



*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

## **Report on**

**Ysgol Gyfun Aberaeron  
Stryd Y Fro  
Aberaeron  
Ceredigion  
SA46 0DT**

**Date of inspection: November 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.

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## Context

Ysgol Gyfun Aberaeron is a naturally bilingual comprehensive school for pupils aged between 11 and 18 years and is maintained by Ceredigion local authority. The school is situated in the town of Aberaeron. There are 614 pupils on roll and 141 students are in the sixth form.

Nine point three per cent (9.3%) of pupils are eligible for free school meals. This is lower than the national average of 17.5%. Zero point four per cent (0.4%) of pupils live in areas that are among the 20% most underprivileged in Wales.

The school admits pupils from across the ability range. There are 32.7% of pupils on the school's additional educational needs register, and 5.4% pupils have a statement of special educational needs. These figures are considerably higher than the national percentages.

Seven pupils are looked after by the local authority.

Thirty four per cent of pupils are from homes in which Welsh is the main language. However, 70% of pupils speak Welsh as a first language or to an equal standard.

The headteacher was appointed to the post in January 2012. The senior management team includes the headteacher, the deputy headteacher and three assistant headteachers.

The individual school budget per pupil for Ysgol Gyfun Aberaeron in 2014-2015 is £4,886. The maximum per pupil in secondary schools in Ceredigion is £7,160 and the minimum is £4,379. Ysgol Gyfun Aberaeron is in fifth position of the six schools in Ceredigion in terms of the school budget per pupil.

## Summary

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

### Current performance

Strengths in the school's current performance include:

- a trend of improvement in standards in key stage 3;
- the courteous behaviour of nearly all pupils;
- attendance levels that have improved during the last four years; and
- a suitable choice of options for pupils in key stage 4 and the sixth form.

However, it is judged that performance is unsatisfactory because:

- performance in key stage 4 has been consistently lower than the performance of similar schools, except in 2013;
- boys' performance in the indicators that include Welsh or English is much lower than boys' performance in similar schools;
- in a little under half of lessons, pupils', particularly more able pupils, do not make enough progress;
- the school's plans to promote the Welsh language are unclear;
- provision for literacy and numeracy has not developed enough to ensure consistency in provision across the curriculum; and
- marking in a minority of subjects does not provide enough guidance for pupils on how to improve their work.

### Prospects for improvement

The school's prospects for improvement are adequate because:

- the headteacher has a clear vision, which is shared effectively with staff, parents and pupils;
- leadership has led to progress in a minority of indicators in key stage 4; and
- the governing body gives robust support to the school and is aware of the areas to be improved.

However:

- middle leaders do not focus enough on improving the quality of teaching and raising standards in their departments;
- inconsistencies in performance management objectives limit accountability;
- leaders do not make effective use of internal and external evaluations to plan for improvement; and
- the school has not made enough progress in responding to the recommendations of the last inspection.

## Recommendations

- R1 Raise standards in key stage 4
- R2 Strengthen provision for literacy and numeracy skills
- R3 Develop provision in order to promote the Welsh language more effectively
- R4 Improve and ensure consistency in the quality of teaching, and ensure that there is enough challenge for more able pupils
- R5 Strengthen the role of middle managers by ensuring that they are fully accountable for the standards and quality of teaching in their departments
- R6 Strengthen the rigour of self-evaluation and planning for improvement processes at a departmental level and a whole-school level

### **What happens next?**

In line with the Education Act, HMCI is of the opinion that this school is in need of significant improvement. The school will produce an action plan that shows how it will 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?

Unsatisfactory

#### Standards: Unsatisfactory

Although performance in key stage 4 in a majority of indicators has increased during the last four years, the school's performance continues to be lower than the performance of similar schools. In 2014, performance in each indicator was below the average for the family. The school's performance in many indicators places the school in the bottom 25% of similar schools in terms of the percentage of pupils who are eligible for free school meals.

Overall, except in 2013, pupils do not make enough progress during their time at the school.

The school's performance in the indicator that includes 5 GCSEs at grades A\*-C including English or Welsh, and mathematics, has risen a little since 2011. However, except in 2013, where performance placed the school in the top 25% of similar schools, performance in this indicator over recent years has placed the school in the bottom 25% of similar schools and is lower than the average for the family.

Over the last four years, performance in the indicator that includes a wide range of qualifications has risen considerably. However, performance in 2014 placed the school in the lower 50% of similar schools in terms of pupils who are eligible for free school meals. Performance is lower than the average for the family for the fourth year running.

Over the last four years, the proportion of pupils who gain grades A\*-C in English or Welsh, mathematics and science in combination has been inconsistent. However, except in 2013, the school's performance has placed it among the lower 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals and lower than the average for the family. Performance in the individual core subjects has varied. The best progress has been seen in mathematics. However, performance in English, science and Welsh has declined. In 2014, the school's performance in each one of the core subjects placed the school in the bottom 25% of similar schools in terms of pupils who are eligible for free school meals.

During the last four years, all students in the sixth form have attained the level 3 threshold. During this period, the sixth form's wider average points score has risen. In 2014, the school's performance is above the family average for the first time.

After Year 11, nearly all pupils stay in full-time education, employment or training. This is higher than the national average.

In key stage 3, in recent years, performance in the core subject indicator and the individual core subjects at level 5 or higher show good progress. In general, performance at level 6 or higher and level 7 or higher has also improved. However, comparisons with similar schools are less positive.

In key stage 3 and 4, there is a gap between the performance of boys and girls in a minority of indicators, especially in the indicators that include Welsh or English. However, in key stage 4, there is no significant gap between the performance of boys and girls in a minority of indicators as both girls and boys underperform.

It is not possible to identify a significant pattern of progress in the performance of pupils who are eligible for free school meals because of the comparatively small numbers of these pupils in each year. In key stage 3, in general, pupils' performance in a range of indicators is positive. However, in key stage 4, performance is varied. It was good in 2013 but has decreased considerably in 2014.

Pupils who have additional learning needs make satisfactory progress.

In a little over half the lessons, pupils make good progress. They develop knowledge and understanding of various topics and are able to apply their learning effectively to new situations. A majority of pupils are able to use previous knowledge to make reasoned links with new topics and contexts. However, in the remainder of lessons, pupils across the ability range do not make enough progress in developing their knowledge, understanding and skills.

Many pupils work productively in groups or pairs. They co-operate effectively with their fellow pupils and are prepared to help each other. However, in a few cases, pupils are not clear enough about their role when working in a group and make ineffective use of time.

Many pupils listen attentively to teachers' instructions. However, in a few situations, teachers' instructions are too long or too complex and, as a result, pupils are not wholly clear about what is expected. Many pupils across the ability range are prepared to answer questions orally or provide comments orally when evaluating each other's work. However, only a minority of pupils provide extended answers and offer full explanations when answering questions. The majority of pupils have appropriate subject vocabulary and are able to refer confidently to suitable techniques and subject terminology.

The writing skills of the majority of pupils are sound. However, there are elementary spelling and grammatical mistakes in the writing of a majority of pupils in Welsh and English. A minority of pupils have effective strategies to check their spelling, for example by using dictionaries, and a majority correct spelling mistakes following guidance from teachers. Although many pupils are confident in writing for a range of various purposes and are clear about the requirements or structure of these forms, there are a few English phrases in the work of a minority of pupils. In a few lessons, pupils are over-dependent on work sheets and this limits the opportunity for them to practise their independent writing skills.

In a minority of cases, pupils do not take enough pride in the presentation of their work and handwriting is untidy.

Many pupils' reading skills are sound. A majority of pupils are confident when reading non-literary texts in order to glean information. They are able to skim and scan articles, annotate texts and order ideas appropriately. Because of a few pupils' limited vocabulary, they are hesitant when reading unfamiliar vocabulary.

In an appropriate range of subjects, pupils practise their numeracy skills regularly. A majority of pupils produce graphs accurately and analyse simple information. However, in general, pupils do not apply a wide enough range of numeracy skills in various contexts in their work across the curriculum.

By the end of key stage 4, about half of pupils communicate fluently in Welsh and English. A minority of pupils who do not follow the Welsh pathway understand the Welsh language but are not confident when responding orally.

### **Wellbeing: Good**

Nearly all pupils feel safe at school. Many pupils are aware of how to keep healthy and understand the principles of eating and drinking healthily. They take an enthusiastic part in activities such as fitness exercises and a gymnastics and athletics club.

Pupils' attendance rates have improved over the last four years and, in 2013-2014, they were higher than expected. Since 2012, attendance figures have placed the school in the upper 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals. However, the 2013-2014 attendance figures place the school among the bottom 25% of similar schools. The attendance of pupils who are eligible for free school meals has risen since 2010 and is better than the average for the family for this group of pupils. The percentage of pupils who are absent regularly has decreased considerably during the last four years. However, in 2013-2014, unauthorised absences increased a little.

Nearly all pupils behave courteously and most of them arrive at lessons punctually and are ready to work.

Members of the year group councils, the eco council and the school council express an opinion appropriately. The school council has influenced aspects of school life, for example the decision to buy a climbing wall and place seats around the school grounds. Members of the council have also had a suitable influence on the content of the provision for personal and social education.

Pupils arrange activities to raise money for good causes regularly, for example holding a Christmas fair and arranging coffee mornings. Most pupils have good social skills and they display a positive attitude towards their work.

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

The school provides a wide and balanced curriculum that meets statutory requirements. There is a suitable choice of options for pupils in key stage 4 and the sixth form, which has had a positive effect on the school's level 2 performance. The school delivers the Welsh Baccalaureate qualification appropriately to pupils in the sixth form.



The school provides a wide range of valuable extra-curricular activities that enrich pupils' experiences. This includes beneficial educational visits, including visits to places of interest that include galleries, theatres, museums and trips abroad.

The school has held an audit to identify appropriate opportunities to develop literacy and numeracy skills across the curriculum, in line with the requirements of the Literacy and Numeracy Framework. However, this has not had sufficient influence on the range of experiences and skills development across the subjects. Recently, a number of suitable strategies were introduced in order to improve pupils' literacy and numeracy skills key stage 3. This includes intervention programmes that give appropriate support to pupils who have weak literacy and numeracy skills.

The school promotes an appropriate awareness of the Welsh dimension through schemes of work, for example studying aspects of Welsh history and local geography. However, the school's plans to promote the Welsh language are unclear. Planning is not detailed enough to ensure that a minority of pupils make sufficient progress to develop their Welsh language skills.

The school provides a wide range of opportunities for promoting global citizenship, which includes developing valuable links with school in Malawi and Gambia. Planning is thorough to ensure good awareness of sustainability issues. The school's eco committee plays a key part in promoting sustainability and the school has won the Green Flag Award for the third time.

### **Teaching: Adequate**

Most teachers display very good subject knowledge. They have a robust working relationship with pupils and they manage behaviour and arrange group and pair activities effectively. Many teachers model language skilfully.

A majority of teachers plan appropriately and make purposeful use of information about pupils' learning needs or data on pupils' previous attainment. In a minority of instances, teachers plan carefully and provide suitable materials to support pupils who have additional learning needs and to extend more able pupils.

In about half of lessons, teachers have high expectations of what pupils across the ability range are able to achieve. In these lessons, questioning is effective to provoke and extend pupils' knowledge and understanding. The lesson has effective timing and a suitable pace. Tasks are increasingly challenging and resources are stimulating and of good quality, and gain pupils' interest successfully.

However, about half of lessons do not ensure that pupils from across the ability range make enough progress. In these lessons, the tempo of the lessons is too slow and too much time is spent on tasks that do not provide enough challenge. Resources have not been adapted sufficiently to support pupils who have additional learning needs effectively. Also in these lessons, pupils do not receive enough opportunities to develop an appropriate range of higher literacy or numeracy skills.

Most teachers provide regular and appropriate feedback for pupils. They mark books regularly and many offer useful comments and purposeful targets to pupils.

However, in a minority of subjects, comments are not specific enough to be of use to pupils, and teachers do not ensure that pupils act upon the advice that is given to them.

Many teachers offer appropriate opportunities for pupils to assess their own performance and the performance of their peers.

The school has an appropriate system to track pupils' progress and, this year they have increased the frequency of the periods for collecting performance data. In 2013 to 2014, the follow-up procedures were not successful enough to maintain standards in the core subjects. The new procedures enable the school to provide intervention and support to challenge and support pupils who are underperforming early in the year.

Parents receive useful information about their children's progress in parents' meetings and interim and annual reports. Annual reports comply with statutory requirements and include space on them for parents' comments. There is a little inconsistency in terms of teachers' use of targets and in the quality of their comments.

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

The school provides valuable provision and guidance in order to promote pupils' health and wellbeing. Through the 'minute to think' sessions, and activities such as the musical show and the Eisteddfod, the school develops pupils' spiritual, moral, social and cultural attitudes effectively. The personal and social education programme provides valuable experiences for pupils, with an appropriate emphasis on ensuring a safe environment. The school makes appropriate arrangements for promoting eating and drinking healthily.

The school makes appropriate use of specialist external services to offer appropriate support to pupils as needed.

Arrangements for promoting attendance are effective.

Individual education plans for pupils who have additional learning needs are comprehensive and include clear and specific targets. The school provides useful information and purposeful strategies for staff about how to support these pupils. However, not enough teachers make enough use of information about these pupils in order to meet their needs in lessons.

There is good provision for pupils who have special educational needs in the sixth form, along with pupils of Canolfan y Môr.

In general, the school's arrangements for safeguarding pupils meet requirements and are not a cause for concern. The school's attention was drawn to a health and safety issue during the inspection.

## **Learning environment: Good**

The school has a homely and inclusive ethos. It has worked effectively to ensure that pupils and prospective pupils with disabilities do not suffer less favourable treatment. The school offers equal entitlement to the curriculum and challenges any stereotyping effectively through a variety of activities such as tutorial sessions, assemblies and extra-curricular activities.

The school buildings and grounds are in an appropriate condition. The school has invested suitably in information and communication technology resources and equipment and this has had a positive effect on standards in this area. The classrooms and corridors support learning appropriately with colourful, attractive displays.

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

Since the appointment of the headteacher and the deputy headteacher in 2012, the senior leadership's capacity to improve standards has increased. The headteacher has conveyed a clear vision, namely to ensure that pupils achieve to the best of their ability. With the firm support of other members of the senior team, the headteacher has refined the leadership and management structure so that there are clear lines of communication. These changes have begun to lead to an increasing culture of high expectations across the school and an ethos of close and supportive teamwork.

As a result, leadership has ensured an increase in the core subject indicator in key stage 3, a minority of indicators in key stage 4 and attendance rates. However, progress in the important indicators in key stage 4 which include English or Welsh and mathematics has been uneven.

The school has an agreed calendar of meetings. The minutes of meetings of the senior leadership team focus suitably on the school's priorities and there is clear follow-up on many of the action points. However, these meetings do not focus on issues related to improving teaching frequently enough and there is no formal follow-up to a few important issues that arise.

There are useful meetings between link leaders and middle managers to track the performance of groups of pupils according to their targets and arrange appropriate interventions to address underachievement. However, in the 2013-2014 academic year, these meetings were not conducted frequently enough to ensure a focus on pupils' achievement. Minutes of middle managers' meetings include appropriate standing items but most of them do not focus sufficiently on improving the quality of teaching. In addition, no action points arise from these meetings. These shortcomings limit middle leaders' accountability and ability to improve performance in their departments.

The school has a suitable performance management system and senior leaders have challenged cases of underperformance among staff appropriately. However, the scope of performance management targets is not wide enough as many of them do not focus on the school's main priorities.

The school has responded appropriately to national priorities. During recent years, the curriculum in key stage 4 and the sixth form has been transformed in order to offer more suitable provision to pupils. The school is beginning to take valid steps to respond to developments related to literacy and numeracy and reducing the effect of deprivation on pupils' achievement.

The governing body gives the school firm support in addition to challenging it to improve important areas. Specific members have beneficial links with departments. As a result of these and presentations on performance data by the senior leadership team, governors have an appropriate understanding of the school's strengths and the most important areas to be improved.

### **Improving quality: Unsatisfactory**

The headteacher has established robust arrangements to review performance and plan for improvement. An example of this is the useful programme for reviewing the performance of departments, in which the senior leadership team evaluate lessons, analyse data, scrutinise books and collect pupils' opinion. These reviews provide suitable information about the performance of departments. However, leaders on all levels have too generous an impression of important aspects such as the quality of teaching and standards of achievement.

The self-evaluation report is a comprehensive document that judges the school's work against the common inspection framework. However, in general, a minority of comments are too generous or vague. The majority of leaders identify many of the important areas to be improved. However, leaders do not place enough focus on improving the quality and consistency of teaching and raising standards. The school's performance is analysed in detail against previous attainment but leaders on all levels do not give enough consideration to comparisons with similar schools.

The school receives useful reports from external agencies on important aspects such as literacy and numeracy but not enough use is made of these reports' recommendations to prioritise and plan for improvement. There is an effective system for hearing the pupil's voice at the school. The school has collected the opinions of parents and carers about provision in the past but this has not been developed into regular practice.

Many middle managers analyse performance within their departments appropriately. The monitoring and evaluation calendar contains suitable opportunities for departments to evaluate lessons and scrutinise pupils' work. However, the recommendations that arise from the self-evaluation processes are not powerful and thorough enough and they do not address important weaknesses that have been identified.

The school development plan includes priorities that arise appropriately from the school's self-evaluation. However, actions are not detailed enough and there are no suitable measurable targets for many of the priorities.

Although the school development plan and departmental plans indicate that it is necessary to improve the quality of teaching and learning in order to meet all pupils' needs, there is no detailed focus on these areas and there is inconsistency in the implementation. In general, activities to address the priorities are too superficial.

Neither the whole-school nor departmental improvement plans identify specific milestones for monitoring progress effectively. This means that the effect of plans is not reviewed regularly and thoroughly enough.

Although the school has responded to each one of the recommendations from the last inspection, they have not made enough progress against the important recommendations of improving teaching and strengthening planning for improvement.

### **Partnership working: Good**

The school has a range of successful partnerships that enrich and expand pupils' experiences.

The close and supportive relationship with parents has a beneficial effect on pupils' wellbeing. The school uses a range of digital communication methods effectively to ensure that parents are aware of the school's activities, procedures and successes.

Useful transition arrangements with its partner schools provide beneficial activities for pupils, for example creating a 'Science Passport' and transition days for Year 5 and Year 6. As a result, pupils settle successfully at the school. Arrangements for transferring pastoral information help the school to ensure beneficial support for the most vulnerable pupils and latecomers to the school.

Valuable partnerships within the 'Project Board' expand the curriculum for pupils aged between 14-19 years. The school has thorough procedures to ensure the quality of courses that are provided in partnership.

The school has fostered effective partnerships with the community by working closely with local employers to provide valuable work experience for pupils. Partnerships with Aberystwyth University provide beneficial experiences for staff and pupils.

### **Resource management: Unsatisfactory**

The school has staff who have suitable qualifications to teach the curriculum. It has established working parties to improve performance in Welsh, English and mathematics. However, their effect on improving standards is inconsistent. Staff receive useful opportunities for professional development. However, there are not enough opportunities for them to develop their teaching skills.

The school plans for using the pupil deprivation grant appropriately. As a result, the school's 'Refuge' gives valuable support to disadvantaged children. This has had a strong effect on the attendance and participation of pupils who are eligible for free school meals.

The school's budget is managed carefully by the headteacher and the administrative officer. Careful monitoring, planning and management have led to a healthy financial situation. Governors have a relevant input to ensure expenditure on the school's strategic priorities. The school co-operates successfully within the '14-19 Project Board' and, as a result, the sixth form is cost-effective.

In light of the unsatisfactory standards, the school provides unsatisfactory value for money.

## Appendix 1

### Commentary on performance data

In key stage 3, the proportion of pupils who achieve the core subject indicator has increased over the last four years. Apart from in 2014, performance has placed the school in the upper 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals. Since 2013, performance in this indicator has been lower than the average for the family of schools.

Over the same period, there has been some progress in the core subjects individually. Performance in Welsh at level 5 or higher in key stage 3 has been higher than the average for the family during the last four years. This performance has placed the school among the upper 50% of similar schools during the same period. In 2014, performance in English at level 5 is higher than the average for the family, after two years of being lower than the family. However, performance since 2013 places the school in the lower 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals. Performance in mathematics at level 5 or higher has improved a little over recent years but has been lower than the average for the family in three of the last four years. This year, performance has placed the school in the bottom 25% of similar schools. Performance in science at level 5 or higher has increased but has been lower than the average for the family during recent years. In three of the last four years, performance has placed the school in the lower 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals.

Performance at level 6 or higher in Welsh has been better than the average for the family in three of the last four years. Since 2012, it has placed the school among the top 25% of similar schools in terms of the percentage of pupils who are eligible for free school meals. In 2014, performance at level 6 or higher in English is higher than the average for the family. However, performance places the school in the lower 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals. In 2014, performance at level 6 or higher is above the average for the family. During the last two years, performance at level 6 or higher in mathematics has placed the school in the lower 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals. Performance in 2014 is above the average for the family. In 2014, performance at level 6 or higher in science is above the average for the family. Performance in the last two years has placed the school in the lower 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals.

Although performance in key stage 4 in a majority of indicators has increased during the last four years, the school continues to be lower than the performance of similar schools. In 2014, performance in all indicators is below the average for the family. The school's performance in many indicators places the school in the bottom 25% of similar schools in terms of the percentage of pupils who are eligible for free school meals.

The school's performance in the indicator that includes 5 GCSEs at grades A\*-C including English or Welsh and mathematics has increased a little since 2011. However, in 2014, performance has declined in comparison with that in 2013. The school's performance in this indicator was at its highest in 2013, and the school was in the top 25% of similar schools in terms of the percentage of pupils who are eligible for free school meals and higher than the average for the family. However, except in 2013, performance in this indicator over recent years has placed the school in the bottom 25% of similar schools and has been lower than the average for the family.

Over the last four years, performance at the level 2 threshold has increased considerably. However, performance in 2014 places the school in the lower 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals. Performance is lower than the average for the family for the fourth year running.

Over the last four years, the proportion of pupils who gain A\*-C grades in English or Welsh, mathematics and science in combination has been inconsistent. Performance in 2014 is a little better than in 2011. The best performance was seen in 2013, when the school was among the top 25% of similar schools and above the average for the family. However, apart from in 2013, the school's performance has placed it among the lower 50% of similar schools in terms of the percentage of pupils who are eligible for free school meals and has been lower than the average for the family.

Performance at the level 1 threshold has remained consistent since 2012. Since 2013, performance has placed the school in the lower 50% of similar schools and has been lower than the average for the family. Performance in the wider average capped points score has improved considerably since 2011 but has been lower than the average for the family over this period. Performance has placed the school in the lower 50% of similar schools in three of the last four years.

Overall, performance in English at level 2 has declined since 2011. Performance has placed the school in the lower 50% of similar schools during three of the last four years and has been lower than the average for the family every year except 2013. In 2014, performance in Welsh places the school in the bottom 25% of similar schools after a long period in the upper 50%. In 2012 and 2014, performance was lower than the average for the family. Performance in science at level 2 has varied from year to year. During the last three years, performance has placed the school in the lower 50% of similar schools and has been lower than the average for the family. Performance in mathematics has improved since 2011; however, except in 2013, performance has placed the school in the bottom 25% of similar schools and has been lower than the average for the family.

During the last four years, all students in the sixth form attained the level 3 threshold. During this period, the sixth form's wider average points score has increased. In 2014, the school's performance is above the average for the family for the first time.

After Year 11, nearly all pupils remain in full-time education, employment or training. This is above the national average.

In key stage 3 and key stage 4, there is a gap in boys' performance in a minority of indicators, especially the indicators that include Welsh or English. However, in key stage 4, there is no significant gap between the performance of boys and girls in a minority of indicators, as both girls and boys underachieve.

It is not possible to identify a significant pattern of increase in the performance of pupils who are eligible for free school meals because of the comparatively small numbers of these pupils in every year. In key stage 3, overall, pupils' performance in a range of indicators is positive. However, in key stage 4, performance varies from year to year. After a downward trend in 2013, the percentage of this group of pupils who gained the level 2 threshold including Welsh or English and mathematics increased considerably in 2013. However, unverified data for 2014 indicates that performance in this indicator has decreased considerably. There was a similar pattern in the level 2 threshold and the core subject indicator. Up to 2013, the performance of this group of pupils in the capped points score has increased well. During 2013, the performance of pupils who are eligible for free school meals in the level 2 threshold for English and Welsh was very good and has increased considerably on performance in 2012. However, unverified data for 2014 indicates that there is a considerable decline in pupils' performance in this indicator. There was also a similar picture in mathematics and science.

In general, apart from in 2013, pupils do not make enough progress during their time at the school.



## Appendix 2

### Stakeholder satisfaction report

#### Responses to the learner questionnaire

Denotes the benchmark –this is a total of all responses to date 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	155		81 52%	70 45%	3 2%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			44%	52%	3%	1%	
The school deals well with any bullying	155		51 33%	81 52%	18 12%	5 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			26%	58%	14%	2%	
I have someone to talk to if I am worried	155		58 37%	81 52%	14 9%	2 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	155		29 19%	95 61%	27 17%	4 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			23%	57%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	155		67 43%	62 40%	20 13%	6 4%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			45%	45%	9%	2%	
I am doing well at school	155		51 33%	90 58%	13 8%	1 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	155		67 43%	75 48%	6 4%	7 5%	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	155		27 17%	83 54%	31 20%	14 9%	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	154		76 49%	66 43%	9 6%	3 2%	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	155		17 11%	98 63%	33 21%	7 5%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			10%	57%	27%	6%	
Staff treat all pupils fairly and with respect	154		49 32%	81 53%	16 10%	8 5%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			29%	50%	17%	4%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest		154	31 20%	79 51%	33 21%	11 7%	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		153	57 37%	83 54%	12 8%	1 1%	Rwy'n cael fy annog i wneud pethau drosod 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		155	58 37%	78 50%	16 10%	3 2%	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		155	59 38%	83 54%	7 5%	6 4%	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		155	55 35%	84 54%	11 7%	5 3%	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		67	23 34%	30 45%	9 13%	5 7%	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%	15%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form		40	6 15%	21 52%	9 22%	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 the parent questionnaire

Denotes the benchmark –this is a total of all responses to date 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.	166	103 62%	60 36%	2 1%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	167	102 61%	63 38%	2 1%	0 0%	0	Mae fy mhlentyn yn hoffi'r ysgol hon.
		46%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	166	107 64%	56 34%	2 1%	0 0%	1	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.	167	91 54%	68 41%	6 4%	1 1%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		44%	48%	4%	1%		
Pupils behave well in school.	167	64 38%	76 46%	8 5%	1 1%	18	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	167	77 46%	78 47%	8 5%	0 0%	4	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	167	94 56%	69 41%	0 0%	0 0%	4	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.	167	76 46%	81 49%	6 4%	0 0%	4	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%	54%	8%	2%		
Staff treat all children fairly and with respect.	167	79 47%	64 38%	7 4%	3 2%	14	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.	166	87 52%	60 36%	8 5%	0 0%	11	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.	166	93 56%	67 40%	2 1%	0 0%	4	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'.	160	74 46%	60 38%	7 4%	2 1%	17	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.	166	61 37%	85 51%	11 7%	3 2%	6	Rwy'n cael gwybodaeth yson am gynnydd fy mhlentyn.
		33%	50%	11%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	167	82 49%	72 43%	9 5%	0 0%	4	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.	167	56 34%	89 53%	7 4%	1 1%	14	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.	166	75 45%	81 49%	3 2%	1 1%	6	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.	159	47 30%	76 48%	6 4%	4 3%	26	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.	165	72 44%	82 50%	8 5%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	50%	9%	2%		
The school is well run.	165	94 57%	63 38%	3 2%	0 0%	5	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

## Appendix 3

### The inspection team

Catherine Evans	Reporting Inspector
Glyn Griffiths	Team Inspector
Meinir Rees	Team Inspector
Ceri Jones	Team Inspector
Vaughan Williams	Team Inspector
David Jenkins	Lay Inspector
Trystan Edwards	Peer Inspector
Owain Jones	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.