



*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**

**Cathays High School  
Crown Way  
New Zealand Road  
Cathays  
Cardiff  
CF14 3XG**

**Date of inspection: February 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:

<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.

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## Context

Cathays High School is located near the centre of Cardiff and serves the Cathays and Roath areas. However, 61% of pupils come from other parts of Cardiff; with 27% of these pupils living in the city's more deprived wards. Around 37% of pupils are entitled to free school meals, which is much higher than the national average, and significantly higher than the figures of all other members of the family of similar schools.

There are currently 903 pupils on roll, including 191 in the sixth form. The school has a very high turnover of the pupil population of around 26%. Around 100 of the current Years 7 to 11 pupils were new arrivals to the UK on entry to the school. A significant minority of all pupils are functionally illiterate when they start at the school.

Around 75% of pupils are from ethnic backgrounds other than White British, mainly Somali, Czech or Slovak Roma, Bangladeshi or Pakistani. There are currently 63 different languages spoken as a first language in pupils' homes. Over 70% of pupils have English as an additional language, with around 36% having a level of acquisition in English that is less than competent. This is much higher than the figure for the second highest in the family of similar schools. No pupils speak Welsh at home.

There are currently 42% of pupils with additional learning needs, which is much higher than the Wales average. Four per cent of pupils have statements of educational needs compared to 2.6% nationally. The school provides specialist provision for pupils with autism.

The headteacher has been in post since September 2001. The school's senior leadership team also consists of two deputy headteachers and two assistant heads.

The individual school budget per pupil for Cathays High School in 2012-2013 is £5,056. The maximum per pupil in the secondary schools of Cardiff is £9,511 and the minimum is £3,988. Cathays High School is fifth out of the 21 secondary schools in Cardiff in terms of its school budget per pupil.

## Summary

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

### Current performance

The current performance of Cathays High School is good because:

- the school's strong performance in key stage 4 compares favourably with that of similar schools and is higher than expectations, especially in the level 2 threshold including English and mathematics;
- pupils have positive attitudes towards the school community and are fully engaged in learning;
- pupils who receive additional support to meet their individual needs make clear progress;
- teachers ensure a positive learning environment in lessons and plan a sequence of learning activities that enable pupils to sustain their learning and make progress;
- the wellbeing of pupils is a high priority and provision to support the diverse nature of pupils' needs has a number of strengths; and
- the school works effectively with a range of partners to enhance pupils' learning experiences and offers an extensive range of opportunities for out of school hours activities.

### Prospects for improvement

Prospects for improvement are good because:

- recent school development initiatives have led to a number of improvements in important areas that have had a significant impact in improving outcomes for learners;
- a culture of rigorous self-evaluation permeates the work of the school and leads to the identification of suitable priorities for improvement and challenging targets;
- the school makes effective use of external reviews of aspects of provision that lead to clear actions to support improvement;
- leaders make extensive use of data to identify priorities and measure impact of initiatives, and have a clear vision of what needs to be done to bring about further improvement; and
- the school targets resources effectively to meet its improvement priorities, and makes innovative use of additional grant income and resources.

## **Recommendations**

- R1 Plan for progression in skills and ensure that learning activities in lessons meet the needs of more able pupils
- R2 Improve pupils speaking skills in lessons across the curriculum
- R3 Continue to raise standards in Welsh second language
- R4 Strengthen the school's self-evaluation report as a strategic document

### **What happens next?**

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Performance in the main indicators at key stage 4 is higher than expectations and has often placed the school in either the upper 50% or top 25% of schools with similar levels of entitlement to free school meals. This is especially in the level 2 threshold including English and mathematics, which has placed the school among the top 25% of similar schools in four of the last five years.

In key stage 3, performance in the core subject indicator has been near to the average for the family of similar schools over recent years and significantly higher than expectations in 2012. Results at the higher levels (level 6 or above) in English, mathematics and in science have often been higher than family of schools averages in recent years and generally compare favourably with the Wales figures.

In the sixth form, performance in the level 3 threshold has been lower than the Wales and local authority averages in recent years. However, the inclusive nature of the school's sixth form provision means that the figure for the level 3 threshold includes significant numbers of pupils who do not study level 3 qualifications.

There has been a significant trend of improvement in the proportion of pupils leaving full-time education with no qualifications to less than 1% in 2012, which is better than the family average and similar to the Wales figure.

The performance of different ethnic groups has improved significantly over recent years, and generally, results of different groups are now consistent with that of the cohort as a whole. The proportion of pupils entitled to free school meals achieving the core subject indicator in key stage 3 has improved significantly to well above the family average in 2012. The performance of this group compares favourably with family and Wales averages in key stage 4. Unlike in most other schools in the family and nationally, boys achieve significantly better than girls in many indicators at key stage 4 and in the sixth form, although this is not the case in key stage 3.

In lessons, almost all pupils have positive attitudes to learning and work productively. They persevere and most make appropriate progress in achieving lesson objectives. In whole class activities, most pupils are attentive and eager to participate in learning, and respond well to the learning activities. Pupils work well in small groups and sustain their concentration.

Pupils with additional learning needs make considerable progress against their individual targets, especially in sessions where they receive specialist provision to meet their specific needs. Many pupils across key stage 3 and 4 have reading skills that are significantly lower than expectations. However, most of these pupils make significant progress during their time at the school.

Most pupils listen attentively in lessons and willingly offer responses to teachers' questions. They speak clearly with increasing accuracy and make clear progress in their use of vocabulary and subject terms. In a few classes, girls are less willing than boys to speak in whole-class situations. In a minority of classes, pupils of higher ability in particular do not make enough progress in their ability to expand on ideas and to develop their thinking. Pupils with a low level of competency in English on entry to the school make considerable progress in their language skills.

Pupils cope well with the reading demands of tasks and worksheets to support their learning activities in lessons across the curriculum. In English, they develop a wide range of skills in reading that helps them to access learning across the curriculum. Pupils also make appropriate use of their reading skills to retrieve and use information in a variety of ways in many other subjects. By the end of key stage 3, the majority of pupils have acquired an appropriate range of skills in reading.

Many pupils make steady progress in developing their writing skills. In English, they write appropriately in different forms for a variety of purposes, and make good progress in their ability to write more extendedly and with increasing accuracy. In many other subjects, pupils make appropriate use of their writing skills to support their learning. Most pupils make good progress in spelling key words, and their written work shows increasingly accurate use of a range of subject terminology.

There has been a clear trend of improvement in Welsh second language in key stage 3 and performance compares favourably with that of similar schools. However, at key stage 4, there has been a trend of low performance over recent years. In Welsh lessons, many pupils are currently making steady progress. Most pupils have positive attitudes to Welsh and take pride in their Welsh identity. They are eager to offer basic greetings in Welsh. However, pupils' use of Welsh beyond Welsh lessons is at an early stage of development.

### **Wellbeing: Good**

Nearly all pupils feel safe and secure and know whom to speak to if they have a problem. Most pupils have a positive attitude to healthy living, keeping safe, and understand the importance of diet and exercise. Significant numbers of pupils participate in the school's sports and exercise activities.

Attendance compares well with that of other similar schools. With very few exceptions, pupils' behaviour in lessons and around the school is good. Pupils have positive attitudes to learning and to the broader activities and life of the school in general.

Pupils have a strong voice and influence developments across the school, through a variety of active groups, such as the School Nutrition Action Group [SNAG] and Appetite for Life programmes, and through their significant involvement as 'young evaluators'. The school council communicates effectively with senior managers, governors and fellow pupils. The way in which vulnerable pupils are included in these processes and the way the council is actively involved in developments which affect teaching and learning and pastoral work are significant strengths. School council representatives are involved in evaluating learning and teaching and have carried out surveys to gather pupils' views on aspects including pupil-led tutorials and the use of incidental Welsh.

Many pupils are actively involved in community based work and take on a range of responsibilities in school. For example, Years 9 and 10 peer mentors staff a peer mentor room, support Year 7 form groups, lead assemblies and help with transition activities in partner primary schools.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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**Learning experiences: Good**

The school offers a suitable range of courses at key stage 4 and in the sixth form through collaboration with other providers, including local training providers. All pupils follow the Welsh Baccalaureate Qualification in key stage 4 and in the sixth form. There is an extensive range of out-of-school-hours opportunities, including community languages, sports, dance, photography and history. Provision also includes activities that cater specifically for the needs of more able and talented pupils and pupils learning English as an additional language. Pupil participation rates are high and many activities provide opportunities for pupils to gain qualifications.

There are a number of worthwhile initiatives to promote the development of skills. For example, the introduction of the 'Tactical Teaching' initiative has helped improve the teaching of literacy skills in mainstream classes and the 'summer timetable' provides pupils with useful opportunities to focus on skills development. Whole-school planning for progression in the development of skills across the curriculum is at an early stage of development.

The school actively promotes the Welsh dimension. It has produced an action plan with suitable priorities for developing Welsh across the school. The 'Cymraeg Cathays' initiative is beginning to impact on aspects of provision. The time allocation for Welsh at key stage 4 has been increased to enable all pupils to follow the full GCSE course from September 2012. This is a significant development. Many teachers have begun to use Welsh when taking the register and to greet and praise pupils.

Pupils are involved in a number of activities that develop their understanding of sustainable development and global citizenship. A range of projects effectively support the extensive provision for development of global citizenship, and provision benefits from employing staff from minority ethnic groups represented in the school population through the British Council and 'Comenius assistant' scheme. The eco-committee has made good progress in promoting activities and initiatives to develop pupils' understanding of sustainable development.

**Teaching: Good**

Teachers provide pupils with a calm and supportive learning environment in lessons. In almost all lessons, they manage pupils' behaviour in a way that sustains their engagement in learning.

Lessons consist of an appropriate sequence of learning activities, and in many instances teachers make effective use of a range of resources to support learning. They share learning objectives with pupils at the beginning of lessons and provide clear guidance for pupils on how to complete their tasks. Almost all lessons proceed at an appropriate pace.



In most lessons, teachers provide pupils with useful starter activities to recap work completed in the previous lesson and check pupils' understanding. The use of the 'literacy placemats' helps pupils well to consolidate their spelling and punctuation, together with their grasp of key subject terms. In most lessons, regular questioning helps to develop pupils' understanding of key ideas and encourages pupils' active participation. However, in a minority of lessons, teachers' questions on occasions do not do enough to develop pupils' thinking and their ability to exchange ideas. There is over-use of structured worksheets on occasions that do not provide pupils of higher ability with enough of a challenge. In a very few lessons, teachers do not provide pupils with enough opportunities to participate actively in the lessons.

Most teachers use informative comments when marking pupils' written work to provide pupils with valuable advice about their strengths and weaknesses. In the best examples, teachers make effective use of subject specific comments to challenge pupils to improve their work. Many teachers use the school's policy for correcting grammatical errors. However, ensuring that pupils re-visit work to address errors and improve the content of their work is an area for further development.

In many lessons, pupils have appropriate opportunities to assess their own work and that of their peers.

The school has strengthened its arrangements for tracking and monitoring pupil progress. Thorough data analysis informs staff and parents of underachievement and the school takes prompt actions to implement intervention and extra support to help pupils to meet their targets. A strong feature of the tracking system is that all staff use the data mark sheets consistently to plan lessons and monitor pupil progress.

Parents receive informative reports on their children's progress. These reports include useful information on progress and advice for improvement.

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

Pupils' wellbeing and health are developed effectively through targeted curriculum and pastoral work. Effective anti-bullying, anti-discrimination and anti-harassment themes feature prominently in the programme of support for vulnerable pupils. Pupils feel well supported and know whom to go to for guidance or if they have problems. This includes a dedicated 'Action for children' counsellor who is based at the school, providing pupils with support for their emotional wellbeing.

Well planned activities make a positive contribution to pupils' spiritual, moral, social and cultural development.

The school has developed effective policies and procedures to provide care, support and guidance to its diverse, multi-ethnic community that play a major part in the school's strong performance in key stage 4 indicators. The way in which the school provides effective, targeted support to pupils from different ethnic groups and their parents is an outstanding feature. As a result, the engagement of these pupils and their parents has improved significantly and led to considerable improvement in important areas such as attendance, participation in school life and academic

achievement. The school also provides effective support to meet the needs of other vulnerable groups, including pupils recently arrived in the UK and those at risk of disaffection in key stage 4.

Practices for assessing and reviewing the needs of pupils with additional learning needs are effective. Mainstream teachers use the detailed background information they receive on individual pupils appropriately to meet the needs of pupils in need of additional support. Pupils with additional needs receive effective support from teaching assistants in mixed ability classes.

The school manages effectively a wide range of specialist services. The integrated studies group for Years 7 and 8 pupils with low level literacy skills is a strong feature of the support for academic and emotional needs. The school's provision for pupils with autistic spectrum conditions has significant strengths, including opportunities for the development of skills in real life contexts and the involvement of these pupils in whole-school student voice activities. The post-16 provision with accreditation and development of individual learning pathways for these pupils is an outstanding feature.

The school has appropriate policies and procedures in place for safeguarding and give no cause for concern.

### **Learning environment: Good**

The way the school engages extensively with a range of stakeholders to ensure it promotes its key aim of 'opportunities for all' successfully is a strong feature of school life. It is a caring community that gives a high priority to working with specific groups of pupils from wide-ranging backgrounds to enable improved participation and equal access to learning and activities that support their personal development. A key feature of the school's work in this area is the analysis of a range of data relating to participation and achievements according to gender, ethnic background and deprivation as a basis for improving outcomes.

There have been a number of improvements to the learning environment and accommodation over recent years. The accommodation is well maintained and provides pupils with a suitable learning environment, although some areas are in need of re-decoration. The school occupies a relatively small site with very limited outdoor sports facilities, but makes good use of other local facilities for physical education and sport. The site is secure with a high fence all around. It is free from litter and the grounds are well maintained.

Pupils have enough resources to support their learning across the curriculum.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The headteacher and the senior leadership team provide robust and effective leadership and a clear direction for the development of the school. There is a strong focus on achieving high quality teaching and learning, and on improving outcomes for all pupils. There is clear evidence of significant improvements in key aspects of pupils' achievements and wellbeing.

Recent additions to the leadership team have allowed the school to realign its systems and responsibilities appropriately to ensure better consistency in leadership at all levels and greater accountability. There is a detailed and coherent calendar of meetings that support communication across the school and planning for improvement. Staff communicate and collaborate effectively to reflect and share best practices in order to identify and address further priorities for improvement. Action points emerge from many meetings and support continuous school improvement. As a result, staff have a clear understanding of whole-school performance and priorities, and how they can contribute to them.

The school makes extensive use of a wide range of rigorous data analyses to identify priorities for improvement. The headteacher, leadership team and many middle leaders are increasingly using the data well to monitor performance at the end of key stages and the impact of schemes and school initiatives. They set challenging targets at both the individual pupil, groups of learners and at departmental levels.

Governors are well informed about the life and work of the school and are committed to addressing issues for improvement. They have a good understanding of the school's performance data and are increasingly using data to gain a more secure understanding of key development priorities to enable them to act increasingly as critical friends. Governors play an active role in supporting the allocation of sufficient funds to address actions identified to improve outcomes for pupils.

In line with national and local priorities, the school has implemented a comprehensive range of successful strategies and interventions, which have positively impacted on provision and outcomes. This is been particularly successful in producing improvements in literacy and numeracy. The school's work on tackling disadvantage is a continuing high priority and a strong aspect of the drive to improve wellbeing and outcomes.

### **Improving quality: Good**

The school has a range of rigorous systems for self-evaluation. Senior leaders make extensive use of direct evidence from monitoring of lessons and book scrutiny, and have a clear and accurate understanding of the school's strengths and areas for improvement. They use the information gathered effectively to plan key objectives to improve outcomes.

A strong feature of the arrangements for self-evaluation is the use of external reviews the school has instigated on aspects of provision, for example the provision for Welsh. The findings of these reviews provide clear action points which are included as key priorities in the whole school development plan.

The school has invested time and training to enable all middle leaders to analyse data effectively. The recently introduced 'standardised grid' to evaluate standards in teaching and learning and in pupils' books has improved consistency in reporting on standards and quality across the school.

Most departmental self-evaluation reports contain a detailed analysis of the performance of different groups of learners and identify key areas for development.

The senior management team challenge middle leaders to evaluate their departments' performance and measure progress against key priorities in their link meetings and annual reviews. The link between school and subject improvement plans is clear. Specific priorities are set with manageable time-scales. Most departments' development plans set quantifiable targets for improvement, and outline key activities and suitable progress monitoring processes. However, a few departments do not include enough measurable targets for improvement.

The school has comprehensive systems to seek the opinions of pupils. It consults with parents when reviewing school policies.

The school's self-evaluation report is a detailed document that includes rigorous analyses of a wide range of attainment data and demonstrates clearly the impact of school improvement initiatives. However, it does not pay sufficient attention to areas for improvement to provide a balanced overview of the work of the school. The school's monitoring arrangements focus clearly on pupils' progress and skills in lessons, but this information is not used sufficiently to inform the self-evaluation report.

The school is a well-established learning community. Its professional learning forums have focused on key areas, including improving teaching and assessment for learning, and developing the role of teaching assistants. Teachers have appropriate opportunities to share good practice and to benefit from initiatives that involve working collaboratively with other schools in the local authority.

### **Partnership working: Good**

The school has developed strong partnerships with parents, partner primary and secondary schools and other post-16 providers. It also works well with a range of external voluntary and community groups and often takes a lead role in developing effective joint strategies and working practices.

Effective transition links with partner primary schools enable pupils to make a smooth transfer to the school. The transition programme focuses well on continuity and progression in teaching and learning. Strategies to support the transition process include school staff teaching in the primary schools and appropriate arrangements for the moderation of teacher assessments.

The school works well with other secondary schools, the local college and training providers to enable it to offer a wide range of subject choices for 14 to 19-year-old learners. The school manages and assures the quality of collaborative courses well through formal visits and observations by the 14-19 extended opportunities co-ordinator and a member of the school's senior leadership team. Extensive collaboration with Cardiff University includes mentoring schemes and participation in the Confucius Institute and the 'Step Up' scheme. The school also benefits considerably from the involvement of student tutors in the provision for pupils at risk of disaffection, and the support for catch-up literacy and creative writing for more able and talented learners.

The school offers specific guidance to parents on how they can contribute to their children's progress at school and support their learning. Useful initiatives include 'family group' meetings and the 'Bring a parent to school' for parents of Year 7 to promote increased involvement of parents of pupils from different ethnic groups. The 'My education' project usefully informs parents from beyond the UK about the education system.

### **Resource management: Good**

The school manages its staffing and financial resources effectively. Members of teaching staff, support staff and teaching assistants are deployed effectively to teach and support the curriculum across the diverse school community.

The performance of staff is managed effectively and underperformance is successfully identified and challenged. All teachers have performance objectives generated under a common framework that focuses clearly on teaching and the progress pupils make in classes and in their written work. Improvement objectives are similarly set for teaching assistants. The school's continuous professional development activities support staff well.

Robust processes and procedures ensure that resources are targeted and allocated to meet school improvement objectives and identified priorities. Funding is appropriately allocated to priorities featured in school and subject improvement plans. The school is particularly proactive in providing targeted funding for literacy, care and guidance and reducing class sizes in English and mathematics at key stage 4. The headteacher, finance manager and governing body work together well to allocate funds to support national and local priorities and monitor spending closely. This is a strength of the school.

The school makes effective use of any additional grant income and resources and is often innovative in its use of funding. Detailed spending plans together with progress statements record effective outcomes from the School Effectiveness Grant and the Pupil Deprivation Grants.

In view of the good standards pupils achieve, the school provides good value for money.

## Appendix 1

### Commentary on performance data

In key stage 3, performance in the core subject indicator has been near to the average for the family of similar schools over recent years, and significantly higher than expectations in 2012. In science and in mathematics, performance at level 5 or above is similar to that in the core subject indicator. This has placed the school amongst the top 25% or higher 50% in these indicators in recent years when compared to similar schools based on free school meal entitlement. In English, performance has been lower than that of the average for the family of schools in the last three years, and amongst the bottom 25% or the lower 50% in the last three years.

In Welsh second language in key stage 3, performance improved in 2012 but continues to be lower than the family and Wales averages. There has also been a trend of improvement in many of the other subjects at key stage 3. However, in many subjects, performance has been lower than family averages over recent years.

Performance at the higher levels (level 6 or above) in English, mathematics and in science has often been higher than family of schools averages in recent years and generally compared favourably with the Wales figures. Results at the higher levels also compare favourably with those in similar schools based on free school meal entitlement.

Performance in the level 2 threshold including English and mathematics has generally been slightly above the family average in recent years and significantly higher than expectations in 2012. Performance in the core subject indicator has been around the family average over the last five years. Results in other indicators that take account of pupils' achievements across a range of subjects also generally compare favourably with family averages and are higher than expectations when compared to those of similar schools. There has been a trend of improvement over the last three years in pupils' achievements at the level 2 threshold, but results continue to be lower than the family averages.

Performance in the level 2 threshold including English and mathematics, the core subject indicator and in mathematics has placed the school amongst the top 25% of similar schools based on free school meal entitlement in four of the last five years. In other indicators, performance in recent years has been almost invariably been amongst the upper 50% or top 25%.

Results at level 2 have generally been higher than family averages in recent years in mathematics and around family averages in English and in science. Performance at level 1 in these subjects has generally compared favourably with other schools in the family. In Welsh second language, results and especially the numbers of pupils entered for the level 2 full course qualification, have been well below the family and Wales averages.

There has been a significant trend of improvement in the proportion of pupils leaving with no qualifications to less than 1% in 2012, which is better than the family average and similar to that of Wales.

In the sixth form, performance in the level 3 threshold has been well below the Wales figures in the last five years. The average wider points score has been lower than the Wales and local authority averages, especially in the last two years. However, both these indicators include the results of a significant number of pupils who do not study level 3 qualifications in the sixth form but gain other qualifications that meet their individual needs and aspirations. The achievements of boys in both indicators are significantly lower than those of girls.

In key stage 3, there is no significant gap in the achievements of boys compared to that of girls in recent years. However, unlike in most other schools in the family and nationally, boys achieve significantly better than girls in many indicators at key stage 4, especially in the level 2 threshold including English and mathematics, the core subject indicator and in mathematics at level 2.

There has been a significant improvement in the proportion of pupils entitled to free school meals achieving the core subject indicator from 36% in 2008 to nearly 70% in 2012. Performance in 2012 was well above that of the family average. In key stage 4, the difference between the achievements of these pupils and the remainder of the cohort is not significant when considering trends over recent years.

The performance of minority ethnic groups has generally improved significantly over recent years, and the performance of individual groups now generally compares favourably with that of the remainder of the cohort in the level 2 threshold including English and mathematics.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaire

The learner questionnaire was completed by 221 pupils selected at random from across the school. The percentages of positive responses to the questions compare favourably with the national averages for secondary schools in Wales.

Nearly all pupils feel safe in school and most say that the school deals well with bullying and that they have someone to talk to if they are worried. Many say that the school teaches them how to keep healthy and that there are plenty of opportunities to get regular exercise. Nearly all pupils feel they are doing well at school. Most say that teachers help them to learn and make progress, that they have enough resources and equipment and that the school prepares them for the next stage in their learning or to start their working life. Many pupils say that homework helps them understand their work and improve. Many key stage 4 and sixth form pupils say that they were given good advice when choosing courses. A majority of pupils say that pupils behave well.

Most pupils say that the school respects them and their background and that the school teaches them to respect people from other backgrounds. Many feel that staff treat pupils fairly and with respect and that the school listens to their views.

#### Responses to parents/carers questionnaire

The questionnaire was completed by 105 parents. The percentages of positive responses to most questions are near to the averages for secondary school in Wales.

Most parents are happy with the school and many say that the school is well run. Most parents say that their children like school, were helped to settle when starting at the school and are making good progress. Most parents also say that their children feel safe at school, that teaching is good and that staff treat children fairly and with respect. Many say that homework builds well on what their children learn in school, although the proportion of positive responses to this question is significantly lower than the average for secondary school in Wales. Most parents state that their child is encouraged to stay healthy and take regular exercise. Whilst a majority of parents say that pupils behave well in school, the percentage of positive responses is well below the average for secondary schools in Wales.

Many parents say that their children receive appropriate additional support in relation to any particular individual needs and that they are kept well informed about their children's progress.

Many parents understand the school's procedures for dealing with complaints and most feel comfortable about approaching the school with questions, suggestions or a problem.



## Appendix 3

### The inspection team

Iolo Dafydd	Reporting Inspector
Phillip Bowker	Team Inspector
Stephen Davies	Team Inspector
Rhian Griffiths	Team Inspector
Stephen Walters	Lay Inspector
Paul Jones	Peer Inspector
Tracey Stephens	School 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 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.