

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Glyn Derw High School  
Penally Road  
Caerau  
Ely  
Cardiff  
CF5 5XP**

**School Number: 681/4035**

**Date of Inspection: 3<sup>rd</sup> – 6<sup>th</sup> October 2005**

**By**

**Mr T O'Marah  
17193**

**Date: 11<sup>th</sup> November 2005**

**Under Estyn contract number: T/8/05**

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Glyn Derw High School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of the summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Glyn Derw High School took place between 3<sup>rd</sup> – 6<sup>th</sup> October 2005. An independent team of inspectors, led by Mr T O'Marah undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	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 national curriculum covers four key stages as follows:

Key stage 1	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

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## Context

### The nature of the provider

1. Glyn Derw High school is situated on the western edge of Cardiff, serving the large housing estate of Caerau and part of Ely. In September 2005, there were 721 pupils on roll between the ages of 11 and 16. The previous inspection was in 1999.
2. The school serves a Communities First area where there are economic and social disadvantages. The proportion of pupils entitled to free school meals is 34%
3. The school caters for the full ability range. However, the largest proportion of pupils is of average and lower ability with literacy levels well below the national levels. Almost a third of the pupils are on the special educational needs register.
4. The school has strong links with its three feeder primary schools and with other schools.
5. The predominant language of the pupils is English and 6% of the school's population consists of ethnic minority pupils.
6. The school is adapting its senior management structure to form a larger leadership group which will take the school forward in the next stage of its development in raising standards of achievement.

### The school's priorities and targets

7. The school's mission statement 'willing to achieve' provides the foundation for making progress and providing a range of learning opportunities and experiences for all pupils.
8. In particular, the school is focusing on:
  - Raising standards of achievement and attendance;
  - Providing a caring and supportive environment for learning;
  - Developing as a Community focused school and
  - Developing learning pathways at 14-19.

## Summary

9. Glyn Derw is a successful school which has some outstanding features. The school is well led. The ethos of the school, and the attitudes and behaviour of the pupils are outstanding. Whilst pupils' achievement is good in some subjects is disappointing in others. The curriculum is appropriate and offers a good range of choices. Pupils of all abilities and backgrounds make good progress. Their learning is enriched by an outstanding range of out of school hours activities and opportunities.

### Tables of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	3
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	3
4. How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	3
7 How efficient are leaders and managers in using resources?	2

(for an explanation of the grades, please refer to the beginning of the report)

### Standards

10. Six subjects were inspected in detail. The standards achieved by pupils are given in the following table:

Standards in subjects inspected		
Subject	Key Stage 3	Key Stage 4
Mathematics	3	4
Information technology	2	1
Modern foreign languages	2	2
Art	3	3
Music	3	2
Religious education	2	2

(for an explanation of the grades, please refer to the beginning of the report)

11. The standards that pupils achieved in the six subjects inspected were:

Key Stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	8%	48%	36%	8%	0%
KS4	20%	40%	40%	0%	0%
Whole school	13%	44%	38%	5%	0%

(For an explanation of the grades, please see the beginning of the report)

12. Overall, 95% of lessons had good features that outweigh shortcomings. There were no important shortcomings in 57% of lessons and 13% had outstanding

features. The school therefore meets the current targets set by the Welsh Assembly Government (WAG). This is an improvement on the standards as reported in 1999. There has been a significant increase in the number of lessons that were good with outstanding features.

13. Over recent years the majority of pupils entering the school have had reading ages below their actual age, many by more than two years.
14. In KS3 National Curriculum tests, the school results are significantly below the national average, although the trend over recent years is one of improvement.
15. In 2004 the school achieved some of its best ever results in KS4, although these were still significantly below equivalent figures for Wales. In 2005, provisional data indicates that mathematics and science results were below expected levels which significantly affected the core subject indicator (CSI).
16. 2004 results, and the provisional data for 2005, show that there are variations in the performance of different subjects. Many show good results which compare well to other schools.
17. Overall, girls achieve higher results than boys.
18. Across the school, pupils of all abilities, including those with special educational needs (SEN), make good progress and achieve well relative to their ability.
19. Pupils show well developed listening skills in most of their lessons and they can express themselves fluently in discussions. Their reading ability improves as they progress through KS3 but whilst most can write clearly and accurately, a significant amount of written work is inaccurate.
20. Most pupils have reasonable numerical skills, although a minority lack confidence when applying these to everyday situations. Across the school pupils' ICT skills are good.
21. The bilingual skills of pupils are underdeveloped.
22. Pupils succeed well regardless of their social, ethnic or linguistic background.
23. The majority of pupils have a good attitude to their work, and many arrive at school early and leave late in order to benefit from the extra opportunities the school provides for them.
24. Problem solving and decision making skills are well developed and the school encourages pupils to take responsibility for their actions and their work.
25. Pupils make good progress in their personal, moral and social skills.
26. Behaviour throughout the school is of a very high standard.
27. Attendance is well below the national and local averages, and this has a detrimental effect on the progress made by many pupils. The school has worked hard to improve levels of attendance in recent years.

28. The school prepares pupils well to help them move through the various stages of their education – from primary on to secondary schools, through the secondary school and on to further education or work.

### **The quality of education and training**

29. The following table shows the quality of teaching and assessment in the 94 lessons observed during the inspection:

	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
KS3	9%	55%	28%	8%	0%
KS4	20%	41%	39%	0%	0%
Whole school	14%	49%	33%	4%	0%

(for an explanation of the grades, please refer to the beginning of the report)

30. The school has achieved the target set by the Welsh Assembly Government for the standards of teaching quality. These figures are an improvement upon those achieved in the previous inspection.
31. Good quality teaching is one of the school's strengths.
32. Relationships between teachers and pupils are good, and often very good.
33. Most lessons are conducted at a brisk and purposeful pace and teachers use well-considered questions to probe pupils' knowledge and understanding. In most subjects, teachers plan well to develop learners' key skills as well as the knowledge, understanding and skills in the subjects concerned.
34. Many teachers give generously of their time outside lessons to extend and broaden pupils' learning.
35. The school has been successful in raising pupils' basic literacy skills and all pupils are taught Welsh as a second language to GCSE level. However, the use of Welsh across the curriculum to encourage bilingualism is limited.
36. Teachers mark work regularly, and there are some outstanding examples of assessment practice which need to be shared with all departments in the school. Reports to parents and carers are helpful documents.
37. The curriculum of the school meets pupils' learning needs and reflects the aims set out for pupils of statutory school age in the Education Act 1996. It is open to all pupils, including those with SEN. Pupils have opportunities to gain an appropriate range of GCSE, BTEC, Entry level and vocational qualifications.
38. There is insufficient time allocated to the teaching of religious education at KS4. The school does not meet the requirement to offer all pupils a daily act of collective worship.
39. The extra support offered to pupils out of normal school hours is outstanding and has a very positive impact on pupils. Many pupils' learning experiences are

enriched through this programme. The wide range of clubs, study support groups, residential visits and sporting activities provide valuable curricular and social opportunities.

40. The school meets the requirement that all KS4 pupils study Welsh. Bilingualism is not promoted through the use of Welsh in subjects, nor is it used regularly in activities such as assemblies, tutorial periods or other school occasions.
41. The quality of care, support and guidance to learners is outstanding. There is an excellent induction programme for new pupils and clear guidelines to ensure that poor behaviour by some does not impede the learning of others. There are strong links with other agencies.
42. There is an exceptional amount of mentoring of pupils, with older pupils supporting younger pupils as well as support from the community.

### **Leadership and management**

43. The head-teacher and his senior colleagues provide good leadership for the school.
44. They have a clear vision of the future direction the school needs to take. This is shared by the vast majority of the staff.
45. The management set clear expectations for staff and pupils. The realisation of these is outstanding in respect of the ethos of the school, and the behaviour and conduct of the pupils.
46. Much responsibility has been delegated to heads of departments and staff with responsibilities for the care of pupils. With a very small number of exceptions, this has been successful in improving the quality of education provided for pupils.
47. The school actively and successfully promotes equality for all, and these values are clearly demonstrated in the daily life of the school.
48. Governors possess a wide range of expertise and a useful familiarity with national and local issues that impinge on the school. They understand their roles in school management and are centrally involved in strategic planning.
49. There is much good practice in the school in the evaluation of both the quality of education provided and the standards achieved by pupils. Some of this work at subject level is outstanding. There are, however, some variations in the quality across the school.
50. The outcomes of the school self-evaluation are used appropriately to help in the preparation of the school and department development plans.
51. The school has sufficient teachers who are appropriately and well qualified. There is a balance between experienced teachers and those new to the profession.

52. The professional development of staff is good.
53. The quality and quantity of textbooks and equipment is sufficient for all subjects across the curriculum. This is a good feature of the school.
54. There is sufficient accommodation for the number of pupils currently on roll. Rooms and corridors are well decorated.
55. The financial management of the school is good and the school achieves good value for money.

## Recommendations

56. In order to continue to raise standards of achievement the school should:
  - R1 improve levels of attainment in the core subject indicator; particularly KS4
  - R2 improve teaching and learning in mathematics.
  - R3 share, across the school, the existing best practices in teaching and learning;
  - R4 share, across the school, the existing best practices in the monitoring of the quality of education provided to pupils;
  - R5 continue with the rigorous procedures to improve attendance;
  - R6 provide more time for the teaching of religious education in Key Stage 4 in line with locally agreed syllabus requirements and
  - R7 address the other shortcomings identified in the report.
57. **Note:** The school has failed to address the following Key Issue from the previous inspection (1999). This therefore remains as a key issue to be addressed by the school.

“... provide all pupils with a daily act of collective worship and thereby fulfil statutory requirements, ...”
58. The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations, within 45 working days of receiving this report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key question 1: How well do learners achieve?

**Grade 3:** Good features outweigh shortcomings

59. The grade awarded by the inspection team agrees with the grade awarded by the school in its self-evaluation report.
60. The following table shows the standards achieved in the six subjects of the curriculum inspected:

Subject	Key Stage 3	Key Stage 4
Mathematics	3	4
Information technology	2	1
Modern Foreign Languages	2	2
Art	3	3
Music	3	2
Religious Education	2	2

(For an explanation of the grades, please see the beginning of the report)

61. When compared to the previous report mathematics has not improved, religious education has maintained its good standards and the other four subjects have shown improvement
62. The standards that pupils achieved, at the different stages, in the six subjects inspected were:

Key Stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	8%	48%	36%	8%	0%
KS4	20%	40%	40%	0%	0%
Whole school	13%	44%	38%	5%	0%

(For an explanation of the grades, please see the beginning of the report)

### Pupils' success in attaining agreed learning goals

63. Overall, 92% of lessons in Key Stage 3 (KS3) and 100% in Key Stage 4 (KS4) have good features that outweigh shortcomings. There are good features with no important shortcomings in 56% of lessons in KS3 and 60% in KS4. The school meets the existing targets for standards in lessons set by the WAG. This is an improvement on the standards as reported in 1999. There has been a significant increase in the number of lessons that were good with outstanding features.
64. Over recent years, around two-thirds of Y7 pupils entering the school have had reading ages that were below their actual age; about one-third have reading ages more than two years below their actual age.

65. In KS3 National Curriculum tests, the school results are significantly below the national average. Since the previous inspection English has improved at a similar rate to national results, whilst mathematics and science have improved in relation to the national average. The core subject indicator (CSI) has also improved slightly against the Wales average. Provisional results for 2005 show that there have been improvements in all three core subjects and the CSI, and these represent 'best ever' performances by the school, although still significantly below national averages.
66. In KS4, in 2004, the proportion of pupils gaining five or more A\*-C grades for GCSE improved to the school's highest ever level at 28% (23 points below the national average; in 1999 this difference was 27 points). The proportion of pupils achieving the CSI had, however, declined slightly against the national average. Provisional results for 2005 indicate that the results in two of the core subjects, mathematics and science, fell well below expectation, and consequently the CSI was significantly below previous results, and well below the national average.
67. In 2004, there were wide variations in attainment in the different subjects. Some subjects significantly out-performed the rest, and compare well with national averages. Provisional data for 2005 shows a similar picture, with the results in many option subjects being better than those of core subjects.
68. Overall, at GCSE, in 2004, boys and girls gained similar pass rates at A\*-C. There were, however, some marked differences in performance between subject areas. Girls outperformed boys by less than the national difference in English, but boys do better than girls in mathematics and science. The provisional 2005 data shows that, overall, girls got better results than boys. Girls attained better results than boys in all three core subjects and therefore in the CSI.
69. When compared to similar schools at KS3, the school, in 2004, performed reasonably well in mathematics and science, but less well in English and for the CSI. At KS4, the school results were not far off the average for similar schools for the attainment of both five or more grades at A\*-C and at A\*-G. The results in the CSI were less good, but the GCSE points score per pupil was above average. At KS3 and KS4, results in 2004 represented an improvement over the previous three years, other than for English at KS3.
70. Across the school, pupils with special educational needs (SEN) make good progress and achieve well relative to their ability.
71. Value Added analysis shows a mixed picture. Of the six subjects inspected, the value added data for 2004 and 2003 show consistently strong results for information technology and religious studies, with modern foreign languages and music also showing positive figures. Art and mathematics show lower value added trends. Provisional data for 2005 again shows the variations in attainment are reflected in the value added measures, with mathematics and science results being significantly poorer than better performing subjects.

72. Targets for attainment agreed between the school and the Unitary Authority (UA) were broadly achieved in 2004. Provisional data for 2005 seems to indicate that in KS3 results were close to targets. In KS4, whilst many key indicators were met or exceeded, the low performance in mathematics and science meant that results for the CSI were well below the target. Agreed targets for next year seem in line with statistical predictions, and will be challenging for the school to achieve.
73. Pupils show well developed listening skills in most of their lessons. Good communication skills are promoted in the oral work found in many lessons. Pupils express themselves fluently and with confidence in class discussion and pair work in most subjects, though they are hampered in one or two subjects by inadequate technical language. Reading skills range from sound understanding of texts to hesitant attempts, but are generally adequate, largely as a result of the success of the paired reading scheme in raising depressed reading ages in KS3. Writing skills vary. The most able pupils write clearly and accurately. Extended writing, which features in many subject areas, is undertaken by most pupils. A significant amount of written work, however, is only partially coherent and characterised by frequent errors in grammar and spelling. Presentation is generally good.
74. Overall, pupils' numerical skills have good features which outweigh shortcomings. In KS3 there is some evidence of good standards. Most pupils have good spatial awareness in subjects across the curriculum. They use arithmetic and algebraic skills in calculations. They are able to weigh, measure and draw accurately in practical subjects. They can collect and analyse data, and draw various types of graphs for illustration. A small number of pupils lack confidence when applying and using number in everyday situations.
75. The school has a comprehensive policy for numeracy in subjects across the curriculum. It details the needs of most departments. The policy's co-ordination and implementation need further development.
76. Information and communication technology skills are good with no important shortcomings at KS3 and are outstanding in KS4. Across the school in general pupils' ICT skills are good with no important shortcomings. In design technology, art, religious education, history and modern foreign languages pupils used their IT skills very confidently and competently with examples of some outstanding work.
77. Pupils have limited opportunities to develop their bilingual skills which are therefore in need of further development.

### **Pupils' progress in learning**

78. Pupils across the school succeed well regardless of their social, ethnic or linguistic background. The many pupils who were interviewed expressed the view that all pupils at the school are treated fairly and given the help and support they need.

79. In most subjects pupils successfully acquire new skills and understanding, and in many subjects they can apply skills learned in one subject to problems encountered in others. Overall, pupils know their own strengths and weaknesses and can explain these in relation both to academic work and their personal development.
80. The school prepares pupils well to help them move through the various stages of their education – from primary on to secondary schools, through the secondary school and on to further education or work.

### **The development of pupils' personal, social and learning skills**

81. Overall, the pupils' attitudes to learning are good. They come into school on time and settle in easily. Many appreciate the opportunities the school provides for them to arrive early and remain late in clubs or in the Learning Centre. There is a group of disaffected pupils for whom this is not always true, but the school is well aware of them and goes to great lengths to engage them in learning and achievement and to encourage them to play a fuller part in the life of the school. Overall, pupils know their own strengths and weaknesses and can plan for their own improvement.
82. Most pupils show a real interest in their work. They ask and answer questions readily and enjoy working with each other and with their teachers. Most are able to concentrate well for the full length of the lesson and are keen to join in the range of activities provided. They engage with the task in hand enthusiastically and want to perform well.
83. The school's comprehensive personal and social education (PSE) programme helps pupils in both KS3 and KS4 to develop the skills to work independently and maintain lifelong learning. They reflect on their own attitudes and preferred learning methods, keep track of their work in homework diaries and at KS4 organise their time in order to meet deadlines for coursework in many subjects. However, a number of pupils in each year group do not succeed in organising their studies effectively. Homework and coursework is often incomplete.
84. Problem solving and decision making skills are well developed through varied tasks. Arrangements for out of hours study together with the School Council encourage pupils to take responsibility for their actions and their work. They feel free to express their views openly and honestly and respect the opinions of others, showing an appreciation of diversity in attitudes, religion and culture.
85. Pupils make good progress in their personal, moral and social skills. Their development can be seen in their attitudes and contribution to the work of the school, to outside activities and to the wider community. The Progress Files of many pupils at all stages testify to their involvement and achievement in a wide range of activities in and outside school. Examples include their involvement in various projects in the community, such as the Ely Festival, the St Timothy's project and charity collections for the George Thomas Hospice and Cancer Research Wales.

86. Behaviour throughout the school is of a very high standard. All pupils understand well the school's expectations for good behaviour. They are courteous to one another, to staff and to visitors. They relax as an integrated community at break times with no evidence of tension between groups. Pupils acknowledge that bullying occasionally occurs but are confident that it is swiftly and properly dealt with. They are not worried about oppressive behaviour.
87. They know the consequences that wayward behaviour may have on themselves and others. A few pupils lack focus and are potentially disruptive in class. Quick and effective implementation of the school's disciplinary procedures prevents disturbance of the education of others.
88. In the previous year, overall school attendance was 82%. This is well below both local (88%) and national (90%) averages. Unauthorised absence is high and a cause for concern. Many absences are for sickness. Holidays in term time also make a noticeable contribution. Of greatest concern is a significant level of random intermittent absence which is often condoned by parents. Absenteeism has a detrimental effect on the progress of many pupils, particularly in KS4.
89. The school has put good strategies in place to combat absenteeism and these have achieved a significant 4% improvement in overall attendance in the past three years. The school receives good support from an Educational Welfare Officer but several changes of post-holder in recent years have reduced the effectiveness of these services.
90. Pupils make good, and frequently very good, progress in their personal, social and moral development. They are well aware of issues relating to equal opportunities and have a good understanding of matters of diversity of beliefs and social and cultural traditions.

## The quality of education and training

### Key question 2: How effective are teaching, training and assessment?

**Grade 2:** Good features and no important shortcomings

91. The grade awarded by the inspection team agrees with the grade awarded by the school in its self-evaluation report.

#### How well teaching and training meets learners' needs and the curricular or course requirements

92. The following table shows the quality of teaching and assessment in the 94 lessons observed during the inspection:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	9%	55%	28%	8%	0%
KS4	20%	41%	39%	0%	0%
Whole school	14%	49%	33%	4%	0%

(for an explanation of the grades, please refer to the beginning of the report)

93. The school has achieved the target set by the WAG for the standards of teaching quality. These figures are an improvement upon those achieved in the previous inspection.
94. Good quality teaching is one of the school's strengths. In most lessons it has a positive influence on pupils' learning, behaviour and attitudes. Relationships between teachers and pupils are good, and often very good. This successfully promotes a culture of mutual respect and creates a classroom ethos for learning.
95. Teachers are suitably well qualified, and have good knowledge and understanding of the subject they teach. This secure base of knowledge is often reinforced through appropriate continuous professional development (CPD).
96. Teachers generally know their pupils' strengths and shortcomings well. Informed by this knowledge, most lessons are well planned to challenge them appropriately.
97. In most lessons, teachers share the lesson's learning objectives at the beginning of a session, and at the close, helpfully highlighting the main features of the lesson.
98. Most teachers conduct lessons at a brisk and purposeful pace and use range of tasks and activities. In a small number of lessons, the pace is rather slow, and the limited range of teaching strategies does not secure the active engagement of all learners.

99. In most lessons, teachers use well-considered questions to probe pupils' knowledge and understanding; however, in some lessons there is a lack of depth in the questions asked.
100. In most subjects, teachers plan well to develop learners' key skills as well as the knowledge, understanding and skills in the subjects concerned. Some subjects, however, have yet to develop all key skills fully within their own curriculum.
101. Many teachers give generously of their time outside lessons in the out-of-hours and extra-curricular programmes, to extend and broaden pupils' learning.
102. Teachers and classroom learning assistants, when they are available, work well together. The co-operation between them provides valuable support to help pupils make appropriate progress. There is good support for pupils with SEN.
103. In many classes there is good support for all pupils to ensure equality of opportunity and to raise awareness of the diversity of life-styles, culture and beliefs.
104. The development of pupils' language skills has good features which outweigh shortcomings. The school has been successful in raising pupils' basic literacy skills and all pupils are taught Welsh as a second language to GCSE level. However, the use of Welsh across the curriculum to encourage bilingualism is limited.
105. Most teachers monitor and review pupils' progress systematically and employ a good range of support procedures to help pupils gain success. In many subjects pupils are aware of the appropriate targets which have been set.

### **The rigour of assessment and its use in planning and improving learning**

106. Whole school guidance for assessment, recording and reporting is good overall, and there are a number of examples of detailed implementation of the recommended procedures in particular subject areas. The use of assessment for planning and improving learning and for target setting varies in quality between departments.
107. Good use is made of information from primary schools and from baseline testing of the pupils on their entry into Y7. Information from departmental assessments and NC tests is well used to predict pupil achievement.
108. Assessment procedures meet statutory requirements. The requirements of examination boards are also satisfied.
109. Teachers mark pupils' work regularly, and oral feedback is used widely and often very well. Written feedback is more variable in quality. There is outstanding practice in some departments, with constructive comments, identification of strengths and weaknesses, target setting and advice for improvement. In others the process is less well developed.

110. Pupil self-assessment and target setting takes place in a number of departments and in pupils' individual Progress Files. In many lessons, pupils use simplified level descriptors to evaluate their progress and set targets. This is good practice, but it has not yet been implemented by all teachers.
111. Interim reports provide parents with useful information during the year, and end of term reports have been standardised in format by the use of NC levels and GCSE grades to record achievement. However, neither pupils nor parents contribute to the reports, and there is a good deal of variation in the usefulness of target-setting and advice for improvement. Parents of pupils with SEN are fully involved in the review process.

### **Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

<b>Grade 3:</b> Good features outweigh shortcomings
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112. In its self evaluation, the school awarded itself a grade 2 for this question. The findings of the inspection team match most of the judgements made by the school. However, the school does not provide a daily act of worship in all tutor groups, and there is insufficient time to cover the Agreed Syllabus in religious education in KS4. These are deemed to be important shortcomings.

#### **The extent to which learning experiences meet learners' needs and interests**

113. The school meets pupils' learning needs and reflects the aims set out for pupils of statutory school age in the Education Act 1996.

114. The curriculum is accessible for all pupils including those with SEN. Pupils have opportunities to gain an appropriate range of GCSE, BTEC, Entry level and vocational qualifications.

115. The curriculum is appropriately broad and balanced in each key stage. It provides effective continuity and progression between years and key stages. Since the previous inspection, the curriculum in KS4 has been enriched with the inclusion of some vocational subjects and a wide range of pathways through the extended opportunities programme. However, the insufficient time to cover the Agreed Syllabus in religious education in KS4 is an important shortcoming.

116. The planning for the development of pupils' basic and key skills is such that good features outweigh shortcomings. Overall, good progress has been made in the development of literacy and ICT across the curriculum. However, although a policy has recently been written, numeracy is not fully developed in all subjects. Sufficiently rigorous systems for co-ordinating and monitoring key skills in different subjects, including the wider key skills, are not fully developed. The school has been successful in gaining the Basic Skills Quality Mark.

117. Many pupils' learning experiences are enriched through the outstanding out-of-hours programme. The wide range of clubs, study support groups, residential visits and sporting activities provide valuable curricular and social opportunities.

118. The school has identified as one of its aims the development of the importance of spiritual, moral and cultural values, and it is largely successful in this.

119. Acts of worship, and the planned themes for tutor period reflections, make a contribution to spiritual and moral development. Acts of collective worship held for whole year groups are meaningful occasions with appropriate elements, and the school has succeeded in encouraging pupils to participate through making presentations to fellow pupils. However, the quality of acts of collective worship

or times for reflection in tutor groups are variable, and do not always take place. The school does not therefore meet statutory requirements.

120. The school strives to value all its members, and the mutual respect and good relationships throughout the school demonstrate this well. Pupils know the right way to behave, and the school is successful in promoting a sense of self-discipline and responsibility for actions. Through a number of activities, including some organised by specific departments, pupils show their care and concern for others through raising funds and contributing practically to the work of charities, both local and national.
121. There is a strong sense of community and belonging in the school. Pupils are co-operative and work well together in lessons and other activities. There are many opportunities for shared experiences and activities, and the very good relationships between teachers and pupils, and amongst pupils themselves, effectively fosters social development.
122. A number of subjects contribute to cultural development, and some of these are particularly successful in developing the appreciation in pupils of cultures that are different from their own. The provision for Cwricwlwm Cymreig across the curriculum is variable.
123. The well planned programmes for personal and social education, work related education and careers education and guidance, comply with requirements in both key stages. Many subjects make additional contributions which enhance this programme.
124. Outstanding and extensive links with the community, local businesses, primary and other schools and colleges provide mentoring and training for pupils of all ages and abilities. They ensure easy transition from KS2 to KS3, enhance curriculum learning throughout the school and provide wider opportunities for vocational education in KS4.
125. Parents are well informed about school matters. They are canvassed for their views on the educational provision for their children. They are offered excellent and extensive opportunities to participate in a wide range of well-focused learning support activities in the Learning Centre.
126. The school has good links with teacher training establishments. Student teachers often present a different perspective on subject teaching and help widen pupils' experiences.

### **The extent to which the learning experiences respond to the needs of employers and the wider community**

127. The school provides good work related education.
128. There is a well-focused introduction to the world of work in KS3 and Y10 pupils undertake a useful, well-monitored, two-week work-experience. There is a beneficial class debriefing of the pupils' experiences. Additional support is provided by those subject departments that highlight incidental links with

employment that they have identified in their schemes of work. There is further reinforcement through good use of mentors, competitions and activity days, and visits to various enterprises.

129. Visits to a large Careers Convention and Industry Days illuminate the opportunities in the workplace. Supported by informative collaboration with Careers Wales these events keep teachers, parents and pupils well acquainted with the current needs of employers.
130. The school meets the requirement that all KS4 pupils study Welsh. Although the school does not have a policy for developing bilingualism, there are some bilingual signs and displays around the school and many pupils are given opportunities to visit the Urdd camp in Llangrannog. However, bilingualism is not promoted through the use of Welsh in subjects, nor is it used regularly in activities such as assemblies, tutorial periods or other school occasions.
131. Y Cwricwlwm Cymreig is addressed in schemes of work in some subjects. The school has conducted a survey to identify how all aspects of Y Cwricwlwm Cymreig are promoted in subjects across the curriculum.
132. The school is very successful in enabling pupils of all abilities equality of access to a range of experiences in the curriculum. They are encouraged to achieve success in each key stage and to participate fully in all aspects of the life of the school. This is an outstanding feature.
133. A small number of subjects, and a paper and can re-cycling project, provide useful inputs to the themes of sustainable development and global citizenship. However, such aspects do not address fully the requirements of these themes. Many schemes of work do not clearly identify the activities that can promote these topics.
134. Some subjects provide good opportunities for pupils to develop problem solving and decision-making skills. Pupils in Y9 and Y10 learn about entrepreneurial skills through the Dynamo Project and have a brief, but useful, chance to test their own abilities on Industry or Business Enterprise days. Opportunities to develop and refine business or entrepreneurial skills over a period of time are not regularly available.
135. The school is generally successful in ensuring that many pupils acquire the appropriate knowledge, understanding, skills and attitudes to make good progress. Through a range of activities and experiences many are developing as independent learners.
136. Through its curricular provision, outstanding out-of -hours provision and work-related education the school is successful in ensuring that the learning experiences reflect national priorities and lay the foundation for lifelong learning.

## **Key question 4: How well are learners cared for, guided and supported?**

<b>Grade 1:</b> Good with outstanding features
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137. The grade awarded by the inspection team agrees with the grade awarded by the school in its self-evaluation report.

### **The quality of care, support and guidance to learners**

138. The quality of care, support and guidance to learners is outstanding.

139. The Senior Management Team manages care arrangements and support services very effectively. Senior managers, teachers and support staff have a very clear vision of the care needed for the pupils. They work together as a team to ensure that pupils receive the highest quality provision.

140. The Learning Centre staff provide very effective support for pupils before, during and after school and at Saturday morning club. Members of the community use the facility to good advantage. There are strong links with the Children's University and pupils are encouraged to participate in activities that will lead to accreditation. Cardiff University also provides useful mentoring for Y11 pupils.

141. Parents and pupils are encouraged to take part in the Summer Learning Festival when a wide range of courses is available. Local firms provide valuable support for paired reading programmes as part of the Business in the Community initiative.

142. Parents and carers receive regular, colourful, attractive and informative newsletters. Letters to and from parents indicate a good level of communication. Parents and carers are welcome at the school to discuss any problems they have with their childrens' education.

143. The way information is provided to pupils on all the opportunities available to them is outstanding. The PSE department has a comprehensive programme of interesting ways to involve pupils in the decisions about their future. Clear information is provided about the options available at KS4. Pupils are interviewed by senior staff and great care is taken to place them on appropriate courses for their ability, aptitude and interest. There is an exceptional amount of mentoring, with older pupils supporting younger pupils, as well as support from the community.

144. There is a well structured course of careers education. Classroom teaching is well- supported by input from, and individual interviews with a professional careers advisor. Individual career plans are matched to pupils' option choices. Pupils have easy access to Careers On Line for personal research.

145. The induction programme for pupils in Y6 is an outstanding feature of the preparation of pupils. An excellent video has been produced by the school,

which is used in the junior schools. Visits to the school as well as the Headstart summer activities are very useful ways of preparing pupils transferring into Y7. More than 40 pupils work with mentors, including Y10 and Y11 pupils, as well as recent school leavers.

146. The use of an electronic registration system ensures very good monitoring of attendance and punctuality. The action taken is swift. Prompt and persistent contact with parents of absentees has effectively contributed to the increase in attendance in recent years.
147. There are clear guidelines to ensure that poor behaviour of pupils does not impede the learning of others. There is an appropriate scale of sanctions. There is a Time Out Room. The effective use of this facility ensures minimal classroom disruption and helps offending pupils to learn to moderate their behaviour. There is ample additional support, including specific counselling and a wide array of interesting out of hours activities. There is a strong and effective rewards system.
148. The appointment of a Learning Coach for pupils following the Alternative Curriculum in KS4 has worked well. He works with disaffected pupils and those who need support. They are given the opportunity to follow courses outside the school environment, for one, two or four days a week. The Learning Coach monitors their attendance at the alternative placements regularly. He is also able to address any issues that arise and deal with them quickly. The pupils who are placed in this way are chosen carefully in consultation with parents and teachers.
149. Pupils in Y7, Y8 and Y9, who may become disaffected, are supported well through the XL Club which meets each week to discuss and address any issues of concern. They work on social skills and team building to raise self esteem and self confidence. The Learning Coach builds good relationships with pupils in the lower school in the After School clubs in the Learning Centre. He was closely involved with the Jump Project for pupils transferring to Y7.
150. The school actively promotes healthy eating in the school canteen. There is a School Nutrition Action Group made up of governors, teachers and pupils which aims to raise awareness of the relevant issues.
151. Pupil safety is very important. Regular risk assessments are carried out by appropriate departments, and pupils are warned of potential hazards.
152. The school has a clear Child Protection policy which is understood by teachers. There are close links with foster parents of Looked After Children, and reviews regularly attended by the appropriate teachers.

### **The quality of provision for additional learning needs**

153. The provision for additional and special educational needs is good. The Special Educational Needs Co-ordinator (SENCO) visits the junior schools to learn about the pupils prior to transfer. The reading and spelling abilities of all pupils is tested on intake and then annually to ensure learning needs are diagnosed and

provided for. Standardised tests are used regularly and these provide predicted grades that are used in target setting. Teachers are well informed of pupils' learning difficulties through a Special Needs List. There is a Special Needs notice board in the staff room. Literacy groups are run efficiently for pupils with statements of special educational need and those at school action plus. The groups are taught by two Learning Support Assistants, trained for the purpose. Pupils with SEN are encouraged to work in the community. There are links with the local church, where pupils help out with a lunch club for old age pensioners each week.

154. Annual Reviews for the pupils with statements of SEN are generally well supported by parents. Where there are concerns, parents are involved so that a strategy can be devised to support the pupil at school and at home.
155. There are strong links with outside agencies. There are regular consultations held with the Educational Psychologist. The Learning Support Service provides good teaching for pupils and works closely with the SENCO. Close links are maintained with a local school for pupils with more serious learning difficulties. Strong links are also maintained within school, in particular with the English Department. There are link teachers within each department to ensure the smooth flow of information between the SEN department, subjects and Key Stage Co-ordinators.
156. There are five Learning Support Assistants. Regular meetings are held with the SENCO for the exchange of information and concerns as well as for training. They are provided with Schemes of Work by subject staff to enable them to be prepared for the subject topics. Funding for the department is adequate.
157. Pupils with statements which include reference to behaviour difficulties are counselled regularly by Learning Support Services personnel and close liaison is maintained.

### **The quality of provision for equal opportunities**

158. The school provides outstanding support and guidance for all pupils. The before school provision includes a breakfast club and the after school provision continues until five o'clock each day. The Saturday Club is open not only to pupils from the school, but also their friends and younger siblings. The activities range from sport and bicycle maintenance, to rap and creative writing. The Learning Centre is used to re-integrate long-term absentees back into school.
159. Gender equality is addressed and stereotypes challenged in a variety of ways. The Design Technology department organises experiences to attract girls to engineering. When the army visits, equal numbers of boys and girls attend the presentation. Racial and diversity issues are addressed well through the curriculum, particularly in English, French, history, music, and religious education.
160. A Disability Audit has been carried out.

## Leadership and management

### Key question 5: How effective are leadership and strategic management?

**Grade 2:** Good features and no important shortcomings

161. The grade awarded by the inspection team agrees with the grade awarded by the school in its self-evaluation report.

#### How well leaders and managers provide clear direction and promote high standards

162. The leadership of the school is good with no important shortcomings. Aims are clear and are shared by the vast majority of the staff. The school has recently embarked on the successful identification of 'core values' for the school, an activity that involved all staff. Senior managers have a clear and committed vision of the future direction the school needs to take.

163. The management team set clear expectations for staff and pupils. The realisation of these is outstanding in respect of the ethos of the school, and the behaviour and conduct of the pupils. Not all staff are as successful in the achievement of the targets and expectations set for academic performance. Senior managers are prepared to take appropriate action to ensure the aims of the school are attained.

164. The role and impact of subject leaders and those with responsibilities for the care and guidance of pupils is rightly seen by the school as being important to the development of the school. Much responsibility has been delegated to these middle managers and, with a very small number of exceptions, this has been successful in improving the quality of education provided for pupils.

165. The school actively and successfully promotes equality for all, and these values are clearly demonstrated in the daily life of the school. The school places a proper priority on national initiatives and works successfully in a number of local and national consortia. All required policies, processes and documents have been prepared and adopted by the school.

166. There is a detailed process for the setting of targets, which is appropriately based both on the teachers' knowledge of pupils and on the use of a range of predictive data. Key targets are agreed annually with the UA, and whilst most of these were met in 2005 some important ones in mathematics, science and the CSI were missed at GCSE. Targets set for 2006 seem appropriate and challenging.

167. The performance management of teachers is in place and is used to direct the continuing professional development of the staff of the school. Each year, for example, a staff training day is usefully devoted to the individual review of

teachers by their immediate managers, and the information gathered is then used to plan support and training.

### **How well governors meet their responsibilities**

168. Governors possess a wide range of expertise and a useful familiarity with national and local issues that impinge on the school. They understand their roles in school management and are centrally involved in strategic planning. There is an appropriate range of committees to deal with specific areas of responsibility and these and the whole body meet regularly. Discussions are well-focused and extensive, and detailed minutes are kept. Governors accurately inform parents of their activities through their Annual Report.
  
169. The governing body receives detailed information about school performances and needs from the head-teacher and, when necessary, from other managers in school. These data are carefully considered in relationship to the SDP and budget. Governors make well-informed and effective decisions that ensure school improvement. Overall the governors meet their regulatory and legal requirements.

## **Key question 6: How well do leaders and managers evaluate and improve quality and standards?**

<b>Grade 3:</b> Good features outweigh shortcomings
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170. In its self evaluation, the school awarded itself a grade 2 for this question. Whilst the findings of the inspection team match most of the evaluations made by the school, it judged that there are some shortcomings, particularly in the consistency in the application of agreed school policies on monitoring, self-evaluation and assessment.

### **How effectively the school's performance is monitored and evaluated**

171. There is much good practice in the school in the evaluation of both the quality of education provided and the standards achieved by pupils. Some of this work at subject level is outstanding. There are, however, some variations in the quality across the school and good practice needs to be shared more widely.

172. There are good whole school systems of evaluation in place that involve all staff. Consequently the head and his senior management team have a good knowledge of the strengths and weaknesses of the school. Much of the evidence is acquired from direct lesson observation by heads of department, and by book reviews. Whilst much of this work is carried out well, there are a minority of subjects where the required rigour is lacking.

173. Senior staff collect and analyse a wide range of data to enable them to evaluate the school's progress. These are mostly detailed and useful processes that allow for accurate monitoring of progress and prediction of results. Some staff are less confident in their handling of the data and the school should continue to look at more effective ways of presenting this information.

174. The school has conducted detailed attitude surveys of pupils which, together with regular school council meetings, keep the school informed of pupils' ideas and views. The small number of questionnaires returned by parents for this inspection were strongly supportive of the school. The staff of the school are regularly involved in contributing to school planning and decision making.

### **The effectiveness of planning for improvement**

175. The outcomes of the school's self-evaluation are used appropriately to help in the preparation of the school improvement plan.

176. The current plan outlines clear and appropriate targets and areas for improvement, most of which were achieved, although some important targets in mathematics and for the CSI were not. Underperformance in these areas was identified early in the school year and actions were taken which were only partially successful. Actions taken in other subject areas since the previous inspection have been very successful.

177. The development plan helpfully identifies priorities, responsibilities and resources. Subject departments produce development plans consistent with the priorities identified in the school development plan.
178. Where priorities are identified, adequate support and resources are made available.
179. Overall, satisfactory progress has been made in addressing the Key Issues identified in the previous inspection. Attendance has improved but is still significantly below national targets. Punctuality has improved and there has been a reduction in the amount of incomplete coursework and homework, although this is still a concern. Standards in the key skills have improved. Teaching strategies are now more effective and these are significantly better in Welsh, information technology and music. Less progress has been made in mathematics. The use of tutor time, although improved, is still of variable quality. The school has made little progress in meeting the requirement to provide all pupils with a daily act of collective worship. The time made available to the SENCO is now used more effectively. The school has successfully introduced a range of vocational courses and now offers a more appropriate curriculum at KS4. Good progress has been made in developing a whole school assessment policy.

## **Key question 7: How efficient are leaders and managers in using resources?**

<b>Grade 2:</b> Good features and no important shortcomings
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180. The grade awarded by the inspection team agrees with the grade awarded by the school in its self-evaluation report.

### **The adequacy, suitability and use made of staffing, learning resources and accommodation**

181. Staffing in the school has good features with no important shortcomings. The school has sufficient teachers who are appropriately and well qualified. There is a balance between experienced teachers and those new to the profession. The deployment of teachers makes good use of their time, expertise and experience. In religious education, three non-specialists are used and this makes it difficult to improve further the existing good standards.

182. The good range of non-teaching staff enables the school to run effectively and smoothly. The administrative staff ensure that the school runs efficiently. The site manager and caretaker contribute effectively to the daily routines of the school. Technicians' support is effective throughout the school in design technology, science and information technology.

183. There are five learning support assistants (LSA), who provide good support to a number of pupils with learning, behavioural and physical difficulties. A sixth LSA, with an assistant, manages the resource learning centre, including the library, effectively.

184. The professional development of staff has good features. It is well coordinated in line with the SDP, Performance Management, and the needs of departments and individuals. Courses attended are evaluated by those who attend them. There is good support for newly qualified teachers and for initial teacher training students.

185. The head-teacher and SMT have plans to restructure management roles and are making good progress in implementing their strategy for the work load agreement.

186. The school has qualified for the award of 'Investors in People'.

187. The quality and quantity of textbooks and equipment is sufficient for all subjects across the curriculum. This is a good feature of the school.

188. The school has three ICT suites and a bank of 20 computers in the learning resource centre. This is adequate for the teaching of discrete ICT in both KS3 and KS4. There is limited opportunity for other subjects across the curriculum to use the facilities to enhance pupils' learning. A fourth ICT suite is planned in the near future.

189. There are 25 electronic white boards throughout the school. These are well used to enhance learning in the curriculum.
190. Resources out of school are used well to enrich the curriculum. They include visits to museums, galleries, theatres, and field trips. A wide range of visiting speakers enhance pupils' learning experiences.
191. There is sufficient accommodation for the number of pupils currently on roll. As far as possible, rooms for subjects are clustered. Rooms and corridors are well decorated.
192. Overall, the academic and pastoral needs of the curriculum are met. There are constraints in both music rooms which have an effect on pupils' learning. Many rooms have polycarbonate windows that restrict the amount of daylight. This has an adverse effect on the learning environment.
193. The quality of displays of pupils' work and subject materials in classrooms and on display boards in corridors is variable. Many displays are bright and colourful and provide an effective learning environment. Other areas are less attractive.
194. The library is part of the large learning resource centre. Pupils have access to the centre before school starts, at lunchtimes, after school until 5pm and on Saturday mornings. It is a well used and effective learning facility.
195. The school, its grounds and the new astro-turf playing area have been fenced in and are now secure. The large hard standing area has an uneven surface.
196. The school is clean and well maintained.

### **How efficiently resources are managed to achieve value for money**

197. The financial management of the school is good. The head-teacher, administrative officer and the governing body's finance committee manage the available budget effectively. The finance committee meets regularly and it receives detailed up to date reports from the head-teacher.
198. Staff training and development are effective and are of benefit to the school.
199. Funding for resources for learning is good. Surplus funds are spent on carefully planned projects. The administrative officer provides the head-teacher and heads of department with up-to-date and accurate information so they can effectively monitor their spending.
200. Financial decisions are well focused on the curriculum needs and the educational priorities identified in the school development plan. The school pursues all grants that are available and uses them to good effect. This is an effective feature of the work of the school.
201. The minor recommendations in the most recent auditors' report have been addressed.
202. The school achieves good value for money.

## Standards achieved in subjects and areas of learning

### Mathematics

**Key Stage 3**    **Grade 3:** Good features outweigh shortcomings

**Key Stage 4**    **Grade 4:** Some good features, but shortcomings in important areas

#### Good features

##### ***KS3 and KS4***

- 203. Most pupils across the age and ability ranges answer questions orally with clarity, understanding and accuracy. They have a sound knowledge of number, vulgar fractions, decimal fractions and percentages and the relationship between them.
- 204. Most pupils' learning is enhanced during short mental exercises at the start of each lesson.
- 205. They have spatial awareness and understand the concepts of the area of plane figures, including circles and volumes of regular solids, using the appropriate units.
- 206. Most pupils use calculators accurately and appropriately.
- 207. Pupils with SEN make good progress.

##### ***KS3***

- 208. Standards achieved by the more able pupils in Y7 benefit from Cognitive Accelerated Mathematical Education (CAME) lessons.
- 209. Most pupils understand the basic concept of probability and can apply this knowledge to simple every-day situations.
- 210. The learning of pupils in some classes is enhanced by the help they receive when a support teacher or LSA is present.
- 211. They have a sound knowledge of basic algebraic expressions and can solve simple equations.

##### ***KS4***

- 212. The more able pupils in Y11 have a sound understanding of the angle properties of a circle. They are learning to apply this knowledge to questions.
- 213. They have a good understanding of Pythagoras' Theorem and can apply it in varying situations.
- 214. In Y10 the more able pupils can compile tables of values for functions and can draw the appropriate graphs.

## Shortcomings

### **KS3 and KS4**

- 215. Lower ability pupils do not always complete and present their work in a neat, logical way. They do not always correct work that is wrong.
- 216. A few of pupils lack confidence in their mathematical abilities.
- 217. Standards achieved by some pupils are affected by incomplete work, often as a result of absence.
- 218. A small number of pupils use a calculator inappropriately for minor calculations.

### **KS4**

- 219. Incomplete and/or sub-standard coursework has an adverse effect on standards.
- 220. A number of pupils have a poor attitude to homework and this has an affect on achievement.
- 221. A small number of pupils have difficulty in concentrating and listening during lessons. As a result, they are unable to attempt the task set without the help of the teacher.

## Information technology

**Key Stage 3**    **Grade 2:** Good features and no important shortcomings  
**Key Stage 4**    **Grade 1:** Good with outstanding features

### Good and outstanding features

#### **KS3**

- 222. Nearly all pupils show good practical computing skills in accessing the network, loading and using a broad range of computer software including the internet. Pupils with SEN are well motivated, are confident learners and achieve well.
- 223. Most pupils can combine text and images in their communications projects confidently and competently. The most able use appropriate information technology terms well when describing what they are doing.
- 224. Almost all pupils can create interesting and informative presentations making good use of the facilities available to them in the presentation software.
- 225. Pupils show good application of IT skills in lessons as, for example, in using the computer to create and transfer images onto icing sheets to decorate a cake. They know how to programme a computer aided manufacturing machine to produce a part of their design projects.

#### **KS4**

226. All pupils show very good and often outstanding practical skills when using computer hardware. Almost all pupils are very confident and competent in working independently when using a broad range of computer software.
227. Most pupils can create a database and use evaluation rules and mask effectively to ensure secure data entry. They create and link pages in web and spreadsheet projects confidently. A very thoughtful and considered approach is shown at the initial designing stage. They can effectively model their data and explain the changes that occur.
228. All pupils can collect information from a very broad source, including the internet, which they use very effectively to solve the problems set them. Careful consideration is given to the effect on likely audiences. The standard of coursework produced is often outstanding, especially in the work of the most able pupils, and reflects excellent achievement.
229. All pupils are clear about what and how to improve on the standards achieved. Pupils use detailed assessment information well as they constantly strive to improve their coursework. Pupils with SEN show good motivation and achieve well in their projects.

#### **Shortcomings**

#### **KS3**

230. There is little evidence in pupils' work to suggest that they form their own opinions on social, moral and ethical issues in relation to the use of computers in society.

### **Modern foreign languages**

**Key Stage 3**    **Grade 2:** Good features and no important shortcomings  
**Key Stage 4**    **Grade 2:** Good features and no important shortcomings

#### **Good features**

#### **KS3**

231. Most of pupils listen attentively. They largely understand the French heard regularly in class, and also authentic recorded language.
232. Most pupils make a good effort to speak French.
233. Abler pupils make good use of past or future tenses in speech and writing.
234. Most pupils read well enough to use bilingual dictionaries competently.
235. Pupils of lower ability speak confidently in short exchanges. They also write two or three simple sentences, adapting them effectively to suit their needs.

#### **KS4**

236. Pupils listen attentively, read a good range of language carefully and grasp details well. They then use the key words and structures they learn to extend the range of what they say and write.
237. The ablest pupils write well using a variety of language with good levels of accuracy.
238. Most pupils usually make their meaning clear in speech and writing.

### **Shortcomings**

#### **KS3**

239. Some pupils, mostly boys, are reluctant to keep up spoken exchanges.
240. The accents of a small number of pupils make their meaning unclear.

#### **KS4**

241. Many pupils do not speak with confidence and are reluctant to take the initiative in conversation.
242. Few pupils speak at length with good accents and intonation.
243. Spelling mistakes in word-endings and the omission of written accents prevent many pupils reaching the higher grades.

<b>Art</b>
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**Key Stage 3    Grade 3:** Good features outweigh shortcomings  
**Key Stage 4    Grade 3:** Good features outweigh shortcomings

### **Good features**

#### **KS3**

244. Pupils quickly acquire essential practical skills in both two and three-dimensional activities. They use line, tone, colour, shape and texture confidently and often with great verve. They know how to look and record accurately when drawing.
245. They respond imaginatively to the work of artists, such as Klee or Hockney, in their own original work. They demonstrate creativity when using computers. Boys now find art activities interesting and they make good progress.

#### **KS4**

246. Pupils build on their previous skills and are developing well as independent artists.
247. Pupils with SEN perform particularly well. Pupils know how to choose and creatively develop a theme in different craft media. They demonstrate better than average design skills when working with computers.

248. Their creative responses, when making three-dimensional paper-based structures, are often outstandingly good. They understand how to use a sketchbook as a recording and research tool. Some pupils broaden their art experiences and gain new craft skills, such as ceramics, by taking part in college links.

## Shortcomings

### **KS3**

249. Pupils have insufficient awareness of the art of Wales or the art of other cultures.

250. Their art vocabulary is too limited.

251. Their ability to improve their own work is handicapped by their lack of a detailed understanding of their own strengths and weaknesses.

### **KS4**

252. Pupils have limited knowledge of artists' and designers' work.

253. When writing or talking about art, they limit themselves to factual matters and rarely express any personal opinions or judgements.

## Music

**Key Stage 3**    **Grade 3:** Good features outweigh shortcomings

**Key Stage 4**    **Grade 2:** Good features and no important shortcomings

## Good features

### **KS3**

254. Pupils sing in tune in unison and two-parts with a pleasing tone and clear diction. They perform individually and in unison with a good degree of accuracy on classroom instruments and keyboards.

255. Various vocal group compositions show imagination with pupils combining sounds effectively. A few melodic improvisations are well shaped and rhythmically interesting.

256. Pupils have an awareness of musical elements. A few more able pupils make perceptive comments when appraising their own music-making.

### **KS4**

257. Most pupils make good progress in vocal and instrumental performing. A few perform with a good sense of style.

258. Much of the work in composing displays interesting treatment of ideas and often has a good sense of style and structure. A few pupils use ICT effectively to enhance the quality of their work.

259. Pupils are acquiring a sound knowledge and understanding of technical terms. More able pupils identify features well when appraising different extracts of music.

### **Shortcomings**

#### **KS3**

260. The ability and experience of pupils in instrumental group performing and composing is limited. Some melodic improvisations lack a sense of direction and are restricted in musical interest.
261. Comments by many pupils when appraising their own practical work are often superficial.

#### **KS4**

262. The appraising skills of middle and lower ability pupils are uneven. They are good in certain tasks but insecure in others.

## **Religious education**

**Key Stage 3**    **Grade 2:** Good features and no important shortcomings

**Key Stage 4**    **Grade 2:** Good features and no important shortcomings

### **Good features**

#### **KS3**

263. Pupils acquire good knowledge and understanding of the beliefs and practices of Christianity and other religions. They develop a conceptual framework which gives them greater understanding of religion in general and of the specific religions being studied.
264. Pupils know how and why religious believers worship, meditate and celebrate their faith. They are aware of the differences in practices within religions, and can explain the significance of these differences.
265. They have good understanding of the ways in which people's lifestyles are affected by their beliefs. Pupils understand symbolism in religions. They can recognise the distinctive features of religious traditions, and acquire good familiarity with religious terms.
266. Most pupils are able to discuss the issues raised by human experience and religious beliefs and practices in an open, honest and respectful manner and develop good skills in expressing their own responses and explaining them.
267. They produce written work in a variety of formats. Many are able to write well, including extended answers and projects.
268. They are able to discuss and evaluate the issues involved in topics such as marriage and initiation, and consider the religious beliefs and practices that affect them.

#### **KS4**

269. Pupils acquire a good range of skills that enable them to explore religious and human experience for themselves. They express their own responses to the questions and issues in a mature and respectful way. They work well in groups and in pairs, show open-mindedness to people of different beliefs, and acknowledge the value of diversity.
270. They are able to relate religious teachings and moral issues to their own lives, and appreciate the relevance of the subject to contemporary life and society.
271. Pupils on the GCSE full course have a secure understanding of their work. They have an outstanding knowledge of key terms and concepts in the religions studied, and use them accurately. Pupils engage with and respond well to the subject, and most are highly motivated. They take responsibility for their own learning, track their performance using an IT programme, and set targets for improvement.
272. They understand the importance and effect of beliefs on faith communities and the impact on personal lifestyle. They discuss with interest, attention and sincerity, and present arguments with reasons. They are able to engage in meaningful debates and exchanges. Most produce good standards of written work and their coursework assignments demonstrate good understanding and application of knowledge.

#### **Shortcomings**

##### **KS3**

273. Some pupils fail to see or recognise the issues arising from aspects of belief and practice, and a few think and respond in written work at a superficial level.
274. Some were unable to distinguish between religious and secular aspects of a topic.
275. Less able pupils lack understanding of the significance of ceremonies or rituals to believers and the impact on them.

##### **KS4**

276. Insufficient time allocation prevents pupils from fully developing their knowledge and understanding of Christianity and the other religions as required by the statutory programmes of study of the Agreed Syllabus. This also restricts the conceptual framework within which pupils study, and does not enable them to consolidate their understanding of religion.
277. Pupils do not develop understanding of the significance of the authority ascribed by believers to religious texts.
278. Some pupils on the GCSE course do not understand the essential features of being a member of the religion being studied, or of the key beliefs of the religion. Some also do not recognise the motivation deriving from personal faith and conviction, and belief in a spiritual dimension.

## **School's response to the inspection**

The school is very pleased that the inspectors found that the ethos of the school, and the attitudes and behaviour of the pupils are outstanding. The staff are also very encouraged that the inspectors noted that good quality teaching was a strength of the school.

The report highlights the areas in which the school has made improvements in standards and quality of provision, whilst making it very clear that standards need to be raised throughout the school, with particular reference to the core subjects.

Where it is possible, staff and governors will address the recommendations before the end of the current school year. A school improvement action plan will be produced to address the recommendations of the report in terms of raising standards in core subjects – especially in KS4 mathematics and science; strategies for sharing the good practice identified in the report, and fully implementing the statutory requirements for KS4 religious education and collective worship.

The school will, through the action plan, continue to strive to raise standards through its work on attendance and ensuring consistency of good practice throughout the school.

A copy of the school's plan in response to the inspection recommendations will be sent to all parents and the governors' annual report will include information on the school's progress.

The school acknowledges and appreciates the professionalism of the inspection team and for the opportunities to discuss issues arising from the inspection findings.

## Appendix A

### Basic information about the school

Name of school	Glyn Derw High School
School type	Community
Age-range of pupils	11 – 18
Address of school	Penally Road Caerau Ely Cardiff
Postcode	CF5 5XP
Telephone number	02920 593920
Headteacher	Mr D Jones
Date of appointment	September 1996
Chair of governors/ Appropriate Authority	Rev Dr P Cruchley-Jones
Reporting inspector	Mr T O'Marah
Dates of inspection	3 <sup>rd</sup> – 6 <sup>th</sup> October 2005

## Appendix B

### School data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	132	159	149	150	142	-	-	732

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	43	3	44.8

Staff information	
Pupil:teacher (fte) ratio (excluding special classes)	16:1
Pupil:adult (fte) ratio in special classes	-
Average teaching group size	22.4
Overall contact ratio (percentage)	73%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole School
Term 1	84%	79%	75%	77%	87%	-	-	80%
Term 2	91%	85%	83%	80%	79%	-	-	84%
Term 3	89%	84%	80%	77%	77%	-	-	81%

Percentage of pupils entitled to free school meals	34%
Number of pupils excluded during 12 months prior to inspection	40

## Appendix C

### National Curriculum Assessment Results End of Key Stage 3

National Curriculum Assessment KS3 results: 2004															
Total number of pupils in Y9: 149															
Percentage of pupils at each level															
			D	A	F	W	1	2	3	4	5	6	7	8	EP
English	Teacher assessment	School	0	4	0	0	1	3	26	22	33	10	1	-	-
		National	0	1	1	0	0	2	9	22	34	22	9	0	0
	Test	School	0	7	6	-	-	-	13	31	33	9	1	-	-
		National	0	3	4	-	-	-	8	21	31	23	10	-	-
Mathematics	Teacher assessment	School	0	5	0	0	1	6	14	18	27	22	7	-	-
		National	0	0	0	0	0	2	5	31	18	38	6	0	0
	Test	School	0	8	4	-	-	-	15	23	22	24	4	-	-
		National	0	5	2	-	-	-	7	19	21	32	14	-	-
Science	Teacher assessment	School	0	2	1	9	0	0	10	21	27	24	6	-	-
		National	0	1	0	0	0	1	8	21	32	25	11	0	0
	Test	School	0	10	4	-	-	-	8	23	28	24	3	-	-
		National	0	4	2	-	-	-	6	19	31	25	14	-	-

D Pupils exempted under statutory arrangements from part of the National Curriculum  
A Pupils who have failed to register a level because of absence  
F Pupils who have failed to register a level for reasons other than absence  
W Pupils who are working towards level 1  
EP Exceptional Performance, where pupils at Key Stage 3 perform above level 8

Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language)			
by Teacher Assessment		By Test	
In the school	40.4%	In the school	31.5%
In Wales	57.0%	In Wales	57.0%

### Public Examination Results:

For pupils aged 15, results in GCSE, Entry Level Qualifications, GNVQ and NVQ	
Number of pupils aged 15 on the school roll in January 2004	136
Average GCSE or GNVQ points score per pupils	29

The percentage of 15 year old pupils who in 2004:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	73%	85%	87%
attained at least 5 GCSE grades A*-C, the equivalent vocational qualifications or a combination of both	28%	48%	51%
attained at least 5 GCSE grades A*-G, the equivalent vocational qualifications or a combination of both	71%	82%	85%
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	12%	35%	38%
entered at least one Entry level qualification, GCSE short course or GCSE	87%	97%	97%
attained one or more GCSE grades A*-C or the vocational qualification equivalent	51%	72%	75%
attained one or more GCSE grades A*-G or the vocational qualification equivalent	81%	91%	93%
attained no graded GCSE C or the vocational qualification equivalent	16%	6%	5%
attained one or more Entry level qualification only	2%	3%	3%
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1			
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2			

## Appendix D

### **Evidence base of the inspection**

Prior to the inspection full discussions were held between the registered inspector and the head based on the school's self-evaluation report and the report of the previous inspection in 1999. In addition, meetings were held with the staff of the school, with parents and with the governors. 32 questionnaires were returned by parents and analysed by the inspection team. Whole school and appropriate subject documents were collected and reviewed by inspectors. All of this information was used to inform the organisation of the inspection and the deployment of inspectors

During the inspection six subjects of the curriculum were inspected in detail and a total of 94 lessons were observed. All teachers at the school were seen teaching at least once. Formal and informal interviews were held with pupils and the full daily life of the school was observed. The inspection team reviewed pupils' work in exercise books and folders and looked at pupils' work diaries and the school reports sent to their parents.

During the week the inspection team saw 19 form registration periods and three assemblies, and visits were made to a wide range of clubs and activities. Interviews were held with appropriate heads of department, and with those teachers and managers holding positions with whole school responsibilities.

The performance of the school in public examinations and tests was analysed in detail so that trends in performance over time, and comparisons to local and national data, could be identified and accounted for.

## Appendix E

### Composition and responsibilities of the inspection team

Team Member	Responsibilities
T.A. O'Marah Registered Inspector	Key Questions 1, 5, 6
Dr. M.H.L. Snow Lay Inspector	Contributions to Key Questions 1, 3, 4, 5, 7
Mr. S.G. Davies	Key Questions 2, 3; General Lesson Observation
Mr. A.V. Edwards	Key Question 7; Contributions to Key Question 1; Mathematics.
Mrs R.Carr	Key Question 4; General Lesson Observation
Mrs. M.M.Williams	Contributions to Key Questions 1, 2, 3; General Lesson Observation
Mr.G.Craigen	Contributions to Key Questions 3, 7; Religious Education
Mr. K.Hopkins	Contribution to Key Question 1; Information Technology
Mr. M.Williams	Modern Foreign Languages
Mr. E. Forster	Art
Mr. A.W.Jones	Music
Mrs. A. Newman	Contributions to Key Questions 1, 3; General Lesson Observation
Ms Benita Kelly	Peer Assessor
Mr P Davies	Nominee

**Contractor**                      Atlantes Educational Services  
   Technology House  
   Lissadel Street  
   Salford M6 6AP

### Acknowledgement

The inspection team would like to thank the governors, staff and pupils of Glyn Derw High School for their courtesy and co-operation during the inspection.

**Summary Report for Parents**

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Glyn Derw High School  
Penally Road  
Caerau  
Ely  
Cardiff  
CF5 5XP**

**School Number: 681/4035**

**Date of Inspection: 3<sup>rd</sup> – 6<sup>th</sup> October 2005**

**By**

**Mr T O'Marah  
17193**

**Date: 11<sup>th</sup> November 2005**

**Under Estyn contract number: T/8/05**

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Glyn Derw High School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of the summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Glyn Derw High School took place between 3<sup>rd</sup> – 6<sup>th</sup> October 2005. An independent team of inspectors, led by Mr T O'Marah undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	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 national curriculum covers four key stages as follows:

Key stage 1	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

## Context

### The nature of the provider

Glyn Derw High school is situated on the western edge of Cardiff, serving the large housing estate of Caerau and part of Ely. In September 2005, there were 721 pupils on roll between the ages of 11 and 16. The previous inspection was in 1999.

The school serves a Communities First area where there are economic and social disadvantages. The proportion of pupils entitled to free school meals is 34%

The school caters for the full ability range. However, the largest proportion of pupils is of average and lower ability with literacy levels well below the national levels. Almost a third of the pupils are on the special educational needs register.

The school has strong links with its three feeder primary schools and with other schools.

The predominant language of the pupils is English and 6% of the school's population consists of ethnic minority pupils.

The school is adapting its senior management structure to form a larger leadership group which will take the school forward in the next stage of its development in raising standards of achievement.

### The school's priorities and targets

The school's mission statement 'willing to achieve' provides the foundation for making progress and providing a range of learning opportunities and experiences for all pupils.

In particular, the school is focusing on:

Raising standards of achievement and attendance;

Providing a caring and supportive environment for learning;

Developing as a Community focused school and

Developing learning pathways at 14-19.

## Summary

Glyn Derw is a successful school which has some outstanding features. The school is well led. The ethos of the school, and the attitudes and behaviour of the pupils are outstanding. Whilst pupils' achievement is good in some subjects is disappointing in

others. The curriculum is appropriate and offers a good range of choices. Pupils of all abilities and backgrounds make good progress. Their learning is enriched by an outstanding range of out of school hours activities and opportunities.

### Tables of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	3
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	3
4. How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	3
7 How efficient are leaders and managers in using resources?	2

(for an explanation of the grades, please refer to the beginning of the report)

### Standards

Six subjects were inspected in detail. The standards achieved by pupils are given in the following table:

Standards in subjects inspected		
Subject	Key Stage 3	Key Stage 4
Mathematics	3	4
Information technology	2	1
Modern foreign languages	2	2
Art	3	3
Music	3	2
Religious education	2	2

(for an explanation of the grades, please refer to the beginning of the report)

The standards that pupils achieved in the six subjects inspected were:

Key Stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	8%	48%	36%	8%	0%
KS4	20%	40%	40%	0%	0%
Whole school	13%	44%	38%	5%	0%

(For an explanation of the grades, please see the beginning of the report)

Overall, 95% of lessons had good features that outweigh shortcomings. There were no important shortcomings in 57% of lessons and 13% had outstanding features. The school therefore meets the current targets set by the Welsh Assembly Government (WAG). This is an improvement on the standards as reported in 1999. There has been a significant increase in the number of lessons that were good with outstanding features.

Over recent years the majority of pupils entering the school have had reading ages below their actual age, many by more than two years.

In KS3 National Curriculum tests, the school results are significantly below the national average, although the trend over recent years is one of improvement.

In 2004 the school achieved some of its best ever results in KS4, although these were still significantly below equivalent figures for Wales. In 2005, provisional data indicates that mathematics and science results were below expected levels which significantly affected the core subject indicator (CSI).

2004 results, and the provisional data for 2005, show that there are variations in the performance of different subjects. Many show good results which compare well to other schools.

Overall, girls achieve higher results than boys.

Across the school, pupils of all abilities, including those with special educational needs (SEN), make good progress and achieve well relative to their ability.

Pupils show well developed listening skills in most of their lessons and they can express themselves fluently in discussions. Their reading ability improves as they progress through KS3 but whilst most can write clearly and accurately, a significant amount of written work is inaccurate.

Most pupils have reasonable numerical skills, although a minority lack confidence when applying these to everyday situations. Across the school pupils' ICT skills are good.

The bilingual skills of pupils are underdeveloped.

Pupils succeed well regardless of their social, ethnic or linguistic background.

The majority of pupils have a good attitude to their work, and many arrive at school early and leave late in order to benefit from the extra opportunities the school provides for them.

Problem solving and decision making skills are well developed and the school encourages pupils to take responsibility for their actions and their work.

Pupils make good progress in their personal, moral and social skills.

Behaviour throughout the school is of a very high standard.

Attendance is well below the national and local averages, and this has a detrimental effect on the progress made by many pupils. The school has worked hard to improve levels of attendance in recent years.

The school prepares pupils well to help them move through the various stages of their education – from primary on to secondary schools, through the secondary school and on to further education or work.

### **The quality of education and training**

The following table shows the quality of teaching and assessment in the 94 lessons observed during the inspection:

	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
KS3	9%	55%	28%	8%	0%
KS4	20%	41%	39%	0%	0%
Whole school	14%	49%	33%	4%	0%

(for an explanation of the grades, please refer to the beginning of the report)

The school has achieved the target set by the Welsh Assembly Government for the standards of teaching quality. These figures are an improvement upon those achieved in the previous inspection.

Good quality teaching is one of the school's strengths.

Relationships between teachers and pupils are good, and often very good.

Most lessons are conducted at a brisk and purposeful pace and teachers use well-considered questions to probe pupils' knowledge and understanding. In most subjects, teachers plan well to develop learners' key skills as well as the knowledge, understanding and skills in the subjects concerned.

Many teachers give generously of their time outside lessons to extend and broaden pupils' learning.

The school has been successful in raising pupils' basic literacy skills and all pupils are taught Welsh as a second language to GCSE level. However, the use of Welsh across the curriculum to encourage bilingualism is limited.

Teachers mark work regularly, and there are some outstanding examples of assessment practice which need to be shared with all departments in the school. Reports to parents and carers are helpful documents.

The curriculum of the school meets pupils' learning needs and reflects the aims set out for pupils of statutory school age in the Education Act 1996. It is open to all pupils, including those with SEN. Pupils have opportunities to gain an appropriate range of GCSE, BTEC, Entry level and vocational qualifications.

There is insufficient time allocated to the teaching of religious education at KS4. The school does not meet the requirement to offer all pupils a daily act of collective worship.

The extra support offered to pupils out of normal school hours is outstanding and has a very positive impact on pupils. Many pupils' learning experiences are

enriched through this programme. The wide range of clubs, study support groups, residential visits and sporting activities provide valuable curricular and social opportunities.

The school meets the requirement that all KS4 pupils study Welsh. Bilingualism is not promoted through the use of Welsh in subjects, nor is it used regularly in activities such as assemblies, tutorial periods or other school occasions.

The quality of care, support and guidance to learners is outstanding. There is an excellent induction programme for new pupils and clear guidelines to ensure that poor behaviour by some does not impede the learning of others. There are strong links with other agencies.

There is an exceptional amount of mentoring of pupils, with older pupils supporting younger pupils as well as support from the community.

### **Leadership and management**

The head-teacher and his senior colleagues provide good leadership for the school.

They have a clear vision of the future direction the school needs to take. This is shared by the vast majority of the staff.

The management set clear expectations for staff and pupils. The realisation of these is outstanding in respect of the ethos of the school, and the behaviour and conduct of the pupils.

Much responsibility has been delegated to heads of departments and staff with responsibilities for the care of pupils. With a very small number of exceptions, this has been successful in improving the quality of education provided for pupils.

The school actively and successfully promotes equality for all, and these values are clearly demonstrated in the daily life of the school.

Governors possess a wide range of expertise and a useful familiarity with national and local issues that impinge on the school. They understand their roles in school management and are centrally involved in strategic planning.

There is much good practice in the school in the evaluation of both the quality of education provided and the standards achieved by pupils. Some of this work at subject level is outstanding. There are, however, some variations in the quality across the school.

The outcomes of the school self-evaluation are used appropriately to help in the preparation of the school and department development plans.

The school has sufficient teachers who are appropriately and well qualified. There is a balance between experienced teachers and those new to the profession.

The professional development of staff is good.

The quality and quantity of textbooks and equipment is sufficient for all subjects across the curriculum. This is a good feature of the school.

There is sufficient accommodation for the number of pupils currently on roll. Rooms and corridors are well decorated.

The financial management of the school is good and the school achieves good value for money.

## Recommendations

In order to continue to raise standards of achievement the school should:

- R1 improve levels of attainment in the core subject indicator; particularly KS4
- R2 improve teaching and learning in mathematics.
- R3 share, across the school, the existing best practices in teaching and learning;
- R4 share, across the school, the existing best practices in the monitoring of the quality of education provided to pupils;
- R5 continue with the rigorous procedures to improve attendance;
- R6 provide more time for the teaching of religious education in Key Stage 4 in line with locally agreed syllabus requirements and
- R7 address the other shortcomings identified in the report.

**Note:** The school has failed to address the following Key Issue from the previous inspection (1999). This therefore remains as a key issue to be addressed by the school.

“... provide all pupils with a daily act of collective worship and thereby fulfil statutory requirements, ...”

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations, within 45 working days of receiving this report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Acknowledgement

The inspection team would like to thank the governors, staff and pupils of Glyn Derw High School for their courtesy and co-operation during the inspection.