



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

A report on

**Llanishen High School
Heol Hir
Llanishen
Cardiff
CF14 5YL**

Date of inspection: February 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

Llanishen High School is an English-medium mixed 11 to 18 comprehensive school situated in the north of Cardiff. There are around 1,560 pupils on roll, of whom around 290 are in the sixth form. These figures represent a slight decrease since the time of the last inspection when there were around 1,650 pupils on roll.

The school mainly draws on pupils living in or close to the area of Llanishen, although more pupils now travel from further across the city. Around 16% of pupils are eligible for free school meals, which is below the national average of 17.4%. Around 6% of pupils live in the 20% most deprived areas of Wales.

About 30% of pupils have special educational needs, which is higher than the national average of 25.4%. Approximately 3% of pupils have statements of special education needs, which is slightly higher than the overall rate of 2.5% in Wales. The school has two additional designated teaching resources for pupils with hearing impairments and pupils with autistic spectrum disorder. There are currently 34 pupils supported by these resource centres.

Around 14% of pupils are from minority ethnic backgrounds other than white British. Approximately 7% of pupils receive support to learn English as an additional language. Around 1% of pupils speak Welsh fluently.

An acting headteacher has been post since January 2016. She is supported by a partner headteacher, who works for two and half days a week at the school. In addition, one deputy headteacher and three assistant headteachers work in the leadership team. Since January 2016, the senior leadership is also supported by an extended leadership team, which consists of three members of staff.

The individual school budget per pupil for Llanishen High School in 2015-2016 means that the budget is £4,460 per pupil. The maximum per pupil in the secondary schools in Cardiff is £6,790 and the minimum is £4,116. Llanishen High School is 13th out of the 19 secondary schools in Cardiff 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 Llanishen High School is adequate because:

- Performance at key stage 4 has improved consistently over the last three years, including in those indicators that include English and mathematics
- Performance by pupils eligible for free school meals has improved well at key stage 4
- The proportion of pupils gaining A* or A grades at key stage 4 has improved consistently over three years and, in 2015, it is higher than the average for similar schools
- Pupils with statements of special educational needs generally make good progress
- Many pupils engage enthusiastically with activities set by teachers and work well individually, or in groups and pairs
- Most pupils feel that the school deals well with bullying
- Many pupils are courteous and relate well to one another, to their teachers and to other adults

However:

- Over the last three years, pupils in key stage 3 and key stage 4 have not made sufficient progress in their learning and outcomes
- Staff absences in a number of areas have had a detrimental effect on the continuity of teaching and learning experienced by pupils
- In a minority of lessons, pupils do not make as much progress as they should
- A minority of pupils struggle to write well at length
- Attendance declined noticeably in 2015 and is below in the average for similar schools
- Older buildings are in a poor state of repair and, in a few instances, impact adversely on pupils' learning experiences

Prospects for improvement

The prospects for improvement are adequate because:

- Senior leaders have identified and promote clear strategic objectives for the school
- There is a growing culture of accountability in the school
- Leaders focus well on half-termly data outputs to monitor pupils' progress
- Governors have a good understanding of the school's strengths and areas for development

- Self-evaluation and improvement planning activities are a regular feature of the life of the school
- The school's systems for judging the quality of teaching and learning have become more robust since September 2015
- The school improvement plan is a carefully considered document that highlights the key priorities for the school well

However:

- Recent changes to the senior leadership team have not had enough time to impact consistently on raising standards and improving the quality of teaching and learning
- There are inconsistencies in the rigour of the school's line management processes and action points are not followed up sufficiently well
- The school's teaching and learning responsibility structure is not aligned well enough to the school's current needs
- The school's approach to book reviews does not capture well enough the quality of the pupils' learning and progress
- The views of pupils and parents are insufficiently used as part of self-evaluation processes
- The quality of middle leaders' work in self-evaluation and improvement planning is too variable

Recommendations

- R1 Raise standards at key stages 3 and 4, including the quality of pupils' written work and the general standards achieved by pupils in class
- R2 Improve attendance and reduce persistent absenteeism
- R3 Improve the quality of teaching and assessment
- R4 Improve the quality of leadership across the school
- R5 Improve the aspects of the building that are in poor condition

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

At key stage 4, pupils' performance in level 2 threshold including English and mathematics has improved consistently over the last three years. In 2015, performance in this measure is just above modelled outcomes. However, performance is below that of five years ago and, for the last three years, it has placed the school in the lower half of similar schools based on eligibility for free school meals. Performance in both English and mathematics has improved from a low point in 2013. Performance in these subjects places the school in the lower half and upper half of similar schools based on eligibility for free school meals respectively.

Performance in the capped points score has improved over the last three years. In 2015, performance is in line with modelled outcomes and places the school in the lower half of similar schools based on eligibility for free school meals. The proportion of pupils gaining A* or A grades at key stage 4 has improved consistently over three years and in 2015 it is higher than the average for similar schools.

At key stage 4, the performance of boys in the level 2 threshold including English and mathematics has generally been weaker than that of girls. This is due to boys' weaker performance in English. However, boys' performance in mathematics and science has been better than that of girls for five consecutive years. The performance by pupils eligible for free school meals has improved consistently over the last three years, albeit from a low base. In 2015, these pupils generally make expected progress. Pupils with additional learning needs make variable progress. Those who have statements generally progress well. However, other groups make less progress than expected. In 2015, more able pupils and pupils for whom English is an additional language make expected progress.

At key stage 3, the proportion of pupils that achieve the core subject indicator has improved sharply over the last three years.

In the sixth form, since 2011, the proportion of pupils gaining the level 3 threshold has been broadly in line with the national average, as has the proportion of pupils achieving three A*-C grades. However, the proportion of pupils achieving three A*-A grades has been below the national average for the last four years.

During the last four years, performance in Welsh second language at level 5 or above has generally improved. In each of these years, performance has placed the school in either the top quarter or upper half of similar schools based on eligibility for free school meals. At key stage 4, many pupils are entered for a qualification in Welsh, and overall a majority of pupils in the school achieve a grade C or above at GCSE.

In over half of lessons, pupils gain secure knowledge and understanding, and develop a range of skills successfully. They demonstrate a secure understanding of

previously learnt work and apply this well in new contexts. In these lessons, many pupils give thoughtful and reasoned responses to challenging questions and activities. They can identify key facts from a range of sources and use this well to infer meaning and to draw out conclusions. In addition, they construct well-considered arguments to support their opinions and assertions. In a minority of lessons, pupils do not make as much progress as they should. In these lessons, pupils do not complete tasks to the standard they are capable of. Too often their work lacks depth or contains gaps. In addition, too many pupils do not pay sufficient care and attention to the general quality and presentation of their work.

Many pupils listen attentively in lessons and follow instructions appropriately. They engage enthusiastically with activities set by teachers and work well individually or in groups and pairs. A majority of pupils speak clearly and confidently and participate well in classroom discussions. However, a few pupils lack fluency and confidence in their oral work and a minority of pupils do not participate freely in group or class discussions. Many pupils demonstrate competent reading skills and can work with a range of texts and information well. They demonstrate secure research skills.

Around half of pupils produce consistently good quality extended pieces of written work. They structure their written work well and write with competent technical accuracy. However, a significant minority of pupils struggle to write well at length. Their work lacks structure and contains too many basic spelling and grammatical errors, including frequently misspelt subject specific terms.

A majority of pupils display secure numeracy skills and use these well in a few subjects. For example, in science pupils construct graphs accurately when working with scientific data. However, a minority of pupils have a weak recall of basic number skills, such as in multiplication, division and when working with percentages. This hinders their ability to solve problems when applying their mathematical skills across the curriculum.

Wellbeing: Adequate

Most pupils feel safe in school and say that the school deals well with the very few instances of bullying that occur. Many pupils understand the importance of a healthy lifestyle and take part in a wide range of extra-curricular activities provided by the school and in the local community. Many pupils are courteous and relate well to one another, to their teachers and to other adults.

Pupils are proud to belong to the school and many of them behave well and participate enthusiastically in their learning. However, a few pupils cause disruption in lessons interrupting the learning of others. This is particularly the case in lessons being temporarily covered due to staff absences.

Attendance rates increased steadily up to 2014, but then declined noticeably in 2015 and are well below those of other similar schools. In addition, the proportion of pupils who are persistently absent increased sharply in 2015. Unverified attendance data provided by the school indicates that attendance rates are improving well when compared to those of 2015.

A majority of pupils participate appropriately in opportunities to influence aspects of school life. Useful groups, such as the school council and the eco committee, are developing their contribution to the work of the school.

A majority of pupils develop life skills appropriately and social skills strongly by participating in worthwhile community and charitable activities. For example, this year, pupils have worked well with 'Llanishen Good Neighbours' and a local retailer to deliver a fashion show that exhibits pupils' work.

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

The school provides a broad and balanced curriculum at all key stages, which meets the needs and aspirations of its pupils. At key stage 3, the curriculum delivers suitable opportunities for both the development of knowledge and application of skills. The key stage 4 curriculum provides appropriate opportunities for pupils to follow different learning pathways. These pathways include a range of GCSE and vocational courses, which provide them with beneficial learning experiences.

The school has generally made sound progress with integrating the Literacy and Numeracy Framework into schemes of work. There is a co-ordinated approach to the development of literacy and numeracy skills across the curriculum. However, only in a minority of lessons are there useful opportunities for pupils to strengthen their skills, such as writing. The school provides suitable provision for those pupils requiring additional support to develop their literacy and numeracy skills.

At key stage 4 and in the sixth form, the provision for the Welsh Baccalaureate Qualification affords pupils beneficial opportunities to develop wider skills.

Provision for Welsh is organised well and enables pupils to make solid progress. Most pupils are entered for a qualification in Welsh second language and the number of pupils studying the full-course qualification is increasing. The school's 'Tocyn Iaith' scheme has successfully encouraged pupils in Year 7 and Year 8 to speak more Welsh around the school. The school promotes Welsh culture well.

The active and enthusiastic eco-committee has raised environmental awareness within the school and its work on reducing litter in the school and local community has been beneficial. The school makes a successful contribution to developing pupils' awareness of sustainability and global citizenship.

Teaching: Adequate

In many lessons, good working relationships exist between staff and pupils. This contributes well to a positive learning environment across the school.

In a majority of lessons, teachers plan well. They design activities that build effectively on previously taught work. Teachers choose resources that stimulate, enthuse and engage pupils in their learning. In addition, in these lessons, teachers set high expectations for the standard and the quality of work they expect from

pupils. They also ensure that pupils learn at a brisk pace. Teachers use effective questioning skills to help structure pupils' learning, as well as to test and explore pupils' knowledge and understanding of the work at hand. Furthermore, teachers also monitor the progress of pupils well through lessons and provide useful opportunities for pupils to reflect on the key aspects of their learning.

In many lessons, teaching assistants provide beneficial support to specific pupils in class.

In a significant minority of lessons, teaching contains shortcomings. In these lessons, activities planned do not challenge or engage pupils sufficiently. For example, activities and tasks can be repetitive and do not cater for the needs of different pupils well enough. In addition, teachers talk too much and mainly ask questions that are not searching or thought provoking. This means that pupils' thinking skills are not challenged sufficiently to improve learning. In a few lessons, teachers do not ensure that all pupils stay on task throughout the lesson. As a result, these pupils do not make sufficient progress.

Generally, homework set by teachers across the school does not consolidate, support or extend pupils' learning well enough.

Most teachers mark work regularly. However, the quality of marking varies too much across the school. For example, many comments are not specific enough and a minority of teachers do not provide pupils with enough guidance on how to improve their work.

In many subjects, marking focuses appropriately on the accuracy of pupils' written work. For example, teachers identify errors in spelling, punctuation and grammar. However, a minority of pupils do not consistently follow up on the advice given by their teachers. In many instances, pupils are given opportunities to assess their progress or that of others, but too often the comments made by pupils are superficial and have little value.

The tracking of pupil progress is comprehensive. It allows for the early identification of pupils who are underachieving. Where necessary, these pupils follow well-structured catch-up support programmes.

Reports on pupils' progress to parents are frequent and informative.

Care, support and guidance: Adequate

The school's provision to promote pupils' spiritual, moral, social and cultural development is suitable and relevant. The wide range of extra-curricular activities makes a sound contribution to pupils' sporting, cultural and social development. The school has a strong anti-bullying policy that contributes effectively to ensure a caring and supportive environment where most pupils feel safe.

The school's personal and social education programme provides pupils with a range of valuable activities that supports their social and emotional skills well. Beneficial contributions by a range of external agencies and specialist services suitably promote the health and wellbeing of pupils. The school has appropriate arrangements for promoting healthy eating and drinking.

The school provides a suitable range of helpful information for pupils and parents regarding career paths. This supports them appropriately as they make decisions about their future.

The school has a comprehensive behaviour management policy that is understood by all. However, a minority of teachers do not apply the behaviour policy consistently enough to deal with instances of low level disruption in lessons. Worthwhile inclusion and behaviour bases are beginning to have a positive impact on the attendance and attitude of pupils who would otherwise be excluded from school.

Current provision for pupils who have additional learning needs is comprehensive and well organised. However, pupils receiving action support in the school generally make less progress than other groups. Individual educational plans are appropriate and have relevant targets for improvements in pupils' basic skills. The school provides good opportunities for pupils and parents to contribute to these plans. Details of the individual plans are shared effectively with staff as 'pupil passports'. However, teachers do not use this information well enough to provide work that meets the needs of all pupils.

The school's autistic syndrome base and hearing impaired centre provide valuable support that allows these pupils to participate meaningfully in the life of the school. Well-qualified learning support assistants contribute effectively to the development of pupils in these centres.

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

Learning environment: Adequate

The school is a caring, supportive and inclusive community where pupils' achievements are recognised and celebrated. It takes strong account of pupils' backgrounds and ensures equality of access for all pupils to the school's learning environment and curriculum. The school provides many worthwhile opportunities for pupils to be involved in school life and to support the wider community. Most pupils report a strong sense of belonging and good relationships exist between staff and pupils.

The school site is secure. Recently refurbished facilities, including the design and technology block and performing arts block, are well resourced and provide a stimulating learning environment for pupils to develop their creative skills. However, older buildings are in a poor state of repair and, in a few instances, impact adversely on pupils' learning experiences. Sports facilities are extensive with good outdoor provision. Displays in classrooms and around the school are generally attractive, well presented and informative. The school has suitable information and communication technology resources for pupils to use. However, a few classrooms in the older buildings lack basic equipment to support learning, such as ceiling mounted projectors.

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

Leadership: Adequate

Over the last three years, the school's leadership team has not provided staff with a clear enough direction on improving the quality of teaching and learning. During this period, pupils' standards have generally been weak. However, over the last 18 months significant changes have been made to the shape this team. These changes have resulted in a clearer and more focussed senior management structure, and include the recent appointment of an acting headteacher supported by an experienced partner headteacher. The roles and responsibilities of the senior leadership team have been revised suitably to be strategic and balanced and take into account national priorities appropriately. During the last academic year, sound improvements have been made in the school's overall performance. However, these changes have not had enough time to make a significant impact on key indicators at key stage 4 or to improve the overall quality of teaching and learning across the school.

The acting headteacher leads the school efficiently and is supported appropriately by the other senior leaders. Together, they have identified and promote clear strategic objectives for the school. These are focussed appropriately on raising standards and improving the quality of teaching and learning. Overall, the senior leadership team has a secure understanding of the school's strengths and areas that require improvement.

A clear line management structure and schedule of regular meetings between leaders both contribute to a growing culture of accountability across the school. All meetings have a clear purpose and common agenda that focuses on pupils' progress. This ensures that all leaders understand their roles and responsibilities. However, a minority of meetings are too informal and do not have sharp follow-up action points highlighting areas of accountability. Overall, there is too much inconsistency in the rigour with which senior leaders hold middle leaders to account and how middle leaders hold their teams to account.

The school's performance management arrangements are in the process of being strengthened. Currently, in a minority of instances, targets relating to pupils' performance are not specific enough. In many instances, whole-school targets do not place enough emphasis on improving the quality of teaching and learning or raising pupils' literacy and numeracy skills. Most job descriptions are not matched well enough to specific roles in the school or up-to-date. In addition, the school's teaching and learning responsibility structure is not aligned well enough to the current needs of the school.

Many senior and middle leaders are developing a better understanding of data. The availability of half-termly data enables meetings between them to focus clearly on pupil performance. Middle leaders and progress leaders present their findings from data analysis effectively to the senior leadership team. However, they are not sufficiently accurate in comparing the school's performance against that of similar schools based on free-school-meal eligibility.

The governing body plays an important developing role in the school's strategic direction. Governors are provided with an extensive range of performance data and are kept well informed on pupils' progress. They have a good understanding of the school's strengths and areas for improvement. In 2015, the governors introduced a strategic group, which meets half-termly to monitor closely the school's progress towards meeting its key performance targets. This group monitors the performance of the core and underperforming departments appropriately. However, it does not hold senior and middle leaders to account rigorously enough for their areas of responsibility.

Improving quality: Adequate

The school's leadership has ensured that self-evaluation and improvement planning activities are a regular feature of the life of the school.

The school draws on an appropriate range of first-hand evidence on which to base the evaluation of its performance. This includes the detailed analysis of data, information from lesson observations and work scrutiny. As a result, the school self-evaluation report is a comprehensive document. It is generally evaluative and, overall, makes broadly accurate judgements about the performance of the school. However, the views of pupils and their parents are insufficiently used as part of self-evaluation procedures.

The school's systems for judging the quality of its teaching have become more robust from September 2015. Information from lesson observations, pupils' data outcomes and book reviews are all used to provide a more reliable evaluation of teaching. However, the school's approach to book reviews does not capture sufficiently the quality of the pupils' learning and progress. Therefore, overall, the school's analysis of the quality of teaching remains too generous.

Senior leaders have provided middle managers with useful templates and exemplars to help them produce department and year team self-evaluation reports. These templates have ensured greater consistency across the school overall and the reports contain a realistic overview of standards based on pupil data. However, the quality of these reports is too variable. In the best examples, the analysis of data and other first-hand evidence leads to an accurate analysis of the department's strengths and areas for development. In the weaker examples, the analysis of data is less incisive and middle leaders do not use wider first-hand evidence well enough. The senior leaders who line manage middle leaders do not always ensure that all departmental self-evaluation documents are equally robust.

The school development plan is a carefully considered document. Drawing on the main areas for improvement identified in the self-evaluation report, it highlights key development priorities for the school. These priorities are appropriate, focusing on key school and national themes. The actions and timescales suggested in order to bring these improvements about are clear and manageable.

As with their self-evaluation activities, middle leaders have been supported by school leadership in the production of department and year team development plans. Broadly speaking, these documents follow a common format and, overall, the

improvement priorities identified in them are suitable and mirror closely those of the school. However, a few department development plans lack the rigour of the best examples, and do not plan clearly enough for improvement.

While self-evaluation and improvement planning activities have become a much stronger feature of the life of the school, they have not had a consistent impact on improving the quality of teaching and learning across the school.

Partnership working: Adequate

The school has developed valuable working relationships with a wide range of partners that make a successful contribution to improving provision and standards for most pupils. These links are effective in promoting pupils' wellbeing and enhancing their learning experiences.

Partnerships with a few local providers are well established. They extend the range of courses available to learners in key stage 4 and in the sixth form. There are suitable procedures for monitoring provision and outcomes. However, moderation and quality assurance processes for these courses lack rigour.

Partnerships with primary schools are suitable and ensure that pupils transfer into the school with confidence. However, curriculum links with primary schools do not focus well enough on the development of skills in literacy and numeracy.

Links with the community are wide ranging and provide pupils with worthwhile experiences such as the annual fashion show and 'Youth Speaks' public speaking competition. The school works effectively with a number of organisations from the community to support pupils through a wide range of opportunities, including "Cardiff Reading Power" and the "Employability + Scheme". Furthermore, links with external agencies and local businesses make useful contributions to the provision for learners' personal and social development, and experience of the world of work. Large sums of money are raised each year through the school's planned charity events.

The school engages appropriately with parents through planned parents' evenings, a variety of school events and parent focus groups. However, the school's weak organisation of homework, in conjunction with the fact that many pupils have not been allowed take their work books home, has meant that parents have not been involved well enough with their children's learning.

Resource management: Adequate

The school is staffed with appropriately qualified teachers to meet the requirements of the curriculum. Learning support assistants support teachers and pupils well in the school. The very few members of staff that teach outside of their main subject areas are supported appropriately. However, the existence of split classes in key stage 3 and key stage 4, weak arrangements for staff cover and the high proportion of trainee teachers combine adversely to affect the overall quality of teaching and learning experienced by pupils.

The school has provided beneficial opportunities for professional development for a number of senior leaders. It has prioritised the professional development of staff well to meet the requirements of the new curriculum. All teachers are involved appropriately in a very few whole-school professional learning experiences. However, these have been less effective in improving the quality of teaching and writing skills of middle and lower ability pupils sufficiently across the school.

The budget is currently monitored thoroughly by the bursar, acting headteacher, partner headteacher and the chair of finance. In 2015-2016, the school has a deficit budget, and a suitable three-year financial recovery plan has been agreed with the authority.

The Pupil Deprivation Grant has been used positively to improve the performance of pupils eligible for free school meals. This has led to improvements in many indicators in key stage 4 compared with 2014. However, during the same year, the attendance rate of these pupils declined and was below in the average for similar schools.

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

Appendix 1

6814051 - Llanishen High School

Number of pupils on roll	1543
Pupils eligible for free school meals (FSM) - 3 year average	14.3
FSM band	2 (10%<FSM<=15%)

Key stage 3

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils in Year 9 cohort	265	266	256	258		
Achieving the core subject indicator (CSI) (%)	85.7	80.8	88.7	93.0	89.7	83.9
Benchmark quartile	1	3	2	1		
English						
Number of pupils in cohort	265	266	256	258		
Achieving level 5+ (%)	90.9	87.6	97.3	95.0	92.9	87.9
Benchmark Quartile	1	2	1	1		
Achieving level 6+ (%)	59.2	49.6	43.8	68.2	60.0	52.6
Benchmark Quartile	1	2	4	1		
Welsh first language						
Number of pupils in cohort	.	.	.	.
Achieving level 5+ (%)	.	.	.	.	79.1	90.9
Benchmark Quartile	.	.	.	.
Achieving level 6+ (%)	.	.	.	.	46.2	56.1
Benchmark Quartile	.	.	.	.
Mathematics						
Number of pupils in cohort	265	266	256	258		
Achieving level 5+ (%)	92.1	89.1	90.2	95.7	93.8	88.7
Benchmark Quartile	1	2	3	1		
Achieving level 6+ (%)	61.9	56.8	55.9	68.2	70.6	59.5
Benchmark Quartile	1	3	3	2		
Science						
Number of pupils in cohort	265	266	256	258		
Achieving level 5+ (%)	92.8	92.1	98.0	97.3	95.1	91.8
Benchmark Quartile	1	2	1	2		
Achieving level 6+ (%)	61.9	58.6	57.4	72.1	66.9	58.5
Benchmark Quartile	1	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.

6814051 - Llanishen High School

Number of pupils on roll 1543
 Pupils eligible for free school meals (FSM) - 3 year average 14.3
 FSM band 2 (10%<FSM<=15%)

Key stage 4

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15	263	270	265	257		
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	59.7	54.4	59.6	63.4	66.4	57.9
Benchmark quartile	2	3	3	3		
Achieved the level 2 threshold	74.1	77.8	80.8	84.0	88.1	84.1
Benchmark quartile	3	4	4	4		
Achieved the level 1 threshold	97.7	97.4	97.0	96.1	96.7	94.4
Benchmark quartile	2	3	3	4		
Achieved the core subject indicator (CSI)	59.3	51.5	55.5	62.3	64.5	54.8
Benchmark quartile	2	4	3	2		
Average capped wider points score per pupil	344.6	336.1	337.2	356.2	358.3	343.5
Benchmark quartile	2	4	4	3		
Average capped wider points score plus per pupil	342.9	333.7	335.5	351.7	354.1	338.7
Benchmark quartile	.	.	.	.
Achieved five or more GCSE grades A*-A	27.8	15.9	17.7	23.0	19.9	16.6
Benchmark quartile	.	.	.	.
Achieved A*-C in English	70.0	65.2	67.2	72.0	75.9	68.6
Benchmark quartile	2	4	4	3		
Achieved A*-C in mathematics	71.1	65.9	70.9	69.6	72.1	64.4
Benchmark quartile	1	3	2	2		
Achieved A*-C in science	74.5	58.9	77.7	94.9	90.4	84.0
Benchmark quartile	3	4	4	2		
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.	29.3	75.2
Benchmark quartile	.	.	.	.

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

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

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

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

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

. 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.

6814051 - Llanishen High School

Number of pupils on roll 1543
 Pupils eligible for free school meals (FSM) - 3 year average 14.3
 FSM band 2 (10%<FSM<=15%)

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

	School				Family Average (2015)	Wales Average (2015)
	2012	2013	2014	2015		
Number of pupils aged 15 eligible for free school meals	24	32	26	26		
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	12.5	12.5	23.1	38.5	35.7	31.6
Achieved the level 2 threshold	29.2	40.6	57.7	69.2	72.3	69.4
Achieved the level 1 threshold	100.0	90.6	96.2	96.2	92.3	89.4
Achieved the core subject indicator (CSI)	12.5	9.4	26.9	38.5	34.0	29.3
Average capped wider points score per pupil	277.3	264.6	288.5	325.4	316.3	303.7
Average capped wider points score plus per pupil	275.1	261.0	286.8	316.1	309.2	296.4
Achieved five or more GCSE grades A*-A	8.3	0.0	7.7	0.0	4.3	4.3
Achieved A*-C in English	12.5	25.0	26.9	50.0	52.3	45.1
Achieved A*-C in mathematics	33.3	25.0	46.2	46.2	43.8	39.2
Achieved A*-C in science	29.2	12.5	80.8	96.2	80.4	74.4
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.	*	51.5

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

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

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

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

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

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6814051 - Llanishen High School

Number of pupils on roll in sixth form

279

Key stage 5

	School				Family average (2015)	Wales average (2015)
	2012	2013	2014	2015		
Number of pupils aged 17	126	140	123	123		
Average wider points score per pupil	913.4	890.3	932.5	947.4	852.3	799.7
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	120	135	121	123		
Of those who entered a volume equivalent to 2 A levels:						
Achieved the level 3 threshold	95.0	96.3	98.3	96.7	97.5	97.0
Achieved 3 A*-A at A level or equivalent	5.0	4.4	7.4	4.9	9.0	7.9
Achieved 3 A*-C at A level or equivalent	65.0	65.9	66.9	72.4	69.1	68.1

Includes all qualifications approved for use in Wales.

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

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

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

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More information is available on the Welsh Government website, My Local School, in the link below.

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

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

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	370	122 33%	216 58%	29 8%	3 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	369	45 12%	198 54%	89 24%	37 10%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		26%	57%	14%	3%	
I have someone to talk to if I am worried	367	110 30%	187 51%	55 15%	15 4%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	8%	1%	
The school teaches me how to keep healthy	368	62 17%	180 49%	92 25%	34 9%	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	366	137 37%	150 41%	64 17%	15 4%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		44%	45%	9%	2%	
I am doing well at school	367	111 30%	226 62%	22 6%	8 2%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	62%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	367	111 30%	205 56%	41 11%	10 3%	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	369	47 13%	183 50%	102 28%	37 10%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	54%	21%	5%	
I have enough books and equipment, including computers, to do my work	368	117 32%	171 46%	69 19%	11 3%	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	366	27 7%	189 52%	113 31%	37 10%	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	366	80 22%	183 50%	71 19%	32 9%	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	363	42 12%	165 45%	121 33%	35 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	367	110 30%	225 61%	26 7%	6 2%	Rwy'n cael fy annog i wneud pethau drosod fy hun a chymryd cyfrifoldeb.
		34%	60%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life	363	97 27%	196 54%	52 14%	18 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%	54%	9%	1%	
The staff respect me and my background	368	115 31%	201 55%	34 9%	18 5%	Mae'r staff yn fy mharchu i a'm cefndir.
		37%	54%	7%	2%	
The school helps me to understand and respect people from other backgrounds	365	105 29%	213 58%	31 8%	16 4%	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	141	18 13%	58 41%	41 29%	24 17%	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	146	34 23%	70 48%	26 18%	16 11%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		27%	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.	181	43 24%	97 54%	31 17%	10 6%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
		44%	50%	5%	1%		
My child likes this school.	181	58 32%	104 57%	16 9%	3 2%	1	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.	174	83 48%	86 49%	2 1%	3 2%	7	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.	179	45 25%	104 58%	21 12%	9 5%	4	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		46%	49%	4%	1%		
Pupils behave well in school.	152	8 5%	74 49%	47 31%	23 15%	32	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		25%	60%	12%	3%		
Teaching is good.	157	25 16%	93 59%	33 21%	6 4%	25	Mae'r addysgu yn dda.
		35%	59%	5%	1%		
Staff expect my child to work hard and do his or her best.	174	50 29%	100 57%	20 11%	4 2%	9	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		51%	46%	2%	1%		
The homework that is given builds well on what my child learns in school.	154	22 14%	68 44%	47 31%	17 11%	29	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.
		33%	56%	9%	2%		
Staff treat all children fairly and with respect.	150	35 23%	81 54%	26 17%	8 5%	33	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.	157	42 27%	95 61%	19 12%	1 1%	25	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.	165	43 26%	101 61%	18 11%	3 2%	17	Mae fy mhentyn yn ddiogel yn yr ysgol.
		43%	53%	3%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	146	33 23%	77 53%	22 15%	14 10%	34	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	8%	2%		
I am kept well informed about my child's progress.	177	32 18%	84 47%	42 24%	19 11%	4	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		35%	51%	12%	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 feel comfortable about approaching the school with questions, suggestions or a problem.	178	66 37%	79 44%	24 13%	9 5%	6	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.	154	37 24%	87 56%	19 12%	11 7%	30	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		31%	56%	11%	2%		
The school helps my child to become more mature and take on responsibility.	155	36 23%	91 59%	25 16%	3 2%	23	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.	123	26 21%	64 52%	25 20%	8 7%	58	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.	170	45 26%	101 59%	16 9%	8 5%	13	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	156	32 21%	84 54%	29 19%	11 7%	26	Mae'r ysgol yn cael ei rhedeg yn dda.
		43%	50%	5%	2%		

Appendix 3

The inspection team

Robert Davies	Reporting Inspector
John Garry Maher	Team Inspector
Hugh Davies	Team Inspector
William Gwyn Thomas	Team Inspector
Elwyn Vaughan Williams	Team Inspector
Gareth Kiff	Team Inspector
Helen Brigid Potts	Lay Inspector
Hannah Castle	Peer Inspector
Lyndon Brennan	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.