



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

**Brecon High School
Penlan
Brecon
Powys
LD3 9SR**

Date of inspection: May 2012

by

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



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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW

or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Crown Copyright 2012: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 06/07/2012

Context

Brecon High School is an 11-18 mixed comprehensive English-medium school with a Welsh first language stream. It is situated on the Penlan campus within the town of Brecon, adjacent to Coleg Powys and the leisure centre. There are 768 pupils on roll, of whom 120 are in the sixth form. Ninety-six pupils are taught Welsh as a first language.

Pupils come from the town of Brecon and the surrounding rural area, in roughly equal proportions. They come from a wide variety of social backgrounds, ranging from relatively prosperous to economically disadvantaged. The proportion entitled to free school meals, at 8.9%, is well below the national average of 17.6 %.

The school intake represents the full range of ability. Five per cent have statements of special educational needs, which is higher than the national average of 2.6%. The school has an autistic spectrum disorder centre on site.

About 14% of pupils speak Welsh as their first language or to an equivalent standard. There is a Welsh-medium class in each year in key stage 3. Pupils in these classes study Welsh as a first language and also follow science, religious education, history, geography, music, personal and social education and key skills through the medium of Welsh. In key stage 4, there are full courses in Welsh and Welsh literature as a first language. Pupils are also able to follow history, geography, music, science and religious education through the medium of Welsh.

About 9% of pupils are from minority ethnic backgrounds and around 6% of pupils receive support teaching in English as an additional language.

The current acting headteachers took up their roles in April 2011. They are joined by an acting deputy to make up the senior leadership team.

Summary

| | |
|---|-----------------|
| The school's current performance | Adequate |
| The school's prospects for improvement | Adequate |

Current performance

The good features of Brecon High School include:

- an improving trend in pupils' achievements in key stage 3 and key stage 4 over the last three years;
- standards achieved by pupils entitled to free school meals comparing well with those of similar schools.
- pupils' good behaviour and positive attitudes to learning;
- very good working relationships between teachers and pupils;
- a wide range of extra-curricular activities;
- an inclusive ethos and high quality support offered to pupils through the school's wellbeing centre; and
- effective partnerships with a wide range of community organisations and groups.

However, current performance is judged as adequate overall because:

- over the last three years, performance in a range of key indicators at key stage 3 and key stage 4 does not compare well with that of similar schools;
- attendance has not improved enough since the time of the last inspection and is well below that of similar schools;
- teachers' expectations of what pupils can achieve are not high enough in a minority of lessons; and
- the quality of assessment and feedback to pupils varies too much between and within subjects.

Prospects for improvement

The school's prospects for improvement are judged as adequate because:

- the whole-school self-evaluation report is self-critical and accurately identifies areas for improvement;
- the school has a suitable range of procedures for monitoring and evaluating the quality of teaching and learning;
- the acting headteachers have started to address important areas requiring improvement;
- governors are increasing their capacity to act as a critical friend; and
- all teachers are involved in school improvement activities that are appropriately linked to the priorities for improvement.

However:

- the quality of departmental evaluation reports and departmental improvement plans is too variable;
- senior and middle leaders do not hold the staff they line manage to account rigorously enough for improving outcomes for pupils;
- the school has not fully addressed all recommendations from the previous inspection report; and
- the school does not have suitable plans to address a significant budget deficit.

Recommendations

In order to improve, the staff and governors at Brecon High School need to:

- R1 raise standards at key stage 3 and key stage 4, particularly in science, Welsh second language and the performance of boys;
- R2 improve attendance;
- R3 increase the challenge of teaching to match that in the best lessons;
- R4 improve the quality and consistency of marking and feedback given to pupils;
- R5 increase senior and middle managers' accountability for improving standards and quality, through rigorous line management arrangements;
- R6 improve the sharpness and clarity of improvement planning at all levels, using specific and measurable targets;
- R7 plan to resolve the budget deficit effectively; and
- R8 meet statutory requirements for the daily act of collective worship.

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Although performance at key stage 3 has improved in the last four years, it remains below that of similar schools. Performance in English, Welsh first language and science is generally weak and does not compare favourably with that of similar schools at the higher levels. Overall, pupils' progress from the previous key stage is less than in similar schools.

Performance at key stage 4 in those indicators that include English or Welsh first language and mathematics has improved over the last three years. However, attainment in these indicators remains just below that of similar schools. Welsh first language, English and mathematics results are consistently above those for the family of schools, but performance in science has been below that of comparable schools for each of the last four years. Performance in indicators that include a wide range of qualifications is well below that of similar schools. Pupils in key stage 4 make good overall progress from previous key stages in indicators that include English or Welsh first language and mathematics. However, in indicators that include a wide range of qualifications, in key stage 4, pupils make less progress than expected.

Very few pupils leave school without a qualification and the proportion staying on in full-time education after 16 is high. Very few pupils who left school at 16 are reported as being not in education, employment or training.

Performance in the sixth form compares favourably with that of other similar schools.

In key stage 3, there are large differences between the performances of girls and boys. At key stage 4 in the indicators that include English or Welsh first language and mathematics, boys do not perform as well as those in similar schools. In key stage 4, pupils eligible to free school meals achieve well. Pupils with special educational needs and those who speak English as an additional language also achieve well.

In a minority of lessons, where there is insufficient challenge, pupils do not make enough progress in understanding new concepts or developing skills such as reading or writing well enough. About half of pupils recall previous work accurately, and build on this to make suitable progress in their subject knowledge and understanding. Most pupils work well in small groups and pairs, and listen carefully to each other and their teachers. A majority of pupils read fluently, but a minority of pupils are hesitant readers and struggle with basic vocabulary. Pupils who enter the school with the greatest difficulties in reading make satisfactory progress by the end of key stage 3.

Many pupils communicate orally well, and possess a wide general vocabulary. In the majority of subjects, pupils write at length in an appropriate range of forms and styles, and for a suitable variety of purposes and audiences. However, in a minority

of subjects, pupils do not produce enough extended writing and there is not enough variety in their writing. A majority of pupils spell and punctuate broadly in line with their age and ability. However, a minority do not take enough care over their work and make frequent spelling and basic grammatical errors. Most learners receiving targeted support in literacy make suitable progress.

In Welsh second language at key stage 3, performance is improving and in 2011 was around the family average, but at key stage 4, the proportion gaining a level 2 qualification in Welsh was low.

A majority of pupils in the Welsh stream develop their ability to read and write appropriately in Welsh. However, a minority of these lack the confidence to engage in conversation with each other, their teachers or other adults. Pupils who study Welsh as a second language do not use Welsh in subjects other than Welsh.

Wellbeing: Adequate

Nearly all pupils feel safe in school and have positive attitudes to healthy living. The school offers a very wide range of physical activities, such as dance and badminton, and they are very well attended. Nearly all pupils consider that the school deals well with bullying and they feel that they are free from physical and verbal abuse.

Pupils have a pride in belonging to the school and almost all are courteous and respectful to their peers, staff and visitors. In lessons, most pupils show positive attitudes to learning, generally make productive use of their time and work well with others to develop their understanding. Older pupils take on additional responsibilities within the school and participate in worthwhile schemes such as peer mentoring.

Nearly all pupils are punctual to lessons and registration periods. Unverified data for the early part of this year shows improvement compared to the same time last year. However, attendance has not improved enough since the time of the last inspection and remains well below that of similar schools.

The school council is a highly-motivated group, committed to its responsibilities. It has been effective in influencing decisions in areas such as developing a new discipline policy and reviewing the timing of the school day. Pupils are also involved in the appointment of new staff.

Pupils are actively involved in community projects and support local charities through fund raising events, such as the 'Brecon High School 5K Challenge', in which all pupils participate. Such activities impact positively on their feeling of community and wellbeing.

| |
|---|
| Key Question 2: How good is provision? |
|---|

| |
|-----------------|
| Adequate |
|-----------------|

Learning experiences: Adequate

The key stage 3 and key stage 4 curriculum meets requirements and there is an appropriate range of vocational and academic options at key stage 4. There is good take up of the small range of vocational options available at key stage 4. However,

the timetable for these vocational options and other enrichment activities draws pupils away from attending lessons in core subjects too often. All pupils in key stage 4 and in the sixth form take the Welsh Baccalaureate Qualification. This provides valuable opportunities for learners to gain essential skills qualifications.

There is a wide range of well-attended extra-curricular activities, including the '5x60' programme, music, and drama activities. A high number of pupils participate in a variety of worthwhile community and charitable activities.

All pupils in key stage 3 are involved in a programme that aims to develop a wide range of skills such as communication, using number and information and communication technology across all subjects. However, this initiative is too new to have had an impact in providing consistency and progression for learners. Pupils with weak literacy and numeracy skills receive an effective personalised programme to meet their individual needs. However, only a few subject departments adapt work appropriately to support the development of these pupils' literacy skills.

There is a wide range of opportunities for pupils to learn about matters related to the sustainable development and global citizenship in personal and social education, the Welsh Baccalaureate Qualification, assembly presentations, and through valuable links with a locally-based army company. An active eco-committee effectively promotes awareness of local environmental issues.

The provision for Welsh language is a strength of the school. All key stage 4 pupils follow the full Welsh course at GCSE. A few pupils follow the first language course at key stage 3 and key stage 4.

Schemes of work at all key stages provide appropriate opportunities to learn about the Welsh dimension. However, the school has not yet made enough progress in promoting the use of the Welsh language in school life.

Teaching: Adequate

Most teachers develop very good working relationships with their pupils and many possess good subject knowledge. In a majority of lessons, teachers use open questions effectively to probe and extend understanding. A majority of lessons have a clear structure, a variety of interesting learning activities and a suitable level of challenge. A majority of teachers have a sound understanding of pupils' individual needs and match work carefully to their ability. In a few lessons, teachers challenge pupils to reach the highest levels of attainment and capture their interest through a range of stimulating and demanding activities.

A minority of lessons lack challenge, and proceed at too slow a pace. In these lessons, work is not closely matched to meet the needs of pupils' different abilities. As a result, pupils in these lessons do not make enough progress in developing their subject knowledge and skills. In a few lessons, over-direction by the teacher limits the development of pupils as independent learners. In a very few lessons, teachers do not manage pupils' behaviour well enough and pupils do not make appropriate progress.

The marking of pupils' work is of inconsistent quality. A majority of pupils receive appropriate feedback on the progress they are making and what they need to do to improve. However, only in a very few cases do pupils make corrections to improve their work, and many teachers do not check that pupils act upon advice they give. There are a few effective examples of teachers encouraging pupils to evaluate their own work and that of their peers. However, this practice is not consistently applied by enough teachers across the school.

The school has recently refined its system for tracking pupils' progress. It provides staff with useful information, highlighting the progress of different groups of pupils. This system allows teachers to provide identified pupils with appropriate intervention and coaching.

Parents receive regular updates about their child's progress. The annual reports are very detailed with helpful comments. Most targets for improvement are specific and helpful. However, a few do not provide clear enough guidance about how to improve.

Care, support and guidance: Adequate

The school provide a caring and supportive environment that has a positive impact on a few aspects of pupils' wellbeing and personal development. However, strategies to improve pupils' attendance have not had enough impact since the time of the last inspection.

A range of learning experiences promotes pupils' moral development well. This includes the school's approach to solving disputes that focuses on the concerns of all individuals involved and aims to re-establish positive relationships. This has had a positive impact on pupils' relationships with each other and staff. Assemblies and tutorial sessions provide appropriate opportunities for reflection and help promote pupils' spiritual development.

The school helps pupils to adopt healthy lifestyles. The wide range of extra-curricular activities, with high levels of participation, makes a significant contribution to pupils' sporting, cultural and social development.

The school works well with a range of external agencies and specialist services to meet the specific needs of individual pupils. A wide variety of support agencies catering for pupils' individual needs work together effectively in the school's 'wellbeing centre'. A comprehensive learning coach programme supports pupils' academic progress well. The school provides a range of useful information for pupils and parents regarding options and career paths.

The school has procedures and an appropriate policy for safeguarding.

The annual review process for pupils with special educational needs satisfies statutory requirements. However, individual educational plans do not always identify appropriate learning targets. Specialist teachers and support assistants offer good, targeted support for individuals and groups of pupils. Pupils with autism who access the local authority specialist resource base are fully involved in school life. They are

supported very effectively to improve their personal and social skills, and nearly all make very good progress over time. There are appropriate systems in place to ensure that parents of pupils with additional learning needs are kept well informed about their child's education.

The school does not meet the statutory requirement for a daily act of collective worship.

Learning environment: Good

The school is a highly inclusive community that values the diversity of its pupils. Together, staff and pupils promote a strong caring ethos, which is based firmly on mutual respect and enables pupils to integrate extremely well. For example, each year between four and six pupils join the school from the Gurkha Mandalay Company families, stationed locally, and these pupils settle quickly into school life and make good progress. The school effectively promotes equal opportunities for all learners in curricular and extra-curricular activities.

The exterior of the school building is in poor decorative order. However, the school is appropriately resourced and displays of pupils' work and achievements contribute to a welcoming environment.

| | |
|--|-----------------|
| Key Question 3: How good are leadership and management? | Adequate |
|--|-----------------|

Leadership: Adequate

The structure and membership of the senior leadership team have changed considerably over the last twelve months. The temporary leadership team will be in place until the newly-appointed headteacher takes up his role in September 2012. The joint acting headteachers have led the school sensitively through a difficult period of change and uncertainty. Together they have improved staff morale and their leadership is beginning to impact positively on raising standards in a few important areas, such as attendance and outcomes from external examinations in key stage 4.

There is a clear line management structure and a majority of senior and middle leaders are making appropriate progress in developing an understanding of their roles and responsibilities. Meetings are held regularly to discuss planning and progress. The school has appropriate systems to manage performance. However, senior and middle leaders do not hold the staff they line manage to account rigorously enough for improving outcomes for pupils. The quality of leadership at middle management is too variable and a minority of middle leaders do not focus enough on addressing important areas for improvement such as the quality of teaching and assessment.

Although the governing body has not challenged the school sufficiently to improve in important areas including standards and finance since the last inspection, it now has a clear view of how much the school needs to improve. Its understanding of how to use data effectively to challenge departments is developing well. Arrangements for linking individual governors to subject departments now focus usefully on improving standards.

The school has recently developed policies and initiatives to meet local and national priorities. These include raising levels of literacy and the use of the Welsh language. The school is appropriately involved in the local authority plans for Welsh-medium provision for 11 to 16-year-old pupils.

Improving quality: Adequate

The school has a suitable schedule of calendared whole school self-evaluation activities, which includes appropriate systems for self-evaluation and improvement planning. These involve gathering first hand evidence from lesson observations, pupil and parental surveys and scrutiny of pupils' work. However, these activities do not focus enough on important areas such as pupils' progress or the quality of assessment.

The whole-school self-evaluation report is evaluative and contains a detailed and accurate analysis of performance data. It is suitably self-critical and accurately identifies many areas for improvement as well as strengths.

Most middle managers provide a thorough analysis of examination and assessment outcomes in their self-evaluation report. However, requirements for departmental self-evaluation reports are overly bureaucratic. In addition, the quality of these reports varies too much and a minority do not evaluate important areas, such as the quality of teaching and assessment, rigorously enough.

The school improvement plan contains suitable actions to improve outcomes for pupils. However, the targets for improvement are not always specific or measurable enough. In general, success criteria within departmental development plans are not specific or measurable enough. In addition, the connection between the whole school and departmental self-evaluation reports and subsequent improvement plans is not always clear enough.

The school has made sound progress towards meeting about half of the recommendations from the previous inspection. However the school has not made enough progress in recommendations that concern raising standards, increasing teachers' expectations of what pupils can achieve or improving assessment procedures.

A minority of teachers are involved in networks of professional practice outside of the school. Most of this activity is focused on transition and inclusion. Across the school, a number of groups have begun work on school improvement activities suitably linked to priorities for improvement, such as raising boys' achievement. All teaching staff are members of at least one of these groups and receive appropriate training to support this work. However, it is too early to show impact on pupils' learning.

Partnership working: Good

The school has valuable partnerships with a wide range of specialist agencies and organisations. These links are particularly effective in supporting more vulnerable learners and in successfully encouraging them to engage with education.

The school has productive relationships with its seven partner primary schools. For example, there are a series of worthwhile subject projects linking key stage 2 and key stage 3. These support progression and continuity in learning appropriately and help to share resources and expertise effectively. This has a positive impact on pupils' transition and helps pupils settle quickly into Year 7.

The school liaises well with the local further education college and other secondary schools to develop wider curricular opportunities for key stage 4 and sixth form pupils. A few pupils take up these options.

The school has an effective partnership with the local special school, which benefits pupils well. For example, a few pupils from Brecon High School make use of facilities in the special school to take part in alternative sporting activities. In addition, the partnership offers staff from Brecon High School valuable opportunities to develop their knowledge and understanding of how to support vulnerable pupils.

The school's partnership with parents, parent teacher association, initial teacher education providers and a wide range of community organisations and groups is strong. This includes the active role the school takes in promoting joint working with the local army base. This partnership benefits pupils through valuable activities, such as residential courses for the Army Cadet Force, and in developing team-working skills.

Resource management: Unsatisfactory

The school currently has a deficit budget of around three-quarters of a million pounds. Measures to address this deficit have included an appropriate reduction in personnel and other improvements in efficiency. This has been achieved without undermining the school's ability to teach the curriculum. The school has appropriate plans and budget controls in place to ensure that current spending is within agreed limits. The finance manager and the governors' finance committee now make appropriate contributions to financial decisions.

Department budgets are distributed through a well-understood formula, although priorities are not always clear and do not include costs. Despite improving levels of efficiency and cost-effectiveness, the school does not have a suitable plan to address its significant budget deficit. In light of adequate standards and significant shortcomings in budgeting arrangements, the school offers unsatisfactory value for money.

Appendix 1

Commentary on performance data

In key stage 3, performance in the core subject indicator has improved over the last four years, but remains consistently in the bottom quarter in terms of the free-school-meal benchmarks. In 2011, the core subject indicator was below the average for its family of schools and modelled expectations.

Performance in English, mathematics, and science improved over the last three years. Despite these improvements, performance in English, mathematics and science remains below family averages. In 2011, mathematics performance was in the bottom half of that for similar schools while performance in science and English was in the bottom quarter of that for similar schools based on the proportion of pupils entitled to free school meals. At level 6 and above, performance in English, Welsh first language, mathematics and science was below family averages. A small proportion of pupils achieved level 7 or above in English, mathematics and science. However, no pupil achieved level 7 in Welsh first language in 2011. Overall, pupils make satisfactory progress from the previous key stage.

In key stage 3, standards of oracy and reading have declined in the last three years and are below the family average. However, standards in writing have improved in the last three years and are similar to family average.

In key stage 4, performance in the level 2 threshold including English or Welsh first language and mathematics has improved over the last three years. In 2011 it was around family average, although placed the school in the lower half of similar schools in terms of free-school-meal benchmarks. This performance is below modelled expectations. Performance in the core subject indicator has improved over the last three years, and in 2011 it was in line with the family average. However, it has placed the school in the lower half or bottom quarter of similar schools in terms of free-school-meal benchmarks for the last five years. Performance in the capped wider points score is below family and local authority averages and in the bottom quarter when compared with performance levels of similar schools. Performance in the level 2 threshold has improved over the last three years, but consistently places the school in the bottom benchmark quarter when compared with similar schools. Performance in the level 1 threshold has improved over the last three years. However, in 2011 it was a little below the family average and in the bottom benchmark quarter when compared with that of similar schools.

Performance in the English level 2 is consistently above the family average, but places school in bottom half when compared with similar schools in terms of free-school-meal benchmarks. Performance in mathematics at level 2 has fluctuated since 2008 and in 2011 it was above the family average but in the bottom half when compared with that of similar schools. Science at level 2 has fluctuated in the last four years and has been consistently below the family average and in the bottom benchmark quarter when compared with similar schools.

When compared with their performance in previous key stages, learners in key stage 4 make good progress in the level 2 threshold including English or Welsh and

mathematics, and satisfactory progress in the level 2 threshold and capped wider points score.

The percentage of learners leaving school without a qualification in 2011 is low and is similar to the family average. In the sixth form, a very high percentage of sixth form pupils gained the level 3 threshold in 2011. Pupils' attainment on the wider points score is better than local and national averages.

In key stage 3 and key stage 4, boys perform worse than girls in nearly all indicators. At key stage 3, the difference between the performance of boys and girls in the core subject indicator is larger than family average. This is due to performance in English, science and Welsh first language.

At key stage 4, girls perform significantly better than boys in the level 2 threshold including English or Welsh first language and mathematics, and in the core subject indicator. In 2011, the difference in the performance of boys and girls was considerably wider than family and Wales averages in most indicators. In key stage 4, pupils receiving free school meals perform above the family average in both the level 2 threshold and the level 2 threshold including English or Welsh first language and mathematics. Pupils with English as an additional language make satisfactory progress. Pupils with special educational needs make good progress.

In Welsh second language at key stage 3, performance is improving and in 2011 was around the family average. However, at key stage 4, the proportion gaining a level 2 qualification in Welsh was low

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Estyn received responses from 200 learners, selected at random from across the age range.

Most pupils state that they feel safe in school and indicate that they have someone to turn to if they have any concerns. Many pupils believe that the school deals well with bullying.

Most learners consider that they are doing well and that staff help them to learn and make progress, and encourage them to take on responsibility. Many believe that they have enough books and equipment and a majority say that homework helps them to understand and improve their work. Many pupils in key stage 4 and most pupils in the sixth form say that they received good advice when choosing their courses. Most feel well prepared for further education or employment.

Many pupils state that there are plenty of opportunities to get regular exercise and indicate that the school teaches them to be healthy. A majority of learners say that staff treat them fairly and with respect, and most consider that the school helps them to understand and respect people from other backgrounds. The majority of

learners feel that the school takes account of their views. A majority of learners also state that pupils behave well and that they can get on with their work. These figures are similar to those from other secondary schools.

Responses to parent questionnaires

Estyn received 82 responses to the parent questionnaire. Although parents gave a positive or very positive response to the questions, the majority of responses were not as positive as those from parents of pupils in other secondary schools.

Most parents are satisfied with the school and say that their children are safe and like the school. Most parents indicate that the school is well run and nearly all parents say that their children were helped to settle in well when they started school. Many consider that there is a good range of activities and that their children are encouraged to be healthy. Many feel comfortable about approaching the school to discuss matters about their child's education and wellbeing.

Most parents believe that their children are making good progress. Many consider staff expectations to be good and that staff have high expectations of what pupils can achieve. Many parents consider that pupils behave well in school, but this is a significantly lower proportion than in other schools. Many say that homework reinforces learning and that staff treat all children fairly and with respect. Many parents feel that their children receive appropriate additional support where necessary and most say that their children are well prepared for moving on to the next school or college.

Appendix 3

The inspection team

| | |
|---------------------|---------------------|
| Ceri Jones | Reporting Inspector |
| Sue Halliwell | Team Inspector |
| Meinir Rees | Team Inspector |
| Sue Morgan | Team Inspector |
| Denise Whiting-Wade | Team Inspector |
| Mark Evans | Team Inspector |
| Glenda Jones | Lay Inspector |
| Euryn Madoc-Jones | Peer Inspector |
| Vikki Prosser | School Nominee |

Copies of the report

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

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

Year groups and key stages

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

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

Primary phase:

| | | | | | | | |
|------|-----|------|------|-----|-----|------|-------|
| Year | FPR | FPY1 | FPY2 | Y3 | Y4 | Y5 | Y6 |
| Ages | 4-5 | 5-6 | 6-7 | 7-8 | 8-9 | 9-10 | 10-11 |

Secondary phase:

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

The four key stages cover the following year groups:

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

Glossary of terms

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