



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Llanidloes High School  
Llanidloes  
Powys  
SY18 6EX**

**Date of inspection: April 2016**

**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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**Publication date: 30/06/2016**

## Context

Llanidloes High School is an 11 to 18 mixed, community school maintained by Powys local authority. It is an English-medium school with significant Welsh provision. The school is situated in the small town of Llanidloes and serves a large, mainly rural, catchment area. The school shares its campus with a primary school. The Autistic Spectrum Disorder centre for North Powys is located at the school. There are 529 pupils on roll with 72 in the sixth form. At the time of the last inspection, there were 787 pupils on roll with 123 in the sixth form.

Around 12.5% of pupils are eligible for free school meals. This is below the average of 17.4% for Wales. No pupils live in the 20% most deprived areas in Wales.

Around 15% of pupils are on the school's additional needs register, which is below the national average of 25.4%. Around 3% of pupils have a statement of special educational needs, which is slightly above the national average.

Ninety-nine per cent of pupils are White British. Twelve per cent of pupils are fluent in Welsh and around 4% of pupils speak Welsh at home. Less than 1% of pupils have a language other than English as their first language.

The headteacher has been in post since January 2016. The senior management team consists of the headteacher, a deputy headteacher and two assistant headteachers.

The school budget per pupil for Llanidloes High School in 2015-2016 is £4,343. The maximum per pupil in secondary schools in Powys is £4,565 and the minimum is £3,778. Llanidloes High School is fourth out of the 11 secondary schools in terms of the school budget per pupil.

## Summary

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

### Current performance

The current performance is good because:

- At key stage 4, there has been a gradual improvement in nearly all key indicators over the last four years
- Performance in the level 2 threshold including English and mathematics has been above modelled outcomes for three of the last four years, although performance in English has been inconsistent
- Pupils make valuable progress from previous key stages, although, except in mathematics, boys' performance is consistently below that of boys in similar schools
- Attendance rates have improved year on year and are above those for pupils in similar schools
- Most pupils make beneficial progress during lessons
- Many teachers plan lessons well, set high expectations for their pupils and establish effective working relationships that enable pupils to achieve their potential, although the quality of feedback on pupils' work is inconsistent
- The school has effective support systems that promote and encourage pupils' wellbeing, attendance and academic progress

### Prospects for improvement

The prospects for improvement are good because:

- The headteacher and senior leadership team have a clear vision for the future of the school and have established appropriate priorities for improvement
- Senior and middle leaders work well together to improve standards and attendance
- Leaders and managers have maintained and improved standards in key areas during an unsettling period for the school
- Governors act effectively in setting the school's strategic direction and are valuable critical friends
- The school has sound processes to evaluate the effectiveness of most areas of its work and inform its planning for improvement, although systems to evaluate and improve the work of the pastoral team are underdeveloped
- The school has detailed self-evaluation and development plans, although there is inconsistency in the quality of curriculum area self-evaluation and improvement plans
- The school works well with a range of partners to maintain an appropriate curriculum and to ensure pupils' wellbeing

## **Recommendations**

R1 Improve standards in English and boys' performance across all indicators

R2 Improve the consistency of curriculum area self-evaluation reports

R3 Develop systems to evaluate the work of the pastoral teams

R4 Improve the consistency of teachers' feedback on pupils' work

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations. The local authority will monitor progress.

## Main findings

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

Good

#### Standards: Good

At key stage 4, there has been a gradual improvement in nearly all key indicators over the last four years. Performance in the level 2 threshold including English and mathematics has been above modelled outcomes for three of the last four years and is in line with performance in other similar schools. Performance in the capped points score has improved over the last four years, but has been below modelled outcomes for three of the last four years. However, performance is just above the average for other similar schools. Performance at five A\* to A grades at GCSE has been below the average for other similar schools for three of the last four years, but improved significantly last year and was in line with levels in similar schools. Pupils make valuable progress from previous key stages.

Performance in mathematics has been above the average for similar schools for three of the last four years. Performance in English has been below the average for similar schools for three of the last four years.

In the level 2 threshold including English and mathematics, pupils eligible for free school meals achieve as well as the same group of pupils in similar schools. Boys perform well below the average for those in similar schools in this indicator. Girls' performance is above the average for girls in similar schools.

Pupils with additional learning needs make worthwhile progress in their learning and achieve their targets.

At the end of Year 11, most pupils continue their education at school or a further education college.

At key stage 3, there has been a gradual improvement in the percentage of pupils achieving the core subject indicator. Performance has been above modelled outcomes for three of the last four years and is near to that of similar schools.

In Year 13, almost all pupils achieve the level 3 threshold and performance has been near to the Welsh average for the last four years. The proportion of pupils achieving three A\* to A grades at A level or equivalent has been near to or above the Welsh average for the last four years. The proportion of pupils achieving three A\* to C grades has been above the Welsh average for two of the last four years and near to the Welsh average for the last two years.

Many pupils in the Welsh-medium stream speak and write well in Welsh and use their language skills appropriately across the curriculum. Many pupils make worthwhile progress in their Welsh second language lessons. Many pupils use their Welsh confidently in registration periods and assemblies. In Welsh first language at key stage 4, the majority of pupils achieve the level 2 threshold. In Welsh second language, around a half of pupils achieve the level 2 threshold. Performance has been above that of pupils in other similar schools for both first and second language pupils for the last four years.

Most pupils make valuable progress in their lessons. They have a sound recall of previous work and apply this well to new learning. Most pupils listen well in class, follow their teachers' instructions carefully and listen attentively when other pupils speak. Most pupils speak confidently in class and when working in pairs or groups. They use subject terminology correctly and confidently. Most pupils read confidently and competently. They extract information accurately from a range of different resources and use the information appropriately to draw conclusions and make hypotheses. Most pupils' written work is presented neatly and accurately and is appropriate to their ages and abilities. They use correct spelling, grammar and punctuation. Most pupils write extended pieces of work that are appropriate for different purposes and audiences. A minority of pupils produce extended written work of high quality in a number of subjects, including geography and history.

Most pupils develop and use their numeracy skills well across a number of subjects. They are confident when using decimals, percentages and fractions. Many pupils analyse data accurately and produce suitable graphs to display their results.

### **Wellbeing: Good**

Almost all pupils feel safe at school and think that staff deal well with the very few instances of bullying. Most pupils have positive attitudes to learning and make effective progress in lessons. Attendance rates have improved year-on-year and are above those for pupils in other similar schools. Attendance has been above modelled outcomes for the last four years. The attendance of pupils eligible for free school meals compares well with the same group of pupils in similar schools. Almost all pupils feel that there are plenty of opportunities for them to get regular exercise at school and in the community. Many believe that the school teaches them how to keep healthy and safe.

Most pupils behave very well in lessons and around the school. Most pupils are actively engaged in their work and show a willingness to participate in their learning. Most pupils are courteous and respectful to staff, peers and visitors to the school. However, a very few occasionally display immature behaviour and this impacts on the progress and learning of their peers in those lessons.

Many pupils feel that the school encourages them to do things for themselves and to take on responsibility. There is extensive pupil involvement in making decisions about issues that impact on their wellbeing. Pupils have contributed their ideas effectively to the school's decisions on their uniform, mid-day meals and the school's development plans. However, the school does not communicate the work of the school council and the outcomes it secures for pupils effectively enough.

Pupils contribute well to the community through fundraising events and school concerts. They are well prepared for life and work outside school.

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

The school provides valuable learning experiences for all pupils. It works effectively in partnership with a local further education college and other schools in the area to expand the subject choices available at key stage 4 and key stage 5. All pupils, including those with additional learning needs from the on-site specialist unit, have effective access to a full curriculum.

The arrangements for the Welsh-medium language provision are appropriate and expanding. The school meets the linguistic needs of pupils and the community well and all pupils appropriately follow Welsh GCSE first language or second language full course to the end of key stage 4. The Welsh ethos of the school is promoted successfully through assemblies and a suitable range of extra-curricular activities.

There is effective support for all pupils having difficulty with their numeracy skills. Support for pupils with additional learning needs to develop their literacy skills is well developed. However, support for other pupils to develop their literacy skills is not as effective and is too informal. Provision for the more able pupils is developing well and the school offers them the valuable opportunity to study additional GCSE subjects after school and at lunchtimes.

The school has mapped the opportunities for the development of literacy and numeracy across all subjects effectively using the Literacy and Numeracy Framework. The school is making satisfactory progress with the implementation of strategies to develop these skills across all curriculum areas.

The provision for the education for sustainable development and global citizenship is effective and features strongly in the ethos of the whole school. The school develops pupils' awareness of global issues through valuable extra-curricular activities, such as the effective Eco Council.

**Teaching: Good**

Most teachers are effective language models, are enthusiastic about their subjects and have up-to-date subject knowledge.

A minority of teachers plan their lessons very well and prepare challenging activities that motivate and interest pupils of all abilities. They set a challenging pace to their lessons and make effective use of their time. These teachers establish very strong working relationships that enable pupils to achieve high standards. They use questioning in a manner that challenges pupils' thinking and enables them to extend their understanding.

Many teachers plan their lessons well and set high expectations for their pupils. They establish effective working relationships that enable pupils to achieve their potential. They use effective strategies and suitable resources to interest and engage their pupils. They give pupils clear guidance on what is expected and use questioning effectively to monitor their progress.



In a few lessons, teachers do not plan interesting and engaging activities to stimulate pupils' interest. The pace of these lessons is too slow and pupils do not make the progress that they should. In these lessons, teachers do not plan well enough to meet the needs of all pupils in the class. A very few teachers do not manage pupils' behaviour well enough to enable them to achieve their full potential.

Many teachers provide pupils with useful written feedback on their work and set suitable targets for improvement. However, in many cases, teachers' comments are not specific enough to inform pupils about what they should do to improve their work. However, only a few pupils act on the teachers' comments and correct their work. Many pupils benefit from opportunities to mark and assess their own work and improve their own understanding by occasionally marking the work of their peers. Many teachers give individual pupils supportive and constructive oral feedback during lessons.

The school has a useful system to record pupils' progress. Most year leaders track the progress of different groups of pupils effectively and use this information to plan additional support. Most of the pupils know their target grades and understand well what they must do to achieve these. Teachers assess and report on pupil progress formally at least three times a year in the form of interim and full reports. These comprehensive reports to parents are clear and constructive, and set suitable targets for improvement.

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

The school provides valuable care, guidance and support for all pupils regardless of their needs. Effective support systems promote and encourage pupils' wellbeing, attendance and academic progress. As a result, pupils' attendance has improved year on year, and standards are improving.

The school makes appropriate arrangements to promote the health and wellbeing of all pupils. They learn how to eat healthily and take part in a wide range of activities that encourage them to live active lives. The school's personal and social education provision raises pupils' awareness of a comprehensive range of spiritual, moral, social and cultural issues.

The school provides parents and pupils with useful information and guidance at the end of key stage 3 and key stage 4 to help them with their option choices.

The school works effectively with a range of external services to ensure that vulnerable pupils have access to a comprehensive range of support. Within the school, GOFAL support staff (Giving Opportunities for All to Learn) provide high quality support for all pupils and deal effectively with the very few incidents of harassment and bullying. They also provide effective support for pupils with behaviour issues when they are withdrawn from lessons.

The provision for pupils with additional learning needs is effective. Worthwhile learning programmes and targeted interventions ensure that these pupils make the expected progress. A notable feature of the school is the manner in which pupils from the Autistic Spectrum Disorder Unit are integrated successfully into mainstream subjects to expand their opportunities and experiences.

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

### **Learning environment: Good**

The school has a very caring and inclusive ethos and is an important part of a community that values diversity and challenges stereotypes. This is reflected well in the school's motto of 'Giving Opportunities for All to Learn' (GOFAL). The school ensures that all pupils have equal access to the opportunities available to them. The school provides a safe environment that promotes equality and respect well. Most pupils feel that staff treat them fairly and with respect.

The buildings and extensive grounds are maintained well and are sufficient to meet pupils' needs. The school makes effective use of the sports facilities on the campus to encourage pupils' health and wellbeing. It provides a suitable environment for learning and makes the best use of the available buildings. They are generally attractive and well maintained. There are sufficient resources, including equipment for information and communication technology, to support learning.

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

The school experienced an unsettled period in 2015 and a number of senior staff undertook leadership positions in an acting capacity. The appointment of the new headteacher in January 2016 has brought greater stability to the school. The senior leadership team has now been established along with an extended leadership team, which provides clarity in terms of whole-school roles and responsibilities.

The headteacher has a clear vision for the future of the school based on raising standards and meeting the needs of all pupils. It is aligned closely to local and national priorities, and communicated effectively to staff, parents and partners. The headteacher and the leadership team have identified and set appropriate priorities for improvement. These include improving the quality of teaching and learning, and developing the caring ethos of the school. In order to achieve these priorities, senior leaders have strengthened lines of accountability across the school, including challenging the performance of middle managers.

Effective leadership at the school, including the work of curriculum area leaders, has had a positive impact on performance in recent years. It has helped to secure strong outcomes in the key indicator that includes English and mathematics, very strong outcomes in mathematics and an improvement in the average capped points score. Senior leaders have clearly defined roles including line managing curriculum area leaders and year leaders. The school allocates time appropriately for senior and middle leaders to undertake their leadership roles. Regular and effective meetings take place between middle leaders and their line managers. These meetings have appropriate agendas, and action points developed in these meetings are recorded and monitored appropriately. These arrangements are effective in challenging and supporting the work of all curriculum areas. Year leaders contribute well to the work of the school in monitoring pupil progress effectively and providing them with support when needed.

All staff have clear and appropriate job descriptions. The school is increasingly holding underperforming staff to account and providing appropriate support for improvement.

Performance management arrangements are robust and include an appropriate focus on standards of achievement and the quality of teaching. Leaders implement these effectively to set measurable and challenging targets. The performance management system identifies professional development requirements appropriately.

The school has a committed and effective governing body, which fulfils its role as a critical friend well. Governors know the strengths and weaknesses of the school well and take part in a wide range of activities, giving them a useful overview of the life and work of the school.

### **Improving quality: Adequate**

The school has sound procedures in place to evaluate the effectiveness of its work and inform its planning for improvement. Senior leaders have a clear understanding of the school's strengths and areas for development. They have made worthwhile progress in developing a more rigorous approach to self-evaluation and improvement planning.

The whole-school self-evaluation report provides an informative account of many aspects of the school's work. It draws on a wide range of evidence, including a detailed evaluation of pupils' attainment over time in comparison with that of similar schools and national benchmarks. It takes account of the views of pupils and parents effectively on a wide range of issues relating to school life through pupil panels, questionnaires and surveys.

Senior and middle leaders regularly scrutinise pupils' work and the outcomes of lesson observations to inform their understanding of standards at the school. However, observations of lessons do not focus sufficiently on the progress that pupils make in lessons or identify areas of improvement for individual teachers clearly enough. Similarly, evaluations of pupils' work do not focus well enough on the standards that pupils achieve or on the impact of teachers' assessment of their progress.

The majority of curriculum area self-evaluation reports provide a thorough analysis of performance data. However, they do not focus sufficiently on the development of pupils' skills, or on the impact of provision and teaching. As a result, they do not identify areas for improvement precisely enough. Overall, there is too much inconsistency in the quality of curriculum area self-evaluation and improvement plans.

Arrangements for evaluating the work and impact of pastoral leaders are underdeveloped. There is no co-ordinated, strategic approach to identifying strengths and aspects requiring improvement in their areas of responsibility.

The school development plan links very closely to the self-evaluation report. It sets out its priorities over a three-year period clearly and concisely. It focuses

appropriately on national and school priorities and outlines clearly how it aims to achieve its targets for 2015-2016. However, in a few cases, success criteria in the school development plan are not specific enough.

The majority of targets in curriculum area improvement plans are not specific enough. In a few cases, they do not address the important areas for improvement identified in their self-evaluation report or identify clearly what the curriculum area needs to do to improve. Overall, curriculum area improvement plans vary too much in quality and consistency.

### **Partnership working: Good**

The school has developed many beneficial partnerships that enhance its provision, promote wellbeing and raise the aspirations of its pupils. It has developed effective pastoral links with partner primary schools that ensure pupils' smooth transition from Year 6 to Year 7.

The school collaborates well with its partners within the North Powys 14-19 Consortium and the local further education college to extend the range of vocational and academic courses for pupils in key stage 4 and in the sixth form. The school has appropriate arrangements in place to ensure the quality of the work of these partners. It works very well with a wide range of employers and businesses from the local community. They provide valuable mock interviews for all Year 11 pupils, and important work experience opportunities for pupils in Year 10 and Year 12 each year.

The school has positive relationships with parents and carers, who feel suitably informed about their children's wellbeing and progress. Pastoral staff develop productive links with parents and external agencies to support more vulnerable pupils. This very effective work ensured that no pupil left the school without a recognised qualification in 2014-2015.

### **Resource management: Good**

The school employs sufficient and suitably qualified staff to deliver a broad and balanced curriculum. It deploys its staff appropriately and most teachers teach their specialist subjects. The school employs an appropriate number of non-teaching staff and classroom support staff that support classroom teachers well.

The school makes effective use of the Pupil Deprivation Grant to enable pupils who are eligible for free school meals to reach their full potential. As a result, the performance and attendance of pupils eligible for free school meals has improved significantly in recent years.

Although the number of pupils in a few subjects is small, the sixth form is financially viable. In order to continue to offer a wide subject choice, a minority of courses are currently delivered to combined Year 12 and Year 13 classes. In addition, the school has decided appropriately not to continue with optional subjects at key stage 4 where numbers are low.

The school benefits from involvement in local authority funded professional learning communities, which relate well to the school's improvement priorities. These have had an impact on standards in mathematics and the school's mapping of the Literacy and Numeracy Framework across the curriculum.

The headteacher and governing body monitor the school's budget carefully and have succeeded in reducing the deficit significantly. The school is working closely with the local authority on a deficit reduction plan.

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

# Appendix 1

## 6664002 - LLANIDLOES HIGH SCHOOL

Number of pupils on roll	564
Pupils eligible for free school meals (FSM) - 3 year average	10.0
FSM band	2 (10%<FSM<=15%)

### Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
<b>Number of pupils in Year 9 cohort</b>	84	115	84	95		
<b>Achieving the core subject indicator (CSI) (%)</b>	79.8	85.2	90.5	93.7	92.1	83.9
Benchmark quartile	4	3	1	1		
<b>English</b>						
Number of pupils in cohort	84	115	84	95		
Achieving level 5+ (%)	84.5	89.6	95.2	93.7	94.6	87.9
Benchmark Quartile	4	3	1	2		
Achieving level 6+ (%)	36.9	38.3	66.7	57.9	67.6	52.6
Benchmark Quartile	4	4	1	3		
<b>Welsh first language</b>						
Number of pupils in cohort	11	12	8	15		
Achieving level 5+ (%)	90.9	91.7	100.0	80.0	91.4	90.9
Benchmark Quartile	1	2	1	4		
Achieving level 6+ (%)	54.5	41.7	62.5	46.7	32.8	56.1
Benchmark Quartile	1	3	1	3		
<b>Mathematics</b>						
Number of pupils in cohort	84	115	84	95		
Achieving level 5+ (%)	84.5	88.7	95.2	94.7	94.9	88.7
Benchmark Quartile	4	4	1	1		
Achieving level 6+ (%)	59.5	49.6	69.0	73.7	71.9	59.5
Benchmark Quartile	3	4	1	1		
<b>Science</b>						
Number of pupils in cohort	84	115	84	95		
Achieving level 5+ (%)	89.3	93.0	95.2	95.8	97.1	91.8
Benchmark Quartile	4	3	1	2		
Achieving level 6+ (%)	57.1	60.9	67.9	65.3	71.0	58.5
Benchmark Quartile	3	3	1	2		

The core subject indicator (CSI) represents the percentage of pupils achieving level 5 or above in English or Welsh (first language), mathematics and science in combination.

. Denotes the data item is not applicable.

\* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications, and are based on the number of entries and do not include Welsh second language qualifications.

6664002 - LLANIDLOES HIGH SCHOOL

Number of pupils on roll	564
Pupils eligible for free school meals (FSM) - 3 year average	10.0
FSM band	2 (10%<FSM<=15%)

Key stage 4

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
<b>Number of pupils aged 15</b>	108	116	84	110		
<b>Percentage of 15-year-old pupils who:</b>						
<b>Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics</b>	58.3	69.0	69.0	69.1	69.6	57.9
Benchmark quartile	4	2	1	1		
<b>Achieved the level 2 threshold</b>	73.1	81.9	79.8	92.7	90.5	84.1
Benchmark quartile	4	4	4	2		
<b>Achieved the level 1 threshold</b>	96.3	99.1	96.4	100.0	99.1	94.4
Benchmark quartile	4	1	3	1		
<b>Achieved the core subject indicator (CSI)</b>	58.3	62.9	63.1	63.6	65.6	54.8
Benchmark quartile	4	3	2	2		
<b>Average capped wider points score per pupil</b>	335.7	352.6	342.0	376.7	366.2	343.5
Benchmark quartile	4	4	4	1		
<b>Average capped wider points score plus per pupil</b>	334.2	351.8	341.1	373.1	363.3	338.7
Benchmark quartile	.	.	.	.		
<b>Achieved five or more GCSE grades A*-A</b>	17.6	17.2	14.3	24.5	23.6	16.6
Benchmark quartile	.	.	.	.		
<b>Achieved A*-C in English</b>	67.6	77.6	71.4	72.7	81.8	68.6
Benchmark quartile	4	2	3	3		
<b>Achieved A*-C in mathematics</b>	71.3	81.9	77.4	85.5	76.0	64.4
Benchmark quartile	3	1	1	1		
<b>Achieved A*-C in science</b>	77.8	72.4	71.4	69.1	85.1	84.0
Benchmark quartile	3	4	4	4		
<b>Number of pupils aged 15 who entered Welsh First Language:</b>	7	8	10	10		
<b>Of those who entered Welsh First Language:</b>						
<b>Achieved A*-C in Welsh</b>	71.4	37.5	70.0	60.0	56.3	75.2
Benchmark quartile	3	4	3	4		

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15-year-old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

. Denotes the data item is not applicable.

\* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications, and are based on the number of entries and do not include Welsh second language qualifications.

**6664002 - LLANIDLOES HIGH SCHOOL**

Number of pupils on roll 564  
 Pupils eligible for free school meals (FSM) - 3 year average 10.0  
 FSM band 2 (10%<FSM<=15%)

**Key stage 4 - performance of pupils eligible for free school meals**

	School				Family Average (2015)	Wales Average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15 eligible for free school meals	11	9	8	10		
Percentage of 15-year-old pupils eligible for free school meals who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	36.4	44.4	62.5	40.0	41.0	31.6
Achieved the level 2 threshold	45.5	55.6	87.5	80.0	76.2	69.4
Achieved the level 1 threshold	100.0	100.0	100.0	100.0	99.0	89.4
Achieved the core subject indicator (CSI)	36.4	33.3	62.5	40.0	32.4	29.3
Average capped wider points score per pupil	299.6	318.3	327.8	355.6	335.7	303.7
Average capped wider points score plus per pupil	299.1	317.0	327.8	349.0	331.2	296.4
Achieved five or more GCSE grades A*-A	0.0	11.1	0.0	10.0	9.5	4.3
Achieved A*-C in English	45.5	55.6	62.5	40.0	57.1	45.1
Achieved A*-C in mathematics	36.4	55.6	62.5	60.0	51.4	39.2
Achieved A*-C in science	63.6	44.4	75.0	50.0	68.6	74.4
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	*		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	*	*	51.5

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15 year old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

. Denotes the data item is not applicable.

\* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.



**Key stage 5**

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
<b>Number of pupils aged 17</b>	58	45	29	44		
<b>Average wider points score per pupil</b>	884.4	973.2	981.2	890.6	920.8	799.7
<b>Number of pupils aged 17 entering a volume equivalent to 2 A levels:</b>	48	42	.	40		
<b>Of those who entered a volume equivalent to 2 A levels:</b>						
<b>Achieved the level 3 threshold</b>	100.0	100.0	.	100.0	98.2	97.0
<b>Achieved 3 A*-A at A level or equivalent</b>	8.3	14.3	.	10.0	7.8	7.9
<b>Achieved 3 A*-C at A level or equivalent</b>	81.3	88.1	.	72.5	75.6	68.1

Includes all qualifications approved for use in Wales.

Includes results for 17-year-old pupils, in maintained schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The average wider points score for 17 year olds includes all qualifications approved for pre-18 use in Wales.

The level 3 threshold is based on the number of 17-year-old pupils entering a volume equivalent to 2 A levels.

. Denotes the data item is not applicable.

\* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

More information is available on the Welsh Government website, My Local School, in the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

## 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	130		58 45%	69 53%	3 2%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			44%	52%	4%	1%	
The school deals well with any bullying	128		23 18%	80 62%	21 16%	4 3%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			26%	57%	15%	3%	
I have someone to talk to if I am worried	129		36 28%	73 57%	19 15%	1 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	130		33 25%	74 57%	22 17%	1 1%	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	130		72 55%	53 41%	5 4%	0 0%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			45%	45%	9%	2%	
I am doing well at school	128		20 16%	93 73%	13 10%	2 2%	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	129		34 26%	83 64%	9 7%	3 2%	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	129		13 10%	62 48%	37 29%	17 13%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			20%	53%	22%	5%	
I have enough books and equipment, including computers, to do my work	130		63 48%	58 45%	7 5%	2 2%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			45%	46%	7%	1%	
Pupils behave well and I can get my work done	128		11 9%	69 54%	38 30%	10 8%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			10%	56%	27%	6%	
Staff treat all pupils fairly and with respect	129		28 22%	57 44%	35 27%	9 7%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			29%	50%	17%	5%	

		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		128	19 15%	64 50%	34 27%	11 9%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			17%	53%	25%	5%	
I am encouraged to do things for myself and to take on responsibility		130	39 30%	81 62%	10 8%	0 0%	Rwy'n cael fy annog i wneud pethau drosod fy hun a chymryd cyfrifoldeb.
			35%	59%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life		127	30 24%	75 59%	14 11%	8 6%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			35%	54%	9%	2%	
The staff respect me and my background		129	45 35%	68 53%	11 9%	5 4%	Mae'r staff yn fy mharchu i a'm cefndir.
			37%	53%	7%	2%	
The school helps me to understand and respect people from other backgrounds		128	35 27%	77 60%	12 9%	4 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		47	12 26%	25 53%	7 15%	3 6%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	51%	16%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form		19	2 11%	14 74%	2 11%	1 5%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28%	50%	16%	7%	

## 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.	66	21 32%	32 48%	10 15%	3 5%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	1%		
My child likes this school.	66	23 35%	34 52%	8 12%	1 2%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		47%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	66	30 45%	27 41%	6 9%	3 5%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	64	20 31%	33 52%	9 14%	2 3%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	5%	1%		
Pupils behave well in school.	60	10 17%	37 62%	12 20%	1 2%	6	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		24%	60%	12%	3%		
Teaching is good.	58	16 28%	29 50%	10 17%	3 5%	8	Mae'r addysgu yn dda.
		35%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	64	19 30%	41 64%	3 5%	1 2%	1	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		51%	46%	2%	1%		
The homework that is given builds well on what my child learns in school.	60	12 20%	36 60%	8 13%	4 7%	5	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		32%	56%	9%	2%		
Staff treat all children fairly and with respect.	60	17 28%	34 57%	5 8%	4 7%	6	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		35%	52%	10%	3%		
My child is encouraged to be healthy and to take regular exercise.	62	19 31%	34 55%	8 13%	1 2%	4	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	63	22 35%	33 52%	7 11%	1 2%	3	Mae fy mhentyn yn ddiogel yn yr ysgol.
		43%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	53	15 28%	23 43%	13 25%	2 4%	13	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	8%	2%		
I am kept well informed about my child's progress.	66	21 32%	30 45%	9 14%	6 9%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		34%	51%	12%	3%		

	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 feel comfortable about approaching the school with questions, suggestions or a problem.	66	30 45%	28 42%	5 8%	3 5%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		43%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	58	16 28%	36 62%	5 9%	1 2%	8	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		31%	55%	11%	2%		
The school helps my child to become more mature and take on responsibility.	62	25 40%	27 44%	10 16%	0 0%	4	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		38%	55%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	46	16 35%	18 39%	12 26%	0 0%	19	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	2%		
There is a good range of activities including trips or visits.	65	17 26%	38 58%	9 14%	1 2%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	60	19 32%	28 47%	12 20%	1 2%	6	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	5%	2%		

## Appendix 3

### The inspection team

Huw Collins	Reporting Inspector
Bethan Whittall	Team Inspector
Hywel Jones	Team Inspector
Richard Tither	Team Inspector
Owen Jenkins	Lay Inspector
Meinir Thomas	Peer Inspector
Clive Eley	Nominee

## Copies of the report

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

### 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

### Key stage 3 terms

#### The core subject indicator (CSI)

Progress in learning through key stage 3 is indicated by levels (level 1 to level 7 in the main).

The core subject indicator in key stage 3 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh <sup>1</sup>
- mathematics
- science

By the end of the key stage 3, at the age of 14, pupils are expected to reach level 5 and more able pupils to reach level 6 or above.

Pupils must gain at least the expected level (level 5) in the three core subjects to gain the core subject indicator.

### Key stage 4 and sixth form 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 nine other 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 the equivalent of five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.

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<sup>1</sup> This indicator does not include Welsh second language qualifications.

Level 2 threshold including English or Welsh <sup>1</sup> and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh <sup>1</sup> and mathematics.
Level 2 threshold	This represents five GCSEs at grade A* to C or their equivalent.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This is the equivalent of 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.
Benchmarking groups	Schools are grouped together according to the proportion of pupils entitled to free school meals in order to compare their performance with similar schools in different indicators.
Modelled outcomes	This is a prediction of a school's mean performance based on the statistical relationship between the proportion of pupils eligible for free school meals and a particular indicator.