



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

**Ysgol Gyfun Dyffryn Teifi
Heol Llyn y Frân
Llandysul
Ceredigion
SA44 4HP**

Date of inspection: April 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

Ysgol Gyfun Dyffryn Teifi is a designated bilingual school for pupils aged between 11 and 18, which is maintained by Ceredigion local authority. It has 499 pupils, including 89 students in the sixth form.

The school serves the town of Llandysul, in addition to a wide rural catchment area.

Nine point seven per cent (9.7%) of pupils are entitled to free school meals, which is lower than the national percentage of 17.4%. All pupils belong to the white British ethnic group.

The school admits pupils from the full ability range. Two point six per cent (2.6%) of pupils have a statement of special educational needs, which is similar to the national percentage. In addition, about 27% of pupils are on school action and school action plus measures, which is lower than the national percentage.

Eighty one per cent (81%) of pupils come from homes in which Welsh is spoken. Nearly all aspects of the curriculum are delivered through the medium of Welsh.

The headteacher was appointed to his post in 2006. The deputy headteacher and one assistant headteacher were also in post at the time of the last inspection. An additional assistant headteacher was appointed during the last year.

The individual school budget per pupil for Ysgol Gyfun Dyffryn Teifi in 2012-2013 is £5,182. The maximum per pupil in secondary schools in Ceredigion is £6,490 and the minimum is £4,468. Ysgol Gyfun Dyffryn Teifi is in fourth place out of the seven secondary schools in Ceredigion in terms of school budget per pupil.

Summary

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

Current performance

Good features in the school's work include:

- progress in pupils' performance in key stage 3 and the sixth form;
- effective teaching in many lessons;
- attendance levels that compare favourably with those of similar schools; and
- very good behaviour from almost all pupils.

However, performance is judged as adequate because:

- performance in most indicators in key stage 4 is consistently lower than it is in similar schools;
- boys' performance in the indicators that include Welsh and English is lower than boys' performance in similar schools; and
- arrangements for entering pupils for examinations in key stage 4 in a few subjects that limit pupils' opportunities to attain their full potential.

Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher has a clear strategic vision, with a clear focus on raising standards;
- the school has made beneficial progress in significant areas, such as wellbeing and teaching, during a period of financial limitations and a reduction in pupil numbers;
- the headteacher and senior managers have a good understanding of the strengths and areas for improvement;
- many middle leaders undertake their roles effectively and they have had a positive effect on pupils' wellbeing and the quality of teaching; and
- working parties have had a positive effect on provision for skills and quality of teaching.

Recommendations

- R1 Raise standards in key stage 4
- R2 Close the gap between boys' and girls' performance and the gap between the performance of pupils who are entitled to free school meals and the remainder of the cohort
- R3 Strengthen the school's progress tracking systems with a strong focus on using the information to challenge underachievement
- R4 Strengthen the link between self-evaluation and planning for improvement at departmental level
- R5 Develop the role of middle managers and increase their accountability
- R6 Strengthen governors' use of data to challenge the school's performance
- R7 Review the entry policy for examinations, especially in key stage 4

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Over the last four years, performance in key stage 4 has remained comparatively stable, except for a drop in 2010. However, during the last three years, performance in most of the main indicators has been lower than the average for the family and has placed the school among the lower 50% of similar schools in terms of entitlement to free school meals.

Performance in the main indicator that includes Welsh or English and mathematics has varied, but since 2010 performance has moved closer to what is expected when considering the school's level of entitlement to free school meals. However, performance in this indicator, over the last three years, has been lower than the average for the family and has placed the school among the lower 50% of schools with similar levels of entitlement to free school meals. Performance in most other indicators reflects a similar pattern.

In key stage 3, the proportion of pupils who achieve level 5 or higher in Welsh or English, mathematics and science in combination has increased considerably over the last four years. Since 2010, achievement has been higher than the average for the family of schools, and the school has remained among the top 50% of similar schools in terms of entitlement to free school meals. A similar pattern is seen in the individual core subjects. Although performance at level 5 or higher has improved, performance at level 6 or higher or at level 7 or higher has not shown the same progress and compares less favourably with levels in similar schools.

In key stage 3, in a minority of subjects, including Welsh and English, there is a significant difference in boys' and girls' performance, and boys' performance is lower than boys' performance in similar schools. In key stage 4, the same pattern continues.

During the last three years, the performance of pupils who are entitled to free school meals has been significantly lower than the performance of the remainder of the cohort.

In 2012, the progress of pupils from key stage 2 to key stage 4 was inadequate.

Over the last three years, the performance of sixth form students has strengthened, and it is now higher than the average for the county and the average for Wales. However, there is a significant difference between the performance of boys and girls.

During the same period, no pupil has failed to gain a recognised qualification, and, after Year 11, nearly all pupils remain in full-time education, employment or training. This is better than the county average and the national average.

In many lessons, pupils make good progress when developing their knowledge and understanding in new contexts. They can recall previous learning and develop their knowledge and understanding effectively. The majority are also able to apply what they learn to everyday events and situations. In the few cases where teaching is excellent, pupils respond to the teacher's challenge and questions and make very good progress. However, in the minority of lessons in which tasks offer less of a challenge and questioning is too closed, pupils make less progress.

Most pupils listen attentively to teachers' instructions and to the contributions of their fellow pupils. Many pupils are ready to contribute appropriately to class discussions and to answer questions. A minority of pupils offer extended answers orally, in addition to using rich and sophisticated language. They have mature and natural language patterns. However, a few pupils find it difficult to express their ideas or to answer questions orally.

Pupils' bilingual skills are an obvious strength. A minority of pupils translanguage naturally and comfortably when writing at length in Welsh and English. Many pupils make regular and correct use of subject vocabulary. They write for a wide range of purposes and ensure an appropriate order to their written work. The majority of pupils show a firm grasp of syntax and punctuation and they are clear about the purpose and who the audience is for what they write. A minority of pupils have effective strategies for checking and correcting spelling.

In many lessons, pupils read fluently with appropriate expression. A minority of pupils who have reading ages that are lower than their chronological age make good progress as a result of intervention groups. Most pupils work well in pairs and discuss ideas sensibly in a way that enriches their learning.

Many pupils' books are neat and reflect the obvious pride that they have in their work. In a minority of subjects, pupils respond regularly to teachers' comments and correct spelling and grammar mistakes. In these subjects, pupils' response to teachers' comments is excellent and makes a significant contribution towards extending their knowledge and understanding.

Wellbeing: Good

Nearly all pupils feel safe at school and many feel that the school deals well with any bullying. The majority of pupils take part in a wide variety of activities to promote fitness, such as dodge-ball and zumba. Many feel that the school teaches them effectively about the importance of a healthy life and healthy eating.

Pupils' attendance rates have improved consistently over recent years. During the last three years, attendance levels have been among the top 50% in comparison with those of similar schools in terms of entitlement to free school meals.

The behaviour of nearly all pupils in lessons and on the school site is very good. They are welcoming towards visitors and are very proud of their school. They show respect and courtesy towards their fellow pupils and staff. Most of them arrive at lessons punctually and settle down quickly to work. Many show obvious motivation and work enthusiastically in lessons.

The role of the school council is developing well. The school council makes valuable contributions to some aspects of the school's work, such as advising on the new school buildings, the food in the canteen and a new way to pay for lunch. Although pupils have self-evaluated aspects of school life, they do not contribute formally to policy-forming processes.

Members of the sixth form make enthusiastic and valuable contributions to the school community. They take pride in the opportunity to lead the school's younger pupils and have established the 'STYC' club to assist pupils who are having difficulties with their school work. Most pupils develop the necessary skills for life and work beyond the school.

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

The school's curriculum meets statutory requirements. There is a good choice of general and vocational courses in key stage 4 and the sixth form, which ensures wide and suitable experiences for individual learners. However, in a few cases, arrangements for registering pupils restrict pupils' opportunities to reach their full potential. The school delivers the Welsh Baccalaureate Qualification to pupils in key stage 4 and the sixth form. A host of extra-curricular opportunities and experiences are offered in a number of areas. This is a strength at the school.

There are effective opportunities to develop pupils' communication skills and there is good practice at the school when promoting reading and writing skills. There are numerous opportunities to write extended pieces across the curriculum. However, there are not enough opportunities across a minority of subjects. Pupils whose reading age is lower than their chronological age are supported effectively. The school's intervention programmes are a strength.

A prominent place is given to the Welsh dimension in line with the school and community's ethos and culture. There is a wide and rich range of opportunities to undertake various Welsh-medium extra-curricular activities. The school has a plan for promoting Welshness, which promotes the use of the Welsh language by pupils in an effective and positive way.

Sustainable development and global citizenship are promoted effectively. 'Fair Trade' campaigns are conducted occasionally and a good number of pupils have taken part in activities to keep the school grounds free from litter, Keep Wales Tidy projects and a project to clean the River Teifi. The enthusiastic eco-committee is developing very well. As part of the Comenius project, the school has developed beneficial links with schools in Austria, Italy, Denmark and Portugal, and this has had a positive effect on pupils' awareness of global issues.

Teaching: Good

One of the school's strengths is the effective working relationship between teachers and pupils.

In the few lessons in which teaching is excellent, teachers question probingly, challenge pupils to think and plan lessons that combine all the skills skilfully and purposefully. In these lessons there is increasing challenge, and teachers are prepared to experiment with various techniques in order to deepen pupils' learning and make them reflect on their learning in order to strengthen their understanding and move their learning forward. The pace of these lessons ensures that learners are active throughout the lesson.

Most teachers plan very carefully and set clear objectives for lessons in varied and interesting contexts. They have very good subject knowledge and many model language effectively in addition to reinforcing subject terms regularly throughout lessons. This confirms pupils' grasp of a range of appropriate vocabulary.

Many teachers have high expectations of pupils. A majority differentiate tasks appropriately for the whole ability range. A wide range of resources and activities are used in order to inspire and encourage pupils and to maintain their interest and motivation.

In a minority of less successful lessons, activities do not offer enough of a challenge to pupils and the pace of learning is slow. In these lessons, there is a lack of open-ended questions to encourage pupils to reason and to confirm their understanding of the aims of the lesson.

The school has placed a clear focus on developing assessment strategies in lessons and this is a strength in the majority of lessons. In these lessons, pupils have valuable opportunities to assess their own work. By using a series of varied techniques, teachers prompt pupils towards understanding how well they are doing and give them time to think about the next steps to be taken in order to improve the quality of their work. Many teachers mark regularly. In about half of the departments, teachers offer extremely thorough and supportive comments, and set detailed targets about the content of work and the quality of language. The use of all these assessment strategies has a very positive effect on standards.

In a few lessons, assessment is not as successful because pupils are not aware of what they need to do in order to improve, and their work is not marked in so much detail or as regularly in order to enable them to measure their improvement against their targets.

Since September 2011, a new system has been in place in order to track pupils' progress. This system is being developed appropriately in order to allow teachers to analyse data to identify patterns and set strategies for raising standards. However, the use of information by a minority of leaders is not incisive enough to challenge cohorts and groups of pupils who are underachieving.

Parents receive detailed information about their pupils' progress and wellbeing three times a year, which coincides with the school's tracking periods. Teachers' comments are detailed and specific and targets are constructive. Parents and pupils are given useful opportunities to respond to the reports.

Care, support and guidance: Good

The school offers an extremely encouraging and supportive learning environment, which places the child's wellbeing and progress at the centre of the whole educational process. Robust principles have been embedded in the school in order to develop individuals who are caring citizens and who have strong social skills.

A comprehensive and structured programme has been planned to promote pupils' spiritual, moral, social and cultural development. This rich programme allows Dyffryn Teifi pupils to enjoy wide and rich experiences through school and extra-curricular activities. Pupils learn how to celebrate their own successes and respect other people's values.

There are regular opportunities in school activities that support and contribute well to pupils' health, wellbeing and learning. There has been careful planning on the personal and social education programme, and the sex and relationships education programme has been integrated sensitively.

School assemblies and 'A moment to think' give pupils valuable opportunities to reflect on their own beliefs, while learning more about other beliefs. The opportunity that is given to pupils to lead assemblies also develops them into confident and responsible individuals.

Pupils receive constant support and guidance during periods of their education in order to make key decisions about their future. There is an experienced team of progress leaders and the work of the pastoral team is supported effectively by local agencies. Useful careers advice is available and the school extends experiences in the world of work through the Welsh Baccalaureate Qualification course, work experience weeks and by arranging guest speakers to present living experiences about various careers to pupils.

Pupils who have additional learning needs are sustained and supported by a dedicated team of staff. There are effective intervention programmes to target pupils' basic skills and regular communication with parents ensures that care for individual pupils is foremost. A special development is the school's 'Hafan' ('Haven'), which supports vulnerable pupils. This provision is crucial, in order to develop the social skills and promote the self-image of pupils who are in its care.

The school's arrangements for safeguarding pupils meet requirements and they do not give cause for concern.

Learning environment: Good

Ysgol Dyffryn Teifi is a friendly and supportive school. It is an inclusive school that enables pupils and staff who are associated with it to feel proud of their identity and participate fully in the life of the school. This ethos is based on promoting and respecting everyone.

The school makes the best of the physical environment, although the whole site is not accessible to disabled pupils. There is an appropriate supply of resources for

lessons and general activities, including enough information and communication technology resources. There are colourful displays of pupils' work and successes across the school's classrooms and corridors, which convey a stimulating atmosphere for learning. There are appropriate resources for promoting physical education, including an all-weather pitch, and the community swimming pool and leisure centre are used regularly.

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

Although standards are adequate, it is evaluated that leadership is good. This is because the headteacher provides strong leadership. As a result of his clear strategic vision, the school has made considerable progress in significant areas, such as improving the quality of teaching and raising attendance levels during a period of financial limitations and a reduction in pupil numbers. He has improved the school's caring ethos in which very good behaviour is common, has raised standards in key stage 3 and the sixth form, provided a wide 14-19 curriculum and has turned a considerable financial deficit into a surplus.

The headteacher has reorganised the senior leadership team appropriately, partly by appointing an additional assistant headteacher to strengthen its membership. The headteacher is supported very well by his deputy headteacher and they have high expectations of their staff.

The senior leadership team co-operate effectively, by sharing an agreed vision for developing the school effectively, and giving appropriate consideration to national and local priorities. The school's aims and objectives are clear and place a definite emphasis on pupils' wellbeing and strengthening provision.

The allocation of strategic roles within the senior leadership team is appropriate in general. However, all departmental reviews are conducted by the headteacher and the deputy headteacher and this results in a considerable workload.

The roles and responsibilities of teachers and middle leaders are defined clearly, and most staff are dedicated to their roles. An appropriate opportunity is given to teachers to discuss their jobs and roles as part of the arrangements in performance management processes. Many middle leaders undertake their roles effectively and they have had a positive effect on pupils' wellbeing and the quality of teaching.

Performance management of the whole teaching staff is managed effectively by members of the senior leadership team and the greatest workload falls on the headteacher and the deputy headteacher. As a result, this aspect of the work of middle managers has not been developed fully. Performance management targets are linked to the school's priorities and individual training needs are met appropriately by an effective in-service training programme. However, in a minority of cases, targets are not robust and not enough importance is placed on raising standards in key stage 4.

Senior leaders deal appropriately with important issues regarding the performance of departments in regular formal meetings across the school year. These meetings result in identifying suitable action points linked to raising standards.

Suitable use is made of data to improve performance within a number of systems. However, these systems have not been refined sufficiently, with a detailed enough focus on cohorts of pupils, to ensure that they promote the best results in key stage 4. Appropriate challenges are set for departments. However, although the school and departments compare performance with the patterns of the local authority and Wales, a few middle leaders do not compare performance sufficiently with the performance of similar schools.

The governing body has an effective structure of sub-committees and governors are very supportive of the school. They are aware of the main strengths and areas that need to be developed, and their understanding of performance data is developing suitably. Although the governing body challenges aspects of the school's work, it does not challenge the school sufficiently in terms of pupils' standards and work.

Improving quality: Adequate

The school uses an appropriate range of direct evidence when evaluating its work. It analyses performance data, undertakes lesson observations and departmental reviews and consults with members of staff, pupils and parents.

The school's most recent self-evaluation report is a comprehensive document which analyses examination results in detail. It makes valuable observations about its strengths and indicates the areas that need to be improved, based on firm evidence. However, the document has indicated too many areas that need to be improved. These areas have now been summarised and are being prioritised appropriately in the draft development plan for the next three years.

Evaluation reports following departmental reviews are based on the Estyn framework and are discussed in detail with subject leaders. However, in a minority of cases, departments are not challenged enough and evaluations of general outcomes are too positive. Departmental self-evaluation reports follow a form that is similar to the school's document. However, they are descriptive and data analysis is not comprehensive. In many departmental reports, not enough emphasis is placed on the effect of leadership and the quality of provision. The school development plan for 2010 to 2013 is linked closely to an appropriate annual action plan. Although the plan provides a useful basis for improvement, a minority of targets are not always specific, challenging and measurable enough. The school's draft development plan for the next three years is comprehensive and focuses strategically on improving standards in key stage 4. Although the plan provides a firm basis for improvement, the targets that have been identified are not always challenging enough and there is a lack of specific success criteria.

The school is involved with a variety of networks of professional practice, for example teaching and learning and the Welsh dimension. External networks include visits to other schools and co-operating effectively with its family of schools. Working parties that are linked to this have had a positive effect on the quality of teaching.

Partnership working: Good

Beneficial links and good communication have been established with a number of partners in order to improve standards and pupils' wellbeing. The school has committed to work in a variety of 14-19 partnerships in order to provide courses efficiently. This has resulted in a wider choice for pupils and has had a positive effect on motivation and attendance. Appropriate quality assurance arrangements for partnership courses are in place through the 14-19 co-operation protocol.

There is a beneficial link with partner primary schools in terms of moderating and standardising teachers' assessments. A few departments work closely with partner schools to provide a variety of activities, such as activities about the history of the local area. However, joint curriculum planning is less developed.

There is a good partnership between the school and parents and there is a strong emphasis on fostering an open and constructive relationship.

Resource management: Adequate

The school has appropriate staffing levels in order to teach the curriculum. Despite the high proportion of staff who teach two or three subjects, these teachers receive effective support and assistance and respond to the challenge in an enthusiastic way. In the sixth form, the majority of classes are very small. However, the school is reviewing the cost and effect of small classes and they have responded appropriately by reducing the number of lessons and combining Year 12 and Year 13 classes where appropriate.

The school has responded vigorously to remove the deficit in the budget, especially during a period when the area's demographic changes have meant that the number of pupils has decreased. There are appropriate systems that allow the senior management team, the administrative officer and the finance committee to monitor expenditure regularly.

Although there are robust finance management procedures, the school provides adequate value for money when considering the outcomes in key stage 4.

Appendix 1

Commentary on performance data

Over the last four years, performance in key stage 4 has remained comparatively stable, except for a drop in 2010. However, during the last three years, performance in most of the main indicators has been lower than the average for the family and has placed the school among the lower 50% of similar schools in terms of entitlement to free school meals.

Performance in the main indicator, which includes Welsh or English and mathematics, has varied but, since 2010, performance has moved closer to what is expected when considering the school's levels of entitlement to free school meals. However, performance in this indicator, over the last three years, has been lower than the average for the family and has placed the school among the lower 50% of schools with similar levels of entitlement to free school meals. Performance in most other indicators reflects a similar pattern. During the last four years, performance in the level 2 threshold has remained comparatively stable, but during the last two years, the school's performance in this indicator has been lower than the average for the family. Since 2010, performance has placed the school among the lower 50% of schools with similar levels of entitlement to free school meals. Performance in the level 1 threshold and the capped points score reflect a similar pattern, and in 2011 and 2012 they placed the school in the lowest 25% of schools that have similar levels of entitlement to free school meals.

Performance in individual core subjects has remained comparatively stable, except in science, which shows a trend of improvement. In 2012, performance in mathematics, English and science was lower than the average for the family and placed the school in the lower 50% of schools in terms of entitlement to free school meals. Performance in Welsh is stronger, and during the last four years has been higher than the average for the family, placing the school in the top 50% of schools with similar levels of entitlement to free school meals.

In key stage 3, the proportion of pupils who achieve level 5 or higher in Welsh or English, mathematics and science in combination has increased considerably over the last four years. Since 2010, achievement has been higher than the average for the family of schools and has placed the school among the top 50% of schools with similar levels of entitlement to free school meals. A similar pattern is seen in the individual core subjects. Although performance at level 5 or higher has improved, performance at level 6 or higher or level 7 or higher has not shown the same progress. Performance at level 6 or higher and level 7 or higher in Welsh and English is generally better than the average for the family. However, performance in science and mathematics at the same level is lower than the averages for the family of schools.

In key stage 3, in a minority of subjects, including Welsh and English, there is a significant difference in the performance of boys and girls, and boys' performance is lower than boys' performance in similar schools. In key stage 4, the same pattern remains.

In 2012, the progress of pupils from key stage 2 to key stage 4 is inadequate.

During the last three years, the performance of pupils who are entitled to free school meals has been considerably lower than the performance of other pupils.

Over the last three years, the performance of sixth-form students has strengthened, and is now higher than the average for the county and the average for Wales. However, there is a significant difference between the performance of boys and girls.

Over the last three years, no pupil has failed to gain a recognised qualification and, after Year 11, nearly all pupils remain in full-time education, employment or training. This is better than the average for the county and the national average.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

One hundred and twenty-seven pupils, chosen at random from across the school, responded to the questionnaire. This sample represents a quarter of all pupils at the school. Pupils' responses are similar to those of pupils in other secondary schools.

Nearly all pupils feel safe at school. Many feel that the school deals well with any bullying and most indicate that they have someone with whom they can talk if they are worried. Many pupils feel that the school teaches them how to stay healthy and most testify that there are enough opportunities at school to take regular physical exercise. Many pupils feel that there is enough equipment at the school. Most feel that they are doing well and indicate that teachers help them to learn and make progress. Many feel that homework that is set builds well on what they are learning. Many pupils indicate that others behave well.

Many pupils feel that staff treat all pupils fairly and show them respect. The majority of pupils feel that the school listens to their opinion. Most pupils indicate that the school encourages them to take responsibility. Most state that the school helps them to be ready for the next school, college or the world of work. Many pupils in key stage 4 and the sixth form feel that they received good advice when choosing courses.

Responses to parent questionnaires

Estyn received 51 questionnaires from parents and most of them are satisfied or very satisfied with the school in general. On the whole, parents' responses are similar to those of parents at other secondary schools.

Most parents say that their children like school and feel safe there. Most indicate that pupils' behaviour is good, that their children are developing to be more mature and to shoulder responsibilities, and many indicate that pupils are respected and treated fairly. Most feel that teaching is good and most indicate that their children are making good progress at school. Most parents feel that they receive good information about their child's progress and indicate that the school prepares them well for moving on to the next school, to college or to work. Most feel that there is a good variety of activities, including trips or visits. Many parents are of the opinion that the school is run well. The percentage of parents that indicate this is smaller than the percentage of parents who indicate it in other secondary schools.

Appendix 3

The inspection team

Catherine Evans	Reporting Inspector
Rhian Griffiths	Team Inspector
Gwyn Thomas	Team Inspector
Glenda Jones	Lay Inspector
Katherine Davies	Peer Inspector
Iona Davies	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.