



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

**Tasker-Milward V.C. School
Off Portfield Avenue
Haverfordwest
Pembrokeshire
SA61 1EQ**

Date of inspection: March 2013

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

Tasker Milward V C School is an English medium 11 to 18 mixed comprehensive school, situated in the Scarrowscant district of Haverfordwest, Pembrokeshire. There are 1,093 pupils on roll, which is lower than the number at the time of the last inspection in February 2007. Of these, 146 are in the sixth form compared with 166 at the time of the last inspection.

Around 18% of pupils are entitled to free school meals, which is similar to the national average of 17.4%. Pupils come from a large number of contributory primary schools in the town and surrounding rural areas, and a substantial number of them arrive by bus each day. Virtually all pupils speak English as their first language. About 2% of pupils can speak Welsh as a first language or to an equivalent standard. Very few pupils come from a minority ethnic background.

The school's intake includes the full range of ability. One per cent of pupils have a statement of special educational needs compared with the national average of 2.6%.

The school introduced the Welsh Baccalaureate in the sixth form in 2009 and in key stage 4 in 2010.

The headteacher has been in post since 2008. The senior leadership team consists of a deputy headteacher, six assistant headteachers and the business manager. Many of the senior leadership team were in the school at the time of the last inspection, but not in their current leadership positions.

The individual school budget per pupil for Tasker-Milward V.C. School in 2012-2013 means that the budget is £4,233 per pupil. The maximum per pupil in the secondary schools in Pembrokeshire is £5,059 and the minimum is £4,113. Tasker-Milward V.C. School is sixth out of the eight secondary schools in Pembrokeshire in terms of its school budget per pupil.

Summary

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

Current performance

Good features in the school's work include:

- recent improvements in many indicators in key stage 3 and key stage 4, particularly the level 2 threshold including English and mathematics;
- the performance of pupils with special educational needs;
- in the majority of lessons, the good progress of pupils in gaining new knowledge and understanding;
- the comprehensive range of vocational and general courses in key stage 4 and post-16;
- the well-developed transition programme to ensure that pupils settle in well into Year 7; and
- the effective targeted support provided by learning support assistants for pupils with additional learning needs.

However, current performance is judged to be adequate because:

- performance in most indicators in key stage 4 is consistently lower than it is in similar schools;
- the planning for progression in literacy and numeracy skills is not co-ordinated well enough and has not been successful in ensuring progress in pupils' skills, particularly their writing skills;
- the quality of teaching and assessment varies too much within and across departments and does not have enough impact on the standards achieved by a minority of pupils; and
- a minority of pupils do not feel that the school deals effectively in managing incidents of bullying and poor behaviour.

Prospects for improvement

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

- leadership has resulted in a few improvements in areas including attendance and provision at key stage 4;
- the school has started to take appropriate actions to challenge underperformance;
- the school's self-evaluation report includes a thorough evaluation of performance data;
- there are inconsistencies in the rigour and degree of challenge needed to bring about improvements;

- there is too much variation in the quality of middle management;
- there is an insufficient link between departmental self-evaluation and improvements planning and, in particular, not enough focus on improving teaching; and
- there is limited evaluation of evidence from year reviews, book scrutiny and feedback from parents and pupils to support school improvement.

Recommendations

R1 Raise standards in key stage 4

R2 Improve behaviour of a significant minority of pupils

R3 Improve the co-ordination and planning for progression in developing literacy and numeracy skills

R4 Improve the quality of teaching and assessment and reduce the variation across the school

R5 Improve the effectiveness of behaviour management and anti-bullying policies, ensuring that all staff implement them consistently

R6 Strengthen the link between self-evaluation and improvement planning

R7 Strengthen the partnerships with parents

R8 Make sure that pupils are able to contribute to decision-making at all levels

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 about 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

At key stage 3, performance in the core subject indicator has improved over the last four years. In 2012 it was just above the average for its family of schools and its performance is well above expectations. Pupils' progress from the previous key stage is well above expectations for mathematics, but below expectations for English and science.

At key stage 4, performance in the qualifications that include English and mathematics has improved in the last two years from a relatively low base. Over the past four years, it has been below the family average. Performance is at modelled expectations. Performance in the level 2 threshold shows a gradual improvement, apart from a dip in 2010. Over the past four years, performance has been well below the family average. Performance in those indicators that include a wide range of qualifications has fluctuated and has generally been below the similar schools average. Pupils' progress from the previous key stages is lower than expected for level 2 threshold including English and mathematics, level 2 threshold and capped points score while progress in the core subject indicator and level 1 threshold is slightly better than expected.

In the sixth form, performance in the level 3 threshold is above the local authority, Wales and family averages. Performance in the average points score has risen significantly over the last three years and is now well above the family, local authority and national averages.

At key stage 4, the gap between the performance of boys and girls are much the same as the family and national averages for most main indicators. However, the gap is significantly greater for the level 2 threshold including English and mathematics where it is double the family and national averages. Girls do better than boys in mathematics and science and this gap is also greater than family and national averages. Pupils with special educational needs achieve as expected. However, pupils entitled to free school meals do not achieve as well as expected.

In the majority of lessons, pupils progress well in gaining new knowledge and understanding. In these lessons, most pupils recall previous work and apply their understanding well to unfamiliar situations. A majority of pupils work well in pairs or groups. In a minority of lessons, pupils do not make as much progress as they should. A minority of pupils are passive and do not engage well in their learning.

Many pupils listen well to each other and to teachers' instructions and offer helpful contributions in group discussion. A few pupils speak confidently and articulately when answering questions and provide thoughtful responses. However, a minority give brief and undeveloped responses.

Many pupils are able to extract appropriate information from passages to draw conclusions and present opinions. A few more able pupils make sophisticated and apt evaluations of what they have read, with apt and thoughtful connections to prior knowledge and learning. A few pupils lack the resilience to apply their knowledge to process information or solve problems.

Many pupils use a wide range of subject terminology well. Pupils write clearly for an appropriate range of purposes and audiences. However, there is a lack of progression in pupils' extended writing and in a minority of books, work is incomplete or overuse of worksheets limits the quality of pupils' writing. Pupils with English as an additional language show a good understanding of language in their writing tasks. However, in books and in lessons, a majority of pupils do not regularly redraft or correct errors to improve quality of their writing. There are basic spelling, punctuation and grammatical errors in a minority of pupils' written work and weaker handwriting and presentation skills.

In Welsh second language at key stage 3, pupils performed better than the family and Wales averages. Although the trend is uneven, overall performance has improved over the last five years and in 2012 the schools was in the top quarter of similar schools based on the proportion of pupils entitled to free school meals. At key stage 4, entries for Welsh second language qualifications have fluctuated over the last three years. In 2012 the proportion of pupils who achieved a level 2 qualification increased. Full course entries increased in 2012 and pupils who are entered for this qualification achieve very well.

Wellbeing: Unsatisfactory

Nearly all pupils understand the importance of leading a healthy lifestyle. Pupils' levels of participation in a wide range of sporting activities and exercise are generally high. The school nutrition action group has raised pupils' awareness of healthy eating but has had little influence on the menu choices offered in the canteen. A majority of pupils feel that the school deals well with bullying. However, a minority of pupils do not have confidence that the procedures for dealing with incidents of bullying will be applied effectively.

A majority of pupils show positive attitudes to learning and work productively. However, a significant minority of pupils feel that the few pupils that do not behave well in lessons have a negative impact on their learning and hinder their progress. A very few pupils show little respect to their teachers or visitors.

Attendance has improved, moving from the bottom 50% when compared to levels in similar schools, and is now in the top 50% and above the expected level. Attendance during the week of inspection in a few classes in Year 8 and also in Year 10 and Year 11 was poor. A minority of pupils are late to lessons and registration.

The school council is a highly motivated group. Members are involved in staff appointments and made modifications to a local authority child protection leaflet that was distributed to the whole school. However, their role in decision-making is underdeveloped. Pupils have very recently nominated two members of the school council as associate pupil governors.

Many pupils show care and concern for others and demonstrate good social skills. Pupils are actively involved in a variety of community projects and charity work, including musical and dramatic productions and strong participation in the Duke of Edinburgh's award scheme at all levels.

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

The school provides a broad and balanced curriculum that meets the needs of all pupils. A comprehensive range of vocational and general courses in key stage 4 and post-16 contributes to the continuity of pupils' experiences and includes the Welsh Baccalaureate Qualification. There is a wide range of extra-curricular activities and sporting opportunities for pupils are particularly strong.

Transition arrangements are well developed and the programme includes a worthwhile range of experiences to support identified pupils who are anxious about starting secondary school. Valuable links with local employers provide good access to work-based experiences and pupils receive beneficial support in making decisions about pathways post-16.

At key stage 3, a skills based curriculum provides suitable opportunities to develop pupils' thinking skills. Provision for progression in pupils' reading and writing skills across the curriculum is less well developed and this limits their progress. Literacy and numeracy intervention programmes offer suitable support for lower ability pupils. The school is beginning to address a few of the issues identified during a recent local authority review of whole school literacy.

An enthusiastic working group to promote Y Cwricwlwm Cymreig has undertaken a useful surveys and audits. These benefit provision in a few subject areas. However, the use of incidental Welsh across the curriculum is limited. Key stage 3 pupils participate well in the annual school eisteddfod.

The school has strong links with a school in Hiroshima, Japan. This well-established exchange programme helps to widen pupils' horizons and understanding of their role as global citizens. A very few pupils engage in appropriate activities to raise their awareness of environmental issues and the wider world.

Teaching: Adequate

Nearly all teachers have good subject knowledge and develop positive working relationships with pupils. Many lessons are well planned, and include the effective deployment of learning support assistants in this planning. However, the quality of teaching varies too much and does not have enough impact on the standards achieved by a minority of pupils.

In a majority of lessons, teachers give clear instructions and aims and success criteria are shared with pupils. Teachers monitor pupils well to check understanding and lessons are progressively challenging. Well-planned questioning encourages pupils to produce detailed oral responses. These lessons have a logical sequence of

activities to motivate and encourage pupil participation. In a very few lessons where teaching is most effective, teachers have high expectations, skilful questioning challenges pupils to think deeply and teachers provide useful opportunities for pupils to coach and assess each other.

In a minority of lessons, there is insufficient pace and challenge, particularly for more able pupils. Teacher exposition in these lessons is too lengthy and pupils have fewer opportunities to participate actively. Teachers do not use strategies effectively to manage low level disruption and, as a result, a minority of pupils do not make enough progress. In these lessons, teachers do not use questions skilfully and, as a result, pupils give brief, undeveloped responses both orally and in writing.

Many teachers mark work regularly. Teachers provide useful individual oral feedback to pupils during lessons. However, there are too many inconsistencies in the quality and the frequency of marking across and within departments.

In a minority of books, teachers' comments do not provide pupils with a clear idea on how to improve their work. A few teachers effectively encourage pupils to evaluate their own work and that of their peers. However, teachers do not consistently apply this across the school.

The school recently introduced a programme to track pupil progress electronically. It is beginning to provide staff with useful information to track the progress of different groups of pupils.

Parents and carers receive suitable information about their child's progress. The annual reports provide helpful comments. Most targets for improvement are specific and helpful. However, a few reports do not provide clear advice for pupils to improve further.

Care, support and guidance: Adequate

The school has appropriate arrangements to promote pupils' health and wellbeing, including sex education delivered through the personal and social education programme. A variety of support agencies cater effectively for the individual needs of targeted pupils, including small groups of disaffected boys and pupils with emotional difficulties. The learning support centre operates a breakfast club to encourage attendance of vulnerable groups of learners.

The school promotes pupils' moral development well and includes a focus on positive relationships and respect. Assemblies and tutorials provide opportunities for appropriate reflection and meet statutory requirements.

The school provides appropriate careers guidance for pupils for key stage 4 and post 16 courses. Pupils' learning pathways are guided suitably by learning coaches and senior staff.

Pupils with additional learning needs receive effective targeted support from learning support assistants. This is a strength in the provision. There are appropriate arrangements to meet the needs of learners with additional learning needs, including

effective primary to secondary transition arrangements. However, individual educational plans do not always have detailed strategies for improvement to help teachers implement appropriate interventions.

The school has appropriate safeguarding arrangements for pupils, meeting requirements and giving no significant cause for concern.

Learning environment: Adequate

The school is an inclusive community, where all pupils receive equal access to all areas of the school's provision. The school promotes the prevention and elimination of oppressive behaviour. However, a minority of pupils do not feel that the school deals effectively in managing incidents of bullying and poor behaviour.

All teaching areas are of an appropriate size and well resourced. Displays around the school are attractive and informative. Subject areas receive appropriate resources to match pupils' needs. The library is used well to support literacy interventions and to encourage pupils' wider reading. The Dome (multi-use sports facility) is an excellent feature, which creates an innovative teaching space for physical education. This area provides worthwhile experiences for the local community, including a local special school.

The school buildings are secure and provide a suitable environment for the number of pupils on roll. Accommodation is of a sound state of repair. The toilet facilities are sufficient in number. However, a minority are not fit for purpose and require improvement.

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

Leadership has resulted in a number of improvements in areas including attendance and provision at key stage 4. However, leaders have not had enough impact on the majority of key indicators at key stage 4 and on the development of pupils' literacy skills and behaviour.

The headteacher has a clear vision for the school. The senior leadership team has clearly defined responsibilities that cover the main areas of the school's work and these responsibilities are reasonably well distributed. Many staff understand how they contribute to improving standards, although they are not always clear about how to go about this.

The headteacher provides an appropriate level of challenge and support for senior leaders. Lines of accountability are generally appropriate, but there is lack clarity in a very few curriculum development areas.

The school has a well-organised calendar of meetings. However, systems for sharing information are not always effective and, as a result, policies are not implemented consistently. There are a few opportunities for all staff to contribute to the development of whole school policies.

There are clear line management responsibilities for departments and the senior leadership team has a secure view of which departments need targeted support. The school has started to take appropriate actions to challenge underperformance more robustly. However, there are inconsistencies in the rigour and degree of challenge necessary to bring about sufficient improvement.

The majority of middle managers understand their roles and carry out their responsibilities appropriately. Departmental meetings focus on many of the school priorities but there is insufficient focus on improving teaching. In a minority of departments the outcomes of meetings do not enable the head of department to hold teachers to account. The school has not ensured that all middle leaders have the range of skills needed to carry out all aspects of their roles, such as the analysis of performance data.

The school's performance management arrangements are clear. Targets are appropriate and there are suitable links to whole school priorities. However, in a few instances, targets are not sufficiently challenging.

Governors have an overview of the school's strengths and weaknesses and regularly receive information regarding the school's performance. They receive a range of suitable training. Governors provide appropriate support for the headteacher and are developing their role as critical friend.

The school takes account of national priorities by focusing on literacy as a priority for improvement and has made good progress in broadening the range of options in key stage 4 and post-16 through collaborative working.

Improving quality: Unsatisfactory

The school has established a useful programme of year reviews where senior and pastoral leaders observe lessons, gather pupils' views and look at pupils' books. However, lesson observations do not focus sufficiently on pupils' progress or their development of skills and there is no systematic scrutiny of pupils' work. The recommendations from these reviews are not robust enough and they do not tackle important shortcomings identified. With the exception of these reviews, there is limited evaluation of the impact of new initiatives or the implementation of school policies. As a result, leaders have an overly positive view of aspects of school life.

The school's self-evaluation report includes a thorough evaluation of performance data. It selects information gathered from year reviews, although other sources of evidence, including feedback from parents and pupils, is too limited.

Departments, for the first time this year, have written a self-evaluation report, commenting on standards and many aspects of provision and leadership. In most instances, these reports are too descriptive.

The outcomes of self-evaluation form the basis of improvement planning at whole school level. The priorities for improvement identified in the school's improvement plan are appropriate and, in the majority of instances, include suitable quantifiable targets to measure progress. However, the actions to address these issues are not

precise and a minority of leaders are not clear about how they will address these issues. This leads to inconsistency in the application of improvement strategies. Although the school improvement plan identifies priorities to improve the quality of teaching and to ensure that activities meet the needs of all abilities, it is up to individual departments to address these issues. As a result, there is an insufficient focus on these important areas and inconsistency in practice.

There is an insufficient link between departmental self-evaluation and improvement planning. Departmental improvement plans do not prioritise important areas for improvement such as aspects of teaching or assessment.

The school provides suitable professional development activities for staff that link appropriately to their roles and responsibilities. However, there is an insufficient whole school focus on improving teaching. A minority of teachers observe colleagues as part of the peer observation programme although the sharing of good practice in teaching is generally limited. The school has established a suitable range of working groups that focus appropriately on a minority of the key areas for improvement. Staff meet regularly and there are useful logs to record the groups' actions. A minority of these groups are well established but there has been little formal evaluation of their impact on provision and standards.

Partnership working: Adequate

The school has worked effectively with its partners in the local 14-19 federation to increase option choices and broaden curricular provision at key stage 4 and in the sixth form. These arrangements have led to the rationalisation of resources to ensure better value for money.

Partnerships with primary schools are effective and there is a wide transition programme to ensure that pupils settle well into Year 7.

The school works well with a number of organisations and groups to provide a range of useful opportunities for pupils to carry out work in the local community. There are appropriate links with agencies to support more vulnerable pupils, and those with more complex needs.

Partnerships with parents and carers are underdeveloped. The school has recently introduced new systems to communicate with parents, for example through text messaging and social media. However, it is too early to see the impact of these arrangements. Parents are encouraged to play a useful role in school life, although attendance at parents' evening is not good enough in all year groups. A minority of parents do not engage fully or have negative views about aspects of school life.

Resource management: Adequate

The school deploys its teaching staff well. Most teachers have the knowledge and expertise to deliver an appropriate curriculum. A very few staff teach outside their specialist area and receive suitable support.

Support staff are deployed well to meet the needs of pupils. They provide strong support for pupils with additional learning needs and benefit from suitable training programmes.

The headteacher, governors and business manager ensure that spending plans are matched well to the school's priorities. The school allocates departmental budgets on an appropriate well-understood formula. Spending is closely monitored and is reported to governors during finance committee meetings. The finance manager provides regular updates to the headteacher and other budget holders.

The school provides adequate value for money because standards are judged to be adequate.

Appendix 1

Commentary on performance data

At key stage 3, performance in the core subject indicator has improved over the last four years. It has been below the family average for three of the four years, although in 2012 it was just above the average for its family of schools. When compared with similar schools based on the proportion of pupils entitled to free school meals over this period, the school has improved from being in the bottom quarter to the top quarter in 2012. When compared with modelled expectations, performance is well above expectations. In English, performance at level 5 and above also improved over the last four years and is now the same as the family average. Over the last four years, performance in English has moved the school from the bottom quarter to the top half of similar schools based on the proportion of pupils entitled to free school meals. Performance in English in level 6 and above has remained static over the past four years and remains below the family average. Mathematics performance has improved over the last four years and in 2012 it was above the family average for the first time and moved the school from the bottom quarter to the top quarter of similar schools in terms of free-school-meal benchmarks. Although performance in mathematics at level 6 or above has improved over the last four years, it remains below the family average. Performance in science at level 5 or above improved significantly in 2012 and it was above the family average and placed the school in the top half of similar schools in terms of free-school-meal benchmarks. Performance at level 6 and above in science has improved and is now well above the family average having been below the family average in the previous three years. Pupils' progress from the previous key stage is well above expectations for mathematics, but below expectations for English and science.

Performance in the level 2 threshold including English and mathematics has improved in the last two years from a relatively low base. Over the past four years, it has been below the family average. The gap between the school's performance and the family average has narrowed in the last two years and performance has improved, taking the school from the bottom half to the bottom quarter of similar schools based on the proportion of pupils entitled to free school meals. Performance is at the modelled expectations. The core subject indicator follows a similar pattern to the level 2 threshold including English and mathematics, although performance has improved, moving the school from the bottom quarter to the top half of similar schools based on the proportion of pupils entitled to free school meals for 2011 and 2012. Performance in the level 2 threshold shows a gradual improvement, apart from a dip in 2010. Over the past four years, performance has been well below the family average. Compared with similar schools based on the proportion of pupils entitled to free school meals, the school has been in the bottom quarter for the last four years. Performance in the capped points score has been uneven, but has always been below the family average. Compared with similar schools based on the proportion of pupils entitled to free school meals, the school was in the bottom quarter for 2010 and 2011, but in the lower half for 2012. Performance is just below modelled expectations. Performance in the level 1 threshold shows an improvement in 2012 from a flat performance over the last four years but it remains below the family average. In 2012, the school was placed in the top half of similar schools based on the proportion of pupils entitled to free school meals. Performance in

English improved slightly in 2012 from a fairly flat performance previously. It has always been well below the family average for the last four years. Compared with similar schools based on the proportion of pupils entitled to free school meals, English performance placed the school in the lower half in 2012, it having been in the bottom quarter for the previous three years. Performance in mathematics has improved over the five years and is now just below the family average. The school was in the lower half of similar schools based on the proportion of pupils entitled to free school meals for 2011 and 2012, having been in the bottom quarter for 2009 and 2010. Pupils' progress from the previous key stages is lower than expected for level 2 threshold including English and mathematics, level 2 threshold and capped points score while progress in the core subject indicator and level 1 threshold is slightly better than expected.

Very few pupils left the school without a qualification. The proportion staying on in full-time education after 16 is relatively low. However, a significantly higher than average number of pupils move into work-based learning or employment. Very few pupils who left school at 16 are reported as being not in education, employment and training and this proportion is similar to local authority and Wales averages.

In the sixth form, performance in the level 3 threshold is above the Wales and family averages. Performance in the average points score has risen significantly over the last three years and is well above the family and national averages.

At key stage 3, in 2012 the gap between the performance of boys and girls was smaller than the national and family averages in English and the core subject indicator. The gap in mathematics is much the same as the family and national averages, and the gap in science is similar to the family and slightly smaller than national averages. At key stage 4, the gap between the performance of boys and girls are much the same as the family and national averages for the level 2 threshold, the core subject indicator, level 1 threshold and capped points score. However, the gap is significantly greater for level 2 threshold including English and mathematics where it is double the family and national averages. Girls do better than boys in mathematics and science and this gap is also greater than family and national averages. At post 16, there is no difference between the performance of boys and girls in level 3 threshold, but girls do better than boys in average wider points score, although the gap is smaller than the national one. Pupils eligible to free school meals generally achieve worse than expected at key stage 3 and key stage 4. Pupils with special educational needs achieve as expected.

In key stage 3 assessments, oracy has improved in 2012 after a flat performance but it is still below family and Wales averages. Reading has improved over the last two years, and is now well above the family and national averages. Writing has been well below the family average for the last five years, but improved in 2012 to being just below the family and Wales averages. Boys perform significantly worse than girls in writing and the gap is greater than the family or Wales averages.

In Welsh second language at key stage 3, pupils performed better than the family and Wales averages. Although the trend is uneven, overall performance has improved over the last five years and in 2012 the school was in the top quarter of similar schools based on the proportion of pupils entitled to free school meals. At key stage 4, entries for Welsh second language qualifications have fluctuated over the

last three years. In 2012, the proportion of pupils who achieved a level 2 qualification increased. Full course entries increased in 2012 and pupils who are entered for this qualification achieve very well.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Estyn received responses from 259 learners, selected at random from across the age range. Responses are generally positive and are similar to those from other schools.

Nearly all learners state that they feel safe in school and most say that they have someone to turn to if they have any concerns. Many believe that the school deals well with bullying. A majority of learners state that pupils behave well and that they can get on with their work.

Most learners consider that they are doing well. They say that staff help them to learn and make progress, and encourage them to take on responsibility. Most believe that they have enough books and equipment. Many say that homework helps them to understand and improve their work. Many pupils in key stage 4 and the sixth form say that they received good advice when choosing their courses. Most feel well prepared for further education or employment. Most learners state that there are plenty of opportunities to get regular exercise and many indicate that the school teaches them to be healthy.

Most learners confirm that staff treat them fairly and with respect, and say that the school helps them to understand and respect people from other backgrounds.

Many learners feel that the school takes account of their views, which is a higher proportion than in other secondary schools.

Responses to parent questionnaires

Estyn received 51 responses to the parent questionnaire. Although parents gave a positive response to a few questions, the responses to many questions were not as positive as those from parents of pupils in other secondary schools.

Most state that their children are safe and like the school. Most parents indicate that their children were helped to settle in well when they started school. Many parents say that their children are encouraged to be healthy and take regular exercise, which is a lower proportion than in other secondary schools. Many consider that the school provides a good range of activities including trips or visits.

Many parents consider staff expectations to be good and that staff treat their children fairly and with respect.

Many parents also believe that their children are making good progress and that teaching is good. Many parents believe that the school helps their children to be become more mature and prepares their children well for moving on to the next school, college or work. Many parents feel that their children receive appropriate additional support where necessary. All of these proportions are below the average for those in other schools.

A majority of parents feel well informed about their children's progress and many say that homework reinforces learning. Around a half of parents believe that pupils behave well. These proportions are below average in relation to those from other schools.

Many parents are satisfied with the school and the same proportion feels comfortable about approaching the school. Just over half the parents say that it is well run. These proportions are lower than average from other secondary schools.

Appendix 3

The inspection team

Jackie Gapper	Reporting Inspector
Catherine Evans	Team Inspector
Claire Morgan	Team Inspector
Marc Belli	Team Inspector
Julie Price	Lay Inspector
Eithne Hughes	Peer Inspector
Helen Lewis	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.