



*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**

**St Julian's School  
Heather Road  
St Julian's  
Newport  
NP19 7XU**

**Date of inspection: December 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:

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

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

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

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

This and other Estyn publications are available on our website: [www.estyn.gov.uk](http://www.estyn.gov.uk)

**© Crown Copyright 2015: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

**Publication date: 06/02/2015**

## Context

St Julian's School is an English-medium, mixed 11 to 18 comprehensive school in the north east of Newport. There are 1,628 pupils, including 380 in the sixth form. At the time of the last inspection in September 2009 there were similar numbers at the school.

Around 21% of pupils are eligible for free school meals. This is higher than the national average of 17.5% for secondary schools in Wales. Around 25% of pupils live in the 20% most deprived areas in Wales.

Around 8% of pupils have statements of special educational needs. This is much higher than the Welsh average of 2.4% for Wales. Eighteen percent of pupils have a special educational need, which is lower than the national average of 20.1%. The school hosts Newport's specialist provision, the Learning Development Centre. This provision caters for pupils with a range of moderate to severe additional learning needs.

Many pupils are from a white British background and around a quarter are from minority ethnic families. Approximately 20% of pupils speak English as an additional language. No pupils speak Welsh fluently.

The leadership team is made up of an acting headteacher, deputy headteacher, acting deputy headteacher, three assistant headteachers and six associate assistant headteachers.

The individual school budget per pupil for St Julian's School in 2014-2015 is £4,309 per pupil. The maximum per pupil in the secondary schools in Newport is £5,014 and the minimum is £3,941. St Julian's Comprehensive School is fourth out of the eight secondary schools in Newport in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Adequate</b>

### Current performance

There are good features in the current performance of the school; these include:

- attendance rates that have placed the school in the upper half of similar schools based on eligibility for free school meals for three of the last four years;
- effective arrangements to support pupils' health and wellbeing and to encourage their active involvement in the life of the school and the wider community;
- highly-effective arrangements for identifying, supporting and monitoring pupils' additional learning needs; and
- transition arrangements that support vulnerable pupils well.

However, current performance is judged as adequate because:

- performance at key stage 4 places the school in the lower half of similar schools based on eligibility for free school meals in most key indicators;
- at key stage 4, pupils eligible for free school meals do less well than these pupils in their family of schools and Wales, particularly in mathematics;
- the quality of teaching and assessment is too inconsistent; and
- co-ordination and planning to ensure that pupils make good progress in developing their literacy and numeracy skills are underdeveloped.

### Prospects for improvement

The prospects for improvement are adequate because:

- the acting headteacher has fostered a strong sense of team work and collaboration;
- the senior leaders share a common vision and work well as a team; and
- over the last three years, leadership has had a strong impact on improving attendance and reducing fixed term exclusions, as well as broadening the curriculum better to meet the needs of all pupils.

However:

- despite recent improvement in performance at key stage 4, leaders have not been able to secure sustained improvements in performance or improved sufficiently the quality and consistency of teaching;
- there is an insufficient link between self-evaluation and improvement planning; and
- a significant minority of middle leaders do not hold those they line manage to account well enough.

## Recommendations

- R1 Improve standards in key stage 3 and key stage 4
- R2 Improve the co-ordination and planning for progression in developing literacy and numeracy
- R3 Improve the quality and consistency of teaching, marking and assessment
- R4 Improve self-evaluation and improvement planning
- R5 Strengthen the role of middle leaders so that they are fully accountable for standards, provision and the quality assurance of the work of their departments
- R6 Meet statutory requirements for the annual report to parents on their child's progress

### **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, showing 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

Performance in key stage 4 has slightly improved over time. In the three years to 2014, performance was consistently below the average for its family of similar schools and Wales. However, performance in 2014 is at modelled expectations and places the school in the upper half of similar schools based on eligibility for free school meals in the core subject indicator and the level 2 threshold including English and mathematics. This recent improvement is as a result of better performances in the core subjects.

Key stage 3 performance is consistently below the averages for its family of similar schools and Wales.

At key stage 4 pupils eligible for free school meals do less well than these pupils in the family and Wales, particularly in mathematics. The performance of boys is consistently below that of the girls; and boys perform less well than boys in other schools in the family and Wales in around half of the key performance indicators.

Overall, pupils do not make sufficient progress based on their prior attainment.

The number leaving without a qualification has declined, but in the last two years a very few have left without a qualification. However, nearly all pupils remain in education or training after leaving compulsory education at 16.

Performance in the sixth form has shown an upward trend but remains consistently lower than family, local and national averages. The provision in the sixth form includes a range of level 1, 2 and 3 courses. This has a negative effect on the data for the average point score.

All pupils who are part of the Learning Development Centre achieve an appropriate range of qualifications. Nearly all progress to further education. Nearly all pupils with additional learning needs in mainstream classes achieve a beneficial range of level 1 and level 2 qualifications.

In lessons, the majority of pupils make sound progress. Most work well individually and in groups. They tackle work in lessons with enthusiasm and are developing effective problem-solving skills.

Overall, many pupils make satisfactory progress in developing their literacy skills. However, few pupils develop higher order literacy skills successfully. Most listen well, and a majority are keen to respond to others and contribute to class discussion. Most speak clearly and express themselves well. When questioned, many are confident to answer questions, and use appropriate general and subject specific vocabulary. However, only a minority provide more extended oral responses or pose questions themselves.

Many pupils read confidently, and have useful strategies for extracting and organising information. They have a more limited understanding of different text types and the features and purposes of different types of writing.

Many pupils write confidently. A majority produce extended writing that is organised well into paragraphs and makes use of a suitable range of general and subject specific vocabulary. However, the quality of expression of a minority and the accuracy of spelling, punctuation and grammar of most pupils is weak. A majority are able to correct errors when these are pointed out.

Many pupils demonstrate sound numeracy skills, especially in mathematics lessons. They select appropriate methods for calculation and apply these successfully. Pupils are less secure in data handling. A minority have a sound understanding of the appropriate types of graphs and charts for presenting different types of data. Around half of pupils do not take care over the accuracy of diagrams and measurements and do not use appropriate equipment to construct graphs and geometric shapes. Most pupils use a range of measuring skills in line with their age and ability. Many apply their numeracy skills appropriately in other suitable areas of the curriculum.

Performance in Welsh second language at key stage 3 has declined steadily since 2011. In 2014, the proportion of pupils who achieved at level 5 or above is well below the average for the family of schools. This performance also places the school in the bottom 25% of similar schools based on free school meal eligibility for the third year in a row. At key stage 4, there has been a significant increase in the proportion of pupils following the full course. In 2014, many pupils were entered for the full course and around half of these pupils have achieved a level 2 qualification.

### **Wellbeing: Good**

Most pupils feel safe in school and many consider that the school responds well to any incidents of bullying. Most understand well the importance of healthy living and participate in regular exercise.

Most pupils are well motivated, show positive attitudes to learning and behave well. In 2013, the rates of permanent and fixed term exclusions were higher than those of the local authority area and Wales. However, since September 2014 the numbers of exclusions and instances of disruptive behaviour have reduced significantly.

Attendance has improved well over the last four years and the rate of persistent absence has fallen. In 2014, the attendance rate is above expected levels and places the school in the top quarter of similar schools based on eligibility for free school meals.

Many pupils are involved in an appropriate range of school and community activities. For example, in summer 2014 pupils hosted a well-received dinner for a wide range of members of the local community. Pupils regularly give their views about aspects of school life and have been involved suitably in decision-making, including deciding on changes to the school uniform and in staff appointments. The school and year councils are active groups that influence aspects of the work of the school. In particular, they contributed enthusiastically to the development and implementation of the behaviour policy. This is well understood and valued by pupils.

Nearly all pupils show respect, care and concern for others. This consideration for each other is a strong feature. Nearly all pupils, especially those who are part of the Learning Development Centre, are well prepared for the next stage of learning.

<b>Key Question 2: How good is provision?</b>	<b>Adequate</b>
---	-----------------

### **Learning experiences: Adequate**

The school provides a broad and balanced curriculum, which offers a wide range of engaging learning experiences for pupils. The key stage 3 curriculum builds appropriately on pupils' experiences in key stage 2. The adapted timetable class, the 'Boost' group in Years 7 to 9, is successful in supporting and meeting the needs of the most vulnerable students. At key stage 4 and in the sixth form there is a comprehensive range of general and vocational options, a few of which are delivered in partnership with local schools and other partners. The school provides an alternative curriculum in key stage 4, which effectively supports the attendance and behaviour of pupils at risk of disengagement.

The school identifies pupils with weak literacy and numeracy skills well and provides useful support for them. In around half of lessons, teachers plan worthwhile opportunities to develop pupils' literacy or numeracy skills. However, there is inconsistency in how departments plan for the development and progression of pupils' skills. As a result, there are insufficient appropriate opportunities for pupils to practise, refine and develop these skills across the curriculum.

The school has made limited progress on fully integrating the national literacy and numeracy framework into schemes of work. Plans to develop numeracy across the curriculum are at an early stage of development.

The school offers a wide range of worthwhile extra-curricular opportunities including revision clubs, sports, music, visits and special events.

Over the last two years, the school has successfully improved the provision for Welsh second language at key stage 4. There has been a significant increase in the numbers of pupils entered for full course Welsh second language GCSE. The school provides worthwhile opportunities to develop pupils' Welsh language skills outside of lessons. For example, there are 'bilingual champions' in each form group whose role is to encourage their peers to speak Welsh. The school effectively develops pupils' understanding of Welsh culture and traditions through a range of subjects and extra-curricular activities, including an annual eisteddfod.

The arrangements for developing pupils' understanding of sustainable development are suitable. There is an active eco-group, which undertakes a range of activities to further raise awareness of these issues. The school increases learners' understanding of global citizenship well through personal and social education, the Welsh Baccalaureate and subjects such as geography, religious education, science and history.



## **Teaching: Adequate**

There are positive attitudes to learning in most lessons, as a result of strong working relationships between staff and pupils. However, in a minority of lessons teaching does not meet the needs of all pupils across a wide ability range.

In the majority of lessons, teachers have high expectations of behaviour and provide challenging work. During these lessons, teachers maintain an appropriate pace that supports learning. They plan appropriately, set clear objectives and stimulate pupils' interest through a range of engaging activities. Through effective questioning, teachers develop and check pupils' understanding and knowledge. In these lessons, the majority of pupils make consistently good progress. However, a minority of pupils in these lessons do not make as much progress because even in these good lessons tasks are not sufficiently well matched to meet the needs of all.

In a minority of lessons, teachers do not have high enough expectations, particularly of the more able pupils. The pace of teaching in these lessons does not support the learning of the pupils and the use of closed questioning does not allow them to demonstrate and develop their understanding. In a very few lessons there is poor planning for progression and activities do not meet pupils' learning needs.

Nearly all teachers mark pupils' work regularly. However, there is inconsistency in the quality of feedback provided. Around half of teachers write constructive comments so pupils know how well they are doing and what they need to do to improve. In a few lessons, pupils have appropriate time to reflect on these comments or assess the work of others. However, the quality and effectiveness of opportunities for pupils to think about how to improve their work vary, and in many lessons do not help pupils to improve the quality of their work.

Leaders make appropriate use of data to track pupil progress and plan suitable interventions at key stage 4. They analyse individual pupils' results effectively and the results of groups of pupils at the end of Year 11. However, at key stage 3, the analysis of data and tracking of pupil progress are under-developed. Teachers do not make enough use of assessment data to ensure that progress of all pupils is maintained or to inform future planning.

The school provides progress reports three times a year for pupils in key stage 3 and key stage 4. These give parents useful basic information about how well their child is doing. However, the school does not provide an annual report for parents on the progress of their child that meet the statutory requirement for reports to include written comments on each subject.

## **Care, support and guidance: Good**

The school has effective arrangements to support pupils' health and wellbeing and to encourage their active involvement in the life of the school and the wider community. There are appropriate arrangements through the curriculum, assemblies and tutorials to promote pupils' spiritual, moral, social and cultural development. The school's well-planned and carefully resourced personal, social education programme provides pupils with valuable information about a wide range of moral issues. There are appropriate arrangements to promote healthy eating and drinking.

The school has successful strategies for promoting good behaviour. These include a wide range of rewards and sanctions that pupils understand well. The effective communication between tutors, heads of house and the inclusion team ensures that effective support and guidance are provided for pupils. This has resulted in improved attendance and behaviour.

The school works well with a wide range of specialist services, including the youth service and counsellors who provide beneficial advice, guidance and support for vulnerable pupils.

There are effective arrangements for identifying, supporting and monitoring pupils' additional learning needs. These include detailed pupil profiles, individual development plans with challenging targets and support from a range of specialist staff and services. Pupils with additional learning needs, including those in the Learning Development Centre, make successful progress to the next stages of learning and suitable progress in relation to the targets set for them.

Effective transition planning with partner primary schools enables Year 7 pupils to settle quickly. In particular, the Boost arrangements for a small number of pupils to be taught as a group in a base room by one teacher for most of their lessons provide very effective support for vulnerable new pupils. Information for pupils and parents concerning options choices at key stage 4 and post 16 are comprehensive. As a result, pupils make well-informed choices at key transition points.

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

### **Learning environment: Good**

The school prides itself on being a fully inclusive and tolerant community where all pupils receive equality of access to everything it provides irrespective of their background and ability. It is a calm and orderly school that successfully celebrates the diverse nature of its local community.

The school provides a bright and welcoming environment. Accommodation is generally of a good standard, and the school buildings and grounds are safe and well maintained. Displays in classrooms and around the school are attractive, well presented and informative. They celebrate pupils' achievement, stimulate their interest and enhance learning. Learning resources are sufficient and meet pupils' needs well. Information and communication technology is well resourced with additional recent investment in information technology, a fitness suite and a bespoke construction learning area. Sporting facilities are limited though well maintained. Toilet and changing facilities are generally in a suitable condition. A health and safety issue was raised with the school during the inspection.

<b>Key Question 3: How good are leadership and management?</b>
--

<b>Adequate</b>
-----------------

### **Leadership: Adequate**

Since September 2014, one of the two deputy headteachers has been appointed as acting headteacher. During a very short period of time, the acting headteacher has fostered a strong sense of team work and collaboration. Other senior leaders, governors, staff and parents have a clear understanding of his vision for the school. They have confidence in his ability to lead the school during this period of change, and make the necessary changes to build successfully on their areas of strength and tackle the areas for improvement robustly. Already this term, he has strengthened lines of communication and improved the line management arrangements.

Over the last three years, leadership has had a strong impact on improving attendance and reducing fixed term exclusions, as well as broadening the curriculum better to meet the needs of all pupils. However, despite recent improvement in performance at key stage 4, leaders have not been able to secure sustained improvements in performance or improve the quality and consistency of teaching sufficiently.

The roles and responsibilities of senior leaders are generally appropriate. Together, they share a common vision and work well as a team, demonstrating a strong desire to improve outcomes and provision. However, the roles and responsibilities of middle leaders are not as clear and do not focus well enough on the school's key areas for improvement. Consequently, a significant minority of middle leaders are not accountable for the performance of their departments and do not hold those they line manage to account well enough.

The school has a useful calendar of meetings. This provides a helpful structure and ensures that senior leaders can cascade information and meet regularly with those they line manage. These meetings focus appropriately on pupils' progress, although there is an insufficient focus at departmental level on the quality of teaching and the progress that pupils are making during lessons. Middle leaders do not have enough impact on ensuring that their departments respond consistently to whole school policy, particularly in relation to marking and assessment.

Performance management processes provide a sound structure to support staff and introduce suitable levels of accountability. There is an appropriate focus on improving outcomes and provision. These link sufficiently with the school's main priorities. However, there is too much inconsistency in the degree of challenge provided by objectives linked to pupil outcomes and this makes the system less effective.

The school has initiated useful actions to tackle national priorities. Since September, these actions have been strengthened further with the appointment of two middle leaders to share best practice in literacy and numeracy. However, overall the school has not made enough progress towards ensuring consistency in the provision for literacy and numeracy across the curriculum. Since September, plans and activities to improve outcomes for pupils eligible for free school meals have also been refined. There is now a sharper focus on meeting this national priority.

The governing body is committed and supportive of the school and the acting headteacher. Since September, the leadership and structure of the governing body have changed. There is an increased awareness of the need to challenge the school and hold leaders to account. This has resulted in a better understanding of the strengths and areas for improvement.

### **Improving quality: Unsatisfactory**

Since April 2014, there have been helpful changes to the school's self-evaluation and improvement planning processes. Despite this, there is an insufficient link between self-evaluation and improvement planning. Self-evaluation arrangements are inconsistent and this limits the impact of these activities on improving quality.

The school self-evaluation report is a useful document that draws from a satisfactory range of evidence. Although it correctly identifies strengths in the school, it does not correctly identify a minority of important areas for improvement, such as shortcomings in self-evaluation.

While staff now have worthwhile opportunities to contribute to the self-evaluation report, parents, pupils and governors have not contributed directly to the content of the latest self-evaluation report.

As part of the annual autumn review, middle leaders produce an evaluation of end of key stage 3 performance and both key stage 4 and sixth form examination results. However, there is no calendared programme to evaluate regularly the progress that pupils make in lessons or the quality of teaching. The majority of middle leaders have an appropriate understanding of the performance of their subject areas. However, there is too much inconsistency in how often and how rigorously middle leaders observe lessons and scrutinise pupils' work.

The school development plan identifies the majority of the areas in need of improvement. Actions are costed and there are high level targets for improvement. However, there are no specific targets for groups of pupils and there is insufficient focus on important areas for improvement, such as improving consistency in the quality of middle leadership and strengthening the self-evaluation process.

Departmental improvement plans follow the structure of the whole-school document, but they do not focus sufficiently on the specific areas for improvement within their departments.

The school has not made enough progress in addressing key recommendations from the previous inspection. The school has made insufficient progress particularly in relation to improving the quality of reports to parents and strengthening consistency in marking and feedback.

### **Partnership working: Good**

There are partnerships with a wide range of external agencies that appropriately support pupils' wellbeing. These partnerships have also extended the range of options available to pupils, and have had a positive impact on attendance and behaviour.

There is effective partnership with feeder primary schools to support pupils as they make the move from primary to secondary schools. The support for the most vulnerable pupils is particularly strong.

The school is developing its links with parents and receives good support from parents at school events and meetings. A useful range of activities helps parents support their children, for example information events when pupils are choosing their subjects at key transition points.

The school creates strong relationships with the parents and carers of the most vulnerable pupils. This has a positive impact on their wellbeing and progress.

The school collaborates well with its partners in the local 14-19 network to widen the range of courses available to pupils at key stage 4 and in the sixth form. However, quality assurance arrangements to monitor the quality of the courses delivered collaboratively are at an early stage of development.

### **Resource management: Adequate**

The school deploys teaching and support staff appropriately. It has a suitable programme of continuous professional development and this supports teachers seeking to refine their teaching and leadership skills well. Staff have sound opportunities to feed back on the quality of training they receive and this information is used appropriately to develop provision further.

The school has established a small number of professional networks to improve the use of new technologies and skills development, although there has been no formal evaluation of their impact on improving provision.

The headteacher, deputy headteacher, bursar and finance committee have clear roles linked to the monitoring of the school's budget. Spending decisions are considered carefully and the school seeks to ensure best value for money, particularly when making significant purchases. Spending decisions relate appropriately to school priorities.

Since September 2014, the school has made appropriate use of pupil deprivation grant funding. Activities are targeted suitably at pupils eligible for free school meals. The school has introduced a worthwhile range of strategies that have a positive impact on their attendance as well accelerating their progress in improving their literacy and numeracy skills. Actions in the past have improved pupils' attendance. However, due to insufficient planning, they have not had enough impact on improving outcomes for this group of pupils in key stage 4, particularly in the indicators that include mathematics.

In light of the standards achieved by pupils and the quality of teaching, the school provides adequate value for money.

## Appendix 1

### Commentary on performance data

In the core subject indicator at key stage 3 performance has placed the school in the bottom quarter of similar schools based on eligibility for free school meals for the last three years. Pupils do not make sufficient progress based on prior attainment. The performance of pupils eligible for free school meals has declined since 2009. These pupils do less well than such pupils in the family of similar schools and nationally. Boys and girls do less well than those in the family and nationally.

In English performance at level 5 and above there has shown a trend of improvement but has been consistently below the average for its family of similar schools. Performance places the school in the bottom quarter of similar schools based on eligibility for free school meals for the last three years.

Over the three years to 2014, performance in mathematics has shown a downward trend and been consistently below the average for its family of similar schools. Performance in mathematics at level 5 and above has placed the school in the bottom quarter of similar schools based on eligibility for free school meals for the last three years.

In science, performance at level 5 and above improved over the past three years to 2013 and was similar to the average for its family of similar schools. However, in 2014 performance fell below the average. Performance in 2013 and 2014 has placed the school in the bottom quarter of similar schools.

Performance at level 6 and above in English and mathematics has been lower than the average for the family of similar schools and has placed the school in the lower half of similar schools based on eligibility for free schools meals for the last three years. Performance in science at level 6 or above is slightly better; in 2014 it places the school in the upper half of similar schools and is the same as the average for its family.

At key stage 4, performance in a majority of key indicators has shown a trend of improvement. Performance in the level 2 threshold including English and mathematics has fluctuated but been consistently below the average for its family of similar schools. Data for 2014 suggests that performance in the level 2 threshold including English and mathematics improved and is just above the average for its family and at modelled expectations. This performance places the school in the upper half of schools based on eligibility for free school meals. However, pupils do not make sufficient progress from previous key stages.

Performance in the core subject indicator has fluctuated but been consistently below the average for its family of similar schools, apart from in 2014 when it was just above. Performance in 2014 places the school in the upper half of similar schools based on eligibility for free school meals.

Improvements in the level 2 threshold performance have meant that it has been similar to or just above the average of its family for the past three years. Data for 2014 indicates that performance is just above the family average and places the school in the lower half of similar schools.

The capped point score based on performance in five qualifications equivalent to grades A\*-C has improved and been consistently just above the average for the family. Data for 2014 performance is below modelled expectations and places the school in the lower half of similar schools.

Most pupils have achieved the level 1 threshold over the last two years. However, performance in this indicator has been consistently below the average for its family of similar schools and has placed the school in the bottom quarter of similar schools for the last four years.

In English at grade C or above, performance has been consistently similar to the average for its family. In the three years to 2014, performance placed the school in the lower half of similar schools. In 2014, performance places it in the top quarter of similar schools.

Performance in mathematics has fluctuated over the past four years and been consistently below the average for its family. In 2014 performance places the school in the lower half of similar schools after being in the bottom quarter the two years prior to 2014.

Performance in science has improved and been consistently above the average for its family for the past three years. Performance has placed the school in the upper half of similar schools based on eligibility for free school meals for the last three years.

The number leaving without a qualification has declined. In the last two years, a very few left without a qualification, and this does not compare favourably with the picture in the family or nationally. Nearly all remain in education or training, or find employment after leaving compulsory education at 16.

Performance in the sixth form is improved, but has remained consistently lower than family, local and national averages. In 2014, many in the sixth form have achieved the level 3 threshold indicator (two qualifications equivalent to grades A\*-E) compared to most pupils in the family and Wales. The average points scored by pupils in 2014 are well below the average for pupils in its family. Boys and girls do less well than boys and girls in its family of similar schools. However, the provision in the sixth form includes a range of level 1, 2 and 3 courses. This has an effect on the data, which is only based on level 3 outcomes.

In key stage 4, the performance of pupils eligible for free school meals in all key indicators does not compare favourably with that of other pupils in the school and with pupils eligible for free schools meals in other schools in its family and nationally. In particular, they do consistently far less well than such pupils in mathematics.

At key stage 4, boys perform less well than girls. This is similar to the situation nationally. The girls' performance is similar to that of girls in other schools in its family and nationally in all indicators. However, boys do less well than boys in other schools in the family and nationally in the level 2 threshold, level 1 threshold and capped point score.

Pupils with additional learning needs achieve at or above expected levels.



## 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	420	109 26%	272 65%	31 7%	8 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		43%	52%	4%	1%	
The school deals well with any bullying	419	94 22%	218 52%	92 22%	15 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	58%	14%	3%	
I have someone to talk to if I am worried	420	185 44%	204 49%	25 6%	6 1%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	8%	1%	
The school teaches me how to keep healthy	417	82 20%	219 53%	105 25%	11 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	422	169 40%	227 54%	22 5%	4 1%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		45%	45%	9%	2%	
I am doing well at school	418	157 38%	236 56%	20 5%	5 1%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	422	141 33%	245 58%	31 7%	5 1%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	422	83 20%	212 50%	107 25%	20 5%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	421	165 39%	213 51%	37 9%	6 1%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	47%	7%	1%	
Pupils behave well and I can get my work done	421	37 9%	202 48%	141 33%	41 10%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	57%	27%	6%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
Staff treat all pupils fairly and with respect		418	85 20%	232 56%	75 18%	26 6%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			28%	51%	17%	4%	
The school listens to our views and makes changes we suggest		416	60 14%	225 54%	108 26%	23 6%	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		421	138 33%	250 59%	30 7%	3 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		418	135 32%	218 52%	59 14%	6 1%	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		419	137 33%	230 55%	41 10%	11 3%	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		418	131 31%	246 59%	32 8%	9 2%	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		176	45 26%	87 49%	33 19%	11 6%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	51%	16%	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		41	9 22%	20 49%	8 20%	4 10%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			27%	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.	119	52 44%	66 55%	1 1%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	118	61 52%	54 46%	2 2%	0 0%	1	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.	119	70 59%	44 37%	2 2%	1 1%	2	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.	119	63 53%	51 43%	4 3%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		44%	48%	4%	1%		
Pupils behave well in school.	117	22 19%	62 53%	11 9%	6 5%	16	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	119	47 39%	62 52%	8 7%	0 0%	2	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	119	60 50%	55 46%	1 1%	1 1%	2	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		50%	46%	2%	0%		
The homework that is given builds well on what my child learns in school.	118	39 33%	51 43%	14 12%	4 3%	10	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.	118	44 37%	57 48%	4 3%	1 1%	12	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		32%	48%	9%	2%		
My child is encouraged to be healthy and to take regular exercise.	116	38 33%	52 45%	11 9%	1 1%	14	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		33%	53%	7%	1%		
My child is safe at school.	118	53 45%	59 50%	3 3%	2 2%	1	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'.	112	39 35%	48 43%	8 7%	2 2%	15	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.	118	41 35%	61 52%	12 10%	2 2%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		33%	50%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	117	51 44%	55 47%	7 6%	2 2%	2	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.	118	38 32%	56 47%	14 12%	1 1%	9	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		27%	50%	10%	2%		
The school helps my child to become more mature and take on responsibility.	119	43 36%	66 55%	5 4%	0 0%	5	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		35%	53%	5%	1%		
My child is well prepared for moving on to the next school or college or work.	99	26 26%	47 47%	8 8%	0 0%	18	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.	106	36 34%	48 45%	8 8%	1 1%	13	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	50%	9%	2%		
The school is well run.	106	41 39%	60 57%	3 3%	0 0%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

## Appendix 3

### The inspection team

Mrs Sue Halliwell	Reporting Inspector
Mr Anthony Mulcahy	Team Inspector
Ms Michelle Gosney	Team Inspector
Ms Catherine Evans	Team Inspector
Mr Stephen Davies	Team Inspector
Mrs Andrea Louise Davies	Lay Inspector
Mr Tyrone Davies	Peer Inspector
Miss Sarah Hook	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://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 eligible for 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 eligible for 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.