



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Barry Comprehensive School  
Port Road West  
Barry  
Vale of Glamorgan  
CF62 8ZJ**

**Date of inspection: March 2013**

**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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**Publication date: 17/05/2013**

## Context

Barry Comprehensive School is an 11 to 18 school for boys, serving the town of Barry and the surrounding area, and maintained by the Vale of Glamorgan Council. Currently there are 1,183 pupils on roll, which is a reduction from the 1,365 pupils at the time of the last inspection in February 2007. There are 250 in the sixth form, which is a significant increase from the 156 at the time of the last inspection. Barry Comprehensive School operates in partnership with Bryn Hafren Comprehensive School as the Barry Sixth Form in providing English medium post-16 education.

The majority of pupils have neither social advantage nor disadvantage and 18.3% of pupils live in the 20% most deprived areas in Wales. Around 27% of pupils are entitled to free school meals, which is above the Welsh average of 17.4% for secondary schools. About 28% of pupils are on the school's special educational needs register. The percentage of pupils with a statement of special educational needs is 0.7%, which is below the Wales figure of 2.4%. Around 5% of the school's pupils are from a minority-ethnic or mixed-race background. A very small proportion of pupils are learning English as an additional language and very few pupils speak Welsh as their first language.

The headteacher took up his post in September 2012. The senior leadership team consists of the headteacher, a deputy headteacher, who was appointed from within the school in January 2010, and four assistant headteachers, all of whom have been appointed after 2007.

The individual school budget per pupil for Barry Comprehensive School in 2012-2013 means that the budget is £4,083 per pupil. The maximum per pupil in the secondary schools in the Vale of Glamorgan is £4,359 and the minimum is £3,794. Barry Comprehensive School is fifth out of the eight secondary schools in the Vale of Glamorgan in terms of its school budget per pupil.

## Summary

|   |             |
|---|-------------|
| <b>The school's current performance</b>       | <b>Good</b> |
| <b>The school's prospects for improvement</b> | <b>Good</b> |

### Current performance

The school's current performance is good because:

- pupils perform well at key stage 4;
- many pupils make good progress in lessons and have well-developed literacy skills;
- in many lessons, teaching is effective in helping pupils to learn;
- there is high-quality care, support and guidance for the most vulnerable pupils;
- the School Parliament is an effective vehicle for providing pupils with worthwhile opportunities to influence many aspects of the school's life and work; and
- there is a wide range of curricular and extra-curricular opportunities, particularly through partnership working at key stage 4 and post-16.

### Prospects for improvement

The school's prospects for improvement are good because:

- leaders provide a clear sense of direction and have established high expectations;
- all staff understand their role and responsibilities and there are clear lines of communication;
- leaders have a precise and specific understanding of the areas of the school's work that need to improve;
- the school's self-evaluation activities are comprehensive and robust; and
- there is a track record of making improvements, for example at key stage 4, in addressing the recommendations of the previous inspection, and the recent progress in improving Welsh second language and attendance.

## Recommendations

- R1 Improve standards in Welsh second language and at key stage 3
- R2 Improve attendance and punctuality
- R3 Ensure that all pupils behave well in lessons and have positive attitudes to their learning
- R4 Address the shortcomings in teaching
- R5 Increase the consistency of the marking of pupils' work and fully implement the system for tracking and supporting all pupils' progress
- R6 Provide a daily act of collective worship

### **What happens next?**

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

## Main findings

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

Good

#### Standards: Good

The school's performance at key stage 4 in those indicators that include English and mathematics has fluctuated over the last five years, but it rose sharply in 2012 and is now better than that for similar schools. Performance has largely been around the family average for boys. Although performance in those indicators that include a wider range of qualifications has fluctuated over the last five years, it has always been above that in similar schools. Performance in English improved markedly in 2012 following a decline over the previous four years and now compares well to levels in similar schools. Performance in mathematics rose sharply between 2008 and 2010, but has fallen back since then. However, over the last three years, performance in mathematics has been above that in similar schools. Pupils' progress from the previous key stages in 2012 is much higher than expected for level 2 threshold and is slightly better than expected for other indicators.

Very few pupils left the school without a qualification, although the proportion rose slightly in 2012. The proportion staying on in full-time education after 16 is high. Very few pupils who left school at 16 are not in education, employment or training.

At key stage 3, performance in English and mathematics is below that of similar schools and pupils' progress from the previous key stage is below expectations.

In the sixth form, performance has improved steadily over the last three years. Students achieve as expected or better than expected in many subjects.

Pupils eligible to free school meals achieve as expected. Pupils with special educational needs also achieve as expected.

In many lessons, pupils make good progress in developing their knowledge, understanding and skills. They recall previous work quickly and accurately, showing a secure grasp of subject terminology. They build on their previous learning well to increase their understanding of key concepts and to improve their subject skills. Most are able to apply their learning to new situations. In a few lessons, mainly in key stage 3, a minority of pupils do not make as much progress as they should and have an insecure understanding of their work. In a further few lessons, many pupils make limited progress as a result of their poor attitude to work and ineffective teaching.

Most pupils listen and respond attentively to the teacher and to their peers. They speak clearly and thoughtfully when answering questions or expressing their opinions. Where open-ended questions are used in lessons, many pupils engage in creative discussions and produce imaginative responses. A minority develop their own ideas by building on the ideas of others and a few pupils can pose meaningful questions.

Most pupils read aloud with confidence, fluency and expression. They respond to a range of texts and, in line with their ability, show a good understanding of what they have read. Most pupils locate, select and use information from texts to inform their written responses and older pupils use a variety of text-marking devices well to gain meaning from text. Although just under half of pupils enter key stage 3 with weak reading skills, they make steady progress in improving these skills. Nearly all pupils who are supported in reading intervention programmes make very good progress.

Many pupils produce good quality extended writing for a range of purposes and audiences. They use a range of styles and subject-specific vocabulary with accuracy. However, a few pupils do not write enough at length or produce work of limited quality, and do not present their work well enough. Many pupils in key stage 3 have insecure spelling and do not use a full enough range of punctuation devices.

In Welsh second language at key stage 3, pupils perform poorly and much worse than those in similar schools. At key stage 4, over the last two years, there has been a sharp increase in the number of pupils entering a level 2 qualification in Welsh second language, following a period when entries were extremely low. Performance at level 2 in 2012 increased markedly from that in previous years, but it is still below the figures for similar schools and Wales.

### **Wellbeing: Adequate**

Many pupils are safe in school, but a minority do not feel that the school deals well with bullying. Many take part in regular opportunities for exercise and a majority understand what it is to be healthy.

Most pupils behave well, particularly around the school at break and lunch times, and between lessons. In many lessons, pupils show a positive attitude to work, have a keen interest in what they are doing, and maintain high levels of concentration. However, in a few lessons, particularly in key stage 3, a minority of pupils have an immature attitude to work and behave inappropriately. In a further very few cases, pupils' poor behaviour hinders their progress. There have been no permanent exclusions for the last ten years and the number of days lost to fixed-term exclusions has decreased steadily over the last three years.

Other than in 2011, attendance rates have generally been below those of similar schools over the last five years. As a result of well-planned action, there have been some recent improvements in attendance rates since September 2012.

The School Parliament is a strong and successful feature of the school. This allows pupils to influence a wide range of aspects of school life and work. For example, it has contributed to decisions about learning experiences, senior staff appointments, physical activities, peer mentoring, environmental issues, and the system for rewards and sanctions. Pupils involved in the parliament gain considerably from their experiences, particularly in developing their social and communication skills. However, the parliament does not engage well enough with other pupils who are insufficiently aware of the work and impact of the parliament.

Pupils participate in a wide variety of community activities that help to develop their social and life skills. Many show respect, care and concern, take on responsibility for their actions and work, and have the skills to move on to the next stage of learning.

|   |
|---|
| <b>Key Question 2: How good is provision?</b> |
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|             |
|-------------|
| <b>Good</b> |
|-------------|

**Learning experiences: Good**

The school effectively meets the needs of learners, and the key stage 3 and key stage 4 curriculum meet requirements. At key stage 4 and the sixth form, there is a wide and appropriate range of academic and vocational options. Effective partnership working contributes to this provision, including the broad range of vocational programmes offered in collaboration with the local college, a work-based learning provider and the neighbouring girls' school.

The school offers a wide range of extra-curricular activities which benefit pupils' learning. Pupils actively participate in clubs, societies, sports and charity activities.

The school has a clear strategy for developing pupils' literacy skills, including suitable procedures for co-ordination and an appropriate policy. The school has successfully improved pupils' speaking skills and its current priority of improving extended writing has enhanced provision in a minority of subjects, but has yet to have a full impact in all subjects. A range of reading intervention programmes provide well for pupils with weak reading skills in key stage 3 and there is well-planned support for English and mathematics in key stage 4. All pupils in key stage 3 and those taking the Welsh Baccalaureate in key stage 4 and the sixth form have suitable opportunities to gain qualifications in skills.

Overall, the school develops pupils' knowledge and understanding of the Welsh language and the culture of Wales appropriately. Following a period where the Welsh language provision has been weak, it has improved significantly recently. There is increased and appropriate timetable provision at key stage 4 and greater numbers are entered for level 2 qualifications. However, the development is at an early stage.

Arrangements for developing pupils' understanding of education for sustainable development and global citizenship are strong. Most pupils have a secure knowledge of sustainable development and global citizenship through a wide range of well-planned events, for example the one week 'Go Global' awareness-raising event and the personal and social education programme. The school links very well with a school in Sri Lanka to bring together people from different cultures and backgrounds. This provides an excellent opportunity for a few sixth-form students each year to carry out voluntary work.

**Teaching: Adequate**

Most teachers have a secure subject knowledge, and many plan lessons well and communicate clear learning objectives. Many lessons have activities that are well matched to pupils' needs and include strategies that gauge the progress that pupils have made. In these lessons, teachers provide clear explanations and use good questioning techniques. They focus on developing pupils' literacy, thinking and independent learning skills, and provide appropriate opportunities for pupils to work together in pairs and groups. Relationships are good and teachers support pupils well.



In a few lessons, pupils do not make enough progress. This is because the pace of the lesson is often too slow, and learning activities are not challenging enough and not sufficiently well matched to pupils' needs. In these lessons, there are limited opportunities for pupils to develop their skills and teachers do not ensure that new concepts are built on prior learning. In a very few lessons, inadequate classroom management results in poor behaviour and pupils make little progress.

Most teachers assess pupils' understanding appropriately during lessons and give them useful oral feedback. A minority of teachers give pupils constructive and helpful written feedback on their performance and this ensures that pupils clearly understand their progress and what they need to do to improve their work. The extent of this good quality marking has increased recently. However, there is too much inconsistency in the quality of marking across departments. In many cases, pupils do not follow up on a teacher's comments to make corrections or to complete missing work. In a minority of lessons, pupils assess their own work and the work of their peers purposefully.

The school collects and analyses a wide range of performance data thoroughly. It uses a comprehensive tracking system that effectively monitors pupil progress. While senior and middle leaders use this information well to track the overall performance of pupils in Year 9 and Year 11, the system is yet to have its full impact on all pupils. Where effective, the system has resulted in appropriate intervention strategies.

Parents receive clear and informative reports on the achievement and progress of their children.

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

The school provides valued support in a caring environment and effectively guides pupils' personal development and wellbeing, particularly for the most vulnerable pupils. Careful assessments in Year 7 identify the specific needs of these vulnerable pupils and suitable strategies are put in place to provide well-targeted support. Pastoral teams know their pupils well and their strong support has a positive impact upon the behaviour of many pupils. Well-planned action is starting to improve rates of attendance. Pupils receive consistently good personal social education, which is well organised and features strong links with a range of agencies.

Staff work well with the partner primary schools to ensure that the pupils settle quickly and remove any barriers to learning. Pupils and parents receive comprehensive information and guidance as they make choices for key stage 4 and post-16 courses.

The school generally promotes pupils' spiritual, moral, social and cultural development successfully. However, the school does not meet the statutory requirement for a daily act of collective worship.

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

Pupils with additional learning needs receive thorough and effective support. The special educational needs co-ordinator identifies clearly pupils' needs through a comprehensive mapping of provision. Interventions have a positive impact on their learning. Multi-agency working and the involvement of specialist services contribute to the success of the provisions for additional learning needs.

### **Learning environment: Good**

Barry Comprehensive School is an inclusive school that offers its pupils equal access to everything it provides. The range of subject options allows pupils to make choices which challenge stereotypes. There are appropriate arrangements for identifying and evaluating instances of oppressive behaviour. Appropriate arrangements are in place to promote equality of opportunity for pupils with disabilities.

Across the school the accommodation meets the needs of pupils well with the learning resource centre, catering facilities, and music and drama suites being particularly effective. The buildings are well-maintained, but the quality of the internal decoration varies. The main school roof is in a poor state of repair and the external fabric of the art block is not fit for purpose. However, the block's interior provides a stimulating learning environment. Displays celebrate pupils' achievements and, in most departments, contribute effectively to the learning environment. The extensive grounds and sports hall provide appropriately for sporting activities.

Learning resources meet the needs of pupils well with particularly good provision for information and communication technology.

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|--|-------------|
| <b>Key Question 3: How good are leadership and management?</b> | <b>Good</b> |
|--|-------------|

### **Leadership: Good**

The headteacher has a clear strategic vision for the development of the school that is well understood by staff and pupils. Since his recent arrival, he has established clear lines of communication and raised the levels of expectation of nearly all staff. He has enhanced the robustness of the tracking system with specific emphasis on pupils' progress in Year 9 and Year 11. All members of staff have clearly defined roles and responsibilities for which they are held to account.

The headteacher is supported very well by his deputy headteacher and senior leaders. They work well as a team, and provide effective direction to the school's work. Generally, these leaders give good support to middle leaders.

Most meetings are purposeful with a focus on improving standards. Their consistency and quality have improved as a result of more regular and formalised agendas. Many follow-up action points are sharp with clear indications of accountability. However, in a few instances, senior leaders' roles in challenging middle leaders are not robust enough.

Data has been used successfully in many departmental reviews to challenge performance. Many middle leaders are now more confident in using data to analyse departmental performance.

Teaching and non-teaching members of staff are involved fully in the performance management process. They have good access to the training required to enable them to meet their targets, which are mainly outcome driven and linked to national and school priorities. However, a few targets are not sufficiently challenging.

The school has a strong and experienced governing body which is led effectively by the chair and vice chair of governors. The governors fulfil their statutory and legal responsibilities. They are very well informed about the internal and external performance of the school. Governors challenge underperformance robustly and hold the school to account for the standards and quality it achieves.

The school responds appropriately to national priorities, particularly for Learning Pathways 14-19 and literacy.

### **Improving quality: Good**

The school has wide-ranging self-evaluation procedures that are well-planned and coherent. Leaders and managers pay increasing attention to the analysis of performance data and draw well on first-hand evidence of teaching and learning. The views of pupils are suitably gathered through the Student Parliament and used well. Parents are consulted appropriately.

Middle leaders take on increasing responsibility for monitoring and evaluating provision and standards. They analyse examination and assessment outcomes, and produce annual reports. While these reports vary in quality, most provide a suitably critical appraisal and identify clearly the particular matters that need to be addressed.

Senior leaders and managers produce a comprehensive and useful self-evaluation report for the whole school. However, while it is detailed and evaluative, it does not sufficiently address shortcomings in a few individual subjects and in aspects of teaching.

The school improvement plan is based firmly on the findings of self-evaluation. It is clear and concise, and sets out explicitly the school's priorities. The steps the school plans to take are generally clear, for example in raising achievement at key stage 3 and the proportion of pupils who reach the level 2 threshold including English and mathematics. While on the whole there are sufficient indicators of how progress against these priorities is to be measured, the success criteria for teaching and learning and provision for more able and talented pupils lack clarity. Here the objectives are not precise enough to ensure that the progress and impact of activities can be measured accurately.

Subject development plans devised by middle leaders state appropriately how their teams will contribute to the whole-school objectives. Many of these plans now provide specific indications of the outcomes they seek and are useful tools to support improvement.

Professional development activities are based on identified needs and there is a wide-ranging programme to meet them. Nearly all staff are involved in groups that focus on the school's key development priorities such as teaching, learning and assessment. Links with other schools have been used to good effect to improve standards and provision.

The school has made generally good progress in addressing the recommendations of the previous inspection.

### **Partnership working: Good**

The school has developed effective relationships with a wide range of partners. This successfully widens learners' options and helps them to respond well to the challenge and support they receive. These partnerships contribute well to improving aspects of pupils' wellbeing and enhancing their learning experiences.

Partnerships with primary schools are generally effective. The school provides a good range of activities and information that help pupils settle successfully into their new school. The school works productively with partner primary schools to moderate pupils' attainment at the end of key stage 2. Appropriate structured curricular links have been established in English.

There is strong and well-established collaboration with Bryn Hafren School, and Cardiff and the Vale College. These partnerships extend the range of courses beneficially in key stage 4 and the sixth form and increase the efficiency of resources. Quality-assurance procedures for this collaborative provision are used well to improve outcomes.

There are consistently good links with parents. They are well informed about the school's work and their children's wellbeing and progress.

The school works very successfully with a wide range of local businesses, community organisations and other agencies. These links enhance the provision of work experience and have a beneficial impact on the support for learners' personal and social development.

### **Resource management: Good**

The school is appropriately staffed with suitably qualified teachers to deliver the curriculum. Staff are deployed appropriately and there are suitable arrangements for their professional development. Those that teach outside their subject specialisms are supported well. All support and administrative staff provide good assistance to teachers and learners.

Leaders have worked effectively together and have addressed the budget deficit successfully. Expenditure is well planned to meet school priorities and is monitored regularly by the headteacher, finance officer, assistant headteacher and the governing body's sub-committee. Resources are allocated and managed prudently.

The school works very effectively within the sixth-form consortium to access wider resource and enhance provision. This ensures that sixth-form provision is cost effective.

In view of the judgement made on standards, the overall value for money provided by the school is good.

## Appendix 1

### Commentary on performance data

At key stage 3, performance in the core subject indicator has deteriorated over the last three years, following an improvement in the previous two years. Over the last five years, performance has always been below the family average for boys. When compared with similar schools based on free school meals, the school has been in the bottom quarter for four out of the last five years. When compared with modelled expectations, performance is well below. English performance at level 5 and above improved up to 2011, but fell back in 2012. Other than in 2010, it has been below the family average for the last five years. Over the last five years, performance in English has placed the school in the lower half or bottom quarter of similar schools based on the proportion of pupils entitled to free school meals. Performance in English at level 6 and above declined from 2010 and is below the family average for boys. Performance in mathematics has been uneven over the last five years and in 2012 it was below the figure for 2009. For the last two years, it has been below the family average for boys and placed the school in the lower half of similar schools in terms of free-school-meal benchmarks. Performance in mathematics at level 6 or above has declined since 2009 and has always been below the family average for boys for this period. Performance in science has generally improved over the last five years, but has always been below the family average for boys and has placed the school in the bottom half or bottom quarter of similar schools in terms of free-school-meal benchmarks. Performance at level 6 and above in science has been uneven and is now just above the family average. Pupils' progress from the previous key stage for 2012 is below expectations.

The school's performance at key stage 4 in the level 2 threshold including English and mathematics has fluctuated over the last five years, but rose sharply in 2012 and is now better than the average for similar schools. Performance has largely been around the family average for boys. Performance in 2012 is above modelled expectations, having been just below for the previous three years. The core subject indicator follows a similar pattern to the level 2 threshold including English and mathematics. Although performance in the level 2 threshold has fluctuated over the last five years, it has always been above the average for similar schools. Compared with similar schools based on free-school-meal benchmarks, the school was in the top quarter for the period between 2008 and 2011, but slipped back to the top half in 2012. Performance in the capped points score has changed little over the last three years, but has been around the family average for boys and modelled expectations. Performance in the level 1 threshold has been consistent over the last five years. Compared with the performance of other boys in the family, it was just above from 2008 to 2010 and has been more or less the same since. Performance in English improved markedly in 2012 following a decline over the previous four years. Compared with the performance of other boys in the family, it has been just above for all years except 2011. Compared with similar schools based on free-school-meal benchmarks, English placed the school in the bottom half or bottom quarter for the years 2008 to 2011, but it rose to the top quarter in 2012. Performance in mathematics rose sharply between 2008 and 2010, but has fallen back since then. Compared with the performance levels of other boys in the family, it has usually been below. After being in the bottom quarter of similar schools based on

free-school-meal benchmarks in 2008, performance in mathematics has placed the school in the top half since then. Pupils' progress from the previous key stages in 2012 is much higher than expected for level 2 threshold and is slightly better than expected for other indicators.

In the sixth form, performance in the level 3 threshold has improved steadily over the last three years and is just above the Wales and family averages for boys. Performance in the average points score has fluctuated over the last three years, but it is close to the family and national averages for boys. Value-added information shows that students achieve as good as expected or better than expected in many subjects.

In key stage 3, pupils eligible to free school meals perform below the family and Wales averages and the gap between them and pupils who are not eligible to free school meals is greater than the family and Wales averages. At key stage 4, pupils eligible to free school meals perform worse than the family and Wales averages for the level 2 threshold including English and mathematics. They perform better than the family and Wales averages in the level 2 threshold, but worse than these averages in the level 1 threshold. However, for all indicators, pupils eligible for free schools meals make suitable progress from previous key stages.

## **Appendix 2**

### **Stakeholder satisfaction report**

#### **Responses to learner questionnaires**

Estyn received responses from 325 learners, selected at random from across the age range. The responses to nearly all questions are worse than those from other secondary schools, with much lower responses for just under half of the questions.

Many learners state that they feel safe in school and that they have someone to turn to if they have any concerns. A majority believe that the school deals well with bullying, but nearly third do not feel that the school does so. All responses for these three issues are well below that from other schools.

Many learners consider that they are doing well, and that staff help them to learn and make progress and encourage them to take on responsibility. Many believe that they have enough books and equipment. A majority say that homework helps them to understand and improve their work. Many pupils in key stage 4 and in the sixth form say that they received good advice when choosing their courses. Many feel well prepared for further education or employment. Many learners state that there are plenty of opportunities to get regular exercise and majority indicate that the school teaches them to be healthy.

Many learners confirm that staff treat them fairly and with respect, and say that the school helps them to understand and respect people from other backgrounds.

About half of learners feel that the school takes account of their views, which is a much lower proportion than in other secondary schools. A majority of learners state that pupils behave well and that they can get on with their work, but this proportion is markedly lower than that from other secondary schools.

## Responses to parent questionnaires

Estyn received 127 responses to the parent questionnaire. Although parents gave a positive or very positive response to the questions, responses to many of the questions were not as positive as those from parents of pupils in other secondary schools.

Many parents are satisfied with the school and say that it is well run. Many state that their children are safe and like the school, but the proportion is much lower than that from other schools. Most parents indicate that their children were helped to settle in well when they started school. Most also say that their children are encouraged to be healthy. Many consider that there is a good range of activities. Most feel comfortable about approaching the school to discuss matters about their child's education and wellbeing.

Nearly all consider staff expectations to be good. Most parents believe that their children are making good progress and that teaching is good. Most parents believe that the school helps their children to become more mature and many believe it prepares their children well for moving on to the next school, college or work. Many parents feel that their children receive appropriate additional support where necessary and that staff treat their children fairly and with respect. A majority of parents feel that pupils behave well, but this is a significantly lower proportion than that in other schools.

Many parents feel well informed about their children's progress. Many say that homework reinforces learning and that pupils behave well.

## Appendix 3

### The inspection team

|                   |                     |
|-------------------|---------------------|
| Nigel Vaughan     | Reporting Inspector |
| Mark Evans        | Team Inspector      |
| William Thomas    | Team Inspector      |
| Edward Harris     | Team Inspector      |
| Jennifer Williams | Team Inspector      |
| Edward Tipper     | Lay Inspector       |
| Michelle Hatcher  | Peer Inspector      |
| Jennifer Ford     | School Nominee      |

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### 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

|   |  |
|---|--|
| 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 schools with similar proportions of pupils entitled to 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 a volume of learning equivalent to five GCSEs at grade D to G.   |
| Level 2   | This represents the equivalent of a GCSE at grade A* to C.   |
| Level 2 threshold including English or Welsh first language and mathematics | This represents a volume of learning equivalent to five GCSEs at grade A* to C including English or Welsh first language and mathematics.  |
| Level 2 threshold   | This represents a volume of learning equivalent to five GCSEs at grade A* to C.  |
| Level 3   | This represents the equivalent of an A level at grade A*-E.  |
| Level 3 threshold   | This represents a volume of learning equivalent to 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.   |
| All-Wales Core Data sets  | Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to 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. |