

**A report on**

**Cardiff High School  
Llandennis Road  
Cyncoed  
CF23 6WG**

**Date of inspection: March 2013**

**by**

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



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

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

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

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

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

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

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

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

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**Publication date: 10/05/2013**

## Context

Cardiff High School is an English-medium 11 to 18 mixed comprehensive school situated in the north of the city of Cardiff. There are 1,496 pupils on roll, an increase of approximately 49 pupils since the last inspection in January 2007. Of these, 373 are in the sixth form which is similar to the number at the last inspection. Most pupils come from the surrounding residential areas of Cyncoed, Lakeside and Roath. Most pupils transfer to the school from four primary schools.

Around 6% of pupils are eligible for free school meals, which is much lower than the national average of 17.4%. The school has a diverse pupil intake. The majority of pupils speak English as their first language. Five hundred and fifty-five pupils are categorised as pupils with English as an additional language and 37% of pupils come from a minority ethnic background. One per cent of pupils speak Welsh as their first language.

The school's intake includes the full range of ability. There is an above average proportion of pupils of higher ability and fewer middle and lower ability pupils. The percentage of pupils with special educational needs is around 11%, which is much lower than the national average of 18.6%. The percentage of pupils with a statement of special educational needs (2.5%) is very close to the national average of 2.6%. The school has a specialist resource base serving the local authority for 14 pupils with specific learning difficulties.

The school introduced the Welsh Baccalaureate in the sixth form in 2008 and in key stage 4 in 2011.

The headteacher has been in post since 2011. The senior leadership team consists of a deputy headteacher, four assistant headteachers and the school business manager. Most of the senior leadership team were in the school at the time of the last inspection, but not in their current leadership positions.

The individual school budget per pupil for Cardiff High School in 2012-2013 means that the budget is £4,143 per pupil. The maximum per pupil in the secondary schools in Cardiff is £9,511 and the minimum is £3,988. Cardiff High School is 19th out of the 21 secondary schools in Cardiff in terms of its school budget per pupil.

## Summary

|                                               |                  |
|-----------------------------------------------|------------------|
| <b>The school's current performance</b>       | <b>Excellent</b> |
| <b>The school's prospects for improvement</b> | <b>Excellent</b> |

### Current performance

Cardiff High School is excellent because:

- the standards achieved by pupils are consistently very high and well above expectations;
- pupils, including boys, the more able and those with English as an additional language, make very good progress;
- pupils' attendance is very good;
- pupils behave exceptionally well and they have a well-developed sense of responsibility;
- the quality of teaching is consistently high and has a significant impact on developing pupils' thinking skills and raising standards;
- the quality of care, support and guidance, in particular the support for pupils with additional learning needs, is highly effective; and
- the inclusive ethos of the school contributes significantly to pupils' positive attitudes to learning and very strong outcomes.

### Prospects for improvement

The school's prospects for improvement are excellent because:

- the leadership provided by the headteacher and the senior leadership team is outstanding;
- there is a strong culture of accountability and a high level of dialogue, interaction and teamwork between teachers, middle managers and senior staff;
- performance management arrangements are very effective;
- the staff are well trained and working groups are successful in improving standards and the quality of teaching; and
- the school has a very strong track record in securing improvement, and particularly, in involving pupils in evaluating teaching and learning.

## Recommendations

- R1 Develop progression in the provision for literacy and numeracy skills across the curriculum
- R2 Eliminate the variation in the quality of the written feedback teachers give to pupils
- R3 Extend the effectiveness of the school's strategic partnerships through sharing best practice

### What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

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

**Excellent**

#### **Standards: Excellent**

The standards achieved by pupils at Cardiff High School are outstanding.

In key stage 3, performance has been very good over the last four years and well above expectations. Performance in English, mathematics and science, both separately and combined, has been among the best compared with that of similar schools. A particular strength is the proportion achieving the very highest levels. In 2012, over a third of pupils attained level 7 or above in English and nearly half of pupils attained level 7 or above in mathematics and science. This is an outstanding feature.

The key stage 4 performance is consistently well above family averages for all key indicators and each of the core subjects for the last four years. This places the school as the highest in its family of schools. When compared with similar schools based on the proportion of pupils entitled to free school meals, the school has been in the top quarter of schools for the last four years in all core subjects and key indicators. The school has exceeded expectations for all three measures in key stage 4. In the sixth form pupils perform well and a very high percentage gain the level 3 threshold (equivalent to two A levels at grade A\* to E). No pupils have left without qualifications in the past three years. Nearly all remain in full time education and many continue to the sixth form at the school.

A significant strength of the school is the progress made in raising the achievement of particular groups of pupils. At all key stages, the gap between the performance of boys and girls in all key indicators is far less than in similar schools and in Wales. The few pupils entitled to free school meals do very well compared to those in Wales as a whole. In 2012, the school closed the gap between the performance of those entitled to free school meals and those who are not. More able pupils achieve highly. Pupils with additional learning needs and those with English as an additional language achieve above expectations.

Most pupils make very good progress in developing their knowledge, understanding and skills. Most pupils show a quick recall of prior learning well, and apply this learning successfully in lessons. More able pupils make subtle and discriminating links to previous knowledge or wider contexts. Most pupils work well in pairs or groups. They support each other in a considerate way and demonstrate resilience and high levels of concentration on tasks set in lessons.

Many pupils have well developed speaking and listening skills. They articulate complex ideas clearly, listen carefully and are confident speakers. Many pupils use subject terminology accurately in discussions and in their writing. A minority of pupils have an extensive vocabulary that they use with good effect in discussion. These pupils also make perceptive and thoughtful extended responses to questions.

Most pupils read with good understanding. A minority of pupils make sophisticated analyses of a wide range of challenging texts. These pupils synthesise and interpret information from a variety of sources and use it adeptly to evaluate, reflect and form personal opinions.

Most pupils show a judicious use of subject-specific vocabulary in their written work. Their spelling, punctuation and use of grammar are mostly accurate, in line with their abilities. Many pupils' writing shows a clear understanding of topics studied and they draw well on previous knowledge or research to develop reasoned accounts in several subjects. In a few subjects, the quality of pupils' extended writing is superb and shows sensitive and perceptive responses, for example through poetry, effective narrative and descriptive writing and detailed, well-structured persuasive accounts.

Standards in Welsh second language are good. Pupils make good progress in key stage 3. Performance has improved over the past five years and is higher than the average for Wales. However, in 2012 performance was lower than the average for the family of schools and placed the school in the lower half of similar schools based on the proportion of pupils entitled to free school meals. In key stage 4 nearly all pupils gain a GCSE full course qualification, while many gain an A\*-C grade. This is a significant achievement. Pupils have a very positive attitude to learning Welsh and show notable enthusiasm in lessons. They also use incidental Welsh well across the school, and show an interest in aspects of Welsh culture, including winning the second language learner prize three years in a row at the Urdd National Eisteddfod.

### **Wellbeing: Excellent**

Pupils' participation in learning and their contributions to the wider school life are outstanding features. They are enthusiastic learners with very high levels of engagement, concentration and motivation. Most pupils behave exceptionally well in lessons and around the school. They show very high levels of respect for one another and adults and have a well-developed sense of responsibility. This contributes to a particularly supportive learning environment that helps most pupils to make rapid progress.

Pupils' attendance levels over the last five years have been very good. In 2012, attendance levels placed the school in the top quarter of similar schools in Wales and top of its family of schools. Fixed term exclusions are low and are declining.

As pupils progress through the school, they increasingly take on and create additional responsibilities to participate in learning and the wider school life. As a result, many develop very good leadership and life skills through mentoring and involvement in extra-curricular clubs and activities that are often pupil-led. The school parliament is particularly effective and it has made significant contributions to the school's strategy for refining lesson types and structures.

Nearly all pupils feel safe in school. They feel that the school deals very effectively with the rare incidents of bullying. Most pupils have very positive attitudes to healthy living and understand well how to improve their health. Participation levels in physical activities such as the 5X60 programme are very high.

|                                               |                  |
|-----------------------------------------------|------------------|
| <b>Key Question 2: How good is provision?</b> | <b>Excellent</b> |
|-----------------------------------------------|------------------|

### **Learning experiences: Good**

There are many strengths in the wide range of well-planned learning experiences that have a positive impact on developing pupils' skills, performance outcomes and wellbeing.

At all key stages, the curriculum is broad and stimulating and engages learners of all abilities effectively. The key stage 3 provision builds effectively upon key stage 2 experiences and there is a wide range of general and vocational pathways for 14 to 19-year olds. At key stages 4 and 5, all pupils take the Welsh Baccalaureate Qualification. The school plans many opportunities to enhance provision for more able pupils and boys through discrete lessons, challenges and activities as well as filming short programmes through the 'Cardiff High Def TV'.

Skills provision is imaginatively organised across all key stages through the 'wider curriculum dimensions' and 'summer timetable' programmes as well as through an extensive programme of extra-curricular opportunities. The planning for progression in literacy is particularly strong in a few subjects and there are appropriate plans to develop numeracy across the curriculum. The impact of the extensive provision for thinking skills is clear in the consistently high standards of these skills.

The school promotes the Welsh language and the Welsh dimension well through a wide range of initiatives. Subject departments receive very good support in using incidental Welsh. Bilingual signs and displays are very evident across the school. Opportunities to extend pupils' understanding of the language and culture of Wales are widely available through the formal curriculum and extra-curricular activities.

Education for sustainable development and global citizenship is good. The school makes sure that pupils understand the need to recycle and live sustainably. The school promotes global citizenship consistently well through strong international links.

### **Teaching: Excellent**

The school's clear and sustained focus on improving professional practice has a significant impact in developing excellent teaching at Cardiff High School.

Many lessons have good or excellent features. Teachers have very good subject knowledge. They use the 'refinery' model developed by staff and pupils consistently to plan well-structured lessons with clear learning objectives to meet the learning needs of all pupils. The 'refinery' provides teachers with a wide range of approaches and strategies to plan and prepare lessons. Across the school, teachers have high expectations of all pupils. Most teachers ensure that there is a good level of challenge for all pupils through a range of activities that build coherently one on the other to further pupils' learning. Most teachers use a range of effective questioning techniques. They use good strategies to help pupils revise and use the knowledge and skills they have gained in previous lessons to make logical predictions and research topics. Teachers across the school are consistent in helping pupils to develop high level thinking skills so that pupils can become confident, independent

learners. A majority of teachers set imaginative tasks which help pupils to develop their literacy and numeracy skills effectively through the subject they are studying and most model the use of the Welsh language particularly well.

In lessons with outstanding features, teachers have the highest expectations of pupils and themselves. These teachers provide very creative lessons with stimulating materials to develop pupils' learning through problem-solving activities. They are flexible and they adapt the pace of the lesson and the challenge in the work as required by the pace of the pupils' learning. They allow pupils enough time to think and reflect on their learning. They use effective questioning techniques to help pupils develop skills to apply themselves, to develop curiosity, to persevere and to show resilience in meeting new challenges. They make very good use of new technology to share pupils' work and ideas with others immediately in the class so that pupils can learn from each other.

Teachers use 'learning conversations' and other strategies well to help pupils understand how well they are progressing and how to improve their work. Marking provides well-chosen subject specific advice in many subjects. However, teachers' written comments in a few subjects lack detail and do not focus enough on developing pupils' skills. There are valuable opportunities for pupils to review their progress. Many pupils use peer and self-assessment effectively.

The school has effective systems for tracking pupil progress. It sets ambitious targets for all pupils and monitors and supports their progress towards them robustly. Pupils have a very good grasp of their targets for improvement and what they need to do to achieve them.

Reports to parents and carers provide high quality feedback and outline strengths and clear targets for improvement. Many parents feel that they are well informed about their child's achievement and progress.

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

The school provides a high level of care, support and guidance that has many outstanding features. The school's arrangements for promoting pupils' wellbeing are based on respect and responsibility. This helps pupils to engage very effectively with each other, their learning and the school community to secure outstanding outcomes, including consistently high levels of achievement and attendance. Robust use of pupil data as well as sensitive and timely support has ensured that pupils from a wide variety of backgrounds achieve highly.

There is excellent provision for the promotion of spiritual, moral, social and cultural development. The provision includes highly creative groups established and run by the pupils that help them to consider life's fundamental questions through the 'philosophy café' and promote equality and diversity issues.

The school has very strong links with specialist services to support pupils' needs and provide high quality information and guidance. For example, the school provides additional access to a counsellor for vulnerable pupils and their families, when needed, and all pupils receive high quality independent guidance on subject and career choices.

The school's provision for pupils with additional learning needs is highly effective. Teachers make good use of pupils' individual education plans and ensure that pupils receive targeted support within a mainstream classroom setting. Provision for all groups of pupils, including pupils with English as an additional language, is very well developed and pupils make good progress in their learning.

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

### **Learning environment: Excellent**

The school provides a very inclusive environment for all its pupils. The school's motto, 'Tua'r goleuni – Towards the light' reflects its values and an extremely positive ethos. This contributes significantly to pupils' positive attitudes to learning and very strong outcomes.

The school celebrates and promotes fairness and values the diversity of pupils' backgrounds. All pupils have equal access to the curriculum and the extensive extra-curricular activities. Through a wide variety of pupil-led discussion groups, all age groups develop an extremely positive attitude towards diversity and challenge stereotypes. This understanding and respect for others is an outstanding feature. Pupils are proud of their school.

Despite significant changes to accommodation due to improvement works, the school maintains a good, well-equipped learning environment. The site is well maintained and free of litter. Pupils show outstanding respect for the learning environment, their teachers and each other. Recent improvements have been made to the toilets, requested by pupils. Teachers use resources and equipment effectively to support pupil progress. There are many attractive and informative displays celebrating pupils' work, school activities and achievements.

|                                                                |                  |
|----------------------------------------------------------------|------------------|
| <b>Key Question 3: How good are leadership and management?</b> | <b>Excellent</b> |
|----------------------------------------------------------------|------------------|

### **Leadership: Excellent**

The headteacher and senior leadership team successfully promote a strong vision and culture for the school. This is driven by high expectations, a relentless focus on improvement and a very strong sense of responsibility and accountability, in both pupils and staff. Part of the ethos of the school is learning together in order to improve outcomes. This inclusive approach helps to provide an extremely supportive environment for pupils and staff, with a clear focus on achievement. These high expectations and inclusive approach help pupils to achieve exceptional outcomes.

The senior leadership team communicate their vision for the school very well to staff, pupils, parents and carers, and the wider school community. This is helped by the effective use of modern technologies.

All teaching and support staff have tightly defined roles and clearly understood responsibilities. Together with shared aspirations and a secure understanding of effective practice, this contributes to a high degree of consistency in all aspects of the

school's work. Senior leaders actively promote wider collaborative leadership for many of the school's development initiatives. For example, all staff contribute to the future direction of the school by taking a lead role or participating in a range of working groups such as the curriculum design forum and advanced thinking skills group. This helps staff to have a strong sense of ownership of these developments in order to bring about improvements more effectively.

The school has a creative system for supporting, challenging and managing performance in order to help staff improve their practice. This includes a well-structured performance management system for all teaching and support staff and a coaching and mentoring scheme, which is also a powerful tool for succession and career planning. Through this system, senior and middle leaders agree and set challenging targets and meet frequently to monitor progress towards improvement. On the very few occasions where there is underperformance, the school has a transparent and supportive system to deal with this.

Governors understand their roles particularly well. They have strong links with senior leaders and take an active part in monitoring performance. Through the full governing body and useful sub-committee meetings, governors know about the performance of the pupils, the strengths of the school and areas in need of further development. They challenge the school effectively, offer support and hold the school to account for standards and quality.

The school is highly effective in taking actions to meet national and local priorities. This includes, for example, reducing the gender gap in attainment.

### **Improving quality: Excellent**

The school has successfully established a very strong learning culture for staff and pupils. In order to improve practice, all staff are involved in an extensive range of professional development activities. The comprehensive programme includes working groups focusing on key strategic priorities and on innovation in order to explore new approaches to teaching and learning. The school encourages teachers to introduce and trial new practices, methodologies and technologies to engage and inspire pupils. Good and excellent practice is shared and disseminated well through the learning forum. Pupils have also been involved in developing and evaluating the effectiveness of various styles of lesson planning. This innovative on-going research and development of teaching and learning has culminated in the school's lesson 'refinery' and has had a very positive impact on improving classroom practice and standards. This is an outstanding feature of the school. The opportunity for teachers to lead groups and research on key improvement priorities has supported the development of aspiring middle and senior leaders and the highly effective coaching and mentoring programme provides teachers with a valuable range of support, guidance and professional development.

The school has robust, accurate and systematic procedures for self-evaluation which provide it with a very clear understanding of its strengths and areas for improvement. Senior leaders scrutinise departmental self-evaluation reports and improvement plans well. There is a well-structured cycle of departmental and thematic reviews, including an annual review of teaching and learning. The school makes effective use

of an extensive range of first hand evidence including questionnaires, lesson observations, structured meetings with middle leaders, scrutiny of pupils' work and listening to learners' exercises to evaluate its work. This, along with detailed analysis of performance data by middle and senior leaders, provides a consistent evidence base.

Middle and senior leaders use predictive data well to set challenging targets at individual, cohort and whole school levels. The analysis of the performance of groups of learners is undertaken rigorously, including the analysis of gender, ethnicity, and deprivation, to ensure that no learners are disadvantaged. Pupils identified at risk of underachievement are monitored effectively, and supported with appropriate revision programmes and useful mentoring sessions. The overall provision for improving quality has resulted in a significant improvement in pupil outcomes.

### **Partnership working: Good**

The school works effectively with a wide range of partners, including the Cardiff 14-19 network, the central partnership of Cardiff schools and Cardiff and Vale college, to improve outcomes for pupils and expand the range of subject options available to pupils at key stage 4 and key stage 5. Teachers work well with partnership schools and the college to ensure that learners studying on other sites are closely monitored and that the school is kept fully informed about pupils' progress, attendance and wellbeing.

Working closely with its partner primary schools, the school ensures that pupils transfer from primary to secondary school with confidence. Primary pupils have the opportunity to take part in a summer school to get to know the school and the staff before the beginning of the autumn term. These activities impact positively on pupils' wellbeing.

Productive partnerships with a range of associations provide 'expert' contributions to the curriculum and partnerships with local businesses and other agencies also provide pupils with valuable insight into the world of work. Effective partnerships with external support agencies provide very good support to vulnerable pupils.

The school works particularly well with its parents and carers to benefit the pupils as well as providing useful school experience placements for teacher trainees from Welsh and English institutions.

### **Resource management: Excellent**

The school manages and deploys staff and financial resources particularly well to support improvement and provide maximum benefit for the pupils. The school is appropriately staffed to teach the curriculum effectively. Staff are deployed very well to make good use of their specialist skills and expertise.

The school's performance management system is a comprehensive framework for all staff to agree and review priorities and objectives in the context of whole-school and departmental improvement plans. Through this system, staff professional development needs are identified well, funding allocated, where appropriate, and actions taken to meet these needs.

The school's business manager, other senior leaders and the governing body finance sub-committee have a secure knowledge of the costs of existing programmes and activities. Working together, they ensure that the school's spending decisions and financial planning are linked closely to identified areas for development and improvement.

In view of the high quality of teaching and outstanding outcomes for pupils, the school offers excellent value for money.

## Appendix 1

### Commentary on performance data

In key stage 3, performance has been very good over the last four years and well above expectations. Performance in English, mathematics and science, both separately and combined, has been among the best compared with that of similar schools in the family of schools and has placed the school in the top quarter of similar schools in terms of the proportion of pupils entitled to free school meals. A particular strength is the proportion achieving the very highest levels. In 2012, over a third of pupils attained level 7 or above in English and nearly half of pupils attained level 7 or above in mathematics and science. This is an outstanding feature.

In key stage 4, over the past four years, the results of the level 2 threshold (which equates to gaining five or A\*-C grades at GCSE) including English and mathematics, have been significantly higher than average for the family of schools and has placed the school in the top quarter of similar schools in terms of the proportion of pupils entitled to free school meals. During the same period, the proportion of pupils attaining the level 2 threshold, core subject indicator, level 1 threshold (equivalent to five GCSEs at grade D to G) has been highest in the family and well above Wales averages and has placed the school among the top 25% of similar schools. Since 2010, the capped points score has also been the highest in the family of schools and places the school in the top quarter of similar schools. The school has exceeded expectations based on modelled expectations for all three measures in key stage 4.

In the sixth form, pupils perform well and a very high percentage gain the level 3 threshold (equivalent to two A levels at grade A\* to E). No pupils have left without qualifications in the past three years.

In 2012, at the end of key stage 4, 97% of pupils remained in full-time education, which is above the average for the local authority and for Wales. At 18, 83% of pupils moved on to higher or further education courses.

A significant strength of the school is the progress made in raising the achievement of particular groups of pupils. At all key stages, the gap between the performance of boys and girls in all key indicators is far less than in similar schools and in Wales. The few pupils entitled to free school meals do very well compared to those in Wales as a whole. In 2012, the school closed the gap between the performance of those entitled to free school meals and those who are not. More able pupils achieve highly. Pupils with additional learning needs and those with English as an additional language achieve above expectations.

## **Appendix 2**

### **Stakeholder satisfaction report**

#### **Responses to learner questionnaires**

Estyn received responses from 370 pupils selected at random from across the age range.

Nearly all pupils indicate that they feel safe in school and most say that there is someone to talk to if they are worried. Most pupils feel that the school deals well with any bullying. Most say that the school teaches them how to keep healthy and that there are plenty of opportunities for them to get regular exercise. Most pupils believe that they are doing well in school. Most pupils report that teachers help them to learn and make progress. Most pupils feel that they are encouraged to do things for themselves and to take on responsibility. Most say that they have enough books and equipment to do their work and many say that homework helps them to understand and improve their work.

Nearly all pupils say that the school helps them to understand and respect people from other backgrounds and most feel that staff respect them and their background and treat all pupils fairly and with respect. These figures are higher than the proportion saying this in other secondary schools. Many pupils feel that pupils behave well and that they can get their work done. The proportion of pupils saying this is significantly higher than those in other secondary schools. A significant majority of pupils believe that the school listens to their views and makes the changes they suggest. Most pupils report that they were given good advice for choosing courses and that the school helps them to be ready for college or their working life.

#### **Responses to parent and carer questionnaires**

Three hundred and thirty parent or carer questionnaires were completed and, overall, parents expressed very positive views about the school.

Nearly all parents are satisfied with the school and say that their child likes school. Nearly all parents say that their child is making good progress and was helped to settle in when they started school. Nearly all parents consider that their child is safe in school. Nearly all think that the school is well run, that teaching is good, and that staff expect their child to work hard and do his or her best.

Most parents feel that their child is encouraged to be healthy and take regular exercise and many parents consider that there is a good range of activities. Nearly all consider that their child is encouraged to become more mature and take on responsibility. These figures are higher than the proportion of parents saying this in other secondary schools. Many agree that the school's homework builds well on school work. Most parents agree that pupils behave well in school and that staff treat all children fairly and with respect. Many parents think that their child receives appropriate additional support in relation to any particular individual needs and most

consider that their child is prepared well for the next stage of learning or employment. Many parents feel that the school keeps them well informed about their child's progress. Most are comfortable about approaching the school with questions, suggestions or a problem and many feel that they understand the school's procedure for dealing with complaints.

### Appendix 3

#### The inspection team

|                     |                     |
|---------------------|---------------------|
| Jackie Gapper       | Reporting Inspector |
| Sue Morgan          | Team Inspector      |
| Jennifer Gillies    | Team Inspector      |
| Penny Lewis         | Team Inspector      |
| Steffan James       | Team Inspector      |
| Denise Whiting-Wade | Team Inspector      |
| Stephen Walters     | Lay Inspector       |
| Hugh Davies         | Peer Inspector      |
| Simon Thompson      | 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. |