



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ysgol Rhosnesni
Rhosnesni Lane
Wrexham
LL13 9ET**

Date of inspection: March 2013

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**



During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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

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

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Context

Rhosnesni High School is an English-medium 11 to 16 mixed comprehensive school maintained by Wrexham County Borough Council. The school is situated in the east of Wrexham and draws from seven feeder primary schools. The number of pupils has decreased from 1,150 at the time of the last inspection to 980.

Around 24% of pupils are eligible for free school meals, which is higher than the national average of 17.4%. Around 23.7% of pupils live in the 20% most deprived areas of Wales. Pupils entering the school are drawn from the full range of socio-economic backgrounds and represent the full range of ability. Around 16% have a special educational need. This figure is lower than the national average of 18.6%. The school has resourced provision for pupils with both specific and moderate learning difficulties and around 4% of pupils have statements of special educational needs. This figure is higher than the average of 2.6% for Wales as a whole.

There are around 60 more boys than girls in the school. Around 11% of pupils receive support to learn English as an additional language, and around 7% of pupils come from a minority ethnic background. No pupil speaks Welsh as a first language or to an equivalent standard.

The headteacher took up his post in September 2008 and a new deputy headteacher started in September 2011.

The individual school budget per pupil for Rhosnesni High School in 2012-2013 means that the budget is £4,527 per pupil. The maximum per pupil in the secondary schools in Wrexham is £4,871 and the minimum is £4,182. Rhosnesni High School is fifth out of the nine secondary schools in Wrexham in terms of its school budget per pupil.

Summary

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

Current performance

Current performance is judged to be unsatisfactory because:

- there are too many examples of poor behaviour across the school and fixed term exclusions are too high;
- there are important shortcomings in many lessons and pupils do not make enough progress in developing their literacy skills;
- the school's performance at key stage 3 in many indicators is below that of similar schools;
- the performance of pupils entitled to free school meals in key stage 3 and in key stage 4 in indicators that include core subjects is below that of similar schools;
- the performance of boys across the school in indicators that include the core subjects is below the average for similar schools;
- standards of literacy across the school are generally poor;
- almost two-thirds of the teaching is not good enough; and
- during the inspection week attendance and punctuality were not good enough.

Prospects for improvement

Prospects for improvement are unsatisfactory because:

- progress in improving standards and progress in lessons is too slow;
- strategies to address poor behaviour are largely ineffective;
- there is too much variation in the quality of leadership and management at both senior and middle level;
- the quality of whole school and departmental self-evaluation lacks rigour and consistency in identifying important areas for improvement;
- the governing body have an insecure knowledge of the challenges that face the school, and
- the school has not made enough sustained progress in addressing most of the recommendations from the last inspection report.

Recommendations

- R1 Improve the performance of pupils entitled to free school meals and boys across the school
- R2 Improve standards of literacy and bilingualism across the school
- R3 Improve behaviour across the school, address bullying more effectively and reduce fixed term exclusion rates
- R4 Improve attendance rates and punctuality
- R5 Improve the quality of teaching, learning and the effectiveness of assessment across the school
- R6 Improve the accountability of staff across the school through rigorous and clear line management processes and evaluate its impact on standards, behaviour and the wellbeing of pupils
- R7 Ensure that senior and middle leaders are clear about their responsibility for improving the quality of teaching, learning and assessment
- R8 Ensure that performance management processes are effective in improving standards, quality of teaching and learning and behaviour across the school
- R9 Ensure that there is a more positive ethos and culture across the school to support learning and improve behaviour
- R10 Develop the role of the governing body to ensure that they have a better understanding of school performance, particularly in relation to standards and behaviour

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion, that special measures are required in relation to this school. The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress on a termly basis.

Main findings

Key Question 1: How good are outcomes?

Unsatisfactory

Standards: Unsatisfactory

Despite improvements in performance at key stage 3 and key stage 4, the majority of pupils do not make enough progress developing their reading and writing skills in lessons. In addition, boys and pupils entitled to free school meals make particularly poor progress.

At key stage 3 over the past three years, there has been evidence of improvement in performance. However, performance in many indicators is still below that of similar schools.

The performance of pupils entitled to free school meals in key stage 3 is lower than the average for similar schools. Pupils entitled to free school meals do almost half as well as pupils who are not entitled to free school meals. There is also a greater difference between the performance of girls and boys, with boys underperforming when compared with boys in similar schools in the indicator that considers performance in the core subjects combined.

At key stage 4, the overall performance of pupils in all key indicators in 2012 improved on the previous year and placed the school in the top 50% of similar schools based on free school meal entitlement. Performance in English, mathematics and science individually also placed the school in the top 50% when compared with the family of similar schools in 2012. However, in spite of this, performance in English at level 2 has been below the family average for five years.

In a few important indicators at key stage 4, the difference between the performance of pupils eligible for free school meals and other pupils is greater than in similar schools.

During the last two years, at key stage 4, the performance of boys in the level 2 threshold including English and mathematics and the indicator that considers performance in the combined core subjects is below the average for similar schools.

By the end of key stage 4, pupils make less than the expected progress from previous key stages.

The number of pupils leaving school without a qualification has declined and in 2012 it was better than the national average, with no pupil failing to gain a recognised qualification. The percentage of pupils who left school at age 16 and are not recorded as being in education, employment and training is better than the local authority and Wales averages.

Pupils with additional learning needs make appropriate progress relative to their ability.

Pupils make insufficient progress in each key stage in acquiring the skills and knowledge needed to move on to the next stage of learning. In a few lessons pupils develop secure knowledge and understanding of new topics, and develop appropriate skills. In these lessons pupils work diligently to develop their literacy skills. They listen attentively and make good oral contributions. They write to an appropriate standard. They can read and access a wide range of text effectively when researching assignments.

However, there are important shortcomings in many lessons. In these cases, pupils of all abilities make slow progress. While the minority listen attentively, they provide limited oral responses and lack fluency and confidence particularly where they are provided with insufficient challenge. Pupils, particularly boys, often have weak reading skills.

In other lessons pupils of all abilities, but particularly boys, have poor standards of handwriting, weak presentation skills and difficulties with spelling, punctuation and grammar. They often have an insecure understanding of technical terms. They often have an incomplete and disorganised record and a limited understanding of their work.

In a few cases pupils are unable to fully understand the worksheet task because of their limited reading strategies and fail to answer assignments successfully. In other lessons, pupils engage in repetitive, unchallenging tasks and make very slow progress. A minority make unsatisfactory progress in learning because of poor attendance or the disruptive behaviour of other pupils. In these classes, pupils have difficulty in completing their work and stray off task too easily and demonstrate poor literacy skills.

In Welsh second language at key stage 3, performance has declined over three years and in 2012 placed the school in the lower 50% of similar schools based on free school meal eligibility.

At key stage 4, many pupils take a qualification in Welsh second language and the majority achieve a level 2 qualification. The number of pupils who follow the full course in Welsh second language is low and decreasing, although most of these pupils make good progress relative to their ability.

Wellbeing: Unsatisfactory

Overall, pupils develop a sound awareness of the importance of healthy lifestyles and the benefits of regular exercise. Participation rates in extra-curricular sporting activities are satisfactory. Many pupils have an awareness of the benefits of a healthy diet and access healthy eating options in the canteen appropriately.

A minority of pupils do not behave well enough in lessons and around the school. Their behaviour has a negative impact on their own progress and that of others. A very few pupils do not show respect to their teachers or to their peers. These pupils show little interest in their work, and have negative attitudes to learning.

A few pupils do not feel safe in school and the school does not deal effectively with bullying. Fixed term exclusions are high. This has a negative impact on the progress that these and other pupils make.

A minority of pupils do not arrive punctually to lessons and registration periods. Attendance rates over the past three years have improved but attendance rates in a minority of lessons during the inspection week were not good enough. School strategies to improve attendance to a consistently high level have not been effective enough.

The school council gives pupils worthwhile opportunities to express their view about the work of the school and to be involved in decision-making such as initiating improvements to toilet areas. However, the school council does not have enough opportunities to influence issues such as the curriculum or aspects of teaching and learning.

Most pupils in key stage 4 take part in useful work experience and this helps them to develop their social and life skills. Older pupils act as peer mentors for younger pupils but the quality and impact of this support is limited.

Key Question 2: How good is provision?

Unsatisfactory

Learning experiences: Adequate

The school provides a curriculum that meets statutory requirements in key stage 3 and key stage 4. In key stage 4 there is a broad and balanced range of vocational and general courses.

Many of these courses and activities are offered through extensive collaboration with other providers. However, a minority of pupils miss about 20 minutes of lesson time in school a week in order to allow them to travel to the local college. This has a negative impact on the continuity of teaching and learning. The school organises catch-up sessions for pupils to compensate for this loss of teaching time, but these have a limited impact and there are too many gaps in pupils' notebooks.

The school has not sufficiently developed and co-ordinated links across the curriculum to ensure appropriate progression of pupils' literacy skills. Whole school literacy provision is limited, and pupils are not encouraged to develop and extend their reading and writing skills in many areas of the curriculum.

The school provides a range of intervention support programmes to meet the needs of pupils. More able pupils are provided with a useful programme of out of school activities that enhance their learning experiences. The school has recently introduced the Welsh Baccalaureate Qualification for these pupils. However, provision within lessons for more able pupils is weak overall.

There is a varied extra-curricular programme that offers worthwhile opportunities to enhance pupils' learning experiences. Among these the eco committee is a selected group of pupils who have worked successfully to gain the Green Flag on two occasions for environmental initiatives within the school and the local community. The school successfully promotes education for sustainable development and global citizenship issues through the school newsletter and has organised a fair trade school audit and annual sustainable development and international days to raise awareness of environmental issues.

Pupils have appropriate opportunities to further develop their understanding of Welsh culture within the curriculum, including participation in an annual Eisteddfod. However, the school has made slow progress in developing the Welsh dimension, particularly in developing pupils' Welsh language skills.

Teaching: Unsatisfactory

In only a few lessons is teaching good or better. In these lessons, activities build well on pupils' previous knowledge and understanding. Teachers plan challenging and stimulating activities which motivate pupils and enable them to make good progress in their learning. Teachers give pupils helpful thinking time, which enables them to develop detailed oral and written responses. Open-ended questions probe and extend pupils' understanding well. Teachers provide a range of useful opportunities for pupils to work independently and in groups.

However, in many lessons teaching is not good enough and has many shortcomings. In these lessons teacher expectations are too low. Pupils fail to make sufficient progress. Teachers do not question pupils effectively enough to extend their learning and understanding and planned learning activities do not challenge pupils sufficiently. In addition, activities do not always meet the needs of pupils well enough, particularly the most able and least able. The pace of learning is slow, teaching strategies are repetitive and pupils' skills, particularly literacy skills, and subject knowledge are under-developed. In a significant minority of lessons, teachers do not manage behaviour well enough and this also limits pupils' progress.

Teachers mark pupils' work regularly. However, there is too much inconsistency in the quality and rigour of marking and written feedback both between and within departments. In too many cases, the marking does not provide pupils with enough useful advice about how to improve on the standard of their work. When appropriate guidance is provided by the teacher, pupils rarely respond to the comments made or correct their work.

Pupils' progress is appropriately monitored across the school at individual, group and subject level through a relatively new whole school tracking system. This is a sophisticated system that has good potential, but is yet to have a full and sustained impact on standards. However, teachers do not make effective use of assessment data to plan and target actions. In a very few lessons, pupils have worthwhile opportunities to assess their own work and the work of their peers.

The school provides useful reports to parents. Most reports clearly identify strengths and set appropriate targets for improvement.

Care, support and guidance: Unsatisfactory

The curriculum, tutorial sessions and the assembly programme promote pupils' social, moral, spiritual and cultural development appropriately. Speakers from a variety of organisations, such as the police and the fire service, help to raise pupils' awareness of personal safety issues. The personal, social and health education programme provides helpful information for pupils on topics such as emotional wellbeing, drug and alcohol misuse and internet safety. While this programme helps pupils to adopt healthy lifestyles, it is less successful in addressing the poor behaviour of a minority of pupils.

The wide range of extra-curricular activities, with appropriate levels of participation, makes a suitable contribution to pupils' sporting, cultural and social development. The school works well with a range of external agencies and specialist services to meet the specific needs of individual pupils. The school gives pupils sound advice about option choices at key stage 4 and makes adjustments, where possible, to accommodate pupils' choices.

The school provides generally appropriate support for pupils with additional learning needs, and takes advice from specialist services and agencies where necessary. These pupils have access to all areas of the curriculum and take part in all aspects of school life. However, targets for pupils with additional learning needs are not matched well enough to the specific requirements of the individual pupils. There is insufficient co-ordination between additional learning needs and mainstream teachers to ensure more effective support for individual pupils.

The school has prepared suitable materials to support individual pupils' development in reading. A few pupils in Year 10 act as reading mentors and provide worthwhile additional opportunities for younger pupils to improve their reading. Suitable withdrawal programmes provide pupils with the weakest literacy skills with appropriate support. However, the school is not doing enough to help other pupils that would benefit from additional support to improve their literacy skills.

The 'Tegfan' withdrawal provision has multiple functions in order to address the needs of individual pupils. However, lack of a clear overarching strategy to the management of this room limits the effectiveness of use.

The school has appropriate policies for safeguarding. However, arrangements for safeguarding pupils have not always been applied successfully enough in school. This has resulted in a few pupils not feeling safe because of the poor behaviour of others. The school does not record and address incidents of bullying effectively enough. Overall, the school's arrangements for safeguarding pupils do not fully meet requirements.

Learning environment: Unsatisfactory

The learning environment is not good enough overall. This in part is because of the low expectations of a few staff, and difficulties with aspects of accommodation. The school aims to promote an inclusive and positive ethos and there are appropriate policies in place to guide work in this area. The contribution of the large number of pupils from a wide range of different cultural backgrounds is celebrated by the school. However, there are examples where the effectiveness of this work is negatively influenced by the lower expectations of specific groups of pupils by a few staff.

Classrooms are generally appropriately maintained and attractively decorated to provide a stimulating environment. However, in two of the teaching blocks, the heating system cannot be controlled effectively and this has a detrimental effect on teaching and learning. Toilet facilities are sufficient, but many of these are locked and access by pupils is restricted at certain times of the school day.

The school has appropriate resources to meet the curriculum. There is an attractive library with developing resources. The extensive school grounds are well used and maintained. The school has extensive sports facilities and these are of a good quality and provide pupils with a range of useful curricular and extracurricular experiences.

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

There are weaknesses in leadership and management at all levels. Overall, leaders and managers have not had enough impact on improving important areas such as standards, teaching and learning and pupil behaviour across the school. Leaders have reviewed and revised the statement of the school's vision and priorities, in consultation with staff and governors. They use data to interpret performance, set targets and monitor performance against them. This process is generally appropriate, although, in a few instances, targets are not challenging enough and expectations are too low.

At a senior leadership level there is a lack of clarity in roles and responsibilities for leading on important whole school developments in teaching and learning, and in holding staff to account. While the school has taken steps to raise awareness of the factors that contribute to improvements in teaching and learning, the impact of this initiative has not been evaluated sufficiently. The implementation of policy and practice in this area lacks coherence both within and between departments. There are inconsistencies in the way that work is set for pupils' different levels of ability and in the ways in which learners' classroom experiences are managed.

Senior leaders are linked with individual subject departments but there are too many inconsistencies in the ways in which they ensure a common understanding of priorities such as developments in literacy across subject areas. While there have been improvements in outcomes in key stage 4 in 2012, the pace of sustained improvement is too slow. Across both key stages leaders and managers have not succeeded in ensuring that the quality of teaching and learning is high enough. They have also not succeeded in addressing issues of poor pupil behaviour and weak classroom management.

Appropriate performance management arrangements are in place. However, the process has not been successful enough to bring about improvements in teaching and learning.

Systems of accountability are weak across the school. This has resulted in a wide variation in the quality of departmental leadership both within core subject areas and the wider curriculum.

The governing body fulfils its statutory obligations and takes account of relevant legislation and guidance. Governors have a satisfactory understanding of their roles and they organise their work through an appropriate range of committees. Governors are linked with subject departments. They are appropriately informed about school performance. However, they do not have a secure understanding of

the school's need to improve the performance of pupils who receive free school meals, the performance of boys and literacy across the school. This limits their capacity to hold leaders and managers to account. While governors monitor spending appropriately, their involvement in self-evaluation and development planning procedures is underdeveloped.

Strategies taken by leaders and managers to meet national priorities are inconsistent. Good progress has been made in reducing the proportion of pupils who leave school without any qualification and arrangements for transition are appropriate. However, steps taken to develop skills and literacy, and to counter the impact of disadvantage on outcomes, are less effective.

Improving quality: Unsatisfactory

The school's self-evaluation process is based on an appropriate timetable of activities. This includes lesson observations undertaken by senior and middle leaders, data analysis, reviews of pupils note books, and pupils' views. The self-evaluation report is a detailed and informative document and provides a comprehensive view of school provision and performance, which is overly descriptive at times. While the self-evaluation report records improvements the school has made, it often understates shortcomings. Whole-school evaluation of teaching, learning and assessment is overgenerous and there is insufficient identification of weak teaching and learning

Across the school, departmental self-evaluations and improvement plans are inconsistent in quality and content. In the best cases they clearly identify areas for improvement. However, too many are not fully completed and pay insufficient attention to key improvement priorities.

The school development plan identifies seven key priorities for improvement. However, implementation of the plan has been too slow and has not led to significant improvements in the quality of teaching and achievement and sustained improvement of standards in key stage 4. Overall, planning for improvement does not focus enough on identifying and using effective strategies to improve these important areas.

The majority of middle leaders understand the performance of their subject areas appropriately. However, there is too much inconsistency in how often and how rigorously middle leaders observe lessons, scrutinise pupils' work and promote improvement.

Most departments assess the quality of pupils' written work. However, they produce overly-positive reports on the quality of marking, feedback and assessment. As a result, many of these reports do not identify important areas for improvement in teaching and the assessment of pupils' progress.

The school has established useful working groups and strategies to focus on specific issues, but their work is at an early stage and there has been little impact on classroom practice. Overall, the school has not made enough progress in addressing important shortcomings, especially in teaching, learning and improving the behaviour of pupils.

The school has made limited progress in addressing key recommendations from the previous inspection. In particular, there has been slow progress in addressing the recommendations regarding the rigour and consistency of self-evaluation and the raising of achievement in key stage 4.

Partnership working: Adequate

The school has developed good partnership arrangements with a wide range of organisations and other providers. It has worked especially well with partners in the local 14-19 network, and has developed particularly effective partnerships with local further education (FE) colleges. These links have led to an improvement in the range of courses offered at key stage 4. The partnerships offer pupils a comprehensive range of learning experiences, including vocational courses, which widen the options available to them. However, transport arrangements with the local college result in pupils missing vital curriculum time in school.

Partnerships and working relationships with feeder primary schools are appropriate. The school works well in association with its feeder schools to provide a useful range of activities and informative events to make sure that there is appropriate continuity and progression from primary schools. They are developing effective arrangements with feeder primary schools. There is a focus on identifying individual pupil needs and arranging appropriate support during their transition to the school, although joint working to improve pupils' literacy and numeracy skills is weaker.

The school has developed a range of effective partnerships with support agencies, parents and community groups. These provide beneficial support in most cases for vulnerable pupils.

Resource management: Unsatisfactory

The school has suitable levels of qualified and experienced staff. Job descriptions are generally appropriate and staff are deployed appropriately. Staff support pupils with hearing impairment effectively. Pupils generally benefit from an appropriate range of text books and classroom equipment. In a few important whole school areas of responsibility, where aspects of the work are in some cases shared by up to three different teachers, there is a lack of clarity and unclear lines of accountability.

Performance management arrangements and provision for staff development are functional. However, the school has not been effective enough in eliminating the shortcomings in teaching.

The budget is well managed. The school regularly pursues grants and additional funding from outside bodies. However, it has not evaluated the detailed impact of the use of this additional funding from grants well enough to inform future planning and to raise pupils' standards.

Taking into account the unsatisfactory standards, the school provides unsatisfactory value for money.

Appendix 1

Commentary on performance data

At key stage 3, performance in the core subject indicator has improved over the last three years, although there was a dip in 2011. Despite this improvement, performance in this indicator during three of the last four years has been lower than the average for the family of schools. It has also placed the school in the lower 50% of similar schools for the past two years.

Performance in English has improved over the last three years, although there was a dip in 2011. In 2012, performance at level 5 or above in this indicator was lower than the average for the family of similar schools and placed the school in the lowest 25% of similar schools based on free school meal entitlement for the second year in a row. Performance in English at level 6 or above has declined over three years and has been below the family average for the last four years.

Performance in mathematics has improved over the last three years, although there was a dip in 2011. In 2012, performance was slightly higher than the family average and placed the school in the top 50% of similar schools for the fourth year in a row. Performance in mathematics at level 6 or above has been variable and below the average for the family of schools during the last four years. However, performance at level 7 or above has been much stronger and above the average for the family of schools for two of the last four years.

Performance in science has shown a steady improvement over the last three years. However, in 2012, performance was lower than the family average. During the last two years, performance in this indicator has also placed the school in the lower 50% of similar schools based on free school meal eligibility. Performance at level 6 or above has improved slightly over three years, but in 2012 was below the family average.

Performance in the non-core subjects in level 5 or above has shown a general improvement over the last four years. However, in 2012, performance in every non-core subject, other than ICT, placed the school in the lower 50% of similar schools based on free school meal eligibility.

The performance of pupils entitled to free school meals in key stage 3 is lower than the average for similar schools and is almost half the rate of other pupils who are not entitled to free school meals. There is also a greater difference between the relative performance of girls and boys, with boys underperforming in comparison with boys in similar schools in the indicator that considers performance in the core subjects combined.

At key stage 4, the trend in performance in the level 2 threshold including English and mathematics has fluctuated over the past three years with a decline in 2011. In 2012, performance placed the school in the top 50% of similar schools based on free school meal eligibility and very close to the family average. The trend of performance in the core subject indicator also shows a fluctuating picture over three years, with a marked decline in 2011. In 2012, the school was in the top 25% of similar schools for this indicator

Performance in the capped points score also shows a fluctuating performance over three years and was slightly above the family average for 2012. Performance in the level 1 threshold over three years shows an improving trend and in 2012 it was above the family average. Performance in these indicators in 2012 also placed the school in the top 50% of similar schools based on free school meal eligibility. In 2012, performance in English, mathematics and science individually placed the school in the top 50% of similar schools based on free school meal eligibility. However, performance in English has been below the family average for five years.

In a few important indicators at key stage 4, the difference between the performance of pupils eligible for free school meals and other pupils is much greater than in similar schools.

Pupils with additional learning needs make appropriate progress relative to their ability.

The percentage of pupils leaving school without a qualification has decreased and in 2012 it was better than the national average, with no pupil failing to gain a qualification.

The percentage of pupils who left school at age 16 and are not recorded as being in education, employment and training is better than the local authority and Wales averages.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Estyn received responses from 244 learners, selected at random from across the age range. Although learners gave positive or very positive responses to many questions, a few responses were not as positive as those from learners in other secondary schools.

Most learners state that they feel safe in school and many indicate that they have someone to turn to if they have any concerns. Many believe that the school deals well with bullying. However, a significant minority do not believe that pupils behave well so that they can get on with their work, which is a higher proportion than that found in other secondary schools.

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

Many learners confirm that members of the staff treat them fairly and with respect. Most learners say that the school helps them to understand and respect people from other backgrounds. Many learners feel that the school takes account of their views.

Responses to parent questionnaires

Estyn received 60 responses to the parent questionnaire.

Most parents are satisfied with the school and say that it is well run. Most state that their children are safe and like the school. Most parents indicate that their children were helped to settle in well when they started school. Most also say that their children are encouraged to be healthy. Many consider that there is a good range of activities. Most feel comfortable about approaching the school to discuss matters about their child's education and wellbeing.

Most parents believe that their children are making good progress. Most consider that staff expectations and teaching are good. Many parents feel that their children receive appropriate additional support where necessary and that many staff treat their children fairly and with respect. Most parents believe that the school helps their children to become more mature and many believe that the school prepares their children well for moving on to the next school or college and work.

Many parents feel well informed about their children's progress and say that homework reinforces learning. A minority of parents do not believe that pupils behave well in school.

Appendix 3

The inspection team

Gareth Wyn Jones	Reporting Inspector
Mark Evans	Team Inspector
Edward Harris	Team Inspector
Marc Belli	Team Inspector
Gill Sims	Team Inspector
Julie Price	Lay Inspector
Rebecca Collins	Peer Inspector
Nic Harrison	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents a volume of learning equivalent to five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.
Level 2 threshold including English or Welsh first language and mathematics	This represents a volume of learning equivalent to five GCSEs at grade A* to C including English or Welsh first language and mathematics.
Level 2 threshold	This represents a volume of learning equivalent to five GCSEs at grade A* to C.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This represents a volume of learning equivalent to two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
All-Wales Core Data sets	Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.