



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

**A report on**

**Whitchurch High School  
Penlline Road  
Whitchurch  
Cardiff  
CF14 2XJ**

**Date of inspection: January 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:

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

Whitchurch High (Foundation) School is an English-medium 11 to 18 comprehensive school in Whitchurch in the north of Cardiff. There are 2,197 pupils on roll, including 407 in the sixth form. This is slightly fewer than at the time of the last inspection in March 2009.

The school is on two sites. The lower school for Year 7 to Year 9 pupils is on Manor Way and the upper school for Year 10 to Year 13 pupils is in Whitchurch village.

Around 11% of pupils are eligible for free school meals. This is lower than the national average of 17.4% for secondary schools in Wales. Around 11% of pupils live in the 20% most deprived areas in Wales.

Around 16% of pupils have a special educational need. The percentage with a special educational need is lower than the national figure of 25.4%. The percentage with a statement of special educational needs is 3%, which is higher than the national figure of 2.4%. The school has a specialist resource base funded by the local authority for up to 70 pupils with complex needs including physical, medical and severe learning difficulties.

Many pupils are from a white British background. A few pupils are from other ethnic groups and around 4% of pupils speak English as an additional language. Very few pupils are fluent Welsh speakers.

The leadership team is made up of the Headteacher, who has been in post since 2008; three deputy headteachers, one of whom was appointed to the new post in January 2016, five assistant headteachers and a business manager.

The individual school budget per pupil for Whitchurch High School in 2015-2016 is £4,411 per pupil. The maximum per pupil in the secondary schools in Cardiff is £6,790 and the minimum is £4,116. Whitchurch High School is 15th out of the 19 secondary schools in Cardiff in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

The current performance at Whitchurch High School is adequate because:

- In 2015, key stage 4 performance improved well in half of the key indicators, especially those that include English and mathematics
- The proportion of pupils gaining A\* or A grades at key stage 4 is well above the averages for similar schools
- The performance of pupils in the sixth form is strong
- Attendance rates have placed the school in the top 25% of similar schools based on eligibility for free school meals over the last two years
- The behaviour of most pupils in lessons and around the school is exemplary
- Most pupils show a positive attitude towards their learning and develop strong social and life skills

However:

- Over the past three years pupils in key stages 3 and 4 have not made sufficient progress in their learning and outcomes
- Pupils eligible for free school meals continue to do less well than these pupils in its family of similar schools
- In a minority of lessons, teaching does not sufficiently meet the needs of learners and challenge pupils to produce their best quality work
- A minority of pupils, including more able pupils, do not achieve well enough in lessons, producing work that does not reflect their full capability
- Use of Welsh by pupils outside of Welsh lessons is limited and very few pupils have a positive attitude towards learning Welsh

### Prospects for improvement

The prospects for improvement are adequate because:

- The headteacher and senior leaders provide the school with a cohesive direction based on improving outcomes for pupils and the quality of provision
- A revised, more rigorous and consistent system for monitoring the work of middle leaders has been introduced and this is strengthening accountability
- There is effective use of tracking to monitor pupil progress, particularly for those pupils in key stage 4
- A revised leadership and management structure allows for the distribution of areas of responsibility appropriately

However:

- The leadership team has acted slowly to address important shortcomings in standards achieved in key stage 4

- Self-evaluation and improvement planning has not brought about strong enough and sustained improvements in all aspects of standards in both key stage 3 and key stage 4
- In monitoring teaching and learning, insufficient attention is paid to the impact of teaching on pupil standards and progress

## **Recommendations**

R1 Improve standards in key stage 4

R2 Improve the quality of teaching and assessment

R3 Strengthen self-evaluation and quality assurance activities to focus on standards and pupil progress

R4 Improve arrangements to develop pupils' Welsh language skills

### **What happens next?**

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.

## Main findings

### Key Question 1: How good are outcomes?

**Adequate**

#### Standards: Adequate

Over the past three years, pupils in key stage 3 and key stage 4 have not made sufficient progress in their learning from previous key stages. Performance has been below expected levels and below the average of pupils in the family of similar schools in most indicators.

In 2015, key stage 4 performance improved well in half of the main indicators. Performance in the level 2 threshold including English and mathematics in 2015 is above modelled outcomes and places the school in the top quarter of similar schools based on eligibility for free school meals after placing it in the lower half for the previous two years. In 2015, performance in the core subject indicator, level 2 English and mathematics has also improved and places the school in top quarter of similar schools. The proportion of pupils achieving at least five A\* or A grades has improved in recent years and in 2015 it compares favourably with the family averages.

Between 2012 and 2014, pupils' performance in the level 2 threshold and capped points score was significantly lower than in similar schools. There is a satisfactory improvement in 2015. However, performance in these two indicators places the school in the lower half of similar schools after placing it in the bottom quarter the previous two years. Performance in the capped points score is in line with modelled outcomes in 2015 but was well below in 2013 and 2014. Performance in the level 1 threshold has improved slightly but has placed the school in the bottom quarter of similar schools over the past three years.

The performance of pupils in the sixth form is strong. There is a trend of improvement and outcomes in nearly all of the key indicators have been consistently above that of pupils in the family of similar schools.

The number of pupils achieving no qualifications and not in education, employment or training following the end of full-time education has fallen but remains higher than average numbers in the family of similar schools and Wales. Most pupils who continue to sixth form go on to higher education.

Over the past three years, the performance of pupils eligible for free school meals at key stage 4 has improved and the gap between their performance and that of other pupils in each cohort has reduced. However, pupils eligible for free school meals continue to do less well than the average for these pupils in the family of similar schools.

In key stage 4, the difference between the performance of boys and that of girls in the school has reduced, but between 2012 and 2014 the performance of both did not compare well with the average for similar pupils in its family of schools. In 2015, both performed better than the averages for boys and girls in its family of similar schools and nationally in those indicators that include English and mathematics.

Pupils with additional learning needs make progress in developing their skills, but outcomes at the end of key stage 4 are below expected levels based on their prior attainment.

Performance in key stage 3 has placed the school in the lower half of similar schools based on eligibility for free school meals in all key indicators in at least two of the three years to 2015. In 2015, there is an improvement and, in the core subject indicator and English, performance places the school in the upper half of similar schools. Performance in mathematics places it in the top quarter. Over the past three years, performance at the higher levels has compared well to that of others in its family of similar schools.

During lessons, many pupils work well independently, in pairs and in groups to solve problems and improve their own learning. Over time, many pupils acquire new knowledge, understanding and skills, and apply these appropriately to new situations. However, a minority of pupils, including more able pupils, do not achieve well enough in lessons, producing work that does not reflect their full capability.

Most pupils listen carefully to the teacher and to others. They respond very thoughtfully and build well on each other's contributions. Many pupils speak articulately, confidently and with very good expression. A minority are less confident speaking in whole class situations.

Many pupils read a range of text types with confidence. They successfully analyse content and style and can select extracts to support ideas and infer meaning accurately. Many compare contrasting texts successfully.

Many pupils have a rich and sophisticated vocabulary and thorough knowledge of language techniques and conventions. They use subject specific terms accurately. Many pupils write well, organising writing appropriately into paragraphs and in a style and voice appropriate to the task. However, a few are careless, making basic mistakes in spelling, punctuation and in formulating sentences. They have a rich vocabulary and interesting ideas but write carelessly and, as a result, the meaning is unclear.

Most pupils are able to transfer and apply their numerical skills appropriately in a range of contexts, for example when analysing data and plotting graphs to show trends for different metals for density and melting and boiling points. However, a few pupils do not routinely provide headings for charts, label graphs or use pencils and rulers for diagrams and graphs.

Many pupils routinely use new technologies well to support their research and learning. For example, they use mobile phones to record work, make note of homework, and carry out research. A few pupils are designated as 'Digital Leaders'. They usefully support other pupils and teachers to make use of software and applications that can support learning.

At key stage 4, of the few pupils who study the full course GCSE Welsh second language, nearly all achieve a level 2 qualification. Outcomes in the short course are generally higher than that of similar schools. Pupils' performance in Welsh second

language at key stage 3 has fluctuated over the last four years. Although it has improved, it has remained below of the average for similar schools for the last two years. Use of Welsh outside of Welsh lessons is limited and very few pupils have a positive attitude to learning Welsh.

**Wellbeing: Good**

Many pupils feel safe and consider that the school responds well to any incidents of bullying. Almost all pupils know whom to contact if they are bullied. Most pupils have a thorough understanding of how to keep healthy by eating well and taking part regularly in physical activities.

Over the last five years, there have been year-on-year improvements in pupils' attendance. Attendance levels have been above modelled outcomes for the last two years, placing the school in the top quarter of similar schools based on eligibility for free school meals. The attendance of pupils eligible for free school meals compares well with the local authority and Wales figures. Persistent absence has decreased at a sharper rate over the last three years and is now below local authority and Wales averages.

There have been no permanent exclusions in the last three years. Overall the incidence of fixed term exclusions has reduced. However, the rate for five days or more is slightly above the averages for the local authority and Wales.

The behaviour of most pupils in lessons and around the school is exemplary. Nearly all pupils are polite and show respect towards others. Most pupils show a positive attitude towards their learning and develop strong social and life skills.

Many pupils are involved in a wide range of activities that allow them to make a valuable contribution to the life of the school and the wider community. This includes supporting other pupils in their learning and fundraising for charities. Groups of pupils are also involved in decision-making processes in the school, for example as part of the school council, as Digital Leaders and as young evaluators. Pupils in these groups are effective in identifying aspects of the work of the school that could be improved.

<b>Key Question 2: How good is provision?</b>	<b>Adequate</b>
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**Learning experiences: Adequate**

The school provides a broad and balanced curriculum, including the Welsh Baccalaureate in key stage 4 and sixth form. At key stage 4, the Year 10 curriculum has been organised appropriately to accommodate the new curricular requirements for September 2015. However, the options available in key stage 4 over the past three years have not met the needs of a very few pupils who leave full time education without qualifications and do not progress into higher education, training or employment.

A broad range of suitable subjects is offered to sixth form pupils in partnership with other providers. This includes effective collaboration with the Cardiff Rugby Blues Region to allow a small number of sixth form pupils to combine their academic studies with an elite rugby programme

The school offers a wide, varied and successful range of extra-curricular activities. These are well attended and have a positive impact on pupils' wellbeing, sporting, musical and creative achievements.

Progress in the initial planning and implementation of the literacy and numeracy framework across the curriculum has been slow. However, this work is now co-ordinated appropriately by senior and middle leaders. Most subjects provide useful opportunities for pupils to use and improve their skills. The school uses a number of useful intervention strategies to support pupils with weaker literacy and numeracy skills. However, despite this, a few pupils do not make sufficient progress to allow them to achieve the level 1 or level 2 threshold qualification at the end of key stage 4.

The profile of the Welsh language has not been raised enough since the last inspection identified this as a recommendation. The provision to develop pupils' Welsh language skills, other than in Welsh lessons, is limited. At key stage 4, very few pupils choose to study GCSE full-course Welsh second language. Also, the entry rates for the short course have been low. For example, in 2014 around half of Year 11 did not enter for any Welsh language qualification. However, in 2015, the school increased significantly the number of pupils entered for the short course Welsh second language qualification. Pupils' understanding of Welsh culture and traditions is developed appropriately through a range of subjects and extra-curricular activities.

Provision for education and sustainable development is satisfactory and for global citizenship is a strength. The school has well-developed and beneficial international links with a variety of partners across Europe and the world. The enthusiastic Eco group and School Wellbeing and Action Group make suitable contributions to the work of the school in these areas.

### **Teaching: Adequate**

Nearly all teachers have sound, up-to-date subject knowledge, and most are exemplary language models. Most establish beneficial working relationships with pupils and many establish effective classroom routines that foster learning well. This is evident in the high standards of behaviour and enthusiasm shown by pupils.

In a majority of lessons, teachers use effectively a range of teaching, training methods and resources that interest pupils, and stimulate and challenge them to achieve. In these lessons, teachers monitor progress closely and provide helpful advice and support to pupils, allowing them to improve their work.

In a few lessons, the expectations of the teachers are very high. They are extremely successful in challenging and supporting pupils to take responsibility for their learning and meet these expectations. As a result, in these lessons, pupils make exceptional progress.

In a few lessons, teachers provide demanding work to meet the needs of all pupils, for example those with additional learning needs and those who are more able and talented. However, overall, teachers do not adapt materials, tasks or levels of support well enough to meet individual learning needs.

In a minority of lessons, the teachers do not set an appropriate pace for learning. In particular, the teachers move the lesson's activities on too quickly before making sure that all pupils have a secure understanding or have produced work of the expected standard. A minority do not have high enough expectations of the quality of work pupils could achieve and, as a result, pupils are able to produce work that is not of their best. A few teachers do not use questioning well to probe understanding and extend pupils' ideas.

Nearly all teachers mark pupils' work regularly. Many write constructive comments and learning targets so that pupils know how well they are doing and what they need to do to improve. However, the quality and impact of these comments are inconsistent within and across subjects, particularly at key stage 3. As a result, many of these pupils do not know what they need to do to improve. Target setting at key stage 4 is more robust. Nearly all key stage 4 pupils are aware of their targets and can confidently indicate what they need to do in order to make progress. Many teachers provide useful opportunities for pupils to assess their own work, and that of their peers. When this is effective, pupils have a clearer focus on what they need to do to succeed in the task.

Middle leaders use the rigorous school tracking and monitoring system beneficially to monitor progress and identify underperformance of groups or individual pupils. They meet regularly to compare the performance and progress of individual pupils at risk of under-achievement. They share successful strategies and good practice. This had an impact on performance in 2015. However, it is too early to evaluate fully the sustained impact of this in securing improved outcomes in all key areas.

Reports to parents are suitable, and contain clear informative commentary about individual progress and subject specific targets for improvement.

### **Care, support and guidance: Good**

The care, support and guidance provided by the school are well co-ordinated and contribute successfully to the wellbeing of pupils.

There are effective arrangements to support pupils' health and wellbeing, including encouraging their active involvement in sporting activities both in curricular and extra-curricular time.

Learning experiences through the curriculum, assemblies, tutor time and extra-curricular visits promote pupils' spiritual, moral, social and cultural development well. The school's personal and social education programme provides pupils with valuable information about a wide range of issues. There are appropriate arrangements to promote healthy eating and drinking.

The school has successful strategies for promoting good attendance and behaviour. These include a range of rewards and sanctions that pupils understand well. Effective communication between the attendance officer, learning leaders, tutors and the pastoral support team ensure that pupils receive valuable support. This co-ordinated approach has resulted in improved attendance and behaviour across the school.

The school benefits from working with a wide range of specialist services, including educational psychologists, occupational therapists and counsellors, who provide beneficial advice, guidance and support, especially for vulnerable pupils.

There are effective arrangements for identifying, supporting and monitoring pupils' additional learning needs. These arrangements include informative pupil profiles, targeted support, including for numeracy and literacy, and individual development plans with clear targets. Pupils with additional learning needs make suitable progress in developing their social and life skills, although they do not make sufficient progress academically. In the specialist resource base, staff know their pupils well and provide appropriate learning opportunities for them.

The highly effective transition planning with primary schools enables Year 7 pupils to settle quickly when they join the school. Arrangements are particularly strong for vulnerable new pupils and their families, including those in the Specialist Resource Base. Comprehensive information for pupils and parents about options choices at key stages 3 and 4 and post 16 enable pupils to make well-informed choices at key transition points.

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

### **Learning environment: Good**

The school is a very caring and supportive environment, where pupils are happy and feel safe. There is mutual respect between pupils and staff. Respect for people from all backgrounds is expected and the school challenges stereotyping in all aspects of its work.

The accommodation is sufficient for the number of pupils and well maintained, and the site is clean, tidy and litter free. There is sufficient information and communication technology throughout the school and there are well-resourced libraries on each site.

Facilities for physical education, drama and music are exceptional. However, a few of the temporary buildings used as teaching rooms are in poor condition. This was noted at the time of the last inspection.

Pupils with special educational needs are well catered for in the specialist resource base, which offers an appropriate and stimulating environment designed to match the needs of the pupils who use the facility.

Informative and attractive wall displays in classrooms and corridors stimulate learning and celebrate pupils' creative, sporting and written achievements well. The high quality art work, by pupils, around the school is outstanding and really enhances the learning environment.

<b>Key Question 3: How good are leadership and management?</b>	<b>Adequate</b>
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### **Leadership: Adequate**

The headteacher and senior leaders provide the school with cohesive direction. They have a clear strategic vision for the school based on improving outcomes for pupils and the quality of provision. This is communicated well to staff and pupils, who have a shared sense of purpose.

The revised leadership and management structure allows for the distribution of areas of responsibility appropriately. It is well-balanced, with logical overlap between the functions of leaders at all levels. The roles and responsibilities of staff are set out clearly in detailed job descriptions. Staff understand their roles and generally fulfil them effectively. This is exemplified in the actions they have taken successfully to improve the attendance of pupils and, in particular, the performance of pupils at key stage 4 in 2015. However, despite these improvements, since the time of the last inspection, overall, leaders at all levels have been too slow in agreeing and achieving challenging and realistic targets for themselves and those they manage. For example, the overall standards achieved at the end of key stage 4 are below those to be expected for three of the last four years when compared with those in similar schools.

The school's well-planned cycle of meetings for various groups has a clear focus on the school's priorities for improving outcomes and the quality of provision, with strong links between the meetings for senior and middle leaders and subject and pastoral staff. A revised, more rigorous and consistent system for monitoring the work of middle leaders has been recently introduced and this is strengthening accountability. This, together with increasingly effective use of data by leaders at all levels to monitor performance, made a positive contribution to the school's improved performance in 2015.

The school's procedures for performance management generally provide an appropriate opportunity for managers to offer challenge and support to staff and contribute suitably to identifying staff professional development needs. However, overall, the targets set for teaching staff do not link well enough to the priorities identified in the school improvement plan, in particular with regard to improving teaching and learning.

The school takes appropriate account of national priorities such as improving attendance, reducing the impact of deprivation and closing the gender gap. It has successfully improved attendance. There has been an impact on performance, particularly at key stage 4 in 2015. However, the performance of pupils eligible for free school meals remains a cause for concern.

The governing body is knowledgeable about the school and is developing its challenge and support role appropriately. For example, the governing body has recently revised the structure of its sub-committees to include a separate standards sub-committee to act as a stronger critical friend to the school. Although it is too early to evaluate the sustained impact of this sub-committee, governors show strong commitment and determination to challenge and support the school to bring about necessary improvements.

### **Improving quality: Adequate**

Over the last two years, the school's revised self-evaluation and improvement planning arrangements have resulted in a more thorough approach, greater accountability and challenge. This is beginning to have a positive effect on outcomes. However, the impact of this in sustaining measurable improvements in standards is yet to be fully established.

A systematic cycle of self-evaluation based on regular quality assurance procedures links well with whole school strategies for planning for improvement. As a result, most leaders and managers have a clear picture and understanding of the school's strengths and weaknesses. However, in a few areas the quality, rigour and effectiveness of self-evaluation and quality assurance activities vary too much. This is because of a lack of focus on pupil outcomes and progress. As a result, the school's evaluation of a few aspects of its work is over generous and does not identify what needs to improve well enough.

The school's self-evaluation report is a detailed document that includes analyses of a wide range of attainment data and demonstrates clearly the impact of school improvement initiatives. Most departmental self-evaluation reports include thorough analysis of outcomes, particularly at key stage 4. However, many do not use well the findings from lesson observations and scrutiny activity to identify areas for improvement.

School and departmental improvement plans have clear priorities and appropriate targets, and are broadly based on the outcomes of self-evaluation, school and national priorities. These are regularly shared and reviewed, so that all staff understand and play their part in implementing strategies for raising standards.

There has been an improvement in the quality of planning and actions specifically to target and focus on the needs of pupils from disadvantaged backgrounds, and this has resulted in generally improved outcomes for this group of pupils.

The school regularly consults with pupils and parents. It makes beneficial use of their views in evaluating its work. However, the school does not routinely feedback the outcomes and impact of these consultations to pupils and parents.

The school has made insufficient progress on half of the recommendations made following the previous inspection in 2009.

### **Partnership working: Adequate**

The school has developed an appropriate range of partnerships that support pupils' wellbeing and enhance their learning experiences.

Partnerships with the primary schools are strong and these partnerships have facilitated the successful transition of the Year 7 intake. Year 6 pupils visit the high school to experience a wide range of learning activities taught by a carousel of secondary staff. This valuable well established programme focuses on developing literacy and numeracy skills and takes place throughout Year 6 on a half day timetabled session each fortnight.

The school works successfully with a wide range of external agencies and businesses. These partnerships have provided beneficial work experience, improved pupils' attendance and supported pupils' personal and social development. However, despite these partnerships, a very few vulnerable pupils continue to leave school without a recognised qualification.

Close collaboration with two secondary schools successfully provides a broad curriculum for post-16 learners and has a positive impact on pupils' outcomes.

The majority of parents feel that they are kept well informed about their child's progress. However, while many feel comfortable about approaching the school about specific issues concerning their child, communication between the school and parents is inconsistent. Parents do not always know whom to contact or how. The school does not make sure that parents are well informed about a few aspects of its work, for example about the arrangements for parents' evenings.

### **Resource management: Adequate**

The school manages its staffing and financial resources appropriately. The well-qualified teaching and support staff are deployed appropriately to make best use of their knowledge and expertise and meet the needs of pupils. The school has effective procedures for costing current programmes and keeps these under review to ensure that the delivery and development of the curriculum and wider activities are cost-effective.

Staff benefit from a wide variety of professional development opportunities, which reflect whole-school or departmental priorities. This includes secondment opportunities to the senior leadership team to support succession planning and participation in post graduate qualifications and a variety of external courses. Staff routinely share information on good practice from these activities through groups such as the 'focus team' meetings and 'joint practice development days'. This makes a valuable contribution to the school's developing culture as a learning community at all levels.

The business manager, together with the other senior leaders and governors, manages the school's budget carefully. The budget is planned sensibly to contain the school's current deficit position and minimise the impact on the quality of provision. A medium-term financial plan is agreed between the governing body and the local authority.

The school has suitable arrangements for use of the Pupil Deprivation Grant, which includes the provision of additional support programmes for pupils eligible for free school meals. In 2015, at key stage 4, this helped to improve the performance of this group of pupils in the level 2 threshold including English and mathematics when compared with 2014. Overall, the outcomes for this group of pupils remain lower than those for pupils eligible for free school meals in similar schools.

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

# Appendix 1

## 6815403 - Whitchurch High School

Number of pupils on roll	2150
Pupils eligible for free school meals (FSM) - 3 year average	11.0
FSM band	2 (10%<FSM<=15%)

### Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
<b>Number of pupils in Year 9 cohort</b>	355	350	366	346		
<b>Achieving the core subject indicator (CSI) (%)</b>	73.5	85.7	83.3	90.5	89.7	83.9
Benchmark quartile	4	1	4	2		
<b>English</b>						
Number of pupils in cohort	355	350	366	346		
Achieving level 5+ (%)	77.5	89.7	85.8	93.4	92.9	87.9
Benchmark Quartile	4	2	4	2		
Achieving level 6+ (%)	43.9	60.9	56.3	66.2	60.0	52.6
Benchmark Quartile	2	1	2	2		
<b>Welsh first language</b>						
Number of pupils in cohort	.	.	.	.		
Achieving level 5+ (%)	.	.	.	.	79.1	90.9
Benchmark Quartile	.	.	.	.		
Achieving level 6+ (%)	.	.	.	.	46.2	56.1
Benchmark Quartile	.	.	.	.		
<b>Mathematics</b>						
Number of pupils in cohort	355	350	366	346		
Achieving level 5+ (%)	83.9	90.9	89.9	96.0	93.8	88.7
Benchmark Quartile	3	1	3	1		
Achieving level 6+ (%)	55.8	64.0	66.9	82.1	70.6	59.5
Benchmark Quartile	2	1	1	1		
<b>Science</b>						
Number of pupils in cohort	355	350	366	346		
Achieving level 5+ (%)	88.7	91.4	91.8	95.1	95.1	91.8
Benchmark Quartile	2	3	4	3		
Achieving level 6+ (%)	56.6	64.3	62.6	70.8	66.9	58.5
Benchmark Quartile	1	1	2	2		

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.

6815403 - Whitchurch High School

Number of pupils on roll	2150
Pupils eligible for free school meals (FSM) - 3 year average	11.0
FSM band	2 (10%<FSM<=15%)

Key stage 4

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
<b>Number of pupils aged 15</b>	355	361	342	350		
<b>Percentage of 15-year-old pupils who:</b>						
<b>Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics</b>	56.3	59.6	59.6	72.9	66.4	57.9
Benchmark quartile	3	3	3	1		
<b>Achieved the level 2 threshold</b>	72.1	66.2	67.3	85.4	88.1	84.1
Benchmark quartile	3	4	4	3		
<b>Achieved the level 1 threshold</b>	91.3	93.6	94.7	95.1	96.7	94.4
Benchmark quartile	4	4	4	4		
<b>Achieved the core subject indicator (CSI)</b>	56.9	57.3	57.3	72.3	64.5	54.8
Benchmark quartile	2	3	3	1		
<b>Average capped wider points score per pupil</b>	328.9	329.0	337.6	358.1	358.3	343.5
Benchmark quartile	4	4	4	3		
<b>Average capped wider points score plus per pupil</b>	326.1	327.6	335.6	356.0	354.1	338.7
Benchmark quartile	.	.	.	.		
<b>Achieved five or more GCSE grades A*-A</b>	22.0	21.1	22.5	25.7	19.9	16.6
Benchmark quartile	.	.	.	.		
<b>Achieved A*-C in English</b>	70.4	69.0	65.2	79.4	75.9	68.6
Benchmark quartile	2	3	4	1		
<b>Achieved A*-C in mathematics</b>	62.0	67.6	68.4	78.3	72.1	64.4
Benchmark quartile	3	2	2	1		
<b>Achieved A*-C in science</b>	73.5	69.3	72.2	91.7	90.4	84.0
Benchmark quartile	3	4	4	3		
<b>Number of pupils aged 15 who entered Welsh First Language:</b>	.	.	.	.		
<b>Of those who entered Welsh First Language:</b>						
<b>Achieved A*-C in Welsh</b>	.	.	.	.	29.3	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.

**6815403 - Whitchurch High School**

Number of pupils on roll 2150  
 Pupils eligible for free school meals (FSM) - 3 year average 11.0  
 FSM band 2 (10%<FSM<=15%)

**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	25	27	29	36		
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	28.0	22.2	24.1	41.7	35.7	31.6
Achieved the level 2 threshold	44.0	25.9	31.0	58.3	72.3	69.4
Achieved the level 1 threshold	76.0	74.1	75.9	83.3	92.3	89.4
Achieved the core subject indicator (CSI)	28.0	22.2	20.7	41.7	34.0	29.3
Average capped wider points score per pupil	239.7	225.4	244.4	293.2	316.3	303.7
Average capped wider points score plus per pupil	236.3	224.7	241.4	289.8	309.2	296.4
Achieved five or more GCSE grades A*-A	4.0	0.0	6.9	0.0	4.3	4.3
Achieved A*-C in English	48.0	37.0	27.6	52.8	52.3	45.1
Achieved A*-C in mathematics	28.0	29.6	31.0	55.6	43.8	39.2
Achieved A*-C in science	32.0	40.7	34.5	80.6	80.4	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.

6815403 - Whitchurch High School

Number of pupils on roll in sixth form

391

**Key stage 5**

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
<b>Number of pupils aged 17</b>	208	220	208	190		
<b>Average wider points score per pupil</b>	886.7	926.5	1009.1	1099.9	852.3	799.7
<b>Number of pupils aged 17 entering a volume equivalent to 2 A levels:</b>	177	210	200	184		
<b>Of those who entered a volume equivalent to 2 A levels:</b>						
<b>Achieved the level 3 threshold</b>	98.9	97.6	98.5	100.0	97.5	97.0
<b>Achieved 3 A*-A at A level or equivalent</b>	13.6	10.5	16.5	14.7	9.0	7.9
<b>Achieved 3 A*-C at A level or equivalent</b>	73.4	71.9	81.5	88.0	69.1	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.

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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	659	194 29%	394 60%	64 10%	7 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	653	124 19%	367 56%	133 20%	29 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	57%	14%	3%	
I have someone to talk to if I am worried	656	194 30%	363 55%	84 13%	15 2%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	8%	1%	
The school teaches me how to keep healthy	656	106 16%	343 52%	177 27%	30 5%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	656	291 44%	286 44%	63 10%	16 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	655	171 26%	411 63%	67 10%	6 1%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	658	166 25%	405 62%	84 13%	3 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	655	86 13%	333 51%	185 28%	51 8%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	658	296 45%	298 45%	56 9%	8 1%	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	656	46 7%	288 44%	229 35%	93 14%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	57%	27%	6%	
Staff treat all pupils fairly and with respect	658	87 13%	320 49%	176 27%	75 11%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	50%	17%	5%	

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest	656	53 8%	292 45%	244 37%	67 10%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
		17%	53%	25%	5%	
I am encouraged to do things for myself and to take on responsibility	656	194 30%	419 64%	38 6%	5 1%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
		34%	60%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life	655	157 24%	366 56%	112 17%	20 3%	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%	1%	
The staff respect me and my background	657	169 26%	376 57%	87 13%	25 4%	Mae'r staff yn fy mharchu i a'm cefndir.
		37%	54%	7%	2%	
The school helps me to understand and respect people from other backgrounds	654	180 28%	389 59%	67 10%	18 3%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
		36%	56%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	215	30 14%	101 47%	59 27%	25 12%	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	165	34 21%	71 43%	40 24%	20 12%	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.	204	44 22%	128 63%	27 13%	5 2%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
		44%	50%	5%	1%		
My child likes this school.	203	64 32%	122 60%	14 7%	3 1%	2	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.	201	72 36%	110 55%	15 7%	4 2%	6	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.	201	49 24%	115 57%	31 15%	6 3%	4	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	5%	1%		
Pupils behave well in school.	180	15 8%	113 63%	47 26%	5 3%	28	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		25%	60%	12%	3%		
Teaching is good.	185	25 14%	128 69%	27 15%	5 3%	22	Mae'r addysgu yn dda.
		35%	59%	5%	1%		
Staff expect my child to work hard and do his or her best.	198	56 28%	118 60%	21 11%	3 2%	9	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		51%	46%	2%	1%		
The homework that is given builds well on what my child learns in school.	180	20 11%	105 58%	43 24%	12 7%	25	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		32%	56%	9%	2%		
Staff treat all children fairly and with respect.	176	24 14%	125 71%	19 11%	8 5%	31	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		36%	52%	10%	3%		
My child is encouraged to be healthy and to take regular exercise.	178	44 25%	110 62%	22 12%	2 1%	29	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.	197	42 21%	141 72%	11 6%	3 2%	10	Mae fy mhentyn yn ddiogel yn yr ysgol.
		43%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	148	31 21%	78 53%	29 20%	10 7%	56	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	8%	2%		
I am kept well informed about my child's progress.	203	20 10%	108 53%	52 26%	23 11%	4	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		35%	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.	190	42 22%	108 57%	31 16%	9 5%	16	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.	166	21 13%	99 60%	36 22%	10 6%	42	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		31%	56%	11%	2%		
The school helps my child to become more mature and take on responsibility.	182	36 20%	118 65%	25 14%	3 2%	25	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.	152	22 14%	90 59%	32 21%	8 5%	52	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.	186	45 24%	114 61%	23 12%	4 2%	19	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	182	45 25%	113 62%	15 8%	9 5%	25	Mae'r ysgol yn cael ei rhedeg yn dda.
		43%	50%	5%	2%		

### Appendix 3

#### The inspection team

Sue Halliwell	Reporting Inspector
Michelle Gosney	Team Inspector
Denise Wade	Team Inspector
Kerry Louise Templeton	Team Inspector
William Gwyn Thomas	Team Inspector
Huw Watkins	Team Inspector
Peter Trevor Lewis	Lay Inspector
Pamela Mcclean	Peer Inspector
Jennifer Ford	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://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 <sup>1</sup>
- 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.

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<sup>1</sup> This indicator does not include Welsh second language qualifications.

Level 2 threshold including English or Welsh <sup>1</sup> and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh <sup>1</sup> 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.