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

A report on

Pen-Y-Dre High School
Gurnos Estate
Merthyr Tydfil
CF47 9BY

Date of inspection: November 2015

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.

Publication date: 15 January 2016

Context

Pen-Y-Dre is an English-medium 11-16 school maintained by Merthyr Tydfil local authority. There are 534 pupils on roll. This figure has fallen since the last inspection in 2008, when there were 878 pupils on roll. Around 36% of pupils are eligible for free school meals, which is above the national average of 17.4%.

The school serves a catchment area consisting of the large Gurnos Estate, as well as a number of valley communities on the edge of the Brecon Beacons. Pupils come mainly from six partner primary schools. Seventy per cent of pupils live in the 20% most deprived areas in Wales. Nearly all pupils speak English as their first language and come from a white British background.

The percentage of pupils with special educational needs is around 59%, which is significantly higher than the national average of 25%. The percentage of pupils who have a statement of special educational needs is below the national average of 2.5%.

The headteacher took up post in September 2012. The senior leadership team consists of a deputy headteacher and two assistant headteachers. Two additional senior leaders were seconded onto the senior team in January 2015 to address school improvement priorities.

The individual school budget per pupil for Pen-Y-Dre High School in 2015-2016 means that the budget is £5,365 per pupil. The maximum per pupil in the secondary schools in Merthyr Tydfil is £5,365 and the minimum is £4,283. Pen-Y-Dre High School is first out of the four secondary schools in Merthyr Tydfil in terms of its school budget per pupil.

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

Current performance

The school's current performance is judged to be adequate because of:

- A trend of improvement in nearly all indicators
- Pupils' performance at key stage 4 in those indicators that include a wide range of qualifications
- Pupils' performance at key stage 3
- The good behaviour of most pupils, and their positive attitudes to learning
- The good relationships between teachers and pupils
- The stimulating teaching approaches employed by most teachers
- The strong positive and inclusive ethos of the school

However:

- Pupils' performance in the level 2 threshold including English and mathematics is below modelled outcomes
- Pupils' performance at key stage 4 in English and mathematics has placed the school in the lower half of similar schools in the last three years
- Feedback to pupils does not assist pupils well enough to identify the next steps in their learning

Prospects for improvement

The school's prospects for improvement are judged to be good because:

- The headteacher provides strong and purposeful direction to the school
- School leaders work well together to create a strong, caring and supportive ethos that focuses on the achievement and wellbeing of every pupil
- The strong focus on outcomes and provision at the school has resulted in improving standards
- A robust use of data allows the school to monitor pupils' performance
- The governing body holds the school to account well for the outcomes achieved by the pupils
- Processes for self-evaluation provide a strong evidence base from which to plan for improvement
- Improvement planning draws well on self-evaluation processes, although school and departmental improvement plans do not focus well enough on key areas for development

Recommendations

R1 Raise pupils' standards at key stage 4 in the level 2 threshold including English and mathematics and in the core subjects

R2 Improve pupils' independent learning skills and thinking skills

R3 Improve the quality and effectiveness of all aspects of assessment

R4 Strengthen improvement planning at all levels to focus on key priorities for development

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, over the last three years performance has improved in nearly all indicators. However, in 2015, in the majority of indicators, pupils' performance places the school in the lower half of schools based on levels of eligibility for free school meals.

Performance in the level 2 threshold including English and mathematics and at level 2 has improved over the last three years. In 2015, pupils' performance in the level 2 threshold including English and mathematics is just below modelled outcomes and has placed the school in the lower 50% of similar schools based on levels of eligibility for free school meals for the last three years. Performance in the capped points score has improved, and in 2015, it places the school in the upper 50% of similar schools. Performance at the level 1 threshold is strong and, in 2015, places the school in the top 25% of schools. However, pupils' performance in the core subjects has placed the school in the lower 50% of similar schools for the last three years. For the last two years, the proportion of pupils gaining five grades at A* or A at GCSE compared favourably with the family average although, in 2015, this proportion has fallen to below the family average.

At key stage 3, there has been an upward trend in all indicators over the last three years. Pupils' performance in the core subject indicator has improved sharply over this period and, in 2015, it is significantly above modelled outcomes. Outcomes in the core subject indicator, in English and in mathematics all place the school in the top 25% of similar schools in 2015.

At key stage 3, the gap between girls' and boys' performance has narrowed. However, at key stage 4, in those indicators that include English and mathematics, boys do not perform as well as the average for boys in the family of schools. In the level 1 threshold, boys and girls have performed better than the average for the family of schools. In science, boys have outperformed girls in the last two years.

At key stage 3, the performance of pupils eligible for free school meals has improved steadily over the last five years.

At key stage 4, the performance of pupils eligible for free school meals in the level 2 threshold including English and mathematics, and in the level 2 threshold is above the family average. At level 1, pupils eligible for free school meals perform very well and, in 2015, all pupils eligible for free school meals have achieved the level 1 threshold. However, in the core subject indicator, the performance of pupils eligible for free school meals is below the family average.

Progress made by pupils from key stage 2 and to the end of key stage 4 in the capped points score, and in the level 1 and level 2 thresholds is significantly better

than expected. However, in the core subjects, pupils' progress from previous key stages is below expectations. Pupils with special educational needs achieve well. In a majority of lessons, pupils make good progress. They recall previous learning well, and apply this effectively to new contexts.

Most pupils respond very positively to the tasks set by their teachers. They listen carefully to their teachers and to one another, and work productively in groups and in pairs. However, many pupils do not develop the skills they need to work independently well enough.

A majority of pupils express themselves confidently when speaking. However, a minority of pupils do not give extended oral responses, or develop well enough their ability to discuss ideas. In a few subjects, many pupils develop their writing skills suitably, and use an appropriate range of writing styles for different purposes and audiences. In a majority of subjects, pupils write using a suitable range of subject specific vocabulary. However, a minority of pupils across the ability range make basic errors in their spelling. In a few lessons, pupils develop their reading skills well. They extract information aptly from a range of texts to develop their understanding.

Pupils develop their numeracy skills appropriately outside mathematics lessons. For example, in geography and science, many pupils use their numeracy skills well to analyse and present data.

Pupils develop their information and communication technology (ICT) skills well in range of contexts, using a wide variety of applications across the curriculum. In a few lessons, pupils gather information to solve problems successfully. However, many pupils do not develop their thinking skills well enough, and this limits their ability to evaluate and plan, and to develop their ideas.

Standards in Welsh second language have improved considerably in recent years. Many pupils make good progress in Welsh second language at key stage 3. At key stage 3, performance at level 5 places the school in the upper quarter of similar schools based on levels of eligibility for free school meals and in the upper half at the higher levels. A majority achieve a qualification at key stage 4. However, very few pupils are entered for a full course qualification. In lessons, many pupils write confidently and accurately in Welsh, speak clearly and pronounce words correctly.

Wellbeing: Good

Nearly all pupils feel safe in school. Most pupils believe that the school deals well with the very few incidents of bullying, and nearly all say that they have someone to talk to if they are worried. Most pupils know how to live a safe and healthy lifestyle. Around half take part in extra-curricular sports programmes.

The proportion of pupils who are persistently absent has decreased by over 10 percentage points since the last inspection. Overall, pupils' attendance has improved over the last five years. However, in 2015, pupils' attendance places the school just below the median when compared with similar schools.

Most pupils behave well in classes and around the school. Whilst rates of short term exclusions have been variable over the past three years, there were no permanent exclusions in 2014.

Pupils' involvement in community activities is high, with nearly all pupils taking part in activities such as charity days and sponsored events. They clearly demonstrate a genuine pride in the school and in their locality, and a minority of pupils have a powerful impact on community life. For example, pupils have worked with Forsythia Youth organisation to shape local decision-making and counter negative stereotypes about Merthyr Tydfil. This resulted in a multi-generational, multi-media project and a national exhibition called 'Graphic moves'.

Pupils respond well to a wide range of opportunities to express their views on school life, and have made an impact on approaches to teaching and learning. The school parliament provides an effective voice for pupils, and members of the parliament take their roles and responsibilities seriously and with pride. It contributes well to procedures for appointing staff, and has a direct impact on improvements around the school and in the local community.

Pupils develop good personal and social skills that prepare them well for life and work outside the school. Many have a positive attitude to learning, and develop the skills needed to move on to the next stage in their learning.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a broad and balanced curriculum that meets the needs of all pupils. It reflects the vision and aims of the school well. There are sound processes for pupils at key stage 3 to build appropriately on their learning at key stage 2. At key stage 4, pupils have a suitable range of learning pathways that are appropriate to their needs that include academic and vocational subjects. In partnership with the local 14-19 network, there is an extensive range of effective provision for pupils at risk of disaffection.

In partnership with businesses in the local community, a range of activities is available for all pupils to raise their awareness of employment skills. This provides valuable support for the next stage of pupils' learning and employment.

Pupils are supported well to overcome barriers to learning, and the school pays good attention to raising pupils' aspirations. There are many valuable extra-curricular clubs that enrich pupils' learning.

The school has effective strategies for the improvement of standards in literacy and numeracy with cross-phase projects with primary schools and acceleration programmes. It has implemented the Literacy and Numeracy Framework systematically. This provides opportunities for pupils to use and improve their skills appropriately in many subjects.

There is suitable curriculum time and appropriate opportunities to learn Welsh. However, a minority do not achieve a qualification at key stage 4. The school has promoted Welsh strongly over the last three years and there are valuable opportunities for pupils to develop their language skills in a wide range of extra-curricular activities. The school is one of only 10 schools participating in the innovative 'Cymraeg Bob Dydd' scheme.

The school provides suitable opportunities within schemes of work and extra-curricular activities, and in developing pupils' knowledge and understanding of global citizenship and sustainability.

Teaching: Adequate

Nearly all teachers have very positive working relationships with their pupils. They establish and maintain a well-managed learning environment with high expectations of good behaviour. As a result, pupils enjoy their learning, and are receptive to new challenges.

Most teachers plan well-structured lessons that set clear goals for pupils' learning. They use a wide range of teaching approaches, and devise stimulating learning activities that engage pupils successfully.

A minority of teachers set tasks that are suitably challenging. They pay good attention to the different needs and aspirations of their pupils and extend the learning of the more able pupils in their classes well. They consolidate pupils' learning well at the end of the lesson, and set appropriately challenging homework. They develop pupils' literacy effectively within the context of the subject they are teaching.

Many teachers use frameworks to guide pupils to construct their responses. In a minority of cases, however, teachers over direct pupils' work, and this limits the development of pupils' ideas and their ability to work independently. In a minority of instances, teachers do not question in a way that helps pupils to develop their understanding, or provide pupils with sufficient opportunities to extend their oral responses.

Nearly all teachers know their pupils well, and use strategies that support different groups of pupils to take an active part in their learning. However, in around half of lessons, teachers do not plan well enough to challenge learners of all abilities.

Many teachers provide useful verbal feedback that helps pupils to improve their work. Generally, they identify clearly what pupils need to do to achieve their targeted levels and grades. However, in a minority of cases, teachers do not communicate well enough what pupils need to do to be successful in reaching the intended outcomes of lessons. Many teachers provide opportunities for pupils to assess one another's work. However, in a minority of cases, this activity is too superficial to develop pupils' understanding.

Many teachers mark pupils' work regularly. In their written feedback to pupils, a majority of teachers provide valuable comments that help pupils to improve their

work. However, a minority of teachers' comments are too superficial and do not assist pupils well enough to identify the next steps to develop their learning.

There are suitable systems for teachers to collect assessment information at regular points in the school year. This gives staff a useful overview of the achievement and progress of individual pupils. Appropriate support is provided for pupils who are underachieving.

The school provides regular reports that inform parents well about their children's progress. The annual reports give a clear account of pupils' achievements, strengths and areas for development.

Care, support and guidance: Good

Provision for developing and supporting pupils' health and emotional wellbeing is a strong feature of the school.

The school makes appropriate arrangements for promoting healthy eating and pupils' health by providing a wide choice of healthy food on site and a broad range of fitness activities. There is a comprehensive programme for personal and social education that is supported effectively by a range of outside speakers and providers. This supports well the spiritual, moral, social and cultural development of pupils. There is a wide range of effective procedures to ensure high standards of behaviour. The school deals well with the few incidents of bullying, and the behaviour policy is implemented consistently by staff and is well understood by pupils. This has a positive impact on the very low permanent exclusion rates of the school.

The school provides high quality, personalised and confidential support for pupils of all abilities, which contributes very well to their wellbeing. Clearly targeted support helps vulnerable pupils to achieve well. Designated learning coaches appointed to give specialist support to vulnerable groups, including those eligible for free school meals, provide very effective support and guidance.

The school provides useful information for pupils and parents regarding learning pathways and career choices. Pupils and their parents receive specific and appropriate support and guidance with regards to transition from key stage 2 to key stage 3, and key stage 3 to key stage 4. They are well supported through transitional periods.

Effective strategies are employed by the school to improve attendance rates.

Support for pupils with additional learning needs is strong. The school is fully inclusive, with all pupils accessing the National Curriculum. Pupils with additional learning needs are supported appropriately in mainstream classes where possible, in order to achieve their potential. All statutory requirements are met and the individual educational and behaviour plans offer valid targeted support for all pupils with additional educational needs.

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

Learning environment: Good

The school works relentlessly to improve the life chances of all pupils, and its motto of "Aspire Achieve Believe" permeates all aspects of its work. There is a very positive and inclusive ethos, which promotes strong values of care and respect. There is a relationship of trust between pupils and staff, which contributes significantly to the overall atmosphere in the school.

Pupils have equal access to the curriculum, and gender and social stereotypes are challenged effectively. The school provides many worthwhile opportunities for pupils to be involved in its life and work.

The internal accommodation varies in quality but is generally well maintained and fit for purpose. The addition of the new learning resource centre provides a valuable base for pupils to develop their literacy and attitudes to learning. Sports facilities have recently been improved effectively, with investment in an indoor climbing wall and an upgrade to the internal facilities. Classroom displays celebrate pupil achievement and support learning. Pupils have enough books and equipment to do their work, and there is good provision for ICT.

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

Leadership: Good

The headteacher provides principled and purposeful direction to the work of the school and is assisted ably by a committed senior leadership team. Together, they have created and a strong, caring and supportive ethos that places the achievement and wellbeing of every child at the heart of the school's work. All staff understand and promote the vision well, and this has resulted in a strong sense of teamwork at the school.

There is a robust focus on improving outcomes and provision at the school, and leaders set suitably challenging targets for its performance. This has resulted in steady improvement over the past three years in the main performance indicators, including those that include English and mathematics.

The recent restructuring of the senior leadership team has strengthened its capacity to bring about improvement. Whilst there is clarity in the leadership structure, some areas of responsibility overlap. In a few instances, this limits leaders' capacity to effect change. Leaders at all levels have high expectations of those they manage and communicate these expectations well. Leaders manage the performance of colleagues effectively, including through formal performance management, and issues of under-performance are dealt with robustly.

The work of the school is supported effectively by a calendar of meetings. Meetings are purposeful and focus strongly on key school priorities. However, there is insufficient time for faculty teams to develop strategies to improve teaching and learning.

Middle leaders contribute well to the school's strategic vision to improve standards. They understand the important role they have to play in securing improved outcomes and manage their colleagues purposefully. Working effectively in teams, they support the school's aims and priorities.

Leaders have ensured that data is used robustly to set challenging targets and to monitor progress against them. This has created a strong culture of support for the achievement of each child at the school. There is a strong emphasis on monitoring carefully the current progress of each pupil against key performance indicators and intervening where appropriate. Data is also used effectively at a strategic level. Leaders analyse trends, including the performance of individual groups of learners, and use the information purposefully to tailor provision and support.

The governing body supports the work of the school well. It receives regular and thorough reports about the performance of the school and understands the key trends and issues for improvement. A series of committees provides helpful strategic support for the work of the senior leadership team. Individual governors link well with faculties within the school and attend faculty meetings regularly. The governing body holds the school to account well for the outcomes achieved by the pupils and is developing an appropriate balance between support and challenge.

Improving quality: Adequate

Self-evaluation is well-established at the school and is a routine part of its life and work. Self-evaluation draws on an appropriate range of first-hand evidence including the analysis of data and trends, the findings from lesson observations and the scrutiny of work in pupils' books and files. This gives the school a strong evidence base from which to evaluate its work.

The analysis of data is robust within the school's self-evaluation and this has led to an appropriately realistic view of its overall performance. The school self-evaluation report is thorough and detailed. It measures performance against the common inspection framework, although in a few instances there is confusion between quality indicators. It is appropriately evaluative overall, although its analysis of strengths is, in a few instances, too generous. Areas for development are incorporated suitably into school improvement plans and are monitored rigorously.

Faculty self-evaluation reports are also very detailed and wide-ranging. They mirror the approach contained in the school's self-evaluation report and contain a great deal of information. They work to a common template, which aids consistency. In most cases, the analysis they offer is sound and helpful. However, overall, the number of issues covered by the reports prevents a sense of clear focus on key messages, including those relating to the core business of teaching and learning.

Generally, the school improvement plan draws appropriately from information contained in the self-evaluation report. There is a clear and suitable focus on the outcomes achieved by pupils at the school. Actions are supported by appropriate timescales and resources. Whilst many of the priorities in the school improvement plan are appropriate, the numerous actions included in the plan limit a sharp focus on the key areas for development.

Faculty improvement plans reflect the school improvement plan appropriately, addressing school and national priorities alongside issues that relate more specifically to the faculties themselves. Overall, they are helpful documents that provide a useful framework for improvement. However, the reports contain many action points and it is not always sufficiently clear what the key developmental priorities are. Consequently, the documents, overall, lack a sharp sense of focus and priority, especially in relation to the planning for the improvement of teaching.

The school is increasing its capacity to listen to the views of pupils as part of its self-evaluation activities. This is providing it with useful information to plan for improvement, although it is at an early stage of development.

Partnership working: Good

The school has established a wide range of effective partnerships to support its work.

It works well with partner primary schools to provide a beneficial range of link projects to support pupils when they move from primary to secondary school, and to share good practice. This has a positive impact on pupils' wellbeing and standards.

The school's partnership with local 14-19 providers is effective in providing a broad range of courses and bespoke programmes for pupils who might otherwise have been at risk of leaving school without recognised qualifications.

Links with local businesses in the community provide relevant and informative experiences for pupils, including pupil mentoring. This is a strength in the school's provision.

The school is working well with other schools to improve its provision and practice.

There are positive relationships between the school and its parents and carers. The school has developed a wide range of strategies to help parents to engage well with school life. There are strong partnerships with multi-disciplinary agencies that support pupils and their families effectively.

Resource management: Adequate

The school is appropriately staffed to deliver the curriculum. Teaching staff are qualified in the subjects they teach and very few teach outside their specialisms. Support staff work effectively alongside teachers to support the outcomes of pupils at the school.

School leaders use information from performance management well to plan for a range of useful development activities that help teachers to improve their professional expertise. Teachers are involved in a suitable range of working groups at the school and externally, including through the regional consortium. This has enabled teachers to reflect meaningfully on their practice.

The school manages its finances well. Appropriate systems are in place to ensure that the school's budget is subject to proper scrutiny and control, and the school has

been effective in managing the impact of a falling budget due to a declining school roll. The school directs spending carefully to its strategies for improvement and evaluates the impact of these strategies suitably.

The school plans well for the use of specific grants, including the pupil deprivation grant and the money it receives as part of Schools Challenge Cymru.
In view of the adequate outcomes achieved by the pupils, the school provides adequate value for money.

Appendix 1

6754012 - PEN-Y-DRE HIGH SCHOOL

Number of pupils on roll	539
Pupils eligible for free school meals (FSM) - 3 year average	36.0
FSM band	5 (30%<FSM)

Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	**2013**	**2014**	**2015**		
Number of pupils in Year 9 cohort	121	115	109	101		
Achieving the core subject indicator (CSI) (%)	62.8	54.8	69.7	81.2	65.5	83.9
Benchmark quartile	2	4	3	1		
English						
Number of pupils in cohort						
Achieving level 5+ (%)	70.2	65.2	75.2	86.1	69.9	87.9
Benchmark Quartile	2	4	4	1		
Achieving level 6+ (%)	18.2	15.7	20.2	40.6	28.5	52.6
Benchmark Quartile	3	4	4	2		
Welsh first language						
Number of pupils in cohort						
Achieving level 5+ (%)	.	.	.	.	.	90.9
Benchmark Quartile	.	.	.	.		
Achieving level 6+ (%)	.	.	.	.	.	56.1
Benchmark Quartile	.	.	.	.		
Mathematics						
Number of pupils in cohort						
Achieving level 5+ (%)	69.4	66.1	80.7	88.1	78.8	88.7
Benchmark Quartile	3	4	3	1		
Achieving level 6+ (%)	33.9	22.6	20.2	35.6	36.0	59.5
Benchmark Quartile	2	4	4	3		
Science						
Number of pupils in cohort						
Achieving level 5+ (%)	69.4	71.3	78.9	86.1	78.6	91.8
Benchmark Quartile	4	4	4	3		
Achieving level 6+ (%)	24.8	19.1	37.6	54.5	38.0	58.5
Benchmark Quartile	3	4	3	1		

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

. Denotes the data item is not applicable.

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

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

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

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

6754012 - PEN-Y-DRE HIGH SCHOOL

Number of pupils on roll   539
Pupils eligible for free school meals (FSM) - 3 year average   36.0
FSM band   5 (30%<FSM)

Key stage 4

	School				Family average (2015**)	Wales average (2015**)
	2012	**2013**	**2014**	**2015****		
Number of pupils aged 15	142	133	121	115		
Percentage of 15-year-old pupils who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	16.9	33.1	33.9	38.3	33.7	57.6
Benchmark quartile	4	3	3	3		
Achieved the level 2 threshold	60.6	75.2	77.7	77.4	72.1	83.4
Benchmark quartile	2	2	2	3		
Achieved the level 1 threshold	74.6	91.7	95.9	99.1	84.8	94.3
Benchmark quartile	4	2	2	1		
Achieved the core subject indicator (CSI)	16.2	24.8	27.3	25.2	30.2	54.3
Benchmark quartile	4	4	3	4		
Average capped wider points score per pupil	268.6	316.0	328.3	327.5	301.6	342.3
Benchmark quartile	3	2	2	2		
Average capped wider points score plus per pupil	262.6	309.7	319.3	319.3	293.6	337.7
Benchmark quartile	.	.	.	.		
Achieved five or more GCSE grades A*-A	5.6	9.8	9.9	0.9	5.9	16.5
Benchmark quartile	.	.	.	.		
Achieved A*-C in English	30.3	40.6	43.8	48.7	48.5	68.3
Benchmark quartile	4	3	4	3		
Achieved A*-C in Welsh first language	.	.	.	.	0.0	75.1
Benchmark quartile	.	.	.	.		
Achieved A*-C in mathematics	21.1	44.4	40.5	41.7	38.7	64.2
Benchmark quartile	4	3	3	4		
Achieved A*-C in science	52.1	52.6	66.1	63.5	67.6	83.3
Benchmark quartile	2	3	3	4		

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.

. Denotes the data item is not applicable.

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

** Key stage 4 examinations results for 2015 are provisional.

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.

6754012 - PEN-Y-DRE HIGH SCHOOL

Number of pupils on roll	539
Pupils eligible for free school meals (FSM) - 3 year average	36.0
FSM band	5 (30%<FSM)

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	58	37	36	41		
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	6.9	8.1	8.3	24.4	22.9	31.3
Achieved the level 2 threshold	62.1	59.5	55.6	70.7	64.0	68.2
Achieved the level 1 threshold	70.7	86.5	94.4	100.0	79.7	89.2
Achieved the core subject indicator (CSI)	6.9	8.1	8.3	12.2	19.6	28.8
Average capped wider points score per pupil	245.9	283.3	281.4	311.7	276.2	302.1
Average capped wider points score plus per pupil	238.7	274.3	270.7	301.5	268.1	295.1
Achieved five or more GCSE grades A*-A	1.7	10.8	2.8	2.4	2.9	4.3
Achieved A*-C in English	19.0	21.6	13.9	31.7	35.3	44.7
Achieved A*-C in Welsh first language	.	.	.	.	.	51.3
Achieved A*-C in mathematics	10.3	21.6	13.9	24.4	29.0	38.9
Achieved A*-C in science	51.7	45.9	58.3	51.2	61.1	73.5

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.

. Denotes the data item is not applicable.

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

** Key stage 4 examinations results for 2015 are provisional.

The school does not have a sixth form. No table will be shown.

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	137		89	47	0	1		Rwy'n teimlo'n ddiogel yn fy ysgol.
			65%	34%	0%	1%		
			44%	52%	4%	1%		
The school deals well with any bullying	137		72	56	9	0		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			53%	41%	7%	0%		
			26%	57%	14%	3%		
I have someone to talk to if I am worried	137		83	51	3	0		Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			61%	37%	2%	0%		
			38%	52%	8%	1%		
The school teaches me how to keep healthy	137		48	77	11	1		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			35%	56%	8%	1%		
			24%	56%	18%	3%		
There are plenty of opportunities at school for me to get regular exercise	137		91	40	5	1		Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			66%	29%	4%	1%		
			45%	45%	9%	2%		
I am doing well at school	136		44	83	8	1		Rwy'n gwneud yn dda yn yr ysgol.
			32%	61%	6%	1%		
			32%	62%	5%	1%		
The teachers help me to learn and make progress and they help me when I have problems	135		74	57	4	0		Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			55%	42%	3%	0%		
			38%	55%	6%	1%		
My homework helps me to understand and improve my work in school	136		51	62	19	4		Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			38%	46%	14%	3%		
			20%	54%	21%	5%		
I have enough books and equipment, including computers, to do my work	135		60	62	12	1		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			44%	46%	9%	1%		
			45%	46%	7%	1%		
Pupils behave well and I can get my work done	137		27	87	22	1		Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			20%	64%	16%	1%		
			10%	57%	27%	6%		
Staff treat all pupils fairly and with respect	137		70	50	16	1		Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			51%	36%	12%	1%		
			29%	50%	16%	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	137		70 51%	60 44%	5 4%	2 1%		Mae'r ysgol yn gwrando 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	137		79 58%	51 37%	7 5%	0 0%		Rwy'n cael fy annog i wneud pethau drosof fy hun a chymryd cyfrifoldeb.
			35%	60%	5%	1%		
The school helps me to be ready for my next school, college or to start my working life	137		84 61%	46 34%	7 5%	0 0%		Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			36%	54%	9%	1%		
The staff respect me and my background	136		73 54%	59 43%	3 2%	1 1%		Mae'r staff yn fy mharchu i a'm cefndir.
			37%	53%	7%	2%		
The school helps me to understand and respect people from other backgrounds	136		71 52%	60 44%	5 4%	0 0%		Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			36%	56%	7%	1%		
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	60		24 40%	24 40%	5 8%	7 12%		Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			29%	51%	16%	5%		
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	9		2 22%	0 0%	0 0%	7 78%		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.	151		83 55%	66 44%	1 1%	1 1%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
			44%	50%	5%	1%		
My child likes this school.	155		83 54%	68 44%	3 2%	1 1%	0	Mae fy mhlentyn 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.	155		94 61%	58 37%	2 1%	1 1%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
			51%	45%	4%	1%		
My child is making good progress at school.	150		75 50%	70 47%	5 3%	0 0%	3	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
			46%	48%	4%	1%		
Pupils behave well in school.	132		30 23%	90 68%	11 8%	1 1%	20	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
			25%	60%	12%	3%		
Teaching is good.	146		70 48%	76 52%	0 0%	0 0%	6	Mae'r addysgu yn dda.
			35%	59%	5%	1%		
Staff expect my child to work hard and do his or her best.	154		97 63%	57 37%	0 0%	0 0%	1	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
			52%	46%	2%	1%		
The homework that is given builds well on what my child learns in school.	149		56 38%	87 58%	6 4%	0 0%	3	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.
			33%	56%	9%	2%		
Staff treat all children fairly and with respect.	144		65 45%	72 50%	7 5%	0 0%	10	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.	149		75 50%	73 49%	1 1%	0 0%	6	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
			35%	56%	8%	1%		
My child is safe at school.	151		71 47%	77 51%	2 1%	1 1%	4	Mae fy mhlentyn yn ddiogel yn yr ysgol.
			43%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	138		66 48%	65 47%	6 4%	1 1%	14	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
			37%	52%	8%	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.	145	55 / 38% / 35%	73 / 50% / 51%	16 / 11% / 12%	1 / 1% / 3%	9	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
I feel comfortable about approaching the school with questions, suggestions or a problem.	152	71 / 47% / 43%	75 / 49% / 49%	6 / 4% / 7%	0 / 0% / 2%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
I understand the school's procedure for dealing with complaints.	139	56 / 40% / 31%	72 / 52% / 56%	10 / 7% / 11%	1 / 1% / 2%	14	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
The school helps my child to become more mature and take on responsibility.	149	59 / 40% / 38%	86 / 58% / 55%	3 / 2% / 6%	1 / 1% / 1%	3	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
My child is well prepared for moving on to the next school or college or work.	123	43 / 35% / 32%	72 / 59% / 55%	7 / 6% / 10%	1 / 1% / 2%	24	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
There is a good range of activities including trips or visits.	152	73 / 48% / 37%	76 / 50% / 51%	2 / 1% / 10%	1 / 1% / 2%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The school is well run.	147	76 / 52% / 43%	68 / 46% / 50%	3 / 2% / 5%	0 / 0% / 2%	7	Mae'r ysgol yn cael ei rhedeg yn dda.

Appendix 3

The inspection team

Ms Sarah Lewis	Reporting Inspector
Mr Hugh Davies	Team Inspector
Mr Gareth Kiff	Team Inspector
Mrs Bethan Whittall	Team Inspector
Mrs Andrea Louise Davies	Lay Inspector
Ms Alyson Mills	Peer Inspector
Mrs Vicky Prosser (Deputy Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms

Key stage 3 terms

The core subject indicator (CSI)

Progress in learning through key stage 3 is indicated by levels (level 1 to level 7 in the main).

The core subject indicator in key stage 3 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh [1]
- mathematics
- science

By the end of the key stage 3, at the age of 14, pupils are expected to reach level 5 and more able pupils to reach level 6 or above.

Pupils must gain at least the expected level (level 5) in the three core subjects to gain the core subject indicator.

Key stage 4 and sixth form terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include nine other schools with similar proportions of pupils: eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents the equivalent of five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.

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[1] This indicator does not include Welsh second language qualifications.

Level 2 threshold including English or Welsh[1] and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh[1] and mathematics.
Level 2 threshold	This represents five GCSEs at grade A* to C or their equivalent.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This is the equivalent of two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
Benchmarking groups	Schools are grouped together according to the proportion of pupils entitled to free school meals in order to compare their performance with similar schools in different indicators.
Modelled outcomes	This is a prediction of a school's mean performance based on the statistical relationship between the proportion of pupils eligible for free school meals and a particular indicator.