



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Rhyl High School
Grange Road
Rhyl
Sir Ddinbych
LL18 4BY**

Date of inspection: May 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.uk

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Context

Rhyl High School is an English-medium 11 to 16 mixed comprehensive school situated in the seaside town of Rhyl, Denbighshire. There are 772 pupils on roll, which is lower than the number (1,024) at the time of the last inspection in November 2008, when the school had a sixth form.

Since the last inspection, the local authority has reorganised post-16 provision in Rhyl and school has closed its sixth form provision. A new school building is being constructed in the grounds of the school and all pupils are taught in the existing buildings, in preparation for the move into the new school building in the autumn term 2015.

Twenty-nine point nine per cent (29.9%) of pupils are eligible for free school meals, which is significantly higher the national average of 17.7%. Over 44% of pupils live in the 20% most deprived areas in Wales. Pupils come from seven primary schools in the area. Nearly all pupils are from a white British background. A very few pupils have English as an additional language. No pupils speak Welsh as their first language.

The school's intake includes the full range of ability. The percentage of pupils with special educational needs is 34%, which is much higher than the national average of 19.2%. The percentage of pupils with a statement of special educational needs (1%) is lower than the national average of 2.5%.

The school introduced the Welsh Baccalaureate Qualification in key stage 4 in 2011.

The current headteacher was appointed in 2010. The senior leadership team consists of two deputy headteachers and two assistant headteachers.

The individual school budget per pupil for Rhyl High School in 2013-2014 means that the budget is £5,028 per pupil. The maximum per pupil in the secondary schools in Denbighshire is £5,028 and the minimum is £4,142. Rhyl High School is first out of the eight secondary schools in Denbighshire 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 good because:

- pupils achieve good standards at key stage 4 in those indicators that include English and mathematics and a wider range of qualifications;
- performance in key stage 4 has been above expectations for the past two years;
- most pupils have positive attitudes to learning and many pupils behave well;
- the curriculum arrangements offer a comprehensive range of courses and programmes that meet pupils' needs, interests and abilities well;
- there are high levels of care, support and guidance; and
- the school works exceptionally well with a wide range of partners and this work has a significant impact on pupils' achievement, engagement and wellbeing.

Prospects for improvement

The school has good prospects for improvement because:

- the headteacher provides highly effective leadership and direction and is supported well by the senior leadership team;
- the school's vision and priorities are communicated well to all staff;
- there is a strong culture of accountability at all levels;
- leadership has had a positive impact on improving standards at key stage 4, wellbeing and on enhancing the quality of provision and partnership working;
- governors are very knowledgeable and challenge the school effectively;
- the school has detailed arrangements for self-evaluation based on a thorough analysis of data and evidence from a suitable range of sources; and
- robust procedures for quality assurance support self-evaluation and development planning well.

Recommendations

- R1 Improve the standards achieved by boys and pupils eligible for free school meals
- R2 Improve the quality of teaching and assessment
- R3 Improve the implementation of plans to develop the full range of pupils' literacy and numeracy skills as outlined in the Literacy and Numeracy Framework, to ensure that pupils make suitable progress
- R4 Engage pupils and parents well in self-evaluation processes
- R5 Improve the quality of information and support for pupils with additional learning needs so that teachers use teaching and learning strategies effectively to meet their needs

What happens next?

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

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

The school's performance at key stage 4 in all indicators has improved sharply over the last two years and is now significantly better than the average for similar schools. Performance is also better than modelled expectations in two of the last three years. Performance in English, mathematics and science has improved over the last two years and now compares well with that for similar schools. Pupils' progress from previous key stages is better than expected for most indicators.

In 2013, no pupil left the school without a qualification and many continue in full-time education after Year 11.

At key stage 3, in 2013, girls do better than boys in the separate core subjects and these subjects in combination and the gap between their performance is larger than the family and Wales averages. At key stage 4, girls continue to do better than boys and the gap is larger than the family and national averages for all indicators.

In key stage 3, pupils eligible for free school meals generally perform below the family average. However, at key stage 4, there is a trend of improving performance for those pupils eligible for free school meals. They perform better than the average for similar schools and the average nationally for those indicators that include a wider range of qualifications. In 2013, these pupils do not perform as well as the family and Wales averages for the indicators that include English and mathematics. However, their performance in the previous three years in these indicators has been better than the family average for these pupils. Pupils with special educational needs achieve as expected.

In a majority of lessons, pupils recall prior learning well and use this to develop their work further. Many pupils use and apply subject terminology effectively. In particular, lower ability pupils make rapid progress when provided with high challenge. In a minority of lessons, pupils do not make enough progress often when tasks are not matched to their needs sufficiently.

Many pupils listen well to their teacher and peers. A majority of pupils explain concepts and ideas clearly and use well-chosen subject specific vocabulary in their descriptions and explanations. However, a minority of pupils' oral responses are brief and undeveloped and a few pupils lack confidence in speaking in class or group discussions.

Many pupils across the ability range read for information well and select appropriate details to support opinions. When given opportunities to read aloud, many do so accurately and clearly. A majority of pupils analyse and draw appropriate conclusions from information read in a range of texts. A minority of pupils synthesise this information well.

A minority of pupils have significant difficulties with reading on entry to the school. These pupils make sound progress in intervention groups.

Many pupils write securely for an appropriate range of audiences and purposes. A majority of pupils of different ages and ability write accurately and use a good range of vocabulary. Many pupils write at length in suitable genres, for example newspaper reports, investigations, narratives, and formal letters. However, overuse of worksheets in a few subjects limits the range and quality of pupils' extended writing, as pupils' written responses are either too short or lack detailed explanation. A majority of pupils do not regularly correct their spelling or punctuation errors.

Many pupils apply the numeracy skills learned in mathematics lessons well across the curriculum. Many pupils use measurements accurately and are able to explain and interpret data from an appropriate range of sources. In a few subjects, many pupils produce well-presented graph work. A few pupils do not calculate simple number tasks accurately, relative to their age and ability, or are unsure of how to record measurements.

In key stage 3 and key stage 4, many pupils gain skills qualifications in communication, application of number, information and communication technology (ICT), problem-solving and working with others at an appropriate level.

In Welsh second language at key stage 3, pupils' performance has improved over the last four years and is better than family and national averages. In 2013, performance places the school in the upper half of similar schools based on free-school-meal benchmarks. At key stage 4, a majority of pupils do well in the Welsh second language short course. However, the very few pupils who are entered for the full course qualification do well.

Wellbeing: Good

Most pupils feel safe in school and many report that the school deals well with bullying. Many understand what it is to be healthy and all pupils get regular opportunities for exercise. In particular, there is a high participation rate in a wide range of sporting activities that pupils enjoy. Many pupils behave well in lessons and around school, and are courteous and respectful to each other and to adults. Most pupils have positive attitudes to work. However, a very few pupils do not behave well enough in lessons and this disrupts their own learning and that of others.

Since 2010, attendance rates have improved significantly and have been above expectations for the last three years. In 2013, attendance rates place the school in the lower half of similar schools in terms of free-school-meal benchmarks, where it had been in the top quarter in the previous two years. There have been no permanent exclusions in the school for the past five years. During this period of time, fixed-term exclusions have reduced significantly.

Many pupils say that the school listens to their views and makes the changes they suggest. Through the school council and the school nutrition action group, many pupils are suitably involved in making decisions about healthy living, behaviour and

rewards policies, and school uniform. However, pupils have a more limited influence in what and how they learn.

Pupils develop their social and life skills well and gain a beneficial understanding of life and work outside school through an extensive and innovative range of activities. These include valuable peer mentoring schemes, and exceptional opportunities provided through partnerships, for example with digital media and the local football club as well as with public services through local colleges and training companies. As a result, vulnerable pupils and those at risk of not remaining in education develop their skills as responsible learners effectively and make good progress.

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

The school provides a broad and balanced curriculum which meets statutory requirements, and the needs and interests of all pupils. Innovative curriculum planning and well-developed links with partner primary schools ensure that there is effective curriculum continuity between key stage 2 and key stage 3. At key stage 4, the school offers a comprehensive range of learning pathways, which include valuable opportunities for work-based learning and gaining qualifications.

The school's curriculum arrangements are very responsive to pupils' needs, interests and abilities. The school works highly effectively with a wide range of partners to provide a curriculum that supports pupils, particularly those who are at risk of disengagement. This has led to a significant improvement in standards at key stage 4.

The school provides a wide range of extra-curricular activities with high participation rates, including art, drama, and sporting activities such as mountain-biking, sailing and team sports.

There are many opportunities for pupils to achieve qualifications in skills in key stage 3 and, particularly, in key stage 4. The school has effective strategies in place for pupils in need of additional support in literacy and numeracy. However, in a minority of lessons, teachers do not support the development of the respective skills well enough. The school's strategies for developing pupils' literacy and numeracy skills do not link closely enough with the Literacy and Numeracy Framework.

Provision for Welsh second language is appropriate at key stage 3 and key stage 4. The introduction of a wider range of qualifications has improved provision, particularly for lower ability pupils at key stage 4. Across the school, opportunities for the systematic development of Welsh outside lessons are more limited. There is satisfactory provision for the development of the Welsh dimension. This includes an annual school eisteddfod and visits to historical and sporting venues.

The school's provision helps pupils to develop an appropriate understanding of the need to recycle and live sustainably. Pupils' understanding of global citizenship is less well developed.

Teaching: Adequate

Most teachers have a secure subject knowledge and many teachers plan lessons well to include clear objectives that are shared effectively with pupils. Many teachers have positive working relationships with pupils that support learning well. However, overall, the quality of teaching and assessment varies too much.

In a majority of lessons, teachers plan lessons thoroughly to include an appropriate range of tasks that are well chosen to suit pupils' interests, needs and ability. Teachers in these lessons have high expectations and provide a supportive learning environment. They manage behaviour positively and monitor groups and individuals well to support their learning. In a minority of lessons, teachers use skilful questioning to encourage pupils to expand their knowledge. They provide supportive comments to help pupils to understand their target levels and what they need to do to improve. This includes modelling answers and explaining subject specific language well.

Teaching is less effective in a minority of lessons. This is most commonly because tasks are not well matched to pupils' abilities and interests, lessons are too teacher-directed, or teachers introduce new tasks before checking that pupils have consolidated their learning. As a result, the pace of the lesson slows and pupils make less progress. In a few lessons, teachers do not ask questions skilfully enough to probe pupils' understanding or explain clearly how they can improve their work. This means that pupils find it difficult to follow up on the teachers' comments to support the next steps for improvement.

Nearly all teachers use a common approach to assess and mark pupils' work regularly. Around half of their comments provide pupils with clear guidance on how to improve their work, although very few pupils follow-up on these comments. The other half of the comments teachers make are not precise enough and, although generally supportive, do not guide pupils well enough about how to make specific improvements.

Thorough tracking of pupils' progress identifies underachievement well. The prompt action to provide the support pupils need ensures that many meet appropriately challenging targets.

Reports to parents contain worthwhile information on pupils' progress. They provide a useful opportunity for parents, but not pupils, to comment on progress.

Care, support and guidance: Good

Provision for supporting pupils' health and wellbeing is effective and has a positive impact on improving pupils' behaviour and attendance. There are robust procedures for monitoring and tracking attendance and behaviour. The school makes appropriate arrangements to promote healthy eating and drinking. Pupils' spiritual, moral, social and cultural development is developed well through belief and ethics lessons, assemblies and thought for the day in form tutor periods.

The school provides comprehensive advice to pupils about subject choices for key stage 4 and post-16 options. Staff work extremely well with partner primaries to ensure that pupils settle quickly and there is continuity in their learning and wellbeing. Collaborative working with key specialist agencies is a particular strength of the school. These partnerships have significantly improved pupils' engagement in learning and wellbeing. The school's behaviour support arrangements are effective in developing the skills of conflict resolution and resilience for its most vulnerable pupils.

The school identifies pupils' additional learning needs appropriately and provides suitable support for identified pupils. Pupils with additional learning needs have access to a broad and balanced curriculum, including an imaginatively modified curriculum in Year 9 and key stage 4. This has been extremely beneficial in re-engaging pupils in their learning and gaining relevant qualifications. Parents of children with additional learning needs are kept well informed about their child's progress. Although the school uses data to identify and monitor the progress of pupils with additional learning needs, it has yet to establish a robust mechanism for measuring the impact and effectiveness of individual interventions. Information on specific pupils' needs is not detailed enough to inform lesson planning in mainstream lessons. As a result, teachers do not always know the best strategies to meet these pupils' diverse needs.

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

Learning environment: Good

The school has an inclusive, caring, aspirational and supportive ethos. It is a purposeful community based on mutual respect and high expectations. The school achieves its aim of pupils making progress to success, and developing into mature, responsible and respectful individuals. The school challenges stereotyping in all aspects of its provision and promotes equality effectively. It identifies and celebrates diversity well. All pupils have equal access to the school's wide curriculum and the range of extra-curricular activities available.

The current accommodation is sufficient for the number of pupils on roll and, although most of it is of relatively poor quality, the school makes the best use of its old buildings to create a suitable learning environment in the transition period before moving to its new building. The buildings, including toilet and changing facilities, are appropriately maintained.

The colourful displays in classrooms, corridors and communal areas support learning well. There are sufficient learning resources in nearly all subject areas. The small library provides a bright and welcoming environment that is used by a few pupils. The school uses the adjacent sports hall well to supplement its sports and fitness facilities. The school grounds are safe, secure and well maintained.

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

Leadership: Good

The headteacher provides the school with highly effective leadership and strong direction. Supported well by the senior leadership team, the headteacher has successfully created a clear strategic vision for the school. This is based on raising aspirations, high expectations and creating a culture where improving pupils' life chances is recognised as the school's main priority. The school's vision has been communicated well to staff, pupils, parents and key stakeholders. As a result, there is a strong sense of purpose across the whole school community, which has made a significant contribution to raising standards, particularly at key stage 4, and improving pupils' wellbeing.

Priorities from senior leaders, which focus on important issues of performance and provision, drive the agendas for middle leaders and team meetings. This helps staff at all levels to have a clear awareness of whole school priorities and their role in contributing to them. The school also takes suitable account of local and national priorities such as reducing the impact of deprivation on attainment, which are reflected in the school strategic development plans.

Staff roles and responsibilities are well defined in detailed job descriptions that place an appropriate emphasis on raising standards, enhancing the practice of staff and contributing to the strategic direction. Clear line-management arrangements ensure that staff are supported well in their work and there is a strong culture of accountability.

Performance management arrangements are robust and provide an effective means for setting targets for improvement that support the delivery of the school's strategic plans and subject development plans. The work of staff is reviewed thoroughly and, where necessary, underperformance addressed in an appropriate and sensitive manner. Although performance management arrangements identify individual and whole-school training development needs, they have not had a clear enough focus on how to improve aspects of teaching and learning and the development of pupils' skills.

Across the school, there is robust use of data to set challenging targets and monitor and track performance. Working together with staff, senior and middle leaders have used the data well to identify, follow-up and action important areas for improvement. This collaborative approach has helped the school to gain a successful track record of managing and implementing changes to benefit pupils' standards, improve attendance rates, reduce fixed-term exclusions and enhance the quality of provision.

Members of the governing body play an active part in the life of the school and are well informed about the school's performance. They are very knowledgeable about the school and challenge the school effectively, especially on the standards achieved and quality of curricular provision.

Improving quality: Good

The school has effective and successful systems in place to secure improvement. Robust procedures for quality assurance support a thorough cycle of self-evaluation activities. Leaders at all levels have a clear understanding of the school's main strengths and areas for improvement and understand fully their roles in the school's improvement.

The outcomes of self-evaluation activities form the basis of school improvement planning. Priorities and actions are based on the main areas for improvement set out in the school's self-evaluation report. This has led to clear development plans and the actions taken as a result have led to very positive improvements in standards at key stage 4 and wellbeing.

The self-evaluation report is comprehensive and provides an effective basis for the construction of the school development plan. Departments also produce annual self-evaluation reports. These are consistent in quality and thorough.

There are systematic processes to evaluate the school's performance and provision based on a detailed analysis of data and a wide range of first-hand evidence, including lesson observations and book scrutinies. Although these processes are suitable, the findings in terms of standards of teaching are too generous overall and the areas identified for improvement have not yet secured overall consistency in the quality of teaching. The views of parents and pupils do not yet play a full enough role in the school's self-evaluation procedures. The school has already identified this as an area for development.

The school's strategic development plan is comprehensive and detailed, and is based on the findings in the self-evaluation report. The plan is separated into five operational plans, each led by a senior leader. These plans are clear but, in general, the criteria for success do not measure their impact on specific outcomes. Departmental improvement plans emerge naturally from the cycle of self-evaluation and quality assurance activities. These working documents have brought about a very sharp focus on standards and suitable actions for improvement.

The school has made very strong progress in addressing many of the recommendations from the last inspection.

Partnership working: Excellent

The school has developed outstanding relationships with a wide range of partners. These extend learning experiences considerably and strengthen the arrangements to care, support and guide pupils extremely well. The combined impact of these partnerships has made an exceptional contribution to improving pupils' standards and wellbeing.

There is an extensive collaboration within the Rhyl cluster and in particular, with the main feeder, primary schools. This ensures smooth transition, for example by promoting continuity in science and technology, and challenging the more able pupils in English and mathematics. Extensive transition activities for vulnerable pupils help

them to settle quickly when they join the school, for example through a four-week induction programme and engaging activities such as the 'fishing for kids' scheme.

Well-established partnerships with the local college and other providers in the local community extend very effectively the curriculum provision at key stage 4 in particular. This has resulted in high levels of pupil engagement and significantly improved outcomes.

The school's links with a wide range of outside agencies, such as the team around the family, behaviour support, inclusion and youth services, mental health organisations, and charities is highly effective in supporting vulnerable pupils.

The school has secure relationships with its parents and carers. Parents are well informed about the school's work and receive good quality information about their children's wellbeing and progress.

Resource management: Good

The school manages its resources particularly well. Through its strategic business arrangements with its cluster of primary schools, the school has been able to strengthen provision and secure efficiency gains. Teaching and support staff are deployed well to make best use of their knowledge and expertise and meet the needs of pupils.

Staff benefit from a suitable range of professional development opportunities to increase their professional knowledge, skills and understanding. These are identified appropriately through performance management objectives and reflect whole-school and departmental priorities. Although staff are largely supported well through continuous professional development opportunities, there is not enough focus on routinely sharing good practice within the school, particularly in teaching, learning and how to develop pupils' skills.

The school's strategic business manager, working together with the headteacher and governing body, manages and monitors all expenditure robustly. Over the last three years, careful strategic budgeting and prudent financial management has helped the school to improve outcomes significantly at the same time as managing a large reduction in budget brought about by falling rolls. The school is now in a secure financial position having been in a deficit budget for the last four years.

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

Appendix 1

Commentary on performance data

At key stage 3, performance in the core subject indicator has improved in three of the last four years. However, for the past four years, performance has been below the average for its family of schools. When compared with the results of similar schools based on levels of eligibility for free school meals over the last three years, performance has remained in the bottom quarter. When compared with modelled expectations, performance is above expectations.

English performance at level 5 and above has shown rapid improvement in 2013 after a flat performance in the previous three years. In 2013, this performance in English places the school in the top quarter of similar schools and above the family average, from previously being in the bottom quarter and below the family average. Performance in English at level 6 and above has improved over the past four years. However, it has always been below the family average and has placed the school in the bottom quarter of similar schools based on levels of eligibility for free school meals for the past four years.

Mathematics performance at level 5 and above has improved steadily in the last four years but has been below the family average. In terms of free-school-meal benchmarks, mathematics performance has placed the school in the bottom quarter of similar schools over the past four years. At level 6 or above, performance in mathematics has been flat in three of the last four years, and generally above the family average. In 2013, it places the school in the lower half of similar schools in terms of free-school-meal benchmarks.

Performance in science at level 5 or above has improved over the last four years, and has been above the family average for the past two years. In 2013, performance in science places the school in the upper quarter of similar schools in terms of free-school-meal benchmarks from previously being below the median. At level 6 and above, performance in science has fluctuated over the past four years, and in 2013 is above the family average. In terms of free-school-meal benchmarks, science performance at level 6 or above in 2013 places the school in the lower half of similar schools.

Pupils' progress from the previous key stage is significantly below expectations for the core subject indicator and mathematics and also below expectations for science, but above expectations for English.

Performance in the level 2 threshold including English and mathematics has shown a steady improvement over the past four years. In 2013 this performance is well above the family average, placing the school in the top quarter of similar schools based on free-school-meal benchmarks. In both 2012 and 2013, performance has been above modelled expectations. Performance in the core subject indicator shows a similar pattern to that in the level 2 threshold including English and mathematics. In 2013, this performance is above both family and Wales averages.

The level 2 threshold performance shows an improving performance over the past four years from a low base. For 2012 and 2013, this performance is above the family and Wales averages and places the school in the top quarter of similar schools based on free-school-meal benchmarks, where it has previously been below the median in 2010 and 2011.

Performance in the capped points score shows a steady improving trend over the past four years and has also been above the family average for the past two years. In 2013, performance in this indicator places the school in the top quarter compared with similar schools. In both 2012 and 2013, performance has been above modelled expectations. Performance in the level 1 threshold also shows steady improvement and has also been above the family average for the past two years. In 2013, level 1 performance is above the Wales average and places the school in the top quarter of similar schools based on free-school-meal benchmarks, where it had previously been in the bottom quarter or lower half.

Performance in English has improved steadily over the past three years. It is now above the family average having been below both family and Wales averages for the previous three years. Compared with similar schools based on free-school-meal benchmarks, in 2013 performance in English places the school in the upper half where it had previously been in the bottom quarter or lower half for the last three years. Performance in mathematics shows a similar steady improvement and has been above both family and Wales averages in the last two years. For free-school-meal benchmarks, mathematics performance in 2012 and 2013 has placed the school in the top quarter of similar schools. In 2013, pupils' progress from the previous key stages is much better than expected for the level 2 threshold, and above expectations for the level 2 threshold including English and mathematics, core subject indicator, capped points score and level 1 threshold.

No pupil has left the school without a qualification in 2013 and many pupils continue in full-time education after 16. Very few pupils who left school at 16 are reported as being not in education, employment and training and this proportion is higher than the local authority and Wales averages.

At key stage 3, in 2013, girls do better than boys in the core subject indicator and separate core subjects and the gap is larger than the family and Wales averages. At key stage 4, girls do better than boys and the gap is larger than the family and national averages for all indicators.

In key stage 3, pupils eligible for free school meals generally perform worse than the family average. At key stage 4, there is a trend of improving performance for those pupils eligible for free school meals. They perform better than the family and Wales averages for the capped points score, and level 2 and level 1 thresholds. In 2013, these pupils perform worse than family and Wales averages for the level 2 threshold including English and mathematics and the core subject indicator, although their performance in the previous three years in these indicators has been better than the family average for these pupils. Pupils with special educational needs achieve as expected.

In key stage 3 assessments, performance in oracy, reading and writing improved sharply in 2013 after generally lower-than-family-average performance in the previous three years. Reading performance is now above both family and Wales averages. Writing performance has declined in three of the past four years. It improved in 2013 and is now in line with the family average.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Secondary Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	216	86 40%	120 56%	7 3%	3 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		43%	53%	3%	1%	
The school deals well with any bullying	215	50 23%	121 56%	36 17%	8 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	58%	14%	2%	
I have someone to talk to if I am worried	215	92 43%	113 53%	7 3%	3 1%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	53%	8%	1%	
The school teaches me how to keep healthy	215	52 24%	121 56%	37 17%	5 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	216	97 45%	108 50%	7 3%	4 2%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	8%	2%	
I am doing well at school	215	79 37%	120 56%	13 6%	3 1%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	214	80 37%	121 57%	9 4%	4 2%	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	215	33 15%	110 51%	51 24%	21 10%	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	216	80 37%	119 55%	15 7%	2 1%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	47%	7%	1%	
Pupils behave well and I can get my work done	215	18 8%	126 59%	54 25%	17 8%	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		213	64 30%	111 52%	32 15%	6 3%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			29%	51%	17%	4%	
The school listens to our views and makes changes we suggest		216	35 16%	132 61%	41 19%	8 4%	Mae'r ysgol yn gwranddo ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			16%	54%	25%	5%	
I am encouraged to do things for myself and to take on responsibility		215	75 35%	129 60%	10 5%	1 0%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			34%	60%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life		211	74 35%	120 57%	15 7%	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		216	89 41%	118 55%	7 3%	2 1%	Mae'r staff yn fy mharchu i a'm cefndir.
			37%	54%	7%	2%	
The school helps me to understand and respect people from other backgrounds		216	80 37%	122 56%	13 6%	1 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			36%	56%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4		97	28 29%	50 52%	14 14%	5 5%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	52%	15%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form		20	7 35%	11 55%	1 5%	1 5%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28%	50%	16%	6%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	120	32 27%	81 68%	7 6%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	120	35 29%	79 66%	4 3%	1 1%	1	Mae fy mhentyn 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.	119	45 38%	64 54%	8 7%	0 0%	2	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		49%	45%	3%	1%		
My child is making good progress at school.	117	40 34%	64 55%	9 8%	1 1%	3	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	116	10 9%	62 53%	19 16%	5 4%	20	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		21%	55%	11%	3%		
Teaching is good.	120	18 15%	88 73%	5 4%	0 0%	9	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	119	41 34%	66 55%	2 2%	0 0%	10	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		50%	45%	2%	0%		
The homework that is given builds well on what my child learns in school.	119	14 12%	57 48%	32 27%	5 4%	11	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.
		31%	53%	9%	2%		
Staff treat all children fairly and with respect.	119	16 13%	83 70%	8 7%	1 1%	11	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.	119	28 24%	75 63%	6 5%	0 0%	10	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	53%	7%	1%		
My child is safe at school.	120	28 23%	80 67%	4 3%	2 2%	6	Mae fy mhentyn yn ddiogel yn yr ysgol.
		41%	52%	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'.	115	27 23%	56 49%	12 10%	5 4%	15	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
			32%	46%	7%	2%	
I am kept well informed about my child's progress.	120	36 30%	64 53%	17 14%	2 2%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
			34%	50%	11%	2%	
I feel comfortable about approaching the school with questions, suggestions or a problem.	119	47 39%	57 48%	10 8%	1 1%	4	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
			41%	48%	7%	2%	
I understand the school's procedure for dealing with complaints.	119	21 18%	79 66%	11 9%	2 2%	6	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.	118	31 26%	68 58%	3 3%	0 0%	16	Mae'r ysgol yn helpu fy mhlentyn i ddoed yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
			35%	53%	5%	1%	
My child is well prepared for moving on to the next school or college or work.	117	18 15%	60 51%	16 14%	0 0%	23	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
			26%	46%	8%	2%	
There is a good range of activities including trips or visits.	120	29 24%	68 57%	12 10%	3 2%	8	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
			35%	50%	9%	2%	
The school is well run.	118	49 42%	58 49%	6 5%	0 0%	5	Mae'r ysgol yn cael ei rhedeg yn dda.
			40%	49%	5%	2%	

Appendix 3

The inspection team

Jackie Gapper	Reporting Inspector
Denise Wade	Team Inspector
Tony Sparks	Team Inspector
Farrukh Khan	Team Inspector
Huw Collins	Team Inspector
Hugh Davies	Team Inspector
James Kerry Jones	Lay Inspector
Christine Prescott	Peer Inspector
Juliet Peters	School Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms

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