



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

A report on

**Ysgol Uwchradd Caergybi
Caergybi
Ynys Môn
LL65 1NP**

Date of inspection: May 2017

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.

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:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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Publication date: 26/07/2017

Context

Ysgol Uwchradd Caergybi is an English-medium 11-18 mixed comprehensive community school maintained by Anglesey local authority. There are currently 790 pupils on roll of which 96 are in the sixth form. This compares with 794 at the time of the last inspection in February 2012 when there were 99 students in the sixth form.

The school is located in the harbour town of Holyhead and receives pupils from the town and surrounding villages. Around 58% of pupils live in the 20% most deprived areas of Wales. Around 23.2% are eligible for free school meals, which is above the national average of 17.1% for secondary schools in Wales. Around 24.6% of pupils have a special educational need. This is close to the national average of 25.1%. Just over 2% of pupils have a statement of special educational needs, which is below the national average of 2.4%. Most pupils come from a white British background and very few pupils speak Welsh at home.

The headteacher has been in post since September 2014. The senior leadership team is made up of the headteacher and four assistant headteachers.

The individual school budget per pupil for Ysgol Uwchradd Caergybi in 2016-2017 is £4,129 per pupil. The maximum per pupil in secondary schools in Anglesey is £4,870 and the minimum is £3,868. Ysgol Uwchradd Caergybi is third out of the five secondary schools in Anglesey in terms of its school budget per pupil.

Summary

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

Current performance

The current performance at Ysgol Uwchradd Ceergybi is adequate because:

- Girls' performance in key stage 4 in the level 2 threshold including English and mathematics has improved significantly over four years
- In lessons, most pupils make suitable progress
- Most pupils have well-developed reading skills
- Many pupils generally write with accuracy in spelling and grammar
- Nearly all pupils are considerate and courteous, and behave well
- Most pupils are well motivated and show positive attitudes to learning
- Attendance has improved over the last three years
- Many teachers plan well-structured lessons that help pupils make suitable progress
- In many lessons, pupils have beneficial opportunities to develop their literacy skills

However:

- In key stage 4, performance in many key indicators has varied since 2013 and is below that of similar schools
- Overall, pupils do not make enough progress from previous key stages
- The performance of pupils eligible for free school meals in key stage 4 has declined for the last three years
- The co-ordination of provision for numeracy and information and communication technology (ICT) skills is underdeveloped
- The quality of written feedback by teachers within and across subjects is inconsistent
- Assessment information is not used consistently to plan for improving pupils' attainment
- Many teachers do not use information from individual educational plans well enough to plan lessons

Prospects for improvement

The prospects for improvement are adequate because:

- The headteacher has communicated his vision clearly, based on improving pupils' attitudes to learning focused on respect, responsibility and pride
- The senior leadership capacity of the school has been strengthened recently
- Roles and responsibilities of senior leaders are clear and balanced

- A minority of middle leaders have high expectations
- Governors provide strong support and commitment to the school
- The school has established an appropriate calendar of self-evaluation and improvement planning activities
- The school improvement plan sets out five key priorities and includes suitable success criteria, safe responsibilities, timescales, outputs and costs

However:

- The pace of improvement in standards is too slow
- Many staff are not held to account well enough
- There is too much variability in the quality and impact of leadership at all levels
- The quality of self-evaluation varies too much across the school
- Overall, there is too much inconsistency in the quality of departmental self-evaluation reports and improvement plans; as a result, there is inconsistency in the quality of teaching and assessment across the school

Recommendations

- R1 Improve standards at key stage 4, in particular for boys and pupils eligible for free school meals
- R2 Improve the co-ordination of the provision to develop numeracy and ICT skills across the school
- R3 Improve the quality of teacher feedback and ensure that assessment information is used effectively to help pupils make progress
- R4 Improve the quality of individual learning plans and ensure that all staff use them consistently to plan for individual pupils' needs
- R5 Improve consistency in leadership across the school and hold staff more to account
- R6 Improve the quality of departmental self-evaluation and improvement planning

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

In key stage 4, performance in many key indicators has varied since 2013 and is currently below the average for similar schools. During this period, performance in the level 2 threshold including English and mathematics has been below modelled outcomes. This is mainly because of relatively weak performance in the core subjects, with English being below the average for similar schools for the last four years and mathematics being below the average for similar schools for the last two years.

Performance in the capped points score has fallen over the last three years from being well above modelled outcomes in 2013 to being below in 2016. Performance at five A*-A at GCSE or equivalent is also below the average for similar schools for the same period. Overall, pupils do not make enough progress from previous key stages.

The performance of pupils eligible for free school meals in the level 2 threshold including English and mathematics in key stage 4 has declined during the last three years. Performance is below the average for the same group of pupils in similar schools in 2016 after being above for the previous two years. Girls' performance in key stage 4 in the level 2 threshold including English and mathematics has improved significantly over four years and they performed better than the average for girls in similar schools in 2016. Boys' performance for the same indicator declined in 2016 and was well below the average for boys in similar schools after being above in 2015. In general, pupils with additional learning needs do not make enough progress by the end of key stage 4.

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

In key stage 3, there has been a general increase in the proportion of pupils that achieve the core subject indicator.

In Year 13, since 2013, the proportion of pupils achieving grades A*-C at A-level or equivalent has fluctuated and is well below the average across Wales for the last two years. Over the same period, the proportion of pupils that gained three grades A* or A has declined each year and is well below the national average. There has been a slight decline in the average wider points score achieved by pupils and the proportion of pupils that achieve the level 3 threshold has declined significantly for each of the last four years.

In lessons, most pupils make suitable progress. They recall previous work well and apply this effectively to new learning to deepen their knowledge. In a very few lessons, pupils are too passive and do not engage well enough with their learning.

Many pupils develop their literacy skills appropriately across the school. They listen well to their teachers and are respectful and attentive when other pupils express their ideas and opinions. Most pupils make sound progress in their speaking skills. They use subject specific terminology with confidence and engage well in discussions with the teacher and other pupils. They express their opinions clearly. A few pupils ask probing questions that are relevant to the work and develop their understanding effectively. A very few pupils are reluctant to provide verbal responses when the teachers' questioning is not directed well enough.

Most pupils have well-developed reading skills, which they use successfully to select relevant information from a range of sources. They read aloud with confidence from a suitable range of texts. Many pupils use these skills well to interpret information and draw conclusions. Many pupils develop a range of writing skills well. In general, they write with accurate spelling and grammar, and develop subject specific vocabulary appropriately. In the majority of subjects they write well-structured pieces of extended writing for a range of purposes and audience, for example when discussing aspects of crime and punishment. The majority of pupils successfully improve their written work in response to feedback from the teacher through correcting and redrafting.

When given the opportunity, many pupils develop and use their numeracy skills appropriately. They apply their measuring and number skills well in a few subjects such as technology and science. The majority of pupils collect, record and analyse data competently and present their findings accurately in charts and graphs.

The majority of pupils develop their ICT skills appropriately in a few subjects across the curriculum. They gain a suitable understanding of how to use spreadsheets to produce graphs and charts and use ICT packages to make suitable presentations of their work. Most pupils understand how to use the internet well to search for information. They use a suitable range of software and applications to enhance their learning and for revision in many subjects.

At key stage 4, a few pupils study Welsh as a first language and around a half gain a GCSE grade A* to C. Many pupils are entered for the full course Welsh second language and the majority of these gain a GCSE or equivalent at grades A* to C. However, most pupils do not regularly use the Welsh language outside the lessons or in extra-curricular activities.

Wellbeing: Good

Nearly all pupils feel safe in school and that they are well supported. Nearly all pupils are considerate, courteous and behave well. They show respect, care and concern for others. Most pupils are well motivated and show positive attitudes to learning.

Attendance has improved over the last three years and the rate of persistent absence has fallen. In 2016 the attendance is above modelled outcomes and places the school in the upper quarter of similar schools based on eligibility for free school meals. The attendance of pupils eligible for free school meals has improved over the last three years and is above family and national averages.

There have been no permanent exclusions in the last three years and the number of fixed term exclusions is low.

Many pupils have a good understanding of how to keep fit and healthy and have positive attitudes towards exercise and diet. Many pupils participate well in a range of fitness and sport related extra-curricular activities such as rugby for boys, girls' netball and athletics.

The school council is an active group and has positively influenced a few aspects of the work of the school such as the code of conduct and improving facilities. Many pupils benefit from valuable opportunities to participate in a wide variety of community and charitable activities for example annual musical production, fundraising for a cancer trust and collecting for food banks. As a result, they gain valuable social and life skills.

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

The school provides a broad and balanced curriculum that meets the needs of nearly all of its pupils. Appropriate time is given to meet the requirements of the National Curriculum, religious education and personal and social education.

At key stage 3, pupils build effectively on their learning from key stage 2 as a result of beneficial partnerships with primary schools and suitable moderation of work between key stages. At key stage 4, the school offers a comprehensive range of general and vocational courses. However, this has not led to improvements in outcomes at the end of key stage 4, in particular the level 2 threshold.

A few departments have made worthwhile progress with integrating the national literacy and numeracy framework into their schemes of work. The school identifies pupils with weak literacy skills appropriately and provides suitable support, although the progress of pupils that receive this support is not monitored well enough. A few departments provide useful opportunities for pupils to develop their numeracy skills but, in general, provision for numeracy is underdeveloped. A few departments offer suitable opportunities for pupils to develop their ICT skills.

There is a suitable range of sporting and subject related activities arranged by the school. These include '5x60' for sports, an engineering project, and the Duke of Edinburgh award. They have a positive impact on pupils' wellbeing and attitudes to learning.

Provision for the Welsh dimension is organised appropriately across the school. This increases pupils' understanding of the benefits of living and working in Wales. At key stage 4, most pupils are entered for a level 2 qualification in Welsh or Welsh second language. Opportunities for pupils to use the Welsh language are limited in many departments.

The school makes a satisfactory contribution to developing pupils' awareness of sustainability and global citizenship through a minority of subjects including personal

and social education and the Welsh Baccalaureate. In general, education for sustainable development and global citizenship is not planned well enough across the curriculum.

Teaching: Adequate

Nearly all teachers have good subject knowledge and are strong language models. They have positive working relationships with the pupils that they teach.

Many teachers plan well-structured lessons, with clear learning objectives, that help pupils make suitable progress. They have appropriate expectations of pupils and manage their behaviour effectively. In these lessons, teachers build upon previous learning well and maintain the interest of pupils. In a minority of lessons, teachers do not plan well enough to meet the needs of pupils of all abilities.

In most lessons, teachers use a range of activities and teaching techniques to provide an appropriate pace and suitable challenge to pupils' learning. In a very few lessons, the pace of learning is too slow and the level of challenge is insufficient. In these lessons, pupils do not engage fully with their learning.

In many lessons, teachers plan beneficial opportunities to develop pupils' literacy skills. In these lessons, teachers develop pupils' subject specific vocabulary well. In a few lessons, teachers offer pupils worthwhile opportunities to develop their numeracy skills.

Learning support staff are used well, where appropriate, to contribute positively to the quality of pupils' learning.

In a majority of lessons, teachers use questioning techniques effectively to develop pupils' understanding. In a minority of lessons, questioning does not probe or extend pupils' thinking well enough.

Many teachers provide pupils with supportive and useful verbal feedback. The majority of teachers provide useful written comments to help pupils know what they have done well and how to improve. However, the quality of written feedback within and across subjects is inconsistent. A few teachers make superficial comments and do not address important areas for improvement. They offer too much praise for completing simple tasks and do not challenge pupils who fail to respond appropriately to teachers' comments.

The school has implemented appropriate systems to monitor the progress of pupils. However, this information is not used consistently within and across departments to plan for improving pupils' attainment. As a result, there has not been enough impact on pupils' outcomes at the end of key stage 4.

Reports to parents are clear and informative. They identify pupils' strengths and areas for development well and include relevant subject specific targets for improvement.

Care, support and guidance: Adequate

The school has a strong provision to develop and support the health and wellbeing of its pupils. The personal and social education programme contributes well towards the spiritual, moral and cultural development of pupils.

The school helps pupils to adopt healthy lifestyles and it has appropriate arrangements to promote healthy eating and drinking. An appropriate range of extra-curricular activities makes a significant contribution to pupils' sporting, cultural and social development.

The school has effective systems in place to tackle absenteeism. These have been successful in improving attendance over the last three years. The school has a comprehensive behaviour management policy based on a restorative approach. A very few teachers do not apply this well enough to deal with instances of disruption in class. The school has appropriate arrangements in place to deal with bullying.

Facilities that include 'Ystafell Pawb', a central base to offer support and guidance, an internal exclusion room and a 'Non Exclusion Teaching' room, a secure base for pupils who need an alternative space to the classroom, provide an effective and cohesive approach to supporting all aspects of pupil care and support.

There is inclusive and effective provision for pupils with additional learning needs through a recently established 'Learning Zone'. It is well-resourced and permanently staffed but it is too early to judge the impact on pupils' progress.

Individual educational plans effectively identify pupils' learning needs. Targets and success criteria are often not specific enough and measurable and there are no opportunities to monitor progress against targets. Many teachers do not use these effectively to plan for the individuals' needs in lessons.

Provision for care, support and guidance has a positive impact on improving the health and wellbeing of pupils. However, this provision has not impacted on raising the standards of pupils.

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

Learning environment: Good

Ysgol Uwchradd Caergybi is a school with a very caring, supportive and inclusive ethos. It promotes respect for diversity clearly and plays its role in the community successfully. The school shares its values of respect, responsibility and pride successfully through its staff to pupils and parents. The school provides a secure and engaging learning environment epitomised by recent rebranding of the school and upgrading of facilities, for example through clear signage and new outdoor seating areas. Nearly all pupils have suitable access to the curriculum and wide range of extra-curricular activities including sports and trips.

The school celebrates pupils' achievements well and colourful displays of pupils' work on walls and in corridors emphasise the pride in their achievement. Information technology equipment is used well by teachers to support the learning. The facilities for sports and changing are appropriate, in particular the newly constructed ball games area, which is in regular use.

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

Since his appointment in 2014, the headteacher has communicated his vision for the school clearly. This is centred on improving pupils' attitudes to learning through establishing an ethos based on 'respect, responsibility and pride'. The vision is widely understood and supported by pupils, parents, staff and governors. The impact of this is beginning to be reflected in improvements in pupils' behaviour and wellbeing. However, the pace of improvement in performance at the end of key stage 4 is too slow.

The senior leadership capacity of the school has been strengthened with the appointment of four assistant headteachers and the recent reallocation of strategic responsibilities. Roles and responsibilities of senior leaders are now clear and appropriately balanced, and align closely with the school's five key priorities for improvement, which take suitable account of national and local priorities.

The middle leadership structure has also been revised to align more closely with improvement priorities. A minority of middle leaders have high expectations, closely monitor the work of their departments and provide teachers with robust challenge and support to improve the quality of their teaching.

Link manager meetings ensure that senior and middle leaders meet regularly to review progress towards meeting departmental targets. However, departmental targets are not precise enough and there is too much inconsistency in how progress against them is reviewed.

The school has appropriate arrangements to manage the performance of its staff. These identify individual training needs well. However, many staff are not held to account well enough for performance against their targets.

Regular management and departmental meetings have led to improvements in communication across the school. Only a minority of records of these meetings include clear identification of specific action points to deliver planned improvements. Many action points do not specify clear deadline dates and review arrangements often lack rigour. As a consequence, in many subjects, standards and the quality of teaching are not improving quickly enough. Overall, there is too much variability in the quality and impact of leadership at all levels.

Leaders and staff have responded well to the national priority to improve literacy. This is evident in the sound standard of pupils' literacy skills observed in lessons and in their work. Actions to reduce the impact of disadvantage, especially at key stage 4, have not had enough impact on standards and progress.

Governors provide strong support and commitment to the school. They have a secure understanding of the school's strengths and areas for development and provide a suitable level of challenge to senior leaders across many aspects of the school's work.

Improving quality: Adequate

The school has established an appropriate calendar of self-evaluation and improvement planning activities. However, the quality of self-evaluation varies too much across the school and, as a result, these procedures have not had sufficient impact in improving standards across the school.

The whole-school self-evaluation report is evaluative and provides a suitable analysis of the school's strengths and areas for improvement. The school undertakes an honest appraisal of data. It considers relevant first hand evidence from data, lesson observations, learning walks and scrutiny of pupils' work. Senior leaders evaluate the quality of teaching and standards too positively in a few areas.

Most departmental self-evaluation reports provide a useful analysis of performance data. They do not take sufficient account of pupils' views or consider well enough the impact of provision and teaching.

The whole school improvement plan sets out five key priorities and includes suitable success criteria, staff responsibilities, timescales, outputs and costs. It links clearly most areas for development identified in the self-evaluation report. Many areas for development identified in departmental self-evaluation plans link clearly to improvement plans. However, many of these plans do not identify suitable actions or relevant success criteria, or provide sufficient details of costs involved. Overall, there is too much inconsistency in the quality of departmental self-evaluation reports and improvement plans. As a result, performance at the end of key stage 4 has not improved enough.

Middle leaders meet regularly with the senior leader responsible for their departments to review their improvement plans. These review meetings focus appropriately on data, progress towards targets and other departmental issues. Records of these meetings do not identify or evaluate follow up actions well enough.

Partnership working: Good

The school works well with a wide range of partners. These partnerships contribute successfully towards improving pupils' wellbeing and raising standards.

Partnership arrangements with a consortium consisting of a local college and secondary schools provide pupils with access to a wide range of academic and vocational courses that contribute well to meeting the needs of pupils at key stage 4 and post 16. Arrangements to monitor the quality of this provision are comprehensive.

Partnerships with local primary schools are strong. Staff from partner primary schools visit the school to undertake work scrutiny and to interview former pupils.

This process identifies well the progress made by these pupils. In addition, there are useful opportunities for primary school pupils to visit the school, for example by taking part in science experiments and undertaking a 'maths challenge'. Transition arrangements are effective and help pupils to transfer successfully into Year 7.

The school works well in partnership with a youth engagement programme that concentrates on building teamwork and leadership skills. This has helped to improve pupils' wellbeing and attainment. In addition, as part of an engineering education scheme, a team from the school worked well with an aeronautics company to identify and develop a means of further improving the life of batteries fitted to aircraft.

Parents are kept well informed about school matters through effective use of social media and newsletters. However, consultation with parents about the work of the school is underdeveloped.

Resource management: Adequate

The school is suitably staffed to meet the requirements of the curriculum and support learning. It manages its staffing and financial resources efficiently. The school allocates its funding and resources to take suitable account of national and local priorities.

Most staff benefit from an appropriate range of professional development activities. These include programmes that are planned and delivered jointly with local consortium schools. The school's investment in a well-equipped specialist teaching and learning observation facility has allowed staff to access real time coaching sessions. It is too early to measure the wider impact of this development on teaching across the school and on standards.

The bursar and headteacher have a secure overview of the school's financial matters and spending decisions are planned and monitored well. The governing body's finance committee monitor financial performance closely. The impact of these arrangements is reflected in the successful implementation of a financial recovery plan. The school has recently cleared a large financial deficit and achieved a small budget surplus. Despite the challenging financial position the school has also made significant improvements to facilities and learning resources in order to improve the learning environment for pupils and staff.

The school's use of its Pupil Deprivation Grant has led to improvements in the attendance and wellbeing of pupils who may be disadvantaged by poverty. However, it has not led to sufficient or sustained improvements in the performance of these pupils.

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

Appendix 1

6604026 - Ysgol Uwchradd Caergybi

Number of pupils on roll	855
Pupils eligible for free school meals (FSM) - 3 year average	23.2
FSM band	4 (20%<FSM<=30%)

Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils in Year 9 cohort	142	140	159	131		
Achieving the core subject indicator (CSI) (%)	76.1	79.3	78.6	80.2	82.0	85.9
Benchmark quartile	1	1	3	3		
English						
Number of pupils in cohort	142	140	159	131		
Achieving level 5+ (%)	85.2	86.4	84.9	82.4	85.6	89.2
Benchmark Quartile	1	1	3	4		
Achieving level 6+ (%)	45.8	44.3	53.5	48.1	43.4	56.2
Benchmark Quartile	1	1	1	2		
Welsh first language						
Number of pupils in cohort	17	22	21	20		
Achieving level 5+ (%)	88.2	100.0	100.0	85.0	85.0	92.0
Benchmark Quartile	3	1	1	4		
Achieving level 6+ (%)	29.4	27.3	52.4	30.0	30.0	57.2
Benchmark Quartile	4	4	3	4		
Mathematics						
Number of pupils in cohort	142	140	159	131		
Achieving level 5+ (%)	81.7	82.9	86.2	87.0	87.0	90.1
Benchmark Quartile	2	3	3	3		
Achieving level 6+ (%)	44.4	49.3	60.4	55.0	49.3	62.7
Benchmark Quartile	3	2	1	2		
Science						
Number of pupils in cohort	142	140	159	131		
Achieving level 5+ (%)	90.8	92.1	89.9	89.3	90.9	92.8
Benchmark Quartile	1	1	3	4		
Achieving level 6+ (%)	41.5	49.3	45.3	48.9	54.4	62.9
Benchmark Quartile	2	2	3	4		

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.

6604026 - Ysgol Uwchradd Caergybi

Number of pupils on roll	855
Pupils eligible for free school meals (FSM) - 3 year average	23.2
FSM band	4 (20%<FSM<=30%)

Key stage 4

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils aged 15	128	129	144	137		
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	39.1	43.4	48.6	48.2	54.6	60.2
Benchmark quartile	3	4	3	3		
Achieved the level 2 threshold	82.8	83.7	80.6	75.9	85.6	83.6
Benchmark quartile	2	2	3	4		
Achieved the level 1 threshold	99.2	98.4	95.8	98.5	97.9	95.3
Benchmark quartile	1	1	3	2		
Achieved the core subject indicator (CSI)	38.3	43.4	48.6	43.8	51.1	57.5
Benchmark quartile	3	3	2	3		
Average capped wider points score per pupil	351.4	354.6	344.2	336.4	348.0	344.2
Benchmark quartile	1	1	2	3		
Average capped wider points score plus per pupil	344.8	345.6	338.3	331.8	342.4	340.3
Benchmark quartile		
Achieved five or more GCSE grades A*-A	7.8	4.7	8.3	8.0	11.2	15.8
Benchmark quartile		
Achieved A*-C in English	52.3	48.8	58.3	59.9	64.7	69.3
Benchmark quartile	3	4	3	3		
Achieved A*-C in mathematics	53.9	65.1	57.6	59.9	62.1	66.9
Benchmark quartile	2	1	3	3		
Achieved A*-C in science	95.3	93.8	93.8	86.1	84.3	82.3
Benchmark quartile	1	1	1	3		
Number of pupils aged 15 who entered Welsh First Language:	20	19	13	22		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	5.0	47.4	46.2	59.1	59.1	75.1
Benchmark quartile	4	4	4	4		

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.

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6604026 - Ysgol Uwchradd Caergybi

Number of pupils on roll	855
Pupils eligible for free school meals (FSM) - 3 year average	23.2
FSM band	4 (20%<FSM<=30%)

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	31	25	32	24		
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	22.6	48.0	40.6	25.0	32.5	35.5
Achieved the level 2 threshold	71.0	80.0	68.8	37.5	72.9	70.9
Achieved the level 1 threshold	100.0	100.0	90.6	91.7	95.5	92.1
Achieved the core subject indicator (CSI)	22.6	48.0	40.6	20.8	29.1	32.7
Average capped wider points score per pupil	328.4	354.2	325.5	271.9	319.6	311.1
Average capped wider points score plus per pupil	321.0	343.7	320.4	268.6	312.3	305.2
Achieved five or more GCSE grades A*-A	3.2	0.0	6.3	0.0	4.0	4.5
Achieved A*-C in English	29.0	52.0	53.1	25.0	44.1	47.1
Achieved A*-C in mathematics	35.5	64.0	40.6	33.3	39.3	43.6
Achieved A*-C in science	87.1	92.0	87.5	83.3	76.8	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.

* 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	47	57	61	59		
Average wider points score per pupil	768.9	739.3	665.0	701.4	687.9	824.9
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	43	51	52	53		
Of those who entered a volume equivalent to 2 A levels:						
Achieved the level 3 threshold	97.7	92.2	90.4	83.0	91.3	98.0
Achieved 3 A*-A at A level or equivalent	4.7	5.9	3.8	1.9	3.9	6.6
Achieved 3 A*-C at A level or equivalent	69.8	74.5	53.8	58.5	61.9	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.

* 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 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	240	78 32%	148 62%	8 3%	6 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	51%	4%	1%	
The school deals well with any bullying	238	28 12%	132 55%	53 22%	25 11%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		25%	57%	15%	3%	
I have someone to talk to if I am worried	239	70 29%	126 53%	31 13%	12 5%	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	238	36 15%	141 59%	46 19%	15 6%	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	240	86 36%	112 47%	35 15%	7 3%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		44%	45%	9%	2%	
I am doing well at school	240	66 28%	150 62%	16 7%	8 3%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	61%	6%	1%	
The teachers help me to learn and make progress and they help me when I have problems	239	57 24%	145 61%	32 13%	5 2%	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	240	27 11%	95 40%	79 33%	39 16%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	53%	22%	6%	
I have enough books and equipment, including computers, to do my work	240	78 32%	123 51%	35 15%	4 2%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	46%	7%	1%	
Pupils behave well and I can get my work done	240	6 2%	98 41%	98 41%	38 16%	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	239	31 13%	120 50%	62 26%	26 11%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		28%	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		239	42 18%	110 46%	62 26%	25 10%	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		239	79 33%	140 59%	17 7%	3 1%	Rwy'n cael fy annog i wneud pethau drosaf 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		238	53 22%	136 57%	36 15%	13 5%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			35%	53%	10%	2%	
The staff respect me and my background		240	77 32%	133 55%	21 9%	9 4%	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		239	70 29%	136 57%	28 12%	5 2%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			36%	55%	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		69	14 20%	30 43%	19 28%	6 9%	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%	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		21	2 10%	9 43%	7 33%	3 14%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28%	50%	16%	7%	

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	29 19%	77 51%	29 19%	10 7%	6	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	2%		
My child likes this school.	150	30 20%	89 59%	17 11%	8 5%	6	Mae fy mhentyn yn hoffi'r ysgol hon.
		46%	48%	5%	1%		
My child was helped to settle in well when he or she started at the school.	150	42 28%	83 55%	12 8%	1 1%	12	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.	152	34 22%	79 52%	28 18%	6 4%	5	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		45%	49%	5%	1%		
Pupils behave well in school.	149	8 5%	61 41%	41 28%	17 11%	22	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		24%	60%	13%	4%		
Teaching is good.	151	19 13%	83 55%	27 18%	7 5%	15	Mae'r addysgu yn dda.
		34%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	152	50 33%	83 55%	16 11%	0 0%	3	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		50%	46%	3%	1%		
The homework that is given builds well on what my child learns in school.	149	21 14%	78 52%	33 22%	8 5%	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.
		31%	56%	10%	3%		
Staff treat all children fairly and with respect.	152	24 16%	70 46%	30 20%	9 6%	19	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.	149	32 21%	69 46%	25 17%	6 4%	17	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.	152	32 21%	90 59%	10 7%	8 5%	12	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'.	149	30 20%	60 40%	29 19%	12 8%	18	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		36%	52%	9%	3%		

	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.	152	24 16%	58 38%	47 31%	20 13%	3	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		34%	51%	13%	3%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	151	43 28%	75 50%	13 9%	13 9%	7	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		42%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	151	20 13%	76 50%	24 16%	10 7%	21	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		30%	55%	12%	3%		
The school helps my child to become more mature and take on responsibility.	152	28 18%	78 51%	24 16%	3 2%	19	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		37%	56%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	149	21 14%	62 42%	17 11%	14 9%	35	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	3%		
There is a good range of activities including trips or visits.	151	27 18%	76 50%	29 19%	7 5%	12	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		36%	52%	10%	2%		
The school is well run.	152	20 13%	62 41%	35 23%	19 12%	16	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	6%	2%		

Appendix 3

The inspection team

Mr Elwyn Vaughan Williams	Reporting Inspector
Mr Stephen Davies	Team Inspector
Mr Farrukh Khan	Team Inspector
Mr Ian Dickson	Team Inspector
Mr Gareth Kiff	Team Inspector
Mr David Owen Jenkins	Lay Inspector
Mr Eirian Davies	Peer Inspector
Ms Nia Wyn Roberts (Assistant Headteacher)	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.