



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

A report on

**St Alban's R.C. High School
The Park
Pontypool
Torfaen
NP4 6XG**

Date of inspection: December 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.

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Context

St. Alban's Roman Catholic High School is an English-medium 11-18 school maintained by Torfaen local authority. There are 1,019 pupils on roll, including 268 in the sixth form. This figure has fallen slightly since 2008 when the school was last inspected when there were 1,086 pupils on roll, including 325 in the sixth form.

The school is located near Pontypool town centre. A minority of pupils come from the town itself, but the majority travel from further afield. Pupils come from a range of economic backgrounds. Around 9% of pupils are eligible for free school meals, which is below the national average of 17.4%. Around 13% of pupils live in the 20% most deprived areas in Wales.

The school intake represents the full range of ability. The percentage of pupils with special educational needs is around 18%, which is lower than the national average of 25.4%. The percentage of pupils who have a statement of special educational needs is around 2%, which is below the national average of 2.5%.

Most pupils speak English as their first language and come from a white, British background.

The headteacher has been in post since 2001. The leadership team is made up of the headteacher, a deputy headteacher and three assistant headteachers.

The individual school budget per pupil for St Alban's Roman Catholic High School in 2015-2016 means that the budget is £3847 per pupil. The maximum per pupil in the secondary schools in Torfaen is £4,653 and the minimum is £3,847. St Alban's Roman Catholic High School is sixth out of the six secondary schools in Torfaen in terms of its school budget per pupil.

Summary

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

Current performance

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

- Performance in the level 2 threshold, including English and mathematics, and the capped point score has been above modelled outcomes for the last four years
- At key stage 4, in nearly all indicators, pupils' performance compares well to the performance of pupils in the family of similar schools; the proportion of pupils gaining A* or A grades is above the averages for similar schools and nationally
- In many indicators, pupils make strong progress from previous key stages
- Nearly all pupils behave extremely well and have positive attitudes to learning
- In nearly all lessons, there are strong working relationships and a highly supportive, purposeful working environment
- In many lessons, teachers have high expectations and carefully plan a wide range of engaging and challenging activities
- In many lessons, pupils make strong progress in their knowledge, skills and understanding
- The school's strategies to develop pupils' literacy are effective in improving pupils' skills
- The caring and inclusive ethos successfully promotes high expectations for all pupils and strong mutual respect between all members of the school community
- The school works effectively with a range of providers to enhance pupils' learning experiences

However:

- At key stage 4, in 2015, the performance of boys in mathematics declined and is below the average for the family of similar schools
- Strategies to develop pupils' numeracy skills across the curriculum are not as well developed as those for literacy

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher and senior leaders successfully communicate a clear vision for school improvement, based on high aspirations for all pupils
- Leadership has secured strong outcomes for pupils and a positive school ethos
- Leaders at all levels set challenging targets for themselves and all pupils
- Senior leaders have a thorough understanding of the school's strengths and areas for improvement
- Leaders at all levels analyse performance data well to monitor pupils'

performance and plan effective interventions

- Many leaders carry out line management responsibilities consistently and rigorously in order to hold staff fully to account
- Governors play an important role in setting the school's strategic direction, and challenge and support the school effectively

However:

- A few leaders are not consistently rigorous enough in their line management, self-evaluation and improvement planning

Recommendations

- R1 Improve pupil outcomes in mathematics, especially among boys
- R2 Plan more effectively for the development of pupils' numeracy skills in appropriate contexts across the curriculum
- R3 Increase the proportion of excellent teaching by sharing the outstanding practice identified in this report
- R4 Ensure that line management, self-evaluation and improvement planning are consistently rigorous in all areas

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Over the last three years at key stage 4, outcomes in many key indicators have been strong. In the majority of indicators, pupils' performance places the school in the upper half of similar schools based on levels of free-school-meal eligibility. In many indicators, pupils make strong progress from previous key stages.

Performance in the level 2 threshold, including English and mathematics, decreased slightly in 2013 and 2014, but improved in 2015. Performance in this indicator has been above modelled outcomes and the average for the family of similar schools for the last four years. Performance in the level 2 threshold, including English and mathematics, has placed the school in the upper half of similar schools based on levels of free-school-meal eligibility in three of the last four years, although it was in the lower half in 2014.

Performance in the level 2 threshold shows a consistent trend of improvement, and is well above the average for the family of similar schools. 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 last four years. Performance in the capped point score has been above the family average for the last four years. Performance in this indicator placed the school in the upper half of similar schools in 2014 and 2015.

In Year 13, performance in the level 3 threshold was above the average for the family of similar schools in 2013 and 2014, but below in 2015. The average wider points score has been below the family average for the last three years. The proportion of pupils achieving three A* or A grades at A level or equivalent has been in line with that in similar schools and across Wales for the last three years. However, over the same period, a smaller proportion of pupils have gained three A*-C grades when compared with family and national averages.

At key stage 3, at level 5 or above, there has been an upward trend in the proportion of pupils that achieve the core subject indicator.

At key stage 3, girls' performance is above the average for girls in the family of similar schools in most indicators. Boys also generally perform better than the average for boys in the family, although in 2015 they did not perform as well in mathematics. At key stage 4, in many indicators, the gap between boys' and girls' performance is smaller than the averages for Wales and the family of similar schools. However, it has been wider in mathematics for two out of the last three years. Boys perform better than the average for boys in the family of similar schools in most indicators, although their performance was below the family average in mathematics in 2015. For the last two years, girls' performance has been above the family average in all indicators.

In 2014, at key stage 3, the performance of pupils eligible for free school meals improved in all key indicators. At key stage 4, in 2013 and 2014, pupils eligible for free school meals performed well above those in similar schools in nearly all indicators. In 2015, the performance of this group of pupils remained well above family and national averages in the level 1 threshold, level 2 threshold, capped point score and science. However the performance of pupils eligible for free school meals declined in 2015 in the level 2 threshold including English and mathematics, the core subject indicator, English and mathematics, and was well below family and national averages in all of these indicators.

At the end of Year 11, most pupils either continue their education in a school or further education college. No pupils left the school without a recognised qualification between 2011 and 2014, although a very few did so in 2015.

Nearly all pupils have a positive attitude to their learning and are well-motivated, enthusiastic learners. Most maintain focus and concentration well in lessons, and show resilience when attempting challenging tasks. Many pupils work with their peers effectively in pair and group activities, and listen well to each other and their teachers. They recall their previous learning well and apply it to new contexts successfully. A majority of pupils are confident in working independently.

A few pupils demonstrate an exceptionally high level of commitment to their work, and are willing to undertake highly ambitious tasks. These pupils use a range of sophisticated thinking skills, which enables them to make rapid progress in their knowledge and understanding.

Most pupils have good oral skills and explain their ideas articulately. They have a confident grasp of subject specific terminology. However, in a few lessons, pupils lack confidence when expressing themselves orally.

Many pupils write fluently and accurately. A majority produce well-structured pieces of extended writing, and produce thoughtful, well-balanced evaluations and arguments. They redraft their work effectively to make improvements. A few pupils make too many basic errors in spelling and punctuation. A very few pupils pay insufficient attention to the presentation and organisation of their work.

Many pupils have good reading skills, which they use successfully to select, combine and summarise information. In a majority of lessons, pupils demonstrate a confident grasp of higher order reading skills, which helps them to make inferences and deductions from a range of texts.

Many pupils have sound number skills. They use these skills well, for example, to solve problems and interpret graphs in mathematics. They also deploy these skills well across the curriculum, for example when analysing climate data in geography. However, in a few lessons, pupils lack confidence when selecting appropriate methods to carry out calculations and make too many basic errors in their number work.

Over the last three years, performance in Welsh second language at level 5 and above has improved, and has been consistently above the average for similar

schools. Performance in 2014 and 2015 places the school in the upper half of similar schools based on levels of free-school-meal eligibility. At key stage 4, the proportion of pupils achieving a level 2 qualification in any Welsh language course has improved over the last three years. Performance in this indicator was above the average for the family of similar schools in 2014, although it was slightly below in 2015. Many pupils write confidently in Welsh and re-draft their work effectively to make improvements. However, many pupils lack confidence when speaking Welsh.

Wellbeing: Good

Nearly all pupils have a strong sense of community and show a high level of respect, care and concern for others. They feel safe in school and are confident that the school deals well with the rare incidents of bullying.

Nearly all pupils demonstrate exemplary behaviour in lessons and around the school and they are courteous and considerate.

Attendance rates have improved over the last three years, and are above the average for the family of similar schools in 2014 and 2015. Persistent absence is decreasing and is now below local and national averages. However, rates of attendance place the school in the bottom quarter of similar schools and have been slightly below modelled outcomes for the last three years. Although it is improving, the rate of attendance of pupils eligible for free school meals is below the averages for this group of pupils in the family of similar schools and across Wales.

Most pupils have a good understanding of how to keep healthy and take part in regular physical activity. Pupils contribute well to decision-making through an effective school council. Many pupils participate in an extensive range of community activities in and beyond the school, such as the Festival Week and music and drama productions. In addition, nearly all pupils successfully plan and carry out fund-raising activities for charities that are important to them. These activities help pupils to develop their social and life skills effectively.

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

The school offers a broad and balanced curriculum that meets the needs of all pupils. There is a wide choice of suitable options at key stage 4 and in the sixth form, including a comprehensive range of vocational courses and intervention classes.

There is clear co-ordination and planning for the teaching of literacy skills across the curriculum. Strategies to promote reading and improve writing are well established and contribute effectively to pupil progress. Intervention classes provide valuable support for those pupils with weaker skills and help them to make strong progress. However, planning for the improvement of pupils' numeracy skills is not as well developed, and there is insufficient co-ordination between subjects on approaches to developing these skills.

The school has recently strengthened its provision for Welsh. Nearly all pupils are entered for the full course GCSE at key stage 4 and many achieve well. The school

provides valuable opportunities for pupils to experience Welsh culture, for example through the annual eisteddfod and trips to Glanllyn and Llangrannog. However, pupils are given limited opportunities to practise reading and speaking Welsh.

The school provides extensive opportunities for pupils to learn about sustainable living and what it means to be a global citizen. There is an active and well-supported eco-group that raises awareness of environmental issues. It undertakes a range of projects to reduce the impact of the school on the environment, for example the 'Eco Garden', which provides produce for the school canteen. The school has established a wide range of international links, which are supported well by visits and regular communication through social media.

Teaching: Good

In nearly all lessons, teachers demonstrate good subject knowledge and develop strong working relationships with pupils. This creates a positive and supportive working environment, which enables many pupils to make good progress. In many lessons, teachers have high expectations of all pupils. They effectively plan a wide range of challenging activities that are well matched to pupils' abilities. These activities are supported by carefully designed resources that engage pupils well.

In these lessons, teachers question pupils skilfully, which encourages pupils to develop their responses effectively. Teachers demonstrate a high level of clarity and enthusiasm in their explanation of concepts, which engages and motivates pupils to develop their knowledge and understanding well. These teachers provide a successful balance of skills development and subject understanding, and are effective in encouraging pupils to take responsibility for their own learning. As a result, pupils make strong progress in their knowledge, skills and understanding.

In a few lessons, teaching is highly effective. In these lessons, teachers utilise their detailed knowledge of pupils' abilities to tailor lessons to their needs and interests very effectively. They challenge pupils to attempt highly ambitious activities, monitor their progress very carefully and are adept at supporting pupils to make rapid progress.

In a minority of lessons, teachers do not plan activities that are sufficiently demanding, and their questioning does not encourage pupils to develop their responses well enough. A minority of teachers do not ensure that pupils have developed a secure enough understanding of the topic being studied before moving on to the next stage of their learning. In a few lessons, teachers do not monitor pupils' progress carefully enough.

Nearly all teachers mark work regularly, and many provide pupils with valuable and detailed feedback indicating how they can improve their work. In most subjects, teachers ensure that pupils respond to this feedback, and many pupils improve their work successfully as a result. However, in a few cases, pupils' responses are superficial and lack detail.

The majority of teachers encourage pupils to use a range of appropriate peer and self-assessment activities, which helps pupils to improve their work well. Senior and

middle leaders track pupil progress closely and identify underachievement swiftly. They use this information to plan a suitable range of interventions, which successfully improve pupils' progress.

Reports to parents are informative and give suitable targets for improvement. Parents have useful opportunities to comment on these reports

Care, support and guidance: Good

The school's highly inclusive ethos has a very positive impact on pupils' learning, behaviour and personal development. The school is highly effective in making sure that the aptitudes and achievements of all pupils, including vulnerable pupils and those with additional learning needs, are recognised and celebrated.

The personal and social education programme offers clear information and guidance to pupils. The school provides pupils with a comprehensive range of information and support when moving from one key stage to another. It has strong and effective systems for the development of pupils' emotional wellbeing and makes appropriate arrangements for promoting healthy eating and drinking. There is a beneficial range of activities to promote pupils' spiritual, moral, social and cultural development through the curriculum, assemblies and pupils' involvement in the school and wider community. The school also offers a range of valuable extra-curricular activities for all pupils, such as dodgeball, dancing and drama.

The school works well with an extensive range of outside agencies to meet the specific needs of individual pupils. It provides appropriate advice and guidance to enable pupils to make well-informed choices about their future. These beneficial support arrangements have contributed to low levels of exclusion and improvements in the attendance of a few targeted pupils.

Support for pupils with additional learning needs is strong. The school has effective procedures to identify and meet the specific needs of these pupils, and it monitors their progress carefully. This helps these pupils to make strong progress.

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

Learning environment: Good

The school creates a very caring and supportive environment where pupils are happy and feel safe. The school motto, 'Be the best that you can be', is well understood by staff and pupils and plays an important part in maintaining high aspirations. The school promotes respect for people from all backgrounds very well and challenges stereotyping successfully in all aspects of its work. All pupils have equal access to all areas of the curriculum and there is an extensive range of extra-curricular activities.

The accommodation is sufficient for the number of pupils, although the buildings are old and some parts are in a poor state of repair. The school makes good use of the accommodation and the site is clean, tidy and litter free. There is suitable information and communication technology throughout the school and the well-resourced library supports learning appropriately.

Informative and attractive wall displays in classrooms and corridors stimulate learning and celebrate pupils' achievements effectively.

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

The headteacher provides principled and purposeful leadership and is supported well by his senior leadership team. Together, they have been successful in securing strong outcomes for pupils and a positive school ethos.

Senior leaders communicate a clear vision based on high aspirations for the achievement and welfare of pupils. The school's sense of ambition is well understood and supported by pupils, staff and parents.

Leaders set challenging targets, which are carefully monitored. These reflect the school's culture of high expectations. Most leaders have a secure understanding of performance data. They use this effectively to identify school priorities, which are carefully integrated with national priorities.

Line management arrangements are systematic and focus well on improving standards. Regular meetings provide valuable opportunities to share good practice and monitor pupil progress. In many cases, middle leaders are held to account fully for the outcomes in their areas of responsibility. However, in a few instances, leaders are not consistently rigorous enough in carrying out their line management responsibilities.

Many middle leaders carry out their roles very effectively. They lead useful activities to monitor and improve pupil progress and the quality of teaching. However, a few middle leaders are less effective at securing improvement.

There are effective arrangements for managing the performance of staff, including support staff. The school uses highly performing staff well to share and model good practice. Where there are concerns about staff performance, the school provides beneficial support. It also deals robustly with the few instances of underperformance.

Governors are fully committed to the success and progress of the school. They play a valuable role in setting the school's strategic direction. Governors have a well-informed and realistic view of the school's performance and are confident in analysing data. They support the school fully but also provide sufficient challenge to leaders where appropriate.

Improving quality: Good

The school has systematic arrangements to support self-evaluation and improvement planning. These processes have helped leaders to develop a clear understanding of the school's strengths and areas for improvement. This has enabled them to plan successfully to secure improvements, for example in pupil outcomes at key stage 4.

The school self-evaluation report is comprehensive and contains a thorough and accurate analysis of performance data. Leaders carry out an appropriate range of lesson observations and scrutiny of pupils' work to evaluate standards and the quality of teaching and assessment. In most instances, the school uses this evidence well to identify areas for improvement. This has enabled leaders to secure improvements in the quality of teaching and assessment. However, in a few cases, the school's evaluation of teaching is too generous.

The school improvement plan links closely with the school's self-evaluation findings, and is also appropriately focused on national priorities. It sets ambitious targets for improvement in standards, provision and leadership. The plan generally identifies actions and success criteria clearly although, in a few instances, success criteria are not sufficiently specific or measurable.

Senior leaders work closely with middle leaders to support their self-evaluation and improvement planning processes. Many departmental self-evaluation reports provide a clear analysis of performance data and a sound evaluation of the quality of teaching and assessment. These reports link well with the priorities identified in departmental and whole-school improvement plans. However, a few middle leaders do not identify areas for improvement clearly enough, and do not set improvement targets that are sufficiently sharp and measurable.

Partnership working: Good

The school has established effective working relationships with a wide range of partners. These partnerships are successful in enhancing pupils' learning experiences, supporting their wellbeing, and contribute well to improved outcomes for pupils.

Partnerships with partner primary schools are strong and help pupils to make the transition from primary school to secondary school smoothly. This results in pupils developing in confidence and settling into Year 7 quickly. Pupils identified as requiring additional support are supported effectively, both before and during their transition.

The school has developed effective links with local industry and business to secure a comprehensive range of work experience opportunities for key stage 4 pupils. This provides pupils with beneficial opportunities to undertake work experience in their chosen sector.

The school has well-developed partnerships with a wide range of groups within the local community, including specialist services and voluntary agencies. The school works carefully to make sure that this support is well matched to the specific needs of pupils. The 'RISE' initiative, for example, provides tailored support for pupils who are at risk of disengaging from education. The 'Sanctuary' project supports pupils' individual needs well through targeted specialist one-to-one support.

The school has strong partnerships with parents. They are suitably informed about the school's work and their child's wellbeing and progress.

The strong and well-established relationship with local churches is an important part of the caring and supportive ethos of the school. This makes a beneficial contribution to pupils' wellbeing and their spiritual and moral development, for example through charity work and international links.

Resource management: Good

The school makes efficient use of its resources. Teaching staff are suitably qualified and deployed appropriately to make best use of their expertise. Spending priorities are targeted clearly on improving pupil outcomes.

The school's professional development activities are focused firmly on improving teaching, for example through the sharing of good practice between groups of staff. The school has taken an active role in collaborations with other schools to share good practice, and this has helped to secure improvements in the quality of teaching at St Alban's. Individual professional development activities are mostly focused well on identified areas for improvement, although in a very few cases they are not linked clearly enough with improvement planning or performance management targets.

The school uses the pupil deprivation grant appropriately to support pupils from disadvantaged backgrounds. This includes funding activities such as school trips and providing individualised support for identified pupils. This has generally had a positive impact on outcomes for pupils eligible for free school meals.

Leaders manage the school's finances efficiently and carefully. While there is a projected deficit budget for 2015-2016, the school has formulated detailed and practical plans to address this situation. These actions are already having a positive impact on improving the school's financial position.

In view of the outcomes achieved by pupils, the school provides good value for money.

Appendix 1

6784603 - St. Albans R.C. High School

Number of pupils on roll	1032
Pupils eligible for free school meals (FSM) - 3 year average	9.3
FSM band	1 (FSM<=10%)

Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils in Year 9 cohort	152	148	144	171		
Achieving the core subject indicator (CSI) (%)	79.6	86.5	91.7	91.2	89.7	83.9
Benchmark quartile	4	3	2	3		
English						
Number of pupils in cohort	152	148	144	171		
Achieving level 5+ (%)	83.6	91.9	93.1	94.2	92.9	87.9
Benchmark Quartile	4	2	2	3		
Achieving level 6+ (%)	51.3	57.4	63.9	63.7	60.0	52.6
Benchmark Quartile	3	2	2	3		
Welsh first language						
Number of pupils in cohort	.	.	.	.
Achieving level 5+ (%)	.	.	.	.	79.1	90.9
Benchmark Quartile	.	.	.	.
Achieving level 6+ (%)	.	.	.	.	46.2	56.1
Benchmark Quartile	.	.	.	.
Mathematics						
Number of pupils in cohort	152	148	144	171		
Achieving level 5+ (%)	88.8	92.6	96.5	93.0	93.8	88.7
Benchmark Quartile	3	2	1	3		
Achieving level 6+ (%)	61.8	65.5	73.6	68.4	70.6	59.5
Benchmark Quartile	2	3	2	3		
Science						
Number of pupils in cohort	152	148	144	171		
Achieving level 5+ (%)	90.1	91.9	97.2	98.2	95.1	91.8
Benchmark Quartile	4	3	2	2		
Achieving level 6+ (%)	55.3	56.1	70.1	74.3	66.9	58.5
Benchmark Quartile	3	4	2	2		

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

. Denotes the data item is not applicable.

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

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

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

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

6784603 - St. Albans R.C. High School

Number of pupils on roll 1032
 Pupils eligible for free school meals (FSM) - 3 year average 9.3
 FSM band 1 (FSM<=10%)

Key stage 4

	School				Family average (2015**)	Wales average (2015**)
	2012	2013	2014	2015**		
Number of pupils aged 15	151	147	150	148		
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	74.2	70.1	69.3	70.3	66.0	57.6
Benchmark quartile	1	2	3	2		
Achieved the level 2 threshold	88.7	95.2	96.0	97.3	87.4	83.4
Benchmark quartile	1	1	1	1		
Achieved the level 1 threshold	97.4	98.6	98.7	98.0	96.7	94.3
Benchmark quartile	3	2	3	3		
Achieved the core subject indicator (CSI)	70.9	57.8	68.7	68.2	64.2	54.3
Benchmark quartile	2	4	2	2		
Average capped wider points score per pupil	357.6	360.4	374.2	369.5	357.1	342.3
Benchmark quartile	3	3	2	2		
Average capped wider points score plus per pupil	355.1	357.3	369.7	365.0	353.2	337.7
Benchmark quartile	.	.	.	.
Achieved five or more GCSE grades A*-A	30.5	21.1	32.0	21.6	19.6	16.5
Benchmark quartile	.	.	.	.
Achieved A*-C in English	82.1	79.6	77.3	79.7	75.8	68.3
Benchmark quartile	2	2	3	2		
Achieved A*-C in Welsh first language	.	.	.	.	29.3	75.1
Benchmark quartile	.	.	.	.
Achieved A*-C in mathematics	76.8	77.6	74.0	70.9	71.8	64.2
Benchmark quartile	2	2	3	3		
Achieved A*-C in science	94.7	83.7	98.0	95.3	90.2	83.3
Benchmark quartile	1	2	1	2		

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.

6784603 - St. Albans R.C. High School

Number of pupils on roll 1032
 Pupils eligible for free school meals (FSM) - 3 year average 9.3
 FSM band 1 (FSM<=10%)

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	17	15	10	14		
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	29.4	40.0	50.0	14.3	35.3	31.3
Achieved the level 2 threshold	64.7	100.0	70.0	92.9	70.2	68.2
Achieved the level 1 threshold	88.2	100.0	90.0	100.0	92.3	89.2
Achieved the core subject indicator (CSI)	29.4	40.0	50.0	14.3	33.6	28.8
Average capped wider points score per pupil	276.5	351.5	301.3	333.9	314.0	302.1
Average capped wider points score plus per pupil	272.6	345.1	297.7	323.5	307.2	295.1
Achieved five or more GCSE grades A*-A	11.8	6.7	20.0	14.3	4.3	4.3
Achieved A*-C in English	41.2	53.3	50.0	35.7	52.3	44.7
Achieved A*-C in Welsh first language	.	.	.	.	0.0	51.3
Achieved A*-C in mathematics	35.3	66.7	50.0	14.3	43.4	38.9
Achieved A*-C in science	94.1	100.0	90.0	92.9	80.4	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.

6784603 - St. Albans R.C. High School

Number of pupils on roll in sixth form 278

Key stage 5

	School				Family average (2015**)	Wales average (2015**)
	2012	2013	2014	2015**		
Number of pupils aged 17	151	112	117	122		
Percentage of 17-year-old pupils who:						
Achieved 3 A*-A at A level or equivalent	16.9	12.2	9.5	8.9	9.0	7.9
Achieved 3 A*-C at A level or equivalent	61.0	52.4	59.0	53.5	67.9	67.5
Achieved the level 3 threshold	96.6	98.8	100.0	93.1	97.3	96.9
Average wider points score per pupil	626.4	540.0	680.1	604.4	848.0	787.2

Includes all qualifications approved for use in Wales.

Includes results for 17-year-old pupils, in maintained schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The average wider points score for 17 year olds includes all qualifications approved for pre-18 use in Wales.

. 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 5 examinations results for 2015 are provisional.

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	267	170 64%	94 35%	2 1%	1 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	263	107 41%	132 50%	21 8%	3 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	57%	14%	3%	
I have someone to talk to if I am worried	266	149 56%	105 39%	10 4%	2 1%	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	267	81 30%	145 54%	34 13%	7 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	267	117 44%	107 40%	37 14%	6 2%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	9%	2%	
I am doing well at school	266	89 33%	167 63%	9 3%	1 0%	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	267	130 49%	129 48%	7 3%	1 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	265	62 23%	150 57%	45 17%	8 3%	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	267	95 36%	106 40%	50 19%	16 6%	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	267	32 12%	164 61%	63 24%	8 3%	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	265	113 43%	116 44%	30 11%	6 2%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		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	267		55 21%	150 56%	56 21%	6 2%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			17%	53%	25%	5%	
I am encouraged to do things for myself and to take on responsibility	265		127 48%	131 49%	6 2%	1 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	267		104 39%	145 54%	16 6%	2 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	267		146 55%	110 41%	9 3%	2 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	267		152 57%	111 42%	2 1%	2 1%	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	80		20 25%	46 57%	11 14%	3 4%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	51%	16%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	89		30 34%	47 53%	8 9%	4 4%	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%	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.	101	57 56%	41 41%	2 2%	1 1%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		44%	50%	5%	1%		
My child likes this school.	102	64 63%	34 33%	3 3%	1 1%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		47%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	101	61 60%	35 35%	4 4%	1 1%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	100	57 57%	41 41%	1 1%	1 1%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		46%	48%	4%	1%		
Pupils behave well in school.	98	36 37%	49 50%	11 11%	2 2%	4	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		25%	60%	12%	3%		
Teaching is good.	98	44 45%	52 53%	2 2%	0 0%	3	Mae'r addysgu yn dda.
		35%	59%	5%	1%		
Staff expect my child to work hard and do his or her best.	101	57 56%	44 44%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn 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.	102	39 38%	56 55%	6 6%	1 1%	1	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		33%	56%	9%	2%		
Staff treat all children fairly and with respect.	98	54 55%	41 42%	3 3%	0 0%	5	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.	102	36 35%	62 61%	3 3%	1 1%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	102	53 52%	45 44%	3 3%	1 1%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		43%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	90	35 39%	48 53%	6 7%	1 1%	10	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	8%	2%		
I am kept well informed about my child's progress.	101	36 36%	56 55%	9 9%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		35%	51%	12%	3%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	102	55 54%	42 41%	3 3%	2 2%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		43%	49%	7%	2%		
I understand the school's procedure for dealing with complaints.	91	42 46%	41 45%	8 9%	0 0%	11	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		31%	56%	11%	2%		
The school helps my child to become more mature and take on responsibility.	99	48 48%	47 47%	4 4%	0 0%	2	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		38%	55%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	84	38 45%	39 46%	6 7%	1 1%	17	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	10%	2%		
There is a good range of activities including trips or visits.	103	46 45%	53 51%	4 4%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	99	52 53%	41 41%	4 4%	2 2%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		43%	50%	5%	2%		

Appendix 3

The inspection team

Mr Steven William Pringle	Reporting Inspector
Mrs Karen Newby-Jones	Team Inspector
Mr Mark Evans	Team Inspector
Mrs Lowri Jones	Team Inspector
Mr Peter Trevor Lewis	Lay Inspector
Mr Christopher Wilkinson	Peer Inspector
Mr Dan Foster (Deputy Head)	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 Welsh¹
- 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.

Level 2 threshold including English or Welsh ¹ and	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh ¹ and mathematics.
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¹ This indicator does not include Welsh second language qualifications.

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.