



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**Report of visit  
Level of follow-up: significant improvement**

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

**Date of visit: April 2013**

**by**

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



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**The monitoring team**

Ray Owen	Reporting Inspector
Sue Halliwell	Team Inspector
Mark Evans	Team Inspector
Rhian Wyn Griffiths	Team Inspector

## Outcome of monitoring visit

Ysgol Uwchradd Caergybi is judged to have made sufficient progress in relation to the recommendations following the core inspection in February 2012.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from any further follow-up activity.

## Progress since the last inspection

### **Recommendation 1: Raise standards and improve performance in key stage 3 and key stage 4**

This recommendation has been partly addressed.

At key stage 3, in 2012, the school's overall performance showed a continuous trend of improvement, which now places the school in the top 50% in four out of the five key indicators when compared with similar schools in terms of free school meal entitlement. The school's performance in the non-core subjects also shows clear improvement with seven out of the nine subjects now being in the top 50% when compared with similar schools. The core subject indicator for 2012 shows an upward trend in the number of pupils achieving level 6+ for English, Welsh first language, mathematics and science. The overall gap between the performance of girls and boys for the core subject indicator is reducing at level 5+ and is now smaller than the local authority, national and family averages.

In 2012, at key stage 4, there was a thirteen percentage point improvement in the proportion of pupils achieving the level 2 threshold, including English or Welsh first language and mathematics, when compared with the 2011 results. However, the results show that the school is still performing below modelled expectations and performance remains in the bottom 50% for this indicator when compared with similar schools in terms of free school meal entitlement. The percentage of pupils achieving the level 2 threshold in 2012 increased by ten percentage points when compared with the results in 2011. However, performance was still below the family average and in the bottom 50% of schools based on free school meal entitlement.

The percentage of pupils achieving the level 1 threshold dropped in 2012, keeping the school in the bottom 25% when compared with similar schools in terms of free school meal entitlement. In order to ensure that all pupils can achieve the level 1 threshold, the school now enters all pupils in key stage 4 for GCSE qualifications. The capped points score shows that the school is still performing below modelled expectations. Although performance in 2012 improved on the 2011 results, it still placed the school in the bottom 25% of schools with similar free school meal entitlement.

The gender gap between the performance of boys and girls remains wider than the family. However, the gap between pupils who are entitled to free school meals and those who are not has been reduced and is now close to the family average and narrower than the local authority and national gap.

The school now operates a highly detailed and robust system to track pupil performance to ensure that they make suitable progress in relation to their individual targets. The new tracking system enables teachers to monitor pupil performance much more carefully and pupils can be grouped according to additional learning needs, across all subjects. This review system gives departments an early indication of those pupils who are not on target. The school now sets more challenging targets for all pupils. However, it is too early to fully assess the impact of the tracking and target setting process on key performance indicators.

**Recommendation 2: Improve the progress pupils make in literacy skills at all ability levels**

This recommendation has been largely addressed.

Since the core inspection the school has introduced a detailed plan to improve pupils' literacy skills across the school. The initial focus has been on extending and improving provision for pupils to develop their reading skills. Pupils' ages are tracked and monitored and support is given to pupils who have reading scores that are significantly lower than those of their peers. At the end of key stage 3, most pupils have made progress in reading after careful and appropriate intervention programmes. The school has revised the tutorial sessions to give all pupils extra literacy support. This is a valuable initiative. However, there is still some inconsistency in the quality of these sessions and a few tutors do not use these sessions effectively enough to give pupils all the strategies they need to read a range of materials, decode difficult words and understand the context of what they have read.

Most pupils listen attentively and engage well with their peers during pair and group work situations. Many speak clearly and can explain their opinions when questioned by the teachers. Many have the confidence to elaborate on their ideas and can justify their views by using information from a range of texts to exchange ideas and develop their thinking and understanding. In many lessons, pupils make good use of specialist terms and use them appropriately in the correct context. Also teachers remind pupils of the importance of using technical language in their writing.

Many pupils make progress in developing reading and writing skills. Most pupils have higher order reading skills such as, analysing texts, making inferences and drawing conclusions to cope with reading demands in lessons. Many pupils are confident to use a range of strategies to extract information and use quotations to support their views. In a few lessons the texts are not demanding enough and pupils are not reminded to use these valuable strategies to support their learning. In these lessons the teachers do not have high enough expectations of the pupils and lessons are not planned successfully to develop pupils' literacy skills.

Most pupils make steady progress in developing accuracy, spelling and punctuation in written work. In a few lessons effective use is made of word banks to extend pupils' vocabulary. In many subjects, pupils write in a range of forms and styles and their work shows an increasing understanding of the features of different types of writing. Many pupils write extended writing tasks very well, with a secure grasp of context, purpose and structure. In very effective lessons the pupils discuss their work and re-draft to improve the standard of the content and language.

**Recommendation 3: Ensure that all lessons provide an appropriate level of challenge to meet the needs of pupils of different abilities**

This recommendation has been partly addressed.

In most lessons, the pace is appropriate and nearly all pupils are engaged in a good range of tasks that challenge them to develop their subject knowledge and improve their literacy skills and make good progress. In these lessons, teaching and learning activities are matched well to meet the needs of all pupils. The majority of teachers use questioning techniques that challenge pupils to develop their understanding and thinking. All teaching staff received training to develop their understanding of how they can meet the needs of individual pupils more effectively. However, evaluation of teaching and learning does not yet sufficiently focus on outcomes for learners. As a result, strategies and practices are not having a consistent positive impact across all subjects. In a few lessons teachers do not have sufficiently high expectations of pupils and the pace of lessons and learning activities do not challenge pupils of all ability levels.

The majority of teachers have higher expectations of their pupils. These teachers are developing their skills, encouraging learners to engage in reading tasks, and there has been an improvement in the quality of extended writing.

Overall, pupils now benefit from improved teacher written feedback in their work books. Most teachers mark pupils' work regularly. In the best examples they provide pupils with constructive written comments and guidance about how they can improve the quality of their work. However, there is some inconsistency in teacher feedback to pupils both within and across departments. In a few cases, teachers do not provide pupils with enough detailed feedback that will enable them to improve their future performance.

**Recommendation 4: Improve attendance and reduce fixed term exclusion rates**

This recommendation has been largely addressed.

The school has developed a range of effective strategies to reduce the number of unauthorised pupil absences and improve attendance. Senior managers and middle leaders make more effective use of data and other information to secure improvement. Leaders have also strengthened the way in which they issue targeted support. For example, the use of a learning coach, inclusion staff, pastoral support officer, educational welfare officers and school staff to monitor and intervene to support individuals. Leaders have implemented a detailed strategic plan to improve attendance has been implemented together with a comprehensive tracking system. This has led to more systematic targeting of a range of groups and individuals. As a result, attendance is improving. In 2012, attendance rates showed a two percentage point improvement, although this still placed the school below modelled expectation and in the bottom 50% of similar schools based on free school meal entitlement. However, unverified data for this academic year shows a further one and a half percentage point improvement.

The school has significantly reduced the number of days lost as a result of fixed term exclusion. There have been no permanent exclusions this year. Revision to the school's behaviour policy has strengthened the support available to staff and pupils and has led to the use of exclusion, only as a last resort.

**Recommendation 5: Improve the quality and consistency of marking and end-of-year reports to parents**

This recommendation has been largely addressed.

The quality and consistency of marking has improved and there is clear evidence that this represents good progress since the core inspection. Many teachers mark pupils' work regularly and provide helpful feedback. They provide pupils with clear guidance on how to improve work. This is having a positive impact on the quality of extended writing in particular. Pupils redraft work, taking account of advice and comments to produce good quality work. More attention is being given to developing literacy skills through marking and attention to spelling, punctuation and grammar.

However, within, and across faculty areas there continues to be inconsistency in marking. In a few cases the purpose of marking and assessment is unclear and pupils are not given useful feedback on their work and specific targets for improvement. These teachers do not consistently check to see that pupils follow up on their comments, to ensure that mistakes are corrected.

End-of year reports now provide parents and pupils with clear and concise guidance on how to improve. A few subject areas provide very detailed feedback but even the least detailed are useful and informative. Generally, effective quality assurance arrangements ensure consistency in the quality of reports.

**Recommendation 6: Improve the role and accountability of middle managers with a stronger focus on reviewing performance and raising standards**

This recommendation has been partly addressed.

The senior leadership team has recently modified and clarified the roles and responsibilities of middle leaders to make them more accountable for performance and standards. There is now a clear expectation that middle leaders, across all departments, regularly undertake a rigorous process of monitoring, evaluating, and planning for improvement. The relevant improvement work that is undertaken must ensure that all targets are being met. The pupil tracking system is an essential part of this process and it is embedding well into the practice of most middle leaders.

Middle leaders are now provided with relevant professional development opportunities by undertaking lesson observations and also linking with other middle leaders both within the school and, on occasion, with middle leaders in other schools. A current priority for the school is to enable the middle leaders who are responsible for the core subjects to meet regularly to consider the progress of individual pupils across the core subjects. This shared knowledge is now ensuring that all underperforming pupils are appropriately challenged and supported.

Regular senior leader team and middle leader link meetings also take place to support and challenge leaders to ensure that all relevant targets are being appropriately addressed. The priorities within the departmental improvement plans, and the school development plan, determines the agenda for these meetings. This process is contributing well towards greater consistency in the way middle leaders are reviewing pupil performance and raising standards. However, there are still a minority of middle leaders who do not focus sufficiently on pupil outcomes and progress in lessons.

**Recommendation 7: Ensure that policies and procedures for safeguarding and the daily act of collective worship fully meet requirements**

This recommendation has been fully addressed.

Since the inspection, the school has taken appropriate actions to address the specific concerns about safeguarding brought to the school's attention during the inspection. The actions include:

- introducing a regular programme of Disclosure and Barring Service checks;
- revising the safeguarding policy and procedures to ensure that they comply with statutory requirements; and
- ensuring that all staff have received appropriate and up-to-date training regarding child protection.

The current safeguarding arrangements meet requirements and give no cause for concern.

The school now meets the statutory requirements for collective worship. Daily acts of worship meet statutory requirements and a revised collective worship programme has been implemented where local church leaders deliver regular key stage assemblies, school assemblies and the 'thought for the week' programme offer pupils sufficient opportunities for reflection and spiritual development.