



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

**Elfed High School
Mill Lane
Buckley
Flintshire
CH7 3HQ**

Date of inspection: February 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.

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Context

Elfed High School is an English-medium 11 to 16 mixed comprehensive school serving the town of Buckley. It is maintained by Flintshire local authority. There are currently 526 pupils on roll. There were 704 pupils on roll at the time of the last inspection in November 2010 when the school was an 11 to 18 comprehensive school. Since September 2014, sixth-form provision in the area has been restructured and there are 27 pupils currently in Year 13.

Fifteen of the school's pupils are based in the Flintshire additional learning needs resourced provision, 'Hafan', on site. An additional nine pupils are dual registered with Ysgol Maes Hyfryd and attend a second resourced provision in Elfed High School. This provision is now known as the Cyswllt facility.

More than 15% of pupils are eligible for free school meals, which is just below the average of 17.5% for secondary schools in Wales. A very few pupils speak Welsh at home. Around 97% of pupils are from a white British background. Nine pupils are learning English as an additional language. A total of 37% of pupils are on the school's special educational needs register, which is higher than the Wales average of 20.1%. Three per cent of pupils have a statement of special educational needs. This figure is a little higher than the national average of 2.5%.

The headteacher has been in post since April 2006. The senior leadership team consists of one deputy headteacher and a business manager. There are four 'learning directors' who attend senior leadership meetings. They are middle leaders with significant whole-school responsibilities.

The individual school budget per pupil for Elfed High School in 2014-2015 means that the budget is £4,437 per pupil. The maximum per pupil in the secondary schools in Flintshire is £4,794 and the minimum is £3,702. Elfed High School is fourth out of the 12 secondary schools in Flintshire in terms of its school budget per pupil.

Summary

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

Current performance

The school is excellent because:

- The school's performance at key stage 4 has been well above expectations for many key indicators during the past two years
- Pupils' performance in qualifications that include English and mathematics is outstanding
- Pupils make very good progress from previous key stages in most indicators
- More able pupils, pupils with additional learning needs and pupils eligible for free school meals achieve very well
- Pupils behave exceptionally well and have very positive attitudes to their learning
- Many pupils show resilience, set themselves appropriate targets and understand the next steps needed to improve their work
- The co-ordination of whole-school skills is outstanding and progress in developing pupils' literacy and numeracy skills is a significant strength

Prospects for improvement

The school's prospects for improvement are excellent because:

- The headteacher provides highly effective strategic direction and a powerful vision to develop the school as an outstanding learning community
- Skilful leadership at all levels has resulted in exceptional performance in key stage 4 for qualifications that include English and mathematics
- Leaders plan very successfully to meet national priorities for improving pupils' literacy and numeracy skills
- Leaders make sure that pupils do not underachieve due to social disadvantage
- There is a very strong culture of accountability at all levels
- The school's robust self-evaluation and improvement planning procedures are integrated effectively into all aspects of school life
- There is a strong culture of reflection and collaboration in sharing best practice in teaching, assessment and skills through effective professional development opportunities

Recommendations

R1 Raise standards in science

R2 Improve attendance rates and reduce levels of persistent absence

R3 Improve teaching to match the best practice in the school

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

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?

Excellent

Standards: Excellent

The school's performance at key stage 4 in most of the key indicators over the past two years has been well above averages for its family of similar schools. In both 2013 and 2014, the school's performance has been well above expectations for the range of qualifications that include English and mathematics. This performance is outstanding. Performance in many of the key indicators over the past three years has compared very well with that of similar schools based on the proportion of pupils eligible for free school meals. A significant strength of the school is its performance in English and mathematics. Pupils make very good progress from previous key stages in most indicators. No pupils have left without qualifications in the past four years. Many pupils remain in full time education after Year 11.

In key stage 3, there has been an upward trend of improvement over the past three years in most indicators. However performance in the indicator that includes English, mathematics and science remains below expectations.

The very good performance of most groups of pupils is a strength of the school. In key stage 4, the performance of boys and girls is higher than that of boys and girls in their family of schools for most indicators. The gap between boys' and girls' performance is smaller than that in similar schools and Wales for many indicators. Over the past three years, in key stage 4, pupils eligible for free school meals have performed better than similar pupils in their family of schools and those in Wales for most indicators. Pupils with additional learning needs achieve above expectations.

Pupils of all abilities make very good progress in developing their literacy, numeracy and thinking skills as they move through the school. In lessons, many pupils make strong progress, recall prior knowledge well and apply this knowledge skilfully to develop their understanding of new situations. Many pupils show resilience, set themselves appropriate targets and understand the next steps needed to improve their work. Most pupils work well in pairs and groups, sharing their ideas to solve problems.

Most pupils listen attentively to each other and to their teachers. Many answer questions with confidence in class and group discussion. Around half of pupils express themselves articulately, using a wide vocabulary, and present detailed ideas and opinions. A few pupils give brief responses to questions and do not develop their answers fully.

Many pupils read with fluency from a wide range of texts. They use inference and deduction effectively to support their ideas and extract information well. When analysing texts, many pupils make apt notes and select appropriate evidence well to support their evaluation.

Most pupils use subject specific vocabulary well. They produce detailed extended writing for a wide variety of purposes and audiences, often linked to real-life situations and contexts. These forms of writing include newspaper reports, persuasive letters, speeches, travel writing and short stories. Many plan well to structure their ideas before writing extended pieces. Many pupils' spelling, punctuation and grammar are accurate, in line with their ability. An outstanding feature is the way that pupils regularly review the accuracy and content of their written work and redraft it. Their written work shows increasingly high level of accuracy and expression as they move through the school.

Many pupils show strong numerical and algebraic skills. They are successful in applying mathematical skills to everyday situations to solve problems. Many pupils estimate and use measurements accurately in subjects such as science and technology. They are able to construct graphs well in geography and science and use the information from gathering data to evaluate and draw apt conclusions.

In Welsh second language at key stage 3 in 2014, pupils' performance is both below family and national averages and places the school in the bottom quarter of similar schools based on free-school-meal benchmarks. At key stage 4, in the last three years, an increasing proportion of pupils have taken the GCSE Welsh second language short course examination. No pupils enter the full course. In 2014, a majority of pupils attain an A*-C pass at GCSE Welsh second language short course. Most other pupils achieve an NVQ qualification in Welsh second language.

Wellbeing: Good

Pupils behave exceptionally well in classes and around the school. Most pupils have a very positive attitude to their learning and are punctual to lessons. As a result, there have been very few fixed term exclusions and there has not been a permanent exclusion for five years. Nearly all pupils feel safe in school and most of them believe that the school deals well with the few cases of bullying that arise.

Most pupils feel that the school teaches them to be healthy. Many pupils take part in a wide range of beneficial sport and fitness activities. Members of the school sports council play a leading role in promoting sport throughout the school and coaching in extra-curricular sessions.

Pupils have many opportunities to be involved in making decisions in school. Through the school and sports councils and the library committee, pupils successfully influence aspects of school life, such as the wide range of lunchtime activities and the rewards system. In their lessons, nearly all pupils contribute well to improve their learning by identifying their strengths and setting targets for improvements.

Many pupils are involved in worthwhile fundraising work for charities. Almost all pupils have very good social and life skills, displaying particular maturity. They are well prepared for the next phase in their lives.

The school's attendance improved in 2014. Attendance rates place the school in the lower half of similar schools, based on free-school-meal benchmarks.

Key Question 2: How good is provision?

Good

Learning experiences: Excellent

The leadership and co-ordination of whole-school literacy and numeracy skills are outstanding. The Literacy and Numeracy Framework is integrated fully throughout the work of the school and progress in developing pupils' skills is a significant strength. There is a consistent approach in developing provision for literacy in all subjects, particularly through the quality and range of extended writing. This enables pupils to make better-than-expected progress across the key stages. In addition, the school provides further valuable opportunities for pupils to develop their skills. These opportunities include courses in journalism and creative writing, as well as gaining personal finance and a range of skills qualifications. The school has extremely effective strategies and intervention programmes for pupils in need of additional support in literacy and numeracy. The school has improved pupils' reading and numeracy skills very successfully in key stage 3. Reading and numeracy outcomes are high for pupils of all abilities and they continue to make very good progress through key stage 4.

The curriculum at key stage 3 and key stage 4 is broad and balanced and meets all requirements. The key stage 3 curriculum builds well on key stage 2 experiences through the strong transition with local primary schools. There is a wide range of options at key stage 4, which meet the needs and interest of all pupils. The school's curriculum arrangements are very responsive to pupils' needs, interests and abilities. These arrangements have led to significant improvement in standards in key stage 4. There is a broad range and take-up of vocational courses. This has led to many pupils gaining the level 2 threshold and all pupils gaining the level 1 threshold. All pupils in key stage 4 follow the Welsh Baccalaureate Qualification, with many pupils gaining an intermediate level and a few achieving the foundation level. There is a wide range of extra-curricular opportunities and excellent participation rates in them.

Provision for Welsh second language is appropriate at key stage 3 and key stage 4. The Welsh dimension features well in subjects other than Welsh, and in the ethos and activities of the school. Opportunities for the systematic development of Welsh outside lessons are less well developed.

The school provides beneficial opportunities for pupils to learn about global citizenship. Pupils' understanding of sustainable development is appropriately developed through history, geography, religious studies, science, and personal and social education.

Teaching: Good

Teaching is effective in many lessons. Nearly all teachers have strong subject knowledge and have very good working relationships with pupils.

In a few lessons, teaching is highly effective. In these lessons, teachers show skilful planning of progressively challenging learning activities, which promote thinking and consolidate pupils' learning successfully. High-quality resources are used well to motivate and engage pupils. Teachers use their questioning skills very well to challenge and develop pupils' understanding.

In many lessons, teachers plan carefully, organise well-structured activities and use information from assessment data effectively to match tasks to pupils' individual learning needs. In these lessons, teachers have high expectations and manage pupils' behaviour positively. They monitor progress carefully during the lesson and intervene effectively to develop and extend pupils' thinking and understanding. There is a consistent focus on developing pupils' skills, especially their writing.

In a few lessons, teaching is less effective because the planning and resources are not adapted well enough to provide clarity or appropriate challenge for all pupils. In these lessons, teachers do not use questions skilfully to draw out pupils' prior knowledge or to encourage more extended spoken responses from pupils.

Most teachers apply the assessment policy consistently, particularly in marking for accuracy in spelling and punctuation. Most pupils follow up on this marking productively by checking their spelling and punctuation errors. Many comments made in pupils' books provide helpful guidance on what worked well and how to improve. A few comments are too general and targets to improve are not subject-specific. Teachers provide regular opportunities for pupils to assess their own and other pupils' work. A strong feature is the use of 'dedicated improvement and reflection time', where many teachers plan apt opportunities for pupils to review their work to improve their skills further.

The school has robust systems to monitor and track pupils' progress. Senior and middle leaders use the information generated extremely well, to identify underperformance and provide timely strategies to support individuals and groups. This close monitoring of performance has had positive effect on improving standards for many groups of pupils in key indicators, particularly at key stage 4.

Reports to parents are clear and informative. They focus well on subject-specific areas for improvement. At key stage 3, subject reports also include useful comments on progress in literacy and numeracy skills. The school provides helpful opportunities for pupils to contribute to the reports. Many pupils make mature and sensible comments on their progress and show that they know well their next steps for improvement. Most parents feel that they are well informed about their child's progress.

Care, support and guidance: Good

The provision for developing and supporting pupils' health and wellbeing is strong, and has a positive impact on pupils' behaviour and attitudes. The comprehensive wellbeing policy outlines efficient procedures for dealing with poor behaviour. However, the school's provision has had less impact on reducing the persistent absence of a few pupils and on improving the attendance of pupils eligible for free school meals.

The school makes appropriate arrangements for promoting healthy eating and drinking. The wide range of extra-curricular activities and innovative rewards system contribute effectively towards the development of pupils' health and wellbeing.

A comprehensive personal and social education programme effectively supports pupils' spiritual, moral and cultural development. This includes assemblies with contributions from guest speakers, internet safety awareness sessions, theatrical performances and arranged visits to places of worship.

The school provides worthwhile guidance for many pupils when making choices about careers and progression to post-16 education or employment. Wellbeing plans and interventions from pastoral staff and outside agencies benefit vulnerable pupils identified by the school's effective monitoring system. The school has developed a worthwhile provision for the more vulnerable pupils through the 'Cyswllt' facility in partnership with the local special school. This provision supports their emotional needs well and has improved the attendance, achievement and attitude of many of these pupils.

The school identifies and monitors pupils with additional learning needs particularly well. Individual educational plans and wellbeing plans include relevant targets for literacy, numeracy or behavioural improvements. These pupils benefit from strong support systems through a wide range of interventions tailored for each individual. As a result, many achieve outcomes above expectations.

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

Learning environment: Good

Elfed High School has a positive and inclusive ethos, which is based on respect, integrity, honesty, self-belief and high aspirations. These values permeate all aspects of school life. The school gives pupils beneficial support and challenges all to succeed. Equality and diversity are promoted effectively. Pupils receive equal access to all areas of the school's provision. 'Elfed Extra activities', such as the lunchtime and after-school sports and cultural activities, are especially effective in supporting vulnerable pupils and their parents.

The school's buildings and grounds are well maintained and carefully managed, and they create a welcoming learning environment. High quality displays highlight the school's ethos and aspirations. Displays in classrooms and corridor areas celebrate pupils' achievements and support learning well. The school shares its site with the local leisure centre and has access to an extensive range of sporting facilities, including an all-weather facility, tennis courts and a swimming pool.

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

In the time since the last inspection, the school has faced a period of significant challenge. This includes falling rolls, local reorganisation of post-16 provision and reductions in staffing and budget. Despite these challenges, effective leadership at all levels has resulted in outstanding pupil performance, particularly in the last two years. This performance compares extremely favourably with that of nearly all schools in Wales.

The headteacher provides highly-effective strategic direction and a powerful commitment to developing the school as an outstanding learning community. Her leadership is assured and impacts clearly on all aspects of school life. She communicates her vision very successfully. All staff and pupils share this common vision of resilience, challenge and a drive for continuous improvement. This creates a very supportive and positive school ethos where everyone is valued and motivated to achieve highly.

The headteacher receives exceptional support from the senior leadership team. Together, they provide a highly successful model of leadership and management where everyone is challenged to achieve outcomes that are well above expectations. Senior leaders flourish in their allocated areas of responsibility. They plan very successfully to meet national priorities, including developing high standards of literacy and numeracy and in ensuring that no pupils underachieve due to social disadvantage. These national priorities are prominent in improvement plans, and the school shares its best practice in these priority areas with other schools and individuals across Wales.

Leaders at all levels have high expectations. They influence positively the work of all staff, who are challenged robustly and supported well. All teaching and support staff have well-defined roles and clearly understood responsibilities. Lines of accountability are very clear, in order to ensure that all pupils fulfil their potential and achieve well. This contributes to a high degree of consistency in the quality of learning, teaching and wellbeing across the school.

Leaders analyse performance data thoroughly to inform strategic planning. Systems are clearly focused on improvement. Communication is very effective at all levels. Meetings focus extensively on improving standards, and the quality of teaching and assessment.

Performance management is well organised. Appropriate targets challenge staff to improve their own performance and raise pupils' achievement.

Governors have a clear understanding of their roles and are actively involved in setting the strategic direction of the school. Governors are well informed about the performance of pupils, strengths of the school and the areas in need of further development.

Improving quality: Excellent

The school has systematic and robust procedures for self-evaluation. They are continuous, reflective and well embedded in all aspects and levels of school life. As a result, leaders have a very good understanding of the strengths and areas for development. They use this detailed knowledge well to set clear priorities and to plan for improvement. This has contributed to the significant improvement in pupils' performance, particularly in literacy and numeracy skills, in key indicators in key stage 4 and in supporting pupil wellbeing.

The school takes very good account of a range of first-hand evidence. This includes the views of pupils through a range of pupil groups, and increasingly effectively through dialogue with their teachers regarding their learning experiences. The views of parents are gathered through questionnaires and through the weekly parents' group. In addition, the school makes effective use of lesson observations and work scrutiny to monitor and improve provision and standards accordingly. These processes have led to improved consistency in the quality of teaching and assessment and significant progress in developing pupils' literacy and numeracy skills across the curriculum.

Teachers and leaders are very consistent and effective in their use of data to analyse pupils' performance and to identify areas for development. Most set challenging targets at individual, group and whole school levels. Pupils identified at risk of underachievement are monitored and supported effectively.

The school's self-evaluation report is comprehensive and evaluative. This report includes useful examples to demonstrate the impact of provision and leadership on improving standards and wellbeing. Most middle leaders' self-evaluation reports are also detailed and evaluative. All self-evaluation reports link well with their respective development plans.

The school development plan includes six areas that reflect the school's main priorities. They include improving pupils' literacy and numeracy skills, tackling poverty and improving teaching and learning. The school development plan is detailed, with clear strategies and success criteria. Subject and key stage development plans follow the same format and there is a high level of consistency across the school. However, in a few subject development plans, occasional strategies to bring about the desired improvements are not always precise enough.

The school has made outstanding progress in addressing the recommendations in the previous inspection report.

As a result of highly effective and consistent self-evaluation and planning for improvement, the school is an increasingly strong learning community.

Partnership working: Good

The school has developed valuable partnerships with parents, and the wider community. In particular, the school has successfully developed strategies to support family learning and improve the continuity of experience for pupils and parents as pupils move from primary to secondary school. A notable example is the 'Smooth Moves to Elfed' programme. This programme invites parents to work with the school over a six-week period before their children transfer to the high school. The programme supports parents, builds pupils' confidence and reduces any anxiety in moving schools.

There are well-established partnerships with local primary schools that contribute to effective transition and progression. The school has worked well with the local college to extend the curriculum provision at key stage 4 through the Principal Learning Engineering course.

Strong links with a number of agencies support the emotional health and wellbeing of pupils. These groups have been particularly effective in helping vulnerable pupils to engage positively in school. The school works well with a number of community organisations and local groups to extend its provision, for example in providing a range of experiences, such as the on-site archaeological excavation and arts project during their 'skills week'.

The combined impact of these partnerships has made a successful contribution to improving pupils' standards and wellbeing.

Resource management: Excellent

The school is highly effective in its management of resources within the challenging context of reductions in pupil and staff numbers. As a result, it makes very good use of teachers' expertise and experience. In addition, the school employs a broad range of very well-qualified support staff to assist teachers and pupils.

The headteacher, business manager and governors review the school's finances exceptionally well. In conjunction with the local authority, through extremely careful and effective planning, they are successfully addressing an agreed budget deficit. This deficit aims to be eliminated by April 2015. The school allocates funds well to meet strategic priorities and there is regular evaluation of the cost effectiveness of all expenditure.

The school's performance management system identifies the professional development needs of all staff successfully. Staff have beneficial opportunities to reflect on their practice and engage in research and training. This has a positive impact on improvements in the quality of teaching, assessment and pupils' skills. There is a very strong culture of co-operation in sharing good practice across the school. In addition, the school takes a leading role in working with other schools and organisations to provide guidance and training on important areas such as improving the standards of literacy, mathematics and developing leadership.

The school manages the use of the pupil deprivation grant well, in supporting identified pupils and their families and improving performance of pupils eligible for free school meals.

Based on current performance, the school offers excellent value for money.

Appendix 1

Commentary on performance data

Overall, performance at key stage 3 in all main indicators has improved steadily over the last three years.

At key stage 3, performance in the core subject indicator has placed the school in the upper half of similar schools for the last three years, based on free-school-meal benchmarks. However, this improvement has been consistently below modelled expectations and below the average for its family of schools.

In 2014, English performance at level 5 and above places the school in the upper half of similar schools based on levels of eligibility for free school meals, having placed it in the lower half for the previous two years. However, for the past three years, performance has been below the family average. At level 6 and above, performance in English has improved sharply in 2014; it is above the family average and places the school in the top quarter of similar schools, based on levels of eligibility for free school meals, after placing it in the lower half for the previous two years.

In terms of free-school-meal benchmarks, performance in mathematics at level 5 and above has placed the school in the lower half of similar schools for the past two years, having placed it in the bottom quarter in 2012. Mathematics performance has remained below the family average for the past three years. At level 6 and above, performance in mathematics has been below the family average for the past three years. In 2014, mathematics performance places the school in the upper half of similar schools, having previously placed it in the bottom quarter.

Performance in science at level 5 and above has improved slightly over the past three years but remains below the family average and has placed the school in the bottom quarter of similar schools for each of these years. At level 6 and above, science performance has improved sharply in 2014 and now places the school in the upper half of similar schools, having previously placed it in the bottom quarter. Despite improvements at level 6 and above, performance in science remains below the family average.

By the end of key stage 3, pupils' progress from the previous key stage is significantly above expectations for English and above expectations for mathematics and the core subject indicator, but below expectations for science.

At key stage 4, performance has improved over the past three years, with a sharp improvement over the last two years for a minority of key indicators. Most indicators have been above the average for its family of schools in two of the past three years.

Performance in the level 2 threshold including English and mathematics has been well above expectations for the last two years, from previously performing as expected. Performance has placed the school in the top quarter of similar schools for the last two years, having previously placed it in the upper half. In 2014, performance in this indicator is significantly above the average for its family of schools, having been below the family average in 2012.

The level 2 threshold performance has also been above the family average in two of the last three years. For the past three years, performance in this indicator has placed the school in the upper half of similar schools. In 2014, all pupils have attained the level 1 threshold. Nearly all pupils have attained the level 1 threshold over the previous two years. Over the past three years, performance in this indicator has been above the family average and has placed the school in the top quarter or upper half of similar schools.

Performance in the capped points score has been consistently above the average for its family of schools and above expectations. In 2014, performance in this indicator places the school in the top quarter of similar schools, in terms of free-school-meal benchmarks, having previously placed it in the upper half of similar schools.

Performance in the core subject indicator has shown a sharp improvement in the last two years and has been well above the family average during this period from previously being below the family average. In the last two years, performance in this indicator has placed the school in the top quarter of similar schools, having previously placed it in the upper half in 2012.

Performance in English has shown a sharp improvement in the last two years. In 2014, performance is well above the family average and has been above the family average in 2013 from previously being below the family average. For the last two years, performance in this indicator has placed the school in the top quarter of similar schools in terms of free-school-meal eligibility, having previously placed it in the bottom quarter. Mathematics performance has been strong for the past three years. It has been consistently well above the family average and has placed the school in the top quarter of similar schools over this period. In science, performance has fluctuated over the past three years. In 2014, performance has improved, although it has been consistently well below the family average for the past three years. When compared with similar schools in terms of free-school-meal benchmarks, it has placed the school in the bottom quarter for the past three years.

Value-added data for 2014 indicates that pupils' progress from previous key stages is significantly above expectations for the level 2 threshold including English and mathematics and the core subject indicator. Progress from previous key stages is also above expectations for the capped points score, and the level 2 and level 1 thresholds.

In the last four years, no pupil has left education without any qualifications. Many pupils continue in full-time education after 16. Very few pupils who left school at 16 are reported as being not in education, employment or training, and this proportion is better than the local authority and national averages.

At key stage 3 in 2014, girls do better than boys in the core subject indicator and each of the core subjects. In English, and the core subject indicator the gap between the performance of boys and girls is slightly larger than the family average but smaller than national averages. In mathematics this gap in performance is similar to the family average and smaller than national averages. In science, the gap between girls' and boys' performance is larger than the family and national averages. At level 6 and above, there is no difference between the performance of boys and girls in mathematics. In English and science at level 6 and above, the gap between the performance of boys and girls is smaller than the family and national averages.

At key stage 4 in 2014, the performance of boys and girls is higher than the average for boys and girls in their family of schools for most indicators. The gap between the performance of boys and girls is smaller than the family and national averages for many indicators. Boys do better than girls in mathematics and science, which is different from the family and national picture, where girls outperform boys. Boys also perform better than girls in the level 2 threshold and the core subject indicator. There is no difference between boys' and girls' performance in the level 1 threshold, as all pupils attain this.

At key stage 3, the performance of pupils eligible for free school meals has fluctuated over the past three years in all indicators. In 2014, pupils eligible for free school meals do not perform as well as similar pupils in their family and nationally for mathematics. These pupils do not perform as well as similar pupils in their family for English, science and the core subject indicator, but their performance is higher than national averages for these pupils.

At key stage 4, the performance of pupils eligible for free school meals has generally improved over the past three years, with strong performance in 2014 for most indicators. These pupils' performance is significantly better than the average for similar pupils in their family and nationally for many indicators, especially the level 2 threshold including English and mathematics, the core subject indicator and the capped points score. All pupils eligible for free school meals have attained the level 1 threshold in the past three years. In 2014, the gap between the performance of pupils eligible for free school meals and others is considerably smaller than the gap in performance with similar pupils in their family and nationally.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Secondary questionnaire (overall)

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	131	52	75	4	0	Rwy'n teimlo'n ddiogel yn fy ysgol.
		40%	57%	3%	0%	
		44%	52%	4%	1%	
The school deals well with any bullying	131	31	74	21	5	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		24%	56%	16%	4%	
		26%	58%	14%	3%	
I have someone to talk to if I am worried	131	46	76	8	1	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		35%	58%	6%	1%	
		38%	52%	8%	1%	
The school teaches me how to keep healthy	131	36	82	13	0	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		27%	63%	10%	0%	
		23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	131	66	61	3	1	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		50%	47%	2%	1%	
		45%	45%	9%	2%	
I am doing well at school	131	49	77	4	1	Rwy'n gwneud yn dda yn yr ysgol.
		37%	59%	3%	1%	
		32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	130	50	76	4	0	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		38%	58%	3%	0%	
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	131	18	80	31	2	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		14%	61%	24%	2%	
		20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	131	50	68	12	1	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		38%	52%	9%	1%	
		45%	47%	7%	1%	
Pupils behave well and I can get my work done	131	16	91	21	3	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		12%	69%	16%	2%	
		10%	57%	27%	6%	

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
Staff treat all pupils fairly and with respect	131	43 33%	74 56%	12 9%	2 2%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	51%	16%	4%	
The school listens to our views and makes changes we suggest	130	20 15%	68 52%	40 31%	2 2%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
		16%	54%	25%	5%	
I am encouraged to do things for myself and to take on responsibility	131	44 34%	85 65%	2 2%	0 0%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
		34%	60%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life	130	50 38%	71 55%	9 7%	0 0%	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	131	48 37%	80 61%	3 2%	0 0%	Mae'r staff yn fy mharchu i a'm cefndir.
		37%	54%	7%	2%	
The school helps me to understand and respect people from other backgrounds	131	53 40%	76 58%	2 2%	0 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
		36%	56%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	56	15 27%	31 55%	10 18%	0 0%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
		28%	52%	15%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	12	4 33%	7 58%	1 8%	0 0%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		28%	50%	16%	6%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	155	76 49%	72 46%	4 3%	1 1%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	4%	1%		
My child likes this school.	154	70 45%	75 49%	9 6%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		46%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	157	80 51%	65 41%	6 4%	1 1%	5	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		50%	45%	3%	1%		
My child is making good progress at school.	157	83 53%	70 45%	2 1%	0 0%	2	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	157	26 17%	102 65%	9 6%	4 3%	16	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	156	48 31%	96 62%	5 3%	2 1%	5	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	156	82 53%	72 46%	0 0%	0 0%	2	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		50%	45%	2%	0%		
The homework that is given builds well on what my child learns in school.	157	42 27%	89 57%	20 13%	0 0%	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.
		31%	53%	8%	2%		
Staff treat all children fairly and with respect.	157	48 31%	83 53%	16 10%	1 1%	9	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		32%	48%	9%	2%		
My child is encouraged to be healthy and to take regular exercise.	157	60 38%	87 55%	4 3%	2 1%	4	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	53%	7%	1%		
My child is safe at school.	157	65 41%	76 48%	6 4%	2 1%	8	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		41%	52%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	145	48 33%	69 48%	7 5%	3 2%	18	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		32%	46%	7%	2%		

	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 am kept well informed about my child's progress.	157	68 43%	71 45%	15 10%	2 1%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		34%	50%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	156	74 47%	66 42%	9 6%	2 1%	5	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		41%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	156	41 26%	88 56%	12 8%	2 1%	13	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		27%	50%	10%	2%		
The school helps my child to become more mature and take on responsibility.	153	58 38%	84 55%	4 3%	0 0%	7	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		36%	53%	5%	1%		
My child is well prepared for moving on to the next school or college or work.	149	29 19%	77 52%	11 7%	0 0%	32	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		26%	46%	8%	2%		
There is a good range of activities including trips or visits.	155	57 37%	77 50%	17 11%	0 0%	4	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	49%	9%	2%		
The school is well run.	156	74 47%	70 45%	6 4%	0 0%	6	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	48%	5%	2%		

Appendix 3

The inspection team

Jackie Gapper	Reporting Inspector
Tony Sparks	Team Inspector
Vaughan Elwyn Williams	Team Inspector
Glenda Jones	Lay Inspector
Peter Bernard Harrison	Peer Inspector
Paul Williams	School Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

Glossary of terms

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