



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**St Cenydd School  
St Cenydd Road  
Trecenydd  
Caerphilly  
CF83 2RP**

**Date of inspection: January 2013**

**by**

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



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

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

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

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

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

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

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## Context

St Cenydd School is an English-medium 11 to 18 mixed comprehensive school and is maintained by Caerphilly County Borough Council. There are 1,093 pupils on roll, which is similar to the number at the time of the last inspection in November 2006. Of these, 130 are in the sixth form compared with 184 at the time of the last inspection.

The school is situated on the western side of the town of Caerphilly, with most pupils coming from the surrounding area. Around 27% of pupils are eligible for free school meals, which is higher than the national average of 17.4%. Just over a quarter of pupils live in the 20% most deprived areas in Wales.

The school's intake includes the full range of ability. Very few pupils receive support to learn English as an additional language and very few pupils come from a minority ethnic background. Just under 7% of pupils have a statement of special educational needs compared with the national average of 2.6%. The school has a unitary authority centre for physically disabled, hearing impairment, and speech, language and communication, known as the 'specialist resource base'.

At post-16, the school works with two other schools and further education colleges as part of the Caerphilly Basin Partnership. The school introduced the Welsh Baccalaureate in the sixth form in 2007 and in key stage 4 in 2011.

The headteacher has been in post since 2007. The senior management team consists of a deputy headteacher, three assistant headteachers and a temporary assistant headteacher promoted from within the staff. The deputy headteacher, who is now part-time, and one of the three assistant headteachers have been in post for some time, while the rest have been appointed relatively recently.

The individual school budget per pupil for St Cenydd School in 2012-2013 means that the budget is £4,175 per pupil. The maximum per pupil in the secondary schools in Caerphilly is £4,797 and the minimum is £3,753. St Cenydd School is third out of the 14 secondary schools in Caerphilly in terms of its school budget per pupil.

## Summary

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

### Current performance

Good features in the school's current performance include:

- improving performance in assessments at key stage 3;
- most pupils progress well in developing their literacy skills;
- the majority of pupils gain knowledge, understanding and skills successfully in lessons;
- most pupils behave well and have positive attitudes to their work and the school;
- effective teaching in the majority of lessons, with most teachers providing comprehensive oral and written feedback to pupils; and
- a high level of care, support and guidance, especially in the specialist resource base.

However, there are important areas for improvement:

- performance in mathematics in key stage 4 is weak;
- a minority of pupils do not make as much progress as they should; and
- teaching in a minority of lessons does not challenge pupils enough.

### Prospects for improvement

Despite current performance being adequate, prospects for improvement are good because:

- leadership has been successful in making many improvements over the last few years, particularly in the standards achieved in many individual subjects, performance in key stage 3 and particularly in literacy;
- the school is well led, has a clear sense of purpose and has effective procedures for communication;
- leadership has a clear view of where further progress needs to be made, and has the systems and structures in place to achieve this;
- self-evaluation procedures are well established, systematic and comprehensive; and
- improvement plans set out ambitious targets for performance in assessment and examinations and have suitable strategies to achieve them.

## Recommendations

- R1 Improve standards in mathematics in key stage 4
- R2 Ensure that all pupils make the progress they are capable of in lessons
- R3 Increase the proportion of teaching that is good or better
- R4 Improve rigour in the monitoring of improvement plans and in the evaluation of their success
- R5 Increase the frequency that information on pupils' progress is collected and ensure that it is used effectively to identify how well all pupils are progressing towards their targets
- R6 Meet the statutory requirement for a daily act of collective worship

### **What happens next?**

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

## Main findings

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

Adequate

#### Standards: Adequate

At key stage 4, other than an improvement in 2010, performance in qualifications that include English and mathematics has been below the average performance of similar schools and is much the same as it was five years ago. Performance in English improved up to 2010, and has stayed at much the same level since then. Progress from previous key stages in English is as expected. Other than a rise in 2010, performance in mathematics has changed little over the last five years and has been below the average for similar schools, with progress from previous key stages being worse than expected. Performance in those indicators that include a wide range of qualifications has fluctuated and has generally been below the similar schools average. However, progress from previous key stages in these indicators is as expected, and in many individual subjects is better than expected.

At key stage 3, performance in the core subject indicator has improved over the last four years and is now close to of the average for similar schools.

In the sixth form, although performance in the level 3 threshold is just below the Wales and family averages, performance in the average points score has been well above the family and national averages for the last three years. Progress from the previous key stage is as expected in most subjects.

At key stage 3, in 2012 the gap between the performance of girls and boys in English is much the same as the family and national averages, but in mathematics and science the gap is greater. At key stage 4, the gap between the performance of boys and girls is much the same as the family and national averages for qualifications that include English and mathematics, but significantly greater for those indicators that include a wide range of qualifications. At post-16, there is little difference between the performance of boys and girls. Pupils eligible to free school meals and pupils with special educational needs generally achieve as expected.

In the majority of lessons, pupils progress well in gaining new knowledge and understanding. In these lessons, most pupils recall previous work quickly and accurately, and many build on this effectively when approaching new topics. Most have a secure grasp of key concepts and apply their understanding well to unfamiliar situations. In doing so, they acquire a broad range of subject skills. In a minority of lessons, pupils do not make as much progress as they should. Their knowledge often lacks depth and detail, and their understanding of key concepts is sometimes too superficial.

Pupils develop their speaking and listening skills well. Most pupils listen attentively to teachers' explanations and instructions, and to the views and opinions of other pupils. Many pupils are enthusiastic and keen to contribute to class discussions. They speak confidently and fluently when answering questions or expressing their opinions.

Most pupils develop their reading skills well, often from a low base, and many make good progress as a result of targeted support and provision. This valuable support has impacted positively on pupils' self-esteem and confidence, and their willingness to read independently. Many pupils use a range of strategies to select relevant features and extract appropriate information from passages. They can use this information appropriately to recall prior learning, make considered judgements and solve problems.

Most pupils write accurately and take appropriate care with the presentation of their written work. They use a wide range of subject terminology well. Many pupils write clearly for a wide range of purposes and audiences, for example when presenting and justifying their conclusions to a scientific enquiry. More able pupils show sophistication in adapting their writing for different purposes and in editing, and redrafting their work. Many pupils spell correctly and use grammar and punctuation accurately. Nearly all pupils make effective use of subject glossaries to improve their spelling.

In Welsh second language at key stage 3, pupils performed much better than the family and Wales averages. Although the trend is uneven, overall performance has improved over the last five years and in 2012 the schools was in the top quarter of similar schools based on the proportion of pupils entitled to free school meals. At key stage 4, entries for Welsh second language qualifications have risen recently and in 2012 there was a sharp increase in the proportion of pupils who achieved a level 2 qualification.

### **Wellbeing: Good**

Most pupils are safe in school and many feel that the school deals well with bullying. Most get regular opportunities for exercise and many understand what it is to be healthy.

Most pupils behave well in lessons and around the school. Many show high levels of motivation and concentrate well. However, in a few lessons, pupils lose interest in their work and do not work hard enough. There have been no permanent exclusions for the last two years and the number of days lost to fixed-term exclusions has fallen sharply over the last three years. Comprehensive surveys of pupils' attitudes to themselves and to school show positive results that compare well to survey outcomes in other schools. The attendance rate rose in 2012 and is now slightly better than the average for similar schools.

Many pupils say that the school listens to their views and makes the changes they suggest. Pupils participate in opportunities to influence the development of provision and are involved suitably in making decisions about the environment, sustainability and healthy living. However, pupils have a limited say in what and how they learn. The school council has made useful contributions to improvements in the school environment and to the process of staff appointments. In addition to attending governor meetings, associate pupil governors also attend the curriculum committee meetings.

Pupils participate in a wide variety of community activities, particularly through the Welsh Baccalaureate in key stage 4 and the sixth form, and they have

well-developed social and life skills. They show respect, care and concern, take on responsibility for their actions and work, and have the skills to move on to next stage of learning.

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

The school effectively meets the needs of learners, and the key stage 3 and key stage 4 curriculum meet requirements. There is a broad range of options at key stage 4 and a very wide range of options in the sixth form, mainly as a result of collaboration with other providers. The school provides effectively for a small group of disaffected or disengaged pupils in key stage 4 through partnership working with external providers. There is a comprehensive take-up of vocational courses.

The school offers an extensive range of extra-curricular activities and participation rates in them are high. These activities include sporting and cultural events, some of which are led by the pupils themselves.

There is systematic and co-ordinated planning, and deployment of appropriate resources for the development of skills, with a particular emphasis on literacy. The school provides particularly well-organised beneficial support for those learners who need additional help in improving their reading and writing skills. Pupils in key stage 4 and the sixth form taking the Welsh Baccalaureate have suitable opportunities to gain qualifications in skills.

Provision for the Welsh language is improving. Changes to the curriculum have had a positive impact upon take-up of full-course Welsh at key stage 4 and the sixth form. The Welsh dimension features consistently in subjects other than Welsh, and is evident in the ethos and activities of the school.

The provision for education for sustainable development and global citizenship is a strong feature. There is a comprehensive range of relevant curricular and extra-curricular opportunities, for example in caring for the natural environment of the school site and through links with less developed countries. Participation rates in these activities are good.

**Teaching: Adequate**

Most teachers have secure subject knowledge which they use to good effect. Nearly all teachers develop positive working relationships with pupils. Teachers encourage and support pupils well in building confidence, self-esteem and engagement in learning. However, the quality of teaching varies too much and does not have enough impact on the standards achieved by a minority of pupils.

The majority of lessons are well planned and have clearly-communicated learning objectives. In these lessons, teachers have high expectations and most pupils make good progress. Well-planned questioning is used to probe and develop pupils' understanding, and tease out more detailed oral responses. These lessons make a successful contribution to the development of pupils' literacy skills. In a very few lessons where teaching is most effective, teachers provide stimulating, interesting and challenging activities, and employ very effective assessment strategies.



In a minority of lessons, there is insufficient pace and challenge. Pupils are often asked to complete undemanding tasks and there are limited opportunities for pupils to participate actively in the lesson. Work is not closely matched to pupils' different abilities. As a result, a minority of pupils do not make enough progress.

Additional support is well focused and contributes effectively to the development of pupils' literacy skills.

Pupils' work is marked regularly and accurately. Most teachers provide comprehensive oral and written feedback to pupils on the standard of their work and what they need to do to improve. Peer and self-assessment are well developed in many subjects.

The school has suitable processes for identifying those pupils in need of additional support, for example in reading and where pupils are likely to miss level 2 targets. However, the information on pupils' progress is not collected frequently enough, and it is not used effectively to identify how well all pupils are progressing towards their targets.

Parents receive detailed, clear and concise reports on the progress of their children. Most reports identify strengths and weaknesses clearly, but a few do not give enough guidance on how improvements can be made. Many parents feel that they are well informed about their child's achievement and progress.

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

The school provides a high level of care, support and guidance for pupils, which has a positive impact on their behaviour and attendance. The school's personal, social and education programme helps pupils to gain a clear understanding of key areas related to their wellbeing. This programme is supported well by the school's specialist staff and external agencies.

The school helps pupils to adopt healthy lifestyles through the curriculum and a range of additional activities. The varied programme of extra-curricular sporting activities, with high levels of participation, makes a positive contribution to the physical and social development of pupils. Pupils' participation in the Healthy Schools' Awards and the School Nutrition Action Group further promote the benefits of a healthy diet and healthy living.

The school has appropriate provision for pupils' spiritual, moral, social and cultural development. A whole-school focus on developing respect and care is integrated well in to assemblies and form tutor times. However, the school does not meet the statutory requirement for a daily act of collective worship.

The school provides access to a comprehensive range of information and specialist support for pupils. Pastoral staff and the school's counsellor and nurse work together well with outside agencies to provide effective support for vulnerable pupils and pupils with behavioural difficulties. Targeted support has helped these pupils to improve their attendance, attitude and performance.

The school has appropriate provision for pupils with additional learning needs. In particular, the inclusive arrangements and high level of sensitive and caring support provided through the specialist resource base help pupils to integrate well in to school life and achieve very strong outcomes. Communication with parents is particularly developed well and they are fully involved with their child's education. Individual education plans are appropriate to each pupil's needs, contain suitable targets and are reviewed regularly.

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

### **Learning environment: Good**

The school has a clear and well-understood inclusive ethos. Equality of opportunity is well established within the school's work and pupils are encouraged to raise their aspirations and challenge stereotypes in their option choices. Through its personal and social education programme, the school promotes successfully the development of tolerance and prevention of oppressive behaviour. Considerable effort has been made to ensure that pupils with disabilities have an ease of access across the whole school.

The school accommodation is well maintained and meets the needs of pupils well. The provision for physical education, both inside and outside, is a particular strength of the school. During lessons, staff make good use of classroom display to support pupils' learning. Resources are generally well matched to learning needs and there is particularly good provision for information and communication technology.

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

Despite standards being adequate overall, leadership has been successful in making many improvements over the last few years. The main improvements have been in the standards achieved in many individual subjects in key stage 4, performance in key stage 3 and in particular the development of the school's effective provision for literacy, both in subjects across the curriculum and for those pupils requiring additional support. Improvements have also been made in wellbeing and in the provision that promotes it. Leadership has a clear view of where further progress needs to be made, and has the systems and structures in place to achieve this.

The school has clear aims that focus on the needs of pupils, and local and national priorities. Leaders and managers analyse closely the data on current performance and have set challenging targets for improvement, for example in key stage 4 qualifications, over the next few years.

There is a clear management structure that is appropriate to the needs of the school. There is a fair distribution of responsibility between members of the senior leadership team. These are well understood by staff and cover the main areas of the school's work. Communication is effective and there is a well-organised system of meetings that lead to appropriate actions. Senior leaders' line management roles give them a secure view of which departments need targeted support. In carrying out their work, senior leaders have tackled under-performance robustly.

Many middle leaders work well to improve the performance of the areas for which they are responsible. They have a clear and specific understanding of their areas' strengths and weaknesses. They set challenging targets and plan carefully with their teams to achieve them. In a few departments, plans to improve standards are not implemented consistently enough.

Performance management is well organised and the identified targets lead to appropriate professional development activities

Governors have a full and secure understanding of the strengths and weaknesses of the school. They provide good support and challenge the school effectively.

The school takes full account of national priorities and has made good progress in broadening the range of options in key stage 4 and especially the sixth form and in improving its provision for Welsh language development. The school has made significant strides in improving the provision of literacy.

### **Improving quality: Adequate**

The school has well-established procedures for self-evaluation and improvement planning. These clearly identify the issues that need to be addressed and improvement plans set out ambitious targets and suitable strategies to achieve them. However, a few improvement priorities are not clear enough, for example about how to improve the quality of teaching. Furthermore, processes to closely monitor the implementation of plans and to ensure that the targets and improvements are secured, are not as effective as they should be.

Throughout the year there is a clear timetable of activities when senior leaders, middle leaders and governors review the school's performance and plan for improvement. Self-evaluation is systematic, drawing on a wide range of first-hand evidence, including classroom observations, book scrutiny and data analysis. The school's self-evaluation report is comprehensive and evaluative, and provides sound evidence to support its judgements. It clearly identifies the key areas that need to improve, including those subjects that need support, and provides a sound basis for planning improvements. Departments produce suitable annual self-evaluation reports that show a secure understanding of their strengths and weaknesses.

Both departmental and school improvement plans arise directly from the self-evaluation processes. They set challenging performance targets based on internal and external data and other first-hand evidence. Plans identify clear responsibilities and allocate sufficient resources, but targets, other than those concerned with performance outcomes, are not precise enough to evaluate whether the actions have been successful. Similarly, the timescales set out in plans are not specific enough to ensure close monitoring of their implementation.

The school has made good progress in addressing the recommendations from the previous inspection.

Professional development activities are based on identified needs and there is suitable programme to meet them. Teachers work well together, both within school

and with those in other schools, to develop work in areas such as literacy, thinking skills, and teaching and learning. These activities have resulted in a number of improvements, for example in literacy.

**Partnership working: Good**

The school works effectively with other providers in the local 14-19 partnership. This has had a beneficial impact on increasing options, especially in the sixth form, and on rationalising resources.

Partnerships with primary schools are appropriate and contribute to effective transition. Pupils settle in quickly to their new school. Curriculum links in the core subjects and Welsh second language are beginning to have a beneficial effect on continuity and progression.

The school works well with a number of community organisations and groups through its community-focused schools initiative. The resulting provision makes a positive contribution to the wellbeing of particular groups of pupils.

There are productive links with initial teacher training establishments.

**Resource management: Adequate**

The school manages its staff well. It deploys teachers effectively, making suitable use of their expertise, and has appropriate procedures for their continuing professional development. The school makes good use of its support staff.

Spending decisions are closely related to the school's strategic priorities. Planned developments are carefully costed and spending is effectively kept under review. Governors work well with the school in planning and monitoring value for money.

In view of the judgement made on standards, the overall value for money provided by the school is adequate.

## Appendix 1

### Commentary on performance data

At key stage 3, performance in the core subject indicator has improved over the last four years. However, it has been below the family average over this period, although the gap has now closed. When compared with similar schools based on the proportion of pupils entitled to free school meals, the school has been in the lower half or bottom quarter for the last four years. However, when compared with modelled expectations, performance is above expectations. In English, performance at level 5 and above also improved over the last four years and is now the same as the family average. Over the last four years, performance in English has taken the school from the bottom quarter to the top half of similar schools based on the proportion of pupils entitled to free school meals. Performance in English in level 6 and above declined in the three years up to 2011, but it improved in 2012 to be above the family average for the first time. Although performance in mathematics has improved over the last four years, it has always been below the family average and has placed the school in the bottom half of similar schools in terms of free-school-meal benchmarks. Although performance in mathematics at level 6 or above has improved slightly over the last four years, it has been below the family average. Performance in science has also improved over the last four years, and for the last two years it has been above the family average and has placed the school in the top half of similar schools in terms of free-school-meal benchmarks. Performance at level 6 and above in science has improved and is now just above the family average. Pupils' progress from the previous key stage for 2011 is well above expectations for science, and as expected for English and mathematics.

Other than an improvement in 2010, performance in the level 2 threshold including English and mathematics has been flat and relatively low. Other than in 2010, it has been well below the family average for the last four years and has placed the school in the bottom quarter of similar schools based on the proportion of pupils entitled to free school meals. Performance is below modelled expectations. The core subject indicator follows a similar pattern to the level 2 threshold including English and mathematics. Performance in the level 2 threshold rose between 2008 and 2010, but has slipped back slightly over the last two years. Other than in 2010, performance has been below the family average. Compared with similar schools based on the proportion of pupils entitled to free school meals, the school has been in the lower half for the last two years. Performance in the capped points score has been uneven, but has always been below the family average. Compared with similar schools based on the proportion of pupils entitled to free school meals, the school was in the top half for 2010 and 2011, but in the lower half for 2012. Performance is at the modelled expectations. Performance in the level 1 threshold shows an overall improvement over the last four years and it is now at the family average. However, it has placed the school in the lower half of similar schools based on free-school-meal entitlement for the last three years. Performance in English improved up to 2010, but has stayed much the same since then. It has been below the family average for the last four years. In comparison with the relative performance levels of similar schools based on the proportion of pupils entitled to free school meals, English performance was in the top half in 2012 having been in the lower half the year before. Other than

a rise in 2010, performance in mathematics has changed little over the last five years. Over the last five years, performance has been well below the family average and has placed the school in the bottom quarter of similar schools based on the proportion of pupils entitled to free school meals. Pupils' progress from the previous key stages is lower than expected for level 2 threshold including English and mathematics and the core subject indicator, mainly as a result of weak performance in mathematics. Progress is slightly better than expected for other indicators.

Very few pupils left the school without a qualification. The proportion staying on in full-time education after 16 is relatively low. However, a significantly higher than average number of pupils move into work-based learning and very few pupils who left school at 16 are reported as not being in education, employment and training, and this proportion is much better than local authority and Wales averages.

In the sixth form, although performance in the level 3 threshold is just below the Wales and family averages, performance in the average points score has been well above the family and national averages for the last three years. Progress from key stage 4 is as expected.

At key stage 3, in 2012 the gap between the relative performance of boys and girls was greater than the national and family averages. The gap in English was much the same as the family and national averages, but the gaps in relation to mathematics and science performance were greater. At key stage 4, the gaps between the performance of boys and girls were much the same as the family and national averages for the level 2 threshold including English and mathematics and the core subject indicator, but significantly greater for the level 2 threshold, the level 1 threshold and the capped points score where they are around double the family and national averages. At post 16, there is little difference between the relative performance levels of boys and girls in level 3 threshold. Although girls do better than boys in the average wider points score, the gap is smaller than the national one.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Estyn received responses from 294 learners, selected at random from across the age range. Responses are generally positive and are similar to those from other schools.

Most learners state that they feel safe in school and that they have someone to turn to if they have any concerns. Many believe that the school deals well with bullying.

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

Many learners confirm that staff treat them fairly and with respect, and say that the school helps them to understand and respect people from other backgrounds.

Many learners feel that the school takes account of their views, which is a higher proportion than in other secondary schools. Around half of learners state that pupils behave well and that they can get on with their work, but this proportion is lower than that from other secondary schools.

#### Responses to parent questionnaires

Estyn received 240 responses to the parent questionnaire. Although parents gave a positive or very positive response to the questions, the responses to a few questions were not as positive as those from parents of pupils in other secondary schools.

Most parents are satisfied with the school and say that it is well run. Most state that their children are safe and like the school. Most parents indicate that their children were helped to settle in well when they started school. Most also say that their children are encouraged to be healthy. Most consider that there is a good range of activities, which is a higher proportion than in other secondary schools. The same proportion feels comfortable about approaching the school to discuss matters about their child's education and wellbeing.

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

Many parents feel well informed about their children's progress. Many say that homework reinforces learning and that pupils behave well, but these proportions are below those in other schools.

### Appendix 3

#### The inspection team

Nigel Vaughan	Reporting Inspector
Peter Harris	Team Inspector
David Hughes	Team Inspector
Sue Morgan	Team Inspector
Edward Tipper	Lay Inspector
Andrew Slade	Peer Inspector
Jeanne Evans	School Nominee



## Copies of the report

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

### Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

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

## Glossary of terms

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