



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

**King Henry VIII Comprehensive School
Old Hereford Road
Abergavenny
Monmouthshire
NP7 6EP**

Date of inspection: December 2014

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

King Henry VIII Comprehensive School is an 11 to 18 mixed community school maintained by Monmouthshire local authority. There are currently 978 pupils on roll, including 167 in the sixth form. This compares with 1,073, including 175 in the sixth form, at the time of the previous inspection in May 2011.

The school serves the town of Abergavenny and the surrounding rural area. Around 14.7% of the pupils are eligible for free school meals compared to the national average of 17.4%.

Nearly all pupils are from English speaking homes. Less than 1% of pupils receive support for English as an additional language. Thirteen percent of pupils have special educational needs, which is significantly lower than the national average of 20.1%. Fewer than one percent of pupils have a statement of special educational need which is lower than the national average of 2.4%.

The current headteacher has been in post since September 2014. The senior leadership team consists of the headteacher, deputy headteacher and four assistant headteachers.

The individual school budget per pupil for King Henry VIII Comprehensive School in 2014-2015 is £4,619 per pupil. The maximum per pupil in the secondary schools in Monmouthshire is £4,789 and the minimum is £4,092. King Henry VIII Comprehensive School is third out of the four secondary schools in Monmouthshire in terms of its school budget per pupil.

Summary

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

Current performance

The good features of the school's work include:

- an improvement in pupils' performance in all key indicators at key stage 3 and key stage 4 in 2014;
- pupils' achievement in English at key stage 4;
- the ability of many pupils to write at length across a range of subjects;
- pupils' positive attitude to learning; and
- pupils' very good behaviour in lessons and around the school.

However, current performance is judged as adequate because:

- pupils' performance at key stage 3 and key stage 4 does not compare well with that of similar schools;
- a minority of pupils are not able to use literacy or numeracy skills effectively across the curriculum;
- in a minority of lessons pupils make insufficient progress; and
- attendance is below expectations and does not compare favourably with that of similar schools.

Prospects for improvement

The school's prospects for improvement are judged as adequate because:

- in 2014, there was an improvement in performance at key stage 3 and key stage 4;
- the headteacher communicates clearly her vision for the school and, together with the deputy headteacher, provides strong leadership;
- the leadership team has worked well to develop a consistent focus on improving levels of accountability, outcomes and expectations;
- governors provide robust challenge; and
- leaders have worked effectively to introduce systems and structures to improve provision.

However:

- although recently there has been an improvement in performance, leadership has not secured sustained improvement;
- limited progress has been made addressing key recommendations from the previous inspection, such as most indicators placing the school in the lower 50% of similar schools and the literacy and numeracy framework not being

implemented well enough; and

- there is too much variation in the quality and rigour of self-evaluation and improvement planning across departments.

Recommendations

R1 Raise standards at key stage 3 and key stage 4

R2 Develop pupils' literacy and numeracy skills across the curriculum

R3 Strengthen leadership, particularly middle leadership, to provide more rigour and challenge to secure sustained improvements in pupils' standards

R4 Strengthen the rigour and effectiveness of self-evaluation and improvement planning

R5 Improve attendance

What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Standards at key stage 4 have declined sharply in 2012 and there was only a slight improvement in 2013. However, in 2014, there was an improvement in performance, particularly in those key indicators that include English and mathematics.

In 2014, performance in those indicators that include English and mathematics improved and was equal to the average for the family of schools. However, this performance still places the school in the lower 50% of similar schools based on free school meal eligibility. In 2014, performance in other indicators that include a wider range of qualifications also improved. Despite this improvement, for performance in this indicator the school remains in the bottom 25% of similar schools based on free school meal eligibility.

Pupils' performance in English at key stage 4 increased significantly in 2014 and places the school in the upper 50% of similar schools and above the average for its family of schools. Although performance in mathematics has improved over the last three years, the school remains in the bottom 25% of similar schools. Performance in science has improved in 2014, although this performance is still significantly below the family average and places the school in the bottom 25% of similar schools.

Progress made by pupils from key stage 2 to the end of key stage 4 in many indicators is generally below estimated performance.

In key stage 3, the proportion of pupils gaining the core subject indicator has been variable over the last three years. Despite improvement, performance in this indicator still places the school in the bottom 25% of similar schools based on free school meal eligibility.

Pupils with additional learning needs generally achieve in line with their ability. Over the last three years the performance of pupils eligible for free school meals has improved in the level 1 and level 2 threshold indicators in key stage 4 and compares well with the family average. In key stage 3, the performance of pupils eligible for free school meals has been variable in the core subject indicator. In 2014, unverified school data shows that the performance of these pupils has improved significantly. In key stage 4, the performance of pupils eligible for free school meals has yet to reach the level of performance of 2011, although unverified data for 2014 shows an increase and is set to equal the performance of pupils three years ago.

Performance at post-16 has been variable. In 2014, the percentage of sixth-form students who achieved the level 3 threshold is lower than the family and Wales averages. Although the average wider points score has improved in the last three years it remains below the average for similar schools and Wales.

In a majority of lessons, pupils make good progress, applying their thinking skills when connecting new topics and information to prior learning. However, in a minority of lessons where there is insufficient challenge pupils do not make enough progress.

Many pupils listen well to the teacher's instructions and to contributions from their peers to class discussions. They make good use of subject specific terminology and use a wide vocabulary.

The majority of pupils are confident and accurate readers. They have good pronunciation and make inferences between texts. They read a range of information and sources, summarise or sort information well and draw valid conclusions.

Many pupils across the ability range write well. They understand the purpose of the writing task and their target audience and their style of writing is refined and well organised. A majority of pupils redraft their work well and proof read to amend spelling or punctuation errors. Where pupils are given the opportunity, their extended writing is well presented and detailed. However, a minority of pupils produce written work that is more restricted, and a few make frequent spelling or punctuation errors and have missing or incomplete work in their books.

Many pupils generally use a range of number skills well. Many pupils use their numerical reasoning skills well to identify appropriate strategies to complete tasks in a range of contexts. However, a few pupils lack the confidence to use and apply their numerical reasoning skills. Many pupils present and analyse data in different charts and graphs accurately.

The majority of pupils work well in pairs and small groups and remain focused throughout the task.

Pupils make good progress in developing their Welsh second language skills in key stage 3. Their performance at level 5 or above places the school in the upper 50% of similar schools in Wales. In 2014 nearly all key stage 4 pupils achieved at least a level 1 qualification in Welsh second language and a majority achieved a level 2 qualification.

Wellbeing: Adequate

Most pupils feel safe and well supported and most consider that the school deals well with any incidents of bullying. Many pupils understand the importance of a healthy lifestyle and regular exercise. Pupils' participation rates are high in a wide range of extra-curricular activities, including boxing and the sewing bee.

Most pupils have positive attitudes to their learning and behave well in lessons and around the school. Nearly all pupils are courteous and relate well to one another, to their teachers and to other adults.

Despite a general trend of improvement over the past four years, attendance rates place the school in the bottom 25% of similar schools and are below modelled expectations. The level of persistent absence has increased and is higher than local authority averages.

Many pupils are actively involved in school life and they give effective support to the local community, for example through participation in the senior citizens' Christmas party. The school has representatives in the Monmouthshire youth parliament and a representative in the British youth parliament. Many pupils develop their social and life skills effectively through the well planned personal, social and educational programme and their charity work.

The role of the school council is developing appropriately and they have been suitably involved in making decisions about school life. They contribute to the appointment of staff, and organise listening to learners' activities including the development of notice boards and developing classroom expectations. However, pupil involvement in how and what they learn is less well developed.

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

The school provides all pupils with a broad and balanced curriculum. It meets pupils' needs and builds systematically on previous work. At key stage 4 and in the sixth form, there is an appropriate selection of general and vocational courses. In the sixth form, the provision for the Welsh Baccalaureate Qualification affords students worthwhile opportunities to broaden their studies.

Extra-curricular provision is a valuable feature of the school. There is a wide range of well-attended sporting and other activities. These have a positive impact on pupils' achievement, wellbeing and attitudes to learning.

Currently, many Year 11 pupils have no Welsh lessons. Even though many of these pupils gained a level 2 qualification in Welsh second language in Year 10, only a few have the opportunity to build on this progress in Year 11. All pupils lack sufficient opportunities to practise and use their Welsh language skills outside their Welsh lessons. Pupils' understanding of Welsh culture and traditions is developed effectively through a range of subjects and extra-curricular activities, including an annual eisteddfod.

The school has made insufficient progress with integrating the national literacy and numeracy framework into its work, although a minority of subjects provide good opportunities for pupils to practise and improve their literacy and numeracy skills. An effective system of pupil tracking was introduced last year leading to accurate predictions of key stage 4 outcomes, and better identification of pupils who needed support with their literacy and numeracy skills. The school uses an appropriate range of intervention strategies well to meet the needs of individual learners. Underachievement is identified and challenged, and appropriate personalised interventions are discussed to ensure improvement in pupil outcomes.

The school makes an appropriate contribution to developing pupils' awareness of sustainability and global citizenship through work in many curriculum areas. Pupils have worked enthusiastically to support recycling and sustainability in the school.

Teaching: Adequate

In nearly all lessons, teachers have good subject knowledge and positive working relationships with pupils. In many lessons, teachers plan an effective range of activities and use resources well to engage and motivate pupils successfully. In these lessons, teachers set high expectations and tasks effectively challenge pupils of all abilities. Lessons are well planned and build effectively on pupils' previous knowledge and understanding. In particular, there is a strong focus on developing pupils' technical and subject specific language.

In a majority of lessons, teachers manage pupils and activities well to maintain appropriate pace and challenge in lessons. They use effective questioning techniques to test and develop pupils' thinking skills. In the majority of lessons, tasks presented are of good quality, match pupils' abilities well and allow them to work effectively in pairs and groups.

In a minority of lessons, teaching is less effective and does not meet the needs of all pupils. Teachers do not consolidate learning and there is insufficient challenge. Planning is not well structured, the pace is inappropriate and teaching does not build on pupils' knowledge, understanding and skills. In a few lessons, teachers talk for too long and reduce opportunities for pupils to develop their thinking or engage in meaningful discussion. As a result, pupils do not make enough progress.

Most teachers mark work regularly and in many cases, comments are informative. This is not consistent across the school and a minority of teachers do not provide pupils with enough guidance on how to improve their work. The school has developed a valuable system for collecting and recording pupil progress across both key stages. Senior and middle leaders use data well to identify both individuals and groups of pupils who are underachieving. They arrange good support for pupils who require further help to achieve their potential.

Annual reports to parents are comprehensive and provide information about each pupil's progress.

Care, support and guidance: Adequate

The school provides a safe, caring and friendly environment that supports pupils' wellbeing and personal development well. The school works effectively with a range of specialist agencies including the police and health professionals to supplement the personal, social and educational programme.

A range of learning experiences promotes pupils' moral, social and cultural development effectively. Assemblies and tutorial sessions provide valuable opportunities for pupils to reflect on their spiritual and moral development well. The school helps pupils to adopt healthy lifestyles and has appropriate arrangements to promote healthy eating and drinking. The school has introduced new systems to address pupil absence but it is too early to see the impact on attendance. Procedures to ensure high standards of behaviour by all pupils in the school are applied consistently by all staff.

The school works effectively with a wide range of external agencies and specialist services to meet and support the specific needs of individual pupils. The school provides a range of useful information for pupils and parents regarding options and career paths. Learning coaches and mentors provide pupils with valuable emotional and educational support.

The annual review process for pupils with special educational needs meets statutory requirements. Individual education plans identify learning targets for pupils and are available to staff. Specialist teachers and support assistants offer targeted support for individuals and groups of pupils. Appropriate systems ensure that parents of pupils with additional learning needs are kept well informed about their child's education.

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

Inspectors have drawn the school's attention to a specific issue relating to health and safety. The school has already identified the issue and is in the process of resolving it.

Learning environment: Good

The school is an inclusive community with a caring ethos. It celebrates and rewards success and achievement. The school promotes equality, diversity and partnership effectively through assemblies and the general work of the school. The school's motto of 'Respecting tradition, embracing the future' is successfully promoted and is evident in the culture of the school. Pupils with disabilities are able to access all areas of the school and are integrated very well into the life of the school.

The accommodation provides a positive environment for learning and most areas are well decorated. The school gymnasium, however, is in a poor state of repair with changing facilities for both boys and girls being dated. Toilet facilities throughout the school are clean and well-maintained. There are informative displays of pupils' work around the school, which provide a stimulating learning environment. The school grounds are well maintained and there are appropriate learning resources that enhance pupils' learning. The library is well resourced and used effectively by a wide range of pupils. This facility supports and encourages pupils both to read and research.

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

Since 2012, there has been a period of considerable instability at senior leadership level that has had a detrimental impact on standards. In September 2013, the school appointed a new deputy headteacher. Within a few weeks of her appointment, she took on the role of acting headteacher and worked effectively, with beneficial external support, to establish clear structures and processes to address the decline in standards and improve the quality of teaching. These processes introduced clearer accountability at all levels.

From September 2014, the newly-appointed headteacher has succeeded in communicating a clear vision to staff, pupils and parents focussing on raising standards and expectations. The headteacher and senior leadership team have clearly defined roles and responsibilities that cover the main areas of the school's work and these responsibilities are reasonably well distributed. Staff have confidence in the ability of the leadership team to bring about improvement. The result of this strong leadership is evident in improving standards in GCSE English and the level 2 threshold including English and mathematics in 2014. However, leadership has not had enough impact in improving attendance, ensuring consistency in teaching, assessment and skills development.

There are suitable line management arrangements in place in relation to ensuring accountability of middle leaders. These include regular meetings that lead, in a majority of cases, to identifying agreed actions. However, a minority of actions do not focus well enough on identifying key areas for improvement to improve pupils' standards, skills or strengthen the quality of teaching and assessment.

The senior leadership team has a clear view of which departments need targeted support and is beginning to challenge underperformance more robustly. However, there are inconsistencies in the rigour and degree of challenge to bring about sufficient improvement.

The majority of middle leaders understand their roles and carry out their responsibilities appropriately. Recent departmental meetings have a stronger focus on pupils' progress and are beginning to discuss aspects of teaching and sharing good practice. However, in a minority of departments, the outcomes of these meetings do not enable the head of department to hold teachers to account.

Many middle leaders refer to performance data in their areas of responsibility to monitor standards and inform appropriate interventions but a minority of middle leaders do not make enough use of data that compares performance with that of similar schools to identify trends and inform improvement planning.

Performance management is appropriate and linked well to professional development. Although performance management targets address many of the school's strategic priorities, the outcomes from many of these targets do not focus well enough on measuring the impact on improving standards or quality of provision.

The governing body are supportive of the school, the new headteacher and senior leadership team. They have a sound understanding of the strengths and areas for improvement. They receive helpful reports and presentations on the performance of the school and recently have a clearer understanding of data. They are beginning to challenge the school about underperformance. However, they do not have enough input into self-evaluation processes.

Improving quality: Unsatisfactory

Systems for self-evaluation and development planning have recently been re-introduced across the whole school. Senior leaders have implemented a self-evaluation cycle linked appropriately to the school's key priorities for improvement. Consequently, senior and middle leaders are beginning to have a very clear understanding of the strengths and areas for development in the school.

The school's self-evaluation report is detailed and links coherently with a relevant school improvement plan. The plan appropriately identifies key priorities for improvement which focus well on standards, quality of teaching, middle leadership and national priorities. Overall, while the whole-school self-evaluation process and improvement planning are suitable, it is too early to judge how effective they will be in bringing about sustained improvement over time.

Departmental self-evaluation has focused on data analysis and the identification of exactly what needs to be done to drive up standards. As such, data and observation of teaching and learning have driven the self-evaluation, with other important features having less focus and impact.

A detailed self-evaluation cycle now links key priorities for improvement. Middle leaders produce improvement plans that are rigorously assessed by the headteacher and are linked closely to whole school priorities. School and departmental improvement plans include key targets but lack appropriate detail regarding costings. Senior and middle leaders have a good understanding of pupil performance because of the robust system for monitoring and tracking pupil performance. However, a minority of actions do not focus well enough on identifying important areas for improvement. These include pupils' standards, skills and strengthening the quality of teaching and assessment.

The recent focus on improving the quality of teaching through the school's lesson observation cycle has resulted in an improvement in standards in a few areas. However, leaders have not been successful in bringing about improvements in teaching in a minority of lessons. Since the introduction of the lesson observation cycle, senior and middle leaders are beginning to use first-hand information to accurately evaluate performance. Detailed analysis of performance data at a whole school level, monitoring of pupils' work and listening to learners are a successful part of this process. The introduction of the school's self-evaluation calendar has helped to increase the level of accountability of teachers and middle leaders.

The self-evaluation process draws on a broad range of relevant evidence including the lesson observation cycle, external reviews of the school's progress and the views of pupils and parents. Despite recent improvements in English and the level 2 threshold including English and mathematics, there has been slower progress in improving standards in many other important indicators and attendance.

A growing culture of self-evaluation is starting to impact positively on standards and teaching. Despite this, self-evaluation arrangements and development planning processes are not yet effective in securing improvement across all areas of the school's work. Although useful interventions have recently been put in place to improve standards, the school has made limited progress in addressing key recommendations from the previous inspection. This is particularly the case in relation to improving standards, developing literacy skills and marking pupils' work.

Partnership working: Adequate

The school has developed valuable working relationships with a wide range of partners who make a successful contribution to improving standards and provision

for most pupils. These links are effective in promoting pupils' wellbeing and enhancing their learning experiences. There are appropriate links with parents and they are suitably informed about the school's work and their child's progress.

Strategic partnerships with the local authority, external advisers and other schools have helped the senior leadership team to set the strategic direction for the school, identify key priorities for improvement and implement change.

Partnerships with local schools and the college extend the range of courses available to key stage 4 and sixth-form pupils. Although not extensive, there are plans to develop these partnerships and extend the number of options available.

Partnerships with primary schools to support pupils' wellbeing and pastoral care are effective and transition arrangements ensure that pupils transfer into the school with confidence. However, curricular links are underdeveloped.

Resource management: Adequate

The school is appropriately staffed to meet the requirements of the curriculum and many staff are deployed well to teach in their area of expertise. Teaching staff are supported well by beneficial opportunities to improve their professional development by sharing good practice in teaching, coaching and mentoring through useful links with other schools. Continuous professional development draws well from school priorities and performance management targets for teaching staff. The school has conducted an audit of support staff skills with a view to deploying them more effectively to support learning. However, these staff do not have performance management or structured professional development to improve their effectiveness.

The school currently has a budget deficit. The headteacher is working well with the local authority to help reduce this and to agree an approved recovery process. The school is currently undertaking a rigorous review of staffing, curriculum priorities and costs. The school's spending decisions relate appropriately to priorities for improvement and national priorities through Welsh Government grants. Professional development activities are fully costed, but not whole-school and departmental improvement plans.

The Pupil Deprivation Grant for the current academic year focuses suitably on improving the outcomes and wellbeing of disadvantaged pupils.

Taking into account the adequate standards achieved by pupils, the school provides adequate 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 but has been below the average for its family of schools for two of the last three years. When compared with similar schools based on eligibility for free school meals, performance has placed the school in the bottom quarter for the last two years.

English performance at level 5 and above improved in 2014 and is similar to the family average. This improvement has placed the school in the lower half of similar schools based on eligibility for free school meals. Performance in English at level 6 and above improved significantly in 2014, although it remains below the family average. This improvement places the school in the upper half of similar schools based on free school meal eligibility. Mathematics performance at level 5 and above declined in 2013 and improved in 2014 but did not reach the performance of 2012. Despite this improvement it is well below the family average and in the bottom quarter of similar schools. However, at level 6 or above, performance in mathematics has improved in 2014 and is now above the family and Wales averages. Performance in science at level 5 or above has improved over last three years and has been above the family average for the last three years. Performance in science has placed the school in the lower half of similar schools for the last three years. At level 6 and above, performance in science has improved significantly in 2014, but it remains below the family average and places the school in the bottom half of schools from previously being in the bottom quarter in 2013.

At key stage 4, data for 2014 shows that performance in the level 2 threshold including English and mathematics has improved after a sharp decline in 2012 and a slight improvement in 2013. Performance now places the school in the lower half of similar schools for 2014, compared to the bottom quarter for both 2013 and 2014. For the past three years, this performance has been below family averages. Performance in the core subject indicator has been below the level 2 threshold including English and mathematics for the past three years. Performance in this indicator in 2014 places the school in the lower half of similar schools after previously being in the bottom quarter.

In 2014, performance in the level 2 threshold performance shows an improvement but this performance is significantly lower than the family and Wales averages. Performance by this indicator has placed the school in the bottom quarter of similar schools based on levels of eligibility for free school meals for the past three years.

Performance in the capped point score has improved compared to that in 2013. However despite this improvement, the school has been in the bottom quarter of similar schools based on eligibility for free school meals for the past three years.

Most pupils achieve the level 1 threshold, although the school has been in the lowest quarter of similar schools for two of the last three years. In 2014, this indicator shows an improvement and places the school in the lower half of similar schools based on levels of eligibility for free school meals.

Data for 2014 indicates that performance English has improved and now places the school in the upper half of similar schools based on eligibility for free school meals after being in the bottom quarter in 2012 and in the lower half in 2013.

In 2014, performance in mathematics has improved, but has been significantly below the family average for this indicator for the past three years. Mathematics performance has placed the school in the bottom quarter of similar schools for the past three years.

Performance in science has been significantly below the performance of the family and Wales for at least the last six years. The school has been in the bottom quarter for at least the last three years based on free school meal eligibility.

Nearly all pupils left the school with a qualification in the last three years and many pupils continue in full-time education after 16.

In the sixth form, 2014 provisional data for the level 3 threshold shows that performance is below the local authority, family and national averages. In addition, the average wider points score has been well below the family average for the last three years.

At key stage 3, boys do better than girls in the core subject indicator and mathematics. The gap in performance is less than the family and Wales averages in English at level 6 and above, where girls perform better than boys. Boys do better than girls in mathematics at level 6 and above and this performance is in contrast to family and Wales averages where girls perform better than boys. At key stage 4, boys do better than girls in the level 1 threshold and mathematics, which is in contrast to family and Wales averages where girls do better than boys. However, boys do not do as well as girls in English, and the gap in performance is less than the family and national averages.

In key stage 3, pupils eligible for free school meals perform higher than the family and Wales averages in mathematics at the expected and higher levels and also higher in science at the expected level. Their performance in the core subject indicator and English is in line with family averages and Wales averages. At level 6 and above, the performance of pupils eligible for free school meals in English is the lowest compared with that of similar pupils in their family of schools and worse than Wales averages. At key stage 4, there is an improving trend for pupils eligible for free school meals in most indicators.

In key stage 3 assessments, in 2014, performance in oracy has improved and is above the family and Wales averages. Reading performance has improved last three years, and is now above the family and Wales averages. Writing performance has shown improvement in 2014 and is now above family and national averages.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	235		90 38%	135 57%	8 3%	2 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			43%	52%	4%	1%	
The school deals well with any bullying	229		61 27%	121 53%	39 17%	8 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			26%	58%	14%	3%	
I have someone to talk to if I am worried	234		78 33%	120 51%	30 13%	6 3%	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	234		61 26%	118 50%	41 18%	14 6%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	235		106 45%	89 38%	33 14%	7 3%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			45%	45%	9%	2%	
I am doing well at school	235		78 33%	135 57%	19 8%	3 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	232		96 41%	115 50%	20 9%	1 0%	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	235		38 16%	137 58%	42 18%	18 8%	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	234		104 44%	102 44%	25 11%	3 1%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			45%	47%	7%	1%	
Pupils behave well and I can get my work done	235		20 9%	130 55%	75 32%	10 4%	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	234		57 24%	116 50%	42 18%	19 8%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			28%	51%	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	233		23 10%	114 49%	61 26%	35 15%	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	234		75 32%	143 61%	12 5%	4 2%	Rwy'n cael fy annog i wneud pethau drosaf fy hun a chymryd cyfrifoldeb.
			34%	60%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life	232		75 32%	117 50%	34 15%	6 3%	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	234		81 35%	125 53%	22 9%	6 3%	Mae'r staff yn fy mharchu i a'm cefndir.
			37%	54%	7%	2%	
The school helps me to understand and respect people from other backgrounds	226		63 28%	138 61%	18 8%	7 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	92		25 27%	49 53%	11 12%	7 8%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	51%	16%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	51		6 12%	26 51%	15 29%	4 8%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			27%	50%	16%	6%	

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	100	29 29%	61 61%	7 7%	0 0%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	51%	4%	1%		
My child likes this school.	101	46 46%	48 48%	7 7%	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.	102	51 50%	47 46%	3 3%	1 1%	0	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.	102	40 39%	55 54%	6 6%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		45%	48%	4%	1%		
Pupils behave well in school.	101	17 17%	60 59%	7 7%	2 2%	15	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		22%	54%	11%	3%		
Teaching is good.	101	25 25%	62 61%	9 9%	0 0%	5	Mae'r addysgu yn dda.
		33%	57%	5%	1%		
Staff expect my child to work hard and do his or her best.	102	35 34%	55 54%	7 7%	0 0%	5	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.	101	22 22%	59 58%	11 11%	2 2%	7	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		31%	53%	8%	2%		
Staff treat all children fairly and with respect.	101	32 32%	44 44%	9 9%	2 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.	102	29 28%	55 54%	11 11%	0 0%	7	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.	102	40 39%	51 50%	5 5%	0 0%	6	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'.	91	30 33%	35 38%	6 7%	1 1%	19	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.	101	33 33%	48 48%	14 14%	4 4%	2	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.	101	42 42%	47 47%	11 11%	0 0%	1	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.	102	23 23%	54 53%	13 13%	1 1%	11	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.	100	32 32%	54 54%	4 4%	1 1%	9	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.	95	19 20%	31 33%	11 12%	2 2%	32	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.	101	30 30%	46 46%	5 5%	6 6%	14	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		35%	49%	9%	2%		
The school is well run.	101	32 32%	48 48%	8 8%	2 2%	11	Mae'r ysgol yn cael ei rhedeg yn dda.
		40%	49%	5%	2%		

Appendix 3

The inspection team

Alwyn Thomas	Reporting Inspector
Jackie Gapper	Team Inspector
Julia Longville	Team Inspector
David Hughes	Team Inspector
Garry Maher	Peer Inspector
Rhiannon Boardman	Lay Inspector
Nominee	Yvonne Jones

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