%	1 3%	4	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.
		31%	56%	10%	3%		
Staff treat all children fairly and with respect.	38	19 50%	10 26%	5 13%	0 0%	4	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.	38	18 47%	14 37%	3 8%	0 0%	3	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.	38	22 58%	12 32%	1 3%	0 0%	3	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'.	37	14 38%	12 32%	1 3%	2 5%	8	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		36%	52%	9%	3%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	37	17 46%	13 35%	4 11%	3 8%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		34%	51%	13%	3%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	38	23 61%	12 32%	1 3%	1 3%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		42%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	38	10 26%	19 50%	2 5%	0 0%	7	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		30%	56%	12%	3%		
The school helps my child to become more mature and take on responsibility.	38	18 47%	17 45%	2 5%	0 0%	1	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		37%	56%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	38	11 29%	9 24%	2 5%	0 0%	16	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	3%		
There is a good range of activities including trips or visits.	38	8 21%	16 42%	8 21%	2 5%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		36%	52%	10%	2%		
The school is well run.	38	18 47%	14 37%	1 3%	0 0%	5	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	6%	2%		

Appendix 3

The inspection team

Mrs Sue Halliwell	Reporting Inspector
Mr Gareth Kiff	Team Inspector
Mr John Thomas	Team Inspector
Mrs Heledd Thomas	Team Inspector
Dr Sion Peters-Flynn	Team Inspector
Mr David Owen Jenkins	Lay Inspector
Mr Lee Jarvis	Peer Inspector
Mr Stephen Lord (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.