



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

**Ysgol David Hughes
Ffordd Pentraeth
Menai Bridge
Anglesey
LL59 5SS**

Date of inspection: March 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

Ysgol David Hughes is a bilingual comprehensive school with 1,110 pupils of between 11 and 18 years of age, of which 206 are 16 to 18-year-old students. It serves the catchment area of south-east Anglesey, a mainly agricultural area with some light industry, which is characteristic of the area. It has 10.4% of pupils registered as entitled to free school meals. This is considerably lower than the national average (17.4%).

Two point nine per cent (2.9%) of pupils have a statement of special educational needs (SEN), which is a little higher than the national average of 2.6%. Approximately 13% of other pupils are on the School Action and School Action Plus registers. This figure is a little lower than the national average. No pupils have been disapplied from the National Curriculum.

Nearly all pupils and students belong to the white ethnic group and 90% of pupils can speak Welsh. Thirty-three per cent speak Welsh at home. Most have received their primary education through the medium of Welsh.

The headteacher started in post in September 1995.

The individual school budget per pupil for Ysgol David Hughes in 2011-2012 means that the budget is £3,759 per pupil. The maximum per pupil in Anglesey schools is £4,111 and the minimum is £3,759. Ysgol David Hughes is fifth of the five secondary schools in Anglesey 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 performance is good because:

- pupils' achievement is good in the majority of indicators in key stage 4;
- pupils make good progress from key stage 3 to key stage 4, and also in most classes;
- nearly all pupils feel safe at school and receive good personal support;
- the curriculum provides wide and suitable opportunities and experiences; and
- the school places a strong focus on developing literacy and numeracy skills.

Prospects for improvement

Prospects for improvement are good because:

- the headteacher and senior leadership team give the school very good leadership and they are supported by every member of staff;
- the school's self-evaluation and development plan give a clear picture of strengths and areas to be developed;
- there is a systematic programme of lesson observations in order to ensure that the quality of learning and teaching in every class is consistently good; and
- performance data is used effectively to set relevant and challenging targets for pupils in order to improve standards.

Recommendations

In order to ensure improvement, the staff and governors of Ysgol David Hughes should:

- R1 raise boys' standards, especially in language subjects in key stage 4;
- R2 continue to raise standards of outcomes in English in order to ensure that results improve;
- R3 share excellent teaching practices that promote literacy across the curriculum;
- R4 implement effective strategies to promote the performance of more able and talented pupils; and
- R5 work with the local authority to improve the condition of the sports fields and ensure the faults of the fire doors are addressed in order to guarantee health and safety.

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

During the last three years standards at the school have improved. In the majority of indicators, in key stage 3 and key stage 4, performance is better than in similar schools in terms of levels of free school meals. Pupils make good progress from key stage 3 to key stage 4.

In key stage 3, there has been an improvement in the core subjects over the last three years, but the school's performance is still lower than the family's average and that of similar schools. Standards in Welsh first language, mathematics and science show that the school's performance is higher than the average for similar schools, but results in English are lower. Performance at the highest levels is lower than the family average in English and Welsh but better than the family average in mathematics and science.

On the whole, the school's performance is good in key stage 4. Performance in the level 1 threshold is better than the averages for the family and similar schools in terms of free school meals. In addition, the results for the level 2 threshold, which include Welsh or English and mathematics, place the school in the upper 50% in comparison with similar schools in terms of free school meals. However, performance varies across all indicators. No pupil left school without any qualifications in 2010 or 2011.

Sixth form pupils are all following level 3 courses. Pupils perform very well; 99% reached the threshold in 2011, and 92% completed the Welsh Baccalaureate Qualification level 3.

The gap between the performance of boys and girls is smaller than the national gap but greater than the family's average. The gap has decreased in key stage 3 but, at present, it has not decreased as much in key stage 4. The gap between the performance of pupils who receive free school meals and the remainder of the cohort is larger than the family's average. Pupils with additional learning needs make significant progress.

Pupils make good progress in most lessons and build well on their knowledge, skills and understanding. Many offer extended answers in Welsh and English across the curriculum. They work effectively individually and also in small groups and respond appropriately to appropriate tasks. When moving through the key stages, pupils show good progress in their independent learning skills.

Most pupils are confident in Welsh and English and develop relevant writing and reading skills. In many lessons pupils make use of their skills to analyse texts and reach conclusions. Many pupils can write at length in English and Welsh lessons and also in a variety of subjects across the curriculum. They write for a range of different purposes and audiences, and many write at length in many of the subjects,

and can use the relevant subject terms. Pupils make consistent progress in developing accuracy in spelling and punctuation, but there are spelling and grammar mistakes in the work of a few pupils. Many pupils' reading ages are lower than their chronological age at the beginning of Year 7 but, by the end of key stage 3, the majority of pupils make progress so that they can read according to the expectations of their ability.

The numeracy skills of many pupils are developing very well and they can use their skills effectively in a variety of subjects across the curriculum.

There has been significant progress over the last four years in the number of pupils attaining level 5 or higher in Welsh as a first language and as a second language, and the performance is higher than the family's average and the average for similar schools in terms of free school meals. There is also an increase in the number of pupils attaining the higher levels. Pupils' standards of bilingualism are very high and many pupils in key stage 4 attain level 1 or 2 in Welsh first language.

Wellbeing: Good

Nearly all pupils feel safe at school and receive good personal support. Many pupils feel that the school deals appropriately with the few cases of bullying that arise. Pupils have a good understanding of how to keep healthy and they have positive attitudes towards physical exercise and improving their diet. There are good levels of participation in fitness activities and sports and many pupils take part in a variety of activities held by the 5x60 club.

Pupils' attendance rates have improved gradually over the last five years and the school is now among the top 25% in comparison with similar schools in terms of free school meals. Across the school, most pupils are punctual for their lessons.

The behaviour of most pupils in lessons and around the school is very good. Only two pupils have been excluded permanently during the last five years, and the levels of temporary exclusions are very low.

Many pupils make a strong contribution to a variety of aspects of school life through the activities of the school council, year councils, the eco-group and the food and fitness group. Increasingly, pupils play a prominent part in the community.

Most pupils work together well and have positive attitudes towards work. Many pupils have the skills to prepare them for life beyond the school or for the next stage of their learning.

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

The school curriculum provides wide and suitable opportunities and experiences and it meets the statutory requirements. The key stage 3 curriculum builds effectively on the work of the previous key stage. In addition to the statutory subjects, every pupil studies a foreign second language in Year 9. By co-operating with Coleg Menai and

Anglesey's other comprehensive schools, the school offers a wide range of general and vocational courses in key stage 4 and the sixth form. In addition, a varying range of extra-curricular activities is offered that enrich the experiences of many pupils.

The school places a strong focus on developing skills. In key stage 3, all pupils have skills lessons as part of the personal and social education programme, and Year 9 pupils have two additional skills lessons every week. In key stage 4 and in the sixth form, good provision is offered through the Welsh Baccalaureate Qualification programme. In addition to these specific arrangements, most teachers ensure effective skills development through lessons across the curriculum. A large number of pupils from Year 9 onwards gain qualifications in the essential skills at level 2. The school offers very good provision for improving the literacy skills of those pupils who have a low reading age when they join the school.

The school's provision for Welsh is very good. Although only a minority of pupils come from homes in which Welsh is the first language, many follow courses through the medium of Welsh and sit a Welsh first language examination at the end of Year 11. The school plans carefully in order to ensure the greatest possible use of the Welsh language in lessons and in other activities. Pupils' understanding of Welsh culture and traditions is developed effectively through lessons across the school and through extra-curricular activities.

The school makes appropriate arrangements for sustainable development and global citizenship. There is an operational policy in place, and there are a variety of examples of how the school promotes recycling and contacts schools all over the world.

Teaching: Good

Many lessons have been planned thoroughly and include suitable activities in order to capture pupils' interest and promote good standards. Teachers ensure that pupils understand the purpose of the work and know what to do in order to succeed. Teachers also include many pupils in reviewing their previous learning. Good working relationships and effective classroom management are apparent. Teachers use a variety of teaching methods and resources in order to ensure good progress throughout the lesson. They give good support and guidance to pupils when they are working individually or in groups.

In the excellent lessons, teachers promote high quality learning by transferring much of the responsibility to pupils. Their questioning is very skilful and pupils are given many opportunities to listen, respond, question, discuss and share information. These lessons develop skills and subject understanding, alongside other skills such as literacy and thinking skills, very effectively. Teachers' expectations and the level of challenge of the tasks are very high and the activities are exciting and stimulating, with a very good pace to the learning.

A few lessons are less successful, because of activities that fail to interest or offer sufficient challenge to pupils, a lack of variety in the teaching methods, slow learning pace or inappropriate timing of tasks.

Teachers assess pupils' work in classroom and give good feedback that helps pupils to improve their work. In many lessons pupils have appropriate opportunities to assess their own work and their peers' work, and assessment for learning strategies have an effect on standards. Most teachers mark written work regularly and give constructive feedback.

Every teacher records assessment results every term on the school's electronic system. The school tracks pupils' progress towards their target grades effectively and implements a range of appropriate strategies in order to deal with any underperformance. The arrangements for reporting back to parents comply with statutory requirements but there is no space on the reports for pupils' and parents' comments. The content of reports is generally good, but there is some inconsistency concerning teachers' use of targets and in the quality of their comments.

Care, support and guidance: Good

The school promotes its pupils health very successfully. Personal and social education arrangements and activities are planned well, including careers education, which contributes effectively to their wellbeing. The school promotes healthy eating and healthy ways of living and has secured stage 5 of the healthy schools initiative.

The school has a robust and effective pastoral system and a variety of agencies are used in order to ensure relevant help for pupils who need specific support. Pupils' learning experiences promote pupils' spiritual, moral, social and cultural development effectively.

Most pupils receive very good advice and instruction when they are choosing courses for key stage 4 and the sixth form.

The school has an appropriate policy and has procedures for safeguarding.

The school is effective in identifying and monitoring the progress of pupils who have additional learning needs and there are appropriate processes in place for reviewing their progress. With the effective support of the senior learning assistants, pupils with additional learning needs cope well with their work. However, strategies for extending more able and talented pupils are not as effective.

Learning environment: Good

Considerable work has been done to improve the condition of the site. The school's physical environment is in good condition, considering the age of the building, and there is enough room for the number of pupils. Modifications have been made to a number of classrooms in order to create specialised rooms that allow more flexible use of them, and to ensure more effective use of the building.

The internal sports facilities are excellent, and the information technology resources are good and numerous.

A fire risk assessment has been undertaken recently that identifies recommendations including the need for more fire doors and actions. The majority of these have already been achieved.

Work has been undertaken to separate passengers and vehicles in the school yard when pupils are arriving at school and leave. The school is paying close attention to this and is considering whether there are further steps that could be taken to reduce the risk further.

The school's inclusive ethos promotes positive values and attitudes.

The school deals effectively with any case of racism and records it centrally. The number of cases is very small. Similarly, it deals well with cases of bullying, and pupils appear satisfied with the procedures that exist. Suitable and robust procedures are in place to deal equal opportunities and equality issues.

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

The school is led effectively by a very experienced headteacher and senior management team. The headteacher gives very good leadership to the school by establishing and maintaining a robust managerial structure and systems. He has a clear vision for the school's direction and gives a clear priority to enriching pupils' experiences and standards and promoting staff's professional development.

He has very effective support from all members of the senior management team, who carry out their duties in an unassuming and effective way. They all convey high expectations. A team of middle managers offers good quality leadership and sets high expectations for the staff's work.

A variety of data is used to set challenging targets and to monitor the school's performance. Appropriate policies and procedures are in place to respond successfully to local and national priorities. Roles and responsibilities are defined appropriately, and performance management is an obvious, good characteristic of the school's organisation.

The senior management team meets regularly to discuss the life and work of the school and to determine priorities, and points to be implemented and developed. Departmental staff and pastoral teams meet regularly in line with the school's meetings timetable. These meetings are used well to plan and evaluate their work, but at times there is not enough use of action points in order to promote accountability.

The full governing body is very aware of the school's performance through receiving and analysing data, comparing with similar schools and receiving good quality reports from the headteacher and other teachers. The governing body is aware of the aspects that need to be prioritised. They operate effectively in their role in supporting the school as a critical friend.

Improving quality: Good

The school has a thorough self-evaluation system. The school's self-evaluation report gives a comprehensive and accurate assessment of its work. The majority of

departments show a commitment to implementing the system's arrangements. Senior managers and middle managers play an essential role in leading the evaluation of provision and outcomes. They use a range of strategies to build a clear picture of the quality of their work. They appreciate the comments of the local authority and seek the opinions of pupils and parents. In general, their evaluations are perceptive and accurate.

Nearly every department analyses data on pupils' attainments thoroughly. They use the information from evaluations and monitoring pupils' work effectively to gain an understanding of the quality of experiences in the classroom. However, they do not evaluate their departments' leadership and management as thoroughly.

Nearly every department's development plan identifies suitable improvement strategies. Managers are competent in educational developments. Their development plans prepare their departments to deal with new challenges. On occasion, managers miss opportunities to set measurable targets against which success can be measured.

The school's development plan lists 15 development priorities. These are divided into groups that focus suitably on raising each pupil's attainment level, reducing the gap between different groups of pupils, and improving pupils' literacy, numeracy and information technology skills. A number of strategies have already led to improvements.

Managers have a strong record of implementing changes and achieving improvements.

The school is a lively learning community. Each member of staff is a member of at least one committee that advises on aspects of the school's work. Five professional learning communities research aspects that are essential to realising the school's development priorities. In addition, many teachers are members of learning communities that include other schools and groups. These professional learning communities have had a positive influence on provision and standards.

Partnership working: Good

The school works in partnership effectively with a number of other providers. These partnerships have a positive influence on pupils' experience and wellbeing. The headteacher and senior managers play a prominent part in co-operating with other institutions to develop the curriculum and improve the quality of teaching by disseminating good practice.

The effect of these partnerships is seen most prominently in planning the extended curriculum according to learning pathways 14-19. The school also co-operates effectively with other schools and with Coleg Menai through the Anglesey curriculum group to arrange cost-effective post-16 courses. There are appropriate arrangements for ensuring consistency of provision and ensuring quality between schools in this partnership.

The school works effectively with local primary schools to promote pupils' transition from key stage 2 to key stage 3 and to share learning methodology, assessment methods and standards. This ensures that good information about the needs of every pupil in terms of wellbeing, linguistic needs and attainment levels is shared.

There is a good partnership between the parents and the school. They receive useful information about the school. Questionnaires are used effectively to contact them and to receive their opinion on the school's activities. The school responds effectively to any concerns that the parents have. Parents support the school well by arranging community activities to raise money for the school and for charities.

The school co-operates well with other agencies and local employers.

Resource management: Good

The school has an appropriate number of qualified teachers.

A reduction in the number of school-aged children in the area affects the numbers at the school and has led to a decrease in the school budget over a number of years. Managers have created a detailed long-term plan about how the school will implement a small decrease in the number of teachers whilst maintaining curricular options for pupils. A deficit in the budget for the current year is part of the plan.

Managers estimate the cost of every improvement strategy and ensure that enough resources are available for the development priorities.

Performance management arrangements challenge, motivate and support teachers effectively. Teachers attend a suitable range of courses.

Teachers use resources effectively and use information and communication technology in the classroom and for administration work.

When considering the quality of teaching and standards, the school offers good value for money.

Appendix 1

Commentary on performance data

In key stage 3 over the last four years, the core subject indicator (the expected performance in Welsh and English, mathematics and science) shows a little progress. Performance has been lower than the family's average since 2010 and in 2011 it was among the lower 50% of performance levels of similar schools nationally in terms of the proportion of pupils entitled to free school meals.

Performance in Welsh as a first language, in key stage 3, has improved significantly over four years and has been consistently higher than the family's average since 2009. In addition, performance is in the upper 50% of that for similar schools. In English, although results are improving, the school is performing reasonably lower than the family average and is among the lower 50% of similar schools. Performance in mathematics and science is fairly similar to the family's average and among the upper 50%. Over the last four years, performance at level 6 or higher has increased in English, Welsh and mathematics but has fallen in science. Pupils' progress from key stage 2 to key stage 3 is lower than expected.

In key stage 4, since 2008, the results of the level 2 threshold (that which corresponds to gaining five or more A*-C grades at GCSE) and the level 2 threshold including Welsh and English and mathematics, have been higher than the average figures for Wales. In comparison with the family average, level 2 has not been as good, but level 2 including Welsh or English and mathematics has been similar to the family's average. The school is among the upper 50% of similar schools for level 2 and in the lower 50% for level 2 including Welsh or English and mathematics. Since 2009, the results for the core subject indicator have been significantly higher than the average figures for Wales and the family's average and place the school among the upper 50% in comparison with similar schools. However, the decrease in 2011 makes the school's performance lower than the family average. During the same period, the results for the level 1 threshold (that which corresponds to gaining five or more D-G grades) show improvement and the data for 2011 shows that performance in this indicator has extended and places the school among the top 25% in comparison with similar schools. The average points score is increasing well and is higher than that of the family and Wales and places the school among the top 25% in comparison with similar schools.

Performance in Welsh as a first language in key stage 4 is much lower than the family and Wales averages and places the school among the lower 50% in comparison with similar schools. Results in English have fallen significantly since 2010 and place the school in the bottom 25% in comparison with similar schools. In addition, there was a drop in science performance in 2011, placing the school among the lower 50%. Results in mathematics have increased over four years and place the school among the top 25% in comparison with similar schools.

In the sixth form the school's performance in the level 3 threshold (which corresponds to two 'A' levels at A*-E grades) and the wider average points score (which encompasses all qualifications approved externally for 18-year-olds) are

higher than the average figures for Wales and the average for the local authority. Ninety-two per cent of pupils completed the Welsh Baccalaureate Qualification successfully at level 3 in 2011.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Three hundred and two pupils, chosen randomly from across the school, replied to the questionnaire.

Nearly all pupils feel safe at the school. Many feel that the school deals well with any bullying and most say that they have someone with whom they can talk if they are worried. Many pupils feel that others behave well. Many pupils feel that the school teaches them how to keep healthy and nearly all pupils state that there are enough opportunities at the school to take regular physical exercise. In addition, nearly all pupils feel that there is enough equipment at the school to enable them to do their work.

Most pupils feel that they are doing well and that teachers help them to learn and make progress. Many feel that the homework that is set builds well on what they are learning.

Most feel that teachers help them to understand and improve their school work and that the staff treat all pupils fairly and show them respect. Many pupils feel that the school listens to their opinions and makes changes that they suggest. This proportion is higher than the proportion that says this in other secondary schools.

Most pupils indicate that the school encourages them to take responsibility. In addition, most feel that the school helps them to be prepared for the next school, for college or for the world of work.

Responses to parent questionnaires

Estyn received 105 questionnaires from parents and most of them are satisfied or very satisfied with the school in general.

Most parents say that their children like school, that they are happy and feel safe there. Most believe that pupils' behaviour is good and that their children develop to become more mature and to shoulder responsibilities. Many indicate that pupils are respected and treated fairly and nearly all parents feel that the teaching is good and that their children are making good progress at school.

Most parents feel that they receive good information about their children's progress and that the school prepares them well for moving on to the next school, to college or to work. Many parents feel that there is a good variety of activities, including trips or visits.

Most parents are of the opinion that the school is well run.

Appendix 3

The inspection team

Ray Owen	Reporting Inspector
Gareth Wyn Jones	Team Inspector
Kevin Adams	Team Inspector
Garth Higginbotham	Team Inspector
Alan Wyn Parry	Lay Inspector
Michael Davies	Peer Inspector
Nicola Hughes (deputy)	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. If it is available, the data report can be seen on our website alongside this report.

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. FPYear 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.