



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

**Prestatyn High School
2 Princes Avenue
Prestatyn
Denbighshire
LL19 8RS**

Date of inspection: October 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Prestatyn High School is an 11 to 18 mixed comprehensive school maintained by Denbighshire local authority. There are currently 1,746 pupils on roll, including 360 in the sixth form. This compares with 1,769, including 339 in the sixth form, at the time of the previous inspection in December 2010.

The school serves the town of Prestatyn and the surrounding villages. Over 17% of the pupils are eligible for free school meals, which is close to the Wales average.

Nearly all pupils are from English speaking homes. No pupils speak Welsh as their first language. Fifty eight (3.3%) pupils receive support for English as an additional language. The percentage of pupils with special educational needs is 26%, which is higher than the national average of 20.1%. The percentage of pupils with a statement of special educational needs is 1.4%, which is lower than the national average of 2.4%.

The current headteacher has been in post since April 2006. The senior leadership team consists of six assistant headteachers, a business and finance manager, and, for 2014-2015, four seconded middle leaders.

The individual school budget per pupil for Prestatyn High School in 2014-2015 means that the budget is £4,191 per pupil. The maximum per pupil in the secondary schools in Denbighshire is £5,074 and the minimum is £4,191. Prestatyn High School is seventh out of the seven secondary schools in Denbighshire in terms of its school budget per pupil.

Summary

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

Current performance

Good features in the school's current performance include:

- in key stage 4, the strong performance over the past four years in indicators that do not include English and mathematics, which compares favourably with those in similar schools;
- the knowledge, understanding and skills gained successfully in lessons by the majority of pupils;
- effective provision for pupils with additional learning needs;
- effective partnership working that has increased the range of options in key stage 4 and the sixth form; and
- an inclusive and supporting ethos.

However, current performance is judged as adequate because:

- pupils do not make as much progress in indicators that include English and mathematics at the end of key stage 4 as pupils in similar schools;
- many pupils' writing, including that of more able pupils, has frequent spelling errors of common words and subject-specific terms;
- attendance and levels of persistent absenteeism are below expected levels; and
- the quality of teaching and assessment varies too much within and across departments.

Prospects for improvement

There are good features in the leadership of the school:

- the headteacher and leaders communicate a clear vision and strategic direction for school improvement consistently to the staff, pupils and the wider community;
- the leadership has secured improvements in standards at key stage 4 that include wider qualifications;
- the headteacher and senior leaders have a clear understanding of the strengths and areas for improvement for the school;
- clear aims, strategies and policies focus suitably on raising standards and improving the quality of teaching and provision; and
- governors understand their roles well and provide appropriate challenge to the school.

However, prospects for improvement are judged as adequate because:

- in a few cases, senior leaders do not hold middle leaders to account robustly enough for improving outcomes in standards and wellbeing;
- self-evaluation judgements on provision and leadership do not take sufficient account of the impact on standards and wellbeing; and
- there are inconsistencies in the rigour applied to the implementation of improvement plans by senior and middle leaders.

Recommendations

- R1 Raise standards in key stage 4 in those indicators that include English and mathematics
- R2 Improve the accuracy and presentation of pupils' writing
- R3 Improve attendance rates and reduce levels of persistent absenteeism
- R4 Improve the behaviour of a few pupils
- R5 Improve the quality and consistency of teaching and assessment
- R6 Increase the accountability and consistency of leadership at all levels
- R7 Improve the rigour and effectiveness of self-evaluation and improvement planning

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

At key stage 4, there has been an improving picture over the last four years for those indicators that include a wider range of qualifications. Significantly more pupils have achieved at least five qualifications at GCSE equivalent grades A* to C than in the family of similar schools or nationally. However, the proportion of pupils who gain at least five qualifications at equivalent GCSE grades A*-C that include English and mathematics is much lower than the proportion in similar schools and nationally. The difference between those that gain these qualifications and those who do not remains significantly greater than in other similar schools and nationally. In the key indicators that include qualifications for English and mathematics, performance has been below expectations for the last two years. Pupils make appropriate levels of progress from previous key stages in wider qualifications but they do not make enough progress from previous key stages in those qualifications that include English, mathematics and science.

At key stage 3, performance in English, mathematics and science combined has improved over the past four years, although it remains below the average for similar schools. Pupils' progress from the previous key stage is as expected.

The proportion leaving without a qualification compares favourably with similar schools and national averages. Over the last two years, no pupils have left the school without a qualification. Most remain in education or training.

In 2014, nearly all sixth formers gained qualifications that are the equivalent of two A levels at grades A*-E.

At key stage 3, unverified school data for 2014 shows that pupils eligible for free school meals improved their performance in the core subjects at key stage 3, making strong progress in English and science in particular.

At key stage 4, there is an improving trend over the past three years for pupils eligible for free school meals. They perform higher than the family and Wales averages in the level 2 threshold, capped points score and level 1 threshold. However, up to 2014 the performance of these pupils shows a declining trend for performance in the level 2 threshold including English and mathematics and the core subject indicator. This performance is lower than the averages for similar pupils in the family and nationally for these indicators in 2013. Unverified school data for 2014 shows that performance of pupils eligible for free school meals improved in all indicators, with significant improvement in English and the core subject indicator. Pupils with special educational needs generally achieve better than expected.

In a very few lessons, pupils make rapid progress and demonstrate resilience in reviewing and evaluating their work effectively. In a majority of lessons, many pupils apply their prior learning well to new situations. A majority of pupils make good

progress in understanding important subject terms and the concepts that underpin them. In a minority of lessons, pupils make less progress because of shortcomings in the quality of teaching. In these lessons, a minority of pupils' knowledge and written work lacks depth and detail. In a few lessons, a very few pupils lack concentration and they occasionally disrupt the work of other pupils.

Most pupils listen attentively to their peers and their teachers. In a few lessons, pupils ask pertinent and challenging questions showing a secure knowledge in applying their thinking skills to new topics. A minority of pupils are confident in justifying their viewpoints and many engage well in paired and group discussions. However, in a few lessons, pupils are reluctant to participate in whole-class discussions.

Many pupils select information well and use simple deduction to draw conclusions from texts. A majority of pupils analyse details in texts, select facts or reorder information well. In a few subjects, pupils demonstrate successful research skills, skimming and scanning texts on the internet to draw reasoned conclusions in their own words. A minority of pupils from all abilities give brief responses when interpreting and evaluating information from sources or texts.

A majority of pupils write well for an appropriate range of text types including essays, reports, letters and persuasive writing. A minority of pupils' work is brief and undeveloped. When given the opportunity, pupils' writing explores themes and ideas using well-structured paragraphs. A few more able pupils use a wide and sophisticated vocabulary effectively in writing to analyse and persuade. Errors of expression or punctuation in a majority of pupils' work mar the quality of their writing. Many pupils' writing, including that of more able pupils, has frequent spelling errors of common words and subject-specific terms. Handwriting and presentation skills are poor in a minority of pupils' work, particularly that of boys.

Many pupils plot graphs accurately and present simple bar charts well. They are able to estimate and measure distance using simple scales on maps. More able pupils can interpret maps proficiently, for example describing the topography of landforms. Many pupils are generally secure with number skills. More able pupils manipulate fractions well. In a few subjects, pupils do not analyse or interpret data in graphs and do not label axes correctly. In a few lessons, a minority of pupils have difficulty working with negative numbers. This prevents them from making progress in applying their skills in other aspects of mathematics.

In Welsh second language at key stage 3, pupils' performance has improved over the last four years and is better than family and Wales averages. For 2013 and 2014, performance placed the school in the top quarter of similar schools based on free-school-meal benchmarks. At key stage 4, in 2014 few pupils take Welsh second language full course qualifications. but most of these pupils do well. Around half of pupils entered for short course qualifications do well.

Wellbeing: Adequate

Most pupils feel safe in school and many feel that the school deals well with bullying. Most take part regularly in a wide range of sporting activities, for example sailing and futsal as well as regional and national sports. A majority understand how to lead a healthy lifestyle.

In many lessons pupils behave well. Many pupils are focused and ready to learn, and they show a positive attitude to work. A minority feel that the few pupils who do not behave well in lessons and around the school have a negative impact on their learning. A few pupils are not punctual to lessons.

Attendance improved in 2014 but it remains below the expected level when compared with that in similar schools. Attendance rates place the school in the bottom quarter compared to similar schools. Levels of persistent absence and the number of days lost because of fixed-term exclusions are higher than national levels.

A majority of pupils feel that school listens to them. Through groups such as the student management team, school council, sports council and eco group, pupils play an important role in school life and are suitably involved in making decisions. They influence a range of aspects, for example improving the rewards system, organising sports activities and acquiring lockers.

Most pupils participate actively in a wide range of community activities and charity work that help to develop their social and life skills well. Many show respect, care and concern and take on responsibility for their actions and work.

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

The school provides a broad and balanced curriculum at key stage 3 and key stage 4, which meets statutory requirements. At key stage 3 the curriculum builds appropriately on pupils' existing knowledge, understanding and skills from the previous key stage. At key stage 4 and in the sixth form, an extensive range of courses, including many vocational options, provides valuable experiences for the full range of pupils. The high take-up of vocational courses has led to most pupils gaining the level 2 threshold at key stage 4. Successful links with the local college and other providers offer opportunities for many pupils, including the more vulnerable, to succeed. A wide range of extra-curricular activities enhances pupils' learning experiences, including the Duke of Edinburgh's award, music and drama productions and residential visits.

The school has made sound progress in the planning and implementation of the Literacy and Numeracy Framework, with a strong focus on developing literacy. The overall co-ordination for skills is well organised. However, this has not had an impact on improving the accuracy of pupils' writing or in pupils using their numeracy skills in appropriate subject areas.

Provision for Welsh second language is appropriate at key stage 3 and key stage 4. The proportion of pupils entered for the full course qualification in Welsh second language is increasing. The Welsh dimension features well in subjects other than Welsh and in the activities of the school, such as the Urdd club, visits to Glan Llyn and an Eisteddfod for Year 7 pupils. There are sound opportunities for the systematic development of Welsh outside lessons through the introduction of enrichment registration groups.

The school provides comprehensive opportunities for pupils to learn about sustainable development and global citizenship through the curriculum as well as extra-curricular activities. The eco group are enthusiastic advocates and have brought about improvements such as energy savings and recycling.

Teaching: Adequate

Nearly all teachers have secure subject knowledge and develop strong working relationships with pupils.

In the majority of lessons, teachers plan activities carefully and use an appropriate range of tasks and resources to suit pupils' interests, needs and ability. They set clear objectives against which they monitor pupils' progress and give pupils effective oral feedback on their work. They also manage behaviour positively to ensure that pupils remain focused on their learning. In a minority of lessons, teachers use skilful questioning to develop pupils' understanding. In a very few lessons, teachers deploy highly effective strategies to develop pupils' independent learning skills and motivate them to make rapid progress.

In a minority of lessons where teaching is less effective, teachers do not plan activities that are suitably challenging, especially for more able pupils. They do not review pupils' progress effectively. In a few lessons, too much of the learning is teacher directed. As a result, pupils have insufficient opportunities to develop their skills independently. In a very few lessons, teachers do not use questioning techniques skilfully enough to engage pupils or develop their responses, and the pace of learning is too slow.

Nearly all teachers mark work regularly. However, within and across subjects, the approach to providing pupils with detailed written feedback is not consistent. Many comments provide pupils with clear guidance on how to improve their work. In the best examples, teachers give helpful advice, which pupils use well to improve their work. Nearly all teachers mark pupils' work regularly to identify spelling and punctuation errors. However, many teachers do not ensure that pupils act upon their advice to improve the accuracy and quality of their writing.

The school has appropriate systems to track and monitor the pupils' progress. These systems are increasingly effective at key stage 4. However, they are less well developed at key stage 3. Reports to parents provide clear information regarding pupils' progress and give specific targets for improvement. They also provide a useful opportunity for pupils to comment on progress.

Care, support and guidance: Adequate

The school has appropriate arrangements for promoting healthy eating and drinking. The extensive range of extra-curricular activities encourages pupils to get involved in the school and wider community and makes a significant contribution to the physical development of pupils. Thought-provoking assemblies and religious education lessons provide good opportunities for pupils to reflect on their own beliefs and explore a wide range of moral issues.

The school has introduced new procedures to address pupil behaviour, deal with incidents of bullying and improve attendance. However, a few parents and pupils consider that staff do not always apply these procedures consistently. It is too early to see the impact on attendance.

The school's well-planned personal, social education programme provides pupils with valuable information about global citizenship, sex and relationships education, health education and substance misuse. A wide range of external agencies provides effective support for the programme.

Strong transition planning with partner primary schools enables Year 7 pupils to settle quickly. Information for pupils and parents concerning transition to the school and options choices at key stage 4 and post 16 is comprehensive. The school has revised its arrangements for careers advice and guidance for post 16 pupils. However, it is too early to judge the impact of these on improving standards and wellbeing.

Vulnerable pupils receive well-targeted support from mentors and support workers across the curriculum. The school has comprehensive arrangements for identifying, supporting and monitoring pupils' additional learning needs. Individual education and personal support plans set suitable targets and staff review them regularly. As a result, pupils with additional learning needs make good progress.

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

Learning environment: Good

Prestatyn High School is a fully inclusive community where pupils enjoy equal access to all areas of the curriculum, and are part of 'a community achieving together', irrespective of their background or ability. It has a welcoming environment where pupils feel valued and respected. Due account is taken of statutory policies to ensure that responsibilities for equality and diversity are well met.

The accommodation is well maintained and is sufficient for the number of pupils on roll. The school buildings and grounds are secure. Many classrooms are welcoming and contain relevant and stimulating subject displays. The school has improved its provision for sports facilities by introducing a multi-use games area. Learning resources are well matched to pupils' needs. Provision of personal netbooks enables all pupils to have access to high quality information and communication technology to support their learning. Displays throughout the school are attractive and stimulating. They support learning well and celebrate achievement.

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

The headteacher provides clear vision and strategic direction for the school. Supported well by the senior leadership team, he communicates his vision for school improvement consistently to the staff, pupils and the wider community. Senior leaders provide purposeful leadership and have a sound understanding of the school's strengths and areas for improvement.

The school's priorities are clear and reflect the national priorities for literacy, numeracy and tackling disadvantage, as well as important areas identified through the school's self-evaluation processes, such as improving the quality of teaching and raising standards of pupils' behaviour.

The positive impact of the school's leadership can be seen in the school's caring ethos, in the opportunities it creates for pupils to be involved in school life and in the strong outcomes in the indicators that include a wide range of GCSE and vocational qualifications. However, leadership has not had enough impact on improving performance at GCSE in English and mathematics or attendance.

Line management and leadership meetings are organised appropriately and there is increasing accountability across the school to improve outcomes for pupils in core subjects, particularly in key stage 4. However, there is inconsistency in the quality of meetings between senior and middle leaders, and, in a few cases, middle leaders are not held to account robustly enough for their areas of responsibility.

Performance management arrangements are organised appropriately. Targets from the performance management process generally align well to whole school priorities and they inform professional development opportunities for staff. However, there is variation in the quality of how performance management records have been completed and evaluated. A few evaluations lack enough detail and clarity.

The use of data to monitor pupils' outcomes across the school is improving, particularly in key stage 4 and the sixth form. In key stage 4, targets set for headline indicators that include a wide range of GCSE and vocational qualifications are challenging. However, targets for school performance measures that include core subjects are less challenging and do not always set the ambition for the school sufficiently.

The majority of curriculum and pastoral leaders work hard to deliver appropriate outcomes for pupils. However, a few middle leaders do not hold their teams to account consistently to ensure that all pupils make sufficient progress.

Governors are passionate about the school and understand their roles well. Their understanding of performance data, self-evaluation and planning is improving and they provide appropriate challenge to the school. There are suitable links between the governing body and curriculum areas and all governors are involved in this role. Associate pupil governors attend all meetings and learner voice is a standing item on all agendas.

Improving quality: Adequate

The processes of self-evaluation and planning for improvement are well established and senior leaders use well the outcomes of self-evaluation activities to form the basis of school improvement planning. While the self-evaluation report is evaluative of most areas of the school's work, noting strengths clearly, areas for improvement are not always as self-critical. There is a detailed analysis of performance information, including that for different groups of pupils, and the school uses quantitative data from surveys and external reviews to help secure sound judgements. However, judgements on provision and leadership do not take sufficient account of the impact on standards and wellbeing.

In many book reviews and lesson observations, senior leaders provide beneficial comments to staff in order to improve areas in teaching and learning. In very few examples, the comments are not evaluative enough to help teachers improve their practice. There are well-established procedures to gain the pupils' views and the views of parents are collected appropriately through surveys and meetings. These play a full role in the school's self-evaluation processes.

Departmental self-evaluation reports all follow a common format and address relevant aspects related to standards, teaching and leadership. Data analysis by many middle leaders is performed well, as are book sampling and lesson observations. However, the evaluation of such first-hand evidence does not lead to effective strategies for improvement in a few departments.

The school improvement plan is comprehensive and detailed, and is based on the findings in the self-evaluation report. While the targets relating to raising standards are appropriate, the level of challenge they set out for the school is variable. The plan lists seven worthwhile priorities and differentiates proposed actions according to those involving all, most or some staff. The criteria for success are measurable and plans are fully costed. However, there is not enough focus on key milestones for monitoring and reviewing progress.

Departmental improvement plans include whole school, national and departmental priorities. In a minority of plans, the intended outcomes of planning are focused on clear success criteria with appropriate deadlines and robust plans for monitoring progress. In a few cases, however, priorities from the evaluation reports are not included in the improvement plans and success criteria and the monitoring processes lack rigour.

Partnership working: Good

The school engages well with the local college and other providers to extend the range of collaborative courses for pupils in key stage 4 and the sixth form. These partnerships have a positive impact on pupils' learning experiences, including those of disadvantaged learners. Joint planning and resourcing have ensured that pupils have a greater choice of options to study. There are appropriate quality assurance procedures in place for the collaborative provision.

The relationship with partner primary schools is strong and contributes to the smooth transition of pupils from Year 6 to Year 7. There is a range of worthwhile projects started in the primary schools and completed in the secondary school that help pupils to settle quickly into Year 7.

Valuable links with parents ensure that they are well informed about the school's work and their children's wellbeing and progress.

Links with the community are productive and well developed. Through this partnership, pupils have raised significant sums for local and national charities. Good working relationships with external agencies and local businesses make worthwhile contributions to the provision for pupils' personal and social development.

The school's partnerships with a broad range of agencies, including the local authority and social services, help to promote inclusion and engagement in learning effectively. These include beneficial links to support learners and their families with multi-disciplinary agencies.

Resource management: Adequate

The school is appropriately staffed to meet the requirements of the curriculum and support learning. Support staff are deployed well and make a valuable contribution to the life of the school.

The school supports leadership development by using beneficial short-term secondments to the senior leadership team for middle leaders. All teachers are involved in professional working groups focused on the key priorities of literacy, numeracy and improving teaching. The school encourages staff to share professional knowledge and good practice regularly by providing all teachers with a designated non-contact session to do so. However, the impact of these groups has not improved the accuracy of pupils' writing and it is too early to measure their impact on raising the quality of teaching and assessment.

There are suitable systems to ensure that funding is directed towards strategic priorities. Spending priorities are focused appropriately on areas for improvement. The pupil deprivation grant is well spent and sixth form provision is cost effective through the school's collaborative links with other providers. Planned developments are costed carefully and the headteacher, business and finance manager and governors review spending closely.

In view of the adequate standards achieved by pupils, the school provides adequate value for money.

Appendix 1

Commentary on performance data

At key stage 3, performance in the core subject indicator has improved over the last three years but has been consistently below the average for its family of schools. When compared with similar schools based on levels of eligibility for free school meals, the school's performance has placed it in the lower half for the last two years. When compared with modelled expectations over the last three years, performance is as expected. English performance at level 5 and above has improved over the last three years, and is in line with the family average. Over the last two years, this improvement has placed the school in the upper half of similar schools based on levels of eligibility for free school meals. Performance in English at level 6 and above has improved significantly in 2014, although it remains below the family average. This improvement places the school in the upper half of similar schools, from being in the bottom quarter in the previous two years. Mathematics performance at level 5 and above has improved over the last three years and has been above the family average. At level 6 or above, performance in mathematics declined slightly in 2014 after improving in 2013, although it remains above the family average. In terms of free-school-meal benchmarks, in 2014, mathematics performance at both level 5 and level 6 and above places the school in the upper half of similar schools. Performance in science at level 5 or above has improved over last three years. In 2014, this performance is slightly above the family average after being below in 2012 and 2013. Performance in this indicator has placed the school in the upper half of similar schools for the last two years. At level 6 and above, performance in science has improved significantly in 2014 but it remains below the family average and places the school in the lower half of schools from previously being in the bottom quarter. In 2013, pupils' progress from the previous key stage is above expectations for mathematics, but below expectations for all other indicators.

At key stage 4, provisional data for 2014 shows that performance in the level 2 threshold including English and mathematics has improved after a sharp decline in 2013. However, performance places the school in the bottom quarter of similar schools for both 2013 and 2014. For the past four years, this performance has been below family averages. Performance has been below modelled expectations and Wales averages for the past two years. Performance in the core subject indicator shows a similar pattern to that in the level 2 threshold including English and mathematics. Provisional data for 2014 shows that performance in this indicator places the school in the lower half of similar schools from previously being in the bottom quarter. Provisional data in 2014 for the level 2 threshold performance shows a steady improvement and this performance remains significantly higher than the family and Wales averages. Performance in this indicator has placed the school in the top quarter of similar schools based on levels of eligibility for free school meals for the past four years. The difference between the proportion of pupils achieving the level 2 threshold and those achieving the level 2 threshold including English and mathematics has increased over the past four years and remains significantly higher than the averages for similar schools and nationally. Provisional data for 2014 indicates that performance in the capped score remains the same as in 2013. This has placed the school in in the top quarter of similar schools and above modelled

expectations for the past four years. Nearly all pupils achieve the level 1 threshold and, over the past three years, performance has been above the family average and generally places the school in the upper half of similar schools based on levels of eligibility for free school meals.

Provisional data for 2014 indicates that performance in English has improved after a decline in 2013. However, it has been below family averages and has placed the school in the lower half of similar schools in terms of free-school-meal benchmarks for the past four years. Provisional data for 2014 indicates that performance in mathematics also improved in 2014 after a decline in 2013, but the school has performed below the family average for this indicator for the past four years. Mathematics performance has placed the school in the lower half of similar schools for the past two years having previously been in the upper half of similar schools based on free-school-meal benchmarks. In 2013, pupils' progress from the previous key stages was better than expected in the capped points score, the level 2 threshold and the level 1 threshold, but it was significantly below expectations in all other indicators.

No pupil has left the school without a qualification in the past two years and many pupils continue in full-time education after 16. No pupils who left school at 16 are reported as being not in education, employment and training.

In the sixth form, 2014 provisional data for the level 3 threshold shows that performance is in line with local authority averages and above family and national averages. However, the average wider points score has been well below the family, local authority and national averages for the last four years.

At key stage 3, girls do better than boys in the core subject indicator, mathematics and science and the gap in performance is greater than the family average. The gap in performance is greater than family and Wales averages in English at level 6 and above, where girls perform better than boys. Boys do better than girls in mathematics at level 6 and above and this performance is in contrast to family and Wales averages where girls perform better than boys. At key stage 4, boys do better than girls in the level 2 threshold, the level 1 threshold and mathematics, which is in contrast to family and Wales averages where girls do better than boys. However, boys do not do as well as girls in English, and the gap in performance is larger than the family and national averages.

In key stage 3 in 2013, pupils eligible for free school meals perform higher than the family and Wales averages in mathematics at the expected and higher levels. Their performance in the core subject indicator, English and science is in line with family averages and higher than Wales averages. At level 6 and above, the performance of pupils eligible for free school meals is the lowest compared with similar pupils in their family of schools and worse than Wales averages. Unverified school data for 2014 shows that pupils eligible for free school meals have improved their performance in the core subjects at key stage 3, making strong progress in English and science in particular.

At key stage 4, there is an improving trend for pupils eligible for free school meals who perform higher than the family and Wales averages in the level 2 threshold, capped points score and level 1 threshold. However, up to 2014 the performance of these pupils shows a declining trend for performance in the level 2 threshold including English and mathematics and the core subject indicator. This performance is lower than for similar pupils in the family and nationally in these indicators. Unverified school data for 2014 shows that performance of pupils eligible for free school meals has improved in all indicators, with significant improvement in English and the core subject indicator. Pupils with special educational needs achieve better than expected.

In key stage 3 assessments, in 2014, performance in oracy has improved and is above the family average. Reading performance has improved over the last four years, and has been above the family average for the last two years. Writing performance has shown significant improvement in 2014 but remains below family and national averages.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Secondary Questionnaire (Overall)

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	333	73 22%	229 69%	28 8%	3 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	3%	1%	
The school deals well with any bullying	333	58 17%	193 58%	67 20%	15 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	58%	14%	2%	
I have someone to talk to if I am worried	332	90 27%	198 60%	38 11%	6 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	334	50 15%	177 53%	92 28%	15 4%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	57%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	331	142 43%	169 51%	14 4%	6 2%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	8%	1%	
I am doing well at school	333	84 25%	229 69%	16 5%	4 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	331	88 27%	219 66%	21 6%	3 1%	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	334	39 12%	193 58%	78 23%	24 7%	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	333	128 38%	176 53%	26 8%	3 1%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	47%	7%	1%	
Pupils behave well and I can get my work done	334	18 5%	179 54%	116 35%	21 6%	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	331	58 18%	177 53%	72 22%	24 7%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	51%	17%	4%	

		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	333		27 8%	173 52%	113 34%	20 6%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			16%	54%	25%	5%	
I am encouraged to do things for myself and to take on responsibility	334		82 25%	228 68%	18 5%	6 2%	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	333		96 29%	201 60%	32 10%	4 1%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			36%	54%	9%	1%	
The staff respect me and my background	334		69 21%	215 64%	40 12%	10 3%	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	329		80 24%	210 64%	31 9%	8 2%	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	139		34 24%	71 51%	27 19%	7 5%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	52%	15%	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	29		7 24%	11 38%	6 21%	5 17%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28%	50%	16%	6%	

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.	372	131 35%	212 57%	14 4%	6 2%	9	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	369	137 37%	214 58%	12 3%	4 1%	2	Mae fy mhlentyn yn hoffi'r ysgol hon.
		46%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	373	167 45%	183 49%	14 4%	5 1%	4	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		49%	45%	3%	1%		
My child is making good progress at school.	370	126 34%	209 56%	15 4%	4 1%	16	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	369	43 12%	208 56%	59 16%	15 4%	44	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	367	78 21%	239 65%	18 5%	5 1%	27	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	340	128 38%	194 57%	7 2%	3 1%	8	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		50%	45%	2%	0%		
The homework that is given builds well on what my child learns in school.	338	71 21%	204 60%	28 8%	11 3%	24	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		31%	53%	8%	2%		
Staff treat all children fairly and with respect.	368	79 21%	208 57%	39 11%	9 2%	33	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		32%	48%	9%	2%		
My child is encouraged to be healthy and to take regular exercise.	368	80 22%	210 57%	43 12%	3 1%	32	Caiiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	53%	7%	1%		
My child is safe at school.	371	105 28%	231 62%	17 5%	6 2%	12	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		41%	52%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	357	81 23%	182 51%	28 8%	10 3%	56	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		32%	46%	7%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	363	97 27%	197 54%	45 12%	6 2%	18	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		33%	50%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	369	139 38%	194 53%	24 7%	8 2%	4	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		41%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	371	80 22%	191 51%	52 14%	9 2%	39	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		27%	50%	10%	2%		
The school helps my child to become more mature and take on responsibility.	341	95 28%	192 56%	30 9%	3 1%	21	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		36%	53%	5%	1%		
My child is well prepared for moving on to the next school or college or work.	353	74 21%	165 47%	36 10%	6 2%	72	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		26%	46%	8%	2%		
There is a good range of activities including trips or visits.	367	105 29%	195 53%	32 9%	10 3%	25	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	49%	9%	2%		
The school is well run.	365	118 32%	202 55%	18 5%	10 3%	17	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

Appendix 3

The inspection team

Mrs Jackie Gapper	Reporting Inspector
Mr Anthony Mulcahy	Team Inspector
Mrs Bethan Whittall	Team Inspector
Mr Robert Davies	Team Inspector
Mr Alwyn Thomas	Team Inspector
Mr Steven Pringle	Team Inspector
Mrs Justine Elaine Barlow	Lay Inspector
Mrs Catherine Edwards	Peer Inspector
Mr Alan Leighton Rowlands	Peer Inspector
Mr Gavin Turner	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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.