



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

A report on

**St Brigid's School
Plas Yn Green
Mold Road
Denbigh
Sir Ddinbych
LL16 4BH**

Date of inspection: May 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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Publication date: 27/07/2016

Context

St Brigid's School is a voluntary-aided school situated in Denbighshire local authority. The school caters for learners between the ages of 3 and 19. Pupil numbers have increased by around 4% since the school was inspected in 2010. There are currently 510 pupils on roll with 83 in the sixth form compared to 491 at the time of the last inspection when there were 58 in the sixth form. There are 149 pupils in the primary department. The school is situated on the outskirts of Denbigh in a very attractive rural setting. It serves a large catchment area stretching from Llandudno in the West to the Welsh Borders in the East, and beyond Ruthin in the South.

Around 6.2% of pupils are eligible for free school meals, which is below the national average in secondary schools of 17.4% and for primary schools, which is 20.1%. Around 7.7% of pupils live in the 20% most deprived areas in Wales. Nearly all pupils speak English as their first language and a very few are fluent in Welsh. There are 23 pupils who receive support teaching in English as an additional language. In general, the proportion of girls to boys is 60:40 but in key stage 4 there are significantly more girls than boys.

While pupils in the primary department are of mixed ability, approximately half of the pupils in the secondary department are selected by means of an entrance examination. The percentage of pupils with special educational needs is around 27%, which is above the national average. The percentage of pupils who have a statement of special educational needs is 2%.

The senior leadership team consists of the headteacher, one deputy headteacher and three assistant headteachers. The current headteacher was appointed as acting headteacher in 2013 and this was made substantive in September 2014. The deputy headteacher was appointed as acting deputy in September 2013 and this was made permanent in September 2014.

The individual school budget for St Brigid's in 2015-2016 is £4,332 per pupil.

Summary

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

Current performance

The current performance at St Brigid's School is adequate because:

- At the end of key stage 4, performance in the capped points score has been very strong for the last three years
- In many lessons, pupils make progress in line with their age and ability
- Many pupils speak with confidence and maturity, justifying their answers successfully
- Most pupils develop their reading skills well from an early age
- Most pupils use a wide vocabulary, including relevant subject terminology in their written work
- Many pupils develop a range of appropriate number skills that they use to solve problems in increasingly complex contexts
- The quality of teaching in many lessons supports pupils to make strong progress.
- Nearly all pupils across the school show care and concern for one another
- Most pupils display positive attitudes towards their work and show respect for their teachers and peers
- Most pupils behave well in lessons and around the school

However:

- Performance in the level 2 threshold including English and mathematics has been lower than expected when considering the context of the school
- At the end of key stage 2, in 2015, performance declined in all subjects and places the school in the bottom 25% of similar schools
- In general, pupils do not make expected progress from previous key stages in a majority of key indicators
- There is a falling trend in pupils' attendance in the primary phase
- Leaders have not monitored the accuracy of assessments used to track pupil progress rigorously enough
- The coherence in the co-ordination of the literacy and numeracy skills across the school is not strategic enough to ensure continuity and progression through the key stages

Prospects for improvement

The prospects for improvement are adequate because:

- The headteacher has a clear vision for the school based on developing pupils as responsible and well-rounded citizens of the future
- The senior leaders have worked together conscientiously since their appointment

to establish ways to improve the school and provide an effective education for the school's pupils

- Middle leaders are developing their role in quality assurance and are beginning to understand the significance of performance data
- The school development plan includes suitable priorities with appropriate links to the school evaluation report
- The school development plan includes suitable actions to bring about improvement in many areas

However:

- The whole-school self-evaluation report does not provide a firm basis for improvement planning since the school does not identify strengths and weaknesses within its provision in a formal manner
- The school development plan does not include a few important areas for improvement
- Leaders have not taken into consideration the context and make-up of the school to make suitably self-critical assessments of their performance over time
- The role of middle leaders remains underdeveloped, particularly in terms of analysing data and self-evaluation
- The school is currently in a deficit budget position

Recommendations

R1 Improve standards at key stage 4

R2 Improve the co-ordination of the development of literacy and numeracy skills across the school

R3 Ensure that assessment information is accurate and used effectively to track pupil progress

R4 Improve quality of leadership to ensure accountability with more focus on raising pupil outcomes

R5 Ensure that leaders draw on the whole range of evidence for self-evaluation and improvement planning

R6 Improve attendance of pupils in the primary phase

R7 Eliminate the budget deficit

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

In the Foundation Phase over the last four years, pupils' performance at the expected outcome in literacy and mathematical development has fluctuated and, for the last two years, has been below the median when compared with results in similar schools based on levels of eligibility for free school meals. At the higher outcome, pupils' performance in literacy varies but has been above the median when compared with levels in similar schools in three of the last four years. Performance in mathematical development at the higher outcome improved in 2015 but it remains below the average for similar schools.

Since 2012, performance at the end of key stage 2 at level 4 or above has been above that of similar schools in English, mathematics and science up to 2014. However, in 2015, the performance has declined in all subjects and places the school in the bottom 25% of similar schools. At level 5 or above, performance in these subjects has been variable, but there is a declining trend in mathematics and science.

In key stage 3, the proportion of pupils achieving the core subject indicator has gradually improved since 2013.

In key stage 4, performance has been variable for many key indicators since 2013. In light of the partially selective nature of the school and high proportion of girls on roll, performance in the level 2 threshold including English and mathematics has been lower than expected. However, performance in the capped points score has been very strong during this time. In general, pupils do not make expected progress from previous key stages in a majority of key indicators.

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

In Year 13, since 2013, the proportion of pupils achieving grades A*-C at A level or equivalent has been below the Welsh average. However over the same period, a higher proportion of pupils have gained three A* or A grades when compared with the average across Wales. In 2015, there has been a decline in the proportion of pupils achieving the level 3 threshold, and the average points scored by pupils is consistently below the national average.

Overall, there is no significant difference between the performance of boys and girls in the Foundation Phase and key stage 2. In key stage 4, in 2014, boys' performance in the level 2 threshold including English and mathematics was well below the average for boys in the family. However, in 2015 this performance has improved and is close to the family average for boys. Girls' performance in this indicator has declined significantly in 2015, to below the family average after being consistently above since 2012. In general, pupils with additional learning needs make appropriate progress against their targets.

In many lessons, pupils make progress in line with their age and ability. In these lessons, most pupils have a firm grasp of prior learning and build on this well. They work purposefully in groups and listen and respond to each other effectively. They respond well to a high level of challenge and give valid explanations for their findings.

In a few lessons, pupils do not make enough progress and a few pupils are slow to get down to work. Boys in particular, offer brief, underdeveloped responses and rely heavily on teacher support. In a very few lessons, a majority of pupils show lack of confidence and are too reliant on printed resources. A minority of pupils do not gain firm understanding of basic concepts.

Many pupils speak with confidence and maturity, justifying their answers successfully. A majority speak eloquently. In many lessons, pupils develop their thinking skills well. They explain ideas clearly and this helps them to broaden their knowledge and deepen their understanding of the work.

Most pupils develop their reading skills well from an early age. Across the subjects and areas of learning, many pupils use their reading skills successfully. They respond well to source material in a wide variety of written forms. Many pupils develop their research skills well.

Most pupils use a wide vocabulary, including relevant subject terminology, in their written work. Many pupils write independently and produce appropriate extended pieces of work for a range of different purposes and audiences. The standard of their spelling and grammar is generally appropriate.

Many pupils develop a range of appropriate number skills that they use to solve problems in increasingly complex contexts. They apply their measuring skills well when learning about symmetry, angles and shapes. They use an appropriate range of data handling skills to record, interpret and present it in relevant charts, diagrams and graphs appropriate to task and to age and ability.

At key stage 4, nearly all pupils achieve a grade C or above in Welsh second language at GCSE. In the Foundation Phase, pupils make a strong start to learning Welsh and this continues suitably through key stage 2. However, in key stage 3 and key stage 4, pupils' use of Welsh in situations other than Welsh lessons is restricted to basic phrases.

Wellbeing: Good

Nearly all pupils feel safe in the school and many feel that the school deals well with the few incidents of bullying. Nearly all pupils in the primary department and many in the secondary believe that the school teaches them how to lead healthy lifestyles. A large majority of pupils attend extra-curricular activities that enhance their life experiences.

Attendance at the school has fluctuated in recent years. There is an improving five year trend in the secondary department, which is broadly in line with modelled outcomes. There is a falling trend in the primary department, which has placed the school in the bottom 25% of similar schools based on eligibility for free school meals for the last two years.

Most pupils display positive attitudes towards their work and show respect for their teachers and peers. Most behave well in lessons and around the school. However, in a very few lessons in the secondary department, a very few older boys disrupt the learning of others.

The student council is beginning to have a positive impact on school life and has contributed to decisions concerning healthy eating and drinking. However, this contribution has not extended to influencing teaching and learning at the school.

Nearly all pupils across the school show care and concern for one another. For example, younger pupils pray for older pupils who are sitting their examinations. Senior pupils work effectively with younger pupils and help them with the development of their literacy and numeracy skills.

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

The school provides a broad and balanced curriculum, which meets the needs of its pupils. At key stage 4 and the sixth form, there is a comprehensive selection of general and vocational courses offered to pupils in partnership with the Dyffryn Clwyd Consortium and the Combined Cadet Force.

The school is making appropriate progress in responding to the requirements of the Literacy and Numeracy Framework by including these into its schemes of work. The school offers worthwhile opportunities for pupils to develop their literacy and numeracy skills in lessons. Enrichment activities, such as the 'Roald Dahl Takeover Day' story-telling activity and the 'Sale Sharks Number Cruncherz', enhance pupils' learning well. The school provides effective intervention for pupils with weaker skills, who make sound progress as a result. However, the school does not work strategically enough to ensure continuity and progression in literacy and numeracy through the key stages.

There is a wide range of well-attended extra-curricular musical and subject related activities. These have a positive impact on developing pupils' interests and attitudes to learning. Uptake is very high of the programme offered by the Combined Cadet Force from Year 9 to Year 13, and the provision is highly effective in offering opportunities for pupils to develop their physical, leadership and team-working skills.

Provision for Welsh in the primary department enables pupils to make strong progress. Teachers across the school use incidental Welsh well. Since September 2015, at key stage 4, nearly all pupils are entered for GCSE Welsh second language full course. Pupils' understanding of Welsh culture is developed effectively through a range of experiences including assemblies, subjects and extra-curricular activities, such as Urdd residential courses to Glanllyn in Year 6, Cardiff in Year 9 and Eisteddfodau.

The school makes a successful contribution to developing pupils' awareness of sustainability and global citizenship through working with various external agencies such as 'Wateraid' and CAFOD. Most subjects and the personal, social education programme contribute effectively in developing pupils as responsible citizens in their community.

Teaching: Adequate

Most teachers have good subject knowledge. They use a suitable range of teaching methods to motivate and engage pupils in learning. Most set high expectations for work and behaviour and ensure a positive working atmosphere in their classrooms. This supports pupils to make strong progress.

Most teachers plan their lessons well. Many lessons focus appropriately on developing subject specific knowledge, understanding and skills and provide suitable opportunities for pupils to consolidate and apply their literacy and numeracy skills. Most teachers know their pupils well and provide a range of work that matches their needs, interests and abilities. However, in a very few cases, they do not provide enough challenge for less able pupils.

Probing questioning and sensitive checking of pupils' progress in many lessons ensure that pupils develop their understanding well. Learning support assistants enable specific pupils to remain on task and achieve suitably. In a very few lessons, teachers are too quick to offer solutions to pupils, without giving them sufficient time or encouragement to solve problems for themselves.

All staff provide good language models for pupils in English. Many use Welsh phrases effectively in class, particularly in the primary department, where teachers frequently encourage pupils to respond in Welsh. Despite this, opportunities for pupils to use their oral Welsh skills in lessons higher up the school are limited.

Most teachers provide pupils with regular, supportive feedback. This often helps pupils to understand what they are doing well and what they need to do to improve. In a few subjects, there are particular strengths in the marking, where pupils often respond to teachers' suggestions by answering their questions or improving elements of an activity. However, feedback in a majority of subjects is too variable. Most teachers offer pupils suitable opportunities to assess their own work and that of others. In a minority of cases, these help pupils understand how to improve their work. In the majority of cases, teachers do not ensure that pupils fully understand how to apply relevant success criteria.

The school has suitable systems in place for tracking pupils' progress and teachers update these systems regularly. Senior leaders monitor pupils' progress appropriately in order to identify individuals who are not making expected progress. The school has improved this system of review over the past year. However, prior to this, leaders did not monitor the accuracy of assessments used to track pupil progress rigorously enough. This means that they have not always identified pupils at risk of underachieving at the end of key stage 4 and therefore did not provide the necessary interventions to bring about timely improvement.

Parents receive suitable information about their child's progress. All reports include targets for the coming year, which help parents to understand the areas in which their children need to improve. There are suitable opportunities for parents to comment on the content of their children's reports.

Care, support and guidance: Good

The school has an effective personal and social education programme that has a positive impact on the health and wellbeing of pupils. The school has appropriate arrangements for promoting healthy eating and drinking. The arrangements for pastoral care and the extensive range of extra-curricular activities have developed a strong sense of community at the school. The work of the Combined Cadet Force and the Chaplaincy are particular strengths of the school. They have a beneficial impact on the spiritual, moral, social and cultural development of pupils' lives.

The school has an appropriate policy in place to ensure high standards of behaviour. However, a few staff do not apply this policy consistently enough to deal with the few instances of disruptive behaviour in lessons.

The school provides relevant and timely advice and guidance, which enables most pupils to make well-informed decisions about further study and employment.

The school works effectively with a wide range of external agencies and specialist services in order to meet the specific needs of individual pupils. There is effective support for pupils with additional learning needs, for example, in developing low levels of literacy and numeracy. This support enables them to make suitable progress with their learning and to participate fully in school life. The school involves parents and pupils fully in developing individual education plans and reviews these regularly. They are useful documents, and include suitable targets and guidance for teachers.

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

Learning environment: Good

St Brigid's is a happy school with a strong family atmosphere and a caring, inclusive ethos based on a religious character. The school's values are 'To inspire and be inspired through Respect, Love, Faith, Truth and Excellence'. Nearly all staff, pupils and parents share these values. They are reinforced by the well-attended events organised by the chaplaincy and by assemblies held at the school chapel. All pupils have equal access to the curriculum and a wide range of extra-curricular activities.

The main building, although old, is generally well maintained, as are the school grounds. The quality of resources is suitable, although resources in a few subject areas, including music and sports, are in poor condition. Most classrooms are of a sufficient size for the number of pupils on roll and effective use is made of the accommodation. Displays are informative, relevant and up to date.

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

The school appointed the headteacher and deputy headteacher to their roles in September 2013, following a period of significant instability amongst the senior leadership team. The school's leadership structure before their appointment was not

fit for purpose. Since their appointment, they have worked together conscientiously to establish ways to improve the school and provide an effective education for the pupils. In September 2015, a middle tier of management was introduced. However, these are recent developments and currently leaders are not working strategically enough.

The headteacher has a clear vision for the school based on developing pupils as responsible and well-rounded citizens of the future. Nearly all staff, pupils, governors and other stakeholders understand and share this vision.

The recently re-modelled leadership structure has clear lines of accountability. Senior leaders now have responsibilities that are clearly defined and appropriately shared. Middle leaders are beginning to understand their roles and responsibilities. However, their role remains underdeveloped, particularly in terms of analysing data and self-evaluation.

Most management meetings focus appropriately on improving teaching. However, a few do not focus well enough on monitoring and raising outcomes for pupils. Although there is now a suitable structure for managing the performance of staff, individual targets for improvement do not focus enough on improving standards and teaching.

Members of the governing body generally fulfil their statutory duties well and consider legislation and relevant guidance when undertaking their responsibilities. However, leaders do not inform them well enough about the importance of taking the context and make-up of the school into consideration when evaluating the school's performance. As a result, they are unable to hold leaders to account effectively enough in terms of outcomes, particularly at the end of key stage 4.

Improving quality: Unsatisfactory

The school has a timetabled series of activities for senior leaders to collect first-hand information from lessons and books. Senior leaders have set out clear criteria to evaluate the quality of teaching and marking. Evidence from the majority of lesson observations focuses appropriately on teaching. However, a minority do not offer clear evaluations or identify pertinent areas for improvement. In many of these documents, there is insufficient focus on progress made by pupils. The information from book scrutiny in the primary department is detailed and provides useful evaluations of marking and provision. However, book scrutiny evaluations in the secondary department do not provide detailed feedback on standards and offer only brief appraisals of the quality of marking or provision.

The whole-school self-evaluation report is a concise document that considers appropriate areas of the school's work. It contains a brief discussion of the school's performance in teacher assessments and external examinations. However, leaders do not use the whole range of data available to evaluate its performance. In addition, they have not taken into consideration the context and make-up of the school to make suitably self-critical assessments of their performance over time. As a result, their appraisal of standards, especially in key stage 4, is too generous. Senior leaders undertake extensive pupil and parental voice surveys and respond

appropriately to findings. However, the school does not use information gathered from lesson observations and book scrutiny to identify strengths and weaknesses within its provision in a formal manner. As a result, the whole-school self-evaluation report does not provide a firm basis for improvement planning.

The school development plan includes suitable priorities and denotes responsibilities for various actions. There is an appropriate link with many areas for improvement identified in the school evaluation report. However, a minority of these do not link with this report and only a few targets for improvement are measurable. The plan includes suitable actions to bring about improvement in many areas but does not include a few important areas for improvement, such as improving the performance of girls in key stage 4 or improving performance in mathematical development in the Foundation Phase. The plan is not fully costed.

Middle leaders are developing their role in quality assurance and are beginning to understand the significance of performance data. However, they do not currently take part in activities such as lesson observations or scrutiny of pupils' work. They do not produce departmental evaluations, although they include brief presentations of data in their departmental development plans. In general, these plans include suitable generic actions but do not focus enough on improving teaching. Very few actions are costed and success criteria do not include impact on outcomes.

Partnership working: Good

The school has valuable working relationships with a wide range of partners. These have a beneficial impact on pupils' wellbeing and attainment.

The school works well with other local schools to extend its curriculum provision in the sixth form and there are suitable arrangements for assuring the quality of courses offered in partnerships.

The school sustains positive relationships with parents and most feel that communication from the school is strong. Parents' evenings are well attended and an active parent and teachers' association makes a significant contribution to the educational resources of the school, for example a 'bouldering' wall in the primary department and a telescope for the school's observatory. Although about half of pupils entering Year 7 come from primary schools outside the school's catchment area, the school holds many useful events to enable these pupils to settle quickly.

The school has many links with local businesses and organisations to expand pupils' experiences of the work place and develop their understanding of commerce. The school has beneficial links with initial teacher training colleges that help teachers further their professional knowledge. It has well-developed partnerships with a wide range of universities to broaden pupils' ambitions and enhance their learning.

The school works well with many voluntary groups in the local community. A particular strength is its partnership with the Combined Cadet Force. This offers pupils valuable opportunities to develop their leadership skills and gain qualifications such as the Duke of Edinburgh award.

The school has many beneficial links with specialist services such as the police and counselling agencies that contribute positively to pupils' wellbeing.

Resource management: Adequate

The school manages its staff and resources appropriately and deploys its teachers effectively to enable most to teach within their area of expertise. A few teachers teach lessons across the primary and secondary departments. This provides them with useful opportunities to share their expertise and extend the understanding of more able pupils at key stage 2 in areas such as mathematics, science, dance and music.

Since the appointment of the current senior leadership team, performance management procedures have met statutory guidelines. The school provides useful opportunities for staff to develop through a suitable range of networks of professional practice. These focus appropriately on aspects of teaching and assessment. Senior leaders have arranged a suitable induction programme to develop the middle leaders. This is beginning to have a positive effect on their leadership skills. Learning support assistants generally provide effective support for pupils, particularly in the Foundation Phase and for those pupils with additional learning needs.

The school's current spending is unsustainable. Although the business and finance manager and the chair of the governing body finance committee monitor the budget closely, the school is currently in a deficit position. This is generally a result of unforeseen cuts in its budget. However, leaders have worked with the local authority to produce a suitable recovery plan to eradicate this overspend. The sixth form is cost effective.

The school makes appropriate use of the pupil deprivation grant to improve outcomes for pupils eligible for free school meals. However, the evidence to judge its impact on these pupils is not always clear enough.

In view of the outcomes achieved by pupils, the school provides adequate value for money.

Appendix 1

6635901 - St Brigid's School

Number of pupils on roll	144
Pupils eligible for free school meals (FSM) - 3 year average	6.4
FSM band	1 (FSM<=8%)

Foundation Phase

	2012	2013	2014	2015
Number of pupils in Year 2 cohort	12	12	13	12
Achieving the Foundation Phase indicator (FPI) (%)	100.0	83.3	84.6	91.7
Benchmark quartile	1	3	4	3
Language, literacy and communication skills - English (LCE)				
Number of pupils in cohort	12	12	13	12
Achieving outcome 5+ (%)	100.0	83.3	84.6	91.7
Benchmark quartile	1	4	4	3
Achieving outcome 6+ (%)	41.7	41.7	23.1	58.3
Benchmark quartile	1	2	4	1
Language, literacy and communication skills - Welsh (LCW)				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematical development (MDT)				
Number of pupils in cohort	12	12	13	12
Achieving outcome 5+ (%)	100.0	100.0	84.6	91.7
Benchmark quartile	1	1	4	3
Achieving outcome 6+ (%)	50.0	41.7	23.1	33.3
Benchmark quartile	1	2	4	3
Personal and social development, wellbeing and cultural diversity (PSD)				
Number of pupils in cohort	12	12	13	12
Achieving outcome 5+ (%)	100.0	100.0	100.0	91.7
Benchmark quartile	1	1	1	4
Achieving outcome 6+ (%)	75.0	41.7	46.2	66.7
Benchmark quartile	1	4	4	3

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.

6635901 - St Brigid's School

Number of pupils on roll	144
Pupils eligible for free school meals (FSM) - 3 year average	6.4
FSM band	1 (FSM<=8%)

Key stage 2

	2012	2013	2014	2015
Number of pupils in Year 6 cohort	28	24	27	29
Achieving the core subject indicator (CSI) (%)	96.4	91.7	100.0	86.2
Benchmark quartile	2	3	1	4
English				
Number of pupils in cohort	28	24	27	29
Achieving level 4+ (%)	96.4	95.8	100.0	89.7
Benchmark quartile	2	2	1	4
Achieving level 5+ (%)	42.9	37.5	59.3	37.9
Benchmark quartile	2	3	1	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	28	24	27	29
Achieving level 4+ (%)	96.4	91.7	100.0	86.2
Benchmark quartile	2	3	1	4
Achieving level 5+ (%)	39.3	37.5	37.0	34.5
Benchmark quartile	3	3	3	4
Science				
Number of pupils in cohort	28	24	27	29
Achieving level 4+ (%)	100.0	95.8	100.0	89.7
Benchmark quartile	1	3	1	4
Achieving level 5+ (%)	39.3	45.8	44.4	34.5
Benchmark quartile	3	3	3	4

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.

6635901 - St Brigid's School

Number of pupils on roll 349
Pupils eligible for free school meals (FSM) - 3 year average 5.0
FSM band 1 (FSM<=10%)

Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils in Year 9 cohort	57	55	57	56		
Achieving the core subject indicator (CSI) (%)	91.2	83.6	93.0	94.6	92.1	83.9
Benchmark quartile	1	4	1	1		
English						
Number of pupils in cohort	57	55	57	56		
Achieving level 5+ (%)	91.2	94.5	98.2	94.6	94.6	87.9
Benchmark Quartile	1	1	1	2		
Achieving level 6+ (%)	77.2	72.7	71.9	64.3	67.6	52.6
Benchmark Quartile	1	1	1	2		
Welsh first language						
Number of pupils in cohort	.	*	.	.		
Achieving level 5+ (%)	.	*	.	.	91.4	90.9
Benchmark Quartile	.	*	.	.		
Achieving level 6+ (%)	.	*	.	.	32.8	56.1
Benchmark Quartile	.	*	.	.		
Mathematics						
Number of pupils in cohort	57	55	57	56		
Achieving level 5+ (%)	96.5	89.1	93.0	96.4	94.9	88.7
Benchmark Quartile	1	3	3	1		
Achieving level 6+ (%)	86.0	67.3	78.9	67.9	71.9	59.5
Benchmark Quartile	1	2	1	3		
Science						
Number of pupils in cohort	57	55	57	56		
Achieving level 5+ (%)	96.5	89.1	93.0	98.2	97.1	91.8
Benchmark Quartile	1	4	4	2		
Achieving level 6+ (%)	63.2	50.9	52.6	76.8	71.0	58.5
Benchmark Quartile	2	4	4	2		

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

. Denotes the data item is not applicable.

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

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

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

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

6635901 - St Brigid's School

Number of pupils on roll 349
Pupils eligible for free school meals (FSM) - 3 year average 5.0
FSM band 1 (FSM<=10%)

Key stage 4

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15	57	55	59	53		
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	71.9	70.9	78.0	69.8	69.6	57.9
Benchmark quartile	2	2	1	2		
Achieved the level 2 threshold	96.5	89.1	88.1	92.5	90.5	84.1
Benchmark quartile	1	2	3	2		
Achieved the level 1 threshold	98.2	98.2	98.3	100.0	99.1	94.4
Benchmark quartile	2	3	3	1		
Achieved the core subject indicator (CSI)	71.9	67.3	76.3	69.8	65.6	54.8
Benchmark quartile	1	2	1	2		
Average capped wider points score per pupil	389.9	382.5	387.9	401.6	366.2	343.5
Benchmark quartile	1	1	1	1		
Average capped wider points score plus per pupil	386.1	380.5	383.9	398.5	363.3	338.7
Benchmark quartile		
Achieved five or more GCSE grades A*-A	49.1	58.2	45.8	54.7	23.6	16.6
Benchmark quartile		
Achieved A*-C in English	93.0	89.1	84.7	90.6	81.8	68.6
Benchmark quartile	1	1	1	1		
Achieved A*-C in mathematics	73.7	78.2	81.4	71.7	76.0	64.4
Benchmark quartile	2	1	1	3		
Achieved A*-C in science	94.7	78.2	81.4	90.6	85.1	84.0
Benchmark quartile	1	3	4	3		
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	*		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	*	56.3	75.2
Benchmark quartile	.	.	.	*		

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.

6635901 - St Brigid's School

Number of pupils on roll 349
Pupils eligible for free school meals (FSM) - 3 year average 5.0
FSM band 1 (FSM<=10%)

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	.	*	*	5		
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	.	*	*	60.0	41.0	31.6
Achieved the level 2 threshold	.	*	*	80.0	76.2	69.4
Achieved the level 1 threshold	.	*	*	100.0	99.0	89.4
Achieved the core subject indicator (CSI)	.	*	*	60.0	32.4	29.3
Average capped wider points score per pupil	.	*	*	369.6	335.7	303.7
Average capped wider points score plus per pupil	.	*	*	369.0	331.2	296.4
Achieved five or more GCSE grades A*-A	.	*	*	40.0	9.5	4.3
Achieved A*-C in English	.	*	*	80.0	57.1	45.1
Achieved A*-C in mathematics	.	*	*	60.0	51.4	39.2
Achieved A*-C in science	.	*	*	80.0	68.6	74.4
Number of pupils aged 15 who entered Welsh First Language:		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	*	51.5

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

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

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

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

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

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6635901 - St Brigid's School

Number of pupils on roll in sixth form

71

Key stage 5

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 17	37	29	29	28		
Average wider points score per pupil	661.3	768.9	668.1	725.6	920.8	799.7
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	34	29	27	27		
Of those who entered a volume equivalent to 2 A levels:						
Achieved the level 3 threshold	97.1	96.6	100.0	92.6	98.2	97.0
Achieved 3 A*-A at A level or equivalent	0.0	13.8	11.1	18.5	7.8	7.9
Achieved 3 A*-C at A level or equivalent	52.9	65.5	51.9	63.0	75.6	68.1

Includes all qualifications approved for use in Wales.

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

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

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

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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 Questionnaire (Overall)

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

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	102	101 99%	1 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	102	97 95%	5 5%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	102	100 98%	2 2%	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	102	102 100%	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.	102	99 97%	3 3%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	102	97 95%	5 5%	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.	102	102 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	102	101 99%	1 1%	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.	101	94 93%	7 7%	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.	102	97 95%	5 5%	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.	101	76 75%	25 25%	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	102	92 90%	10 10%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

Secondary Questionnaire (Overall)

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

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school		119	74	42	3	0	Rwy'n teimlo'n ddiogel yn fy ysgol.
			62%	35%	3%	0%	
			34%	54%	10%	3%	
The school deals well with any bullying		117	42	59	10	6	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			36%	50%	9%	5%	
			20%	49%	23%	9%	
I have someone to talk to if I am worried		118	53	52	9	4	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			45%	44%	8%	3%	
			36%	52%	8%	4%	
The school teaches me how to keep healthy		117	20	74	17	6	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			17%	63%	15%	5%	
			15%	57%	23%	5%	
There are plenty of opportunities at school for me to get regular exercise		118	41	55	19	3	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			35%	47%	16%	3%	
			35%	48%	13%	4%	
I am doing well at school		118	38	71	8	1	Rwy'n gwneud yn dda yn yr ysgol.
			32%	60%	7%	1%	
			27%	62%	8%	3%	
The teachers help me to learn and make progress and they help me when I have problems		119	67	48	3	1	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			56%	40%	3%	1%	
			38%	51%	9%	2%	
My homework helps me to understand and improve my work in school		119	27	75	12	5	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			23%	63%	10%	4%	
			16%	51%	21%	12%	
I have enough books and equipment, including computers, to do my work		119	40	55	23	1	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			34%	46%	19%	1%	
			39%	48%	11%	2%	
Pupils behave well and I can get my work done		119	16	75	23	5	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			13%	63%	19%	4%	
			7%	42%	36%	15%	
Staff treat all pupils fairly and with respect		119	43	54	16	6	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			36%	45%	13%	5%	
			23%	47%	22%	8%	
The school listens to our views and makes changes we suggest		118	19	74	20	5	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			16%	63%	17%	4%	
			11%	52%	29%	9%	
I am encouraged to do things for myself and to take on responsibility		119	49	66	3	1	Rwy'n cael fy annog i wneud pethau drosof fy hun a chymryd cyfrifoldeb.
			41%	55%	3%	1%	
			31%	61%	6%	2%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school helps me to be ready for my next school, college or to start my working life		113	49 43%	57 50%	6 5%	1 1%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			34%	52%	10%	4%	
The staff respect me and my background		118	61 52%	47 40%	7 6%	3 3%	Mae'r staff yn fy mharchu i a'm cefndir.
			36%	53%	7%	4%	
The school helps me to understand and respect people from other backgrounds		116	62 53%	48 41%	4 3%	2 2%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			35%	56%	7%	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		50	12 24%	34 68%	0 0%	4 8%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	51%	13%	8%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form		22	5 23%	14 64%	2 9%	1 5%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			16%	55%	18%	11%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	151	96 64%	48 32%	4 3%	3 2%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	152	113 74%	32 21%	5 3%	2 1%	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.	152	105 69%	45 30%	2 1%	0 0%	1	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.	151	98 65%	44 29%	9 6%	0 0%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	142	66 46%	63 44%	8 6%	5 4%	8	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	143	71 50%	67 47%	4 3%	1 1%	6	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	145	107 74%	35 24%	3 2%	0 0%	5	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.	143	77 54%	59 41%	7 5%	0 0%	9	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	147	81 55%	56 38%	7 5%	3 2%	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.	145	72 50%	65 45%	7 5%	1 1%	7	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.	152	100 66%	48 32%	2 1%	2 1%	1	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	145	86 59%	48 33%	8 6%	3 2%	7	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	150	71 47%	63 42%	11 7%	5 3%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	146	101 69%	36 25%	6 4%	3 2%	6	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.	142	82 58%	52 37%	7 5%	1 1%	9	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	147	90 61%	52 35%	5 3%	0 0%	6	Mae'r ysgol yn helpu fy mhentyn 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.	127	71 56%	49 39%	6 5%	1 1%	21	Mae fy mhentyn 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.	147	74 50%	63 43%	8 5%	2 1%	6	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	148	93 63%	49 33%	3 2%	3 2%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Vaughan Williams	Reporting Inspector
Sarah Jane Morgan	Team Inspector
Hywel Jones	Team Inspector
Huw Watkins	Team Inspector
Ceri Jones	Team Inspector
Catherine Evans	Team Inspector
Justine Elaine Barlow	Lay Inspector
Anwen Jones	Peer Inspector
Paul Humberstone	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.