



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

A report on

**Gowerton School
Cecil Road
Gowerton
Swansea
SA4 3DL**

Date of inspection: March 2017

by

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

Summary

Leadership has successfully established an extremely supportive and caring ethos in which pupils are nurtured in a secure and happy environment. Recent changes to leadership and management have been managed effectively to maintain the smooth running of the school. Overall, the school provides excellent care, support and guidance, which prepares pupils very well to become active citizens and take on the responsibilities of adult life. Nearly all teachers establish strong, positive and productive working relationships with their pupils. In most lessons, pupils participate actively and in many they make sound progress. The standard of pupils' behaviour is exemplary. Standards of wellbeing are exceptional and contribute significantly to the high standards that pupils achieve by the end of key stage four.

The Gowerton School will draw up an action plan that shows how it is going to maintain high standards and quality of provision and address the recommendations.

Estyn will invite the Gowerton School to prepare a written case study, describing the best practice identified during the inspection.

Recommendations

- R1 Improve the progress that all pupils make in lessons
- R2 Improve pupils' standards in Welsh and information and communication technology across the curriculum
- R3 Improve systems of accountability at all levels of leadership
- R4 Ensure that self-evaluation and improvement planning focuses appropriately on the quality of teaching and the progress made by pupils in their lessons

Main findings

1: Standards

Good

Overall, at the end of key stage 4, pupils achieve very well in key performance indicators. However, in a range of curriculum areas across both key stages, the progress that pupils make in developing their knowledge, skills and understanding is not as strong.

In many lessons, most pupils recall prior learning well and apply their knowledge effectively to new contexts. In a few of these lessons, pupils show exceptional recall of prior knowledge, and this helps them to make links between topics and subjects very successfully. However, in a minority of lessons across the curriculum, a minority of pupils do not make enough progress. In some cases, this is because they have a weak understanding of prior knowledge. In others, they rely too much on the teacher or find the work too easy and therefore do not make sufficient progress for their age and ability. .

Nearly all pupils listen carefully to the teacher and each other. Many pupils articulate their ideas clearly and use subject terminology well, for example when questioning alternatives to traditions that apply on the Shabbat, the Jewish day of rest. However, in a few instances, pupils' responses are too brief. Most pupils show a sound understanding of the texts that they read and are able to extract information successfully from them. The majority of pupils analyse writers' techniques successfully. Many infer meaning from text competently. A few pupils use their thinking and reasoning skills very effectively to analyse and evaluate in depth the texts that they read.

Many pupils write well-structured extended pieces of texts confidently. They understand why they are writing and are developing their ability to adapt language to suit their audience well. Many pupils take pride in the presentation of their work. However, in a few instances pupils do not always take enough care over their written work. For example, they make too many errors with spelling, punctuation and grammar. They do not take enough responsibility for proof-reading and redrafting their work. In a few instances, pupils rely too heavily on support materials provided by the teacher.

In mathematics lessons, many pupils apply their number skills effectively in line with their age and ability. For example, they extract relevant data from a range of authentic source material successfully to plan a trip to an adventure park. However a few pupils do not prioritise and organise the relevant steps in calculations confidently. Many pupils use their numeracy skills competently in a suitable range of subjects across the curriculum. For example many measure accurately, draw graphs and tables well to display data and construct charts with suitable precision when directed. However, only a few pupils are able to select appropriate graphs or choose alternative techniques without guidance.

Pupils use ICT in a minority of subjects for a narrow range of purposes competently. They do so predominantly to create and communicate information using word processing and presentation tools and to seek out further information on the internet to support these tasks. However, their ability to use ICT across the curriculum to find and develop information or ideas, or to analyse information and use models, is underdeveloped.

Many pupils make limited progress in developing their knowledge, understanding and skills in Welsh. At key stage 4, a majority of pupils have been entered for, and achieved a level 2 pass in GCSE Welsh second language in the last two years. However, only a few pupils studied the full course in 2016. Pupils' use of Welsh outside of Welsh lessons is limited.

At key stage 4, there has been an upward trend of improvement in nearly all indicators in the last four years. Performance in many indicators has been consistently above the median in the last four years and, in the last two, many indicators have placed the school in the top quarter of similar schools. Pupils generally make very strong progress from previous key stages.

Performance in the level 2 threshold including English and mathematics and in the capped points score indicator has improved steadily. This performance has been well above modelled outcomes and has placed the school in the top quarter of similar schools in three of the last four years.

In most instances, the performance of boys and girls at key stage 4 has been above the national average for pupils in similar schools in the last four years. Overall, pupils eligible for free school meals perform very well in the level 1 indicator, and in the level 2 and capped points score indicators. Their performance in the level 2 threshold including English and mathematics has been variable over the last three years and is in line with the average nationally in 2016.

The proportion of pupils gaining five GCSE or equivalent grades at A*-A has improved well from a low base in 2014 and is now above the national average. Pupils with additional learning needs make very good progress overall.

Performance in the sixth form improved in around half of indicators in 2016 and is at least in line with the average in schools nationally in all indicators.

At the end of Year 11, nearly all pupils remain in full-time education or training.

2: Wellbeing and attitudes to learning

Excellent

Standards of wellbeing are exceptional and contribute significantly to the high standards that pupils achieve at the end of key stage 4.

Nearly all pupils feel safe in school and well-supported within the school community, for example through the caring ethos in the 'Gofal' and 'Quest' facilities. Most pupils are confident that they are free from physical and verbal abuse in school. Most pupils display positive attitudes towards healthy lifestyles. This is reflected in what they eat and drink in school and the physical activities they undertake. Many pupils

also benefit greatly from their participation in a wide range of other activities, for example in team building or the Cymanfa Ganu. Participation rates in sporting activities are generally high.

Nearly all pupils are courteous and respectful to staff, peers and visitors to the school. In lessons and around the school, the standard of behaviour is exemplary. In most lessons, pupils participate actively and are enthusiastic learners. In many lessons, pupils engage fully with learning activities, sustaining concentration throughout the lesson.

Attendance rates have improved year-on-year and are above those for pupils in other similar schools based on eligibility for free school meals. The attendance rates of pupils eligible for free school meals has improved in three out of the last four years. They are above family and national averages for this group of pupils. Persistent absence has declined over the last three years and is below local and national averages.

3: Teaching and learning experiences	Good
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Overall, the quality of teaching is good.

In nearly all lessons, teachers establish strong, positive and productive working relationships with their pupils. Nearly all teachers have up-to-date subject knowledge and most are effective language models.

In most lessons, teachers have high expectations of pupils' behaviour and they know their pupils well. They organise the learning space and resources skilfully to support learning.

Many teachers plan well-structured lessons that help pupils make good progress. In these lessons, teachers use engaging techniques and well-crafted resources to motivate their pupils. These lessons proceed at an effective pace for learning. However, in a minority of lessons, there is a slow pace to learning, and teachers do not adapt work to suit the needs of all pupils well enough, for example to include sufficiently challenging tasks or activities that build their skills well enough to allow them to work without too much support from the teacher. As a result, pupils, especially the more able, do not make enough progress.

In many lessons, teachers set clear expectations and ensure that pupils understand the requirements of tasks. Many teachers question pupils effectively to monitor their progress and to develop thinking skills suitably. However, in a few cases, teachers do not use questions well enough to review pupils' understanding and develop and extend their ideas.

Many teachers give encouraging verbal feedback in lessons that identifies what pupils have done well. The majority of teachers provide constructive written feedback on key pieces of work to help pupils understand what they did well, and what they specifically need to do to improve. However, a minority of teachers' comments in books are too positive. In a few subjects, there is a highly effective approach to feedback, and pupils receive high quality, beneficial comments, giving

them clear guidance on how to improve their work. Many teachers regularly identify spelling and grammatical errors in pupils' work and this contributes well to the accuracy of pupils' work. Many teachers ensure that pupils respond to their comments and make the necessary improvements. However, the quality of assessment is variable within and across departments.

The school offers a broad and balanced curriculum that builds well on pupils' prior experiences. At key stage 4, there is a wide range of general and vocational courses that cater well for pupils' needs and interests. The school offers a range of beneficial pathways in partnership with other local schools and colleges in the sixth form.

There are extensive opportunities for pupils to take part in extra-curricular activities. This includes a comprehensive range of educational visits within the UK and overseas. Many have strong links to the core curriculum and enhance pupils' learning beneficially outside the classroom.

Support assistants are deployed appropriately to assist in the teaching of pupils with additional learning needs. They make a valuable contribution in supporting specific pupils' progress. There are well-planned strategies for those pupils with weak literacy and numeracy to develop their skills. These strategies link strongly with the literacy and numeracy framework.

The school makes appropriate curricular provision for developing pupils' Welsh language skills and their awareness of the culture and identity of Wales. However, this has not had a sufficient impact on pupils' confidence to speak Welsh in everyday situations. In addition, a minority have not been entered for a GCSE qualification in Welsh second language over the last two years.

There are suitable opportunities for pupils to practise basic ICT skills in a minority of subjects other than IT. However, provision for developing pupils' ICT skills across the curriculum focuses predominantly on creating and communicating information, and provision for developing pupils' ability to find and develop information and ideas is underdeveloped.

4: Care, support and guidance	Excellent
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Overall, the quality of care, support and guidance provided at Gowerton School is outstanding and prepares pupils very well for the responsibilities of adult life.

The school has high expectations of pupils and uses assessment information well to monitor pupil progress and to target additional support.

Annual reports to parents are comprehensive and provide parents with meaningful information on their child's strengths and targets for improvement. For example, they provide an analysis of individual performance in the national numeracy and literacy tests and the steps that need to be taken to improve these skills. Importantly, all comments made are personal to the child.

The school has well-established procedures for managing the attendance of pupils. Staff from the 'Gofal' centre work closely with teachers to manage effectively the reintegration of pupils who have been absent. In addition they provide daily support for pupils with a wide range of issue-based needs.

The school hosts a local authority specialist provision for pupils with an autistic spectrum disorder, who receive either part or all of their education alongside their mainstream peers. In addition, these pupils access support that is generally very well matched to their needs. Staff have established excellent relationships with these pupils. They know them well and this assists the pupils greatly.

Staff from the specialist provision provide valuable advice to other colleagues in the school. Year 7 pupils benefit from training in 'what is autism' and 'positive stories of people with autism'. As a result, they have a well-developed understanding of the condition and how to relate to these pupils.

The school provides an appropriate range of interventions to support pupils identified with additional learning needs. These include valuable additional lessons in numeracy, literacy and a programme to develop pupils' social use of language.

The annual review process for pupils with special educational needs satisfies statutory requirements. Individual education plans for pupils from the specialist provision provide staff with very useful information on pupils' strengths and the aspects of learning they have difficulty with. They include useful strategies to support specific pupils. For example, staff are advised on potential 'stress triggers' and how to avoid them. Individual education plans for other pupils in the school do not always take full account of all available information on pupils and are often too general. In addition, the school does not involve pupils or parents in setting or reviewing targets.

The planning and provision for spiritual, moral, social and cultural education across the school are an outstanding feature. Topical themes are introduced through a comprehensive programme of tailored focus days, assemblies and lessons, which is supported very effectively by a wide range of external agencies. Many subjects also provide worthwhile experiences that enrich pupils' knowledge and understanding of social and moral issues.

The work of the school council has a positive impact on many aspects of school life. Pupils lead on interesting and creative activities to improve their peers' health and wellbeing, such as the whole-school 'step challenge' and the creation of the 'Trim trail' on the school grounds. Pupils in the sixth form have received training to provide beneficial opportunities to support pupils' mental health through the weekly 'drop'in' facility. Older pupils have created the successful 'Umbrella Club', a beneficial support group for lesbian, gay, bisexual and trans-gender pupils. These activities impact very positively on pupils' wellbeing.

Pupils benefit from a wide range of extra-curricular sporting and cultural experiences. The school maintains beneficial links with ex-pupils, for example international rugby players and celebrated artists who, in turn, support learning and provide inspiration during focus days and in lessons. In addition, there are varied and valuable special interest clubs such as the Sewing Club and 'The Quiet Club'.

The school makes exemplary provision to develop active citizenship in its pupils. Links with community groups are exceptionally strong. The school's band and orchestra regularly perform at local events and have benefited from having performances conducted by Sir Karl Jenkins. Pupils have raised significant amounts

of money and these have been used, for example, to fund wells in Africa and support other local and national charities.

The school is highly effective in promoting diversity and challenging the very rare incidences of intolerance.

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

5: Leadership and management	Good
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Leadership to date has had a significant impact on the high standards that pupils achieve by the end of key stage 4. It has established highly effective tracking systems to identify pupils at risk of underachieving in core subjects at key stage 4 and is able to respond swiftly to underachievement with a range of interventions to ensure that pupils achieve very well at the end of Year 11. In addition, it has successfully established an extremely supportive and caring ethos, and this provides a secure and happy environment. There is a clear vision for the school based on every pupil achieving their potential. This is shared and well understood by all.

Over the last year, the school has managed the changes in leadership effectively. The new headteacher is implementing a few new processes carefully and sensibly, to maintain the smooth running of the school. He is gaining a useful understanding of the school's strengths and areas for development, and is using this information to refocus its strategic direction better to address the areas for development that he has identified. Leaders at all levels are refining their use of data to set strategic priorities more precisely.

The school is currently restructuring the roles and responsibilities of the senior leadership team to suit the future needs of the school. Middle leaders understand their roles well, and many support and develop their teams effectively. Increasingly, they are taking a proactive role in leading school improvement in key areas such as teaching and learning.

While regular meetings help effective communication across the school, actions and responsibilities are not identified clearly enough, or followed up in subsequent meetings sufficiently. Arrangements for performance management are suitable and, generally, the objectives set focus appropriately on the school's priorities. Where leaders identify underperformance, there are helpful processes to support staff to improve their practice. However, a few targets and success criteria are not sharp enough to measure an individual's progress accurately. Therefore, overall, these systems make it difficult for leaders to hold staff to account and to ensure that consistent progress is made towards achieving the school's priorities.

Governors know the school well and have a comprehensive understanding of pupils' performance. They use their broad range of experiences effectively to challenge and support the school.

The school has an established quality assurance programme. The helpful 'School on a page' and 'Department on a page' documents give a concise overview of the

school's evaluation of data and a few aspects of provision. The whole-school self-evaluation report includes a fitting analysis of performance data and an honest appraisal of performance in key indicators. However, the report does not include an evaluation of a few important aspects, such as the performance of pupils with additional learning needs or a few underperforming subjects. The evaluation of standards in literacy and numeracy draws from too small a range of evidence.

Leaders monitor provision through a variety of helpful activities. Partner schools and external providers contribute well to this scrutiny. The school regularly seeks out the views of pupils and parents and is beginning to make use of these findings to shape its priorities. However, the evaluation of progress in lessons, provision and leadership is less strong than its consideration of external performance data. In addition, the school's evaluation of its work in a few important areas is too generous, for example when evaluating the degree of progress made to date in a few subjects, the quality of teaching, and against a minority of the previous inspection recommendations.

Priorities in the school's improvement plan align well with the needs of the school. The departmental and pastoral plans all share the same relevant six key priorities as the whole school plan. Resources are suitably allocated, although in a few cases lines of accountability are not sufficiently clear and success criteria are not measurable enough. As a result, the school is unable to evaluate clearly the impact of various initiatives.

The school provides a wide range of relevant and beneficial professional development opportunities for staff. Teachers strongly appreciate the opportunity to share and observe practice within Gowerton and in other schools and the impact this has on developing their practice.

The school manages its resources well. It is appropriately staffed to meet the needs of curriculum, and teachers and support staff are deployed to assist pupils' progress effectively.

Funding is directed appropriately towards developmental priorities, and spending decisions are well considered. Leaders manage the school's budget efficiently. The school make effective use of grant funding. However, mechanisms for evaluating the impact of grant spending are not precise enough.

About the school

Gowerton School is an English-medium 11 to 19 mixed comprehensive school maintained by Swansea local authority. Currently there are 1,053 pupils on roll which is lower than at the time of the last inspection when there were 1,212. The number in the sixth form is also lower at 116 compared with 158 in 2011.

The school serves the village of Gowerton itself, Waunarlwydd and the villages of the North Gower peninsula. Around 12.7% of pupils are eligible for free school meals, which is lower than the national average of 17.1%. Just under 20% of pupils live in the 20% most deprived areas in Wales. Most pupils are white, British and 7.8% pupils come from an ethnic minority background, which is just slightly lower than the average for Wales. A very few pupils speak English as an additional language. No pupils speak Welsh as a first language or to an equivalent standard. Just under a third of pupils are on the special educational needs register, and 4.8% of pupils have a statement of special educational needs. This is higher than the national averages of 25.1% and 2.4% respectively. The school hosts a specialist resource base for pupils with an Autistic Spectrum Disorder.

The headteacher took up his post in September 2016. The senior leadership team consists of one deputy headteacher, and two assistant headteachers.

The individual school budget per pupil for Gowerton School in 2016-2017 means that the budget is £4,412 per pupil. The maximum per pupil in the secondary schools in Swansea is £6,326 and the minimum is £3,942. Gowerton School is ninth out of the 14 secondary schools in Swansea in terms of its school budget per pupil.

The school is currently a 'digital pioneer school'. This means that it is working with the Welsh Government and other digital pioneer schools to develop and pilot a Digital Competency Framework for Wales.

Appendix 1: Summary table of inspection areas

Standards	Good
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Good
Care, support and guidance	Excellent
Leadership and management	Good

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate, needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory, needs urgent improvement	Important weaknesses outweigh strengths

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Appendix 2: Performance data

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Number of pupils on roll	1050
Pupils eligible for free school meals (FSM) - 3 year average	12.7
FSM band	2 (10%<FSM<=15%)

Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils in Year 9 cohort	195	190	178	170		
Achieving the core subject indicator (CSI) (%)	82.1	88.4	87.6	94.7	88.8	85.9
Benchmark quartile	3	2	4	1		
English						
Number of pupils in cohort	195	190	178	170		
Achieving level 5+ (%)	90.8	93.7	94.4	97.6	91.9	89.2
Benchmark Quartile	1	1	2	1		
Achieving level 6+ (%)	56.4	55.8	66.9	63.5	60.8	56.2
Benchmark Quartile	1	2	1	3		
Welsh first language						
Number of pupils in cohort	.	.	.	.
Achieving level 5+ (%)	.	.	.	.		92.0
Benchmark Quartile	.	.	.	.
Achieving level 6+ (%)	.	.	.	.		57.2
Benchmark Quartile	.	.	.	.
Mathematics						
Number of pupils in cohort	195	190	178	170		
Achieving level 5+ (%)	84.1	91.6	91.6	96.5	92.5	90.1
Benchmark Quartile	4	2	4	1		
Achieving level 6+ (%)	48.2	58.4	65.2	71.2	66.2	62.7
Benchmark Quartile	4	3	3	2		
Science						
Number of pupils in cohort	195	190	178	170		
Achieving level 5+ (%)	97.4	94.7	94.4	98.2	95.9	92.8
Benchmark Quartile	1	2	3	2		
Achieving level 6+ (%)	68.2	62.1	62.4	76.5	70.7	62.9
Benchmark Quartile	1	2	3	1		

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.

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Number of pupils on roll	1050
Pupils eligible for free school meals (FSM) - 3 year average	12.7
FSM band	2 (10%<FSM<=15%)

Key stage 4

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils aged 15	224	222	188	186		
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	67.4	64.4	71.8	78.5	65.4	60.2
Benchmark quartile	1	2	1	1		
Achieved the level 2 threshold	92.9	95.5	99.5	98.9	88.9	83.6
Benchmark quartile	1	1	1	1		
Achieved the level 1 threshold	98.2	98.6	99.5	99.5	98.8	95.3
Benchmark quartile	2	2	2	2		
Achieved the core subject indicator (CSI)	65.2	59.9	71.3	78.0	62.6	57.5
Benchmark quartile	1	2	1	1		
Average capped wider points score per pupil	373.0	366.0	378.2	381.3	357.1	344.2
Benchmark quartile	1	2	1	1		
Average capped wider points score plus per pupil	368.5	359.7	371.2	375.6	353.5	340.3
Benchmark quartile	.	.	.	.
Achieved five or more GCSE grades A*-A	23.2	14.4	17.0	21.5	17.0	15.8
Benchmark quartile	.	.	.	.
Achieved A*-C in English	71.9	68.5	83.0	84.4	74.9	69.3
Benchmark quartile	2	4	1	1		
Achieved A*-C in mathematics	76.3	74.8	78.2	84.4	72.4	66.9
Benchmark quartile	1	1	1	1		
Achieved A*-C in science	87.5	84.2	97.9	93.0	85.7	82.3
Benchmark quartile	2	3	1	2		
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.		75.1
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.

. 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.

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Number of pupils on roll	1050
Pupils eligible for free school meals (FSM) - 3 year average	12.7
FSM band	2 (10%<FSM<=15%)

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

	School				Family Average (2016)	Wales Average (2016)
	2013	2014	2015	2016		
Number of pupils aged 15 eligible for free school meals	28	29	29	17		
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	39.3	31.0	37.9	35.3	36.7	35.5
Achieved the level 2 threshold	71.4	79.3	100.0	94.1	72.9	70.9
Achieved the level 1 threshold	85.7	93.1	100.0	100.0	95.5	92.1
Achieved the core subject indicator (CSI)	39.3	27.6	37.9	35.3	33.5	32.7
Average capped wider points score per pupil	326.8	325.4	371.0	362.5	321.4	311.1
Average capped wider points score plus per pupil	323.4	317.0	357.9	347.3	316.2	305.2
Achieved five or more GCSE grades A*-A	25.0	0.0	13.8	0.0	5.9	4.5
Achieved A*-C in English	46.4	31.0	51.7	52.9	49.3	47.1
Achieved A*-C in mathematics	53.6	55.2	51.7	47.1	44.8	43.6
Achieved A*-C in science	71.4	69.0	96.6	58.8	70.1	71.7
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.		50.9

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

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

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

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

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

. Denotes the data item is not applicable.

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Number of pupils on roll in sixth form

139

Key stage 5

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils aged 17	62	79	73	62		
Average wider points score per pupil	853.9	686.9	831.9	841.6	816.8	824.9
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	57	67	70	61		
Of those who entered a volume equivalent to 2 A levels:						
Achieved the level 3 threshold	98.2	98.5	95.7	100.0	98.4	98.0
Achieved 3 A*-A at A level or equivalent	5.3	7.5	4.3	6.6	5.5	6.6
Achieved 3 A*-C at A level or equivalent	73.7	71.6	85.7	78.7	69.9	70.9

Includes all qualifications approved for use in Wales.

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

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

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

. Denotes the data item is not applicable.

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Further information is available from the Welsh Government My Local School website at the link below.

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

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

We used this inspection to pilot developments to the common inspection framework, the inspection process and the inspection report format. We will review these arrangements and make any changes required before introducing them nationally in September 2017.

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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