



**A report on**

**Bishop Hedley Roman Catholic High School**

**Date of inspection: November 2013**

**by**

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

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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

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

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

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

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

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

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## Context

Bishop Hedley Roman Catholic High School is an English-medium, mixed 11 to 18 voluntary-aided school situated in Merthyr Tydfil County Borough. There are 523 pupils on roll, of whom 20 are in the sixth form. These figures represent a decrease from the last inspection, when there were 672 on roll. The school's sixth form is due to close in the summer of 2014.

The school receives pupils from seven main Catholic associated primary schools. These schools cover a wide area including Merthyr Tydfil, Merthyr Vale, Gurnos, Hirwaun, Aberdare, Ebbw Vale, Brynmawr, Tredegar and Rhymney.

Around 22% of pupils are entitled to free school meals, which is higher than the national average of 17.7%, and 54% of pupils live in the 20% most deprived areas of Wales.

The pupils entering the school represent the full range of ability and around 33% have a special educational need. This figure is higher than the national average of 19.2%. Under 1% of pupils have statements of special educational needs. This figure is lower than the national average of 2.5% for Wales as a whole.

Around 22% of pupils come from ethnic-minority backgrounds and a similar proportion of pupils receive support to learn English as an additional language. A very small number of pupils speak Welsh as their first language.

The headteacher and deputy headteacher have been in post since the time of the last inspection. The senior leadership team was expanded in autumn 2013 to include four temporary assistant headteachers who are also subject leaders.

The individual school budget per pupil for Bishop Hedley High School in 2013-2014 means that the budget is £4,076 per pupil. The maximum per pupil in the secondary schools in Merthyr Tydfil is £4,631 and the minimum is £3,866. Bishop Hedley High School is second out of the four secondary schools in Merthyr Tydfil in terms of its school budget per pupil.

## Summary

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

### Current performance

Good features of the school's work include:

- in key stage 4, the strong performance over the past three years in indicators that do not include English and mathematics, which compares favourably with that in similar schools;
- improving standards in the core subjects at key stage 3;
- the secure knowledge and understanding gained by pupils, who develop worthwhile skills in the majority of lessons;
- the strength of most pupils' general wellbeing, including their behaviour, attendance, and the development of their social and life skills;
- effective teaching in the majority of lessons; and
- a very supportive and inclusive ethos.

However, current performance is judged to be adequate because:

- there is weak performance at key stage 4 in English and mathematics;
- a minority of pupils have weak literacy and numeracy skills; and
- teaching in a minority of lessons lacks sufficient pace and challenge to ensure that pupils make enough progress.

### Prospects for improvement

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

- the leaders have been effective in raising standards at key stage 3, improving the indicators that include a wide range of qualifications at key stage 4 and raising attendance rates and general levels of wellbeing successfully;
- senior leaders have a secure understanding of the school's strengths and areas for improvement;
- clear aims, strategies and policies focus suitably on raising standards and the school's vision is communicated effectively;
- the improved use of data across the school and increasingly robust mentoring systems now ensure that intervention strategies to raise pupils' standards are more effective; and
- most governors understand their roles well and act effectively as critical friends to the school.

However:

- in general there has not been enough impact on the quality of teaching across the school or on the key indicators that include English and mathematics at key stage 4;
- senior leaders do not use the findings from self-evaluation well enough to ensure they are fully effective in improving provision; and
- majority of performance management targets do not focus enough on raising standards or improving the quality of teaching.

## **Recommendations**

- R1 Improve standards in English and mathematics at key stage 4
- R2 Improve pupils' numeracy skills
- R3 Improve the quality of teaching to ensure that pupils make good progress in lessons
- R4 Increase accountability for improving standards and quality of provision of all leaders, especially through rigorous line management
- R5 Improve the rigour and accuracy of self-evaluation and improvement planning at both senior and middle leader levels

### **What happens next?**

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

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Adequate</b>
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### Standards: Adequate

At key stage 4, performance in the indicators that include a wide range of qualifications compares well with that of similar schools. However, performance in the indicators that include English and mathematics is weaker. Over the last three years performance in this measure has been below modelled expectations and below that of other similar schools, despite an improvement in 2013. Similarly, performance in the core subjects of English and mathematics has generally been below that of similar schools. This has particularly been the case in mathematics. However, performance in a number of other subjects is strong.

Both boys and girls have underperformed in English and mathematics. Weak performance by girls in mathematics and by boys in English has been a consistent pattern over recent years. Performance by pupils entitled to free school meals is not strong in the indicators that include English and mathematics. However, the performance by these pupils in the indicators that include a wide range of qualifications is stronger. Pupils' progress from previous key stages is better than expected in the indicator that represents performance across the best eight subjects. However, pupils do not do as well as expected in the indicators that include English and mathematics. This pattern is also evident for pupils for whom English is an additional language and for pupils who have additional learning needs.

At key stage 3, performance in all indicators has shown a trend of improvement and is above of the average for similar schools. The difference between boys' and girls' performance in most indicators is generally less than the average seen in the family of schools and nationally. However, boys' performance in English at the higher levels is relatively weaker than that in the other core subjects. Pupils' progress from the previous key stage, including pupils for whom English is an additional language and pupils who have additional learning needs, is generally in line with or better than expectations.

No pupils leave the school without a qualification. This has been the case for the last two years. In 2013, all pupils who left school at 16 stayed in education, employment and training.

A minority of pupils arrive at the school in Year 7 without the reading skills necessary to successfully access the curriculum. The majority of these pupils make good progress in developing their reading skills in key stage 3.

In lessons, pupils from all backgrounds co-operate well together and support each other in their learning. A majority of pupils gain appropriate knowledge and understanding of their work, and develop a competent range of skills. They progress through tasks at a suitable rate, produce work of an appropriate standard and apply their understanding well to new situations. Pupils in these lessons generally have an accurate recall of the content of their work. In a very few lessons, pupils work at very

high levels and make exceptional progress. For example, they carry out detailed evaluations on exemplar pieces of written work. In a minority of lessons, pupils do not make sufficient progress in their learning and in the development of their skills. This is often due to a lack of pace and challenge in the work given to them. As a result, they do not make as much progress as they are capable of achieving.

A majority of pupils listen attentively and respond effectively to teachers and peers. They speak clearly and confidently in classroom discussions, and a very few pupils make highly effective whole-class presentations without the aid of prompts. Furthermore, a few pupils ask searching questions of their teachers and they successfully identify mistakes in the work of others. However, in a minority of lessons pupils lack fluency and confidence in their oral work and these pupils do not always contribute effectively in group or class discussions. A majority of pupils demonstrate sound reading skills and are able to work competently with a range of source materials. More able pupils demonstrate well-developed reading skills and read confidently when encountering new and unfamiliar texts. The majority of pupils evaluate and analyse information well. They present and justify their findings clearly. In a few instances, when working together, they demonstrate high levels of resilience to solve problems effectively. Many pupils make good notes in their books and present their work neatly.

The majority of pupils write suitably well for a range of purposes. In a few lessons, pupils convey mood and effect well in their written work. In most lessons, pupils use a wide range of subject-specific terms appropriately to compare and evaluate their work efficiently. In a minority of lessons, pupils do not write sufficiently well at length and make too many spelling and grammatical mistakes.

In a few subjects, pupils make suitable progress in developing their numeracy skills. For example, they calculate pulse rates accurately in science. However, a minority of pupils struggle to construct accurate graphs using real-life data. Importantly, a significant minority of pupils have weak basic number skills. For example, they struggle to recall times-tables accurately and they lack fluency with written methods for multiplication.

In Welsh second language at key stage 3, results have been very good over the last three years. Performance places the school in the top quarter of similar schools and is above the family and national averages. At key stage 4, over the last three years, the percentage of pupils being entered to gain a qualification in Welsh second language has risen. In 2013, many of the pupils entered for the full or short course in Welsh second language gained a GCSE A\*-C grade qualification.

### **Wellbeing: Good**

Nearly all pupils feel safe and well supported in school and consider that the school deals with bullying appropriately. Many pupils understand the importance of a healthy lifestyle and regular exercise and participate well in a wide range of extra-curricular activities.

The school council and other groups have been effective in contributing towards improving provision for pupils. The school council has brought about an

improvement to outdoor seating facilities and has introduced an area that is available at break and lunch times for pupils to go to if they are feeling particularly anxious about anything. Furthermore, the school's 'geek squad' have made a valuable contribution to the design and use of the school's innovative classroom of the future. This is used to create digital programmes for the school's in-house television service.

Attendance compares well with that in similar schools and has improved steadily over recent years. Nearly all pupils behave well. They are ready to learn and most participate enthusiastically in lessons. The number of days lost as a result of exclusion is very low.

Nearly all pupils are courteous and relate well to one another, to their teachers and to other adults. Most pupils are actively involved in school life through the house system by fundraising and other charitable acts. Many pupils develop their social and life skills effectively through the integrated curriculum in Year 7 and through the personal, social and educational programme.

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

The school provides a broad and balanced curriculum, which meets the needs and aspirations of the full range of pupils. The key stage 3 curriculum builds suitably on pupils' experiences in key stage 2. The integrated approach to the delivery of the Year 7 curriculum enables effective transition from primary school and enables pupils to develop useful skills. At key stage 4 and in the sixth form, there is a comprehensive selection of general and vocational courses, which are well organised in collaboration with local partners. The development of this provision has had a positive impact on pupils' outcomes.

The school is making effective progress with integrating the national literacy and numeracy framework into its work. Provision for literacy across the curriculum is a particularly strong feature and has contributed well to improvements in pupils' speaking skills. Provision for numeracy is at an early stage of development and recent strategies to strengthen pupils' numeracy skills have not impacted significantly to date. The school is efficient at identifying and supporting pupils whose literacy and numeracy skills are weak. There is regular tracking of the progress of these pupils against baseline data. In key stage 3, pupils have increasing opportunities to gain essential skills qualifications. At key stage 4 and the sixth form, pupils have suitable access to other skills qualifications through the Welsh Baccalaureate programme.

Provision for Welsh enables most pupils to make suitable progress. At key stage 4, most pupils are entered for a level 2 qualification in Welsh second language. Pupils' understanding of Welsh culture and traditions is developed appropriately through a range of subjects and extra-curricular activities, including an annual eisteddfod and visits to Llangrannog and Glanllyn.

The school develops pupils' awareness of sustainability and global citizenship well through work in several subjects and the personal and social education programme.

### **Teaching: Adequate**

In nearly all lessons there are positive working relationships between staff and pupils and this creates a very supportive learning environment across the school.

In the majority of lessons, teachers plan effectively to ensure pupils make beneficial progress. They use a wide range of useful activities and resources to engage and involve pupils well in their own learning. These lessons build well on pupils' previous experiences and extend learning effectively into new areas. Teachers skilfully manage question and answer sessions to ensure that pupils develop a full understanding of their work. They use effective questioning skills to test understanding and develop pupils' reasoning skills. Teachers plan successfully to develop pupils' skills by creating worthwhile opportunities for pupils to consolidate and improve their learning in key areas such as literacy. In a very few lessons, teaching is highly effective. In these lessons teachers set very high expectations and their activities allow pupils to practise and develop a wide range of valuable skills.

In a minority of lessons, teaching is less effective. In these lessons, the pace of learning is too slow. Lessons often contain too many activities that do not build well enough on pupils' previous knowledge and understanding. This results in pupils having limited time in lessons to consolidate their understanding of subject specific skills fully. Planning for pupils' literacy and numeracy skills development is not strong enough. Furthermore, in these lessons teachers do not adapt work adeptly enough to suit the needs of more able pupils. These pupils often finish tasks quickly and then have little to do. In a few lessons, opportunities for pupils to evaluate their learning are limited and teachers do too much of the talking and reasoning.

Nearly all teachers mark work regularly. In most cases, comments are informative and offer helpful suggestions to improve. However, a few comments do not provide pupils with enough guidance on improving their work. In most subjects, marking pays good attention to the quality of pupils' written work, such as correcting errors in spelling, punctuation and grammar. In a majority of lessons, teachers use beneficial techniques to help pupils assess their progress, although a few activities lack a clear purpose.

Whole-school systems for tracking pupil progress are robust and provide for the timely identification of any underachievement.

Reports to parents are regular and informative.

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

The school provides a caring, friendly and supportive environment that has a very positive impact on many aspects of pupils' wellbeing and personal development. A range of learning experiences promotes pupils' moral, social and cultural development effectively. Assemblies, tutorial sessions and chaplaincy support provide useful opportunities for reflection and help to promote pupils' spiritual development well. Pupils' social and cultural development is well catered for through the personal, social and educational programme, which draws on a very wide range of external agencies and organisations. The school has effective systems in place to

bring about high standards in attendance and behaviour, and deals very well with instances of bullying.

The wide range of extra-curricular activities makes a suitable contribution to pupils' sporting, cultural and social development. The school works well with a wide range of external agencies and specialist services to meet the specific needs of individual pupils, especially those with English as an additional language. Learning coaches and mentoring programmes support pupils' wellbeing effectively and they also increasingly support pupils' academic progress. The school provides a range of useful information for pupils and parents regarding options and career paths.

The annual review process for pupils with special educational needs satisfies statutory requirements. Individual educational plans identify learning targets effectively and are available to all staff. They are used suitably well to support pupils. Specialist teachers and support assistants offer good, targeted support for individuals and groups of pupils. There are appropriate systems in place to ensure that parents of pupils with additional learning needs are well informed about their child's progress. The school provides effective support for those pupils entering the school with low levels of functional literacy.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The school has appropriate arrangements to promote healthy eating and drinking.

### **Learning environment: Good**

The school has a very caring, Christian and inclusive ethos. It applies the principles of equality very well and all pupils have equal access to all aspects of school life. Pupils show respect for diversity and the school is active in promoting racial equality and successful race relations, and tackling racial discrimination.

Externally, the school buildings are in an acceptable condition considering their age. The accommodation in both sites is well maintained and cleaned to a good standard, and provides suitable areas for teaching and learning. Displays in classrooms and around the school are attractive, well presented and informative. They celebrate pupils' achievement, stimulate their interest and support their learning well.

The school is well resourced. There is effective provision for information and communication technology, with up-to-date personal computers, handheld tablets and other technological equipment available. A notable feature is the new 'classroom of the future', which is very well equipped with the latest technological hardware and software. This has captured pupils' imagination and enthusiasm for using modern technology.

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

Over the last two years, the structure and membership of the senior leadership team has changed considerably to focus more closely on key priorities. This has created worthwhile opportunities for middle leaders to be involved actively in the strategic development of the school through the extended leadership team.

During this period of change, leaders have secured positive improvements in a number of important areas. These include raising standards in key stage 3, improving the indicators that include a wide range of qualifications in key stage 4, and raising attendance rates successfully. However, there has not been enough impact on the quality of teaching across the school or on the key indicators that include English and mathematics in key stage 4.

The headteacher and senior leaders provide purposeful leadership and have a sound understanding of the school's strengths and areas that require improvement. Clear aims, strategies and policies focus suitably on raising standards and the school's vision is communicated effectively to all concerned.

Leaders' roles and responsibilities are defined clearly. However, there is insufficient time for the directors of teaching and directors of learning to undertake their roles fully.

The performance management system is organised well and the school challenges underperformance robustly. However, the majority of targets do not focus enough on raising standards or improving the quality of teaching. Targets are not sufficiently challenging or easily measured.

Senior leaders have relevant line-management responsibilities and provide sound support to middle leaders. However, middle leaders are not challenged enough by senior leaders to evaluate the progress pupils make in lessons. Departmental meetings place too much emphasis on teaching styles as opposed to the progress that pupils make in lessons.

Many leaders use data confidently to evaluate and inform improvement planning. Continuous monitoring of data by middle leaders and increasingly robust mentoring systems now ensure that intervention strategies to raise pupils' standards are more effective.

Most governors understand their roles well and act effectively as critical friends to the school. Links with middle leaders are developing well and they are beginning to take a more active role in monitoring departmental standards. Governors are well informed on the school's performance and use their standards' committee meetings to hold middle leaders to account for their department's performance. In addition, governors have a good oversight of the school's finances and are managing the challenges presented by the loss of post-16 funding well.

The school takes appropriate account of local and national priorities.

### **Improving quality: Adequate**

The school has sound arrangements to evaluate the effectiveness of its work and to plan for improvement.

Senior leaders have a secure understanding of the school's strengths and areas for improvement. The school consults widely with pupils and parents and occasionally commissions external reviews of aspects of its work. Senior leaders monitor closely the quality of teaching and learning through a programme of departmental and thematic reviews, regular lesson observations and scrutiny of pupils' work. However, senior leaders do not use the findings of these activities well enough to ensure that they are fully effective in improving provision.

The self-evaluation report covers all aspects of the common inspection framework and uses data well to help identify areas for improvement. However, in many areas the report is largely descriptive and does not provide an accurate analysis of a few aspects of the school's work, such as the quality of teaching.

The majority of departmental self-evaluation reports use a suitable range of performance data to determine generally appropriate areas for improvement. In a minority of cases, reports do not provide a rigorous analysis of important aspects of the department's work, such as the progress that pupils make in lessons.

The whole-school improvement plan for 2011 to 2014 sets out the school's medium-term priorities well. It is underpinned by a one-year plan that focuses primarily on initiatives to improve standards and the quality of teaching. This plan indicates who is responsible for delivering the actions and includes measurable success criteria with generally challenging targets. While the plan provides a sound basis for improvement, it does not indicate timescales for actions clearly enough. Departmental improvement plans address whole-school priorities well. However, areas for improvement identified in departmental self-evaluation reports are not always included in development plans or cross-referenced plainly enough. In many cases, actions are not well defined and it is unclear how specific priorities will be addressed.

Since the last inspection in 2007, the school has taken effective action to raise levels of attendance, strengthen assessment procedures, and improve the quality and delivery of the personal and social education programme. There has not been enough progress in raising standards in the core subjects of English and mathematics at key stage 4, and in improving the quality of teaching.

### **Partnership working: Good**

The school has been particularly pro-active in initiating and engaging in a wide range of local and international partnership activities. Partnerships with local businesses, education providers and a range of agencies to provide specialist services have enhanced learning experiences and made a strong contribution to pupils' wellbeing.

Through initial contact with schools in British Columbia, staff from Bishop Hedley have worked closely with partner schools in the local authority to develop the Merthyr literacy toolkit'. This particularly successful partnership has contributed to the implementation of the integrated curriculum in Year 7 and to improvements in pupils'

literacy skills at key stage 3. The school is also working closely with primary cluster partners to strengthen transition arrangements and, in particular, has recently started to develop common strategies for the teaching of mathematics.

Involvement in the 14-19 network provides pupils with access to a wider range of academic and vocational courses that meets the needs of individual learners more effectively. This has helped to engage many pupils more successfully and has contributed to better attendance, improved level 1 outcomes, and a reduction in the numbers of young people who are not engaged in education, employment or training.

The school has strong links with parents and the local community. It has taken a leading role in delivering the local authority's 'communities' programme. In organising a wide range of classes and activities, the school helps parents to engage more constructively with the school and to support their children's education more effectively.

### **Resource management: Adequate**

The school manages resources effectively and uses its funding efficiently. Through regular reviews of programmes and activities and prudent partnership planning, courses are cost effective.

Staffing is appropriate to meet the requirements of the curriculum and support learning. With the loss of post-16 funding, staffing has reduced through a well-planned programme. Members of staff who teach outside their specialist areas receive worthwhile support. Performance management arrangements ensure relevant training to support teachers to fulfil their roles. All staff use designated planning, preparation and assessment time appropriately.

All members of staff are involved purposefully in professional development opportunities within and beyond the school to improve their effectiveness. These learning communities focus firmly on sharing good practice and this work has impacted beneficially on the development of pupils' literacy skills. The school is very active in sharing this worthwhile practice with institutions and individuals across Wales and beyond.

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

## **Appendix 1**

### **Commentary on performance data**

At key stage 3, the proportion of pupils attaining the core subject indicator has improved strongly since 2010. In 2013, performance in this measure is higher than the average for the family of schools and places the school in the upper 50% of schools with similar levels of free school meals. It is also above modelled expectations. There is a comparable pattern for the individual core subjects, with performance at level 5 or above in English and science placing the school in the top 25% of similar schools based on levels of entitlement to free school meals. In mathematics, performance places the school in the upper 50% when compared with these schools. In all three core subjects, performance at level 6 and above is above the average for the family of schools. Performance is stronger in English and mathematics than in science when compared to that in schools with similar levels of free school meals. At level 7 and above, performance in science is the strongest.

Over the last five years, attainment at key stage 4 in the indicator that includes English and mathematics has generally declined. In 2012, performance in this measure was lower than the average of the family of schools and placed the school in the bottom 25% of schools with similar levels of free school meals. Provisional data for 2013 indicates that performance in this measure will again compare less favourably than that in similar schools. There is a corresponding pattern for the core subject indicator. Since 2010, performance in the level 2 threshold has improved steadily, and in 2012 it was above the average of the family and placed the school in the upper 50% of schools with similar levels of free school meals. Provisional data for 2013 indicates that this will be the case again and that performance in this measure will be just below the family average but will place the school in the upper 50% of schools with similar levels of free school meals. In 2012, the capped points score was above the average for the family and placed the school in the upper 50% of similar schools based on levels of entitlement to free school meals. Provisional data suggests that this will again be the case for 2013.

No pupils leave the school without a qualification. The proportion staying on in full-time education after 16 is below national figures. In 2013, all pupils who left school at 16 stayed in education, employment and training. This is much better than local and national figures.

In the sixth form, performance has been variable. In 2012, students performed above the family and Wales averages for both the level 3 threshold and wider capped points score. However, at the level 3 threshold, provisional data for 2013 indicates that students perform below the family of schools and national averages. In general, most students make progress in line with expectation.

At key stage 3, girls do better than boys in the core subject indicator, although the gap is less than family and national averages. The gap is largely due to the performance of boys in English, where the difference is greatest. This is particularly the case in the skills of reading and writing, where the differences are larger than the family of schools average. At key stage 4, a similar pattern is evident for the

indicator that includes a wide range of qualifications and English and mathematics. Provisional data for 2013 indicates that the difference between girls' and boys' performance in English is greater than family and national averages. However, the opposite is true in mathematics, where boys' performance is better than that of girls. This has been a trend for the last four years for level 2 outcomes in English and mathematics. Pupils entitled to free school meals, or who receive support for English as an additional language or have additional learning needs, generally achieve in line with expectations at both key stage 3 and key stage 4. In the sixth form, girls attain better than boys at the level 3 threshold. In 2012, the difference between the performance of boys and girls was larger than the family of schools and national averages. Provisional data for 2013 indicates that this will be the case again.

In Welsh second language at key stage 3, performance has been above the average of the family for the last five years. In 2013, outcomes at level 5 place the school in the top 25% of schools with similar levels of entitlement to free school meals. At key stage 4 in 2012, around half of pupils achieved a level 2 threshold qualification in Welsh. Provisional data indicates that a similar proportion of pupils will achieve this in 2013.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

##### Secondary Questionnaire (Overall)

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n grif	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n grif	
I feel safe in my school	185	72 39%	106 57%	6 3%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		42%	53%	4%	1%	
The school deals well with any bullying	184	32 17%	99 54%	45 24%	8 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		25%	58%	14%	3%	
I have someone to talk to if I am worried	185	81 44%	93 50%	8 4%	3 2%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		37%	53%	8%	1%	
The school teaches me how to keep healthy	185	44 24%	110 59%	27 15%	4 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	57%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	185	67 36%	78 42%	39 21%	1 1%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	8%	1%	
I am doing well at school	182	62 34%	98 54%	19 10%	3 2%	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	184	67 36%	103 56%	13 7%	1 1%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	185	42 23%	90 49%	52 28%	1 1%	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	182	61 34%	90 49%	25 14%	6 3%	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	184	38 21%	97 53%	46 25%	3 2%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	57%	27%	6%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
Staff treat all pupils fairly and with respect	181	63 35%	80 44%	28 15%	10 6%		Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		28% 51%	17% 51%	5% 17%	5% 17%		
The school listens to our views and makes changes we suggest	184	32 17%	88 48%	50 27%	14 8%		Mae'r ysgol yn gwrando ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
		16% 54%	25% 54%	5% 25%	5% 25%		
I am encouraged to do things for myself and to take on responsibility	185	73 39%	107 58%	4 2%	1 1%		Rwy'n cael fy annog i wneud pethau drosol fy hun a chymryd cyfrifoldeb.
		33% 61%	5% 61%	1% 5%	1% 5%		
The school helps me to be ready for my next school, college or to start my working life	184	85 46%	85 46%	13 7%	1 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%	8% 54%	1% 8%	1% 8%		
The staff respect me and my background	185	71 38%	97 52%	14 8%	3 2%		Mae'r staff yn fy mharchu i a'm cefndir.
		36% 54%	7% 54%	2% 7%	2% 7%		
The school helps me to understand and respect people from other backgrounds	182	79 43%	88 48%	13 7%	2 1%		Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
		35% 57%	7% 57%	1% 7%	1% 7%		
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	77	18 23%	42 55%	13 17%	4 5%		Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
		28% 52%	15% 52%	5% 15%	5% 15%		
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	22	8 36%	12 55%	2 9%	0 0%		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% 50%	7% 16%	7% 16%		

## 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.	85	59 69%	24 28%	1 1%	0 0%	1		Rwy'n fodlon â'r ysgol yn gyffredinol.
		42%	51%	4%	1%			
My child likes this school.	86	59 69%	26 30%	1 1%	0 0%	0		Mae fy mhlentyn yn hoffi'r ysgol hon.
		46%	48%	4%	1%			
My child was helped to settle in well when he or she started at the school.	86	62 72%	23 27%	1 1%	0 0%	0		Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		49%	45%	3%	1%			
My child is making good progress at school.	85	61 72%	22 26%	0 0%	0 0%	2		Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		44%	48%	4%	1%			
Pupils behave well in school.	86	42 49%	29 34%	3 3%	2 2%	10		Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		21%	55%	11%	3%			
Teaching is good.	85	54 64%	29 34%	0 0%	0 0%	2		Mae'r addysgu yn dda.
		33%	58%	5%	1%			
Staff expect my child to work hard and do his or her best.	85	63 74%	20 24%	0 0%	0 0%	2		Mae'r staff yn disgwl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		50%	46%	2%	0%			
The homework that is given builds well on what my child learns in school.	85	52 61%	29 34%	1 1%	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.
		31%	54%	8%	2%			
Staff treat all children fairly and with respect.	85	61 72%	18 21%	1 1%	0 0%	5		Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		32%	49%	9%	2%			
My child is encouraged to be healthy and to take regular exercise.	85	46 54%	35 41%	2 2%	0 0%	2		Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	54%	7%	1%			
My child is safe at school.	86	61 71%	23 27%	1 1%	0 0%	1		Mae fy mhlentyn yn ddiogel yn yr ysgol.
		40%	53%	3%	1%			

		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	
My child receives appropriate additional support in relation to any particular individual needs'.	84	48 57%	25 30%	3 4%	0 0%	8		Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		31%	46%	7%	2%			
I am kept well informed about my child's progress.	86	53 62%	28 33%	1 1%	0 0%	4		Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		33%	50%	11%	2%			
I feel comfortable about approaching the school with questions, suggestions or a problem.	86	54 63%	28 33%	1 1%	1 1%	2		Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		41%	49%	6%	2%			
I understand the school's procedure for dealing with complaints.	85	48 56%	30 35%	1 1%	1 1%	5		Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		27%	51%	10%	2%			
The school helps my child to become more mature and take on responsibility.	86	59 69%	24 28%	2 2%	0 0%	1		Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyrifoldeb.
		35%	53%	5%	1%			
My child is well prepared for moving on to the next school or college or work.	84	48 57%	24 29%	2 2%	0 0%	10		Mae fy mhlentyn wedi'i barato'i'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		26%	46%	8%	2%			
There is a good range of activities including trips or visits.	85	51 60%	29 34%	2 2%	2 2%	1		Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymwelliadau.
		35%	50%	9%	2%			
The school is well run.	85	58 68%	23 27%	1 1%	0 0%	3		Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%			

## **Appendix 3**

### **The inspection team**

Robert Davies	Reporting Inspector
Dylan Gwyer-roberts	Team Inspector
William Gwyn Thomas	Team Inspector
John Thomas	Team Inspector
Rhiannon Boardman	Lay Inspector
Tracy Senchal	Peer Inspector
Garry Maher	Nominee

## Copies of the report

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

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

## Glossary of terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents a volume of learning equivalent to five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.
Level 2 threshold including English or Welsh first language and mathematics	This represents a volume of learning equivalent to five GCSEs at grade A* to C including English or Welsh first language and mathematics.
Level 2 threshold	This represents a volume of learning equivalent to five GCSEs at grade A* to C.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This represents a volume of learning equivalent to two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
All-Wales Core Data sets	Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.