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Her Majesty's Inspectorate  
For Education and Training in Wales



**BUDDSODDWR MEWN POBL**  
**INVESTOR IN PEOPLE**

## **Inspection under Section 10 of the School Inspections Act 1996**

### **Ysgol Uwchradd Bodedern**

**Bodedern  
Bro Alaw  
Ynys Môn  
LL65 3SU**

### **Report by H M Inspectors**

**School Number: 660 4029**

**Date of Inspection: March 2004**

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## Curriculum nomenclature and key stages

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term 'Reception' (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year 'Year 1' (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; key stage 2 of Y3 to Y6; key stage 3 of Y7 to Y9; key stage 4 of Y10 and Y11 (which is the final year of compulsory education).

### Grade descriptions

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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## 1. Context

### The school and its priorities

Ysgol Uwchradd Bodedern is a bi-lingual secondary school for 11-18 year olds. There are 755 pupils on roll, including 83 in the sixth form. The school is situated in the village of Bodedern, on the western side of Ynys Mon, and serves a rural catchment area of villages and hamlets known collectively as Bro Alaw. It also serves a more extended urban catchment area, Ynys Cybi and three adjoining villages. Pupils from the extended catchment area who wish to take advantage of a fully bi-lingual secondary education are provided with free school transport to Ysgol Uwchradd Bodedern.

The school catchment is one the two most disadvantaged on the island. The school considers that the great majority of pupils come from a rural area that is economically disadvantaged. The school has the highest proportion of pupils entitled to free school meals of any Welsh medium or designated bi-lingual school in Wales. Twenty-four per cent of pupils are entitled to free school meals. This is around 7% above both the local authority average and the national average.

The school describes the pupil intake as comprising many less able and few able pupils. One hundred and fifty pupils are on the school's Special Needs register.

Fifty-eight per cent of pupils come from Welsh speaking home backgrounds, but 86 per cent are judged to be able to speak Welsh either as a first language or to an equivalent standard. Around 1% of pupils come from ethnic minority backgrounds.

The school has a clear and appropriate set of priorities based around raising standards of achievement, raising pupils' expectations and enabling them to meet their potential, to promote an inclusive school environment and provide learning that meets the needs of all pupils. These are set out in the school aims, as follows:

- to nurture a civilised environment which stresses human and moral values, developing self-esteem as well as respect, tolerance and concern for others;
- to equip each individual to lead a full life in the bi-lingual community in which he/she lives;
- to enable each individual to acquire, develop and apply language, mathematical and ICT skills;
- to enable each individual to develop intellectual, creative, social, practical and physical skills;
- to teach about mankind's achievements and aspirations in the arts, sciences, religion and in the quest for a better society;
- to enable each individual to acquire the knowledge, attitude and skills relevant

to adulthood, the rapidly changing needs of society, and to their own educational and leisure needs; and

- to help pupils to understand the world in which he/she lives and the interdependence of individuals groups and nations.

## 2. Main findings of the report

### Main Findings

Ysgol Uwchradd Bodedern is a good school, having substantially improved since its previous inspection. Very good leadership and strong teamwork throughout the school have established a clear sense of purpose and direction, and a commitment to raising standards and quality.

### Educational Standards Achieved

In both key stage 3 and key stage 4 the standards that pupils achieve are at least good in 65% of classes and satisfactory in a further 34%. There is hardly any unsatisfactory work. In the sixth form, students' achievements are very good in just under 20% of classes, good in a further 72% and satisfactory in the remainder. The standards pupils and students achieve in specific subjects are as follows:

Subject	Key Stage 3	Key Stage 4	Sixth Form
Welsh (first language)	Good	Good	Good
Welsh (second language)	Good	Good	N/A
English	Satisfactory	Good	Good
Mathematics	Good	Good	Very good
Science	Satisfactory	Satisfactory	Good
Information Technology	Satisfactory	Very good	Satisfactory
Design Technology	Good	Good	Very good
History	Good	Good	Good
Geography	Satisfactory	Satisfactory	Satisfactory
Modern Foreign Languages	Good	Good	Good
Art	Good	Good	Very good
Music	Good	Good	N/A
Physical Education	Good	<b>Core:</b> Satisfactory <b>GCSE:</b> Good	
Religious education	Good	Good	Unsatisfactory
Drama	Good	Good	N/A
Child Development	N/A	Good	N/A
Personal and Social Education	Good	Good	N/A
Health and Social Care	N/A	N/A	Good
Religious Studies		Good	Good

The standards pupils and students achieve in key skills are as follows:

<b>Key Skill</b>	<b>Key Stage 3</b>	<b>Key Stage 4</b>	<b>Sixth Form</b>
Listening	Good	Good	Good
Speaking	Good	Good	Good
Reading	Good	Good	Good
Writing	Good	Good	Good
Numeracy	Satisfactory	Satisfactory	Satisfactory
Information and Communications Technology (ICT)	Good	Good	Good

Results in end of key stage 3 National Curriculum (NC) assessments have shown a general improvement over the last five years. Compared with similar schools, Bodedern is in the top 25% for attainment in English, in the upper 50% in mathematics and the lower 50% in science. Results in GCSE examinations have also shown general improvement over the last six years. During this period, the school has moved from below to above county and national averages for the proportion of pupils gaining at least 5 A\*-C grades, the proportion of pupils gaining at least 5 A\*-G grades, and for the proportion of pupils reaching the core subject indicator. The school achieved its best results ever at GCSE in 2003. When compared with similar schools, it was in the top 25% in every performance indicator used to evaluate GCSE results.

There has been a continual improvement in A level examination results. In 2003 the A-C pass rate at A level was 87%, compared to 63% in 2001. This is above both county levels and results for similar schools. During the same period the A-E pass rate at A level has risen from 92% to 100%. In 2003, at 27%, the proportion of A grades was the highest that the school has ever achieved. Many students build well on what they have achieved at GCSE. However, the AS results for 2003 are slightly lower than those for 2001 and 2002.

Pupils of all abilities make at least satisfactory progress in all subjects. Many have good attitudes to learning and are motivated to do well. The abler pupils make good progress in almost all subjects in both key stages, with work in many subjects providing a good level of challenge. Average ability pupils also progress well in a majority of subjects, especially in key stage 4. The same is true for those less able pupils, who are not designated as having special educational needs (SEN). However, on a few occasions, these pupils find it difficult to access the work and to keep pace with the learning. The unsatisfactory attendance of around 10% of pupils also affects their progress and achievement. Pupils with special educational needs generally make good progress.

## Quality of Education

The overall quality of teaching is good. In key stages 3 and 4 where it was good or better in 70% of lessons and satisfactory in another 29%. The proportions of very good, good and satisfactory teaching were the same in both key stages. These figures exceed the targets set by the National Assembly which are that teaching should be at least satisfactory in 95% of lessons and at least good in 50%. In the sixth form, teaching was very good in 27% of lessons, good in another 64% and satisfactory in the remainder.

The use of assessment data to inform teaching is good, and very good in some subjects. Teachers regularly use information from assessment to plan future work, building effectively on existing knowledge and understanding.

Relationships between teachers and pupils are very good. Teachers know their pupils well and value them. In the vast majority of lessons, there is a clear ethos for work. Many teachers give generously of their time at lunchtime, after-school and in holidays to support pupils in revision sessions, completion of coursework and consolidation of their learning.

In many subjects, teachers prepare very good materials for learning in addition to published texts and other items. In this way they cater for the needs of all pupils. All these resources and others, such as information and communication technology, and audio-visual aids equipment, are used effectively and efficiently to provide good learning opportunities. However, pupils do not use ICT enough in science.

The overall quality of assessment, recording and reporting is good. With a few exceptions pupil's work is marked carefully and consistently. There are some departments where the assessment is very good, but others where the standard of assessment is only satisfactory, and inconsistent.

Assessments of pupils' work are recorded in great detail. There is very detailed and focused analysis of this data by the senior management team (SMT). This is used to set targets, help identify under-achievement, to track progress and to help plan for improvement.

Parents receive reports on their children's progress three times during the year. The arrangements are good. However, the standard of the reports is only satisfactory. The comments on the work by departments are not sufficiently incisive, and there is not enough guidance for pupils on how to raise standards.

The overall quality of the curriculum is good. The school's curriculum is broad and balanced, and offers a good range of experiences to the pupils and students. In the vast majority of classes, there is bilingual teaching, and this contributes very significantly to one of the school's main aims, which is to promote natural bilingualism amongst pupils and students. The Cwricwlwm Cymreig is being developed very successfully in the school. As well as having good attention from every department in their schemes of work, it is also an important element in many extra-curricular activities.

Overall, the Personal and Social Education (PSE) programme is well planned to deliver aspects such as careers education and health education at the most appropriate times. It succeeds in helping pupils prepare for opportunities, responsibilities and life experiences as adults.

Homework is set regularly across the range of subjects, and the quality of this work varies from satisfactory to very good. The school offers a good number and variety of extra-curricular activities to all pupils, which enrich the pupils' education and experiences.

The school's provision for supporting pupils with special educational needs is very good. There are very good procedures for screening and assessing pupils' development.

There is adequate accommodation for the number of pupils in the school and its condition is generally good. Most lessons are taught in adjacent specialist rooms in which attractive and purposeful displays contribute to a stimulating learning environment. The school is very well equipped for work with ICT.

The school is well provided with playing fields and other sporting facilities. However, despite the school's efforts, the playing fields still suffer from the drainage problems that were reported in the last inspection. There continues to be a problem of damp in the sports hall and the gym, but the all weather surface enables the school to successfully operate its schedule of outdoor games.

The inspection team reported some minor health and safety issues. The school is acting upon these. Those health and safety issues identified in the last inspection report have all been addressed. The steep drop and the brick surface around the school present a possible risk to pupils' safety.

There are very good links with primary schools and good links with other secondary schools.

There are good links with industry. Work experience programmes are very well organised and successfully raise pupils' and students' awareness of the world of work.

### **Pupils' Spiritual, Moral and Social Development**

Pupils' moral, social and cultural development is very good, and their spiritual development is good.

Through the daily acts of collective worship and the broad provision in subjects such as English, history and religious education, as well as through comprehensive pastoral programmes, the school succeeds well in developing pupils' spiritual awareness and their self-awareness.

Pupils' moral development is very good. They have great respect for fellow pupils, property and the environment.

The school is very effective in the way in which it enables and encourages pupils to interact with each other. Pupils get on well together and share a sense of community. Pupils and students work extremely well in pairs, small groups and as whole classes. The sixth-form successfully operates an anti-bullying scheme and also runs a programme to help younger pupils improve their conversational skills. Year 10 pupils give regular assistance to the younger pupils with their morning reading sessions.

The school succeeds well in helping students gain an appreciation of their own culture and respect for other cultures, through subjects such as Welsh, history, art and religious education.

The school has well thought-out and clearly stated policies on equal opportunities, European and international understanding and promoting racial harmony. These are all effectively implemented.

Pupils' behaviour and attitudes are good. The vast majority of the pupils are respectful, polite and show an increasing maturity. They are welcoming towards visitors to the school.

The school has analysed the factors affecting attendance in great detail and has taken steps to improve it. However, it remains unsatisfactory.

## **Management**

The quality of leadership is very good. The headteacher has a very thorough understanding of the school's strengths and areas for development. He receives very good support from the two deputy headteachers. The Senior Management Team (SMT) works very well together as a team. There is a clear vision and sense of direction in the school. All involved in the life of the school work hard to provide for all pupils' academic and personal development.

There is a sufficient number of teaching and other staff who have appropriate qualifications and experience to meet the needs of the school. Teachers are well qualified and are deployed effectively to fulfil their curricular and pastoral roles. Very few lessons are taught by teachers who are not specialists in the subject.

There is good quality self-evaluation and planning for improvement. These are based on detailed analysis of data, regular reviews, well-defined line management and an increasingly well-established and effective process of departmental monitoring based on specified themes.

Senior managers have a detailed awareness of the performance of departments and faculties and use this in discussions and reviews.

Their self-evaluation is systematically organised, and is both focused and analytical. Currently, some departments are more successful than others in defining and sharing good self-evaluation.

The headteacher undertakes a detailed and analytical review of assessment data and produces very useful summaries of overall performance, along with the performance of each teaching group and of individual pupils. This analysis of data is shared among all staff. This helps raise teacher expectations and refining their use of assessment to promote improvement. Target setting is a strength of the school. It sustains motivation and helps pupils realise what they are capable of achieving.

Governors provide good support to the school in all areas of its life and work. They carry out their duties effectively and efficiently. The Governing Body is well informed, and makes an important contribution to school improvement.

The school works very well with both the Local Education Authority (LEA) and its advisory services team. This includes contributions to school self-evaluation.

The effectiveness of departmental leadership and management is good overall.

Day- to-day organisation and administration are very efficient and effective.

The non-teaching staff make a very valuable contributions to the smooth running and positive ethos of the school.

### **Progress Since the Last Inspection**

Overall, the school has made very good progress since the last inspection. However, attendance rates, identified as a key issue in that inspection, remain a key issue.

### **3. Educational standards achieved by pupils**

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

##### **Key Stage 3 and Key Stage 4**

In both key stage 3 and key stage 4, standards are at least good in 65% of classes and satisfactory in a further 34%. There is hardly any unsatisfactory work. These figures are a very substantial improvement on the standards for subjects in previous inspection.

Results in end of key stage 3 National Curriculum assessments have shown a general improvement over the last five years. The results for 2003 were above county and national averages for Welsh and English, slightly below county but equal to national averages for mathematics, and below both in science. However, over the last two years there have been significant increases in the proportion of pupils attaining at least level 5 in science and mathematics. The proportion of pupils attaining at least level 5 in Welsh or English, mathematics and science (the core subject indicator) is slightly below the county and national average. Compared with similar schools, the school is in the top 25% for attainment in English, in the upper 50% in mathematics and the lower 50% in science. It is in the upper 50% for the core subject indicator.

No similar comparison is possible for Welsh, as the school is the only designated Welsh medium or designated bilingual school in its particular benchmark category, based on entitlement to free school meals.

Results in GCSE examinations have also shown general improvement over the last six years. During this period the school has moved from below to above county and national averages for the proportion of pupils gaining at least 5 A\*-C grades, the proportion of pupils gaining at least 5 A\*-G grades, and for the proportion of pupils reaching the core subject indicator. The school achieved its best results ever at GCSE in 2003. When compared with similar schools, it is in the top 25% in every performance indicator used to evaluate GCSE results.

Pupils of all abilities make at least satisfactory progress in all subjects. Many have good attitudes to learning and are motivated to do well. The abler pupils make good progress in almost all subjects in both key stages, with work in many subjects providing a good level of challenge. Average ability pupils also progress well in a majority of subjects, especially in key stage 4. The same is true for those less able pupils who are not designated as having special educational needs. However, on a few occasions, these pupils find it difficult to access the work and to keep pace with the learning. The unsatisfactory attendance of around 10% of pupils also affects their progress and achievement. Pupils with special educational needs generally make good progress, often as a direct result of carefully planned and differentiated work and excellent support from learning assistants.

Girls generally do better than boys in Welsh and English but boys attain better in science and mathematics. There is no consistent year-on-year pattern in the relative

attainments of boys and girls. In 2003, 9% more boys than girls attained the core subject indicator at the end of key stage 3 but more girls attained at least a level 5 in English. The gap was just 1% in Welsh.

The school develops targets based on an expectation that by the end of key stages 3 and 4 pupils can move up at least two levels from what levels they achieved at the end of the previous key stage. In 2003 pupils in key stage 3 achieved the school target for the core subject indicator. In GCSE examinations pupils exceeded the targets for five or more A\*-C grades and met the target for five or more A\*-G grades.

### **3.2 Standards achieved in the key skills across the curriculum**

#### **Literacy**

Pupils' listening skills are good. Apart from a few lessons, pupils of all abilities listen attentively and with interest to their teachers and give good consideration to the contributions of others when discussing in groups. They concentrate well on the teachers' instructions when undertaking practical work such as in physical education and music.

The standard of pupils' speaking skills in both Welsh and English is good. Pupils contribute well to whole-class discussions and when working in pairs and groups. When encouraged they offer extended and thoughtful responses. Pupils contribute confidently orally and express their ideas well in subjects such as Welsh, English, science, history, physical education and music. These skills are further enriched by the opportunities pupils have when role-playing in some subjects such as religious education and drama. In some lessons, however, many pupils say little and are unable to discuss at length.

Pupils' bilingual skills are developing well and in the majority of subjects they have a good understanding of necessary subject terminology in both languages. Reading standards in Welsh and English are generally good across the curriculum. The majority of pupils can read aloud meaningfully in both languages, being aware of the requirements of reading to an audience. They show good understanding of what they read in their textbooks and other texts. They can acquire information from a range of sources and, in subjects such as history and religious education the majority of pupils select from the text effectively. Some of the less able pupils have difficulty at times in understanding and interpreting subject-specific texts. Pupils also develop some important dual literacy skills in Welsh and English, in that they are able to read text in one language and discuss its content in the other as required. They can translate what they hear and read in Welsh into English, and vice-versa. Reading for pleasure and knowledge is good throughout the school in both languages and pupils of all abilities respond well to literature.

Standards of writing, across the curriculum, in both languages are good overall. At best, in subjects such as Welsh, English, history, and religious education pupils write extensively, expressing their ideas in an orderly fashion. Some of these features are also seen in scientific investigations in key stage 4. At times, however, pupils' work in both languages, especially in key stage 3, are affected by spelling and punctuation errors, and awkward sentence structure. The standard of paragraphing is generally good across subjects. The presentation of work is good.

## **Numeracy**

Standards in numeracy across the curriculum are satisfactory. There are examples of good standards of numeracy in mathematics, science and history.

In mathematics, many pupils make good progress in doing mental work confidently and accurately. In science pupils do good work in weighing and measuring in science, using formulae, and forming graphs and charts. Their graph work is not sufficiently developed in key stage 3 but it is better in key stage 4. In history, the development of numeracy is good across the school, with good examples of work on various chronological tables, graphs and charts. In most subjects numeracy skills are under-used.

Pupils' ability to solve problems is good. They can think rationally and imaginatively. Their ability to work together well in pairs and groups is a strong feature of learning in a number of subjects, such as English, Welsh, history, religious education, music, art, mathematics and drama.

## **ICT**

Standards in ICT are generally good throughout the school. In design and technology some aspects such as control technology, computer-aided design (CAD) and computer-aided manufacturing (CAM), are very good. In mathematics, pupils' ability to use a spreadsheet to model is satisfactory. In key stage 3, in a number of subjects, pupils use ICT to combine image and text to present information, with good standards in modern foreign languages, religious studies, history and English. In history and religious studies, the pupils' make good use of databases for their enquiries. However, sufficient progress is not generally seen in this work across the curriculum.

In KS4, pupils' ability to find information on the Internet and incorporate it in to their work is very good in careers lessons, in religious studies and history. Good use is made of specific software in music to improve the standards of composing.

## **4. Ethos of the school**

### **4.1 Pupils' spiritual, moral, social and cultural development**

Pupils' moral, social and cultural development is very good, and their spiritual development is good.

Through the daily acts of collective worship and the broad provision in subjects such as English, history and religious education, as well as through comprehensive pastoral programmes, the school succeeds well in developing both pupils' spiritual awareness and their self-awareness. School assemblies are dignified occasions, although there are no hymns or musical accompaniment.

The pupils have a good awareness of and knowledge about the major faiths of the world. The school ensures that every pupil has the opportunity for worship and reflection.

Pupils' moral development is very good. They have great respect towards their fellow pupils and the teaching and support staff. The attractive condition and cleanliness of the buildings and the surrounding grounds show that they also have respect for property and the environment.

The great majority of pupils are very happy at the school. They are very courteous and helpful in the way in which they treat each other. Meal times are civilised and pleasant occasions, enjoyed by staff and pupils.

The school very effectively promotes a good sense of community. Pupils co-operate extremely well in pairs, small groups and as full classes. Year 10 pupils help younger pupils who attend specialist reading sessions. From time to time, pupils from each year group take the lead part in joint acts of worship and this helps them develop the confidence to face large audiences without anxiety. Pupils are also involved in activities with the wider community and give generously to various charities. Pupils' involvement in the year forums and the School Council help them to become familiar with aspects of the democratic process.

The school succeeds well in helping students gain an appreciation of their own culture and respect for other cultures through subjects such as Welsh, history, art and religious education.

The school has well thought out and clearly stated policies on equal opportunities, European and international understanding and promoting racial harmony. These are all effectively implemented.

### **4.2 Behaviour and attitudes**

The school has high expectations of its pupils and their behaviour and attitudes are good. Its policies, procedures, practices and effective promotion of positive values have a strong impact. School programmes, such as forums, and the anti-bullying

scheme, contribute well to this situation. Pupils have a good attitude to learning. They work with effort and take pride in their work. There are a few examples of negative behaviour but the majority of these are corrected swiftly and effectively. The vast majority of the pupils are respectful, polite and show an increasing maturity. They are welcoming towards visitors to the school and they are eager to provide assistance or explanation when information is requested. The strong and respectful relationship, between pupils and staff has a good impact on standards.

Pupils get on well together. They show tolerance and share a sense of community, which contributes very well to the school's pleasant ethos. The vast majority of pupils integrate easily into school life.

There have been a small number of exclusions during the last three terms, one of which was permanent. In each case, there was compliance with the statutory requirements with regard to exclusions.

During the inspection, no examples of bullying or aggressive behaviour were noted. Evidence from pupils, and parents suggests that little bullying takes place, and that when it does, it is dealt with quickly and effectively.

#### **4.3 Attendance**

Attendance rates are unsatisfactory. The school recognises this. It has made a very detailed analysis of the various factors which contribute to this situation and is working very hard to improve attendance rates.

Attendance registers are administered in accordance with the requirements of the National Assembly for Wales. Record keeping is very good.

The school has identified patterns and trends contributing to absenteeism and has established clear and robust policies and procedures. As part of these actions, an administrator carefully scrutinises registers everyday for attendance and punctuality. In a joint venture with another secondary school, a specified member of staff works closely with the Education Welfare Officer (EWO) to make prompt enquiries and intervention in the case of absenteeism. There are indications that the monitoring and the daily and immediate response has at least halted the decline in 2002-2003, and attendance rates across the school have risen this school year and are now slightly under 90%.

Pupils arrive punctually at the beginning of the day and also to lessons.

## 5. Quality of education

### 5.1 Teaching

The quality of teaching is good.

The quality of teaching was at least satisfactory in 99% of lessons inspected in key stages 3 and 4. It was good in 41% of lessons and very good in a further 29%. These figures are much better than those for the previous inspection. The proportion of very good, good and satisfactory teaching was the same in both key stages. These figures exceed the targets set by the National Assembly which are that teaching should be at least satisfactory in 95% of lessons and at least good in 50%. Of the lessons seen, only two lessons were unsatisfactory.

Teaching was very good across both key stages in drama. In religious education, religious studies, art and information technology, it was very good in key stage 4. There were examples of very good teaching in almost all subjects. Teaching was consistently good in both key stages in mathematics, history, Welsh, French, design and technology, music, physical education and PSE. Teaching was good in English and Child Development in key stage 4, as well as in religious education in key stage 3. The quality of teaching was satisfactory in English and information technology in key stage 3, and in both key stages in geography and science.

The good teaching is characterised by good subject knowledge and understanding; good lesson planning and structure; and a wide range of tasks and teaching styles well matched to pupils' ability. In a majority of lessons, teachers have high expectations of pupils in terms of work and behaviour. The very good teaching includes very stimulating commentary, skilful use of resources and imaginative tasks and activities. In most subjects, teachers skilfully question and probe, set challenging but achievable tasks, and provide careful summaries that draw together the main parts of lessons. In other classes, questioning is too narrow in scope, tasks lack challenge and pupils have too limited opportunities to develop more in-depth work. At times, tasks are too repetitive or not adequately matched to the range of ability of the pupils in the class. Teacher presentations are, sometimes, too long.

Assessment data informs teaching well in most subjects. In some subjects it is used very effectively. Teachers regularly use information from assessment to plan future work, building effectively on existing knowledge and understanding.

Relationships between teachers and pupils are very good. Teachers know their pupils well and value them. In the vast majority of lessons, there is a clear ethos for work. Many teachers give generously of their time at lunchtime, after-school and in holidays to support pupils in revision sessions, completion of coursework and consolidation of their learning.

In many subjects, teachers prepare very good materials for learning in addition to published texts and other items. In this way, they cater for the needs of all pupils. All these resources and others, such as information and communication technology, and audio-visual aids equipment, are used effectively and efficiently to provide good

learning opportunities. However, there is not enough use of information technology in science.

Teachers use some very good displays of pupils' work in classrooms, laboratories and corridors to motivate pupils to learn well.

## **5.2 Assessment, recording, and reporting to parents**

The overall quality of assessment, recording and reporting is good.

Since the last inspection, the school has made a great effort to refine its assessment system, and this has contributed to the general improvement in test results at the end of key stage 3, and in GCSE.

There is a clear assessment policy, which has the explicit aim of continuously raising standards. There are some very strong elements in the assessment process. Assessments of pupils' work are recorded in great detail. There is very detailed and focused analysis of this data by departments and the SMT and this is used to set targets, help identify under-achievement, to track progress and to help plan for improvement.

With a few exceptions teachers mark pupil's work carefully and consistently. Across the departments, the accuracy and consistency of the assessment is generally good, though there is some variation between and within departments. There are some departments where the assessment is very good, but others where the standard of assessment is just satisfactory.

The grading system, based on both effort and attainment is working well. The pupils are clear about the significance of the levels and the grades awarded to them.

Teachers use assessment well, and sometimes very well, to promote higher standards. They set challenging but achievable targets for the pupils, and encourage them to assess their work themselves, and to seek to upgrade their targets regularly. While processes of pupil self-assessment are not consistently strong in all departments, they are developing well, and building on the good practice already in place in some departments.

Parents receive reports on their children's progress three times during the year. They receive two concise, interim reports, as well as a full report at the end of the school year. These arrangements are good. Despite some improvement over the past few years, the standard of the reports is satisfactory. The comments on the work by departments are not incisive enough, and there is not enough guidance for pupils on how to raise standards. Also, since a bank of comments is used to report on pupils' progress, the reports can be rather impersonal, and too general.

### 5.3 Curriculum

The overall quality of the curriculum is good.

The school's curriculum is broad and balanced, and offers a good range of experiences to the pupils. In the vast majority of classes, there is bilingual teaching, and this contributes very significantly to one of the school's main aims, which is to promote natural bilingualism amongst the pupils. The schemes of work in the various departments are comprehensive and good, and with a few exceptions, the time allocated to the different subjects is suitable.

In key stage 3, the pupils are taught in mixed ability classes in year 7, and in year 8 and year 9 in classes based on a mixture of banding and sets. This arrangement works well.

The quality of planning for key skills is uneven. In literacy, the planning is generally good. However the school has not fully implemented a strategy to promote the development of numeracy across the key stages. As a result, few departments plan for it in their work programmes. There are examples of good applications of numeracy in mathematics, science and history. While the overall development of ICT is satisfactory there are no ICT lessons in year 8. This has an adverse effect on pupils' continuity of learning.

In key stage 4, all pupils study seven subjects: Welsh language and literature, English language and literature, mathematics and double science. In addition they choose three other subjects from different options. The options are arranged in such a way that each pupil must follow a full course in IT. It does not offer any other vocational courses.

Each pupil has three lessons of PSE every week, it includes health education (which includes sex education), religious education, physical education, european citizenship and careers education. The PSE programme is comprehensive and enriches the pastoral work.

Overall, the PSE programme is well planned to deliver aspects such as careers education and health education at the most appropriate times. It succeeds in helping pupils prepare for opportunities, responsibilities and life experiences as adults. Very good use is made of the ACCAC framework and guidance on personal and social education and work-related education. However, the arrangements for delivering PSE lessons mean that pupils have physical education lessons every fortnight, and this hinders continuity in the subject. The school offers an alternative work-based curriculum to around 10% of pupils in Y10 and Y11. The arrangements for this are very good.

In key stage 3 and key stage 4, the curricular provision for pupils with SEN is good. The LEA employs a very good number of assistants at the school and this is instrumental in enabling the school to integrate pupils successfully into the mainstream.

The Cwricwlwm Cymreig is being developed very successfully in the school. As well as having good attention from every department in their schemes of work, it is also an important element in many extra-curricular activities.

Homework is set regularly across the range of subjects, and the quality of this work varies from satisfactory to very good. Though school self-evaluation recently focused on the quality of homework, heads of faculties and departments need to monitor more consistently the range and quality of homework to ensure that homework set is varied, relevant and raises motivation and standards. The use, which pupils make of their Communication Books, which include homework diaries, is good. As well as enabling pupils to effectively record their homework, the diaries are also a very good way of strengthening the link which exists between the school and the home. Class tutors monitor them regularly.

The school offers a good number and variety of extra-curricular activities to all pupils. There are various sports teams, lunchtime and after-school clubs, choirs and other musical activities, and local and continental trips. A school eisteddfod is held every year, and there are regular opportunities for pupils to collect money for good causes by holding various activities. These extra-curricular activities enrich pupils' education and experience.

The school meets the national recommendations of 25 hours teaching time each week.

#### **5.4 Support, Guidance and Pupils' Welfare**

The quality and organisation for support, guidance and attention given to the pupils' welfare is very good.

The school has a very good ethos. It is a relaxed and pleasant place for pupils. Meetings with, and questionnaire returns from, parents strongly endorse this. The teachers know the pupils very well, and understand their concerns, requirements and individual aspirations. A very good pastoral system is the foundation of the school's support and guidance for pupils. The heads of year co-ordinate the system very well, and work effectively with the teams of form tutors. There is especially good use of the communication books, issued to all pupils, to monitor homework completion, review targets, encourage pupils and to ensure prompt action when pupils underachieve.

The policy and procedures for responding to any concern in the context of child protection are very good. There is regular training for all staff. If any concerns are raised, there is a direct line of contact to the deputy headteacher, or when she is not on the school premises, another nominee. The school investigates any suspicions immediately and effectively, where appropriate co-operating effectively with statutory agencies.

There is a confidential service on issues of health, sex, drugs, alcohol and smoking and other individual problems. The services of a nurse and doctor are available every week.

The attention given to health and safety issues is good. There is a fire drill every term, a weekly emergency alarm test, and all arrangements for first aid and recording accidents meet requirements. Some movement of glass equipment along the corridors is a potential hazard.

In each year group, there is an elected forum of ten pupils, two of which are also representatives on the School Council. These bodies are well established throughout the school, and they meet regularly. They understand their role and welcome the opportunity to have a voice in the running of the school. Some of their ideas have been adopted.

There are good arrangements for supporting excluded pupils. They are provided with a programme of work while excluded that is designed to help them keep up to date. There are also well thought out arrangements for helping pupils who have been absent make a smooth transition back into school. The developing initiative where the school is placing an increasing amount of learning activities on the Internet is further enhancing this.

The provision for careers education is good. There is a co-ordinated programme throughout the school, with very good service partnerships with Careers Wales, and other various agencies. The programme includes advice on option choices and next steps, awareness raising about the world of work, self-evaluation, the development of careers-related skills and, also, mock interviews to encourage self-confidence.

#### **5.5 Provision for pupils with Special Educational Needs**

The school's provision for supporting pupils with special educational needs is very good. Every pupil has access to a broad and balanced curriculum, which includes all the subjects of the NC, together with religious education. Entry Level Qualification courses are provided for the small number in key stage 4 who cannot sit GCSE examinations. The school also offers ASDAN courses, allowing pupils the option of a further range of certification.

The school's comprehensive SEN policies ensure that the requirements of the Code of Practice are fully realised. There are very good procedures for screening and assessing pupils' development.

The SEN co-ordinator runs a very well organised programme. This includes not only close liaison with subject teachers but also regular training for them on special needs issues. She monitors effectively the work of pupils with SEN, partly through a systematic programme of class visits.

At the time of the inspection, there were 148 pupils on the SEN register, including 45 pupils with statements. Every teacher has a copy of the SEN register together with a list of the pupils who have medical requirements. Copies of Individual Education Plans (IEPs) are available for every subject teacher, as well as for the heads of year. Teachers have a good awareness of the content of the IEPs. These are updated regularly and show clearly how to meet target. They also document which targets have been achieved either completely or partially. The work between the

co-ordinator and subject teachers is successful. There are many good examples of work being skilfully and appropriately matched to the needs of less able pupils. The contribution of the special educational needs teachers and the 17 assistants is very good across subjects. They not only provide very good support for individuals and small groups, but also contribute well to the preparation of appropriate teaching material and make a valuable contribution to the content of IEPs. They attend the meetings of every department in turn. Learning assistants also make an important contribution to the after-school literacy and numeracy clubs. Year 10 pupils and year 12 students also make valuable contributions and work well with assistants in supporting younger pupils.

External support services, including social workers, psychologists, specialist teachers for hearing and visual impairment and speech therapists, contribute well to pupils' learning.

The school's provision for the most able pupils is good in a number of subjects, and especially so in history, design and technology and mathematics.

#### **5.6 Partnership with parents and the community, schools and other institutions**

The partnership with parents and the community, schools and other institutions is very good.

Parents greatly appreciate the efforts made by the school for their children. The school welcomes them and promptly and appropriately deals with any queries and concerns. The communication between school, pupils and parents through use of the communication book, in which pupils record homework, and teachers and parents can offer comment on pupils' efforts and progress, is very effective. A small number of parents use their particular areas of expertise and interest to benefit the school. Most parents feel they are given every encouragement by the school to play a full part in its life. They respond well to any appeals for co-operation, fundraising, celebratory occasions, concerts and other such events at the school.

There is a regular programme of meetings for parents, to discuss their children's work. Attendance is generally around 80%. There is regular and appropriate communication to parents through letters and other publications. The quality of letters, and other publications is generally good and only a very small percentage of parents made negative comments about the level and standard of communication. Parents are given opportunities to respond in writing to the reports on their child's progress. The school prospectus and the appendices are very detailed, and respond to the requirements of NAFW, as do documents such as the Annual Report of the Governors. The school has a Home and School Agreement which is signed by the vast majority of the parents.

The school is a very important institution in the small village of Bodedern, and the larger area it serves. The community is very supportive, and the community centre at the school is a social hub and a very useful facility. The school and a number of clubs, such as the Youth Club, the Young Farmers, share the centre and local sports teams also use the school's playing fields.

In addition, some members of the community, with particular roles and interests, contribute to the school's educational activities, for example through presentations on locale history or their public duties. Local religious leaders also play an important part in the school's life.

The links with the primary schools whose pupils transfer to the school are very good. Curriculum links include sample lessons and other transition courses are run for year 6 pupils to help familiarise them with the work in secondary school. There is also a good partnership with the nursery group that operates in the school building. The curriculum partnership with other secondary schools are very good, with professional links between the teachers and social links between the pupils. There are good links with the further education college, Coleg Menai, which benefit those pupils who may not choose to stay on at school after year 11. There are also useful partnerships with the University of North Wales, Bangor. The university provides awareness-raising courses for pupils about higher education. In addition, its students undertaking teacher training have placements at the school.

The school works closely with LEA officers and the school advisory service; it values their support, service and advice.

### **5.7 Partnership with Industry**

The partnership with industry is good.

Good partnerships and links have been established with local businesses and industries. These include a maritime transport company in the port of Holyhead, a power station, a technological equipment manufacturer and small rural businesses.

There is a large, varied range of work experiences, and this provision is well organised. There are preparatory visits, reports, monitoring visits and formal feedback and evaluation. The work experience programme has led to some pupils securing full-time employment and, in other cases, helped refine and strengthen career intentions and aspirations.

This work contributes well to developing entrepreneurial skills. The school has succeeded in integrating some aspects and experiences of the partnerships into the curriculum. They include educational visits linked to specific assignments, business enterprise activities, and opportunities for pupils to enjoy first hand practical experience of business and enterprise.

The organisation of work experience for year 10 pupils is very thorough and effective.

## **6. Leadership and management**

### **6.1 The quality of planning and self-improvement**

The quality of self-evaluation and planning for improvement is good.

The Senior Management Team has developed thorough and comprehensive systems and methods for self-evaluation and planning for improvement. These are based on detailed analysis of data, regular reviews, well-defined line management and an increasingly well-established and effective process of departmental monitoring, based on specified themes.

Senior managers have a detailed awareness of the performance of departments and faculties and use this in discussions and reviews. School self-evaluation is systematic, well-focused and analytical. It is organised around a clearly specified schedule, involves all staff and encompasses performance management. There is also some very well thought out involvement of pupils through accessible and sharply defined questionnaires. However, this is not a consistent feature across all departments.

The effective line-management system includes regular meetings between senior management and departments about standards, specific initiatives and whole school policies and procedures. It also involves members of the senior management team in the monitoring of quality and standards through analysis of performance data, reviews of pupils' work and observation of lessons. Heads of faculty also undertake classroom observations. The outcomes of classroom observation form a basis for further discussion and review. Following each monitoring exercise, departments produce a report based on clearly set-out and well-thought out framework that concludes with a summary of findings, issues that require further attention and short and longer term recommendations. These are regularly discussed, evaluated and, where appropriate, updated. The overall quality of these reviews is good. The best reviews, which are very good, are based on clear analysis of evidence and establish precise actions for improvement. However, in some departments, they are no more than satisfactory because some departments tend to describe rather than evaluate their work and the action points that they identify are not specific enough to track and evaluate effectiveness. Consequently, some departments are more successful than others in defining and sharing good practice.

Self-evaluation and specified improvement targets and strategies are firmly embedded into a detailed and comprehensive school development plan (SDP). The plan is clearly structured and establishes appropriate priorities, firm timescales and specified responsibilities. In turn, departmental development plans (DDPs) are directly linked to the priorities of the SDP. The SDP is formally reviewed annually, but is subject to on-going evaluation. Each time the SDP is updated so are the DDPs. The overall quality of DDPs is good. The best have a very clear purpose and direction and are clearly linked to well thought out targets and priorities. Some DDPs do not clearly show how the department will support the school's aims and priorities for raising standards and quality.

The headteacher undertakes a detailed and analytical review of assessment data and produces very useful summaries of overall performance, along with performance of each teaching group and of individual pupils. This takes into account performance against targets, and, where appropriate, benchmarks performance against schools with a similar free school meal entitlement, all secondary schools in Wales and all Welsh medium or bilingual schools. Teachers make generally good use of residual performance and value-added analysis.

Analysis of data is shared among all staff, and this raises teacher expectations and helps refine the use of assessment in promoting improvement. Teachers set targets for subjects, classes and individual pupils from this analysis. Targets are challenging and realistic. They are reviewed regularly in the light of performance. In many departments, pupils improve their own self-evaluation skills as they become familiar with how to use criteria to judge their level of performance. This results in sustaining motivation and building up conviction among pupils as to what they are capable of achieving. However, these features are not as well developed in other departments, where many pupils are unclear about their targets and how these are arrived at.

The governing body is closely involved in the initial planning of self evaluation reviews and discusses the resultant reports. It also regularly receives and discusses analysis of performance data against a range of targets and criteria. The governing body is well informed, and makes an important contribution to school improvement.

The school works very well with both the Local Education Authority and its advisory services team to develop, review and validate its self-evaluation processes and practices.

## **6.2 Leadership and efficiency**

The quality of leadership is very good. The headteacher has a very thorough understanding of the school's strengths and areas for development. He also has very clear ideas of how it can continue to improve the quality of education it provides. He receives very good support from the two deputy headteachers. A very good team spirit exists within the SMT, which operates effectively as a well-balanced and cohesive group, in which individuals bring skills and experience that complement and support those of the rest of the team.

The school aims to provide opportunities for all pupils to achieve the highest standards in all aspects of the life and work of the school. Its very detailed development plan and self-evaluation documents support this aim. There is a clear vision and sense of direction in the school.

The effectiveness of departmental leadership and management is good overall. Handbooks and schemes of work are good in most departments, and they provide a secure framework for work within areas of the curriculum. Planning for progress and continuity within the curriculum is good. Overall, in departments, the management of resources is good and routine organisation is effective.

At present, a deputy head has responsibility for English in the curriculum and the headteacher oversees the mathematics department. These extra temporary

burdens on the SMT have limited the opportunity for them to develop their line manager role with individual departments, and ensure all curriculum areas receive the same amount of coverage. Pastoral management by heads of year and deputy heads is good in terms of communication, supporting pupils and academic monitoring.

Governors provide good support to the school in all areas of its life and work. They carry out their duties effectively and efficiently. They have a wide range of valuable experience, expertise, and knowledge of the community, which they use well to help move the school forward. They are involved in all aspects of planning, monitoring and evaluating the school's performance, through the work of various committees. Consequently, the governing body is fully aware of the school's strengths and shortcomings, and the strategies for improvement, within the detailed development plan.

Financial planning and management are very good. Governors, the headteacher and the school manager work well together to achieve this. The school handles its budget of around £2.7 million prudently and efficiently, and has maintained an appropriate surplus each year. The budget is set with reference to the agreed curriculum and its staffing, accommodation and resource needs. Daily management of finances is very efficient. Spending decisions are taken only after proper consideration of the school's agreed priorities for improvement, and then the personnel concerned take particular care to ensure that best value for money is obtained. The governing body also exercises careful oversight of the school's finances, staffing and appointments. The latest auditor's report received by the school included a small number of recommendations. These have now been addressed.

Day-to-day organisation and administration are very efficient and effective.

The school meets statutory requirements relating to pupils' entitlement to subjects in the curriculum. It follows the guidelines of the Wales Assembly Government's circulars and takes due note of advice received from ACCAC.

### **6.3 Staffing, accommodation and learning resources**

#### **Staffing**

The staffing provision is good. There is a sufficient number of teaching and other staff who have appropriate qualifications and experience to meet the needs of the school. The staffing costs for the school are around the national average. The school's pupil-to-teacher ratio and its average class size are close to national norms. The pupil to teacher ratio is appropriate and is enriched by the excellent quality and deployment of seventeen classroom assistants. The school is funding further training for 11 of these assistants.

Teachers are well deployed across the age and ability range. They are well qualified and are deployed effectively to fulfil the curricular and pastoral roles identified in their job descriptions. Very few lessons are taught by teachers who are not subject specialists. Teachers update their skills effectively through continuing professional

development and the sharing of good practice. Training needs are identified by individual departments in relation to their departmental development and performance management plan and linked to whole school priorities. Teachers report on and evaluate any external training undertaken. However, some departments do not ensure that positive outcomes of training are effectively transferred to improved classroom practice.

The school operates performance management effectively. A well-structured induction programme, which is run in partnership by the school and Bangor University, offers very effective support for newly qualified teachers (NQTs).

The school management team is strong and is well supported by a capable team of office staff, conscientious technicians, a newly appointed part-time librarian and a very efficient caretaker. Non-teaching staff make a very valuable contribution to the smooth running and positive ethos of the school.

### **Accommodation**

Accommodation is adequate and its condition is generally good. Most lessons are taught in adjacent specialist rooms in which attractive and purposeful displays contribute to a stimulating learning environment. The school has been well adapted for pupils with physical disability and is the designated centre for pupils with difficulties in the area. All members of staff have received training in the use of the safety and evacuation procedures in emergencies.

The school is well provided with playing fields and other sporting facilities. However, despite the school's efforts, the playing fields still suffer from the drainage problems that were reported in the last inspection. There continues to be a problem of damp in the sports hall and the gym, but the all weather surface enables the school to successfully operate its schedule of outdoor games. Accommodation is greatly enriched by the valuable resources of the Theatr Bro Alaw and the Teleganofan resource centre. The confined space of the library allows no room for readers, but it is adequate as a lower and middle school borrowing library.

There are problems with leaking roofs. The school has a prioritised plan for their repair and improvement, funded by its own resources where the LEA provision is insufficient. There has been an extensive window replacement programme. A large sum of money has recently been invested in redesigning toilets.

The inspection team reported some minor health and safety issues. The school is acting upon these. Those health and safety issues identified in the last inspection report have all been addressed. The steep drop and the brick surface around the school present a risk to pupils' safety.

### **Resources for learning**

Expenditure per pupil on books and equipment is above national figures. Capitation is awarded to departments by an equitable system, and in most cases the allowances are appropriate, enabling subjects to provide well for their pupils. Where

additional needs are identified during the academic year, departments can bid for further funding.

The quantity and quality of resources is generally good. The shortages of basic materials and of textbooks at key stage 4 that were reported in some areas in the last inspection have been remedied and the school has continued to invest heavily in information and communication technology. Every teacher has the use of a personal laptop and the pupil-computer ratio is very much better than the national average.

The day-to-day resources for teaching and learning in individual departments are good. The deployment of interactive whiteboards is planned for and organised satisfactorily in each faculty. The addition of modern machinery, such as the laser cutter for design and technology, enriches the educational provision. Overall resources are used to good effect and efficiently.

Technicians and the caretaker contribute significantly to the good condition of the resources and buildings.

## **7. Subjects and areas of learning**

### **Standards achieved by pupils**

#### **Welsh first language**

Standards are good in key stages 3 and key stage 4.

#### **Good features**

- Pupils listen well to the teachers' questioning and presentations and they respond appropriately.
- Pupils make relevant contributions to class discussions and work together effectively in pairs and groups. Increasingly in key stage 3, pupils offer relevant comments and respond well to a range of texts.
- By key stage 4, a good number of pupils can conduct a wide range of oral activities in a purposeful manner. They can elaborate arguments to maintain a viewpoint and respond thoughtfully to various viewpoints. At best, these presentations are confident and use an appropriate vocabulary and good sentence structure.
- In key stage 3, pupils read an appropriate range of texts for various purposes. Many enjoy reading for pleasure and they can discuss plot, events and characters thoughtfully in a text that matches their ability. Pupils' ability to appreciate texts is developing well. At best in KS3, the pupils succeed in identifying and discussing the content and features of the style of poems by quoting evidence to support their viewpoint.
- In key stage 4, pupils offer a lively personal response in their critical work and this is based firmly on a good understanding of the set texts. In Y11, there is detailed analysis in the responses of the best. Pupils handle factual texts effectively and can search carefully for relevant information. By key stage 4 the great majority can collate successfully information from printed and electronic texts and adapt them to meet specific text requirements.
- Pupils' written work is wide and varied. Pupils across the range of ability write extensively, using a range of linguistic forms. Their work shows progress from year to year in terms of length, content and standard of expression.
- In key stage 3, pupils use comparisons and adjectives in their creative writing work effectively. In key stage 4, when writing essays, pupils can reason and express a viewpoint effectively. At best, in Y11, writing is mature and there is varied use of language to create effects.

- Pupils' ability to draft their work and edit content and order is developing well and contributes to raising writing standards.
- Pupils with SEN contribute well orally in the class and develop the ability to express themselves clearly and in an orderly way. They read texts that match their ability. They have an opportunity to write freely and they produce short paragraphs which describe and express opinion.

### **Shortcomings**

- (1) Pupils of moderate ability in key stage 3 often lack confidence and clarity when reporting back orally to the class, following a group discussion.
- (2) In both key stages, the oral contributions of a significant minority of pupils are limited. Some make only short contributions. Others have a tendency to turn to English during group work.
- (3) Pupils of moderate and lower ability in both key stages use only a limited vocabulary in their written work and make many spelling and punctuation errors.

### **Welsh second language**

Standards are good in key stage 3 and key stage 4.

#### **Good features**

- The majority of pupils have a good understanding of vocabulary and relevant sentence structure.
- Their ability to make statements and to ask and answer structured questions in situations increases throughout key stage 3. Pupils gain confidence in their oral work as individuals, in groups and in whole class situations. In Y8 they can offer spontaneous comments, when discussing situations within the scope of their experience. By the end of key stage 3, the pupils with the highest achievement can conduct short dialogues using relevant vocabulary and a range of sentence patterns.
- Some of the pupils who have not lived in a Welsh-speaking environment for very long can speak freely and confidently in group work.
- In key stage 4, pupils understand the content of audio-visual and videotapes effectively and complete associated tasks, showing a good understanding. By year 11 a number of pupils, working as a group, can conduct a conversation on a specific subject very effectively. They work together naturally using a range of syntax. The quality of pronunciation and intonation is good and pupils speak confidently at a natural pace.

- In general, the standards of reading are good. In key stage 3, some pupils can read aloud familiar language at a measured pace. They pronounce the majority of words accurately and understand much of the content. The best readers express the meaning with good expression. In key stage 4, pupils read texts which are appropriately challenging, developing their understanding to discuss the features of characters.
- In key stage 3, pupils produce a good range of written work. Year 7 pupils can form individual sentences within patterns, which are familiar to them. They gradually start to compose short paragraphs and in year 8 a good number of pupils compose simple dialogues and express their feelings. By the end of key stage 3, a good proportion of pupils can write extensively across a number of language forms.
- In key stage 4, the pupils write in a wider range of forms. These pupils use a variety of vocabulary and sentence patterns to produce interesting work. They can express and defend an opinion simply and use short forms of verbs appropriately.
- Pupils use writing frameworks and redrafting well to improve the standard of their writing.
- The pupils with SEN in key stage 3 and key stage 4 make appropriate progress.

### **Shortcomings**

- (1) In key stage 3 and key stage 4, a significant minority of pupils do not have a firm grasp of basic sentence structure. This impedes their ability to express their ideas. Their responses are hesitant.
- (2) Incorrect spelling, unduly limited vocabulary and a few English idioms affect the standard of writing of many of these same pupils in both key stages.
- (3) In key stage 4, some individuals have a negative attitude towards learning the language and this affects the standard of their work.

## English

Standards of achievement are satisfactory in key stage 3 and good in key stage 4.

### Good features

- The standard of oracy is good across the two key stages. Listening skills, in particular, are consistently good and this contributes directly to the standards achieved. Pupils communicate freely in pair and group work, collaborating effectively to negotiate, solve problems and reach considered decisions.
- Reading standards are good, weaker readers making significant improvements as a result of the extensive and effective reading support system in year 7. Pupils make good use of the school lending library and are increasingly adept in their use of ICT to search for and retrieve information.
- Pupils address a wide range of reading of non-fiction and literary texts with competence. They show a developing readiness, in accordance with their age and ability, to analyse and comment on the presentation of information, the impact of persuasive techniques in, for example, advertising and on the use of narrative and literary devices in their class readers and in a range of poetry.
- All pupils undertake a variety of written tasks for different purposes and audiences. Drafting and ICT are frequently well used to produce completed work and significant improvements in standards result.
- Interesting and well-planned pieces of extended writing feature in pupils' individual files of assessed work at key stage 3 and a range of good quality written coursework is produced by pupils in all ability groups for both English and English Literature for GCSE.

### Shortcomings

- (1) The writing of many pupils, across the two key stages and the ability range, is weakened by poor sentence construction and basic errors of spelling and punctuation.

## **Mathematics**

Standards of achievement are good in key stage 3 and key stage 4.

### **Good features**

- The work achieved by pupils across the range of ability when making basic calculations is good.
- Pupils use number well, especially with mental work. As a result of regular practice, pupils cope with mental work confidently.
- All of the pupils can form geometrical shapes accurately, and research their features.
- The most able pupils do well in the work calculating the surface area and volume of various shapes and solids.
- In key stage 4, pupils of all abilities develop a good understanding of trigonometry. The achievement in accordance with ability is generally good.
- The most able pupils achieve very good standards in algebra in both key stages.
- Pupils can successfully collect and display statistical data in a variety of ways. The most able pupils can interpret data well in the form of graphs and charts.
- Pupils of all abilities deal confidently with the concept of probability.
- Pupils with SEN make good progress, and achieve work of a good standard.

### **Shortcomings**

- (1) Many pupils make little or no contribution to class discussions.
- (2) Pupils of moderate and lower ability encounter difficulties with work in algebra and work calculating the surface area and volume of various shapes and solids.

## Science

Standards of achievement are satisfactory in key stage 3 and key stage 4

### Good features

- In key stage 3, more able and some average and lower ability pupils have a good understanding of a wide range of topics covering all aspects of the NC.
- They have a good recall of key concepts and ideas and can apply them to a range of problems and applications in everyday life.
- A small majority of pupils with SEN in key stage 3 make good progress in relation to their abilities. They use scientific terminology well to explain basic principles.
- Pupils develop their experimental skills throughout key stage 3 and are able to follow instructions and carry out experiments effectively.
- In key stage 4, more able and a small majority of average ability pupils have a good understanding of the more complex principles developed in the key stage in life processes and living things, materials and their properties and physical processes. These pupils have a good recall of previous work when applied to a range of problems, homework tasks and tests.
- Key stage 4 pupils have a good understanding of everyday applications of science, many related to health issues, the environment and industrial processes.
- These pupils complete investigations to a good standard overall. More able pupils produce extended writing of a good standard in investigational work.
- Pupils in key stage 4 with SEN make satisfactory progress in relation to their abilities.
- At both key stages, pupils work safely and collaborate well in practical work.

### Shortcomings

- (1) A small majority of average and lower ability pupils in key stage 3 have a less secure recall of previous work. They have difficulty in applying scientific principles when analysing results in practical work and in a range of tasks and applications in everyday life.

- (2) A minority of average ability and a majority of lower ability pupils in key stage 4 have some difficulties recalling previous work, and have difficulty in applying some scientific principles to a range of tasks and applications in everyday life.
- (3) The progress of a significant number of lower ability pupils in key stage 4 is hindered by irregular attendance and incomplete homework.
- (4) The investigations of some lower ability pupils are unsatisfactory.

### **Information technology**

Standards are satisfactory in key Stage 3 and very good in key Stage 4.

#### **Good features**

- In key stage 3 and key stage 4 pupils learn a variety of skills by using a number of different software packages.
- In key stage 3 pupils can combine information from a variety of sources, such as text and image, and present it for different audiences.
- A number of key stage 4 pupils make excellent use of opportunities outside of formal lessons to practice and develop their skills, and improve and refine their coursework.
- In key stage 4, pupils plan thoroughly, design solutions rationally and choose suitable software in the coursework. Pupils make very good use of assessment feedback to improve their work and produce very high quality coursework and portfolios.

#### **Shortcomings**

- (1) Pupils in year 8 do not sustain progress in information communication skills.
- (2) Pupils are not fully aware of their progress across key stage 3 and as a result they are not clear about how well they are achieving.
- (3) The most able pupils in some mixed ability classes in key stage 3 find some of the work too easy and the least able find the work difficult .

## **Design and technology**

Standards of achievement are good in key stage 3 and key stage 4.

### **Good features**

- In key stage 3 pupils can design and create a variety of good quality products by using a range of materials such as food, wood, metal, plastics and some textiles.
- The design skills of most pupils develop well during key stage 3. These pupils make effective use of computer aided design and manufacturing tools.
- Pupils are confident when using computers as a word processor, to design a logo for hats and T-shirts and also to produce control systems with the Logicator software. They understand the importance of nutrition in a diet and they can prepare simple meals. They can create and follow flowcharts when completing their practical work.
- The majority of pupils in key stage 4 are able to access and use information needed to develop and extend their assignments to a good standard.
- When following the resistant materials course, key stage 4 pupils' design skills develop well and they produce a high standard of items working with wood, metals and plastics.
- Pupils can use sophisticated computer assisted design and manufacturing packages to produce or design high quality plastic products.
- Those in key stage 4 who follow the graphics course can plan and produce purposeful packs, when using a 3D computer programme, and understand the psychological effect of attractive packaging on product buyers.
- Those who follow the food course have basic knowledge of the nutritional value of foods and of the dietary needs of various people.
- The majority of pupils in key stage 4 appraise their own work maturely, rationally and reasonably.

### **Shortcomings**

- (1) In key stage 3, pupils' graphics skills do not develop well because they do not pay enough attention to writing tidily, sketching or using colours in an artistic style.
- (2) Some key stage 3 pupils have gaps and examples of unfinished work in their folders.
- (3) Some key stage 4 pupils lack perseverance when researching, and in producing written work for their folios.

## History

Standards of achievement are good in key stages 3 and 4.

### Good features

- Pupils develop a clear understanding of chronology, and can accurately sequence events and issues.
- Pupils have a generally good knowledge and understanding of events, personalities and issues. There is some particularly good work in key stage 3 about castles, on Llewelyn Ein Llyw Olaf and about living conditions in the past. In key stage 4, a good proportion of pupils develop understanding of course content in the various periods and countries they study.
- Pupils display a good awareness of types and categories of historical evidence.
- They make good use of subject terminology in oral and written work.
- Many are able to identify significant features in written, visual and statistical sources.
- Pupils develop a generally good understanding of how historians find out about the past and why they come to explain it in different ways.
- Many display a good understanding of cause and consequence.
- Higher achieving pupils develop a very clear knowledge and understanding of concepts such as change and continuity, and motivation. These pupils, also, clearly understand the relationship between different causes for the same event or development.

### Shortcomings

- (1) In a minority of classes, relatively few pupils move from a general, broad overview to a more detailed knowledge and fuller understanding of events and issues they study.
- (2) In some classes pupils do not develop an understanding of the wider significance of topics such as Henry Tudor and Wales, the Acts of Union or the Industrial Revolution.
- (3) A significant minority in both key stages experience problems in moving from describing to evaluating historical sources.

## **Geography**

Standards of achievement are satisfactory in key stage 3 and key stage 4,

### **Good features**

- In key stage 3, pupils use sources skilfully, making good use of maps and atlases. These pupils develop good quality skills and techniques and develop a good subject vocabulary.
- Pupils have a secure knowledge of the local area and they can relate it to places further afield, such as Brazil.
- In key stage 4, pupils gain a good understanding of the link between process and pattern and the factors that influence location and population size.
- Pupils recognise the relevance of geography to contemporary issues in different parts of the world.
- Pupils in key stage 4 generally have a good understanding of geographical principles.

### **Shortcomings**

- (1) A significant number of the less able pupils in key stage 3 do not ask questions, reason or express an opinion effectively on geographic issues and themes.
- (2) Some key stage 3 pupils have difficulty with geographical terms.
- (3) The content and presentation of the work by key stage 3 pupils who have been absent is poor, with examples of unfinished work.
- (4) Pupils in key stage 4 do not fully develop their investigation skills, such as planning, observation and analysis.
- (5) Some of the pupils of lower ability in key stage 4 regularly give thoughtless and meaningless oral answers.
- (6) A small number of pupils in key stage 4 fail to concentrate and behave appropriately during the lesson. As a result, they underachieve.

## **Modern foreign languages**

Standards of achievement are good in key stage 3 and key stage 4

### **Good features**

- In key stage 3, listening skills are good. Pupils listen and speak French in a variety of ways.
- Pupils of all abilities in key stage 3 develop a good range of language patterns that allows them to use French in a variety of tenses.
- In key stage 4, speaking and listening skills are good. Pupils can combine both skills in pair work.
- Pupils in key stage 4 make good use of a range of materials, for use in class and in their own time, to develop good reading skills.

### **Shortcomings**

- (1) In some classes in key stage 3, a minority of pupils show little initiative in using French, and find it difficult to adapt it for their own use.
- (2) A minority in key stage 3 are reluctant to use French, and when they do so, their pronunciation is insecure.

## **Art**

Standards of achievement are good in key stage 3 and key stage 4.

### **Good features**

- In key stage 3, pupils skilfully handle a variety of two- and three-dimensional media. Pupils develop a good understanding of visual language. They use line, colour, texture and shape effectively in their graphics and imagination work. By key stage 4, every pupil is familiar with visual language and uses it confidently in a variety of media.
- Pupils, from year 7 onwards, develop subject vocabulary well. They understand the meaning and use of key words well, in Welsh and English. Pupils increase their technical vocabulary by referring to the key words that are displayed on the walls of the art rooms.
- Pupils in key stage 3 and key stage 4 develop a good knowledge and understanding of artists, craftsmen and designers and from Wales and other countries and cultures. This knowledge of the work and ideas of other artists helps them to be more creative in their own work. For example, when researching work from Africa, they develop more creative ideas for creating a three-dimensional mask.

- The practice of using sketchbooks in key stage 3 is developing into good practice in key stage 4. The books show how the pupils' ideas develop and help them through the process of recording, designing and assessing independent work. As the pupils move from key stage 3 to key stage 4, they become more able to work independently and produce individual responses.

### **Shortcomings**

- (1) In key stage 3 there are weaknesses in sketching from direct observations particularly when showing perspective and depth.
- (2) Pupils' skills have not been developed enough when using paint to convey form.

### **Music**

Standards of achievement are good in key stages 3 and 4.

#### **Good features**

- Pupils in key stage 3 are technically competent and accurate, when performing a variety of works.
- Pupils perform confidently with a range of instruments in individual work and in an ensemble.
- Key stage 3 pupils are able to investigate a range of aural sources, by choosing, combining and arranging sounds effectively and produce compositions, which are musically interesting in response to a variety of stimuli.
- Through regular practice the pupils can appraise music from a wide range of styles and cultures astutely, concentrating on specific elements. Pupils are able to do this to their own work, as well as to the work of others.
- Pupils in key stage 4 build well on the skills, knowledge and understanding developed in key stage 3.
- Performances are confident and compelling, showing effortless and expression. They show that the pupils interpret well, and choose appropriate styles for their presentations.
- Key stage 4 pupils compose pieces of complete music to a variety of stimuli. Some of the musical ideas are outstanding and they show a great deal of development and understanding of style and medium.

- Pupils analyse and appraise music from a wide range of styles and cultures and make critical decisions using musical terminology.

### **Shortcomings**

- (1) Occasionally, some key stage 3 pupils sing with poor tonal quality and there is a lack of breathing control.
- (2) A small minority of pupils in key stage 3 fails to keep a regular beat when performing with others.

### **Physical education**

Standards of achievement are good in key stage 3, satisfactory in the non-examination classes in key stage 4 and good in the GCSE course in key stage 4.

### **Good features**

- In both key stages pupils listen attentively to instructions, respond enthusiastically and maintain an interest in the co-ordinating activities.
- Pupils understand the effects of exercising the body and the importance of healthy living
- Pupils achieve good standards in work in key stage 3, where they demonstrate flow, clarity of shape and imagination to create interesting and creative dances.
- There are good standards in netball and football in years 7 and 9; some pupils have good skills levels, perform consistently well and can play small games and full games following the relevant rules.
- The best pupils can maintain effort and observe and evaluate performance well, using accurate technical language and terms to describe their work and the work of other pupils
- Many pupils can play a game of badminton by the end of key stage 3 and by the end of key stage 4, especially in the GCSE group, the pupils can perform and replicate skills with good accuracy and control.
- In the general lessons, pupils develop their skills and enjoy a good variety of activities.
- In the GCSE examination course, the pupils respond constructively to the teachers' instruction and feedback and they can link the theory with practical work.

## **Shortcomings**

- (1) The most able pupils sometimes do not develop their work to levels that match their potential.
- (2) Pupils of moderate or lower ability have difficulty accessing some written resources.
- (3) Pupils do not do enough physical work in badminton.

## **Religious education**

Standards of achievement are good in key stage 3 and key stage 4.

## **Good features**

- Year 7 pupils have a good knowledge of the main features of Christianity and Sikhism, understanding specialist vocabulary of both religions.
- These pupils know about the features and content of places of worship of a number of religions and, through personal research and group work, they identify and compare the main differences between them.
- These pupils discuss concepts such as guilt and shame skilfully and sensibly.
- Year 8 pupils clearly understand the way religion can influence the everyday lives of its followers. The pupils have an understanding of the meaning of religious conversion. These pupils can speak confidently about their knowledge and attitude in front of their fellow pupils.
- Year 9 pupils understand the persecution of the Jews in the last century and the tragedy of the Holocaust. They develop empathy towards those who suffer and consider examples of persecution in the modern world. They research Hinduism and Islam effectively, using the Internet as one of the main sources of information.
- Year 10 pupils can discuss forgiveness and give reasons why they could forgive some misbehaviour or act of cruelty, but not other.
- Year 11 pupils make thoughtful and valid observations about the rules of monks and laypeople in Buddhism. They can differentiate clearly between opinion and fact and can justify their personal beliefs about the core views of a number of religions. They form ten commandments (sensible rules) for contemporary society.

## **Shortcoming**

- (1) There are no significant shortcomings.

## **Religious Studies**

Standards of achievement are good in key stage 4.

### **Good features**

- Pupils have a good understanding of various denominations within Christianity. They can compare, for example, the difference between rituals, chapel and church practices, and the significance of the various symbols. They can explain the viewpoint of Salvation Army soldiers.
- Pupils understand the meaning of Pesach for Jews and Easter for Christians, the significance of foods such as matzos and wine, the preparatory role of Elias regarding the Messiah, and the chair of the prophet in the ritual of circumcision. They can differentiate between the practices of contemporary orthodox and non-orthodox Jews and understand concepts such as 'scapegoat'.
- Pupils have a thorough knowledge of the place of the *Seder* in the life of Jews and the significance of the rules of kosher and non-kosher foods. In the process, the pupils show respect towards the practices of religions.
- They know about the chief characteristics of Buddhism and consider the reasons why the religion's appeal is growing in contemporary Britain.
- Through their personal research and the discussion in class pupils know about the main characteristics of Theravada Buddhism and Zen Buddhism. They can offer reasons for why people turn to this religion, while turning away from traditional western religions.

### **Shortcomings**

- (1) Many pupils lack confidence during discussions and are hesitant to express an opinion about religious issues.

## **Drama**

Standards of achievement are good in key stages 3 and 4.

### **Good features**

- Pupils in both key stages listen attentively and respond with enthusiasm and discipline in order to carry out a range of tasks involving theatrical techniques, such as moulding, mime and making tableaux.
- Pupils work well together in pairs and groups, planning situations to show the characteristics of their invented characters, acting these situations out and evaluating their effectiveness.
- Pupils co-operate constructively in creating improvisations and in working on scripts in order to develop practical techniques to convey the relative status of different characters.
- Year 9 pupils steadily develop an understanding of subject specific terms and techniques of working that provide a good basis of study for those who opt to continue with the subject in key stage 4.
- Pupils develop confidence through assessing their own and each other's practical work regularly, showing mutual respect and appreciation as they do so.
- The written work produced in key stage 4 shows a notable increase in the pupils' understanding of the characteristics and styles of different set texts. This reflects success in transferring the understanding they have gained through practical work.

### **Shortcoming**

- (1) Some of the pupils who have opted to follow the course in key stage 4 show a lack of confidence in making oral contributions and in their practical work.

## **Child development**

Standards of achievement are good in key stage 4.

### **Good features**

- Pupils develop good skills and knowledge when monitoring the development of young children and use appropriate vocabulary when recording their progress.
- Pupils clearly understand these children's physical, educational and psychological needs.
- Pupils can explain the importance of playing as a way of ensuring the complete development of every child.

- Many pupils present well-organised and stimulating coursework.

### **Shortcomings**

- (1) There is a minority of pupils whose attitudes towards the course are not very mature. Their oral skills are insufficiently developed when describing their experiences with children.
- (2) Some pupils give more emphasis to including graphics and photographs at the expense of informative written work.

### **Personal and social education**

Standards of achievement are good in key stage 3 and key stage 4.

### **Good features**

- Pupils in key stage 3 show good understanding of a wide range of issues which include settling in a new school, health (including sex education), behaviour, study skills, Welshness, European citizenship, first aid and pollution.
- These pupils work effectively in groups, listening attentively to the contributions of groups and individuals.
- Key stage 3 pupils contribute well and sometimes very well to discussions on current affairs such as refraining from smoking and reducing bullying. They make very constructive and sensible comments.
- When discussing drug abuse, pupils in key stage 3 remember a great deal about the content of the previous lessons. These pupils are articulate in expressing clearly thought out personal opinions.
- Year 9 pupils respond positively and with very mature attitudes to the lessons that provide sex education.
- Key stage 3 pupils foster self-confidence and self-awareness through their work in completing the progress files and setting personal targets. Many are thoughtful and perceptive when making choices about the subjects they wish to study in key stage 4.
- In key stage 4, pupils' response to the health lesson on pregnancy and the problems of single parents is very good and demonstrated mature views. They show good skills of situation analysis and mature and meaningful discussion and reasoning.
- Pupils in key stage 4 respond well to the thorough preparation that they receive for work experience. They undertake work experience and conduct an appropriate appraisal of this. They make good cross-curricular use of what they experienced in their written work in a number of subjects.

- Pupils in both key stages achieve good standards in careers education. They have good awareness about next steps and important choices, and the considerations to bring to bear when deciding about these. They are very aware of the value of presenting neat, informative and appropriate Curriculum Vitae. They have good awareness of the importance of key skills for careers, including bilingualism.
- When preparing for careers interviews, Y11 pupils become very aware of the expectations and requirements of the world of work and of training and further and higher education courses.
- Pupils develop a good knowledge of the range of opportunities that are open to them, partly through activities such as visits to careers exhibitions and events.

### **Shortcoming**

- (1) On a few occasions, especially in key stage 3, pupils do not see the wider purpose and direction of the activities, and do not work to their potential.

## 8. School improvement

### 8.1 Progress since last inspection

The previous inspection report of November, 1997, identified seven key issues. The school has made very good progress in addressing six of these. Despite very considerable efforts by the school, one of the key issues from the previous report still remains a key issue for action.

<b>1</b>	<p><b>Maintain the present standards and plan to raise expectations and standards further, especially:</b></p> <ul style="list-style-type: none"> <li>• <b>in subjects where aspects of the work are unsatisfactory; and</b></li> <li>• <b>the achievement of pupils of middle and higher ability.</b></li> </ul> <p>Aspects of work were unsatisfactory in physical education in key stage 3 and 4. Standards are now good in key stage 3, satisfactory in the core component in key stage 4 and good in the GCSE course.</p> <p>Standards were unsatisfactory in geography in both key stage 3 and 4. They are now satisfactory in both key stages.</p> <p>Middle ability pupils achieve good or very good standards in 65% of subjects in key stage 3 and satisfactory standards in the remainder. They achieve good or very good standards in 75% of subjects in key stage 4 and satisfactory standards in the remainder.</p> <p>Higher ability pupils achieve good or very good standards in 100% of subjects in key stage 3. They achieve good or very good standards in 95% of subjects in key stage 4 and satisfactory standards in the other 5%.</p>
<b>2</b>	<p><b>Continue to aim for consistency in the way in which the curriculum policy is implemented to ensure pupils' bilingual development, particularly at KS3.</b></p> <p>The school has developed well thought-out curriculum and language policies. These are effectively implemented and monitored. Almost nine-tenths of pupils are fluent speakers and writers of Welsh and English. Many of the remainder are making good progress toward achieving this level of bilingualism.</p>
<b>3</b>	<p><b>Ensure that:</b></p> <ul style="list-style-type: none"> <li>• <b>the area curriculum leaders monitor the standard of pupils' work and the implementation of whole school policies in their faculty; and</b></li> <li>• <b>heads of school take full responsibility for the quality of the pastoral curriculum.</b></li> </ul>

	<p>These measures have been put into place through well-planned policies and effective follow-up monitoring and review. While there is still a little inconsistency in how curriculum leaders implement whole-school policies, the measures in general have had a significant impact on raising standards of achievement and quality of teaching.</p>
<b>4</b>	<p><b>Continue to develop the system for identifying and responding to pupils' underachievement by ensuring that assessments collected about the achievement in the different subjects are used by tutors and subject teachers to set targets for individual pupil.</b></p> <p>There has been excellent progress in this key issue. There is generally very systematic use of assessment data to inform planning and target setting. In most subjects, target setting is very well established and contributes strongly to raising teacher expectations and pupil motivation.</p>
<b>5</b>	<p><b>Improve pupils' punctuality to lessons and registration periods through:</b></p> <ul style="list-style-type: none"> <li>• <b>ensuring that bells are audible in every part of the school;</b></li> <li>• <b>extending the lunch period by adding at least 15 minutes to the time allocated; and</b></li> <li>• <b>raising teachers' and pupils' awareness of the importance of a punctual and purposeful beginning to lessons.</b></li> </ul> <p>The school has responded very well to this key issue. It introduced appropriate changes. Pupils' punctuality was very good during the inspection period.</p>
<b>6</b>	<p><b>Continue to work with the LEA to improve attendance and gain co-operation and support of all parents of the school.</b></p> <p>The school works with pupils, parents, the LEA and other relevant agencies in an effort to improve attendance. It has good procedures and systems for monitoring attendance and following up absences. It is thorough and resourceful in its approaches. Nevertheless, attendance levels over the last three full terms are just below 90%, an unsatisfactory level. The need to improve attendance remains a key issue.</p>
<b>7</b>	<p><b>Act on the following health and safety issues:</b></p> <ul style="list-style-type: none"> <li>• <b>ensure that the fire door in Canolfan Bro Alaw is not locked;</b></li> <li>• <b>ensure a swift method of closing of the gas pipe to the laboratory in case of an emergency; and</b></li> <li>• <b>repair the roof of the Sports Hall.</b></li> </ul> <p>These matters were quickly and effectively put right.</p>

## **8.2 Key issues for action**

To continue its good levels of progress and improvement the school should:

1. raise standards to good in those subjects where they are currently satisfactory;
2. ensure a more consistent quality of provision for lower-ability pupils, who do not have designated special educational needs;
3. develop a more consistent quality of departmental self-evaluation through:
  - i. refining and sharpening the focus on teaching and learning; and
  - ii. being more evaluative about the standards pupils achieve.
4. work with the LEA, parents, pupils and other agencies to improve attendance;
5. attend to the few health and safety issues identified in the report, and;
6. in the sixth form:
  - i. raise standards in religious education, and meet statutory requirements for religious education
  - ii. address the shortcomings identified in a few other subjects: and
  - iii. improve the current provision of physical education

## Appendix

### A: Basic Information about the school

Name of School	Ysgol Uwchradd Bodedern
School type	Secondary
Age -range of pupils	11-18
Address of school	Bodedern Bro Alaw Ynys Mon
Post-Code	LL65 3SU
Telephone Number	01407-741000

Headteacher	John Wyn Jones
Date of appointment	September, 1993
Chair of Governors/ Appropriate Authority	E G Evans
Reporting Inspector	Alun Morgan HMI
Dates of inspection	15-19 March, 2004

### B: School data and indicators

Number of pupils in each year group								
Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	119	129	140	134	144	50	33	749

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	41	7	45

Staffing information	
Pupil:teacher (fte) ratio (excluding special classes)	17:1
Pupil:adult (fte) ratio in special classes	--
Average teaching group size	23
Overall contact ratio	77.6 %

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole school
Term 1	89	91	90	89	89	84	70	87
Term 2	90	89	86	87	84	76	40	80
Term 3	92	90	89	89	90	86	75	90

Number of pupils excluded during 12 months prior to inspection.	39 temporary, 1 permanent
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### C: Results of National Curriculum Assessments and Public Examinations

National Curriculum Assessment KS3 results: 2003															
Total number of pupils in Y9: 134															
Percentage of pupils at each level															
			D	W	N	B	1	2	3	4	5	6	7	8	EP
EN	Teacher assessment	School	0	0	0	0	1	0	7	28	36	26	2	0	
		National	0	1	1	0	0	2	9	22	34	21	8	0	
	Test	School	0	4	0	0	0	0	4	26	36	26	2	0	
		National	0	4	2	0	0	0	8	23	31	21	9	0	
WE	Teacher assessment	School	0	0	0	0	0	1	1	25	43	19	11	0	
		National	0	0	2	0	0	1	6	19	33	28	10	0	
	test	School	0	3	1	0	0	0	3	24	35	24	11	0	
		National	0	2	0	0	0	0	5	20	33	27	10	0	
MA	Teacher assessment	School	0	0	0	0	0	1	15	19	31	27	7	0	
		National	0	1	1	0	0	1	9	21	26	27	13	1	
	Test	School	0	5	0	0	0	0	14	18	24	32	7	0	
		National	0	6	1	0	0	0	8	22	23	27	12	0	
SC	Teacher assessment	School	0	0	0	0	0	0	7	29	46	15	2	0	
		National	0	1	1	0	0	1	9	22	32	24	10	0	
	Test	School	0	5	0	0	0	0	6	33	35	18	1	0	
		National	0	4	0	0	0	0	6	20	32	24	1	0	-

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:	54	In the school:	47
In Wales:	52	In Wales:	50

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

<b>For pupils aged 15, results in GCSE, CoE, GNVQ and NVQ</b>			
Number of pupils aged 15 on the school roll in January 2003: 119			
<b>The percentage of 15 year old pupils who in 2003:</b>			
	School	UA	Wales
were entered for 5 or more GCSEs	94	92	87
achieved 5 or more GCSE grades A*-C	59	56	51
achieved 5 or more GCSE grades A*-G	93	91	85
achieved GCSE grades A*-C in each of mathematics, science, English or Welsh (first language)	40	40	38
entered at least one CoE, GCSE short course or GCSE	100	99	97
achieved one or more GCSE grades A*-C	86	80	74
achieved one or more GCSE grades A*-G	100	96	93
achieved no graded GCSE	0	4	7
achieved one or more CoE only	0	2	3
achieved a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1	0		
achieved a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2	0		
achieved at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	59		
achieved at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	93		

<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 2003: 38			
Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2003: 33			
Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2003: 5			
	School	UA	Wales
Percentage of pupils entered who achieved 2 or more grades A-C	70	77	68
Percentage of pupils entered who achieved 2 or more grades A-E	97	98	94
Average points score per candidate	18	22	20
Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2	-		
Number of pupils who achieved a GNVQ Advanced or NVQ at level 3			

## **D: The Evidence Base of the Inspection**

Fifteen Inspectors spent the equivalent of 55 days at the school and 210 lessons were observed (112 in key stage 3, 65 in key stage 4 and 33 in the sixth form).

All teachers were observed and all subjects of the National Curriculum, plus others taught at the school at key stage 4 and AS and A level were inspected.

Inspectors attended whole-school assemblies, tutor periods and some extra-curricular activities.

Inspectors held formal discussions with the headteacher, deputy headteachers, all heads of department, heads of year and members of the administrative and support staff. There were numerous informal discussions with teachers and other members of staff.

Inspectors examined a large sample of work, in every subject inspected, from representative pupils in years 7-11, and from a sample of sixth form students.

Formal discussions were held with the elected forum of pupils in each of years 7-11, and with the forum for the sixth form. There were numerous informal discussions with pupils and students.

The Reporting Inspector held a formal meeting with teachers prior to the inspection.

The Reporting Inspector and the Lay Inspector met parents and the governing body prior to the inspection.

Seventeen parents attended the parents meeting and 102 replies to the questionnaire were received.

Documentation provided by the school was analysed before and during the inspection.

Each department received a formal report back during the inspection. Members of the senior management team attended these discussions.

### E: Composition and Responsibilities of the Inspection Team

Inspector	Type	No of Days	Subjects	Aspects
Alun Morgan	Reporting inspector	5	History	1 The school and its priorities 2. Main Findings 3.1 Standards achieved 6.1 Self Evaluation. 8.1 Progress 8.2 Key Issues Sixth Form
William Owen	Lay	3		4.3 Attendance 5.4 Support, guidance and welfare 5.6 Links with parents, community, schools and other institutions 5.7 Links with industry
Annwen Morgan	School Nominee	5		
Manon Wyn Siôn	Core Team	5	Welsh, first and second language	3.2 Key skills
Glyn Davies	Core Team	5	Science	5.1 Teaching 6.2 Leadership and efficiency
Emrys Price Jones	Core Team	5	Mathematics	5.2 Assessment, Recording and Reporting 5.3 Curriculum
Dafydd Treharne	Core Team	5	Religious Education Religious Studies Personal and Social Education	4.1 Spiritual, moral, social and cultural 5.5 Special educational needs
Margaret Williams	Core Team	5	English/ Drama	6.3 staffing, accommodation and resources
Dafydd Charles	Team	4	Information Technology Science	
Esta Jones	Team	4	Design and Technology Childcare Health and Social Care	

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Haydn Davies	Team	3	Physical Education	
Delyth Williams	Team	3	Science	
Menna Wyn Jones	Team	2	Geography	
Richard W Parsons	Team	2	Modern Foreign Languages	
Ray Owen	Team	2	Art	
Susan Lloyd Williams	Team	2	Music	

## Sixth form annex

### Context

Ysgol Uwchradd Bodedern is a bi-lingual secondary school for 11-18 year olds on the western side of Ynys Mon. It serves Bro Alaw, a rural area of small villages and scattered hamlets. Students also come from a more extended urban catchment area, Ynys Cybi and three adjoining villages. Students from the extended catchment area who wish to take advantage of a fully bilingual secondary education are provided with free school transport to Ysgol Uwchradd Bodedern.

The school advises that sixth form provision is suitable for students who have achieved at least 5 A\*-C grades at GCSE. There are currently 83 students in the sixth form, 50 of who are girls. All students are studying AS and A levels and almost all aspire to go on to higher education.

All students are fluent speakers of Welsh and English.

### 1. How well do students achieve?

Students achieve good standards.

In the classes inspected, standards were very good in just under 20%, good in another 72% and satisfactory in the remainder. Very good standards are achieved in mathematics, design technology and art.

There has been a continual improvement in A level examination results. In 2003 the A-C pass rate at A level was 87%, compared with 63% in 2001. The percentage is now above both LEA averages and results for similar schools in terms of free school meals entitlement. During the same period the A-E pass rate at A level has risen from 92% to 100%. The proportion of A grades in 2003, twenty seven per cent, was the highest ever. Many students build well on what they achieved at GCSE.

The standards students are currently achieving in their courses are as follows:

Subject	Judgement
Welsh (First Language)	Good
English	Good
Mathematics	Very good
Science	Good
History	Good
Geography	Satisfactory
French	Good
Art	Very good
Design Technology	Very good
Information Technology	Satisfactory
Physical education	Good
Religious Studies	Good
Religious Education	Unsatisfactory
Health and Social Care	Good

At the beginning of year 12, students assess their ability in key skills with and work towards level 3 qualifications.

Students achieve well in the key skills of communication and ICT. The standards of students' literacy are good. In classes, pupils present their ideas and views well and participate well in class and group discussions using language effectively. Many students make good use of books and other written sources as a basis for background knowledge and personal research. In writing, students express their ideas clearly and at length, developing good skills when summarising and preparing notes.

Students achieve good standards in ICT. The pupils' ability to find information on the Internet and incorporate it in to their work is very good in careers lessons and good in subjects such as religious studies and history. Standards are also good when using the Internet to research themes in English lessons.

Standards of numeracy are satisfactory. There are examples of good practices in mathematics, science and history, but there is little evidence that the other subjects promote this important element.

In the wider skills, there are good standards in problem solving and in students improving their own learning. Students' ability to work together, in the class and in the context of extra-curricular activities, is also good.

Students are encouraged to become less reliant upon their teachers for information and direction. They are expected to take upon themselves work or research, students not only achieve good standards, but also become well prepared for life and learning in higher education.

## **2. How effective are teaching and assessment?**

The quality of teaching in the sixth form is good. It was at least satisfactory in all lessons inspected, good in 64% of classes and very good in a further 27%. Teaching is very good in mathematics, art and design and technology, and good in all other subjects except geography, where it is satisfactory.

The very good and good teaching is a strength of the sixth form and it contributes strongly to the good standards achieved by most students. Teachers are well qualified, and they have very good knowledge and understanding of the subjects they teach. This secure base of knowledge enables them to prepare suitably challenging work for their students. Often teachers' enthusiasm for their chosen subject motivates and encourages students to enjoy their learning. Relationships between teachers and students are very good, allowing learning to occur in a relaxed atmosphere of mutual respect.

In the vast majority of classes, teachers have high expectations, work is challenging and a good pace is maintained. On many occasions, clear learning objectives are shared with students at the beginning of lessons, and teachers spend time at the end reviewing what has been learned. In the few lessons where teaching is satisfactory,

the range of teaching techniques is too narrow and lack variety, and expectations are too low.

Many teachers give generously of their time outside lessons to help individual students, and to offer extra-curricular activities to extend and broaden students' learning.

The system of assessment, recording and reporting to parents of sixth form students is good. In the past few years, the school has worked effectively to improve this aspect. One of the strengths of the assessment procedure is the SMT's detailed and regular analysis of the results of examinations and tests. These analyses are of great value to departments in setting challenging targets for themselves and their students, and they are an important part of the continuous effort to raise standards.

The head of the senior school plays an important part in the assessment system through tracking students' progress against agreed targets. Students have regular individual interviews with either the head of the senior school or their tutors, to discuss work progress, and to set targets. The heads of departments supply regular information to the head of the senior school on the progress of individual pupils, and the system of monitoring the development of every pupil is working well.

The head of the senior school keeps detailed records of the pupils' assessments. As happens further down the school, parents receive reports about the pupils' progress three times a year; two concise interim reports and one full report at the end of Y12. The standard of the reports is satisfactory; while they provide much useful information they tend to be too general, and do not give students sufficient guidance on how to improve their work.

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

The quality of students' learning experiences is good.

The school offers the sixth form students a broad curriculum in terms of examination courses. It provides nineteen courses which lead to an AS or A Level qualification, six of which are provided jointly with other secondary schools in Ynys Mon. In addition, Y12 students have key skills lessons for communication and IT, and everyone who has not gained a C grade or better at GCSE mathematics is given the opportunity to re-sit the examination. There is a programme of PSE. There is also one pastoral lesson, in which guidance is given to the students on a number of issues such as college applications and recording attainment. Though the provision for the 6<sup>th</sup> form pupils is generally good, there is no provision for physical education. In addition the arrangements for religious education lessons do not provide enough time to fulfil the requirements of the Agreed Syllabus. Furthermore, religious education specialists do not contribute to the sixth form PSE course and so it is not possible to give due attention to the main religions of the world.

The school benefits from the joint provision that occurs between the secondary schools of Anglesey to increase the curricular provision in the sixth form. According to demand, up to six subjects are taught jointly through these arrangements. Students receive regular homework, well planned to link with class work and course

objectives. The work is marked thoroughly, and there are constructive comments by the teachers on how to improve the standards.

A good variety of extra-curricular activities is offered to the sixth form students, but these do not include opportunities to play sport for school teams. In addition, students have opportunities to contribute towards the running of the school, for example, by assisting with the school eisteddfod arrangements or by assisting the youngest pupils with their conversational skills. Sixth form students successfully run the anti-bullying scheme.

#### **4. How well are students cared for, guided and supported?**

The care, guidance and support of students is very good.

A team of tutors, led by the head of senior school, provide close and well-directed support. This culminates in regular, scheduled interviews, each with a specific focus. These arrangements are much appreciated by students. Subject teachers know their students well and take a keen interest in their progress and aspirations.

There are very effective arrangements for target setting. Targets relate to students' prior attainment and current progress. Staff and students review these targets regularly. These discussions help greatly in tracking progress, setting goals and establishing ways and means of improving standards.

A very good partnership between the school and Careers Wales provides good quality careers advice and guidance. Students value greatly the range and quality of advice and guidance they receive. This includes support and advice about higher education, work experience, occupations and professions as well as issues linked to living away from home for the first time. The programme is enhanced by a variety of visiting speakers and visits.

#### **5. How effective are leadership and strategic management**

The quality of leadership and management is very good.

The headteacher provides very good leadership, and this is a major influence in raising the standards achieved in the sixth form. General responsibility for the sixth form with reference to students, tutors and accommodation rests with the head of senior school. She fulfils this demanding role successfully, leading a team of tutors who work hard to give all students opportunities to achieve their potential for academic and personal success. She has a thorough understanding of the strengths and areas for development in the sixth form. Overall, the sixth form team is an efficient and effective unit.

The school aims to provide opportunities for all students to achieve the highest standards in all aspects of the life and work of the school, and this is reflected in the detailed development plan. This, and the school's self-evaluation documents, ensure that there is a clear vision and sense of direction in the work of the sixth form.

Financial planning and management are very good.

Overall, the sixth form is cost effective and does not make undue demands on the school's budget.

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

The quality of evaluating and improving quality and standards is good

The Headteacher undertakes a detailed analysis of a wide range of performance data, which enables teachers to look at students' attainments against that in other subjects they are studying, and also against students' attainment in schools throughout Wales. This provides a very clear focus for teachers to judge the relative performance of students and to continually review and refine targets. This has contributed to the general improvement in results in the sixth form in recent years.

School self-evaluation is systematically organised. Departments evaluate sixth form provision using whole school criteria, and looking at how departmental work meets the aims, objectives and requirements of whole school policies. The outcomes are set out in the follow up reports and actions are specified in departmental development plans. Departments provide detailed reports, using a common and well thought out format. The best have a sharp and evaluative focus on standards and teaching, and establish ambitious and challenging actions. On the other hand, some plans are too descriptive and lack precision on how improved standards and better teaching can be achieved.

There is detailed analysis of A Level results at whole school and departmental levels. The effective line management system enables senior managers to be closely involved in the review of performance, and the wide analysis of this. The review process is underpinned by a good balance of support and challenge about performance and on how improvements can be made.

The governing body is well informed about the progress and performance of the sixth form. Governors contribute to the discussion about student attainment, about any value-added aspects of this and where improvement is most evident. They are also involved in the evaluation of where progress is less discernible and decisions on measures aimed at improvement.

## **7. How efficient are leaders and managers in using resources?**

Leaders and managers make good use of resources.

Sixth form students benefit from the good provision of staffing, accommodation and resources. Specialist staff are particularly well deployed to fulfil the demands of the sixth form courses. In addition, the effective partnership with other secondary schools on Ynys Mon to offer joint courses increases students' choices and opportunities.

There are plenty of good quality resources for sixth form courses. Students use this wide range of resources well. They also make effective use of a very good study centre. It is a comfortable working environment and is well equipped, for example

there are 36 computers, each linked to the Internet. The Careers Library is usefully situated adjacent to the centre.

Students are well provided for in practical terms both socially and academically, having their own recreational area and kitchen and priority in the use of the study centre for private study and research.

## **Subjects and areas of learning**

### **Welsh**

Standards are good.

#### **Good features**

- The oral contributions of students are good. When contributing to class discussions and working together in groups, their motivation is strong. The majority of students can exchange ideas easily with clear reasoning. In Y13, the pupils make intelligent oral presentations, structuring their information in an orderly fashion and giving purposeful examples.
- Students develop their critical talent throughout the key stage when discussing varied texts. In year 12, they analyse well the work of twentieth century poets and they develop their ability to see the significance of various literary features. By year13, they can compare the work of poets and literary figures and are able to cross-reference astutely and intelligently.
- Students read widely to give background knowledge and wider context to the texts they study, and they enrich their responses by making appropriate use of the comments of literary critics.
- They have a good awareness of the requirements of various linguistic tones and they succeed in adapting their style to respond to the requirements of various tasks. Their discussion work is informed, well-expressed and students offer clearly argued opinions. Creative work is good, the best has striking imagery. The pupils' knowledge of grammar is good.

#### **Shortcomings**

- (1) At times, students do not use quotations effectively when dealing with literary excerpts. They have not yet fully developed skills of appropriately integrating quotations into the structure of their work.
- (2) When analysing various literary texts, some students do not structure their literary argument and present it coherently. In these cases, the interpretation is sparse and there is a lack of detail and depth.

## **English**

Standards are good.

### **Good features**

- Many students are building well on prior attainment and making good progress.
- Students develop good listening skills and discuss effectively in pairs and group work, building on each other's ideas effectively and deepening their understanding through collaboration.
- Students research with confidence using the Internet as an effective tool in their exploration of set texts. They identify, analyse and compare literary and linguistic features of a range of texts and genres with increasing competence.
- In their writing, students express their understanding of these genres and write with sophistication about character and motivation and make apt reference to the historical context of works.
- The most able students use the drafting process very effectively to produce well-presented and perceptive studies, including comparisons of the work of different writers and of varying critical interpretations.

### **Shortcomings**

- (1) Students do not perform consistently across the various A level modules.
- (2) In whole class situations, students tend to rely on their teachers' stimulation rather than initiating discussion and offering their own views and opinions.
- (3) A small minority produce coursework which is not well-focused on the assignment, lacks a clear line of argument and has careless spelling or mis-prints.

## **Mathematics**

Standards are very good.

### **Good features**

- The work achieved by the sixth form students in pure mathematics, mechanics and statistics is of a high standard.
- Students are able to discuss the work in a very mature way. They are confident when dealing with complex mathematical concepts, and they have in-depth understanding of the subject.

- Students accurately recall previous knowledge and consistently apply it well.

### **Shortcomings**

There are no significant shortcomings.

### **Science**

Standards are good.

#### **Good features**

- A good majority of students have a secure understanding of key concepts.
- Students are able to apply more complex principles and theory in the three subjects to a range of problems and applications.
- Students achieve good standards in practical work. They are able to apply their theoretical understanding in a range of practical situations, and are developing good skills of analysing and evaluating.
- The majority of students show confident understanding when offering scientific explanations or undertaking analysis.

#### **Shortcoming**

- (1) A minority of students do not have a secure knowledge and understanding of certain principles when applying them to problems and practical applications.

### **Information Technology**

Standards are satisfactory.

#### **Good features**

- Students have good knowledge and understanding of the range and scope of information processing and communication applications, and techniques and systems, including software and hardware subsystems.
- Students show a basic understanding of ICT terms and definitions and can compare and contrast connected concepts.

## **Shortcomings**

- (1) Most Year 12 students have not made a wholly successful transition from the GCSE course to the AS course. Some of the work is currently proving too difficult for many.

## **Design and technology**

Standards are very good.

### **Good features**

- Students understand the principles of design. They can produce original, creative and purposeful designs. They use a computer system confidently for designing.
- Students conduct thorough research using a variety of information sources.
- Students' practical work products include a wide range of materials and the finished work is of a high standard. They experiment innovatively with the use that can be made of different materials and they develop effective problem-solving strategies.
- Students make good applications of the experience which they gain from studying production systems on the site of a local employer.

## **Shortcomings**

- (1) There are no significant shortcomings.

## **History**

Standards are good.

### **Good features**

- Advanced Subsidiary (AS) results indicate that many students are building well on their results at GCSE. In turn, A Level results reflect generally good progress from AS performance.
- Students have good subject knowledge and understanding. Many apply this well to class and coursework assignments.
- Students have a generally good awareness of the nature of research and writing about history, and how historical issues are likely to be interpreted in different ways by different historians.

- Students have a good understanding of historical evidence. They achieve good standards in evaluating historical sources and applying them to wider enquiries.
- Many students make good use of assessment criteria to evaluate previous work on examination questions. This develops good awareness of how they can improve their own work.
- Most students cross-reference well and are able to compare and contrast causes and outcomes, as well as evaluate related explanations.
- The best extended written work is of a very high quality. It has perceptive evaluation and analysis, clearly supported by well-planned use of good historical knowledge and understanding.

### **Shortcomings**

- (1) A minority of students do not provide enough depth and detail when seeking to justify their explanations and conclusions.

### **Geography**

Standards are satisfactory.

### **Good features**

- Students have an understanding of physical, human and industrial aspects and make good use of relevant information, applying it to unfamiliar situations.
- Students work productively as a group to solve problems and can discuss current affairs.
- Students effectively recall and cross-reference knowledge and can effectively integrate work from various units where necessary.
- Students appreciate the relevance of the subject to the social and economic issues of the world today and to the attitudes and values of people.

### **Shortcomings**

- (1) Students make little contribution in lessons.
- (2) There is a lack of detail and analysis in parts of their work.
- (3) Students do not bring enough analysis or interpretations to their written work.
- (4) Students are not sufficiently prepared to work in a more independent way, in order to develop their own ideas and conclusions more confidently.

## **Modern foreign languages**

Standards in French are good.

### **Good features**

- Students combine listening and speaking skills effectively. They can use more complex language, and discuss matters in the context of France and produce their own oral tapes.
- Students are able to adapt language encountered in listening, speaking and reading activities to produce extended pieces of written work of a good standard.
- Students make good use of a wide range of authentic reading materials, including those obtained through the Internet, which widens and enriches their experiences of France and its culture.

### **Shortcomings**

- 1) There are no significant shortcomings.

## **Art**

Standards are very good.

### **Good features**

- Students are confident and motivated. They are willing to talk critically about their work with teachers, visitors and fellow students. They are also clear about how to meet the requirements of AS and A level examinations.
- Students can use mental mapping skills as a starting point for projects. Possibilities for the direction of work are clearly shown by using words and pictures on paper.
- There are good standards of design and students can create objects in a variety of 2D and 3D media. Students use computers well to inspect pictures and then manipulate them on screen until a suitable image is achieved, before printing and developing them, via another medium.
- Students maintain sketchbooks of a high standard. They contain thoughtful notes which show clearly the skills used to research ideas.
- Students use aspects of the local area and of the whole of Wales as starting points for work. Standards and understanding of the subject increase through the opportunities to see original work and speak to Welsh artists.

## **Shortcomings**

- (1) There are no significant shortcomings.

## **Religious education**

Standards are unsatisfactory.

### **Good standards**

- Students develop some awareness of the religious and spiritual dimension of life, within the PSE programme.
- As a result of occasional visits to places of worship, they extend their knowledge and understanding of Judaism and Islam.
- They also respond well to opportunities to discuss religious and moral issues with Christian ministers and other outside speakers.

## **Shortcomings**

- (1) Students develop a deeper understanding of only a very few aspects of Ynys Mon's agreed syllabus for religious education because of the limited provision for the subject.
- (2) As a result of the reliance on non-specialist teachers, students do not explore and develop an understanding of religious belief and practice at a level that is appropriate for the sixth form.
- (3) Students do not develop the ability to communicate their knowledge and understanding of religion in a variety of written forms.
- (4) Similarly, students do not express their own responses to religious beliefs and practice in written form.

## **Religious studies**

Standards are good.

### **Good features**

- Students prepare good summaries of the viewpoints of various religions, avoiding an over-reliance on the teachers' guidance.
- In their study of religion and ethics, students understand and can knowledgeably discuss the moral and religious viewpoints of Christianity, Buddhism and Kant and on modern problems such as abortion.

- Students have a good knowledge of the spread and popularity of Buddhism in modern Wales and the retreat from traditional western religions.
- Students can discuss the results of their personal research skilfully and fluently with their fellow students.

### **Shortcomings**

- (1) There are no significant shortcomings.

### **Health and social care**

Standards are good.

### **Good Features**

- Students respond positively to all aspects of the course, developing their research, analysis and information-gathering skills to an appropriate standard.
- Students can work independently, taking responsibility for arrangements associated with their coursework.
- Students undertake detailed studies, especially of the social needs of infants and old people.
- Their folio work includes pieces of accurate and refined extended written work. Students make extensive use of information technology in order to refine the presentation of their work and also when searching the Internet.

### **Shortcomings**

- (1) Students do not consistently make enough use in their assignments of the experiences they gain on placements with local employers.
- (2) The lower attaining students do not analyse information sufficiently.

## Recommendations

**In order to raise standards and improve the quality of education further the school needs to:**

- (1) raise standards in religious education, and meet statutory requirements for religious education.
- (2) raise standards to good in those subjects where they are currently satisfactory.
- (3) improve the current provision of physical education.

## LIST OF ACRONYMS USED IN ALPHABETICAL ORDER

A	-	Advanced
ACCAC	-	Awrddod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
AS	-	Advanced Subsidiary
ASDAN	-	Award Scheme Development and Accreditation Network
CAD	-	Computer-aided design
CAM	-	Computer-aided manufacturing
DDP	-	Departmental Development Plan
FTE	-	Full-time equivalent
GCSE	-	General Certificate of Secondary Education
GNVQ	-	General National Vocational Qualification
ICT	-	Information Communication Technology
IT	-	Information Technology
IEPs	-	Individual Education Plans
LEA	-	Local Education Authority
NaFW	-	National Assembly for Wales
NC	-	National Curriculum
NQT	-	Newly Qualified Teacher
PSE	-	Personal and Social Education
SDP	-	School Development Plan
SEN	-	Special Educational Needs
SMT	-	The Senior Management Team
3D	-	Three dimensional