



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

**St Illtyds R.C. High School
Newport Road
Rumney
Cardiff
CF3 1XQ**

Date of inspection: November 2012

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. Illtyd's Catholic High School is an 11 to 16 mixed comprehensive school. It is an English-medium school situated in the east of Cardiff in the area known as Rumney. It has 849 pupils on roll.

Most of the pupils who attend the school come from the area of Cardiff to the east of the River Taff and south of the A48(M). Those who attend the school chose to do so because of the Catholic nature and character of the school. The pupils come from a range of backgrounds and cultures. The proportion of pupils on free school meals is 26.1%, which is above the national average of 17.4%. Around 60% of pupils live in the 20% most deprived areas of Wales.

The school caters for the full ability range of pupils. Thirty per cent of pupils are on the school's special educational needs register; 9% are on School Action and 9% on School Action Plus of the Code of Practice for special educational needs. Three per cent of pupils have statements of special educational needs.

The pupils in the school come from a variety of backgrounds, with 20% coming from ethnic minority backgrounds. Five per cent of pupils come from homes that do not have English or Welsh as their first language.

The headteacher was appointed in 2008.

The individual school budget per pupil for St Illtyd's Catholic High School in 2011-2012 means that the budget is £4,213 per pupil. The maximum per pupil in the secondary schools in Cardiff is £5,183 and the minimum is £3,976. St Illtyd's Catholic High School is 14th out of the 20 secondary schools in Cardiff in terms of its school budget per pupil.

Summary

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

Current performance

There are good features of the school's work. These include:

- an improvement in standards in English at key stage 3 over the last two years;
- a steady improvement in the percentage of pupils achieving the level 1 threshold;
- pupils' contribution to many aspects of school life; and
- the school's commitment to the wellbeing of its pupils and effective promotion of a caring school ethos.

However, current performance is unsatisfactory because:

- at key stage 4, performance in indicators that include English and mathematics has declined overall over the last five years;
- pupils do not make enough progress in their learning and literacy skills;
- the percentage of pupils leaving full-time education without a qualification and the percentage of leavers not in education, employment or training are too high;
- attendance levels are below expectations;
- the number of fixed-term exclusions is high;
- in around half of lessons, teachers do not set high enough expectations or challenge all pupils sufficiently; and
- the quality of assessment is too variable, and does not help pupils to improve their work well enough.

Prospects for improvement

Prospects for improvement are unsatisfactory because:

- line management processes are not rigorous enough to ensure that all middle leaders are effectively held to account for the standards and quality of provision in their particular areas;
- governors do not challenge the school sufficiently about the standards achieved across the school;
- self-evaluation processes do not focus well enough on important areas such as teaching, assessment and leadership;
- planning for improvement does not prioritise key areas clearly enough and many of proposed actions and success criteria are unclear;
- leaders do not monitor and evaluate the implementation of new policies and arrangements well enough; and
- the school has made insufficient progress in addressing fully the recommendations of the last inspection report.

Recommendations

- R1 Raise standards at key stage 3 and key stage 4;
- R2 improve pupils' skills in literacy, numeracy and information and communication technology to ensure that they make good progress in lessons;
- R3 improve attendance and reduce fixed-term exclusions;
- R4 improve the quality and consistency of marking and feedback to pupils;
- R5 develop line management systems so that all leaders are challenged and are held to account for improvement;
- R6 improve the use of data at all levels to ensure accurate target setting;
- R7 develop the role of the governing body in challenging the school; and
- R8 strengthen systems to ensure that the analysis and monitoring of learning, teaching and leadership secure improvement.

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress on a termly basis.

Main findings

Key Question 1: How good are outcomes?

Unsatisfactory

Standards: Unsatisfactory

The school's performance has improved in a few indicators. However, pupils do not progress as well as expected and standards in many areas remain below those of similar schools.

At key stage 3, performance has improved over the last five years. However, the school's performance has placed it in the bottom half of similar schools in four out of the last five years. Standards in English have shown an improvement over the last two years and, in 2012, performance placed the school in the top quarter of similar schools. However, performance in mathematics has placed it in the lower half of similar schools for five years. Performance in science has varied too much over the same period.

At key stage 4, performance in all indicators that include English and mathematics has declined overall over the last five years. In the last two years, pupils' performance in those indicators that include English and mathematics at level 2 has worsened and is now significantly lower than of the average for similar schools and below expectations. The percentage of pupils achieving the level 1 threshold compares favourably with the Wales and family averages. Pupils' progress from key stage 2 to key stage 4 is less than expected in those indicators that include English, mathematics and science.

The percentage of pupils leaving full-time education without a qualification was 2.7% in 2012. This figure is higher than family and national averages. In 2011, 8.5% of leavers were not in education, employment or training, which is higher than the Wales figure of 4.4% and the local authority figure of 7.7%.

At both key stages there is too much variation in the relative performance of boys and girls. At key stage 4, the gap in performance between those pupils eligible for free school meals and those who are not is wider than family and national averages. Pupils with additional learning needs generally achieve their learning goals, but more able pupils do not make good enough progress.

Overall, in around half of lessons pupils make only adequate progress, and in a few lessons their progress is unsatisfactory. In a minority of lessons, a few pupils demonstrate poor behaviour and this limits the ability of a majority of pupils to learn effectively. This is particularly the case at key stage 3. In a minority of lessons, where they have the opportunity to do so, pupils work together purposefully and develop new knowledge and skills well. In a few lessons, pupils use a range of methods to improve their own learning. They assess their own work and that of their peers regularly against specific learning goals.

In a majority of lessons pupils listen well to their teachers. In a few lessons, pupils also listen well to one another. They contribute effectively to discussion and consider

the views of others. However, in a majority of lessons, pupils do not contribute well enough to group and whole-class activities to develop their ideas or to consolidate their learning.

In a few lessons, when given the opportunity to do so, pupils demonstrate the ability to read aloud short pieces of text accurately and with expression. However, in many lessons, pupils do not develop their reading skills well enough.

In English, pupils generally make reasonable progress towards meeting their targets. Pupils write at length and for a range of different purposes. However, pupils do not develop their writing skills well enough in other subjects. In their written work, pupils make too many errors of spelling, punctuation and grammar. Many pupils do not present or structure their work with sufficient care or clarity.

Pupils' skills in numeracy and in information and communication technology are underdeveloped.

Pupils' performance in Welsh second language at key stage 3 has improved over the last four years and is now comparable to that of similar schools. At key stage 4, although a relatively small proportion of pupils enter the full GCSE course, performance overall is as expected. Of the larger proportion of pupils who enter the short course, only a minority achieve a level 2 qualification. Overall, at both key stages, pupils lack confidence and fluency in speaking and writing.

Wellbeing: Adequate

Nearly all pupils feel safe in school. They are confident that the school deals well with bullying. They understand the importance of healthy lifestyles and a majority take part in a wide range of physical activities.

Pupils contribute their ideas well to many aspects of school life. The school council meets with the leadership team to raise issues and to agree actions, and they have made a useful input into a few school policies. A few older pupils benefit from helping younger pupils to develop their reading and numeracy skills.

Many pupils participate in a wide range of community activities. They take part in charity and fund-raising work, concerts and school productions.

Attendance rates have improved steadily over the last five years. However, attendance levels are amongst the lower half of those for similar schools and below the expected level. Permanent exclusions are low, although the number of fixed-term exclusions remains high.

Around the school, nearly all pupils are courteous and respectful to their peers, staff and visitors. In a majority of lessons, most pupils show positive attitudes to learning and make productive use of their time. However, a few pupils disrupt lessons when there is a lack of pace and challenge, and where teachers do not employ effective classroom management techniques.

Most pupils are punctual to lessons and registration periods. Where they have opportunities to do so, many pupils take responsibility for their own learning. However, pupils' skills of improving their own learning and of independent working are not developed well enough.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

The curriculum is broad and balanced, and meets statutory requirements. Through its collaborative partnerships, the school has increased the number of options available to learners in key stage 4. Recently, the school has made modifications to the curriculum to address in pupils' underachievement. However, these changes have yet to contribute fully to improvements in outcomes.

The school offers an appropriate range of extra-curricular opportunities both on and off-site that support and develop learning at all stages.

Schemes of work pay sufficient attention to developing pupils' skills. The school has a clear strategy for improving standards in literacy, and teachers pay particular attention to extended writing and reading resources. However, this approach to planning is not sufficiently monitored or consistently applied to ensure that pupils are appropriately challenged and that standards improve. Intervention programmes provide effective support for pupils with weak literacy skills, which have led to improvements in pupils' reading. Planning for numeracy is less well developed.

The school is developing its Welsh language provision, with an increased proportion of pupils now following full course GCSE. Staff have received training in the use of incidental Welsh. However, this has not made enough impact on pupils' standards. The school promotes the culture of Wales through an annual Eisteddfod celebration, although there is limited reference to the Welsh dimension in planning across subjects.

The school has satisfactory provision for education for sustainable development and global citizenship. There is an active eco-committee, which promotes recycling in the school community and raises awareness of environmental issues. St Illtyd's is a Fairtrade school, and has developed global citizenship effectively through international links and by working with a range of Christian charities.

Teaching: Unsatisfactory

In around half of lessons teaching is good or better. In these lessons, teachers make effective use of activities and resources to motivate pupils in order that they can make sound progress in their learning. Lessons are well planned and activities build on previous knowledge and understanding. Teachers use good questioning skills that promote deeper understanding and develop pupils' reasoning skills. They provide a wide range of opportunities for pupils to work independently and with their peers. These teachers ensure that working relationships are positive. In the few examples of excellent classroom practice, literacy skills and subject skills are developed very effectively, and teachers encourage a high level of pupil independence.

In around half of lessons teaching is less effective. Teachers do not set high enough expectations or challenge all pupils sufficiently. As a result, pupils do not make the progress that they should. These lessons lack clear objectives, appropriate pace and organisation. Work is often not well matched to the needs of pupils and learning is not consistently reinforced. Furthermore, opportunities to develop literacy skills are not fully exploited. Classroom tasks do not always extend pupils' learning and homework is not set consistently. In the very few lessons where teaching is judged unsatisfactory, the management of pupils' behaviour is weak.

Nearly all teachers mark work regularly. Both between departments and within departments there is too much inconsistency in teachers' marking. In a minority of cases, comments are informative and offer helpful suggestions to improve. However, many comments do not provide pupils with enough guidance on next steps in learning. In a minority of lessons, there are suitable opportunities for pupils to assess their own progress against shared success criteria.

Leaders monitor the progress made by groups of pupils through a recently-developed tracking system. However, this is not sufficiently developed, or focused enough on achieving the school's targets. This means that pupils at risk of underachieving are not identified clearly. All pupils have target grades and levels, but many are not sure what they are and whether they are on target to achieve them. Reports to parents are timely and informative, although a minority of subject comments lack detail on pupils' strengths and areas for development.

Care, support and guidance: Adequate

The school has a strong commitment to the health and wellbeing of its pupils and promotes healthy lifestyles well. There are appropriate arrangements in place to deal with bullying and discrimination. The school promotes well pupils' spiritual, moral, social and cultural development.

The school is improving its support for attendance. It has raised expectations, introduced more robust monitoring systems and is working more effectively with parents. These changes have had a positive impact on attendance this year.

In the last year the school has provided training for staff on behaviour management and has improved its behaviour policy to give more responsibility to teachers. However, this policy is not being implemented consistently or monitored tightly enough.

The school provides pupils and parents with good guidance when making choices about courses in key stage 4. However, the school does not have a strategic approach to supporting pupils to remain in education, employment or training beyond key stage 4.

There is effective support for pupils with additional learning needs. The school assesses needs well and uses specialist teachers and support assistants effectively to ensure that the needs of these pupils are met. The school has well-established links with primary schools and post-16 providers to ensure smooth transition for pupils with additional needs. Parents are regularly involved in developing and

reviewing individual plans and are kept up-to-date with their child's progress. The school works well with external agencies to ensure that vulnerable pupils have access to a range of specialist services to meet their needs.

There are appropriate policies and arrangements for safeguarding that meet requirements and give no cause for concern.

Learning environment: Good

The school has developed a strong inclusive ethos that promotes equality and diversity well. All pupils have equal access to the curriculum and all aspects of school life. The staff and students have recently developed a new approach to respectful relationships, 'Super Values', which are based on Gospel values and promote honesty, respect, justice and compassion. The school has also introduced new support facilities for those not able to access the full curriculum. These changes have strengthened the inclusive ethos for all pupils irrespective of religious background.

There is good provision of resources throughout the school, including information and communication technology facilities. The modern building is to a high standard, and it is secure, well maintained and accessible to all.

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

The school has an appropriate vision and aims that are understood and supported by all staff. The headteacher and other members of the senior leadership team maintain a close working relationship with other staff and pupils. However, senior leaders have not been effective enough in improving provision and raising standards.

The school's management structure is clearly defined and all leaders have a sound understanding of their roles and responsibilities. Recent restructuring of middle leadership has resulted in arrangements that are more appropriate for the school. Regular meetings at all levels provide opportunities for all staff to share information and ideas. However, there is too much variation in the extent to which meetings focus on the most important issues, plan appropriate actions to address those issues, and review the effectiveness of previous actions.

Roles, responsibilities and lines of accountability are set out clearly and are understood by all. There is now a more systematic approach to line management arrangements. However, there is too much variation in the rigour of these processes to ensure that all middle leaders are effectively challenged and held to account for the standards and quality of provision in their particular areas. Insufficient progress has been made in recent years in improving the leadership in a minority of subject areas and addressing low standards and expectations in a range of subjects.

All leaders evaluate pupil performance in teacher assessments and public examinations. However, overall, the use of data to inform planning and to generate targets for improvement is underdeveloped. In many cases, targets set by the school

and departments are not challenging enough to form a suitable basis for pupils to achieve their potential.

The school implements performance management arrangements systematically. The process is appropriately linked to the priorities of improvement plans and to planning to meet teachers' professional development needs.

The governing body supports the headteacher and the school well. The headteacher and other leaders keep governors well informed about pupil performance and developments in the school through meetings of the full body and the four committees. In meetings of the committees, governors appropriately question some of the school's decisions and recommendations. However, they do not challenge the school sufficiently with regard to standards achieved across the school and within individual subjects.

The school makes appropriate provision to address national priority areas such as 14-19 Learning Pathways and transition from key stage 2 to key stage 3. It has also taken action and set out plans aimed at developing pupils' literacy and numeracy and addressing the link between deprivation and attainment.

Improving quality: Unsatisfactory

The school uses an appropriate range of self-evaluation processes, including analysis of performance data, lesson observations, scrutiny of pupils' work and consideration of the views of pupils.

Whole-school and departmental self-evaluation reports are presented in a common format and include evaluations of outcomes, provision and leadership. The whole-school self-evaluation report presents an honest appraisal of strengths and areas for improvement. However, the report does not attach sufficient weight to some important areas requiring improvement in the school, for example in relation to teaching, assessment and leadership. Departmental reports include some helpful evaluations, but there is too much variation in the range of evidence considered, the rigour applied to the evaluation process, and the accurate identification of areas for improvement.

Improvement plans, at whole-school and departmental levels, link suitably to areas for improvement that have been identified through self-evaluation. However, departmental plans do not place enough emphasis on improving the quality of teaching and there is too much variation in the extent to which they address whole-school priorities such as literacy and the implementation of the new behaviour management policy. Improvement plans overall do not prioritise issues effectively enough and many of the proposed actions and success criteria are unclear.

Leaders do not monitor effectively enough the progress being made towards addressing identified priorities, including the implementation of new policies and arrangements.

Through its planning, the school has secured improvement in a few areas of standards and provision. Overall, however, self-evaluation and improvement

planning have insufficient impact on improving outcomes in the school and standards of achievement remain too low. The school has made some progress in addressing a few of the recommendations of the last inspection report. However, important issues remain with regard to the effectiveness of leadership at all levels, tracking pupils' progress and attendance.

The school has established working groups of teachers to develop and share practice in relation to teaching and learning, literacy, numeracy and bilingualism. The work of these groups is beginning to have an impact on classroom practice in some subject areas.

Partnership working: Adequate

The school works well with its partner primary schools to ensure smooth transition from key stage 2 to key stage 3, particularly with regard to pastoral care. However, the school does not collaborate closely enough with its partner primary schools on key priorities such as pupils' literacy and numeracy skills.

The school's partnership and commitment to the local cluster of the Faith Based Learning Network is strong and has led to a wider range of courses offered at key stage 4. Procedures for monitoring pupil attainment and attendance are in place, but moderation and quality assurance processes are less well developed.

There are a wide range of effective partnerships with social services and other external agencies that provide support for the wellbeing of the most vulnerable pupils.

The school has developed a number of strategies to develop its links with parents and carers. They are actively encouraged to attend assemblies, parents' evenings and other events at school. While the partnership with parents impacts positively on wellbeing, it does not support fully the improvement of standards.

Resource management: Unsatisfactory

The school's finance is managed efficiently by the business manager, headteacher and finance committee, who monitor spending closely. Spending decisions are appropriately linked to priorities for improvement identified by the school, although improvement plans are not costed in enough detail. There are sufficient numbers of suitably-qualified staff to meet the needs of the curriculum and they are ably supported by teaching assistants.

Due to the shortcomings in pupils' outcomes, the school provides unsatisfactory value for money.

Appendix 1

Commentary on performance data

Overall, performance at key stage 3 has improved over the last five years. Performance in the core subject indicator has been at the family average over that period. However, when compared with similar schools based on the percentage of pupils entitled to free school meals, the school has been in the lower half of schools in four out of the last five years. When compared with modelled expectations, performance in the core subject indicator places the school just above average.

Performance in English shows improvement over the last two years, when it has been above the family average. English performance has placed the school in the top half of similar schools for the last five years, except in 2009-2010 when performance lowered it to the bottom quarter. In 2012, performance placed the school in the top quarter. Performance in mathematics has shown a gradual improvement, but has been just below the family average for the last five years. Performance has placed the school in the lower half of similar schools for five years. Performance in science has fluctuated over the last five years and has been below the family average in three of the last five years. Performance has placed the school in the lower half of similar schools in the last two years.

Performance in English at level 6 and above has improved over the last five years. After being below the family average for four years, in 2012 performance was just above the family average. Performance has placed the school in the lower half of similar schools for four out the last five years.

Performance in mathematics at level 6 and above has been below the family average for the last five years, but has shown a slight improvement over the last two years. Performance has placed the school in the lower half of similar schools for four years, but it was in the top half in 2012.

At key stage 4, performance in the level 2 threshold including English and mathematics and the core subject indicator has declined over the last two years and in 2012 was below the family average. When compared with similar schools in terms of the free-school-meal benchmarks, performance has fluctuated around the median for the last five years. Performance is below modelled expectations. Performance in the core subject indicator has been roughly in line with the family average, but has declined over the last two years. Performance has placed the school in the bottom half of similar schools for the last four years and in the bottom quarter for the last two years.

Performance in the level 2 threshold has increased overall in the last five years but has been below the family average in four out of the last five years. It has placed the school in the lower half of similar schools for four years, but it has fallen to the bottom quarter in 2012.

Performance in the capped points score has also been fairly static for the last three years and in line with the family average. In 2012, performance fell below the family

average. In terms of the free-school-meal benchmarks, performance has lowered the school from the upper half of similar schools to the bottom quarter over the last three years.

Performance in the level 1 threshold has improved steadily over the last five years at a slightly better rate than the family average. It has placed the school in the second quarter of similar schools for five years.

Performance in English has declined in the last two years and is now below the family average. The school has fallen from the top quarter of similar schools in 2010 to the bottom quarter in 2012. Performance in mathematics has been fairly static and above the family average for the four years prior to 2012. In 2012, performance dipped to below the family average. The school has fallen steadily from the top quarter of similar schools to the bottom quarter over the last five years.

Pupils' progress from key stage 2 is less than expected in those indicators that include English, mathematics and science.

Nearly 3% of pupils left full-time education without a qualification in 2012. This is above the family average.

At key stage 3, in English, girls outperform boys by a greater margin than that of the family and this has been the case for four out of the last five years. Generally, girls perform better than the family average. In mathematics in 2012, boys outperformed girls, although over the last five years there has been no overall pattern. In science, girls outperformed boys by a similar margin to that of the family. Over the last five years, girls have generally outperformed boys by a greater percentage than that of the family.

At key stage 4, boys outperformed girls at the level 2 threshold including English and mathematics and in the core subject indicator, which is a different picture to that of the family. However, over the last four years, the situation has been reversed with girls outperforming boys.

At key stage 3, performance in Welsh second language has improved from 40% of pupils gaining level 5 in 2010 to 68.4% of pupils in 2012, which is above the family average of 66.3% and just above the Wales average. Performance is now comparable with that of similar schools. At key stage 4, although a relatively small proportion of pupils enter the full GCSE course, performance overall is as expected. Of the larger proportion of pupils who enter the short course, only a minority achieve a level 2 qualification.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Estyn received responses from 210 learners, selected at random from across the age range.

Nearly all pupils say that they feel safe in school and that they have someone to turn to if they have any concerns. Most pupils believe that the school deals well with bullying.

Nearly all pupils consider that they are doing well, and that staff help them to learn and make progress and encourage them to take responsibility. Most pupils think that they have enough books and equipment, and many say that homework helps them to understand and improve their work. Most pupils in key stage 4 say that they received good advice when choosing their courses. Nearly all pupils feel well prepared for further education or employment. These responses compare favourably with those of pupils in other secondary schools.

Most pupils state that the school teaches them to be healthy. Most indicate that there are plenty of opportunities to get regular exercise.

Nearly all pupils confirm that the school helps them to understand and respect people from other backgrounds, and that staff treat them fairly and with respect. This is a much higher proportion than that found in other secondary schools.

Many pupils feel the school takes account of their views. The majority of learners also state that pupils behave well and that they can get on with their work.

Responses to parent questionnaires

Estyn received 21 responses to the parent questionnaire. Many responses compare favourably with other secondary schools. However, the number of responses is smaller than that from other secondary schools.

All parents are satisfied with the school and most say that it is well run. All state that their children are safe and say that their children like the school. All parents indicate that their children were helped to settle in well when they started school.

A majority of parents believe that pupils behave well in the school. This is a lower proportion than in other schools.

Many parents consider that there is a good range of activities and all think that their children are encouraged to be healthy. Most feel comfortable about approaching the school to discuss matters about their child's education and wellbeing. Most say that they understand the school's procedure for dealing with complaints.

All parents believe that teaching is good. Most parents believe that their children are making good progress and that staff expect their children to work hard. Many parents say that homework reinforces learning, however, this is a smaller proportion than in other secondary schools. All parents believe that staff treat all children fairly and with respect. Many parents feel that their children receive appropriate additional support where necessary and most say that their children are well prepared for moving on to the next school or college.

Most parents feel well informed about their children's progress.

Appendix 3

The inspection team

Sarah Lewis	Reporting Inspector
Robert Davies	Team Inspector
Mark Campion	Team Inspector
Kevin Adams	Team Inspector
Dylan Gwyer-Roberts	Team Inspector
Stephen Walters	Lay Inspector
Rhys Evans	Peer Inspector
Angela Haynes	School Nominee

Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

Year groups 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 LEAs.

The term 'Reception' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	FPR	FPY1	FPY2	Y3	Y4	Y5	Y6
Ages	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 four key stages cover the following year groups:

Foundation Phase	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.