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

A report on

**Connah's Quay High School
Golftyn Lane
Connah's Quay
Flintshire
CH5 4BH**

Date of inspection: November 2015

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Context

Connah's Quay High School is an English-medium 11-18 mixed comprehensive school of 937 pupils, including 75 in the sixth form compared with 992 and 75 respectively when the school was last inspected in 2011.

Around 13.8% of pupils are eligible for free school meals compared with the Welsh average of 17.4% for secondary schools. A very few pupils speak Welsh at home and 5.8% of pupils are learners of English as an additional language.

The school's intake represents the full range of ability. Approximately 33.7% of pupils are identified on the special educational needs register; this is higher than the national average of 25.4%. Just 1.4% percent of pupils have statements of special educational needs (SEN). This figure is lower than the average for Wales as a whole of 2.5%.

The current headteacher took up his post in 2002. The present senior leadership team is comprised of one deputy headteacher, three assistant headteachers, and one associate assistant headteacher.

The individual school budget per pupil for Connah's Quay High School in 2015-2016 means that the budget is £4,037 per pupil. The maximum per pupil in the secondary schools in Flintshire is £4,933 and the minimum is £3,783. Connah's Quay High School is eighth out of the 12 secondary schools in Flintshire 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 current performance at Connah's Quay High School is good because:

- In three of the last four years, performance in the level 2 threshold including English and mathematics has been above modelled outcomes
- In key stage 4, progress from previous key stages is better than expected in many indicators
- The performance of pupils eligible for free school meals has improved significantly over the last four years and is well above of the average for other similar schools
- Pupils with additional learning needs achieve well above their expected levels
- Pupils' attendance shows strong improvements in 2015
- Teaching is effective in many lessons
- All pupils continue in full-time education, training or employment after Year 11
- Despite improvement in the proportion of pupils achieving five or more A* to A grades at GCSE in 2015, this remains below family and national averages

Prospects for improvement

The school's prospects for improvement are good because:

- Leadership provides the school with a clear sense of direction based on a well-communicated vision
- Leadership has been successful in maintaining generally high outcomes and improvement in many areas
- There is an upward trend in many indicators
- The school's strong systems for care, support and guidance are highly effective in promoting pupils' academic progress, attendance and wellbeing
- Partnership activities are effective in enhancing the curriculum options and learning experiences for pupils
- While the school has a clearly understood programme of self-evaluation and improvement planning that supports a growing sense of accountability, self-evaluation has not brought about strong enough improvements in a few indicators

Recommendations

R1 Improve standards in indicators that include English and mathematics

R2 Improve the performance of boys and more able pupils

R3 Improve the quality of teaching

R4 Improve the rigour of self-evaluation and ensure that improvement targets are measurable and actions to bring about those improvements are robust

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 in the level 2 threshold including English and mathematics improved in 2015 after a dip in 2014. It is above the average for similar schools based on free-school-meal eligibility and has been consistently above the average for the family for the last four years. Performance in this indicator has been above modelled outcomes in three of the last four years. While the performance in the capped points score is just below modelled outcomes and places the school in the bottom quarter compared with similar schools in 2015, it has remained above the average for the family for four years.

The school's performance in the level 2 threshold, the capped points score and the level 1 threshold has also remained above that of the family averages for the last four years. The performance of pupils eligible for free school meals in many indicators has improved significantly over the last four years and is well above the average for other similar schools. Pupils with special educational needs make very good progress against their targets.

Performance in the level 2 threshold has improved in the three years prior to 2014. However, in 2015 performance in this indicator declined by eight percentage points and moved the school from the upper half to the lower half of similar schools based on free-school-meal eligibility. The level 1 threshold improved in 2015 after a slight dip in 2014. This placed the school in the upper half of similar schools based on free-school-meal eligibility for the second consecutive year, after placing it in the top quarter previously.

In 2015, the proportion of pupils gaining grades A* or A at GCSE improved noticeably from a low base in 2013 and 2014. Despite this improvement, performance in this indicator remains below both the family and Wales averages.

In the sixth form, the proportion of pupils achieving three grades A*-C at A level or equivalent remained steady in 2014 and 2015 after increasing in the two years prior to 2013. This performance is slightly lower than family and national averages. In 2015, the proportion of pupils who gained the equivalent of three grades A* to A has shown a strong improvement and is above the average for pupils in the family and locally but below the average for Wales. In 2015, there has been a slight increase in the proportion of pupils gaining the level 3 threshold and the average wider points score. However, performance in these two indicators is below the average for schools in the family and nationally.

In 2014, pupils' progress from key stage 2 to key stage 3 was above expectations in all indicators. Pupils' progress from key stage 2 to key stage 4 was better than expected for many indicators, including the level 2 threshold including English and mathematics, and significantly better for the level 2 threshold.

At key stage 3, there has been an upward trend of improvement in all key indicators over the past three years. Performance has been consistently above the average for similar schools.

There is very little difference between the performance of boys and girls in the core subject indicator and in science and mathematics at key stage 3.

At key stage 4, there was very little difference between the performance of boys and girls in 2013 and 2014. In 2015, the performance of girls at key stage 4 improved markedly in most indicators and is well above that of girls in similar schools. In 2015, the performance of boys at key stage 4 also improved in around half of indicators although to a lesser extent. In 2015, boys performed in line with or above the average for boys in the family in around half of indicators.

In key stage 4, the performance of pupils eligible for free school meals has shown strong improvements over the last four years. In 2015, pupils eligible for free school meals perform significantly better than similar pupils in the family and nationally in all key indicators and the gap in the performance of pupils eligible for and those not eligible for school meals has narrowed progressively since 2012 in nearly all indicators.

All pupils continue in full-time education, training or employment after 16. This is better than the local authority and national averages.

In lessons, many pupils progress well in gaining new knowledge, understanding and skills. Many pupils recall previous work accurately, apply this well to new situations and work productively with each other. Most pupils show enthusiasm for their learning, have good levels of concentration and motivation and apply themselves well to their work. In a minority of lessons, a few pupils do not make as much progress as they should. They are less attentive and do not to sustain their concentration well.

Most pupils listen attentively to their teachers and many do so to their peers. When answering questions or explaining their reasoning, a majority of pupils speak confidently and use a wide vocabulary. However, a minority of pupils provide brief undeveloped responses to questions. Many read with fluency and use an appropriate range of skills well such as 'skimming', 'scanning' and reading for 'gist' to gain deeper understanding of texts. Many pupils extract relevant information from texts well. A minority of pupils demonstrate higher order reading skills such as inference, deduction or synthesis.

Many pupils write well-structured texts, are secure of the purpose of their writing and express their ideas clearly in many subjects. The majority of pupils are confident when they write and a few higher ability pupils have a secure sense of audience. However, a minority of pupils make frequent errors in grammar, spelling and punctuation. The handwriting and presentation of a few pupils, particularly boys, are weak.

Most pupils develop their numeracy skills appropriately in a suitable range of subjects. Many, for example, interpret data accurately from graphs and construct bar and line charts well that are accurately labelled and are able to draw the line of best fit confidently. They develop secure data handling skills. Many apply their reasoning skills well to real life contexts.

In 2015, at key stage 3, pupils' performance in Welsh second language dipped slightly after showing a steady improvement previously. This places the school in the lower half of similar schools based on free-school-meal eligibility. In 2015, nearly all pupils at key stage 4 achieved a level 2 qualification in Welsh. However, the proportion of pupils in key stage 4 who gained grades A*-C in either full or short course Welsh GCSE declined in 2015, and was below family and national averages.

Wellbeing: Good

Most pupils feel safe in school and many consider that the school deals well with incidents of bullying. Many pupils develop a sound understanding of how to remain healthy and they have a clear understanding of the importance of regular exercise. A majority of pupils participate in a range of beneficial extra-curricular and sporting activities provided by the school and the 5x60 club, such as basketball, table tennis and hula hooping.

Attendance rates at the school have improved by 2.1 percentage points over the last four years with a significant increase in the school's attendance rates in 2015. While attendance rates placed the school in the bottom quarter of similar schools and were well below modelled outcomes in 2014, the gap between the school's attendance rates and the line of modelled outcomes has reduced gradually over time. In 2015 this is in line with the average for the family, and places the school just below the median and very slightly below the line of modelled outcomes. Despite a dip in 2014, the attendance of pupils eligible for free school meals has increased steadily over the last four years and improved noticeably in 2015. However, it is just below the average for the family. Unverified data for this academic year indicates a further improvement in attendance rates.

Most pupils arrive punctually to lessons and they behave well. In these lessons pupils enjoy their learning and engage well in tasks. However, in a very few lessons, the behaviour of a few pupils is poor and this disrupts the learning of others. Nearly all pupils behave well around the school and they show respect, care and concern for others.

The school council is involved in a few aspects of the work of the school and makes a worthwhile contribution to decision-making in aspects such as improving facilities and the appointment of new staff. Many pupils benefit from valuable opportunities to participate in community and national projects, and fund-raising activities in the wider community. As a result they gain beneficial social and life skills.

Key Question 2: How good is provision?	Good

Learning experiences: Good

The school provides a broad and balanced curriculum that meets statutory requirements and the needs and interests of all pupils.

The school has well-established arrangements to support pupils' academic progress when they transfer from primary to secondary school. At key stage 3, the curriculum builds well on pupils' experiences at key stage 2. At key stage 4 and post 16, the

school offers a comprehensive range of general and vocational subject choices. The wide range of extracurricular activities is a strength of the school and supports the curriculum well.

The school makes effective provision for developing pupils' skills. There are well-planned and co-ordinated strategies for developing pupils' literacy and numeracy skills, which link well with the Literacy and Numeracy Framework. The school provides tailored support for a few pupils, particularly boys, with weaker writing skills and all pupils take part in worthwhile interventions to develop reading comprehension. Pupils on the additional learning needs' register receive valuable support with their literacy skills, although a very few pupils with weaker literacy do not receive enough support.

The school has recently improved its arrangements for the provision of Welsh so that all pupils now follow the full GCSE course. There are suitable arrangements for pupils to develop their knowledge and understanding of Welsh culture. There are a few beneficial opportunities for pupils to use Welsh in contexts outside Welsh lessons.

There are appropriate opportunities for pupils to develop their understanding of sustainable development and global citizenship, for example an innovative 'Forest Schools' programme undertaken by all Year 7 pupils.

Teaching: Good

In lessons, most teachers show good subject knowledge and use this well to develop and enhance pupils' learning experiences. Most teachers create positive, engaging learning environments and have good working relationships with pupils. Many have high expectations of pupils. Many teachers plan lessons well. In these lessons, teachers use a wide range of well-structured activities to motivate pupils, create a brisk pace for learning and develop pupils' understanding and learning effectively.

A majority of teachers provide useful opportunities for pupils to develop their skills in relevant contexts. They provide helpful individual support to ensure pupils improve the quality of their work and progress in their learning. Their questioning skills strike an effective balance between checking and probing, and providing an appropriate level of challenge.

However, a minority of teachers' questioning is too closed and does not enable more able pupils to develop their higher order thinking well enough. In a few lessons, teachers do not plan to meet the needs of all learners well enough, or the pace of learning is too slow. In a very few lessons, these shortcomings contribute to poor behaviour.

Nearly all teachers mark pupils' work regularly. Many provide written feedback that tells pupils clearly how well they are doing and how to improve. They also provide advice to help pupils develop their literacy skills, particularly their spelling and, where relevant, their numerical skills. This has a positive impact on pupil progress. Around half of teachers ensure that pupils respond well to this feedback. A minority of feedback is too general and does not identify clear targets for improvement.

The school gives pupils clear information on their current and expected levels of achievement. Many teachers encourage pupils appropriately to evaluate their own progress as well as that of others. However, in the majority of these instances, teachers' instructions to pupils do not give clear enough guidance on how to assess the quality of the work completed.

The school has a useful web based data analysis system that allows for effective tracking and monitoring of pupil progress. This allows most pupil underachievement to be identified and relevant support provided.

The school produces detailed reports for parents. They provide helpful subject-specific comments. Most identify precise areas for improvement.

Care, support and guidance: Excellent

The school's level of care, support and guidance for pupils has many outstanding features. The arrangements for promoting pupils' wellbeing are based on a relentless commitment by staff to embody the school's motto, 'We Care'.

The schools' systems for sharing concern, supporting and mentoring pupils are very well co-ordinated and are highly effective in encouraging the academic progress, attendance and wellbeing of, in particular, vulnerable pupils and those with additional learning needs. A particularly strong feature of the school is the comprehensive range of targeted support and counselling that address pupils' emotional, social and mental health needs. The school draws very well on the extensive expertise of its inclusion team, who provide specialist assessments and interventions. In addition, this team provides high quality training to sixth form students who are peer mentors. Facilities such as 'Gwenu' and the specialist therapeutic room for vulnerable pupils and those at risk of disaffection are innovative features that create nurturing environments for these pupils to thrive.

The school's provision for pupils with additional learning needs is highly effective. Individual education plans and 'Pupil Profiles' are well matched to pupils' needs and are reviewed regularly. An exemplary feature of the school's targeted support for pupils with additional learning needs is the planning and provision of key stage 2 to key stage 3 transition for these pupils. An example of this is the week-long transition programme during the summer term. In addition, the school has highly creative practices to involve parents, carers and families in the planning and provision of support. As a result, pupils with additional learning needs make better than expected progress.

The school makes effective arrangements for promoting healthy eating and drinking. There is suitable provision for pupils' spiritual, moral, social and cultural development through the curriculum and assemblies. Provision for personal and social education is integrated well into school life. There is strong guidance for pupils to make suitable choices about their futures.

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

Learning environment: Good

The school is a fully inclusive community, with a positive ethos. It challenges stereotyping in all aspects of its provision and promotes equality effectively. The school identifies and celebrates diversity well. All pupils have equal access to the school's wide curriculum and the range of extra-curricular activities available. It promotes tolerance effectively and challenges intolerance sensitively through assemblies, tutorials and its provision for personal and social education.

The school's accommodation is well maintained, secure and used to good effect. The outdoor environment is enhanced by the addition of new sporting facilities. A wide range of good quality learning resources and information technology (IT) provision is available and is well matched to support pupils' needs. The school makes the best use of its buildings and grounds to create a stimulating learning environment. Toilet and changing facilities are well maintained.

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

Leadership: Good

Leadership provides the school with a clear sense of direction based on a secure focus on improving teaching and learning. The headteacher's vision for the school includes explicit aims and challenging targets that are well communicated and understood by all in the school community. Leadership has been successful in maintaining generally high outcomes and improvement in many areas. A particular strength has been the work in improving the performance of and provision for disadvantaged learners.

The headteacher provides strong strategic leadership to the school and is well supported by the senior leadership team. The team's responsibilities are well defined, cover all the main areas of the school's work and are distributed fairly. In addition, individual staff join the team for a fixed period of time to take on responsibility for specific issues concerned with school development. A number of other staff have responsibilities for a range of whole-school issues. This develops leadership skills and builds capacity effectively at all levels within the school.

The school has well-established systems and processes for all aspects of its work. These include standardised approaches to issues such as recording minutes, observing lessons and producing plans. These approaches contribute to a consistent approach to the management of the school. There are clear lines of communication through a variety of activities such as briefings, bulletins and calendared meetings.

Middle leaders are clear about their roles and responsibilities, and have as their prime purpose the raising of standards in their areas of responsibility. They generally provide effective leadership to their departmental or pastoral team. Overall they have a firm understanding of the general strengths and weaknesses in their areas of responsibility, but on a very few occasions these are not identified sharply enough. Line management arrangements are based on activities such as lesson observations, book scrutiny and monitoring the implementation of plans, and contribute to suitable lines of accountability.

There are well-organised and productive arrangements for performance management. These lead to useful development targets for staff that are closely related to important school development priorities. Any issues of under-performance are tackled appropriately.

Governors are supportive and know the school well. They have a reasonable understanding of the performance of the school, and play an appropriate role in setting strategic direction, including involvement in production of the school development plan. Their role in challenging the school, particularly in respect to outcomes, is at an early stage of development.

Improving quality: Adequate

The school has developed a clearly understood programme of self-evaluation and improvement planning procedures. This supports a growing sense of accountability. These procedures have been successful in bringing about improvements in attendance rates, the performance of pupils eligible for free school meals and the performance of girls. However, they have not been successful in securing enough improvement across important areas of the school's work, such as improving the performance of boys in line with that of girls.

The self-evaluation process draws on a suitable range of relevant evidence including pupil performance data, lesson observations, work scrutiny and the views of pupils. However, the consideration of the views of parents is underdeveloped.

The school's self-evaluation report is honest and often self-critical but lacks sufficient evaluation in important areas such as performance in English at key stage 4 in 2015. A sound analysis of data identifies the strengths and most of the weaknesses in pupil performance. However, the evaluation of the quality of teaching does not take sufficient account of its impact on raising standards of pupils' work.

Most subject and pastoral self-evaluation reports include a suitable range of pupil performance data. However, many are too descriptive and do not evaluate important areas such as the quality of their teaching and assessment and leadership well enough.

The school, subject and pastoral development plans are concise and closely aligned. They include areas for improvement identified from self-evaluation and national priorities such as developing pupils' literacy and numeracy skills. However, while they provide a sound basis for improvement, a minority of targets are imprecise and are not clearly resourced. In a minority of cases, the actions to bring about the desired improvements are not robust enough or defined clearly enough.

Partnership working: Good

The school has strong links with a wide range of partners. Partnership activities are effective in enhancing the curriculum options and learning experiences for pupils. Valuable links with partner primary schools are effective in ensuring continuity and progression from key stage 2 to key stage 3. The focus on wellbeing is a particular strength.

The school works very well with other members of the post-16 partnership to enhance the range of options available to pupils. The school has sound procedures to ensure the quality of courses offered in partnership with other providers.

Links with parents are beneficial and communication with parents is effective. The family engagement work is a particular strength and has a very positive impact on the most vulnerable pupils. The school has well-developed links with the community and local employers. It takes a leading role in a number of projects, such as the local business partnership. As result, nearly all pupils at key stage 4 benefit from valuable opportunities for work experience.

Resource management: Good

The school manages its staff well. It has sufficient staff to meet the needs of the curriculum and there is a suitable match between teachers' qualifications and the subjects they teach. Professional development needs are identified appropriately through performance management arrangements. The identified needs relate well to whole-school improvement priorities and a wide range of professional development activities is designed to meet these. These activities include teacher groups that involve all staff and are concerned with key priorities such as literacy, numeracy, teaching and learning, and the performance of disadvantaged pupils. As a result, the performance of pupils eligible for free school meals has improved significantly over the last four years and is well above that in other similar schools, and pupils with additional learning needs achieve well above expectations.

Spending is well planned to meet identified priorities. The budget is prepared carefully and spending is monitored closely. Grant funding is planned strategically to meet identified objectives and the resultant work has a beneficial impact, for example improving the outcomes for pupils eligible for free school meals. Although there was a small deficit at the end of the 2014-2015 financial year, the school took suitable and effective action to ensure that it was significantly lower than that predicted. Appropriate planning is taking place to deal with the financial implications of the loss of the sixth form.

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

Appendix 1

6644022 - Connah's Quay High School,

Number of pupils on roll 901
Pupils eligible for free school meals (FSM) - 3 year average 13.8
FSM band 2 (10%<FSM<=15%)

Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	**2013**	**2014**	**2015**		
Number of pupils in Year 9 cohort	165	141	154	166		
Achieving the core subject indicator (CSI) (%)	73.9	83.0	86.4	89.2	82.5	83.9
Benchmark quartile	4	1	3	3		
English						
Number of pupils in cohort	165	141	154	166		
Achieving level 5+ (%)	82.4	88.7	90.3	93.4	87.6	87.9
Benchmark Quartile	3	1	3	2		
Achieving level 6+ (%)	33.3	37.6	53.2	56.0	45.8	52.6
Benchmark Quartile	4	3	3	3		
Welsh first language						
Number of pupils in cohort	.	.	.	.		
Achieving level 5+ (%)	.	.	.	.	.	90.9
Benchmark Quartile	.	.	.	.		
Achieving level 6+ (%)	.	.	.	.	.	56.1
Benchmark Quartile	.	.	.	.		
Mathematics						
Number of pupils in cohort	165	141	154	166		
Achieving level 5+ (%)	84.8	88.7	91.6	92.2	88.1	88.7
Benchmark Quartile	2	1	2	3		
Achieving level 6+ (%)	47.9	51.1	62.3	63.9	57.4	59.5
Benchmark Quartile	4	3	2	3		
Science						
Number of pupils in cohort	165	141	154	166		
Achieving level 5+ (%)	88.5	91.5	96.1	95.8	92.5	91.8
Benchmark Quartile	2	1	1	2		
Achieving level 6+ (%)	42.4	53.2	69.5	59.0	55.2	58.5
Benchmark Quartile	4	1	1	4		

The core subject indicator (CSI) represents the percentage of pupils achieving level 5 or above in English or Welsh (first language), mathematics and science in combination.
. Denotes the data item is not applicable.
* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.
A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.
The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications , and are based on the number of entries and do not include Welsh second language qualifications.

6644022 - Connah's Quay High School,

Number of pupils on roll   901
Pupils eligible for free school meals (FSM) - 3 year average   13.8
FSM band   2 (10%<FSM<=15%)

Key stage 4

	School				Family average (2015**)	Wales average (2015**)
	2012	**2013**	**2014**	**2015****		
Number of pupils aged 15	170	202	154	131		
Percentage of 15-year-old pupils who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	57.6	60.9	57.1	62.6	57.9	57.6
Benchmark quartile	3	1	4	3		
Achieved the level 2 threshold	78.2	88.1	92.9	84.7	83.2	83.4
Benchmark quartile	2	1	2	3		
Achieved the level 1 threshold	98.8	99.0	98.7	99.2	97.7	94.3
Benchmark quartile	1	1	2	2		
Achieved the core subject indicator (CSI)	54.1	56.4	47.4	55.7	54.6	54.3
Benchmark quartile	3	1	4	4		
Average capped wider points score per pupil	342.8	346.2	350.6	347.2	345.9	342.3
Benchmark quartile	2	2	3	4		
Average capped wider points score plus per pupil	339.2	342.6	344.9	344.8	341.9	337.7
Benchmark quartile	.	.	.	.		
Achieved five or more GCSE grades A*-A	12.4	7.4	7.8	11.5	13.8	16.5
Benchmark quartile	.	.	.	.		
Achieved A*-C in English	77.6	78.2	81.2	71.8	71.2	68.3
Benchmark quartile	1	1	1	3		
Achieved A*-C in Welsh first language	.	.	.	.	.	75.1
Benchmark quartile	.	.	.	.		
Achieved A*-C in mathematics	62.4	66.3	59.1	67.9	63.9	64.2
Benchmark quartile	3	2	4	3		
Achieved A*-C in science	79.4	83.2	81.8	84.7	85.5	83.3
Benchmark quartile	2	2	3	4		

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15-year-old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

. Denotes the data item is not applicable.

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

** Key stage 4 examinations results for 2015 are provisional.

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

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

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

6644022 - Connah's Quay High School,

Number of pupils on roll   901
Pupils eligible for free school meals (FSM) - 3 year average   13.8
FSM band   2 (10%<FSM<=15%)

Key stage 4 - performance of pupils eligible for free school meals

	School				Family Average (2015**)	Wales Average (2015**)
	2012	**2013**	**2014**	**2015****		
Number of pupils aged 15 eligible for free school meals	23	22	22	14		
Percentage of 15-year-old pupils eligible for free school meals who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	21.7	36.4	40.9	50.0	38.0	31.3
Achieved the level 2 threshold	43.5	68.2	77.3	71.4	66.1	68.2
Achieved the level 1 threshold	100.0	100.0	95.5	100.0	93.0	89.2
Achieved the core subject indicator (CSI)	21.7	27.3	31.8	42.9	33.5	28.8
Average capped wider points score per pupil	299.2	308.8	325.0	329.5	307.5	302.1
Average capped wider points score plus per pupil	294.1	306.8	317.4	325.7	303.0	295.1
Achieved five or more GCSE grades A*-A	0.0	0.0	4.5	14.3	5.4	4.3
Achieved A*-C in English	56.5	68.2	63.6	57.1	53.7	44.7
Achieved A*-C in Welsh first language	.	.	.	.	.	51.3
Achieved A*-C in mathematics	26.1	45.5	40.9	50.0	44.2	38.9
Achieved A*-C in science	60.9	63.6	86.4	85.7	76.0	73.5

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15 year old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

. Denotes the data item is not applicable.

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

** Key stage 4 examinations results for 2015 are provisional.

6644022 - Connah's Quay High School,

Number of pupils on roll in sixth form   113

Key stage 5

	School				Family average (2015**)	Wales average (2015**)
	2012	**2013**	**2014**	**2015****		
Number of pupils aged 17	134	131	133	131		
Percentage of 17-year-old pupils who:						
Achieved 3 A*-A at A level or equivalent	0.0	1.8	0.0	3.6	4.2	7.9
Achieved 3 A*-C at A level or equivalent	43.2	57.1	53.4	53.6	70.7	67.5
Achieved the level 3 threshold	90.9	91.1	89.3	91.1	95.5	96.9
Average wider points score per pupil	563.4	754.8	655.5	709.7	849.7	787.2

Includes all qualifications approved for use in Wales.

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

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

. Denotes the data item is not applicable.

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

** Key stage 5 examinations results for 2015 are provisional.

More information is available on the Welsh Government website, My Local School, in the link below.
http://mylocalschool.wales.gov.uk/index.html?lang=eng

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf		
I feel safe in my school	274		87 32%	168 61%	17 6%	2 1%		Rwy'n teimlo'n ddiogel yn fy ysgol.
				44%	52%	4%	1%	
The school deals well with any bullying	272		39 14%	173 64%	49 18%	11 4%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
				26%	57%	14%	3%	
I have someone to talk to if I am worried	271		85 31%	158 58%	25 9%	3 1%		Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
				38%	52%	8%	1%	
The school teaches me how to keep healthy	274		38 14%	166 61%	60 22%	10 4%		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
				23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	273		90 33%	164 60%	17 6%	2 1%		Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
				45%	45%	9%	2%	
I am doing well at school	272		81 30%	175 64%	11 4%	5 2%		Rwy'n gwneud yn dda yn yr ysgol.
				32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	271		98 36%	145 54%	28 10%	0 0%		Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
				38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	272		42 15%	139 51%	75 28%	16 6%		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	272		108 40%	143 53%	19 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	269		18 7%	139 52%	91 34%	21 8%		Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
				10%	57%	27%	6%	
Staff treat all pupils fairly and with respect	272		66 24%	150 55%	49 18%	7 3%		Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
				29%	50%	16%	4%	

	Number of responses / Nifer o ymatebion		Strongly Agree / Cytuno'n gryf	Agree / Cytuno	Disagree / Anghytuno	Strongly disagree / Anghytuno'n gryf		
The school listens to our views and makes changes we suggest	270		34 13%	141 52%	83 31%	12 4%		Mae'r ysgol yn gwrando ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			17%	53%	25%	5%		
I am encouraged to do things for myself and to take on responsibility	273		89 33%	163 60%	20 7%	1 0%		Rwy'n cael fy annog i wneud pethau drosof 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	270		83 31%	155 57%	26 10%	6 2%		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	272		83 31%	165 61%	19 7%	5 2%		Mae'r staff yn fy mharchu i a'm cefndir.
			37%	53%	7%	2%		
The school helps me to understand and respect people from other backgrounds	270		72 27%	171 63%	24 9%	3 1%		Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			36%	56%	7%	1%		
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	102		25 25%	54 53%	15 15%	8 8%		Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			29%	51%	16%	5%		
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	44		13 30%	22 50%	5 11%	4 9%		Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			27%	50%	16%	7%		

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	110	46 / 42%	58 / 53%	5 / 5%	1 / 1%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
		44%	50%	5%	1%		
My child likes this school.	110	45 / 41%	60 / 55%	4 / 4%	1 / 1%	3	Mae fy mhlentyn yn hoffi'r ysgol hon.
		47%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	112	56 / 50%	48 / 43%	7 / 6%	1 / 1%	1	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	108	43 / 40%	59 / 55%	5 / 5%	1 / 1%	6	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		46%	48%	4%	1%		
Pupils behave well in school.	93	16 / 17%	57 / 61%	16 / 17%	4 / 4%	21	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		25%	60%	12%	3%		
Teaching is good.	104	31 / 30%	67 / 64%	6 / 6%	0 / 0%	9	Mae'r addysgu yn dda.
		35%	59%	5%	1%		
Staff expect my child to work hard and do his or her best.	109	43 / 39%	64 / 59%	2 / 2%	0 / 0%	3	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		52%	46%	2%	1%		
The homework that is given builds well on what my child learns in school.	108	33 / 31%	61 / 56%	10 / 9%	4 / 4%	6	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		33%	56%	9%	2%		
Staff treat all children fairly and with respect.	109	31 / 28%	64 / 59%	12 / 11%	2 / 2%	5	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		36%	52%	10%	3%		
My child is encouraged to be healthy and to take regular exercise.	101	28 / 28%	62 / 61%	11 / 11%	0 / 0%	11	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	106	38 / 36%	64 / 60%	4 / 4%	0 / 0%	8	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		43%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	89	26 / 29%	52 / 58%	11 / 12%	0 / 0%	18	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	8%	2%		
I am kept well informed about my child's progress.	106	29 / 27%	59 / 56%	18 / 17%	0 / 0%	8	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		35%	51%	12%	3%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	110	45 41%	57 52%	8 7%	0 0%	4	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		43%	49%	7%	2%		
I understand the school's procedure for dealing with complaints.	104	23 22%	68 65%	13 12%	0 0%	9	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		31%	56%	11%	2%		
The school helps my child to become more mature and take on responsibility.	104	30 29%	70 67%	4 4%	0 0%	5	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		38%	55%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	80	22 28%	47 59%	10 12%	1 1%	32	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	10%	2%		
There is a good range of activities including trips or visits.	107	34 32%	68 64%	5 5%	0 0%	7	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	107	41 38%	62 58%	4 4%	0 0%	6	Mae'r ysgol yn cael ei rhedeg yn dda.
		43%	50%	5%	2%		

Appendix 3

The inspection team

Mamta Arnott	Reporting Inspector
Delyth Lloyd Gray	Team Inspector
Tony Sparks	Team Inspector
Nigel Vaughan	Team Inspector
Justine Elaine Barlow	Lay Inspector
Lee Hitchings	Peer Inspector
Ann Peers	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms

Key stage 3 terms

The core subject indicator (CSI)

Progress in learning through key stage 3 is indicated by levels (level 1 to level 7 in the main).

The core subject indicator in key stage 3 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh [1]
- mathematics
- science

By the end of the key stage 3, at the age of 14, pupils are expected to reach level 5 and more able pupils to reach level 6 or above.

Pupils must gain at least the expected level (level 5) in the three core subjects to gain the core subject indicator.

Key stage 4 and sixth form terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include nine other schools with similar proportions of pupils: eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents the equivalent of five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.

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[1] This indicator does not include Welsh second language qualifications.

Level 2 threshold including English or Welsh[1] and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh[1] and mathematics.
Level 2 threshold	This represents five GCSEs at grade A* to C or their equivalent.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This is the equivalent of two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
Benchmarking groups	Schools are grouped together according to the proportion of pupils entitled to free school meals in order to compare their performance with similar schools in different indicators.
Modelled outcomes	This is a prediction of a school's mean performance based on the statistical relationship between the proportion of pupils eligible for free school meals and a particular indicator.