

**Inspection under Section 28 of the  
Education Act 2005**

**Blessed Edward Jones R.C. School  
Cefndy Road  
Rhyl  
Denbighshire  
LL18 2EU**

**School Number: 6634601**

**Date of Inspection: 25 September 2006**

**by**

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17193**

**Date of Publication: 27 November 2006**

**Under Estyn contract number: 1200506**

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- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult and community-based learning;
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- \* work-based learning;
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Blessed Edward Jones R.C. School was inspected as part of a national programme of school inspection. The purpose of inspection 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 information about the performance of their child's school.

The inspection of Blessed Edward Jones R.C. School took place between 25/09/06 and 29/09/06. An independent team of inspectors, led by Terence Andrew 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 of 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 reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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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## **LIST OF ACRONYMS**

CAD	Computer-Aided Design
CSI	Core Subject Indicator
GCSE	General Certificate of Secondary Education
GTCW	General Teaching Council for Wales
ICT	Information and Communications Technology
IT	Information Technology
ITT	Initial Teacher Training
KS	Key Stage
LSA	Learning Support Assistant
NC	National Curriculum
PSE	Personal and Social Education
SEN	Special Educational Needs
SMT	Senior Management Team
UA	Unitary Authority
WAG	Welsh Assembly Government
Y (1-13)	Year (1-13)

## **Context**

### **The nature of the provider**

1. Blessed Edward Jones Catholic High School is a Voluntary Aided, English Medium Co-educational Comprehensive school for pupils between the ages of 11 and 18. There are 500 pupils on roll including 48 in the sixth form. The number of pupils attending the school has increased this year.
2. The school has 16 pupils with statements of SEN, 19 School Action Plus and 65 School Action, totalling 100.
3. Currently some 27% of pupils are entitled to free school meals, which is above both the county and the national averages.
4. The school's previous inspection was in December 2000.
5. The school's catchment area is essentially centred in and around Rhyl, but pupils travel in by bus from Gronant, Denbigh and Conwy. At present, 10 primary schools send pupils to the school.
6. The West Rhyl Ward, which the school serves, is one of the most economically and socially deprived in Wales and Europe. Pupils demonstrate all the skills, abilities and talents expected from their diverse social backgrounds.
7. The school has one main site, with the playing fields half a mile away. Meetings take place on both sites as the local community hire the facilities available. Teachers send their own children to the school. Some teachers are former pupils of the school.
8. The school has faced many financial difficulties with under-funding and its budget does not fully reflect its needs.

### **The school's priorities and targets**

9. The priority of the school is to improve standards in all areas and drive up examination achievement of pupils by improving the quality of teaching and learning.
10. Additional key areas are to improve attendance, resources and financing, and to enhance learning in the 14-19 Curriculum. This last priority is to be achieved through offering a variety of vocational courses, and extending and fully developing the pupil voice in school affairs.
11. The school also has plans to further develop the religious dimension and to invest in improved monitoring and self evaluation to allow strategic planning for improvement.

## Summary

12. In accordance with the Education Act 2005, I am of the opinion, and Her Majesty's Chief Inspector agrees, that special measures are required in relation to this school.
13. The school has made little consistent improvement since the previous inspection in December 2000. Examination and NC test and assessment results have shown little or no sustained improvement, and the performance of the school when measured against other schools is declining. The school management have failed to resolve fully several of the Key Issues identified in the previous inspection, and have not identified current shortcomings in teaching and learning. Planning for improvement has consequently had little impact on standards of achievement.

### Table of grades awarded

Key Questions	Inspection grade
1 How well do learners achieve?	4
2 How effective are teaching, training and assessment?	3
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?	3
5 How effective are leadership and strategic management?	4
6 How well do leaders and managers evaluate and improve quality and standards?	4
7 How efficient are leaders and managers in using resources?	3

14. In its self-evaluation report, the school awarded itself a grade 3 for each of the seven key questions.

### Standards

#### Grades for standards in six subjects inspected in detail

Subject	Key Stage 3	Key Stage 4	Post 16
Welsh second language	4	4	n/a
English	2	2	2
History	3	2	2
Geography	3	3	3
Music	4	4	n/a
Physical education	4	3	n/a

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

15. The standards in music and Welsh in KS3 and KS4, and in physical education at KS3, have not improved since the previous inspection. English has

maintained its overall standards and has improved at KS3. Standards achieved in history have been maintained at their previous level, and those in geography in KS4 are lower than in the previous inspection.

16. The standards that pupils achieved, at the different stages, in the six subjects inspected were:

63 lessons	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Key Stage 3</b>	0%	20%	50%	30%	0%
<b>Key Stage 4</b>	0%	32%	37%	32%	0%
<b>Post 16</b>	0%	80%	20%	%	0%
<b>Whole School</b>	0%	30%	43%	27%	0%

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

17. The WAG has set targets for the standards to be achieved by pupils by 2007. The school is significantly short of these targets.
18. The overall ability of Y7 pupils as they join the school, is below the average for the UA and for Wales.
19. The main features of attainment in KS3 are that:
- since the previous inspection, results in NC assessments in all three core subjects have been consistently below national and UA averages, and there is no sustained trend for improvement, although science showed gains in 2006;
  - value added data for 2005, shows English to be achieving well against comparable schools, but mathematics and science are significantly less successful.
20. The main features of attainment in KS4 are that:
- results for the proportion of pupils gaining five GCSE grades A\* to C and A\* to G are consistently below national and local averages;
  - the provisional pass rate for pupils achieving five higher grades fell to 17.4% in 2006 (from 34% in 2005). The provisional 2006 figure for Wales for 2006 is 53%;
  - there is no consistent trend for improvement in overall GCSE results;
  - benchmarking data for 2005 show that the school is placed against the bottom half of comparable schools, and for some indicators is placed in the bottom quarter;
  - these data also indicate a declining performance over the last three years;
  - results in the three core subjects show little evidence of a sustained trend for improvement; and
  - results for mathematics and science are consistently well below the pass rate achieved in English, with fewer than a quarter of pupils gaining a higher grade in mathematics, and fewer than a third in science.
21. The main features of attainment at post 16 are that:
- the proportion of students gaining grades A to C at A Level is significantly below the local and national averages; and
  - the average points score gained by candidates is consistently significantly below the Wales and UA average.
22. The number of candidates following some courses is often very small.

23. Many pupils underachieve. Overall, across the school, girls achieve less well than boys.
24. The lack of a sustained trend for improvement across the school is an important shortcoming.
25. A majority of pupils have skills in reading, writing, speaking and listening that are in line with their overall ability. Most pupils can explain their work effectively and the more able can give extended answers when required. Pupils with special needs make good progress in reading. Pupils use number skills effectively across all subjects, although a significant number of middle ability pupils have difficulty in applying some mathematical principles to their work. Most pupils are competent users of IT. Their bilingual skills are underdeveloped.
26. There are good features in pupils' progress in lessons where they:
  - recall previous work well;
  - give extended answers to questions;
  - listen well and contribute confidently to class discussions;
  - sustain their concentration throughout the lesson; and
  - complete all their work.
27. There are shortcomings when many pupils:
  - make little progress through the lesson;
  - do not listen well or sustain their concentration through the lesson;
  - work slowly and fail to complete their work;
  - are too easily satisfied with the quality of their answers;
  - have a limited recall of previous work; and
  - do not develop their abilities as independent learners.
28. Across the school pupils with SEN make good progress.
29. A good feature of the school is that all pupils succeed equally, regardless of their social, ethnic or linguistic backgrounds. The exception to this is the relative underachievement of girls against boys.
30. The behaviour of most pupils is generally good and they get on well with each other and with their teachers. They behave well as they move around the school.
31. Pupils are confident that the school will deal quickly and effectively with any incidents of bullying.
32. Pupils work together well in pairs or in groups, and many can work independently when given the opportunity.
33. Across the school pupils show a good measure of respect for themselves, for each other and for property. They show appropriate respect for other cultures and beliefs.
34. Attendance has shown little overall improvement since the previous inspection; the average attendance for 2005/2006 was 86%. Poor attendance, and its direct impact on standards of achievement, is an important shortcoming.

## The quality of education and training

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

82 Lessons	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>KS3</b>	2%	40%	45%	13%	0%
<b>KS4</b>	0%	48%	48%	4%	0%
<b>Post 16</b>	9%	73%	18%	0%	0%
<b>Combined</b>	2%	41%	42%	8%	0%

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

36. Overall, the quality of teaching is significantly below the current average for Wales as reported in her annual report for 2004/2005 by HMCI.
37. Where teaching was judged to be good teachers:
- have good subject knowledge;
  - teach lessons where pace and challenge was maintained throughout the lesson;
  - have positive working relationships with the pupils;
  - ask questions which challenged and probed pupils' understanding;
  - carefully plan lessons using a range of activities and resources; and
  - raise pupils' awareness of the diversity of beliefs, cultures and life skills.
38. Where teaching had shortcomings, these included:
- a slow pace, low expectations and insufficient challenge in some tasks set;
  - a lack of detailed planning to cater for the learning needs of pupils of all abilities;
  - insufficient rigour in questioning and probing understanding;
  - providing pupils with few opportunities to develop independence;
  - objectives for lessons not being clearly stated; and
  - few opportunities for pupils to extend their learning with tasks set for homework.
39. The marking and assessment of pupils' work have good features. These include:
- appropriate policies and marking schemes;
  - using the school database to identify pupils with SEN;
  - testing pupils each term and awarding grades for attainment;
  - using the information to inform parents of pupils' progress;
  - in some subjects, informing pupils what they need to do to improve;
  - in a small number of subjects involving pupils in valuable self-assessment; and
  - reviewing pupils' progress and meeting statutory requirements for reporting annually to parents and carers.
40. There are a number of shortcomings in assessment which have an impact on standards of achievement and pupil progress. These include:
- work not being marked in detail and inconsistent use of assessment criteria;
  - pupils being unaware of their target grades;
  - insufficient detail in comments to inform pupils what they need to do to improve;

- insufficient involvement of pupils in assessing their own progress, so that they understand their own strengths and areas where they need to improve; and
- ineffective use of data to track pupil progress and identify pupils who are underachieving.

### **Leadership and management**

41. The school provides all the subjects of the NC together with religious education, and therefore meets the requirements set out for pupils of statutory school age in the Education Act 1996.
42. Overall, the curriculum allows pupils of all abilities equality of access. In KS4, pupils can gain qualifications at GCSE, BTEC and ASDAN levels. Access to the sixth form is open to all pupils. Students have opportunities to gain qualifications in AS and A2 examinations and aspects of key skills.
43. The curriculum is generally broad and balanced at each key stage. A new range of appropriate vocational courses are now offered to pupils in KS4.
44. The school has been successful in gaining the Basic Skills Quality award, and students in the sixth form can gain accreditation in key skills. There are important shortcomings in the development of key skills across the curriculum.
45. Pupils have opportunities to represent the school in sport teams, to join visits abroad for educational purposes, and to help in local field studies and international projects.
46. The schools' provision to promote learners' spiritual, moral, social and cultural development has good features but also has shortcomings. The good features are:
  - the availability of a Chaplaincy Team and chapel, and the availability of prayer resources in registration periods;
  - the requirement to provide daily act of collective worship for all pupils is met;
  - most pupils and students show respect for each other, adults, and visitors to the school, and relationships throughout the school are good;
  - pupils and students are encouraged to express opinions and voice concerns through the School Council; and
  - the concern shown towards others by fund raising for charities and good causes.
47. However shortcomings include:
  - the lack of a policy to promote spiritual development across the curriculum;
  - the variable experiences for pupils and students in acts of worship in registration groups; and
  - the lack of respect for the environment in the amount of litter deposited on the school site during recreational periods.
48. Pupils' learning is enriched by positive partnerships with parents, the community, primary schools, educational providers and employers.
49. Work-related education is well developed in KS4 and the sixth form, with elements now introduced into the PSE programme in Y8 and Y9.

50. There are a small number of good features in the development of learners' bilingual skills and their awareness of the culture of Wales. These include:
  - all pupils in KS3 and KS4 are taught Welsh in line with statutory requirements;
  - some bilingual signs are in evidence around the school; and
  - a small number of pupils are members of the Urdd.
51. There are a number of important shortcomings:
  - there are few opportunities for pupils to speak Welsh in other lessons and outside the classroom;
  - there has been no audit of subject contributions to the *Cwricwlwm Cymreig*; and
  - the limited opportunities for pupils to experience Welsh culture across the curriculum.
52. There are some good features in promoting the awareness of sustainable development and global citizenship. These include:
  - good coverage in the geography, PSE and science programmes;
  - awareness raising activities in the Focus Week; and
  - the recent formation of an eco- council committee.
53. There are some shortcomings:
  - there is no school policy for sustainable development and global citizenship; and
  - there are limited recycling projects functioning in the school.
54. The school gives good quality care and guidance to its pupils. It is a happy and caring community. The school is particularly supportive of pupils and parents experiencing difficulties and problems.
55. There are good contacts with other local schools, Careers Wales, the community and other supportive agencies.
56. A new computerised registration system has the potential to help the school tackle absenteeism. There are good strategies for monitoring the behaviour of pupils, and child protection procedures are good.
57. The school promotes equal opportunities successfully and all pupils are taught to recognise and respect diversity.
58. The number of pupils temporarily excluded over the past year was high.
59. The management of the school has successfully:
  - developed the care and support given to pupils;
  - improved pupils' behaviour since the last inspection;
  - introduced self-evaluation procedures, and involved the governors in these;
  - improved the vocational content of the KS4 curriculum;
  - ensured that the teaching of Welsh meets statutory requirements; and
  - introduced Workforce Remodelling and Teaching and Learning Responsibility payments.
60. There are important shortcomings in the quality of management at all levels:
  - monitoring and self-evaluation are not sufficiently systematic or rigorous;

- the current school self-evaluation report does not address some important weaknesses, in particular those related to underachievement;
  - self-evaluation processes have little direct impact on planning for improvement;
  - the planning for improvement processes do not therefore, address the main priorities for the school;
  - planning for improvement does not identify specific targets and responsibilities in sufficient detail;
  - there is no clear and constant focus on raising standards of achievement; and
  - the role of middle and senior managers in driving up standards is not well developed.
61. Governors meet their statutory requirements in ensuring that the school meets its legal obligations. They are not provided with the quality of information they need in order to monitor effectively the progress being made by the school.
62. Progress since the previous inspection has some good features but also has a number of important shortcomings. The school failed to satisfy the Key Issues relating to improved test and examination results in KS3 and KS4, and in the improvement in standards in Welsh, music and physical education.
63. There are sufficient well qualified staff at the school to teach the curriculum. A good feature of staffing is the good support provided by LSAs.
64. There are good features in the accommodation which include:
- faculty based rooming for English, mathematics and science;
  - the well appointed home economics room; and
  - a welcoming reception area.
65. The shortcomings in accommodation are:
- poor facilities for physical education, both indoor and out;
  - inadequate music facilities;
  - poor sixth-form facilities;
  - a small, poorly ventilated ICT room;
  - a small dining area; and
  - toilets which are in poor condition.
66. Despite having to operate within a difficult budgetary situation, the school makes every endeavour to manage and monitor its annual budget effectively. There are inadequacies in the allocation of capitation to departments.
67. The governors have campaigned over a significant period of time to try to acquire additional funds for the school. They try to ensure that their finances are used for the benefit of all pupils. However, given the other judgements in this report, particularly those related to standards of achievement, the school does not give full value for money.

## Recommendations

In order to raise standards the school should:

- R1: improve standards of achievement in Welsh second language and music in both key stages, and in physical education in KS3;
- R2: improve pupils' performance in end of KS3 assessments, GCSE and post 16 examinations;
- R3: improve the quality of teaching and learning across the school to meet national targets for standards of achievement;
- R4: set clear and specific targets and criteria to ensure improvements in whole school management;
- R5: further develop self-evaluation so that it addresses specific targets and criteria, and is co-ordinated, formal and structured, and has the necessary rigour;
- R6: ensure that the outcomes from an improved self-evaluation process lead directly to planning for improvement;
- R7: improve attendance;
- R8: ensure consistency in assessment practice, and involve all pupils in self-assessment and target setting;
- R9: further develop pupils' abilities in the key skills, bilingualism and develop *Y Cwricwlwm Cymreig*;
- R10: continue to work with the appropriate authorities to address the financial situation of the school; and
- R11: address the health and safety issues reported to the school during the inspection.

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

68. In accordance with the Education Act 2005, I am of the opinion, and Her Majesty's Chief Inspector agrees, that special measures are required in relation to this school.
69. The school has made little consistent improvement since the previous inspection in December 2000. Examination and NC test and assessment results have shown little or no sustained improvement, and the performance of the school when measured against other schools is declining. The school management have failed to resolve fully several of the Key Issues identified in the previous inspection, and have not identified current shortcomings in teaching and learning. Planning for improvement has consequently had little impact on standards of achievement.

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

#### Grade 4: Some good features, but shortcomings in important areas

70. The school awarded itself a grade 3 in its self-evaluation report. The inspection team judged that there are important shortcomings. There is underachievement by many pupils, and the school has failed to sustain any significant improvement since the previous inspection.

#### Key Stage 3 and Key Stage 4

71. The following table shows the standards achieved in the six subjects of the curriculum inspected:

Subject	Key Stage 3	Key Stage 4
Welsh second language	4	4
English	2	2
History	3	2
Geography	3	3
Music	4	4
Physical education	4	3

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

72. The standards in Welsh and music in KS3 and KS4, and in physical education at KS3, have not improved since the previous inspection. English has maintained its overall standards and has improved at KS3. Standards achieved in history have been maintained at their previous level, and those in geography in KS4 are lower than in the previous inspection.
73. The standards that pupils achieved, at the different stages, in the six subjects inspected were: (56 lessons )

Key Stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Key Stage 3	0%	23%	46%	31%	0%
Key Stage 4	0%	33%	38%	29%	0%
Key Stages 3 and 4	0%	27%	43%	30%	0%

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

74. The school is significantly short of achieving the targets set by the WAG for standards to be achieved by pupils in lessons by 2007. These are that 65% of classes should be good with no important shortcomings (grades 1 and 2) and that 98% should have good features outweighing shortcomings (grades 1 to 3). The standards for the school are also significantly lower than the average for Wales as reported by Her Majesty's Chief Inspector for 2004-2005. No grade 1 lessons were seen. The high proportion of grade 4 lessons seen is an important shortcoming.

### **Pupils' success in attaining agreed learning goals**

75. The school uses standardised tests to assess the ability of the Y7 entry to the school each year. The results of these tests indicate a pupil intake with an overall ability that is below the national average. In these tests the pupils typically show better ability in mathematics than in English. National Curriculum assessments for KS2 show that Y7 pupils score slightly below the UA average, but that the difference is closing slowly. In tests for reading ages, just over half a Y7 cohort scored below the national average, with 26% being identified as having SEN.
76. The main features of attainment in KS3 are that:
- since the previous inspection, NC assessment results in all three core subjects have been consistently below national and UA averages;
  - results in English improved in 2005, and matched the UA average; however provisional results for 2006 show a fall in the proportion of pupils gaining level 5 or above;
  - there is no sustained trend for improvement, although science showed gains in 2006 (provisional result);
  - value added data for 2005 shows English to be achieving well against comparable schools, but mathematics and science are significantly less successful; and
  - girls did less well than boys in English in 2005, and significantly so in mathematics and science.
77. The main features of attainment in KS4 are that:
- results for the proportion of pupils gaining five GCSE grades A\* to C and A\* to G are consistently below national and local averages;
  - the provisional pass rate for pupils achieving five higher grades in 2006 fell significantly to 17.4%, from a six year high point of 34% in 2005. The provisional 2006 figure for Wales is 53%;
  - there is no consistent trend for improvement in overall GCSE results;
  - benchmarking data for 2005 show that the school is placed against the bottom half of comparable schools, and for some indicators is placed in the bottom quarter;
  - these data also, indicate a declining performance over the last three years;
  - results in the three core subjects show little evidence of a sustained trend for improvement, and the gap between the school results and those for Wales shows little signs of closing, and in some areas is widening; and

- the school's results for mathematics and science are consistently well below the pass rate for English, with fewer than a quarter of pupils gaining a higher grade in mathematics, and fewer than a third in science.
78. Overall, KS3 results are stronger than those at KS4. The KS4 results show more inconsistency over time than the KS3 results for the same pupils.
  79. The lack of sustained trend for improvement in attainment across the school is an important shortcoming.
  80. Provisional data for 2006 indicate that the school's targets for examination attainment, agreed with the UA, were exceeded in KS3. In KS4 the school is significantly short of its targets for the proportion of pupils gaining five or more GCSE grades A\* to C and for the CSI. It achieved its target for the proportion gaining five or more GCSE grades A\* to G. Target setting is not consistently realistic, and is not accurately derived from rigorous analysis of data. It does not have a measurable impact on attainment.
  81. A majority of pupils have skills in speaking and listening, reading and writing that are in line with their overall ability. In many subjects, pupils take part in class discussions and use subject terminology appropriately. Most show respect for each other's views in class discussions and in pair and group work. Most pupils can explain their work effectively and able pupils can give extended answers when required. At both key stages, a majority read with fluency and accuracy. Pupils with special educational needs are well supported and make good progress in reading. The library is not used effectively to support reading for pleasure.
  82. Written work is generally well presented and planned, and many pupils produce well structured extended work. Writing frames are used in some subjects so that less able pupils are supported but they are not used consistently across all subjects. Standards in spelling and punctuation are in line with abilities, but not all pupils in KS3 and KS4 revise and redraft so that, in many cases, errors persist.
  83. Overall, pupils' numerical skills have good features which outweigh shortcomings. More able pupils can successfully use arithmetic and algebraic skills in a range of problems and calculations. They use formulae with confidence and can transform equations accurately. A significant number of middle ability pupils lack confidence in their numerical abilities and have some difficulty in applying certain principles.
  84. Pupils' understanding of scale and dimension is used effectively in a small number of subjects. In geography and science, many pupils use graphs effectively to illustrate data that they have collected and analysed.
  85. Pupils' skills in using ICT have good features that outweigh shortcomings. During discrete lessons in KS3, pupils develop their ability to use successfully a range of software applications. Pupils in technology make good use of CAD. Their use of ICT to enhance their learning across the curriculum is varied, with some using their abilities to produce well presented reports.
  86. The bilingual skills of pupils are significantly underdeveloped.

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

87. In those lessons where some or all pupils made good progress they:
- were able to explain and justify their own views;
  - could make accurate comments based on their own observations;
  - listened well and responded appropriately;
  - had good recall of previous work;
  - took part confidently in oral work;
  - sustained concentration throughout the lesson; and
  - were able to write with a good sense of audience.
88. In those lessons where there were shortcomings, many of them important, pupils:
- made little progress in their learning;
  - were often reluctant to offer responses to questions;
  - were unable to sustain concentration throughout the lesson;
  - often worked slowly and did not complete the work they were set;
  - did not give extended answers to questions;
  - were too easily satisfied with their attempted answers in written and practical work;
  - had limited recall of previous work;
  - had basic errors in their written work;
  - did not develop their skills as independent learners;
  - used a limited vocabulary; and
  - had difficulty in identifying key points when presenting written reports.
89. Across the school, pupils with SEN make good progress.
90. Given that many pupils are underachieving, the school is not fully preparing them for the next stage in their education or training.
91. In most of the six subjects, pupils only have a limited understanding of their own strengths and weaknesses and rarely refer in lessons to known targets for improvement. In geography, however, target setting is well understood and applied by pupils, and in history they are aware of the targets set for them.
92. A good feature of the school is that pupils succeed equally regardless of their social, ethnic or linguistic backgrounds. The exception to this is the relative underachievement of girls against boys.

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

93. Pupils' attitudes and motivation towards their work vary across the different subjects. In English, for example, there is a positive ethos in lessons and pupils sustain their concentration. In physical education, boys work with commitment but girls are much less well motivated. In other subjects the motivation of pupils declines toward the end of lessons or when they are insufficiently challenged.
94. The behaviour of the majority pupils is generally good and they get on well with each other and with their teachers. They are well behaved and sociable as they move around the school. Some isolated instances of poor behaviour were seen, but in most cases these were dealt with effectively and problems were resolved. There is some low level disruption – talking – in some classes, but overall achievement is not significantly affected by unacceptable behaviour.

95. Pupils' relationships with each other, and with teachers are good.
96. Attendance, which was a concern during the previous inspection, has shown no improvement. The average attendance for 2005/2006 was 86%, well below the national average. Absence rates are higher than those for comparable schools, and fall well short of the WAG target of 7% for absences by 2007.
97. In many subjects, the pace of lessons is slowed as teachers provide support to pupils who have just returned to school. In KS4, a significant number of pupils fail to complete coursework adequately because of absence from school. Poor attendance, and its impact on standards of achievement, is an important shortcoming.
98. Lack of punctuality by some pupils is an occasional problem.
99. Pupils work well together and co-operate effectively in pairs or in groups. They trust each other in practical activities as in physical education. Where they have the opportunity, most solve problems successfully and understand what they need to do to improve.
100. On the limited occasions when they have the opportunity to work independently, some pupils do so with a degree of success. Many lack the knowledge and understanding to make appropriate decisions on improving their own learning.
101. Across the school pupils show a good measure of respect for each other and for property. They show appropriate respect for other cultures and beliefs, and have a good understanding of equal opportunities' issues. However, the amount of litter seen after break and lunchtime indicates a lack of respect for the environment.

## Post 16

Subject	Post 16
Welsh second language	n/a
English	2
History	2
Geography	3
Music	n/a
Physical education	n/a

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

102. The small numbers of students involved in any subject in any particular year makes it unsafe to compare standards with those at the previous inspection.
103. Only a small number of lessons were available to be observed. The standards that students achieved in the six subjects inspected were: (raw figures not percentages)

Key Stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Sixth Form	0	5	2	0	0

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

## Students' success in attaining agreed learning goals

104. The main features of attainment at post 16 are that:
  - the average points score gained by candidates is consistently significantly below the Wales and UA average;

- the proportion of students gaining top grades (A to C) is consistently significantly below the national and local averages; and
  - there is no evidence of a trend for improvement.
105. The number of candidates following some courses is often very small.
106. The school has an open entry system to its sixth form.
107. Most students understand the requirements of their courses and have an accurate understanding of the progress they are making, and most know what they have to do in order to improve.
108. At post 16, students are able to communicate their knowledge and understanding well using appropriate terminology and accurate, coherent written expression. Students' contributions to discussions show that they have listened well and are sensitive to the development of the discussion. A small number of students lack confidence and therefore do not give detailed in-depth responses.
109. In the small number of lessons observed, students' numerical skills are good. Many students are able to solve more complex equations, use data effectively and analyse observations in practical work.
110. Students make appropriate use of IT in their work, and most have sufficient skills to use it effectively.
111. Students' bilingual skills are underdeveloped.

### **Students' progress in learning**

112. In most of the classes seen, students made good progress relative to their ability. Where standards were good with no important shortcomings, students;
- had a good recall of previous work;
  - demonstrated good analytical skills;
  - gave good, extended answers to questions;
  - wrote well structured written reports and accounts; and
  - participated confidently in class debates.
113. In other classes;
- some students made insufficient progress;
  - there was a lack of confidence in contributing to class discussions;
  - written and oral answers often lacked sufficient detail;
  - previous work was not recalled clearly; and
  - students were unable to make connections with knowledge from other subjects.

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

114. The motivation and attitudes of the small numbers of students seen in lessons were good. They worked well individually or in small groups. Their relationships with each other and with their teachers are good. Behaviour is good.
115. Year 13 attendance for 2005/2006 was comfortably over 94% for the year, which is the highest attendance for any year group at the school. In Y12, attendance varied from 85% in the autumn term, to 94% in the summer term. Punctuality is good.

116. Most students are able to organise their work effectively. They understand the requirements of the courses they are following. They have a good relationship with their teachers and, gaining advantage from small classes and the high level of time they have with their teachers, they have a good understanding of their own progress.
117. They work well together and are prepared to help each other solve problems. They have a good respect for each other and for cultural and religious diversity.
118. Their personal development as members of the sixth form helps to prepare them for their future careers in education, training or work. Even though the overall level of attainment in the sixth form is low, many students achieve the grades they need for their chosen career progression.

## The quality of education and training

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

#### Grade 3: Good features outweigh shortcomings

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

#### Key Stage 3 and Key Stage 4

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

120. The following table shows the quality of teaching and assessment in the KS3 and KS4 lessons observed during the inspection:

Lessons	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>KS3</b>	2%	40%	45%	13%	0%
<b>KS4</b>	0%	48%	48%	4%	0%
<b>Combined</b>	1%	43%	47%	9%	0%

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

121. Over half of all lessons in both KS3 and KS4 have shortcomings.
122. Nationally, (as reported by Her Majesty's Chief Inspector in her annual report 2004-2005), 81% of lessons were judged grade 1 and 2, 97% were grades 1 to 3, and 3% grade 4. The school is significantly below these figures for lessons graded 1 to 3, and above for grade 4.
123. The overall grades awarded for teaching are better than those awarded for standards (Key Question 1). This is because:
- standards were inspected in only six subjects, but all teachers in the school were observed teaching at least twice; and
  - there are new teachers in some of the selected six subjects. This early in the school year their teaching has yet to have a significant impact on the standards achieved by their pupils. This is particularly so in the case in Welsh.
124. Since the previous inspection, there has been a slight decrease in the number of lessons graded 1 and 2. The number of lessons graded 3 or better has

increased slightly, and the number of grade 4 lessons reduced by 6%. However, in comparison to national trends, there is little evidence of improvement.

125. Where the teaching was judged to have good features, it was because teachers:
- had detailed and secure knowledge of the subject and were familiar with recent developments in their field;
  - delivered lessons where pace and challenge was maintained throughout the lesson;
  - had positive working relationships with the pupils which created a classroom ethos for learning;
  - asked questions which challenged and probed pupils' understanding;
  - shared learning objectives at the start of a lesson, and reviewed pupils' recall and understanding in plenary sessions;
  - carefully planned and structured lessons using a range of activities and resources; and
  - raised pupils' awareness of the diversity of beliefs, cultures and life skills.
126. There were shortcomings in many lessons. These include:
- slow pace, low expectations and insufficient challenge in some tasks set;
  - a lack of detailed planning to cater effectively for the learning needs of pupils of all abilities;
  - insufficient rigour in questioning and probing understanding;
  - teaching being over-prescriptive, giving pupils few opportunities to develop independence;
  - objectives for lessons not being clearly stated, and very little recap at the end of lessons; and
  - few opportunities for pupils to extend their learning with tasks set for homework.
127. In the lessons observed, there were few opportunities for pupils to develop their bilingual skills. This is an important shortcoming.

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

128. The procedures and practices for the assessment, recording and reporting of pupils' achievements have good features which outweigh shortcomings.
129. Where good features were identified, departments and teachers:
- produce appropriate policies and marking schemes to implement school procedures;
  - are familiar with the school's database which includes information from primary schools, national tests and NFER tests;
  - use the school database effectively to identify pupils with SEN;
  - test pupils each term and award grades for attainment;
  - use the information to inform parents of pupils' progress;
  - in some subjects, inform pupils what they need to do to improve;
  - in a small number of subjects involve pupils in valuable self- assessment;
  - meet examination board and NC assessment requirements; and
  - meet the statutory requirement to report annually to parents and carers.

130. There are some good features in the role played by the SMT and heads of year. These include:

- analysis of external examination results with each head of department; and
- analysis of half-term assessments, and identification and review of pupils who are underachieving.

131. However, the rigour with which some managers at all levels and teachers apply these assessment, recording and reporting procedures is variable. There are a number of shortcomings which have an impact on standards of achievement and pupil progress. These include:

- pupils' work not being marked in detail;
- inconsistent use of assessment criteria in some departments;
- pupils being unaware of their target grades;
- insufficient detail in comments to inform pupils what they need to do to improve;
- insufficient involvement of pupils in assessing their own progress, so that they understand their own strengths and areas where they need to improve; and
- ineffective use of data to track pupil progress and identify pupils who are underachieving.

## Post 16

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

132. The following table shows the quality of teaching and assessment in the sixth form lessons observed during the inspection: (Actual numbers)

Lessons	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	1	8	2	0	0

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

133. As the number of lessons observed was small (only 3 subjects at post 16 were inspected in depth), it is not safe to compare the information with national figures and the previous inspection.

134. In those lessons where teaching was good with no important shortcomings, teachers;

- had good subject knowledge;
- made good links between theoretical knowledge and practical applications;
- planned lessons well;
- in language lessons, used the target language well;
- challenged students to succeed;
- gave constructive support to individual students; and
- used careful questioning to promote students' understanding.

135. In the few lessons where there were shortcomings;

- tasks given to students were not well designed;
- teachers dominated the lesson so that there was little time for students to develop their own responses; and

- the pace of lessons with both Y12 and Y13 students in the class sometimes slowed for one or other of the groups.

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

136. Many of the good features and shortcomings reported in KS3 and KS4 were also observed in sixth form lessons.
137. Where the assessment of students' work is good, it is because;
- it is regular and thorough;
  - there is good feed-back to the students, both written and oral;
  - students understand the assessment system; and
  - teachers discuss projected grades with individual students.
138. The annual reports to parents and carers have many good features, and meet requirements.

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

<b>Grade 3: Good features outweigh shortcomings</b>
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139. The grade awarded by the inspection team agrees with the grade awarded by the school in its self-evaluation report.

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

140. The curriculum reflects the aims set out for pupils of statutory school age in the Education Act 1996, and teaches pupils the required subjects of the NC and religious education.
141. Overall, the curriculum allows pupils of all abilities equality of access. In KS4, pupils can gain qualifications at GCSE, BTEC and ASDAN levels. Access to the sixth form is open to all pupils. Students have opportunities to gain qualifications in AS and A2 examinations and aspects of key skills.
142. The curriculum is generally broad and balanced in each key stage. There are some good features:
- IT is taught as a discrete subject in KS3;
  - all pupils in KS4 gain can accreditation in religious education; and
  - in KS4, there are now appropriate vocational opportunities offered.
143. There are some shortcomings:
- GCSE physical education is taught at lunch time;
  - pupils in KS4 following the Vocational Futures option, study an adapted Welsh course; and
  - there are limited opportunities for students in the sixth form to study vocational courses.
144. There are some good features in the development of basic and key skills:
- the school has been successful in gaining the Basic Skills Quality award; and
  - key skills are accredited in the sixth form.

145. However, there are shortcomings in important areas:
- there are no clear policies for the development of key skills across the curriculum;
  - co-ordinators have only made limited progress in involving all departments in this initiative; and
  - very few opportunities to use some key skills were identified in many lessons observed in the inspection.
146. The opportunities for pupils and students to extend their learning and social experiences have some good features which outweigh shortcomings:
147. The good features include:
- opportunities for pupils to represent the school in sports' teams and competitions;
  - visits abroad for educational and social purposes; and
  - pupils are involved in local field studies and international projects.
148. The shortcomings include the:
- limited musical activities available; and
  - a limited programme of activities available during the lunch-hour and after-school.
149. The schools' provision to promote learners' spiritual, moral, social and cultural development has good features which outweigh shortcomings overall. The good features are:
- the availability of a Chaplaincy Team and chapel to provide opportunities for reflection, prayer and meetings;
  - the availability of prayer resources in registration periods. The school meets the requirement to provide all pupils with a daily act of collective worship;
  - most pupils and students show respect for each other, adults, and visitors to the school;
  - most pupils work well together and behave responsibly in lessons;
  - relationships throughout the school are good;
  - pupils and students are encouraged to express opinions and voice concerns through the School Council; and
  - the concern shown towards others by fund raising for charities and good causes.
150. However shortcomings include:
- the lack of a policy to promote spiritual development within and across the curriculum;
  - the variable experiences for pupils and students in acts of worship in registration groups;
  - the lack of respect for the environment in the amount of litter deposited on the school site during recreational periods; and
  - the limited opportunities to experience Welsh culture across the curriculum.

151. Pupils' learning is enriched by positive partnerships with parents, the community, primary schools, educational providers and employers. Most of the expected liaisons are in place with good features and no important shortcomings. The good features are the:
- regular information provided for parents and the community, especially in Newsletters;
  - home – school agreements;
  - positive links with the local parishes;
  - pupils' and students' involvement in supporting charities both locally and internationally;
  - links with local colleges in developing vocational courses;
  - involvement of Careers Wales and local employers on the work-related programme; and
  - effective links with the local university for ITT placements.
152. At present, consortium links with local secondary schools have not been established on a regular basis.
153. The curriculum overall meets legal requirements. The programmes for PSE, work related education and careers education and guidance meet National Assembly guidelines.

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

154. Work-related education is well developed in KS4 and the sixth form, with elements now introduced into the PSE programme in Y8 and Y9. The good features include:
- a well-organised programme of work experience for pupils in Y10;
  - a comprehensive de-briefing session in the summer term;
  - a well-planned programme to advise pupils when making their choices for Y10 and the sixth form;
  - the use of a range of speakers and providers in the PSE programme and careers lessons in KS4; and
  - the input of Careers Wales to support work experience, option choices and advice for pupils when deciding routes for further and higher education.
155. There are some good features, but shortcomings in important areas in the development of learners' bilingual skills and their awareness of the culture of Wales. Good features include:
- all pupils in KS3 and KS4 are taught Welsh in line with statutory requirements;
  - some bilingual signs are in evidence around the school in both administrative and curriculum areas; and
  - a small number of pupils are members of the Urdd, and compete in local and national eisteddfodau.
156. There are a number of important shortcomings:
- there are few opportunities for pupils to speak Welsh in other lessons and outside the classroom; and
  - no audit has been undertaken to identify contributions made by subjects to *Y Cwricwlwm Cymreig*.

157. There are some good features in promoting the awareness of sustainable development and global citizenship. These include:
- good coverage in the geography, PSE and science programmes;
  - awareness raising activities in the Focus Week; and
  - the recent formation of an eco-council committee.
158. There are some shortcomings:
- there is no school policy for sustainable development and global citizenship; and
  - at present there are only limited recycling projects functioning in the school.
159. There is a well-developed partnership with Careers Wales and with the community. These links, supplemented by the local knowledge of some governors help the school to have a good awareness of the needs of employers.
160. There are some opportunities for pupils and students to develop entrepreneurial skills. These include:
- industry and enterprise days in some years;
  - talks from entrepreneurs through the Dynamo Project; and
  - the development of an enterprise group in Y11 and the setting up of a school shop in Y12.
161. There is a shortcoming in that pupils have limited opportunities to develop problem-solving skills across the curriculum.
162. The school is only partly successful in ensuring that pupils and students acquire the appropriate knowledge, understanding, skills and experiences to progress. Some aspects of the curriculum and work-related education provide opportunities for learning experiences to reflect national priorities.
163. However there are shortcomings which include:
- the slow progress made in planning the implementation of key skills in all subjects;
  - the few opportunities for pupils to speak Welsh in lessons and experience aspects of Welsh culture; and
  - the limited use of problem solving activities to promote independent learning.

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

<b>Grade 3: Good features outweigh shortcomings</b>
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164. 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 for learners**

165. Good features in the quality of care, support and guidance include:
- the caring ethos of the school as a community is inclusive for pupils from different backgrounds;
  - good quality pastoral support from form tutors and heads of learning;
  - the positive response of vast majority of pupils to the care shown them, being very ready to turn to their teachers or support staff for help and advice;
  - an established and successful pastoral system that emphasises the personal welfare of its pupils;

- the recently introduced computerised system to record absences which is good and enables the administration staff to scrutinise individual or family patterns;
- a PSE that meets the Welsh Assembly framework requirements and enhances and supports the pastoral programme;
- good pastoral links with its feeder primary schools, local special school and the pupil referral units;
- good induction programmes for pupils from the primary schools and for learners moving to the school from other areas;
- good links with the community and the vast majority of the parents;
- a good careers education programme with close co-operation with Careers Wales advisor;
- good strategies which have recently been put in place to monitor pupils' behaviour, punctuality and attendance;
- sound and clear child protection procedures; and
- clear documented procedures for assuring learners' well being and health, with an appropriate number of staff having recognised First Aid qualification.

166. The shortcomings in the provision include:

- the current structures for monitoring of learners' punctuality, attendance, behaviour and performance which are not sufficiently embedded and developed to ensure effective progress;
- the strategies to support pupils, who disrupt the learning of others, which are not always effective;
- the high number of pupils temporarily excluded over the past year;
- variable standards of work in tutor time, and in the content of pupils' planners; and
- a number of health and safety measures reported to the school during the inspection. These included pupils walking unsupervised to the school's sports field, and the number outside the school premises during lunch time.

### **The quality of the provision for special educational needs**

167. The quality of the provision for pupils with additional educational needs has good features that include:

- successful identification of pupils who need additional educational assistance on entry to the school;
- good use made of a computerised learning programme to improve pupils' literacy and numeric skills;
- paired reading in improving pupils' achievement;
- good support from LSAs for both individuals and small groups of pupils in mainstream;
- good literacy support for learners with specific learning difficulties; Y11 pupils achieved good grades in their GCSE examination last year;
- a good "on call" system of support to ensure that the behaviour of pupils with challenging behaviour or emotional problems does not impact upon the progress of others;
- through the Individual Education and Pastoral Plans mainstream teachers are being provided with relevant information to aid their lesson planning;
- all departments have a named teacher with responsibility for SEN;

- effective implementation of the SEN Code of Practice;
- good relationships with parents, carers and outside agencies; and
- good social inclusion measures that are particularly pro-active with good additional support for those pupils considered to be at risk.

168. There are some shortcomings, which include:

- in some large classes no additional support is provided for the high proportion of pupils requiring help with their work;
- no specific time identified on the school calendar for SENCO to meet with the SEN representatives from the departments;
- classroom teachers not always making the best use of the "call out" system; and
- no evaluation of the impact of the withdrawal of pupils of average ability from other subjects to follow the computerised educational programme.

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

169. The good features in the quality of provision for equal opportunities include:

- recognising the pupils' varied social backgrounds and providing a broad and flexible curriculum for them, including special arrangements for some pupils to spend part of their course off-site;
- pupils and students are supported sensitively and effectively if they experience difficulty in school, home or in the community;
- appropriate procedures for dealing with any incidents of bullying. Pupils are confident that staff will deal with any incidents quickly and effectively;
- KS4 and post 16 options are open to learners from either sex;
- the monitoring and comparing of the examination results of boys and girls;
- good working relationships with a wide range of external agencies;
- the pupils who are 'looked after' by social services have good individual care plans and the school works closely with the relevant agencies;
- a number of adaptations have been made to the school buildings recently to enable access to wheelchair users;
- pupils from minority ethnic groups integrate naturally with their peers. All pupils are taught to recognise and respect diversity; and
- good opportunities are provided in a number of subjects for learners to study and discuss examples of racism, prejudice and inequality.

170. The shortcomings in the provision include:

- not all areas of the school buildings are accessible to wheel chair users; and
- no effective follow up and strategies to ensure equal opportunities for boys and girls.

## Leadership and management

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

#### Grade 4: Good features but shortcomings in important areas

171. The school awarded itself a grade 3 for this question in its self evaluation report. The inspection team feels there are important shortcomings, particularly in relation to managing sustained improvement in pupil achievement.

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

172. The management of the school have successfully:

- developed the care and support given to pupils;
- improved pupils' behaviour since the last inspection;
- introduced self-evaluation procedures, and involved the governors in these;
- improved the vocational content of the KS4 curriculum;
- ensured that the teaching of Welsh meets statutory requirements; and
- introduced Workforce Remodelling and the Teaching and Learning Responsibility payments.

173. However, the school has not achieved consistent and sustained improvement since the previous inspection because:

- staff do not share a clear and focused understanding of the purposes and priorities needed to sustain continuous improvement in the achievement of pupils;
- across the school, and in a number of departments, there is no clear, detailed and specific understanding of how to improve the quality of teaching and learning;
- when the school has introduced new and appropriate initiatives, the introduction and consolidation of these changes is not effectively and continuously managed and driven forward. Therefore, these initiatives have not had a significant impact on improving standards of achievement.
- evidence from lessons indicates that many teachers' expectation of pupil achievement is not as high as it could be; and
- the role of some middle managers in driving improvement is underdeveloped.

174. This lack of sustained improvement is an important shortcoming.

175. The school does manage the personal support of pupils and teachers well. Many parents reported their appreciation of the support they and their child had received from the school. In this area of personal relationships the school does have high expectation of staff and pupil responses.

176. The school promotes equal opportunities effectively. There are, however, some shortcomings in addressing the relative underachievement of girls, and in ensuring that participation in class discussions and activities is not dominated by boys.

177. Whilst there are good links with the feeder primary schools, this rarely extends to detailed curriculum continuity, and consequently, the pace of progress in Y7

is often slower than it could be. There are links with the local college and occasionally with the other local high school.

178. There are a number of national priorities and requirements that are underdeveloped. These include bilingualism, *Y Cwricwlwm Cymreig*, key skills and sustainability and global citizenship. These are important shortcomings.
179. The school sets itself targets for improvement in conjunction with the UA. These are not always accurate and are not always based on a sound understanding of data analysis. The presence of targets does not have a significant impact on outcomes.
180. The school does have a range of processes for monitoring the quality of education it provides, These lack rigour and co-ordination, leading to an imperfect understanding of the strengths and weaknesses of the school.
181. As a consequence development planning does not address the correct priorities. For example, several Key Issues identified at the previous inspection have yet to be properly resolved.
182. The current financial situation at the school means support for extra resources to support initiatives is limited.
183. Some teachers have made good use of GTCW funding. Administrative staff have attended local authority courses, but there have been little development opportunities for LSAs. There is insufficient planning and co-ordination of staff development to ensure effective use of the Better School Fund.

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

184. There are appropriate committees covering the aspects of finance, personnel, curriculum, appeals and monitoring. Governors meet their statutory requirements in ensuring that the school meets its legal obligations.
185. Individual governors are committed to the success of the school. The various school self-evaluation and reporting procedures do not provided them with the necessary range and quality of information. They therefore are neither clearly aware of the current standards in the school, nor of the development of comparable standards in other schools across Wales. They do not, therefore, hold management to account sufficiently for the lack of progress being made by the school.

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

<b>Grade: 4: Some good features, but shortcomings in important areas</b>
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186. In its self evaluation, the school awarded itself a grade 3 for this question. The inspection team judged that there are important shortcomings in the effectiveness, accuracy and impact of the current self-evaluation processes.

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

187. There are some good features in the processes of self-evaluation:
  - members of the SMT undertake lesson observation;
  - some heads of department have carried out lesson observation;

- line managers observe colleagues teaching as part of Performance Management;
  - pupils' books are monitored by some heads of department, by heads of year on an ad hoc basis, and by SMT through selected sampling;
  - heads of year and heads of departments present an annual report to a committee of governors; and
  - SMT meet with heads of departments and years to discuss progress and agree development plans.
188. There are many shortcomings, some important, in these processes:
- the monitoring and gathering of information are neither systematic nor well co-ordinated;
  - not all heads of department observe colleagues teaching;
  - teachers, at all levels, have received little training in monitoring and evaluation;
  - too many parts of the process are ad hoc and happen irregularly;
  - at middle management level, commitment to rigorous monitoring is variable - in some areas there is good practice but too often it is undemanding or absent;
  - use of the analysis of data to improve the quality of teaching and learning is underdeveloped; and
  - only rarely is there a direct link between the outcomes of self-evaluation and planning for improvement.
189. Whilst all staff are involved in some part of the self-evaluation processes, not all understand its importance in striving for improvement.
190. The school does seek the views of parents and asks them to complete questionnaires at each Parents Evening. Pupils' views are sought through the School Council. The responses (119 were returned) to the questionnaire sent out for this inspection indicated high levels of parental support for the school. This reflects the views of those who attended the open meeting for parents held before the inspection.
191. The school's self-evaluation report prepared for this inspection:
- addresses the seven key questions in the Estyn Guidance;
  - was shared with staff and the governors;
  - correctly identifies a need for curriculum development in KS4;
  - correctly identifies the financial problems faced by the school; and
  - correctly identifies some accommodation deficiencies.
192. There are important shortcomings. The report does not clearly identify:
- the lack of sustained improvement in NC and public examination results over the previous five years;
  - the worsening benchmark data over the previous three years;
  - shortcomings in some teaching and in some subjects; and
  - underachievement by both middle and higher ability pupils, and by girls.

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

193. The school has a Business Plan relating to finances that identifies strategies up to 2009. The current SDP is for the academic year 2005/2006 only.
194. There is no direct link between the outcomes of self-evaluation and development planning. This is true for the school and for many, though not all departments.
195. The current SDP includes as its priority areas:
- to further promote the Catholic ethos of the school;
  - self-evaluation;
  - teaching and learning;
  - curriculum development and enrichment; and
  - improving attendance.
196. Although these are appropriate, there are only rare references in the plan to pupil achievement and the impact developments should have on this. The only significant and quantifiable targets are in the section on attendance. There is no clear focus on improving standards, or how improvement will be achieved. These are important shortcomings.
197. The current SDP does not give enough detail on the management of initiatives, who will be responsible for driving the initiative forward, detailed time-scales and how will progress be measured in terms of standards achieved by pupils.
198. The school has difficulty in funding developments fully. Financial constraints make it more important that priorities for improvement are accurately and clearly identified.
199. Since the previous inspection, there has been progress in the following areas:
- overall behaviour is now good;
  - changes introduced this year have improved the balance of the curriculum in KS4;
  - the introduction, this year, of e-registration shows early signs of being successful;
  - health and safety issues identified in the previous report were addressed, although one, fencing around the playing fields, continues to be an issue because of the constant vandalism of the fence;
  - the place of Welsh in the curriculum now meets statutory requirements; and
  - overall, the quality of tutor periods has improved, but this improvement is not universal.
200. The lack of progress made since the previous inspection in the following areas is an important shortcoming:
- the school and governors still need to improve the quality of self-evaluation;
  - targets and criteria in the SDP are still not clear enough;
  - attainment in KS3 does not yet meet national averages;
  - there has not been a sustained improvement in the proportion of pupils gaining five or more passes at A\*-C or A\*-G in the GCSE examinations;
  - standards in Welsh have not improved;
  - poor attendance is still a concern
  - key skills and independent learning continue to need improvement; and

- there has been limited progress in improving pupils' spiritual and moral development.

201. Many of the concerns and issues noted in this Report, were also noted in both the 2000 and 1995 Reports.

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

#### **Grade 3: Good features outweigh shortcomings**

202. 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**

203. The school has a long history of being in substantial budget deficit. A recent Denbighshire Internal Audit recommends that the planned deficit situation at the school should be reviewed with a view to either establishing formal recovery plans or address the perceived under-funding. This financial situation affects school staffing and provision of resources for learning.

204. There are suitably qualified and specialist teachers with a good mix of experienced and newly qualified people. Although all subjects taught are by specialist teachers, some non specialists provide teaching support in art, science and Welsh. This is due to an increase in pupil numbers in Y7 that has meant an additional class in that year group. In addition, due to the implications of the National Workload Agreement, senior managers and heads of year have been required to increase their teaching time. This agreement has also resulted in the school increasing the number of non-teaching staff to take responsibility for examinations, attendance, senior management support, finance and buildings and these staff members provide effective support. A good feature is the quality of the support provided by LSAs. The school and pupils lack the services of an IT technician and this does inhibit pupil progress in subjects across the curriculum.

205. The amount of money allocated to departmental resources is limited although the school did benefit last year from a generous WAG grant. Pupils have access to some good resources in some areas of the school, particularly in computers and ICT. The range and condition of books and materials across the curriculum are deficient. This is particularly the case in subjects such as English, music, physical education, science and Welsh. The library is not adequately stocked as a learning resource centre. The effect of all this is that there is an excessive amount of photocopying carried out in order to provide teaching and learning materials. Departmental accountability for the level of photocopying is absent.

206. Noticeable improvements have been made to the internal fabric of the building, often through the judicious use of the school budget and the self-help of staff and students. The staff make effective use of the accommodation. The school has sufficient classroom accommodation at present. Good features are:

- the faculty basis for English, mathematics and science;
- the well-appointed home economics room; and
- a welcoming reception area.

207. However some curriculum, learning and social areas have shortcomings:
- indoor physical education facilities that restrict the delivery of the curriculum (the gymnasium is also used as the school hall);
  - changing rooms at the playing fields which are inadequate;
  - the significant loss in teaching time caused by the need for pupils to walk to the separate playing fields. This limits pupils learning progress;
  - inadequate facilities for music;
  - the poor quality sixth form common room and learning area;
  - the library, which is underdeveloped;
  - the ICT room which is often overcrowded and poorly ventilated;
  - the small dining area; and
  - the pupils' toilets which are in poor condition.
208. The governors have campaigned actively over a significant period of time to try to acquire additional funds for the school.
209. The school operates within a constraining budgetary situation and governors and senior managers make every endeavour to manage and monitor its annual budget appropriately. At times this process lacks rigour. They also strive to ensure that the resources are used for the benefit of all pupils. There are, however, inadequacies in the allocation of capitation to subject departments, and priorities for spending lack clear links to the school improvement plan.
210. Good efforts are made to ensure that all staff are deployed, managed and developed effectively within the budgetary constraints.
211. Given the other judgements in this report, particularly those related to standards of achievement, the school does not give full value for money.

## **Standards achieved in subjects and areas of learning**

### **English**

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

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

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

#### **Good Features**

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

212. Pupils show a very positive attitude towards their work.
213. Pupils listen very well to their teachers and to each other in pair, group and whole class work. Oral work in the classroom is particularly good.
214. Pupils recall previous learning well, and demonstrate good knowledge and understanding of their work in response to teachers' questions.
215. Pupils are responsive to others' ideas and views.
216. In formal situations there is good use of standard English.
217. Most pupils adapt what they say well to the needs of the listener, varying the use of vocabulary and the level of detail.

218. All read a range of challenging fiction, poetry and drama including texts which reflect the culture of Wales. Poetry is both appreciated and well analysed by pupils.
219. Pupils read aloud with accuracy and fluency. Those with reading difficulties are well supported in developing their skills using an interactive computer programme and good progress is made.
220. Pupils' writing is varied and interesting conveying meaning clearly in a range of forms for different audiences, using a more formal style where appropriate.
221. Most pupils use a wide range of sentence structures and varied vocabulary to create effects, for example, in the school produced magazine "Windhover".
222. Spelling is generally accurate, including that of irregular words.
223. Written work is legible and well presented. Pupils improve their work through planning and drafting.
224. Paragraphing and correct punctuation are used to make the sequence of events or ideas coherent and clear to the reader.
225. Pupils with SEN make good progress in their reading and writing.

#### **Post 16**

226. Students in both Y12 and Y13 make good progress.
227. There is good knowledge and understanding of a range of challenging literary and non-literary texts. Students demonstrate a clear understanding of characters, plots and themes as well as the cultural and historical backgrounds of texts.
228. Students listen intently to the teacher and to one another. They collaborate well in pairs and groups to analyse texts, put forward ideas and justify their opinions by appropriate reference to the texts.
229. Written work demonstrates good progress, effective structure, appropriate use of quotations and sound technical competence.

#### **Shortcomings**

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

230. A small number of pupils leave writing unfinished and do not draft and proof read so that basic errors re-occur.
231. The completion and quality of coursework is affected by the irregular attendance of a small, but significant, number of pupils.
232. Pupils do not broaden their reading experiences by using the library regularly.
233. A significant number of pupils cannot explain how they can improve their own learning.

##### **Post 16**

234. A small number of students lack confidence and do not give detailed in-depth written or oral responses.

## Welsh second language

**Key Stage 3: Grade 4: Some good features, but shortcomings in important areas**

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

### Good features

#### KS3 and KS4

235. Pupils have a positive attitude to the language. They listen well to their teachers and understand simple instructions and general comments about their work in Welsh.
236. Most pupils pronounce key words correctly and are willing to attempt to respond to questions by the teacher.
237. Pupils generally enjoy oral work and the vast majority are keen to volunteer answers. They cooperate well in pair work, asking and answering simple, basic questions with developing confidence.
238. Pupils express opinions at a very basic level to quite a good standard and most pupils can use 'achos' followed by set reasons when provided with examples and a framework.
239. A small minority of pupils, with some Welsh in their background, read aloud quite well using appropriate intonation.
240. A minority of pupils write short paragraphs and structured exercises with developing accuracy.

### Shortcomings

#### KS3 and KS4

241. Most pupils lack confidence to expand on one word answers when speaking to the teacher and each other, in pair work.
242. Pupils do not make significant progress in speaking, listening, reading and writing over both key stages.
243. Pupils are over dependant on language patterns and vocabulary provided by teachers on work sheets. The majority are unable to recall language learned previously in order to vary their responses and expand a little on set answers provided.
244. The vast majority of pupils are unfamiliar with the Welsh language and find it difficult to read simple passages from suitable reading books.
245. Most of the pupils' writing is in the form of structured exercises using set patterns provided by the teacher. There is very little original and creative writing.
246. Pupils with SEN make very slow progress and lower ability pupils have a very limited vocabulary indeed. They find it difficult to complete a very simple writing exercise about themselves, even though a framework is provided.

## History

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

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

**Post 16: Grade 2: Good features and no important shortcomings**

### Good features

#### KS3

- 247. Pupils have a good understanding of chronology, and they use key words correctly. They link descriptions with key words.
- 248. Pupils in Y9 are able to research information from historical sources, and some are able to provide extended answers to problems.
- 249. Most pupils are able to note features from a variety sources, and are able to compare them.
- 250. Pupils in Y7 are able to apply their knowledge and understanding and link their findings in order to complete diagrams.
- 251. Many pupils have good knowledge of the past and understand the similarities and differences which shape the present.
- 252. Pupils with SEN make good progress relative to their ability.

#### KS4

- 253. Pupils make informed judgements based upon the study of different sources.
- 254. Sources are analysed and evaluated accurately, and this develops pupils' knowledge and understanding. Pupils communicate their answers in a positive way.
- 255. Pupils explain in a convincing and reasonable way. Evidence is used to support facts and to compare different opinions.
- 256. A number of pupils produce good quality coursework, reflecting organisation and selection of information. Good conclusions are drawn.
- 257. Pupils ask questions about personalities, events and issues. They begin to realise that there are different interpretations of the same events.

#### Post 16

- 258. Students produce well written plans, notes and exercises. The work produced presents arguments and contains balanced conclusions. Students address key questions.
- 259. Students demonstrate a clear understanding that interpretations in history change over time.
- 260. Students have good knowledge and understanding. They have skills which help them to analyse, to evaluate, and to explain their points of view.
- 261. Good work is produced which leads to a group discussion. Students have a good understanding of the different arguments presented by modern historians.

## **Shortcomings**

### **KS3**

262. Many pupils' responses to tasks are often confused. They lack concentration and they are unable to follow instructions.
263. Some do not complete tasks and therefore their understanding of the subject is limited.
264. Many pupils provide brief responses to questioning during lessons, and they lack confidence to make extended oral contributions.

### **KS4**

265. A few pupils do not make the effort to expand their written answers, and therefore their work lacks the necessary depth and detail.

### **Post 16**

266. There are no important shortcomings.

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

**Key Stage 4: Grade 3: Good features outweigh shortcomings**

**Post 16: Grade 3: Good features outweigh shortcomings**

## **Good Features**

### **KS3**

267. A majority of pupils recall geographical information accurately. They develop mapping and atlas skills and successfully apply them when studying a variety of places, themes and topics. They use geographical vocabulary correctly in their work.
268. Pupils can describe physical and human processes and their impact on the environment.
269. Enquiry skills are utilised confidently when undertaking individual extended investigations on selected countries, and when carrying out perception studies. These provide effective preparation for KS4 fieldwork assignments.
270. A majority of pupils have a good appreciation of environmental issues and man-environmental relationships when considering topics such as wind energy production and global warming. Sustainability concepts are well understood through studying fragile environments.
271. Pupils are able to compare and contrast the characteristics of regions within countries, and can describe the consequences of these variations.

### **KS4**

272. Pupils apply their geographical skills of observation, recording and interpretation successfully when carrying out fieldwork investigations within the local area.
273. Many utilise ICT effectively to analyse data and present good quality enquiries on issues relating to Rhyl as a tourist centre and the local offshore wind farm.

274. Most pupils are confident in describing the characteristics of geographical phenomena, such as Equatorial Rain Forest ecosystems and the Sahel.
275. Pupils have a good knowledge of sustainable development matters. They understand the relationship between small scale activity and global consequences, and can offer well reasoned solutions.
276. The majority have a secure knowledge and understanding of geographical systems such as hill farming within the United Kingdom.

#### **Post 16**

277. The majority of students develop and use effectively a range of geographical information to develop their understanding of patterns and processes, such as the demographic transition model. They successfully apply their understanding to unfamiliar examples within Europe.
278. Most carry out well structured fieldwork investigations, utilising a range of geographical techniques and approaches, such as ICT and statistical analysis, when studying the variation in urban land use within Liverpool.
279. A number of students demonstrate good skills of synthesis and grasp of complex issues when considering issues relating to uneven global economic development and its consequences. They are able to support their reasoning with appropriately selected case studies at a variety of scales.

#### **Shortcomings**

##### **KS3**

280. Many pupils' graphical, photographic and ICT skills are insufficiently developed through the key stage.
281. Many pupils' knowledge of their own locality and region is uncertain. They also find difficulty in describing broad patterns of phenomena accurately.
282. Some pupils' descriptions and understanding of key geographical phenomena are not progressed to a sufficient level. This particularly applies to the more able.
283. The techniques of first hand fieldwork enquiry are underdeveloped.

##### **KS4**

284. Many pupils do not understand geographical process well, and find difficulty in applying this knowledge to unfamiliar situations.
285. Many are insecure in their location knowledge, which restricts the quality and depth of their responses.

#### **Post 16**

286. Students do not always provide detailed enough descriptions or explanations in support of their reasoning.
287. A number of students are uncertain in their understanding of physical, human and economic processes and their impact.

## Music

**Key Stage 3: Grade 4: Some good features but shortcomings in important areas**

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

### Good features

#### KS3

- 288. Pupils in Y7 sing with enthusiasm and, in general, secure intonation.
- 289. Pupils, including those with SEN, perform different melodies and parts on keyboards with a good degree of accuracy. Most maintain good ensemble in unison and group performance.
- 290. A few Y7 group "soundscape" compositions show pupils combining sounds imaginatively. A small number of Y9 Blues melodic and rhythmic improvisations have a sense of style and are musically interesting.
- 291. Pupils have an awareness of musical elements. They are able to identify basic features in recorded extracts.

#### KS4

- 292. Most pupils make suitable progress in vocal and instrumental performing. A small number perform confidently and achieve good standards.
- 293. A small number of initial ideas in composing show promise.
- 294. A few more able pupils make perceptive comments when appraising extracts of music.

### Shortcomings

#### KS3

- 295. At times, the quality of singing lacks adequate refinement.
- 296. Certain pupils are unable to play in time with others in whole-class performance. More able pupils are not always suitably extended in such activities and are underachieving.
- 297. Many Blues improvisations lack a sense of shape and direction. The ability and experience of most pupils in exploring and combining different sounds imaginatively in a variety of composing tasks are limited as are their appraising skills. Comments tend to be brief and basic.

#### KS4

- 298. The performing skills of a few pupils are insecure.
- 299. Most of the Y11 work in composing is at the beginner stage and has not been developed effectively. Certain pupils have difficulty in making progress without the support of the teacher.
- 300. The appraising skills of most pupils are uneven. They can identify basic features in recorded extracts but responses lack depth of musical detail.

## Physical education

**Key Stage 3: Grade 4: Some good features but shortcomings in important areas**

**Key Stage 4: Grade 3: Good features outweigh shortcomings**

### Good Features

#### KS3

301. Boys make good progress in both games and swimming. They work hard in the limited time available for practice.
302. Standards are particularly good in boys' games. Pupils build on their knowledge very effectively, demonstrating good technique and a growing awareness of positional and team play in football.
303. Pupils of lower ability and those with SEN benefit from additional teaching support and make steady progress on a par with others in the groups.
304. In gymnastics, girls move equipment safely and efficiently and there is evidence that many have a considerable background in the activity.

#### KS4

305. There are a number of very capable pupils who demonstrate considerable knowledge and versatility in their games' play and, who have achieved recognition within the wider sporting community.
306. Boys build effectively on their skills in increasingly complex game situations. Knowledge and application of rules are good.
307. Girls make significant progress when they are engaged in lessons and are encouraged to take some responsibility for their learning. The most able adopt coaching and captaincy roles with enthusiasm, demonstrating good subject knowledge and understanding.
308. The small proportion of pupils taking GCSE as an additional subject in their own time, do so with commitment and enthusiasm. Results have been well above average for the higher grades in recent years.

### Shortcomings

#### KS3

309. Girls make slow progress, particularly when uninterested in the activity.
310. Pupils' planning and evaluating skills, and their understanding of the Health Related Exercise requirements of the National Curriculum, are underdeveloped.
311. Pupils lack confidence in group work, and in developing their own ideas or solutions to problems.
312. Standards in girls' swimming are below expectations. Many have little background in the sport and lack confidence in water.
313. Pupils' skills, knowledge and understanding are underdeveloped.

**KS4**

- 314. Knowledge and use of subject terminology are underdeveloped. Pupils rely too much on the teachers to provide coaching comment, resulting in a lack of practice in the use of language or in evaluating their own and others' performances.
- 315. Pupils of lower ability lack confidence in leading group or partner work.
- 316. Many girls show little interest in the taught curriculum. As a consequence, many lack basic fitness and have little understanding of the need to work regularly to improve.

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

The staff and governors of Blessed Edward Jones Catholic High School accept this report and look forward to considering and implementing the key recommendations to enhance the pupils learning through the whole-school improvement plans.

It was most pleasing that the inspection made reference to many good areas:

- It is a happy and caring community and gives good quality care and guidance to its pupils.
- Behaviour is generally good and the pupils get on well with their teachers and each other.
- Pupils are confident that the school will deal speedily and effectively with any incidents of bullying.
- All pupils succeed equally regardless of their social, ethnic or linguistic backgrounds.
- Across the school pupils with SEN make good progress.
- Pupils show respect for themselves, for each other and respect for other cultures and beliefs.

We accept the findings of the report and will act on the recommendations by comprehensively reviewing all aspects by setting clear, specific targets and criteria to:

- Improve quality of teaching and learning in Welsh (second language), Music and physical education.
- Improve the quality of teaching and learning and pupils' performance across all stages.
- Implement strategies to redress the balance of the underachievement of girls against boys.
- Continue to develop the electronic registration system to improve attendance.
- Develop the self evaluation process to make it more exacting, formal and rigorous to drive improvement.
- Involve pupils more in self assessment and target setting.
- Address Health and Safety issues highlighted.

The school recognises the partnership with the Catholic Diocese of Wrexham and Denbighshire Unitary Authority and will continue to work with them and all agencies to provide the appropriate support, resources and finance.

## Appendix 1

### Basic information about the school

Name of school	Blessed Edward Jones Catholic High School
School type	Voluntary Aided
Age-range of pupils	11 -18
Address of school	Cefndy Road Rhyl Denbighshire
Postcode	LL18 2EU
Telephone number	01745 343433

Headteacher	Mr A Cheetham
Date of appointment	01/09/1997
Chair of governors	Mrs Angela Davies
Reporting inspector	T A O'Marah
Dates of inspection	From 25/09/06 to 28/09/06

## Appendix 2

### School data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	103	78	84	87	100	29	19	500

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	28	2	29

Staffing information	
Pupil:teacher (fte) ratio (excluding special classes)	16:1
Pupil:adult (fte) ratio in special classes	-
Average teaching group size	22.8
Overall contact ratio (percentage)	79%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole School
Term 1	89%	88%	88.9%	83.9%	80.7%	85.3%	92.7%	85.7%
Term 2	92.4%	89.9%	86.5%	84.9%	81.5%	85.2%	94.1%	86.9%
Term 3	89.5%	82.8%	81.5%	78.5%	91.7%	85.6%	92.5%	84.8%

Percentage of pupils entitled to free school meals	27%
Number of pupils excluded during 12 months prior to inspection	17

## Appendix 3

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

National Curriculum Assessment KS3 results: 2005												
Total number of pupils in Y9: 98												
Percentage of pupils at each level												
			D	A	F	1	2	3	4	5	6	7
English	Teacher assessment	School	0	2	1	0	0	6	29	41	15	3
		National	0	1	1	0	2	8	21	34	24	9
	Test	School	0	4	0	n/a	n/a	7	22	45	18	2
		National	0	4	1	n/a	n/a	8	20	33	23	10
Mathematics	Teacher assessment	School	0	0	1	0	0	13	18	35	17	12
		National	0	1	1	0	1	7	19	26	32	14
	Test	School	0	6	1	n/a	n/a	6	26	24	31	4
		National	0	5	1	n/a	n/a	5	17	20	36	15
Science	Teacher assessment	School	0	0	1	0	0	12	31	38	12	3
		National	0	1	1	0	0	6	20	33	27	12
	Test	School	0	5	0	n/a	n/a	12	29	36	12	4
		National	0	4	0	n/a	n/a	5	17	33	28	13

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

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	44%	In the school	43%
In Wales	58.3%	In Wales	57.4%

## Public Examination Results:

<b>For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ</b>	
Number of pupils aged 15 on the school roll in January 2005	85
Average GCSE or GNVQ points score per pupil	29

<b>The percentage of 15 year old pupils who in 2005:</b>	School	UA	Wales
entered for 5 or more GCSEs or equivalent	78%	85%	87%
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	34%	49%	52%
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	74%	83%	85%
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	24%	33%	38%
entered at least one Entry level qualification, GCSE short course or GCSE	91%	96%	97%
attained one or more GCSE grades A*-C or the vocational qualification equivalent	64%	72%	76%
attained one or more GCSE grades A*-G or the vocational qualification equivalent	86%	90%	93%
attained no graded GCSE or the vocational qualification equivalent	13%	6%	4%
attained one or more Entry level qualification only	1%	4%	3%
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1	0%	0%	0%
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2	0%	0%	0%

<b>For pupils aged 16, 17 and 18, results in A/AS, GNVQs and NVQs</b>	
Number of pupils aged 16, 17 and 18 in January 2005	35
Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2005	8
Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2005	6

	School	UA	Wales
Percentage of pupils entered who achieved 2 or more grades A-C	13%	64%	68%
Percentage of pupils entered who achieved 2 or more grades A-E	88%	94%	94%
Average points score per candidate entering 2 or more subjects	10	19	20
Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2	0	0	0
Number of pupils who achieved a GNVQ Advanced or NVQ at level 3	0	0	0

## Appendix 4

### **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 December 2000. In addition, meetings were held with the staff of the school, with parents and with the governors. 119 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 87 lessons were observed. All teachers at the school were seen teaching at least twice. 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 14 tutor periods and 2 assemblies, and inspectors observed the activities of the school at lunch time and after school. 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.

Following the inspection, the findings of the inspection team were reported to the head, the SMT and the governors.

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Team Member</b>	<b>Responsibilities</b>
Terry O'Marah	Registered Inspector; Key Questions 1,5 and 6.
Gwynoro Jones	Core Team; Lay Inspector; Key Question 7; Information and Communications Technology.
Glyn Davies	Core Team; Key Questions 2 and 3; General Observation; Numeracy
Heddwyn Evans	Core Team; Key Question 4; General Observation
Neil Gibbons	English and General Observations; Literacy
J. Alan Roberts	History and General Observations
Trefor Lewis	Welsh and General Observations
Alan W. Jones	Music and General Observations
Debra Makin	Physical Education and General Observations
Andrew Herdman	Geography and General Observations

### ***Acknowledgement***

***The inspection team would like to thank the governors, staff and pupils of the school for their courtesy and co-operation during the inspection.***

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