



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

A report on

**Ysgol Y Preseli
Crymych
Preseli
Pembrokeshire
SA41 3QH**

Date of inspection: November 2016

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Ysgol y Preseli is a designated bilingual community comprehensive school for pupils between 11 and 18 years old. The school is maintained by Pembrokeshire local authority. There are 906 pupils on roll, in comparison with 958 at the time of the last inspection (2008), and there are 162 pupils in the sixth form.

The school is situated in the village of Crymych in the north of the county, and it serves a wide, rural catchment area which includes the towns of Haverfordwest, Pembroke and Tenby.

In general, pupils come from areas that are neither prosperous nor economically disadvantaged. Four point nine per cent (4.9%) of pupils are eligible for free school meals (4.7% over a period of three years). This figure is significantly lower than the national percentage of 17.1%.

A minority of pupils (approximately 43%) come from Welsh-speaking homes, and nearly all pupils speak Welsh fluently. All pupils are taught through the medium of Welsh. No pupils receive teaching support for English as an additional language.

The school admits pupils from the full range of ability. Twenty-one per cent (21%) of pupils are on the school's additional learning needs register, and 1% have a statement of special educational needs. This is lower than the national average.

The current headteacher was appointed in February 2009. The leadership team includes the headteacher, deputy headteacher, two assistant headteachers and a senior manager.

The individual school budget per pupil for Ysgol y Preseli in 2016-2017 is £4,405. The maximum per pupil in secondary schools in Pembrokeshire is £5,616 and the minimum is £4,309. Ysgol y Preseli is in seventh place of the eight secondary schools in Pembrokeshire in terms of the school budget per pupil.

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

Summary

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

Current performance

The school is good because:

- Performance at the level 2 threshold including either Welsh or English and mathematics has either been in line with or above the modelled outcomes in three of the last four years
- In most lessons, pupils undertake their work maturely, show high levels of motivation and concentrate very well while persevering with work
- Pupils' attendance rates are consistently high
- Nearly all pupils' behaviour is excellent
- The school offers a broad and balanced curriculum and a comprehensive provision of extra-curricular activities that enrich pupils' experiences effectively
- Nearly all teachers foster a productive working relationship with pupils, and many plan carefully in order to engage pupils' interest and build on their knowledge and understanding
- The school tracks pupils' academic and social progress carefully; however, a few departmental development plans do not include targets that are ambitious enough in order to ensure that the school's more able and talented pupils achieve their potential
- Pupils have very positive attitudes towards the school and are given regular opportunities to contribute towards their development

Prospects for improvement

Prospects for improvement are good because:

- The headteacher has a clear strategic vision that places a definite focus on raising standards and enriching pupils' learning experiences
- The school fosters a culture of effective distributed leadership among the staff
- The school responds robustly to national priorities
- Governors have a sound understanding of the school's work and they fulfil their duties successfully
- The school has rigorous processes in order to ensure quality and planning for improvement

Recommendations

- R1 Ensure that key stage 4 outcomes are consistently high
- R2 Ensure that more able and talented pupils reach their potential
- R3 Ensure that the school fulfils its statutory duties in full
- R4 Ensure that the school's ambition is reflected in the targets that are set

What happens next?

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

Estyn will invite the school to prepare a written case study, describing the excellent practice that was seen during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

In key stage 4, performance in the main indicators has varied over the last four years. Following a decline in 2015, performance in 2016 is the strongest in the school's recent history. Performance at the level 2 threshold, including either Welsh or English and mathematics, has either been in line with or above the modelled outcomes in three of the last four years.

Performance in the capped points score has improved gradually over the last four years and, on the whole, it is line with that of similar schools. Performance in the indicator that includes five A*-A GCSEs is also in line with the performance of similar schools.

The performance of pupils who are eligible for free school meals at the level 2 threshold, including either Welsh or English and mathematics, has varied over the last four years. On the whole, this group's performance has either been better or in line with performance in similar schools. Boys' performance at the level 2 threshold, including wither Welsh or English and mathematics, has increased significantly over the last four years. In 2016, their performance is significantly better than the performance of boys in similar schools.

In general, pupils with additional learning needs have made strong progress against their targets over the last four years.

At the end of Year 11, all pupils remain in education, employment or training.

In key stage 3, in the core subject indicator, there has been a trend of progress in the recent period. This performance has been higher than that of similar schools in three of the last four years.

In Year 13, all pupils have achieved the level 3 threshold in three of the last four years. The proportion of pupils who succeed in gaining three A*-C grades along with the wider average points score has increased annually since 2013, and is significantly higher than the average for similar schools and the national average. Over the same period, however, the proportion of pupils who achieve three A*-A grades has decreased and, by 2016, this proportion is lower than the averages for similar schools and Wales.

In most lessons, pupils undertake their work maturely. They show high levels of motivation and concentrate very well while persevering to work independently on a range of tasks. Most pupils work successfully in groups to discuss and improve their work.

In most lessons, pupils make strong progress. In these lessons, they recall previous knowledge and learning quickly before proceeding to develop their subject skills

further effectively. Most pupils apply their knowledge, understanding and skills to new contexts successfully. They make strong progress in their thinking skills and respond maturely and positively to opportunities to express an opinion.

In a few cases, as a result of lack of planning by teachers, pupils do not make enough progress in their subject knowledge and understanding.

Many pupils write freely and purposefully. They produce logical extended writing and express their ideas clearly. Most have a firm grasp of syntax. They develop wide and rich subject vocabulary. A few pupils create original and skilled pieces of writing which make effective use of a range of style techniques. However, the work of a minority of pupils contains spelling errors and incorrect mutations. Many pupils develop translanguageing skills effectively.

Most pupils read aloud confidently and meaningfully. They respond intelligently to various reading materials. They show effective research skills and succeed in reading and gathering information in order to increase their knowledge and understanding. However, a few pupils' higher order reading skills are not strong enough; for example, they do not analyse texts or explain the effect of style techniques in enough detail.

Nearly all pupils listen carefully to their teachers and each other. They demonstrate confident speaking skills in Welsh and English. Their spoken Welsh shows a high level of accuracy, rich vocabulary and elements of local dialect.

Many pupils have robust numeracy skills and an understanding of elementary mathematics skills. They apply purposeful and correct calculation techniques in a variety of situations. They handle data proficiently, for example by drawing graphs and identifying patterns within them.

Many pupils practice their information and communication technology (ICT) skills appropriately in many subjects across the curriculum. However, they do not make progressive development in their ICT skills during their time at the school.

Wellbeing: Excellent

Very high standards in terms of pupils' wellbeing are a notable aspect of school life. Nearly all pupils feel safe at school and report that the school deals effectively with the very rare cases of bullying or harassment. Most pupils have a sound understanding of the importance of keeping fit and healthy, and many participate regularly in a wide variety of sports and fitness activities.

Pupils' attendance rates have been consistently high and in line with the modelled outcomes for the past three years. The number of persistent absences is low and has decreased significantly over the last four years.

The excellent behaviour of nearly all pupils is an exceptional feature. They are courteous and treat each other and adults with respect. They have polished social skills. As a result, the number of exclusions and cases of misbehaviour are very low.

The pupil's voice plays a prominent part in the school's work. Pupils make a valuable contribution to decisions through the work of the school council and by expressing their opinions through questionnaires and opinion forums. For example, the school council has influenced improvements to facilities and the school uniform, and contributed to develop the learning and teaching strategy. Pupils conduct school council meetings independently and this has a positive effect on their organisation and leadership skills. They ensure that there is a strong link between themselves and the remainder of the pupils by producing a newsletter about their work and communication regularly with year forums.

Pupils' participation in an extensive range of extra-curricular activities is high. These include horse riding and golf clubs, science and public speaking competitions, various music bands and success in sports at county, national and international level.

Nearly all pupils show passionate pride in their school and its community, and a mature understanding of their role as responsible citizens. They make important contributions to the community by taking part in activities such as the rotary club, the young farmers' club and the Urdd, and by collecting significant amounts of money for local and national charities.

An exceptional feature is nearly all pupils' willingness to work diligently in lessons, and their resilience and perseverance when completing activities. They demonstrate strong motivation and mature attitudes. Nearly all pupils possess the essential qualities for their life at school and in the future.

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

The school offers a broad and balanced curriculum that responds to national needs and the needs of individual pupils. In key stage 4 and the sixth form, the school offers a rich variety of options. Choices include a range of relevant occupational courses that meet pupils' wishes and the needs of local employers. The school has a comprehensive provision of extra-curricular activities, which enrich pupils' experiences effectively.

The school plans carefully in order to ensure progression in learning experiences as pupils transfer to the secondary sector. For example, the humanities project, which is run jointly between Ysgol y Preseli and its partner primary schools, has a positive effect on the literacy skills of pupils in key stage 3.

A particularly good feature is the way in which the school has responded to the requirements of the Literacy and Numeracy Framework. As a result of purposeful planning, there are rich opportunities for pupils to develop these skills across the curriculum. Effective intervention programmes are provided to support pupils who need additional support to improve their skills. The school plans appropriately to ensure that pupils practice their ICT skills across the subjects.

Creative and stimulating opportunities are provided for pupils to develop their wider skills through the Welsh Baccalaureate Qualification in key stage 4 and the sixth form.

Provision for the Welsh language and Welsh dimension is a notable aspect of the school's work. Pupils are immersed in the language and, through a very wide variety of activities, they are given valuable opportunities to celebrate their language and their identity.

Provision to develop pupils' understanding of issues relating to sustainability and global citizenship is very effective. The school's eco council is very active and has a positive influence on the school's community.

Teaching: Good

Nearly all teachers foster a productive working relationship with pupils. In many lessons, teachers create a supportive environment in which pupils are not afraid to make mistakes. Nearly all teachers have up-to-date subject knowledge and are very good language models. They plan carefully and use a range of methods and stimulating and challenging resources in order to engage pupils' interest and build on their knowledge and understanding. In a few very effective lessons, teachers plan creatively in order to provide lively experiences and a very high level of challenge for pupils.

In many lessons, teachers have high expectations of all pupils. Teaching ensures that pupils are active in their learning and motivates them to give of their best. In these lessons, teachers question skilfully in order to ensure opportunities and challenge all pupils' understanding. These lessons have a lively tempo and teachers offer useful support to individuals or specific groups of pupils.

However, in a few lessons, planning is not careful enough to expand pupils' thinking skills and their subject knowledge adequately. Teachers in these lesson do not provide appropriate examples to ensure all pupils' understanding.

Many teachers offer useful and constructive feedback, both orally and in writing, in order for pupils to know how to improve the quality of their work. In most subjects, teachers identify strengths in pupils' work and offer useful targets in order to improve. In a majority of cases, teachers insist that pupils respond appropriately to these. In many subjects, pupils are given useful opportunities to assess their own work and that of their peers.

The school sets appropriate targets for all pupils. The school has effective systems to monitor progress and purposeful strategies to address underachievement. Interim reports provide very useful information about attainment against targets, and the annual report shares detailed and comprehensive information with parents about their children's progress.

Care, support and guidance: Good

Pupils' wellbeing and their development as well-rounded, respectful and proud individuals are core to the school's work. The school is a caring and inclusive community that operates conscientiously for the benefit of all pupils.

The school's progress and wellbeing team tracks pupils' attendance, behaviour and academic progress carefully and in detail. As a result, they have a rigorous understanding of individuals' needs and provide personal and purposeful care and support to each one. The school provides a comprehensive programme of support that responds effectively to the needs of specific pupils. Effective co-operation with a range of external agencies enriches this provision; for example, valuable programmes such as 'Cam Ymlaen' ('Step Forward') and 'positive mentoring' support vulnerable pupils, and the beneficial 'Hwb' ('Hub') provision supports pupils following absence.

A broad programme of interesting and useful activities promotes pupils' social, moral, spiritual and cultural development effectively; for example, there are personal and social education activities on subjects such as mental health and citizenship. The school promotes eating and drinking healthily successfully, and there is an extensive range of extra-curricular opportunities and trips. As a result, pupils have a mature understanding of the importance of being responsible members of society and how to stay healthy. However, not all morning periods include an element of collective worship.

There are robust arrangements for providing pupils with advice and guidance to make decisions about their future. Beneficial activities such as career fairs and option evenings offer valuable support to pupils and their parents. Successful procedures for transferring from primary schools ensure that pupils in Year 7 settle quickly and without fuss.

There is inclusive and effective provision for pupils with additional learning needs. As a result, these pupils make strong progress over time. Productive links with the special unit at the Portfield Centre ensure valuable opportunities for pupils at the centre and the school, and make an important contribution towards the school's inclusive ethos. However, administrative arrangements for individual education plans are not coherent or rigorous enough.

Arrangements for safeguarding meet statutory requirements and are not a cause for concern.

Learning environment: Excellent

Ysgol y Preseli is an extremely homely community with an inclusive and caring Welsh ethos. Pupils have very positive attitudes towards the school and are given regular opportunities to contribute to its development. They take great pride in it and convey strongly their sense of belonging. The school aims to develop its pupils as well-rounded citizens. There is a productive relationship between the staff, pupils and parents. They work together purposefully and are very supportive of each other. The school's policies and procedures ensure equal opportunities for all pupils, whatever their needs. All pupils have fair access to the curriculum and extra-curricular activities.

The building provides a stimulating, safe and welcoming environment. There are attractive displays of pupils' work across the school, which celebrate successes and create a stimulating environment. Departments have valuable resources that are suitable for the number of pupils and the needs of the curriculum. The school invests annually in appropriate ICT hardware in order to promote pupils' standards of attainment and skills. The school has extensive playing fields and, on the whole, the buildings are suitable for the number of pupils and the activities that are provided. Very good use is made of the campus's resources, such as Theatr y Gromlech and the leisure centre.

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

The headteacher has a clear strategic vision that places a definite focus on raising standards and enriching pupils' learning experiences. This vision is based on offering stimulating educational and extra-curricular opportunities to all pupils in order to enable them to develop as cultured, bilingual citizens with valuable life skills. Through his sensible and inclusive leadership, he conveys these objectives eloquently to the whole school community. The school's staff understand and respect this vision and own the school's mission, which is 'Remember to learn to live'.

The headteacher is supported skilfully by members of the leadership team. Their responsibilities are defined clearly and distributed wisely, in line with their strengths and specialisms. The school fosters a culture of distributed leadership effectively among the staff. This means that many other leaders from among the staff work together successfully to give direction to the school.

Line management arrangements are coherent and lines of accountability are clear for all members of staff. Management meetings across the school have a clear calendar and specific structure. Most middle leaders handle data confidently and, as a result, they have an appropriate knowledge of standards in their areas. Many middle leaders manage their teams effectively. Their meetings have a clear structure and they provide decisive guidance and direction to the teachers for whom they are responsible.

The school has robust performance management arrangements and there is a strong focus on raising standards and the quality of teaching. The school expects its staff to take full responsibility for their own development. Co-operation in order to share good practice is encouraged both inside and outside the school. Leaders respond quickly in cases where staff are underperforming and offer purposeful and beneficial guidance for them to improve.

The school has responded robustly to many national priorities. These include successful whole-school initiatives to incorporate the Literacy and Numeracy Framework, and an innovative initiative to develop the Welsh Baccalaureate Qualification.

Governors have a robust understanding of the school's work and they fulfil their duties successfully. Many are very experienced and offer the school valuable guidance and advice in a number of important areas. This enables them to make prudent decisions that have a positive effect on standards of learning and teaching.

Improving quality: Good

The school has rigorous processes in order to ensure quality and planning for improvement. These have had a positive effect on the quality of teaching, levels of wellbeing and pupils' academic performance.

The school has a calendar of useful activities to collect direct information on standards and the quality of teaching and assessment, which includes gathering the views of parents and pupils. Leaders at all levels observe lessons rigorously and scrutinise pupils' work regularly. This work leads to useful records that identify strengths and areas for improvement in an objective and clear way.

Nearly all departmental self-evaluation reports include a detailed evaluation of performance data, standards in lessons and aspects of their provision. However, a few of these place too much emphasis on comparisons with all-Wales averages and the average for the local authority, rather than standards in similar schools.

Most departmental development plans include useful strategies that allocate responsibilities to tackle the areas for improvement that are identified in their departmental reports. They include costs and appropriate time limits for achieving these departments' aims. However, a few do not include ambitious enough targets.

The whole-school self-evaluation report includes an accurate evaluation of the qualities and any weaknesses that were seen when scrutinising work and observing lessons. There is a detailed analysis of performance data and, on the whole, a fair evaluation of this performance. However, in a very few cases, evaluations in the report are too generous. In addition, the school has not identified a very few areas for improvement.

There is a close link between the areas for improvement that are identified in the self-evaluation report and whole-school improvement plans. This documentation includes suitable priorities for improvement and useful strategies for achieving the school's aims. However, a very few of the targets are not ambitious enough and there is no reference to a very few aspects that need to be developed.

Partnership working: Good

The school has close links with a wide range of partners, which contribute positively to improving pupils' standards of attainment and wellbeing.

The school develops a close and supportive relationship with parents. It helps parents to support their children's work, for example by offering useful homework resources on its website and conducting parents' evenings to discuss important educational issues.

The school's staff work closely with teachers in the partner primary schools to develop and interweave their teaching strategies for literacy and numeracy. There is a wide range of useful transition activities, for example the 'Fun Day', the 'Citizenship Day' and a residential course at the camp in Llangrannog. As a result of these activities, pupils settle quickly when transferring from Year 6.

The school works with local colleges in order to offer relevant options to its pupils, for example agricultural engineering. They have appropriate arrangements to ensure the quality of this provision.

The school has close links with providers of initial teacher training. These offer very beneficial opportunities for teachers to reflect on aspects of teaching and develop their professional skills.

There are extensive partnerships with external agencies that support pupils' wellbeing. In addition, there is a valuable link with Harvard university, which supports the school to develop its systems for identifying needs and supporting vulnerable pupils.

The school plays a prominent part in the life of the local community, for example by holding a Christmas fair and through the Welsh Baccalaureate's community challenge. There are useful links with local enterprises and businesses to offer valuable experiences, such as mock interviews and public speaking competitions.

Resource management: Good

The headteacher and finance officer manage the school's resources and budget prudently. This is monitored closely by the finance and buildings committee. The school is staffed appropriately to teach the curriculum, and valuable training and support are provided for the very few teachers who teach outside their specialist areas. Succession planning has been developed very skilfully and the school offers valuable opportunities to develop ambitious potential leaders.

Staff across the school make beneficial use of their membership of a very wide range of networks of professional practice. This occurs internally, as a cluster, regionally and nationally. Many staff have developed valuable expertise in various areas over time, and teachers benefit greatly from their guidance and knowledge. This is an exceptional feature of the school's work.

The school has robust performance management arrangements for all of its staff, and objectives link appropriately with the school's priorities.

The school plans sensibly for spending the Pupil Deprivation Grant, and this contributes to better outcomes for vulnerable pupils. The sixth-form curriculum is cost-effective.

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

Appendix 1

6684064 - YSGOL Y PRESELI

Number of pupils on roll	902
Pupils eligible for free school meals (FSM) - 3 year average	4.7
FSM band	1 (FSM<=10%)

Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils in Year 9 cohort	154	175	155	154		
Achieving the core subject indicator (CSI) (%)	92.9	94.3	90.3	95.5	93.1	85.9
Benchmark quartile	1	1	3	1		
English						
Number of pupils in cohort	154	175	155	154		
Achieving level 5+ (%)	91.6	96.6	92.9	95.5	94.6	89.2
Benchmark Quartile	2	1	3	3		
Achieving level 6+ (%)	54.5	62.9	61.9	64.3	67.6	56.2
Benchmark Quartile	3	2	3	3		
Welsh first language						
Number of pupils in cohort	154	175	155	154		
Achieving level 5+ (%)	90.3	94.9	91.0	98.1	94.9	92.0
Benchmark Quartile	2	2	3	1		
Achieving level 6+ (%)	47.4	56.6	57.4	53.9	61.3	57.2
Benchmark Quartile	2	2	2	3		
Mathematics						
Number of pupils in cohort	154	175	155	154		
Achieving level 5+ (%)	97.4	97.1	96.1	95.5	94.7	90.1
Benchmark Quartile	1	1	2	3		
Achieving level 6+ (%)	71.4	75.4	71.6	77.9	74.2	62.7
Benchmark Quartile	1	1	3	1		
Science						
Number of pupils in cohort	154	175	155	154		
Achieving level 5+ (%)	94.2	97.7	96.8	98.7	97.4	92.8
Benchmark Quartile	3	2	3	1		
Achieving level 6+ (%)	55.2	75.4	70.3	85.7	74.7	62.9
Benchmark Quartile	4	1	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.

6684064 - YSGOL Y PRESELI

Number of pupils on roll
Pupils eligible for free school meals (FSM) - 3 year average
FSM band

902
4.7
1 (FSM<=10%)

Key stage 4

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils aged 15	158	155	149	174		
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	67.7	71.0	67.1	81.0	74.1	60.2
Benchmark quartile	2	2	3	1		
Achieved the level 2 threshold	86.7	89.7	93.3	91.4	89.4	83.6
Benchmark quartile	3	2	2	2		
Achieved the level 1 threshold	98.7	100.0	100.0	100.0	99.7	95.3
Benchmark quartile	2	1	1	1		
Achieved the core subject indicator (CSI)	65.8	67.1	63.8	79.9	73.3	57.5
Benchmark quartile	2	3	3	1		
Average capped wider points score per pupil	359.9	365.8	373.1	373.4	370.3	344.2
Benchmark quartile	3	3	2	2		
Average capped wider points score plus per pupil	357.5	362.4	370.0	370.9	367.7	340.3
Benchmark quartile		
Achieved five or more GCSE grades A*-A	20.9	17.4	22.8	25.3	23.5	15.8
Benchmark quartile		
Achieved A*-C in English	68.4	76.8	83.2	84.5	79.0	69.3
Benchmark quartile	4	3	2	2		
Achieved A*-C in mathematics	73.4	76.8	69.8	83.3	79.2	66.9
Benchmark quartile	3	2	3	1		
Achieved A*-C in science	75.9	74.2	86.6	95.4	91.0	82.3
Benchmark quartile	3	4	3	2		
Number of pupils aged 15 who entered Welsh First Language:	155	154	148	173		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	75.5	66.2	78.4	89.6	80.9	75.1
Benchmark quartile	2	3	2	1		

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

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

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

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

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

. 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.

6684064 - YSGOL Y PRESELI

Number of pupils on roll 902
Pupils eligible for free school meals (FSM) - 3 year average 4.7
FSM band 1 (FSM<=10%)

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	6	9	8	6		
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	83.3	33.3	37.5	33.3	50.8	35.5
Achieved the level 2 threshold	83.3	88.9	100.0	50.0	77.0	70.9
Achieved the level 1 threshold	100.0	100.0	100.0	100.0	98.4	92.1
Achieved the core subject indicator (CSI)	83.3	33.3	37.5	33.3	52.5	32.7
Average capped wider points score per pupil	357.4	351.4	367.0	312.8	339.3	311.1
Average capped wider points score plus per pupil	353.3	343.6	359.6	310.8	336.6	305.2
Achieved five or more GCSE grades A*-A	16.7	11.1	12.5	0.0	4.9	4.5
Achieved A*-C in English	83.3	44.4	87.5	16.7	55.7	47.1
Achieved A*-C in mathematics	83.3	44.4	50.0	50.0	67.2	43.6
Achieved A*-C in science	83.3	44.4	87.5	83.3	85.2	71.7
Number of pupils aged 15 who entered Welsh First Language:	6	9	8	6		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	83.3	44.4	50.0	66.7	59.0	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.

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

Key stage 5

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils aged 17	89	98	91	69		
Average wider points score per pupil	893.9	940.1	978.9	1053.8	898.4	824.9
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	85	94	85	67		
Of those who entered a volume equivalent to 2 A levels:						
Achieved the level 3 threshold	97.6	100.0	100.0	100.0	99.0	98.0
Achieved 3 A*-A at A level or equivalent	8.2	9.6	8.2	4.5	6.9	6.6
Achieved 3 A*-C at A level or equivalent	72.9	87.2	87.1	97.0	80.0	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.

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

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

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	219	161 74%	57 26%	0 0%	1 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	219	96 44%	111 51%	12 5%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		25%	57%	15%	3%	
I have someone to talk to if I am worried	218	114 52%	95 44%	7 3%	2 1%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	9%	2%	
The school teaches me how to keep healthy	219	51 23%	144 66%	21 10%	3 1%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	218	110 50%	89 41%	17 8%	2 1%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		44%	45%	9%	2%	
I am doing well at school	219	106 48%	107 49%	6 3%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	61%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	217	114 53%	100 46%	3 1%	0 0%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	218	66 30%	116 53%	32 15%	4 2%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	53%	22%	5%	
I have enough books and equipment, including computers, to do my work	218	121 56%	87 40%	9 4%	1 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	46%	8%	1%	
Pupils behave well and I can get my work done	219	39 18%	149 68%	26 12%	5 2%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	56%	27%	6%	
Staff treat all pupils fairly and with respect	219	83 38%	109 50%	23 11%	4 2%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		29%	50%	17%	5%	

		Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest		219	50 23%	132 60%	33 15%	4 2%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			16%	53%	25%	5%	
I am encouraged to do things for myself and to take on responsibility		219	115 53%	101 46%	3 1%	0 0%	Rwy'n cael fy annog i wneud pethau drosof fy hun a chymryd cyfrifoldeb.
			35%	59%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life		219	118 54%	86 39%	14 6%	1 0%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			35%	54%	9%	2%	
The staff respect me and my background		218	114 52%	94 43%	8 4%	2 1%	Mae'r staff yn fy mharchu i a'm cefndir.
			37%	53%	7%	2%	
The school helps me to understand and respect people from other backgrounds		214	118 55%	86 40%	10 5%	0 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			36%	56%	7%	1%	
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		79	30 38%	40 51%	7 9%	2 3%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghysiau yng nghyfnod allweddol 4.
			28%	51%	16%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form		51	22 43%	25 49%	4 8%	0 0%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghysiau yn y chweched dosbarth.
			27%	50%	16%	7%	

Responses to parent questionnaires

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

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	249	138 55%	100 40%	9 4%	2 1%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	1%		
My child likes this school.	250	153 61%	89 36%	6 2%	2 1%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		47%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	247	153 62%	85 34%	6 2%	3 1%	4	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	243	127 52%	106 44%	10 4%	0 0%	8	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		45%	49%	5%	1%		
Pupils behave well in school.	225	77 34%	133 59%	8 4%	7 3%	26	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		25%	60%	12%	3%		
Teaching is good.	232	88 38%	133 57%	10 4%	1 0%	15	Mae'r addysgu yn dda.
		34%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	244	144 59%	99 41%	1 0%	0 0%	6	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		51%	46%	3%	1%		
The homework that is given builds well on what my child learns in school.	231	96 42%	119 52%	15 6%	1 0%	19	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.
		32%	56%	10%	2%		
Staff treat all children fairly and with respect.	222	88 40%	107 48%	21 9%	6 3%	29	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		35%	52%	10%	3%		
My child is encouraged to be healthy and to take regular exercise.	226	82 36%	122 54%	18 8%	4 2%	23	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	241	124 51%	113 47%	3 1%	1 0%	9	Mae fy mhentyn yn ddiogel yn yr ysgol.
		42%	53%	4%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	200	71 36%	108 54%	14 7%	7 4%	35	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	9%	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 am kept well informed about my child's progress.	240	76 32%	125 52%	33 14%	6 2%	8	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		34%	51%	12%	3%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	241	117 49%	103 43%	17 7%	4 2%	7	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		43%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	225	75 33%	118 52%	25 11%	7 3%	25	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		31%	55%	11%	2%		
The school helps my child to become more mature and take on responsibility.	235	102 43%	124 53%	9 4%	0 0%	14	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		38%	55%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	183	70 38%	96 52%	17 9%	0 0%	55	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	2%		
There is a good range of activities including trips or visits.	241	90 37%	128 53%	20 8%	3 1%	8	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	238	120 50%	105 44%	11 5%	2 1%	11	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	6%	2%		

Appendix 3

The inspection team

Hywel Jones	Reporting Inspector
Delyth Gray	Team Inspector
Lowri Jones	Team Inspector
Ceri Jones	Team Inspector
Deris Williams	Lay Inspector
Lyn West	Peer Inspector
Dafydd Hughes	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.