



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

**Llandrindod High School
Dyffryn Road
Llandrindod Wells
Powys
LD1 6AW**

Date of inspection: October 2014

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

Llandrindod High School is an English-medium 11-18 mixed, community school situated in the town of Llandrindod Wells. It serves a very large catchment area with about half the pupils coming from the towns of Llandrindod Wells and Rhayader.

There are currently 599 pupils on roll with 79 in the sixth form, compared with 643 at the time of the last inspection in October 2009 when there were 102 students in the sixth form.

Eleven point six per cent (11.6%) of pupils are eligible for free school meals. This is significantly below the national average of 17.5%. Around 3% of pupils come from minority ethnic groups. There are very few pupils who speak Welsh as a first language or to an equivalent standard.

About 19% of pupils have special educational needs, which is broadly in line with the national average of 20.1%. The percentage of pupils with a statement of special educational needs (4%) is higher than the national average of 2.4%. The Asperger's Specialist Centre and Resource Base located at the school supports pupils who have been diagnosed as having an Autistic Spectrum Condition (ASC).

Since the last inspection there have been a number of changes to the school's leadership structure. The current headteacher was appointed in January 2014. The senior leadership team consists of two acting deputy headteachers and two acting assistant headteachers. The governing body expects to make permanent appointments to these posts in the near future.

The individual school budget per pupil for Llandrindod High School in 2014-2015 means that the budget is £4,146 per pupil. The maximum per pupil in the secondary schools in Powys is £4,406 and the minimum is £1,895. Llandrindod High School is sixth out of the 12 secondary schools in Powys in terms of its school budget per pupil.

Summary

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

Current performance

Good features in the school's current performance include:

- the steady improvement in performance at key stage 3 over the last three years;
- the significant improvement over the last three years in pupils' attendance, which now compares well with levels in similar schools; and
- the enthusiastic and well-motivated attitudes to learning that most pupils display.

However, current performance is judged to be unsatisfactory because:

- performance in key indicators at key stage 4 is considerably below expectations and significantly below that of similar schools;
- in key stage 4, boys do not perform as well as girls and the gap has been significantly larger than both family and national averages in many indicators over the last four years;
- too many pupils are making insufficient progress in their acquisition of knowledge, understanding and skills;
- pupils do not develop their extended writing skills well enough;
- the school has not made enough progress towards meeting the statutory requirements of the literacy and numeracy framework;
- the quality of teaching varies too much; and
- in a minority of classes, learning activities do not challenge pupils well enough and, too often, marking is cursory and teachers' comments are superficial.

Prospects for improvement

There are good features in the leadership of the school including:

- the greater stability provided by the recent appointment of a permanent headteacher who has helped to reinforce the culture and ethos of the school;
- senior leaders' realistic appraisal of strengths and areas for improvement based on a thorough analysis of performance data; and
- the common vision and commitment of the senior leadership team to improving the school's work.

However, the school's prospects for improvement are judged to be unsatisfactory because:

- leaders and managers do not demonstrate the capacity to secure the necessary improvement;
- there has been a lack of clear direction and high expectations about many aspects of the school's work;
- a few subject leaders do not monitor and improve the work of their teams rigorously enough;

- performance management and line-management arrangements are not sufficiently robust and have not had enough impact on ensuring that all staff implement policies and initiatives consistently, and on improving standards across the curriculum;
- self-evaluation arrangements and development planning processes are not effective in securing improvement across all areas of the school's work; and
- the school has made limited progress in addressing the recommendations from the previous inspection.

Recommendations

- R1 Raise standards at key stage 4, particularly in mathematics and science
- R2 Address underperformance of specific groups of pupils, particularly of boys at key stage 4
- R3 Improve the co-ordination and planning for progression in developing pupils' literacy and numeracy skills
- R4 Improve the quality of teaching and assessment
- R5 Improve the effectiveness of leadership at all levels to ensure clear direction and high expectations in all areas of the school's work
- R6 Increase accountability at all levels for improving standards and quality of provision, especially through rigorous line management
- R7 Strengthen self-evaluation and improvement planning arrangements

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Unsatisfactory

Standards: Unsatisfactory

At key stage 4, performance has fluctuated considerably over the last four years. Generally, however, performance has been significantly below that of similar schools and considerably below expectations.

In 2014, there was a fall in the proportion of pupils gaining a level 2 qualification in those key indicators that include English and mathematics. Performance has been below that of similar schools and below expectations in each of the last three years. Although performance in those indicators that include a wide range of qualifications has improved in 2014, in many cases performance remains below that of similar schools.

Although performance in English has improved slightly in 2014, there have been significant dips in the percentages of pupils attaining an A*-C grade in mathematics and science. In the majority of key indicators, performance places the school in the bottom 25% when compared to similar schools in terms of free-school-meal benchmarks.

Pupils do not make enough progress from previous key stages. In many indicators, progress is well below expectations.

At key stage 3, performance in the core subject indicator has improved significantly over the last three years and in 2014 it compares well with that in similar schools. However, girls perform considerably better than boys at the higher levels in each of the core subjects.

Post-16 students perform broadly in line with expectations. Over the last four years the average wider points score has generally been above that of similar schools. However, in 2014, the percentage of students attaining the level 3 threshold has fallen by about seven percentage points.

In the last five years, no pupil has left education without any qualifications. The proportion of pupils staying on in full-time education after 16 is broadly in line with local authority and national averages. The proportion that left school at 16 who are reported as being not in education, employment and training is better than local authority and national averages.

In key stage 4, boys do not perform as well as girls and the gap has been significantly larger than both family and national averages in many indicators over the last four years. Generally this has been due to the performance of boys being well below that of similar schools and in about half of cases below national averages.

At key stage 4, in most key indicators, pupils eligible for free school meals do not perform as well as other pupils. In many indicators, the performance of these pupils has been improving over the last two years, although from a very low base. In 2013, the performance of pupils eligible for free school meals was above similar schools and national averages in many indicators. At key stage 3, the performance of pupils eligible for free school meals has deteriorated over the last three years. In 2013, the performance of these pupils was well below similar schools and national averages in each of the core subjects.

Pupils with special educational needs make appropriate and often good progress relative to their abilities.

Many pupils recall previous learning well. In the majority of lessons, they make suitable progress in extending their knowledge and skills, and acquiring a secure understanding of new concepts. However, in a significant minority of lessons, pupils make limited progress. In these lessons, many pupils lack confidence in applying their earlier learning to tackling new problems and do not include enough detail or depth in their responses.

Most pupils listen carefully to instructions and with consideration for the views of others. Many pupils speak clearly and confidently and make significant contributions to discussions in expressing their ideas and opinions. Many pupils read fluently and with good expression. They are able to select information from a range of sources to summarise events and explain processes. The majority analyse and draw appropriate conclusions from information read in a range of texts. A few pupils are hesitant and lack confidence in their reading. Lower ability pupils have difficulty in selecting a suitable range of information to produce other than brief simplistic responses.

In a few subjects, many pupils demonstrate the ability to write accurately and at length, organising their ideas when writing for different purposes. The majority use punctuation and grammar appropriately. A minority make careless spelling and punctuation errors, while a few present their work poorly. More able pupils produce well-structured and reasoned analyses. However, in a minority of subjects, pupils do not produce enough extended writing or write for a suitable range of purposes and audiences. Written responses are too short and lack detailed explanation.

Many pupils generally use a range of number skills well. They use their numerical reasoning skills well to identify appropriate strategies in a range of contexts. However, a few pupils lack confidence in applying these skills. A few make basic errors in presenting graphs.

At key stage 4, all pupils follow the full course at GCSE in Welsh second language. Many make good progress and do well in the GCSE examination. In Welsh second language at key stage 3, pupils' performance has improved over the last three years. In the last two years, the school has been in the top 25% of similar schools based on free-school-meal benchmarks.

Wellbeing: Good

Almost all pupils feel safe in the school and many report that any incidents of bullying are dealt with effectively. Pupils are respectful and courteous to adults and visitors and show care and concern for each other.

Nearly all pupils have a clear understanding of how to keep fit and healthy through physical activity and a balanced diet. Many participate in the programme of extra-curricular activities and clubs, taking full advantage of the broad range of sports and fitness activities.

Behaviour in lessons is generally good and most pupils are enthusiastic and well motivated. However, in a minority of lessons a very few pupils disrupt the work of others. This has a negative effect on pupils' progress and achievement. In the last year, there were no permanent exclusions, although the number of fixed-term exclusions increased.

The school's attendance figures show significant improvement over the last three years. In the last two years, attendance rates have placed the school in the upper 50% of similar schools in terms of free-school-meal benchmarks.

The school council makes a significant contribution to the life and work of the school. This body has influenced changes to school uniform and the behaviour policy. The eco-committee contributes well to promoting awareness of environmental issues and to improving the school environment. However, pupils have had a limited influence on reviewing and strengthening aspects of teaching and learning.

Most pupils develop their social and life skills well, for example through providing mentoring support to younger members of the school. Pupils regularly organise fundraising events to support charities such as Air Ambulance Wales and the Bracken Trust.

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

The curriculum is broad and balanced and meets statutory requirements. The school works well with its partner primary schools to ensure that, at key stage 3, the curriculum builds appropriately on pupils' experiences in key stage 2. Close collaboration with partners at key stage 4 and in the sixth form ensures a suitable range of academic and vocational pathways for pupils. However, the very few pupils who attended Welsh-medium primary schools do not have the opportunity to develop fully their Welsh language skills.

The Welsh Baccalaureate Qualification provides many sixth form students with valuable opportunities to gain essential skills qualifications.

The school offers a wide range of extra-curricular activities and trips, including the '5x60' programme, educational visits abroad and drama activities. These make a significant contribution to developing pupils' personal and social skills.

Through the personal and social education programme and across a range of curriculum areas, pupils acquire a secure understanding of matters related to sustainable development and global citizenship. This aspect is reinforced by the enthusiastic work of the eco-committee.

Strategies to develop pupils' literacy and numeracy skills across the curriculum are not co-ordinated or planned well enough. All pupils in key stage 3 follow a discrete 'Learning to learn' programme. These lessons are helping to improve pupils' literacy skills but do not inform or build appropriately on whole-school approaches. Pupils have useful opportunities to obtain relevant skills qualifications. There is an effective intervention scheme for pupils with weak basic literacy and numeracy skills. However, not all departments adapt work appropriately to support the development of these pupils' skills in mainstream lessons. The school has not made enough progress towards meeting the statutory requirements of the literacy and numeracy framework.

All pupils study Welsh as a second language in key stage 3 and complete the GCSE full course in key stage 4. However, the Welsh dimension is not developed consistently across all areas of the school's work and opportunities for the development of Welsh language skills outside lessons are limited.

Teaching: Adequate

Most teachers have good subject knowledge and develop constructive working relationships that help engage pupils. Generally teachers use questioning well to test pupils' understanding and to encourage them to think about particular topics and issues. In many lessons, pupils have good opportunities to work in pairs or small groups to solve problems, support each other and develop their communication skills.

The majority of lessons are well planned. They include a range of well-designed learning activities and stimulating resources that enable pupils to make good progress in acquiring new knowledge and understanding key concepts. In these lessons, there is a supportive learning environment with staff monitoring groups and individuals well to support their learning. There is often a particular focus on the use of technical terminology and on specific strategies to improve pupils' reading and writing skills.

However, in a minority of lessons, learning activities do not challenge pupils well enough. Teachers do not plan effectively to meet the needs of pupils of differing abilities, in particular those who are more able. There are not enough opportunities for pupils to write at length. The pace of these lessons is not appropriate and learning objectives are not achieved. Often, teachers do not explain new concepts and aspects clearly enough. In a very few lessons, teachers do not manage pupils' behaviour well enough.

In general, teachers do not provide regular and meaningful homework tasks that would reinforce and extend pupils' learning, particularly in challenging more able pupils.

Verbal feedback to pupils about the quality of their work contributes well to their progress. However, teachers' marking of pupils' work is of inconsistent quality. Too often, marking is cursory, marking codes are not used appropriately and teachers' comments are superficial. Recently, there has been a developing emphasis on providing clearer advice to help pupils improve their work. In a few cases, this is beginning to be used well.

Most pupils are aware of their personal targets. Teachers carry out regular reviews of pupils' progress and use this information appropriately to identify underperformance and determine where interventions are necessary. This process has been strengthened this year, with staff having access to a comprehensive and more accessible bank of information.

Reports to parents are helpful, indicating the progress that pupils are making. Many include clear subject-specific targets for improvement.

Care, support and guidance: Good

The school promotes pupils' physical health and wellbeing well. Staff work closely with partner primaries to ensure that pupils settle quickly when they join the school. There are appropriate arrangements to promote healthy eating and drinking.

The comprehensive personal, social and health education programme offers effective opportunities for pupils to extend their knowledge and understanding of a broad range of social, moral and cultural issues. Pupils show a strong sense of social conscience and regularly support a wide range of charities such as MacMillan Cancer Research and Hope House. Pupils are encouraged to reflect on spiritual issues well in religious education lessons. The programme of year group and key stage assemblies, many of which are led by local clergy, helps to reinforce these aspects.

There are well-established links with a broad range of specialist services and external agencies. These provide targeted support and guidance for pupils and have a positive effect on their emotional health, behaviour and attendance.

The school enables valuable opportunities for older pupils to provide support as peer mentors to younger colleagues. This approach provides helpful on-going support for pupils' work and other aspects of school life.

Pupils receive helpful advice and guidance that generally assists them to make appropriate choices when considering courses for study at key stage 4 and in the sixth form. However, access to careers guidance is less effective. A few key stage 4 pupils feel less well informed about the advice they receive in making their subject choices and considering potential careers.

Support for pupils with additional learning needs is appropriate. Well-developed links with partner primary schools help to ensure that pupils' needs are identified early and suitable provision effected. Vulnerable pupils are supported well by the Asperger's centre at the school. Individual education plans are detailed and helpful documents. They include considerable information about specific conditions and suitable

strategies to support these pupils. However, parents of non-statemented pupils are not generally involved in the development of the plans. Arrangements to ensure that teachers are aware of the best strategies to meet the needs of specific pupils in mainstream classes are not systematic enough. Despite this, teachers work well with learning support staff to provide suitable assistance to pupils in mainstream classes, which helps them to make sound progress.

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

Learning environment: Good

The school has a very caring ethos and is a fully inclusive community with a calm and purposeful atmosphere. There is a suitable emphasis on recognising pupils' achievements as well as ensuring that those with additional needs integrate successfully into the life of the school. There are suitable arrangements to ensure that all pupils have equal access to the curriculum and the range of extra-curricular activities available. Staff encourage pupils to consider and appreciate their various backgrounds and respect diversity.

The school makes effective use of its accommodation to provide a welcoming learning environment. Buildings and grounds are well maintained. Pupils take pride in their surroundings. A wide range of resources is used appropriately to support learning. Displays in classrooms and around the school are attractive, well presented and informative. They contribute well to stimulating pupils' interests and raising aspirations, and are beginning to help support the development of pupils' literacy skills.

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

In recent years, there have been significant changes to the leadership team. As a result, there has not been consistent clarity of direction or high enough expectations in many aspects of the school's work. Despite this period of instability, leaders have secured improvement in several areas, such as raising standards at key stage 3, improving attendance rates and pupils' wellbeing, and broadening the curriculum. However, there has not been enough impact on improving the quality of teaching and learning across the school or on raising standards at key stage 4.

The appointment of a permanent headteacher in January has provided greater stability and a strong emphasis on raising aspirations and expectations. The headteacher and the leadership team have well-defined roles and responsibilities. Together, they share a common vision and work well as a team demonstrating a strong commitment to improving provision and outcomes. The inclusion of 'associate' members on the leadership team has strengthened the capacity of this body by distributing responsibilities more widely. This is helping to give a sharper focus to aspects such as target setting and tracking pupils' progress.

Many middle managers carry out their responsibilities effectively. Regular leadership team and departmental meetings reflect appropriately on pupils' progress and the quality of learning. However, a few subject leaders are less effective in their work. They do not monitor and improve the work of their teams well enough to ensure that all staff implement policies and initiatives consistently.

Performance management processes and line-management arrangements provide a sound structure to support staff and introduce suitable levels of accountability. Although staff targets focus appropriately on improving outcomes and inform the school's professional development programme, in many cases targets are not precise or challenging enough. As a result, performance management arrangements are not sufficiently robust in all areas of the school and have not contributed well enough to improving provision.

The school has initiated useful actions to tackle national priorities, for example in extending the range of academic and vocational pathways and improving outcomes in Welsh second language. It has not made enough progress towards meeting the statutory requirements of the literacy and numeracy framework or in tackling disadvantage. As a result, these strategies have not had enough impact on raising standards in important areas.

The governing body is committed and supportive of the school and the new headteacher. It has a secure understanding of the school's strengths and areas for improvement. There are a range of well-designed sub-committees including a group that focuses primarily on performance data and has a clear appreciation of areas in which there is underperformance. A recently introduced initiative where the headteacher and a governor meet with each subject leader to discuss examination performance is beginning to improve levels of accountability.

Improving quality: Unsatisfactory

Self-evaluation arrangements and development planning processes are not effective in securing improvement across all areas of the school's work.

Since the appointment of a permanent headteacher, there have been significant changes that are helping to strengthen improvement planning arrangements. The school's self-evaluation report is a detailed document that draws from an appropriate range of evidence. It presents a realistic appraisal of strengths and areas for improvement based on a thorough analysis of performance data. However, the report does not attach sufficient weight to a few important areas requiring improvement in the school. The views of parents and pupils do not play a full enough role in the school's self-evaluation procedures.

The majority of middle leaders use data well and have a secure understanding of performance in their subject area. However, departmental self-evaluation processes are generally not comprehensive or robust enough. There is not a strong enough focus on evaluating the quality of teaching and learning through rigorous lesson observations and scrutiny of pupils' work.

The school development plan reflects the priorities identified in the self-evaluation report, although these are not explicitly cross-referenced. It focuses clearly on raising standards, and improving wellbeing, teaching and assessment, pupils' learning experiences and aspects of leadership. The plan does not set out clear timescales to indicate when actions commence and when they will be completed. In a few cases, success criteria include suitable reference to measurable outcomes and targets. However, for other aspects, success criteria are not set out clearly. As a result it is difficult to judge how effectively actions have been delivered.

Departmental development plans vary considerably in quality. Many do not incorporate key whole-school priorities, define actions clearly enough or include accurate costings, timescales and an indication of how success will be measured. They are not effective tools to drive improvement.

The school has made limited progress in addressing key recommendations from the previous inspection. This is particularly the case in the rigour with which senior and middle leaders challenge subject teams to improve outcomes and in ensuring that assessment is used effectively to raise standards.

Partnership working: Good

The school works closely with a broad range of multi-disciplinary and voluntary organisations to enhance the quality of pupils' learning experiences and improve their wellbeing.

Links with strategic partners are well established and effective. The partnership with the North and South Powys 14-19 network is strong and this has enabled the school to extend the range of academic and vocational options available to pupils at key stage 4 and in the sixth form. Take-up rates for these courses are high and outcomes are contributing to improvements in the level 2 threshold. However, the arrangements to quality assure provision are underdeveloped.

The school has strong pastoral and curricular links with its partner primary schools. There are effective arrangements for relevant staff to visit the primary schools to share pastoral and academic information and discuss the learning needs of individual pupils. Pupils undertake a range of useful transition projects, primarily in the core subjects that promote learning. These partnerships contribute to effective transition arrangements. They help pupils to settle effectively in Year 7 and, except for the very few pupils who attended Welsh medium primary schools, ensure continuity and progression in pupils' learning experiences.

There are constructive relationships with parents who generally feel well informed about the school's work and their children's wellbeing and progress. Many feel comfortable about approaching the school to discuss a particular issue or raise any concerns they may have. However, only a few parents feel that they make a significant contribution to the life and work of the school.

Resource management: Unsatisfactory

The school manages its resources well. There is a sufficient number of well-qualified staff who are deployed efficiently. Teaching assistants provide valuable in-class support and contribute well to these pupils' progress.

The headteacher, bursar and governing body manage financial matters carefully. Efficient partnership work with neighbouring schools makes good use of shared resources and contributes well to broadening the curriculum for pupils. Although there is currently a significant budget surplus, there are clear arrangements for this to reduce in the next two years.

Spending decisions relate well to improvement priorities and for the benefit of pupils. Department budgets are distributed through a well-understood formula with an appropriate contingency fund to meet emerging priorities. There are appropriate procedures to support teachers' professional development that reflect whole-school and departmental priorities. Many teachers benefit from a wide range of training opportunities, although these have not had enough impact on improving teaching and assessment across the school. The pupil deprivation grant is spent appropriately and is contributing to improving outcomes for pupils who are eligible for free school meals. There is less emphasis on raising the aspirations of more able pupils who are eligible for free school meals and ensuring that these pupils realise their potential. In light of the unsatisfactory standards that pupils achieve, the school offers unsatisfactory value for money.

Appendix 1

Commentary on performance data

At key stage 3, performance in the core subject indicator has fluctuated over the last four years with a considerable dip in 2012. Performance improved in 2014 and reached its highest ever level. In the last four years, performance has been mixed when compared with that of its family of schools, although in 2014 performance is slightly above the family average, and places the school in the top 25% of similar schools based on levels of eligibility for free school meals. In the previous year, it was in the upper 50% of similar schools. When compared with modelled expectations, performance is above expectations.

English performance at level 5 and above has improved by around six percentage points since 2011 but progress has not been consistent, with a considerable dip in performance in 2012. Throughout this period, performance in English has been below the family average, although in 2014 it places the school in the top 25% of similar schools based on eligibility for free school meals. Performance in English at level 6 and above has improved significantly over the last two years, although it has generally been below the family average over the last four years. In 2014, performance in English at level 6 and above places the school in the upper 50% of similar schools. However, in the previous years it placed the school in the bottom 25% of similar schools.

Mathematics performance at level 5 and above has improved steadily since 2012, when there was a considerable dip, and has been above the family average in three of the last four years. In terms of free-school-meal benchmarks, mathematics performance has placed the school in the top 25% of similar schools in each of the last four years. At level 6 or above, performance in mathematics has been erratic in the last four years and consistently below family averages over this period. In 2013, it placed the school in the bottom 25% of similar schools in terms of free-school-meal benchmarks.

Performance in science at level 5 or above has improved steadily since 2012 but has been below the family average for each of the past four years. In 2014, performance in science places the school in the top 25% of similar schools based on levels of eligibility for free school meals. In the previous year, it was in the upper 50% of similar schools. At level 6 and above, performance in science has improved steadily since 2012, although it has been below the family average in each of the last four years. In terms of free-school-meal benchmarks, science performance at level 6 or above has placed the school in the bottom 25% of similar schools in each of the last three years.

In the latest available information for 2013, pupils' progress from key stage 2 is below that to be expected for English and science. Progress is broadly in line with expectations for the core subject indicator and above expectations in mathematics.

At key stage 4, performance in the level 2 threshold including English and mathematics has fluctuated considerably over the past four years and has fallen by

almost seven percentage points in 2014. Performance has been well below the family average throughout this period. When compared with similar schools on the basis of eligibility for free school meals, performance in this indicator has placed the school in the bottom 25% in two of the last three years and in the lower 50% in 2013. Performance in this indicator has been below modelled expectations in each of the last three years.

In 2014, performance in the capped points score has improved by around 15 points. Performance in this indicator has been below the family average in each of the last four years. When compared with similar schools on the basis of eligibility for free school meals, performance in this indicator places the school in the upper 50% in 2014 having been in the lower 50% in the previous year and the bottom 25% in 2012. In 2014, when compared with modelled expectations, performance in the capped points score is above modelled expectations.

Performance in the core subject indicator has deteriorated in three of the last four years, although it improved significantly in 2013. In 2014, performance has fallen by nine percentage points. Performance in this indicator has been below the family average in each of the past four years and has placed the school in the bottom 25% of similar schools in two of the last three years.

The level 2 threshold performance has improved in each of the last two years following a considerable dip in 2012. However, performance in this indicator has remained well below the family average in each of the last four years and has placed the school in the bottom 25% of similar schools in each of the last three years.

In both 2013 and 2014, all pupils attained the level 1 threshold. In the last two years, performance in the level 1 threshold has been above the family average and has placed the school in the top 25% of similar schools based on levels of eligibility for free school meals.

Performance in English has improved slightly in 2014 and is at its highest level. However, performance in English has been below the family average in each of the last four years, although the gap has reduced to around two percentage points. Compared with similar schools based on free-school-meal benchmarks, for performance in English the school has been in the upper 50% in each of the last two years.

In 2014, performance in mathematics has fallen by around five percentage points. Performance in mathematics has been below the family average in each of the last four years and the gap has increased over this period to around 14 percentage points. In 2014, performance in mathematics places the school in the bottom 25% of similar schools based on free-school-meal benchmarks. In 2013, performance placed it in the lower 50% of similar schools.

In 2013, the most recent year for which data is available, pupils' progress from the previous key stages was well below that to be expected for all key indicators apart from the level 1 threshold where progress was slightly above expectations.

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

Post-16 students perform broadly in line with expectations. Over the last four years, the average wider points score has generally been above the average for similar schools and well above the national average. In 2013, almost 98% of students attained the level 3 threshold. However, in 2014, the percentage of students attaining the level 3 threshold has fallen by about seven percentage points.

At key stage 3, in 2014, girls do better than boys in the core subject indicator and in each of the core subjects. Although the gap in the core subject indicator is larger than the family average, it is smaller than the national average. At key stage 4, girls do better than boys and the gap is larger than both family and national averages for each core subject and all key indicators except the level 1 threshold and capped points. This has been the pattern in many of these key indicators over the last four years. Generally this has been due to the performance of boys being well below that of boys in similar schools, while the performance of girls has been closer to family averages.

At key stage 3, the performance of pupils eligible for free school meals has deteriorated over the last three years and the gap between these pupils and others is much larger than the average for similar schools. In 2014, no pupil eligible for free school meals achieved at the higher levels in either English or science. At key stage 4, in most key indicators, pupils eligible for free school meals do not perform as well as other pupils. However, in 2013 the performance of pupils eligible for free school meals improved in many indicators and these pupils performed better than family and national averages in the level 2 threshold including English and mathematics, the level 1 threshold, the capped points score, the core subject indicator and both English and mathematics. In each of these indicators, the gap between the performance of pupils eligible for free school meals and others was also smaller than family averages. Unverified data for 2014 provided by the school indicates that the percentage of pupils eligible for free school meals attaining the level 2 threshold including English and mathematics is above that of other pupils.

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	142	44 31% 43%	95 67% 52%	3 2% 3%	0 0% 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
The school deals well with any bullying	140	30 21% 26%	77 55% 58%	29 21% 14%	4 3% 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
I have someone to talk to if I am worried	141	32 23% 38%	93 66% 53%	16 11% 8%	0 0% 1%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
The school teaches me how to keep healthy	142	13 9% 23%	106 75% 57%	21 15% 18%	2 1% 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
There are plenty of opportunities at school for me to get regular exercise	142	59 42% 45%	71 50% 45%	10 7% 8%	2 1% 2%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
I am doing well at school	142	24 17% 32%	107 75% 62%	9 6% 5%	2 1% 1%	Rwy'n gwneud yn dda yn yr ysgol.
The teachers help me to learn and make progress and they help me when I have problems	141	45 32% 38%	84 60% 55%	11 8% 6%	1 1% 1%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
My homework helps me to understand and improve my work in school	141	20 14% 20%	74 52% 54%	37 26% 21%	10 7% 5%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
I have enough books and equipment, including computers, to do my work	142	59 42% 45%	71 50% 47%	10 7% 7%	2 1% 1%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
Pupils behave well and I can get my work done	141	8 6% 10%	85 60% 57%	43 30% 27%	5 4% 6%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
Staff treat all pupils fairly and with respect	142	32 23% 29%	74 52% 50%	31 22% 17%	5 4% 4%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.

	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	139	11 8%	91 65%	32 23%	5 4%	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	142	37 26%	93 65%	11 8%	1 1%	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	141	34 24%	85 60%	17 12%	5 4%	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	142	34 24%	91 64%	15 11%	2 1%	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	141	28 20%	98 70%	13 9%	2 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	51	8 16%	26 51%	13 25%	4 8%	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	25	2 8%	12 48%	9 36%	2 8%	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.	140	27 19%	92 66%	12 9%	4 3%	5	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	140	32 23%	92 66%	13 9%	3 2%	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.	139	52 37%	75 54%	5 4%	3 2%	4	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		49%	45%	3%	1%		
My child is making good progress at school.	139	40 29%	78 56%	8 6%	4 3%	9	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	139	9 6%	77 55%	28 20%	8 6%	17	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	139	19 14%	94 68%	6 4%	6 4%	14	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	139	42 30%	86 62%	6 4%	1 1%	4	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.	139	11 8%	86 62%	19 14%	6 4%	17	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.	139	20 14%	83 60%	20 14%	4 3%	12	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		32%	49%	9%	2%		
My child is encouraged to be healthy and to take regular exercise.	139	21 15%	85 61%	15 11%	2 1%	16	Caiiff 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.	140	32 23%	97 69%	7 5%	1 1%	3	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'.	132	27 20%	66 50%	12 9%	4 3%	23	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.	140	27 19%	81 58%	17 12%	2 1%	13	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.	138	35 25%	79 57%	16 12%	1 1%	7	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.	138	21 15%	76 55%	16 12%	4 3%	21	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		27%	51%	10%	2%		
The school helps my child to become more mature and take on responsibility.	140	29 21%	84 60%	11 8%	3 2%	13	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.	134	19 14%	62 46%	19 14%	4 3%	30	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.	139	33 24%	70 50%	22 16%	3 2%	11	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	50%	9%	2%		
The school is well run.	139	27 19%	89 64%	10 7%	5 4%	8	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

Appendix 3

The inspection team

Mr John F Thomas	Reporting Inspector
Mr Alwyn Thomas	Team Inspector
Ms Anne Tabitha Morris	Team Inspector
Mrs Julie Ann Price	Lay Inspector
Ms Nicola Susan James	Peer Inspector
Mr Steve Pattern (Acting Deputy Head)	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.