



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

A report on

**Ysgol Bro Pedr
Peterwell Terrace
Lampeter
Ceredigion
SA48 7BX**

Date of inspection: October 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:

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

Ysgol Bro Pedr is situated in the town of Lampeter in Ceredigion local authority. The school is one of the first schools for 3-19 year olds in Wales. The school admits children to the primary department at three years old and admits pupils to the secondary department from other partner primary schools in the local authority and beyond. There are 1,049 pupils on roll, with 345 in the primary department and 704 in the secondary department. Ysgol Bro Pedr is a combination of two previous schools, namely Ysgol Gynradd Ffynnonbedr and Ysgol Gyfun Llanbedr Pont Steffan. The schools were last inspected in 2006 (secondary) and 2008 (primary), when both schools had a total population of 1,053.

'Canolfan y Bont', which is a county resource for secondary-age pupils with profound needs, is situated on the school's grounds. A 'Skills Unit' has been established which provides for pupils with reasonably profound educational needs and vulnerable pupils with behavioural needs.

Fourteen point four per cent (14.4%) of pupils are eligible for free school meals, which is below the national average of 17.1% for secondary schools and 20.1% for primary schools. This percentage separates into 11.6% in the secondary department, and 20.3% in the primary department. The school provides for the full range of ability. Four point six per cent (4.6%) of pupils have a statement of special educational needs. Eleven point one per cent (11.1%) of pupils speak English as an additional language, which is higher than the national average of 6%.

Sixty-three per cent (63%) of pupils come from non-Welsh speaking homes.

The school is currently a pioneer school and is working with the Welsh Government and other schools to proceed with developments relating to the curriculum and/or professional learning.

The leadership team includes the headteacher, two deputy headteachers, two assistant headteachers, a school manager, three heads of phase, and the head of the sixth form. The headteacher was appointed in January 2016, and one deputy headteacher and two assistant headteachers have been appointed in the last three years.

The individual school budget per pupil for Ysgol Bro Pedr in 2016-17 is £4,887.

Summary

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

Current performance

The school's current performance is good because:

- Performance in terms of the level 2 threshold, including Welsh or English and mathematics, has been strong for the last four years
- Pupils who are eligible for free school meals have made consistent progress
- Many pupils develop their writing, reading, speaking and numeracy skills successfully from a very early age
- Many pupils show an interest in their work, develop their thinking skills, solve problems successfully and work together effectively
- The range of pupils' information and communication technology (ICT) skills by the end of the Foundation Phase and key stage 2 is excellent, although pupils' ICT skills in key stage 3 and above do not build sufficiently on this firm foundation
- Many pupils fulfil their duties responsibly and contribute positively to school life by supporting teaching and learning
- Teachers, in many lessons, set high expectations and establish a positive working environment in their classes
- Pupils' attendance rates have increased in the primary sector, but have remained consistent in the secondary sector

Prospects for improvement

Prospects for improvement are good because:

- The headteacher has high expectations and a clear vision for developing the school, which is based on ensuring pupils' high standards and wellbeing
- Processes for self-evaluation and planning for improvement are a regular part of the school's work, and have a direct effect on pupils' standards and wellbeing; however, the effectiveness of middle managers in using data to evaluate the effect of strategies is inconsistent
- Staff have a robust picture of the school's strengths and areas for improvement
- The school development plan is a comprehensive and useful document that includes valuable priorities that have been identified through the self-evaluation report
- Departmental self-evaluation reports are comprehensive, in the main, and include valuable analyses of performance data; however, the quality of departmental self-evaluation reports varies
- The school has agreed plans to eliminate the deficit in the budget

Recommendations

- R1 Raise whole-school attendance levels
- R2 Improve the consistency and quality of processes for self-evaluation and planning for improvement across the school
- R3 Raise standards of pupils' ICT skills in the secondary sector and ensure consistent experiences throughout the school
- R4 Eliminate the deficit in the budget

What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

In the Foundation Phase, since 2013, performance in terms of the expected outcomes in Welsh and English literacy has varied and, in the last year, it is below that of similar schools. Performance at the expected outcome for mathematical development has varied over the same period, but has been higher than that of similar schools in three of the last four years. Performance at the higher outcome varies in literacy and mathematical development, and is below the average for similar schools in 2016.

In key stage 2, performance in the individual core subjects has varied over a period of four years in comparison with the average for similar schools. At level 5 or above, performance has varied in all of the core subjects, but there is a downward trend in Welsh and English.

In key stage 3, since 2013, the proportion of pupils who achieve the core subject indicator has improved gradually, but has decreased in 2016.

In key stage 4, performance has varied in many key indicators since 2013. Performance in terms of the level 2 threshold, including Welsh or English and mathematics, has been strong and higher than the modelled outcomes for the last four years. Performance in the capped points score has varied during this period, and has been lower than in other similar schools in three of the last four years.

In general, pupils make appropriate progress from previous key stages in many key indicators.

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

In Year 13, since 2013, the proportion of pupils who gain three A*-C grades at A level or equivalent has varied greatly, but has been higher than the average for the family for the last two years. Over the same period, the proportion of pupils who have gained three A* or A grades has also varied, but decreased in 2016. All pupils succeed in achieving the level 3 threshold consistently. In 2016, performance in the wider points score has been maintained, after making significant progress in 2015 to be above the family and Wales.

On the whole, there is no significant difference between the performance of boys and girls in the Foundation Phase or in key stage 2.

In key stage 3, boys' performance in the core subject indicator has been lower than that of boys in similar schools since 2014. Girls perform consistently better than those in similar schools. In key stage 4, boys' performance in the main indicators is lower than that of girls, and the gap in their performance in the level 2 threshold, including Welsh or English and mathematics, is significantly wider than the average in similar schools.

In general, pupils with additional learning needs make appropriate progress against their targets.

In the Foundation Phase, pupils who are eligible for free school meals have performed better than other pupils over the three years up to 2015. The performance of pupils who are eligible for free school meals is higher than other pupils in key stage 2, whilst their performance in key stage 3 is similar to that of other pupils.

In key stage 4, in the main level 2 indicator including Welsh or English and mathematics, pupils who are eligible for free school meals have made consistent progress and, by 2016, are performing much better than the same group in other similar schools.

In most lessons, many pupils make progress that is appropriate for their age and ability. They build successfully on previous work, recall the necessary information and apply it effectively to new work. In a few lessons, nearly all pupils make progress that is well above expectations.

From the beginning of their time at the school, pupils develop their writing skills successfully in Welsh and English. Most pupils write independently to produce work for a wide range of audiences and purposes. The standards of most pupils' spelling and grammar are good, on the whole, particularly in the primary sector. A majority of pupils organise and present ideas and information clearly in their writing and make effective use of subject and technical vocabulary.

Many pupils develop their reading skills effectively from a very early age. They use their skills successfully across the subjects and areas of learning, for example to find information in different texts. Many pupils read to an audience confidently and show this successfully in lessons, assemblies and on 'Radio Bro Pedr'.

Many pupils discuss their work skilfully and show good understanding in both languages. From an early age, pupils speak clearly with each other and adults. By the end of key stage 4, a majority of pupils have good oral skills. They respond well to teachers' questions, and more able pupils justify their answers successfully. Many pupils contribute purposefully to discussions and offer sensible ideas on their own work and that of others. They use subject vocabulary effectively. Many pupils listen actively to teachers and their peers and, as a result, they increase their understanding and subject knowledge.

Many pupils have sound numeracy skills and use them effectively across a range of subjects and areas of learning. Many develop their number skills at an early stage by implementing varied and interesting strategies, for example using objects such as bananas and a hedgehog to calculate. Many pupils use an appropriate form to solve problems in both familiar and new contexts. They use the four number rules effectively and organise their work logically. When appropriate, a majority of pupils succeed in collecting and organising data independently.

The range of ICT skills that pupils have by the end of the Foundation Phase and the end of key stage 2 is excellent. Nearly all pupils use their skills completely confidently and very effectively across the whole curriculum. 'Digital Wizards'

('Dewiniaid Digidol') develop their peers' ICT skills particularly well and conduct a coding club. As a result, pupils in the primary sector have communication, data-handling and modelling skills of a very high standard. However, the ICT skills of pupils in key stage 3 and above do not build sufficiently on this firm foundation. Pupils in the secondary department very rarely use the full range of skills in purposeful contexts in the other subjects.

In Welsh in key stage 4, a majority of pupils follow the first language course, and many succeed in gaining a GCSE grade A*-C. A minority of pupils follow the second language course. During their time at the school, many pupils make valuable progress in developing their Welsh skills. A majority make effective use of the Welsh language as a natural medium of communicating with each other in informal situations around the school.

Wellbeing: Good

Most pupils feel safe at school and know how to behave responsibly and stay safe on the internet. Nearly all pupils know whom to approach if they are worried about anything. Many are confident that the school deals well with any incidents of bullying. On the whole, they are very aware of the importance of fitness and eating healthily. Many pupils keep fit regularly by taking part in a variety of extra-curricular activities, such as dancing, hockey and rugby.

Most pupils are very well behaved in lessons and on the school grounds, and are polite towards their peers, the school's staff and visitors. Many are very considerate of each other, and older pupils are very willing to support others or volunteer at Canolfan y Bont. Many pupils fulfil their duties responsibly and contribute positively to the school's life by supporting teaching and learning. For example, members of the literacy and numeracy squad support and coach others to develop these skills effectively.

Many pupils show an interest in their work and concentrate for extended periods of time. They develop their thinking skills, solve problems successfully and work together effectively, for example when producing news bulletins or creating an interesting film based on the area's history. Many pupils develop the skills necessary for the next stage of their learning beneficially.

The pupil's voice is strong within the school. The school council meets regularly and has influenced aspects of school life, such as the anti-bullying policy, playground games, teaching and links with foreign countries. A notable example of this is supporting a school in Lesotho to develop a school council. Pupils also contribute to the community regularly and raise a great deal of money annually towards local and national charities.

Pupils' attendance rates have increased in the primary sector but have remained consistent in the secondary sector. In 2016, attendance in the secondary sector was below the modelled outcomes after three years of being higher. Most pupils' punctuality is good. There have been no permanent exclusions over the last three years, and very few pupils have been excluded temporarily.

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

The school provides a wide range of valuable learning experiences in all key stages. The school co-operates effectively with local schools and colleges in order to meet the needs and interests of all pupils in key stage 4 and the sixth form. There is very good provision for extra-curricular activities that enrich pupils' experiences, for example educational trips, clubs and guest speakers.

The school has responded effectively to the requirements of the Literacy and Numeracy Framework. Procedures to raise standards of literacy and numeracy are co-ordinated, planned and embedded effectively across the school. Provision for ICT in the Foundation Phase and key stage 2 is excellent and has a very positive effect on pupils' standards. However, planning to develop pupils' ICT skills in key stage 3 or the rest of the secondary sector does not build sufficiently on this. The school provides a valuable programme of additional support for pupils who have difficulties with reading and number skills. This includes reading clubs, support with number work and use of sixth-form pupils as 'Reading Buddies'.

The school promotes and celebrates the Welsh language and Welshness in all aspects of school life. Developing the Welsh dimension is provided for through a wide range of activities, which include 'T Llew Jones day', the Urdd's 'Red, White and Green day', 'In Character' shows and Comenius links. The 'Welshness Committee', which is led by pupils, contributes beneficially to promoting the Welsh language and culture.

Education for sustainable development and global citizenship is a strong feature of the school's curriculum. There is a combination of beneficial activities within lessons and extra-curricular activities that contribute extensively to pupils' understanding of sustainability issues. The eco group is very active. Through links with other countries, particularly a school in Lesotho, pupils have a good awareness of their role in leading and contributing to local, national and international projects.

Teaching: Good

Most teachers have sound subject knowledge and they model language well in Welsh and English. They set clear objectives and manage behaviour appropriately.

In many lessons, teachers set high expectations and establish a positive working environment in their classes. They have comprehensive knowledge of pupils' needs and plan in detail to ensure that most pupils develop well. Many teachers use a variety of practical and written tasks successfully in an interesting context that raises pupils' motivation. A wide range of stimulating resources is used to support learning. Many lessons are planned suitably as progression from previous work. In these lessons, teachers offer valuable opportunities for pupils to develop their reading skills effectively and work together in a group. A suitable pace and effective timing ensure that pupils make strong progress.

In a very few lessons, teachers do not allow enough opportunity for pupils to write or discuss with each other. The level of challenge is not high enough and, as a result, pupils lose interest in the work.

In a few lessons in which teaching is very effective, teachers plan to meet the needs of all pupils based on previous assessments. There is an excellent working relationship and adults show exceptional care towards each pupil. Teachers use a wide range of strategies and challenging tasks that maintain pupils' interest and lead to excellent progress. A successful element of these lessons is the way in which teachers vary the language medium skilfully, as required. By doing so, they succeed in developing nearly all pupils' bilingual communication skills.

Most teachers offer very useful oral feedback and, in a few lessons, they question pupils skilfully. Many teachers implement the school's marking policy consistently and provide useful written comments when making pupils' work. However, in a few cases, these comments do not always give pupils enough specific guidance on how to improve the quality of their work. In many areas, where appropriate, pupils are given useful opportunities to assess their own work and that of their peers. As a result, they understand what is needed to improve their work.

The school has comprehensive procedures to track pupils' progress. The 'Merit Model' ('Model Haeddiant') gives staff useful information about the achievement of different groups of pupils. This feeds effectively into the 'Bro Pedr Rainbows' ('Enfysau Bro Pedr') procedure to track their progress. The school provides regular reports on pupils' progress to parents and carers. Most of these reports are comprehensive and identify clearly what is good and what needs to be improved.

Care, support and guidance: Good

Provision to develop and support pupils' health and wellbeing is strong and has a positive effect on pupils' attitudes towards these issues. The school works successfully with a number of other agencies, and this ensures beneficial provision. There are purposeful opportunities for pupils to develop spiritual, moral, social and cultural aspects through personal and social education days and morning assemblies. The school makes appropriate arrangements to promote eating and drinking healthily. It offers a wide range of useful activities to promote fitness. It encourages pupils to appreciate the arts and the activities of other cultures, for example in Poland and China, through successful extra-curricular experiences.

The school offers useful guidance to pupils when making choices for their post-16 courses and key stage 4.

The school has recently adopted a range of suitable strategies to improve attendance. However, it is too early to see the effect of this on the whole-school attendance rate.

The school has appropriate strategies that contribute very effectively to most pupils' good behaviour. However, it is not clear how success is measured for the very few pupils who have an individual behaviour plan.

The wide provision for pupils with additional learning needs is a strength. The school has effective procedures to identify pupils' needs at an early stage, and provide high quality intervention across the school, including Canolfan y Bont. Teachers, assistants and health specialists work together very effectively to meet pupils' individual wellbeing needs. The school provides very beneficial support for vulnerable pupils, which helps them to feel safe and grow in confidence.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Learning environment: Good

Ysgol Bro Pedr is a happy school with a caring and supportive ethos. It has a natural Welsh character and also reflects the multicultural community. It works successfully to promote pupils' awareness and understanding of diversity. Staff work conscientiously to ensure equal opportunities for all, and to ensure that all pupils and adults are free from harassment at the school. All pupils have equal access to the curriculum and a wide range of extra-curricular activities.

The buildings are clean and tidy, and are appropriate for the number of pupils. The school has extensive and useful outdoor areas that promote physical exercise activities and raise pupils' awareness of nature successfully. Good examples of this are the all-weather pitch, the lake and the wildlife area. The toilets and changing facilities are suitable. Nearly all parts of the buildings are accessible and the school adapts arrangements and resources appropriately, when necessary. This ensures that no-one with disabilities will receive less favourable treatment.

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

The headteacher has high expectations and a clear vision for developing the school, which is based on ensuring pupils' high standards and wellbeing. She succeeds in conveying her vision effectively to staff, pupils, governors and parents.

The headteacher is supported effectively by members of the senior management team. This team includes two deputy headteachers, two assistant headteachers, four phase leaders and the school manager. Members of this team have specific responsibilities that are divided fairly. Middle managers know their areas of responsibility fairly well, although the effectiveness of their use of data to measure the effect of strategies is inconsistent.

All members of staff have an appropriate job description, and the staffing structure and lines of accountability are clear.

The school's management procedures are methodical. An appropriate calendar of meetings over the academic year ensures that leaders and staff discuss important issues relating to raising standards and wellbeing. Useful staff bulletins are provided every week to ensure that they are aware of events and important issues. Staff work together appropriately as a team and provide effective opportunities for pupils to learn.

The school's systems for managing staff's performance are robust. Objectives are appropriate and link clearly with the priorities in the school improvement plan.

The school has responded successfully to local and national priorities. It has introduced effective strategies to develop the Literacy and Numeracy Framework, and works strategically with schools and other education organisations within 14-19 Learning Pathways.

Governors are developing their role successfully. The sub-committee structure is effective and ensures that members have a useful recognition of standards, and the school's curricular and financial developments. A governor attends the school council meetings regularly, which is an effective way of bridging between the full governing body and the pupil forum. By acting as link governors with specific subjects and aspects, members of the governing body expand their understanding of the school's work. They give full consideration to legislation and offer an appropriate challenge, in addition to being supportive of the school.

Improving quality: Good

The processes for self-evaluation and planning for improvement are regular elements of the school's work that have a direct effect on pupils' standards and wellbeing. The school has robust self-evaluation procedures that draw on an appropriate range of evidence. Effective processes include lesson observations, scrutinising books, data analyses, parent questionnaires and seeking the views of pupils. As a result, staff have a sound picture of the school's strengths and areas for improvement. All staff are responsible for ensuring quality and contribute valuably to the process. However, monitoring arrangements do not include all aspects of the school's work outside formal lessons in the secondary sector.

There are effective arrangements to gather parents' views on the school's work. Parents complete questionnaires and contribute their ideas through the parents' forum. Similarly, there are suitable arrangements to gather pupils' views on the school's work. There are valuable opportunities to complete questionnaires and contribute through the school council.

The school's self-evaluation report is a valuable document and covers all aspects of the common inspection framework. The document is evaluative, on the whole, and includes a valuable data-analysis of pupils' performance over a period of time. However, a few sections are less evaluative and are descriptive. Departmental self-evaluation reports are comprehensive, on the whole, and many include valuable analyses of performance data. However, a few of these reports are too descriptive in places and, as a result, not all areas for improvement are highlighted.

The school development plan is a comprehensive and useful document that includes nine valuable main priorities that have been identified through the self-evaluation report. For each priority, there are details about actions, responsibilities, timescales and appropriate resources. Success criteria are very clear and measurable. The whole plan is linked with the school's overall targets for standards at the end of each key stage. Departmental development plans are valuable, on the whole, and include appropriate actions. However, in a few departments, the link between development plans and the school's strategic aims is not clear enough.

Partnership working: Good

The school works successfully with a wide range of suitable partners to enhance pupils' experiences and wellbeing and reduce the effects of deprivation.

The school has a close and valuable partnership with parents. The school offers regular opportunities for parents to attend meetings, information evenings and contribute ideas through the parent forum. The school responds positively to parents' recommendations, for example to establish sessions to help parents and carers to support their children.

The school co-operates successfully with local secondary schools, a further education college and a training company to expand the choice of subjects for pupils in key stage 4 and the sixth form. As a result, pupils have a choice to study a wide range of additional subjects, for example engineering, agriculture and blacksmith skills. The school has effective procedures to ensure the quality of courses in partnership.

There are effective partnerships between the school and local employers. Local employers attend enterprise days, conduct mock interviews with pupils, and offer work placements to prepare them for the world of work.

Effective co-operation between the school and partner primary school promote a smooth transition for pupils. The school conducts a wide range of suitable activities to facilitate the transition and ensure progression in pupils' experiences. Activities include successful projects to develop pupils' skills, and learning areas such as design and technology.

Pupils in the sixth form benefit greatly from the school's partnerships with local universities. Through these partnerships, pupils learn more about experiences in specialist areas and raise their awareness beneficially of the opportunities that are available in the higher education sector.

Resource management: Good

The school manages its human resources appropriately and deploys staff effectively. Their expertise is used well to meet the requirements of the curriculum. Ancillary staff and support staff provide robust support to teachers and pupils.

The school has effective procedures to manage the performance of all members of staff. This enables leaders to identify their training needs clearly. Staff are supported to develop their skills according to their needs through a comprehensive programme of continuous professional development. All teachers are part of a useful professional learning community that focuses on developing the school's priorities. These include increasing pupils' achievement and progress, improving attendance, reducing the effect of barriers on pupils' progress, developing more able and talented pupils, and strengthening staff accountability. Many teachers have recently taken part in professional learning triads in order to learn successful teaching strategies from each other and experiment with them. This has raised their confidence and improved their teaching skills.

The headteacher, deputy headteacher, school manager and finance sub-committee monitor the budget carefully. However, as a result of unexpected factors, the school has recently experienced a budget deficit. The school is now working with the local authority to eliminate the deficit within a specific period of time. The sixth form provides good value for money.

The school make productive use of the Pupil Deprivation Grant, which has a positive effect on the standards of pupils who are eligible for free school meals, particularly at the end of key stage 4.

Considering pupils' outcomes, the school provides good value for money.

Appendix 1

6675500 - Ysgol Bro Pedr

Number of pupils on roll	377
Pupils eligible for free school meals (FSM) - 3 year average	20.3
FSM band	3 (16%<FSM<=24%)

Foundation Phase

	2013	2014	2015	2016
Number of pupils in Year 2 cohort	36	36	49	52
Achieving the Foundation Phase indicator (FPI) (%)	86.1	91.7	91.8	92.3
Benchmark quartile	3	2	2	2
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	17	18	30	26
Achieving outcome 5+ (%)	88.2	94.4	90.0	92.3
Benchmark quartile	3	1	3	2
Achieving outcome 6+ (%)	35.3	27.8	36.7	34.6
Benchmark quartile	2	3	2	3
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	19	18	19	26
Achieving outcome 5+ (%)	94.7	88.9	94.7	92.3
Benchmark quartile	2	3	2	2
Achieving outcome 6+ (%)	31.6	33.3	36.8	30.8
Benchmark quartile	2	2	2	2
Mathematical development (MDT)				
Number of pupils in cohort	36	36	49	52
Achieving outcome 5+ (%)	91.7	94.4	93.9	98.1
Benchmark quartile	3	2	2	1
Achieving outcome 6+ (%)	30.6	27.8	34.7	34.6
Benchmark quartile	2	3	2	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	36	36	49	52
Achieving outcome 5+ (%)	100.0	97.2	98.0	100.0
Benchmark quartile	1	2	2	1
Achieving outcome 6+ (%)	55.6	77.8	59.2	84.6
Benchmark quartile	2	1	2	1

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* 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.

6675500 - Ysgol Bro Pedr

Number of pupils on roll	377
Pupils eligible for free school meals (FSM) - 3 year average	20.3
FSM band	3 (16%<FSM<=24%)

Key stage 2

	2013	2014	2015	2016
Number of pupils in Year 6 cohort	49	44	51	49
Achieving the core subject indicator (CSI) (%)	89.8	84.1	90.2	91.8
Benchmark quartile	3	3	2	2
English				
Number of pupils in cohort	49	44	51	49
Achieving level 4+ (%)	91.8	86.4	94.1	93.9
Benchmark quartile	3	3	2	2
Achieving level 5+ (%)	22.4	43.2	41.2	32.7
Benchmark quartile	4	2	2	3
Welsh first language				
Number of pupils in cohort	25	21	22	23
Achieving level 4+ (%)	92.0	90.5	95.5	91.3
Benchmark quartile	2	2	2	2
Achieving level 5+ (%)	8.0	33.3	31.8	26.1
Benchmark quartile	4	2	3	3
Mathematics				
Number of pupils in cohort	49	44	51	49
Achieving level 4+ (%)	89.8	86.4	96.1	91.8
Benchmark quartile	3	3	2	3
Achieving level 5+ (%)	20.4	43.2	47.1	44.9
Benchmark quartile	4	2	2	2
Science				
Number of pupils in cohort	49	44	51	49
Achieving level 4+ (%)	93.9	88.6	98.0	93.9
Benchmark quartile	3	4	2	2
Achieving level 5+ (%)	18.4	38.6	45.1	36.7
Benchmark quartile	4	2	2	3

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* 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.

6675500 - Ysgol Bro Pedr

Number of pupils on roll	729
Pupils eligible for free school meals (FSM) - 3 year average	11.6
FSM band	2 (10%<FSM<=15%)

Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils in Year 9 cohort	106	119	103	111		
Achieving the core subject indicator (CSI) (%)	86.8	88.2	89.3	87.4	91.1	85.9
Benchmark quartile	1	2	3	4		
English						
Number of pupils in cohort	106	119	103	111		
Achieving level 5+ (%)	90.6	88.2	90.3	89.2	93.2	89.2
Benchmark Quartile	1	4	4	4		
Achieving level 6+ (%)	52.8	58.0	57.3	58.6	59.5	56.2
Benchmark Quartile	2	2	3	3		
Welsh first language						
Number of pupils in cohort	69	82	71	69		
Achieving level 5+ (%)	85.5	87.8	88.7	91.3	93.0	92.0
Benchmark Quartile	4	4	4	3		
Achieving level 6+ (%)	46.4	54.9	56.3	42.0	58.7	57.2
Benchmark Quartile	2	2	2	4		
Mathematics						
Number of pupils in cohort	106	119	103	111		
Achieving level 5+ (%)	90.6	91.6	94.2	92.8	93.3	90.1
Benchmark Quartile	1	2	2	4		
Achieving level 6+ (%)	67.0	68.1	64.1	71.2	68.5	62.7
Benchmark Quartile	1	1	3	2		
Science						
Number of pupils in cohort	106	119	103	111		
Achieving level 5+ (%)	92.5	92.4	93.2	91.9	96.6	92.8
Benchmark Quartile	2	3	4	4		
Achieving level 6+ (%)	58.5	57.1	66.0	55.9	65.4	62.9
Benchmark Quartile	2	3	2	4		

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.

6675500 - Ysgol Bro Pedr

Number of pupils on roll	729
Pupils eligible for free school meals (FSM) - 3 year average	11.6
FSM band	2 (10%<FSM<=15%)

Key stage 4

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15	124	120	105	108		
Percentage of 15-year-old pupils who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	51.6	59.2	68.6	66.7	65.5	57.9
Benchmark quartile	3	3	2	2		
Achieved the level 2 threshold	79.8	84.2	97.1	91.7	91.6	84.1
Benchmark quartile	2	2	1	2		
Achieved the level 1 threshold	91.1	95.8	98.1	96.3	98.4	94.4
Benchmark quartile	4	3	2	4		
Achieved the core subject indicator (CSI)	50.8	52.5	64.8	64.8	62.8	54.8
Benchmark quartile	4	3	2	2		
Average capped wider points score per pupil	330.7	347.2	369.9	359.5	365.4	343.5
Benchmark quartile	3	3	1	3		
Average capped wider points score plus per pupil	326.9	340.9	365.7	355.7	360.7	338.7
Benchmark quartile		
Achieved five or more GCSE grades A*-A	14.5	17.5	25.7	22.2	20.5	16.6
Benchmark quartile		
Achieved A*-C in English	66.1	66.7	76.2	77.8	76.5	68.6
Benchmark quartile	3	3	2	1		
Achieved A*-C in mathematics	55.6	64.2	77.1	73.1	70.3	64.4
Benchmark quartile	4	3	1	1		
Achieved A*-C in science	69.4	59.2	92.4	89.8	90.3	84.0
Benchmark quartile	3	4	2	3		
Number of pupils aged 15 who entered Welsh First Language:	70	65	70	67		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	87.1	73.8	71.4	82.1	77.6	75.2
Benchmark quartile	1	2	3	1		

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.

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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.

6675500 - Ysgol Bro Pedr

Number of pupils on roll 729
 Pupils eligible for free school meals (FSM) - 3 year average 11.6
 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	13	14	5	16		
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	38.5	21.4	40.0	56.3	38.7	31.6
Achieved the level 2 threshold	69.2	57.1	100.0	81.3	75.7	69.4
Achieved the level 1 threshold	84.6	78.6	100.0	93.8	93.7	89.4
Achieved the core subject indicator (CSI)	38.5	14.3	40.0	56.3	36.9	29.3
Average capped wider points score per pupil	309.2	273.4	348.2	326.8	323.4	303.7
Average capped wider points score plus per pupil	306.5	268.8	341.0	324.1	317.4	296.4
Achieved five or more GCSE grades A*-A	7.7	7.1	0.0	6.3	2.7	4.3
Achieved A*-C in English	46.2	35.7	80.0	75.0	62.2	45.1
Achieved A*-C in mathematics	46.2	42.9	40.0	62.5	44.1	39.2
Achieved A*-C in science	61.5	42.9	100.0	81.3	82.0	74.4
Number of pupils aged 15 who entered Welsh First Language:	5	*	*	9		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	60.0	*	*	55.6	59.8	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.

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6675500 - Ysgol Bro Pedr

Number of pupils on roll in sixth form

166

Key stage 5

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 17	60	59	66	63		
Average wider points score per pupil	606.9	629.1	656.8	910.0	885.2	799.7
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	50	48	59	55		
Of those who entered a volume equivalent to 2 A levels:						
Achieved the level 3 threshold	100.0	100.0	100.0	100.0	99.2	97.0
Achieved 3 A*-A at A level or equivalent	4.0	16.7	5.1	9.1	8.1	7.9
Achieved 3 A*-C at A level or equivalent	48.0	68.8	52.5	92.7	82.2	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.

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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

Primary Survey

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	96	96 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	96	94 98%	2 2%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	96	96 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw i'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	96	96 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	96	96 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	96	96 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	96	95 99%	1 1%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	96	96 100%	0 0%	Rwy'n gwybod beth i'w wneud a gyda phwy i siarad os ydw i'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	96	92 96%	4 4%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	96	96 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	96	90 94%	6 6%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	96	95 99%	1 1%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Secondary Survey

Denotes the benchmark – this is the total of all responses to date since September 2010.

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school		168	76	86	4	2	Rwy'n teimlo'n ddiogel yn fy ysgol.
			45%	51%	2%	1%	
			37%	53%	8%	2%	
The school deals well with any bullying		167	42	98	24	3	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			25%	59%	14%	2%	
			21%	51%	21%	7%	
I have someone to talk to if I am worried		168	72	74	20	2	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			43%	44%	12%	1%	
			38%	50%	9%	3%	
The school teaches me how to keep healthy		168	41	97	28	2	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			24%	58%	17%	1%	
			18%	57%	21%	4%	
There are plenty of opportunities at school for me to get regular exercise		168	69	79	18	2	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			41%	47%	11%	1%	
			37%	48%	12%	3%	
I am doing well at school		168	39	117	11	1	Rwy'n gwneud yn dda yn yr ysgol.
			23%	70%	7%	1%	
			26%	64%	7%	3%	
The teachers help me to learn and make progress and they help me when I have problems		167	63	95	9	0	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			38%	57%	5%	0%	
			38%	52%	8%	1%	
My homework helps me to understand and improve my work in school		168	30	85	42	11	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			18%	51%	25%	7%	
			17%	51%	22%	10%	
I have enough books and equipment, including computers, to do my work		168	69	85	12	2	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			41%	51%	7%	1%	
			40%	49%	10%	2%	
Pupils behave well and I can get my work done		168	22	94	51	1	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			13%	56%	30%	1%	
			9%	46%	34%	11%	
Staff treat all pupils fairly and with respect		168	49	88	26	5	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			29%	52%	15%	3%	
			25%	48%	20%	7%	
The school listens to our views and makes changes we suggest		167	22	79	58	8	Mae'r ysgol yn gwrando ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			13%	47%	35%	5%	
			12%	51%	30%	8%	

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I am encouraged to do things for myself and to take on responsibility	164	59 36%	98 60%	7 4%	0 0%	Rwy'n cael fy annog i wneud pethau drosof fy hun a chymryd cyfrifoldeb.
		33%	61%	6%	1%	
The school helps me to be ready for my next school, college or to start my working life	168	61 36%	90 54%	15 9%	2 1%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
		35%	53%	10%	3%	
The staff respect me and my background	167	57 34%	99 59%	7 4%	4 2%	Mae'r staff yn fy mharchu i a'm cefndir.
		36%	55%	6%	3%	
The school helps me to understand and respect people from other backgrounds	168	50 30%	100 60%	17 10%	1 1%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
		33%	57%	8%	2%	
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	61	11 18%	32 52%	16 26%	2 3%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
		25%	51%	16%	7%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	46	17 37%	19 41%	8 17%	2 4%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		26%	49%	18%	8%	

Responses to parent questionnaires

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	88	39 44%	44 50%	5 6%	0 0%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	89	43 48%	43 48%	3 3%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	90	52 58%	34 38%	3 3%	1 1%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	85	27 32%	53 62%	4 5%	1 1%	4	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	81	25 31%	51 63%	3 4%	2 2%	8	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	89	33 37%	49 55%	7 8%	0 0%	1	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	86	33 38%	46 53%	7 8%	0 0%	3	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	83	26 31%	49 59%	6 7%	2 2%	6	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.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	84	27 32%	46 55%	10 12%	1 1%	5	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	88	30 34%	55 62%	3 3%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	85	39 46%	40 47%	5 6%	1 1%	3	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	78	28 36%	43 55%	7 9%	0 0%	10	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	39%	4%	1%		

	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.	88	28 32%	44 50%	15 17%	1 1%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	8%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	85	32 38%	47 55%	5 6%	1 1%	5	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	78	24 31%	46 59%	8 10%	0 0%	11	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	84	32 38%	46 55%	6 7%	0 0%	5	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	71	23 32%	39 55%	8 11%	1 1%	15	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	87	32 37%	48 55%	7 8%	0 0%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	85	29 34%	49 58%	6 7%	1 1%	4	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	2%		

Appendix 3

The inspection team

Elwyn Vaughan Williams	Reporting Inspector
Maldwyn Ellis Pryse	Team Inspector
Caroline Rees	Team Inspector
Huw Watkins	Team Inspector
Huw Collins	Team Inspector
Heledd Thomas	Team Inspector
David Owen Jenkins	Lay Inspector
Owain Gethin Davies	Peer Inspector
Dianne Evans (Deputy Headteacher)	Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (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 ¹
- 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.

¹ This indicator does not include Welsh second language qualifications.

Level 2 threshold including English or Welsh ¹ and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh ¹ 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.