

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

**Flint High School  
Maes Hyfryd  
Flint  
CH6 5LL**

**School Number: 6644021**

**Date of Inspection: 20 March 2006**

**by**

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**Date of Publication: 25 May 2006**

**Under Estyn contract number: 1201405**

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- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult and community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
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Flint High School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Flint High School took place between 20/03/06 and 24/03/06. An independent team of inspectors, led by Gareth Hawtin Buckland undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a **Standard** inspection."

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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## LIST OF ACRONYMS

AS	Advanced Subsidiary
CPD	Continuous Professional Development
CSI	Core Subject Indicator
EWO	Education Welfare Officer
FSM	Free School Meals
GCSE	General Certificate of Secondary Education
GTCW	General Teaching Council for Wales
ICT	Information and Communications Technology
IEPs	Individual Educational Plans
INSET	In-service Training
KS	Key Stage
MFL	Modern Foreign Languages
NC	National Curriculum
NQT	Newly Qualified Teacher
PPA	Planning Preparation and Assessment
PSE	Personal and Social Education
SDP	School Development Plan
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-Ordinator
TLR	Teaching and Learning Responsibility
UA	Unitary Authority
WAG	Welsh Assembly Government
WRE	Work-related Education
Y (1-13)	Year (1-13)

## Context

### The nature of the provider

1. Flint High School is an 11-18 mixed comprehensive school maintained by Flintshire County Council (LEA). In March 2006 there were 699 pupils on roll compared with 682 at the time of the previous inspection in February 2000. The school serves the community of Flint and draws pupils from two primary schools in Flint and the two rural areas of Flint Mountain and Bagillt.
2. The school is situated in an area of high employment opportunities but these are mainly in small businesses. A significant proportion of pupils come from wards that are recognised as economically disadvantaged and Castle ward is designated as a "Communities First" area by the Welsh Assembly Government.
3. The school has a full range of ability. However, standardised tests show that there is a high proportion of pupils of modest or below average ability on intake; this applies particularly to literacy skills. The proportion of pupils receiving free school meals is currently at 19.3%; occasionally this rises to over 20%. There are 28 pupils with statements of educational need and 111 pupils on school action and school action plus. The great majority of pupils come from homes where English is spoken. In only a very small percentage of homes is an ethnic language or Welsh spoken as a first language.
4. Although three of the current leadership group have been in the school for some time, the current team comprising headteacher, deputy and two assistant headteachers has been together since September 2005. Prior to this, the headteacher and the assistant headteachers were in post in an acting capacity from September 2004.

### The school's priorities and targets

5. The motto adopted in 2004/05, "We respect everyone for who they are and what they might become," recognises the equal worth and value of everyone in the school be they pupils or staff.
6. The school aims to challenge all pupils to achieve to the highest possible level and to do this in a caring and supportive manner.
7. The school has a school development plan informed by the self evaluation undertaken in the academic year 2004-05. The plan is for delivery during the academic years 2005-2007 and contains four main priority areas for improvement. These areas are:
  - teaching and learning;
  - key skills' development;
  - pupils' conduct; and
  - evaluation.
8. Within these four main priority areas, areas for development are identified and include 17 target activities. These targets include:
  - implement accelerated learning styles of teaching;

- develop the curriculum to ensure it meets the needs of Flint pupils and employers;
  - establish a whole school approach to assessment for learning (not of learning) as the norm;
  - increase the emphasis on basic skills in KS3;
  - obtain Dyslexia Friendly School status;
  - ensure that all key stages and post-16 has planned input to deliver all key skills;
  - enhance ICT facilities across all departments;
  - improve attendance and pupils' behaviour;
  - extend the use of data to evaluate performance;
  - maximise 5A\*-C levels and improve on current target levels; and
  - review the performance management procedures.
9. All targets are fully detailed with many of them having clear quantitative outcomes while others have qualitative outcomes identified.

## Summary

10. Flint High School is a good school that is making good progress towards fulfilling its aim and ensuring each individual's contribution towards teaching and learning is acknowledged and fostered. Under the clear and decisive leadership of the headteacher, there is a concerted drive to build on the recent successes and ensure that any shortcomings are addressed. A culture of transparency and trust enables worthwhile suggestions to be explored and, when deemed appropriate, to be promoted across the school.

### Table of grades awarded

11. The table below summarises the judgements made by the inspection team.

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

12. These grades agreed with four of the seven grades awarded by the school within its own self-evaluation report; differences were in Key Questions 2, 4 and

6, where the school awarded itself a Grade 3 in Key Question 2 and Grade 2 in the other two key questions.

### Standards

13. The following table shows the standards of achievement in the subjects that Estyn selected for inspection.

Inspection Area	Key Stage 3	Key Stage 4	Sixth Form
Mathematics	2	2	2
Modern foreign languages	2	3	3
Art	1	1	1
Music	2	1	3
Religious education (including religious studies)	2	3	4
Business studies	NA	3	2

### Key Stage 3 and Key Stage 4

14. The inspection team concluded that, despite signs of improvement in a number of areas, this improvement is not consistent across the curriculum. In the six inspected subjects, there were outstanding features in art and music (KS4) with significant improvements evident since the last inspection in art, music (KS4) and mathematics. However, shortcomings remain in the other three subjects.
15. In the 60 lessons observed in the six subjects (art, music, RE, mathematics, MFL and business studies), the grades awarded were as follows:

Grade	Standards in subjects (%)	Standards in subjects (%)	Standards in subjects
	KS3	KS4	Sixth form
1		6	14
2	75	50	43
3	25	38	43
4		6	
5			

16. The overall picture is:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	60%	33.3%	1.7%	

17. This is a very encouraging picture which demonstrates that the school has exceeded all Welsh Assembly targets for standards of achievement. Standards achieved, in the evaluated subjects, in KS3 and the sixth form are better than those within KS4; this is reflected in the attainments in tests and examinations in KS3 and the sixth form.
18. Results in national tests (SATs) have improved year on year with the performance of girls being a strong feature of this improvement. Nevertheless, the results remain below the challenging targets set by the school.
19. Results in the GCSE examinations remain a concern for the school, particularly within the 5A\*-C category. Although results in 5A\*-C have improved by 8% since the last inspection, the improvements observed in KS3 have not been followed

through to the outcomes in KS4. There remains some concern surrounding the appropriateness of the curriculum provision in KS4 for all pupils.

20. The most-able pupils and those of lower ability make the most progress whilst those pupils of average to below average ability do not produce acceptable standards of attainment in GCSE. The percentage of grades at A\* and A is extremely low but generally in line with standardised assessments of the cohorts of pupils.
21. Standards in key skills are generally sound across the curriculum. However, further development is required in writing skills and the use of ICT and the wider key skills to enhance the learning opportunities of all pupils. Bilingualism is under-developed across the school. This is an area for development across the key stages and throughout the curriculum.
22. The personal development of pupils is a high priority in the school. Pupils are generally confident and well motivated, supportive of the school and its efforts and enjoy their learning experiences. They behave well and are polite and personable to visitors. They recognise the benefits of regular attendance and punctuality to lessons and the annual attendance rate has improved significantly since the last inspection.

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

23. The quality of teaching observed in lessons was as follows, with the figures being the percentages of 85 observations awarded each grade:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
9	61	25	5	0

24. These figures are well above the national targets for quality of teaching to be above 50% of lessons being assessed Grades 1 and 2. The only disappointment for the school is the low level of outstanding teaching when compared with the high level of grades 2 awarded.
25. Teachers are well qualified and plan and prepare lessons thoroughly; apart from ICT, good use is made of available resources. Working relationships with pupils are good and behaviour management routines established recently are starting to have an impact.
26. The work of teaching assistants is a strong feature in the school. However, at times, too much responsibility for the learning objectives of the pupils rests with these assistants rather than the teaching staff.
27. The school is 'data rich' with all departments having access to considerable data and information relating to the prior performances of all pupils. In the best examples, these data are utilised to set individual targets, with teachers planning to meet these targets and then tracking progress towards the agreed outcomes. However, inconsistencies in the assessment practices across the school limit the impact of this process at a pupil level. Consequently, the quality of marking and target setting for individual pupils are also variable in quality and accuracy.
28. The curriculum is extended by a good programme of extra-curricular activities in which a significant number of pupils gain national and, sometimes, international

recognition. However, there is a lack of opportunity to explore other cultures and languages through active participation in school visits overseas.

29. The school has a caring and inclusive ethos that guides, supports and challenges learners. The close links with the partner primary schools enable pupils to settle quickly. The care and concern displayed for pupils by all partners in the school are outstanding aspects of the school.

### **Sixth Form**

30. The standards in art are an outstanding feature of the sixth form provision in the school. They demonstrate best practice in a number of key areas that can be disseminated across the school.
31. Group sizes in sixth form classes tend to make comparisons with LEA and national averages specious. Group sizes in all subjects except one, were in single figures and often low single figures. However, absolute performances in AS level in 2005 were encouraging in a number of subjects including the sciences, art and design, business studies, English literature, history and music, when 27% of students achieved A/B grades and 90% received grades A-E. These results were endorsed at A-level in 2005, with 37.5% of grades awarded being A or B and 97.5% of students achieving at least a grade E.
32. Students have well-developed key skills in communication and numeracy. However, the use of ICT remains under utilised in the sixth form and the lack of emphasis being placed on bilingualism is a further area for development.
33. Personal development in the sixth form is a significant feature of the learning experience. This is achieved through the planned study programmes as well as through the range of mentoring activities – learning and behavioural - the students undertake with pupils in the other key stages. This is an excellent feature of the sixth form.

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

34. The quality of teaching observed in lessons was as follows, with the figures being the percentages of 19 observations awarded each grade:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
16	68	16	0	0

35. There is a high proportion of very good or outstanding teaching in the sixth form.
36. Teachers' good subject knowledge enables students to explore issues in depth. There is an increased emphasis on encouraging independent learning as preparation for higher education. Teachers share objectives for learning, examination requirements and criteria for success with students.
37. The development of key skills is extended and encouraged, particularly within communication and ICT when making presentations to the class. The assessment of key skills is a feature of good practice in the sixth form.
38. The quality of assessment and monitoring is good. Students receive feedback on how to improve their work and are involved in self-assessment arrangements and set targets for the future.
39. Although group sizes are small, there is a good range of courses available with added breadth being sought for the new academic year through involvement in

local consortium arrangements. This will assist in addressing issues around efficiency identified by the school.

### **Leadership and management**

40. The outstanding features are:

- the vision and direction provided by the headteacher, senior management and governors;
- the corporate ethos allied to the strong caring pastoral nature of the school; and
- the culture of transparency, sharing and decision making within the self-evaluation processes and the quest for improvement.

41. The headteacher gives dynamic leadership in strategic and financial planning, self-evaluation, empowering staff and the drive towards high standards of academic achievement and behaviour. A strength of the headteacher's leadership is the personal contact with and support for all staff and pupils within the school.

42. The new senior management team (SMT) provides the headteacher with strong support and has the same values for the school. Each member of the SMT is effective as an individual within their own areas of responsibility and as a member of a strong and effective team.

43. The quality of middle management, both academic and pastoral, is generally good and through the actions of the SMT, middle managers are gradually developing into leaders of learning within their own specialisms.

44. The self-evaluation process established in the school is an outstanding feature of the leadership. The openness to seek, and the consideration given to, views and ideas from staff and pupils are examples of best practice in corporate leadership. By building a strong financial support mechanism onto this process, ensuring delivery of plans, as the school has done, the school's work in this area demonstrates an outstanding example of self evaluation at work.

45. The governing body provides the school with considerable expertise across a range of professions and backgrounds and takes a leading role as a critical friend in planning, monitoring and evaluation. As a body, governors are well informed, exercise their responsibilities with care and are highly supportive of the school.

46. The financial management of the school is an outstanding feature. The headteacher, assistant headteacher, administrative assistant and the finance committee manage the budget effectively and efficiently and ensure the school provides good value for money.

### **Progress since last inspection**

47. Since the last inspection, considerable changes have taken place within the leadership of the school. From September 2005, a completely new senior management team has been established, some internal appointments, including the headteacher from April 2005, and an external appointment at deputy head level. The internal appointments have resulted in further adjustments at other levels of management in the school.

48. Within this context of a changing leadership, the school has made some good progress in a number of areas while other areas have not been developed sufficiently. Considerable improvements are evident in planning, teaching, evaluation and leadership; progress against the key issues from the last inspection is as follows:

- considerable improvement has been observed in the standards of achievement in classes and expectations of pupils are more in line with their potential. However, the levels of attainment in KS4 have not improved at the same rate and remain an area of concern, particularly within the A\*-B grades where few pupils achieve these levels of success, albeit in line with the cohort profiles, and the performance of the middle ability band of pupils;
- the development of key skills is a positive aspect of the school, particularly within literacy and numeracy where considerable additional support is available for identified pupils. All departments effectively plan for the delivery of key skills. However, the development of writing, bilingualism and ICT remain areas for further improvement;
- parents are very supportive of the school and are actively involved in many developments. The new reporting procedures are welcomed as a significant improvement and ensure parents have the capacity to assist their children in their education;
- attendance rates across the school have improved substantially and are now at a satisfactory level;
- statutory requirements for ICT in KS3 are now met fully and the quantity of IT resources is now significantly improved. However, the impact of this increase in resources is not fully developed in all areas;
- insufficient progress has been made in addressing the delivery of the Agreed Syllabus for RE in KS4 or with complying with statutory provision for RE in the sixth form;
- significant improvements have been made in the accommodation and all identified concerns addressed;
- the use of registration period is well planned and, in the main, is effectively used by form tutors in monitoring pupils' academic performances. This process is embedded in the newly established reporting procedures to parents. This aspect is much improved with all staff undertaking training to extend their own skills and learning. The performance management procedures act as a sound basis for establishing personal training requirements while the SDP-DDP process identifies the school's training requirements. Good practice is being shared in many areas although inconsistencies in practice result in this being an area for continued development across the school; and
- the school has made a significant effort at establishing an ethos of reflection across the school. This is done daily through designated activities in registration, year assemblies and a full school assembly each week. Whilst this key issue remains an area for further improvement, particularly in relation to the spiritual dimension and the active involvement of pupils, the school is making considerable strides forward.

## Recommendations

In order to continue the trend of improvement in the school, focusing on the following areas should be central to the school's future plans:

- R1 further to improve standards and examination results by building on the strategies to raise standards, with particular emphasis on MFL;
- R2 continue to develop bilingualism and the key skills across the curriculum, particularly the skills of writing, ICT and the wider key skills, in a coherent and planned way across the curriculum;
- R3 continue to improve the curriculum provision in KS4 to establish a broad, balanced and appropriate provision for pupils of all abilities in line with the 14-19 Learning Pathways agenda;
- R4 further to improve methods of assessment by:
- reviewing existing assessment procedures for consistency of application across the curriculum; and
  - ensuring marking and target setting are appropriately focused and formative so that all pupils have clear guidance as to how to improve their performances;
- R5 ensure that subject teachers plan effectively to provide:
- opportunities for pupils actively to participate in their own learning experiences; and
  - appropriately modified tasks and resources to meet the learning requirements of all pupils with additional needs working in mainstream lessons;
- R6 further to develop the strategies for reintroduction of excluded pupils into school, with particular emphasis being placed on the academic aspects of the re-entry process;
- R7 continue to develop the spiritual dimension of the school and the active involvement of pupils in assemblies; and
- R8 implement fully the Agreed Syllabus for religious education in KS4, meet statutory requirements in all aspects of assessing it and comply with the statutory duty to provide religious education in the post-16 curriculum.

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

## Standards

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

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

49. The school awarded itself a grade 3.
50. The inspectors felt that, although there are signs of improvement in certain areas in the school this improvement is not as yet consistent in some of the inspected departments.
51. In the six subjects inspected, outstanding features are only evident in art and music whilst in MFL across the school and music at the sixth form, business studies in KS4 and religious education in KS4, there are evident shortcomings. Mathematics was deemed to be good across the school with no significant shortcomings. There is a significant improvement in art and mathematics since the last inspection.
52. In the 60 lessons observed in those six subjects, the grades awarded in the key stages and the sixth form are as follows:

Grade	Standards in subjects (%)	Standards in subjects (%)	Standards in subjects
	KS3	KS4	Sixth form
1		5.6	14.2
2	75	50	42.9
3	25	38.8	42.9
4		5.6	
5			
TOTAL	100%	100%	100%

53. A summary of these outcomes is:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	60%	33.3%	1.7%	

54. These figures are significantly above the current national figure of 50% of lessons to be grade 1 or 2 in KS3 and KS4 and the sixth form and represent an improvement since the last inspection when the percentage awarded grades 1 and 2 in KS3 and KS4 and the sixth form was 42%. They also marginally exceed the national targets of standards to be a grade 1, 2 or 3 in 98% of lessons.
55. Although standards of achievement are improving, they are variable as there is a significant difference in standards from KS3 to KS4. In KS3, the core subject indicator (CSI) is increasing year on year, apart from a dip in 2004, and since the year 2000 it has improved by 17%. However, there is a greater improvement in the achievement of girls (21%) compared to the boys (13%) since the last inspection. All these figures are below the targets the school set itself. However, the results in science show a tremendous increase in the last five years.
56. Results at GCSE are more variable especially at 5A\* - C which have hardly improved since the last inspection and being lower in 2005 than in previous years.

57. Results at % 5 A\* - G have improved by 8% since the last inspection. Results provided by the school show that the best results were in 2002.
58. The school results at 5A\* - C were below the LEA and Wales averages in 2005 but although also below Wales and the LEA at 5A\* - G, this was not as significant.
59. At A\* - C in the six subjects inspected in the 2004 and 2005 GCSEs boys did better than girls in mathematics and French.
60. Results at GCSE are not as yet at a good level, a matter that is acknowledged by the school and is something the school is actively working on to improve. In general, the most-able pupils, and those of lower ability, make the most progress; variations in attitudes amongst some middle ability pupils in KS4 impact on the standards achieved.
61. Standards observed in KS3 and the sixth form were better than those achieved in KS4. The school is aware of this and is consciously trying to address this issue.
62. The school sets very ambitious numerical targets for the end of each key stage which means, especially in KS4, a significant number of pupils do not achieve the overall target including individual pupils' targets. The changes to the teaching approaches in KS3, when rolled over to KS4, may, however, have a positive effect on attainment in KS4.
63. The school does have a clear target setting system which is understood by the staff and is based on CATs' scores in key stages 3 and 4 with additional information provided by Yellis test data. The targets set are understood by the staff and, to some measure, by the pupils.
64. Standards in Key Skills are generally sound except in writing and ICT across the curriculum which are both underdeveloped. Pupil's skills in numeracy are good as well as their ability to solve problems with good examples seen in PSHE and art. The pupils work well together and the group work seen during the inspection was productive but this should be expanded to working in larger groups.
65. Pupils will generally participate orally and the more able pupils use extended speech to explain situations but this varies according to the subject being followed. However, during the inspection week discussion was restricted by the overly didactic style of a good proportion of the teaching seen. As a result, opportunities for the pupils to express their opinions are reduced.
66. Reading skills are generally good and pupils can read to understand the topics being covered although this is more problematic with some lower ability pupils. There is good use made of the school library according to the record provided by the school. The more-able pupils' reading is of a high standard.
67. The written work of the pupils is more varied, in some cases being untidy and poorly presented. There are clear inaccuracies in spelling and evidence of incomplete work. In addition, the work presented does not show full understanding of the task set nor does it show that sufficient thought has been given to completing the exercise.
68. There are opportunities for pupils to display their ability with number and they are confident in applying their skills to a range of situations.

69. The school is well equipped with computers with four specialist room being available for departments to use. This, however, does not happen very often and the use of ICT across the curriculum is under utilised. The technical ability of pupils to use computers is more variable although there are some good uses made. The mathematics department has developed its own website that contains work for pupils as well as revision notes and handy hints.
70. There is little evidence of a focus on bilingualism, although directions on the corridors are expressed both in Welsh and English. The use of incidental Welsh in lessons by both pupils and staff is limited. The profile of Welsh culture within the school is, therefore, limited.
71. In KS3, the results have improved since the last inspection with the most significant improvement being in science. The CSI has also improved over the last five years, significantly so amongst the girls. The CSI is above the median using FSM bench marking data. The results for the boys have been very variable since 2001.
72. The FSM benchmark data shows the KS3 test results to be above the median for English and mathematics and above the upper quartile for science. Only the teacher assessment in IT and MFL is below the lower quartile.
73. In KS4, results have fluctuated over the past two years. The percentage gaining 5+A\*-C is below the lower quartile. However, results in percentage terms at 5+A\* - G are above the upper quartile. Results for 1+A\* - G are just above the upper quartile and the average points score is just above the lower quartile.
74. In the core subjects, A\* - C in English and science are below the lower quartile whilst for mathematics they are just above the lower quartile; the CSI is equal to the lower quartile value.
75. The KS3 to GCSE value added residuals are all negative for 2004 and 2005 except for art and design, music and history in the latter. GCSE value added residuals for 2004 are negative except for mathematics, music, business studies, design and technology (engineering) and geography, history and physical education. The values for 2005 are not too dissimilar.
76. In 2004 and 2005, there were short-course GCSE results in information technology and Welsh 2<sup>nd</sup> language as well as sport/P.E. studies in 2004. In 2004, 35.8% of the entry gained a grade C or better in Welsh second language whilst 100% gained a grade G or better in IT and 63.2% did the same in Welsh second language. Of the two entered in sport, 50% got a grade G or better. In 2005, in IT, 35.7% attained a grade C or better and 92.9% a grade G or better. The figures for Welsh 2<sup>nd</sup> language were 21.9% and 96.9% respectively.

### **Sixth Form**

77. In the Advanced Subsidiary examinations in 2004 results at grades A/B in the subjects studied, namely, biology, chemistry, physics, science: electronics, business studies art and design, history, psychology, sociology, English literature, French, music, sport/ PE. studies and D & T product design were that 18.1% of results were at grade A/B and 65.3% were at grade C or better.
78. Group sizes tend to be small, making comparison to the LEA and National not feasible statistically. Depending on the subject studied, group sizes were no higher than 12 with all except one subject being in single figures.

79. In 2005, similar courses were followed and in addition, examinations were followed in science: single award, mathematics, geography, Russian, music and music technology. In these examinations 27.1% of the entry gained A/B and 90% gained a grade A – E. Group sizes with the exception of business studies were again small.
80. In 2004 GCE Advanced level examinations, there were 31% who gained a grade A/B and 97.6% gained grades A – E. However, again group sizes were small with the largest being 6.
81. In 2005, a similar range of subjects was followed and 37.5% of the results were a grade A/B and 97.5% gained graded A – E with group sizes again being in single figures.
82. The rate of progress varies across and between subjects. However, best progress is made when the students are engaged in work provided at a suitable pace with the learning opportunities being appropriate to their abilities.

### **Progress in learning**

#### **Key Stages 3 and 4, Sixth Form**

83. The rate of progress varies across subjects and between classes and is variable also between key stages but is satisfactory in the sixth form. Progress is better in KS3 than KS4 and this is reflected in the performance in KS4.
84. When pupils are appropriately challenged and involved in work that is provided at a suitable pace and contains different learning experiences, there is measurable progress evident. In the six subjects inspected, there was a clear correlation between the quality of the teaching and the work set for pupils to make progress. Pupils do not always consolidate their learning sufficiently through independent work and they are too reliant on the work of teachers.
85. The recently employed learning coach is beginning to have an impact. She sees pupils from various years to try to keep them focussed and on target.
86. The most-able pupils are generally challenged to produce work of a high standard in the vast majority of subjects but there are obvious variations to this. Pupils with SEN generally make good progress although often they do not meet sufficient challenge.

### **The development of personal, social and learning skills.**

#### **Key Stages 3 and 4, Sixth Form**

87. The vast majority of pupils behave responsibly and demonstrate good behaviour in and around the school. The pupils cooperate well together and are supportive of one another.
88. Attendance has improved since the last inspection and is now nearly 92% whilst there are no major punctuality problems. There are effective monitoring processes in place and there are good relationships between the school and the EWO which all contributes to this.
89. The majority of pupils' punctuality at the start of the school day and arriving at individual lessons is good. However, some pupils do arrive late but this is dealt with sensitively and appropriately.

90. The opportunities for pupils to develop the wider key skills such as problem solving and decision making are improving across the key stages and in the sixth form. Pupils are able to use the internet to research or to use the web site the school has developed for mathematics.
91. Pupils get the opportunity to follow a work –experience programme and there is a comprehensive personal, social and health education programme which is delivered by form tutors.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings\_

92. The grade awarded by the inspection team exceeds the grade awarded by the school in its self-evaluation commentary.
93. The following table shows the quality of teaching and assessment in the 104 lessons observed during the inspection.

	% Grade 1	% Grade 2	% Grade 3	% Grade 4	% Grade 5	% Grade 1-2	% Grade 1-3
KS3	7.5	66.0	20.8	5.7		73.5	94.3
KS4	12.5	53.1	31.3	3.1		65.6	96.9
6th Form	15.8	68.4	15.8			84.2	100
	11	63	23	3		74.0	97.0

#### KS3 and KS4

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

94. The Welsh Assembly Government (WAG) published targets for teaching in Wales requiring that 95% of lessons should be graded 3 or better, and that 50% should be graded 2 or better. As the table indicates, the school exceeds the former target (with 97%) and far exceeds the latter (with 74%).
95. These figures are an improvement upon those achieved in the previous inspection, where teaching was deemed satisfactory or better in 93% of classes and good or better in only 44% of classes.
96. The most remarkable improvement has occurred in KS3, where there is now more good teaching than in KS4. This is largely attributable to a very effective Accelerated Learning Programme that has been implemented in Years 7 and 8.
97. The quality of relationships between teachers and pupils and support provided for pupils with SEN are outstanding features of teaching and learning in the school.
98. Relatively little teaching (7.5%) was judged to be very good or outstanding.
99. There are many good features in teaching. These include:
  - the detailed knowledge teachers have of the subjects that they teach and the requirements of examination specifications;

- deployment of this knowledge to produce well planned and structured lessons that proceed with pace and purpose and stimulate learning;
- consistent use of the 4-part lesson that includes innovative 'starter' activities, a good range of teaching methods designed to meet a variety of learning needs, and plenary activities of various kinds that enable pupils to reflect on what *new* knowledge or understanding they have absorbed in the course of each lesson;
- clearly established learning objectives at the start of lessons and consolidation of pupils' learning in regular plenary activities;
- an appropriate range of questioning to probe pupils' understanding and develop their thinking skills;
- conscious development, in both planning and teaching, of key skills across the curriculum; particularly good practice was observed in PE where teachers devise activities requiring pupils to analyse and improve each other's performance through peer assessment; and
- the promotion of active learning opportunities – which encourage direct participation in problem-solving situations, and increase access to learning for pupils of all abilities.

100. Teaching is genuinely inclusive. The range and quality of support available for pupils with SEN are a strong feature; this includes a very effective 'buddy reading' scheme involving older pupils and a 'catch-up' basic skills programme organized by the English and mathematics departments.

101. In some classes, particularly in KS4, too many learning experiences are effectively teacher-led, allowing pupils limited opportunities to take initiatives in their own learning; in others, tasks are insufficiently differentiated, again, impeding the development of pupils as independent learners.

102. Whilst the work of teaching assistants is generally very effective – in particular their work with vulnerable pupils - they are occasionally given insufficient guidance from teachers about adapting learning objectives for particular lessons.

103. Whilst several examples were recorded of teachers using basic, conversational Welsh in lessons, there is no systematic attempt to promote the advantages of bilingualism across the curriculum.

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

104. This is a 'data-rich' school. All departments are provided with CAT scores and other data that enable teachers to identify the learning needs of individual pupils, plan to meet these needs, set individual targets and track pupils' progress in meeting them.

105. In order to facilitate this process, the school launched its Assessment for Learning policy in September 2005, as a formative means of identifying pupil achievement and so more accurately track pupil progress towards achievement of target grades.

106. In the best practice – for example in history and English – pupils' performances' on periodic assessment tasks are measured against detailed criteria; teachers

not only share the outcomes with pupils but also use them as a means of identifying pupils' strengths, weaknesses and targets for improvement.

107. Most departments take seriously the need to enable pupils to assess their own work and that of others. This enables pupils studying art to analyse their own performance and those studying English to negotiate their own learning targets.
108. However, there remain inconsistencies in assessment practice across the school. For example, a variety of methods – numbers, grades, levels - is used to mark pupils' work, and the comments teachers write on pupils' work can vary from the good practice described above to brief or generalized comments that are of little use to pupils seeking ways of improving their work.
109. Consequently, the quality of target setting for individual pupils is also variable. This is particularly evident in school reports, which, though good overall, contain too many targets for improvement that are aimed at modifying behaviour, rather than at improving understanding.
110. The school is moving ahead fast with its Assessment for Learning programme and considerable progress is being made; this is bringing about a gradual transformation of teaching and assessment in KS3. However, shortcomings remain in teachers' understanding of data, in the quality of target setting and in the process of formative assessment itself.

### **Sixth Form**

111. The following table shows the quality of teaching and assessment in the 19 lessons observed in the sixth form during the inspection.

% Grade 1	% Grade 2	% Grade 3	% Grade 4	% Grade 5	% Grade 1-2	% Grade 1-3
15.8	68.4	15.8			84.2	100

### **How well teaching and training meet learners' needs and the curricular or course requirements.**

112. There is a higher proportion of very good or outstanding teaching in the sixth form than elsewhere in the school and there were no examples of teaching that was judged to be less than satisfactory.
113. In this inspection, 100% of sixth form teaching observed was judged to be satisfactory or better. This represents a marked improvement on the figure of 93% in the last inspection.
114. Several features of good teaching observed elsewhere are also evident in the sixth form. These include:
- good subject knowledge;
  - thorough planning;
  - clear lesson objectives shared with students;
  - good levels of challenge in both questioning and task-setting; and
  - very productive relations between teachers and students;
115. In particular, the depth and range of teachers' subject knowledge enable them to pose challenging questions and tasks, which in turn have the effect of enthusing students and making them want to succeed.

116. The strong earlier development of key skills is carried on in the sixth form. In particular, students are encouraged to improve their skills of communication, enhanced by ICT, when making presentations to the rest of their class group.
117. Though less evident than in KS4, there is a tendency in some lessons for teachers to dominate the learning process.

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

118. The quality of assessment recording and reporting in the sixth form is good overall.
119. Teachers mark students' work with detailed, accurate commentary. As elsewhere in the school, teachers know their students' strengths and weaknesses and use assessment information to identify strategies for improvement.
120. In many subject areas, teachers use their expert subject knowledge to enable sixth form students to assess each other's work. This is demanding work, but in the best practice it gives students genuine insights, not only into examination requirements but also into new or unexpected ways of thinking.
121. The assessment of key skills is another feature of good practice in the sixth form. For example, geography students giving PowerPoint presentations are assessed on the quality of their communication skills and on their use of ICT.
122. Whilst teacher marking in the sixth form is more consistently good than elsewhere in the school, there remains some variation in both the quality and quantity of teacher commentary.

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

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

123. This grade matches the school's self-evaluation grade.

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

124. The curriculum generally meets the learning needs of pupils. In KS3, in Y9, as well as National Curriculum provision, all pupils take drama and pupils in the two top sets take Spanish as a second foreign language. In KS4, there is a mix of academic and some vocational courses. There is also an alternative curriculum that caters partly for the individual needs of pupils, some of whom are at risk of disengagement. However, despite the current curriculum developments, further exploration of courses and accreditation is needed to ensure that the fullest range is available to suit the needs of all pupils in KS4.
125. In the sixth form, the school provides a range of subjects as a sole provider. The school is also in collaboration with another local school to expand the range of AS and A2 subjects on offer.
126. The school achieved the Basic Skills Quality Mark in 2004 and individual departments are increasingly contributing to the delivery of key skills to improve the use of transferable skills. Whilst the skills of numeracy, speaking, reading and listening through the medium of English are a strong feature of the school, the impact of ICT and written English is not fully apparent across the school. Furthermore, in subjects other than Welsh, pupils receive few opportunities to develop bilingual skills.
127. Learning experiences are enriched through a wide range of extra-curricular activities provided by the school; these are very good in sport, music and drama. Success in sporting fixtures and regular cultural activities are strong features of the life of the school. Pupils, both in the main school and the sixth form, have opportunities that enrich their cultural awareness including visits to theatres and museums.
128. The school promotes pupils' personal development very effectively. A well structured PSE programme in each key stage covers all aspects fully. The pupils' social, cultural and moral development is strong but the spiritual aspects are less well developed. However, the increase in numbers of pupils opting for religious education in KS4 has been a notable success and involves large numbers of pupils. The personal and social development of pupils is a particular strength and is evident in the good relationships between pupils and teachers.
129. Form periods and whole school and year assemblies provide opportunities for pupils to reflect. The 'Thought of the Week', which has been recently introduced, deals with issues such as homelessness, harvest and prejudice. However, this activity does not include opportunities for active pupil participation; the quality of this provision is inconsistent.
130. A strength of the school is its wide range of partnerships with various education, welfare, support and community providers. A number of parents are also very involved with the school and the supportive contribution of the current governing body has a positive impact on the pupils' learning experiences.

131. There are strong and effective links with the community. A home-school agreement is established in the school. Parents, family and friends as well as local organisations and businesses support the school. Community links are enhanced through curricular visits.
132. Cluster arrangements with partner primary schools are very good. Meetings are arranged to assist and develop collaborative schemes and policies.
133. Although formal partnerships for initial teacher training exist with the University Colleges of Bangor, Aberystwyth and Chester the main collaborative activity is with Bangor. The mentoring, support and evaluation arrangements are an outstanding feature of the way the school supports and develops student teachers and also newly qualified teachers to the profession.
134. The school does not meet statutory requirements to provide Religious Education through the implementation of the Agreed Syllabus and assessing it in both KS4 and the sixth form.

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

135. Opportunities exist for pupils to participate in various challenges and competitions involved with the world of work; these include such activities as the Toyota challenge and the Dynamo project. Industry days and world of work events are organised by the careers service and also for staff to raise their personal understanding and awareness of the world of work.
136. In a primarily English speaking community, the main exposure of pupils to the Welsh language is via Welsh lessons. All pupils have formal curriculum provision from Y7 to Y11. This is enhanced by the promotion of the Welsh language through occasional events such as the annual, school Eisteddfod and opportunities for all pupils to visit Glan Llyn. There are bilingual signs around the school but little evidence of incidental Welsh being used.
137. An audit has been undertaken of departmental contribution to the *Cwricwlwm Cymreig* and some departments address this within their schemes of work and several implement the integration of knowledge about Welsh culture and heritage very effectively.
138. Within PSE and subjects such as geography, there is good provision for increasing pupils' awareness of sustainable development issues. However, opportunities for pupils to be engaged in practical sustainable development activities are limited.
139. There is a clear equal opportunities policy and it is reflected in many aspects of school life such as games and other social activities.
140. Currently the opportunities for learners to develop their entrepreneurial skills are limited.

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

##### **Grade 1: Good with outstanding features**

141. The school's self-evaluation grade was grade 2.
142. The inspection grade reflects the many outstanding features the school has in relation to the way learners are cared for, guided and supported.
143. The school has established a caring community that successfully includes pupils of varying abilities, and from various backgrounds. Teachers and pupils show respect for each other, and the effective use of teaching assistants and other professional workers who support the pupils, particularly those that need additional support, is an outstanding feature of the school.
144. Parents are pleased with the standards at the school and the achievements made by their children. The pupils respond positively to the care and guidance they receive from the school where they feel safe and well supported. The school takes parental views into consideration and provides parents with a wide range of information about the school.
145. The school's pastoral system ensures that each pupil is well supported and Heads of Year receive regular information about the performance, efforts and behaviour of pupils across all aspect of the school's provision. This ensures that staff are able to identify those pupils who may be underachieving or who may be improving upon standards they have already achieved. A learning coach also provides valuable assistance in helping pupils develop routines designed to improve their learning strategies.
146. The range of transition arrangements in place for Y6 pupils from feeder primary schools is another notable feature of the school's provision. School staff invest considerable amounts of time and effort in order to ensure that the pupils are very well introduced into the school. Pastoral and support arrangement in relation to Y6/7 transition are very effective and well developed. Curriculum and transition projects have been developed in the core subjects and shared staff training days on teaching styles and accelerated learning have been held in recent times.
147. The personal, social, health and education programme is well planned and delivered. It is effectively co-ordinated and targeted to meet the needs of every age group, it is progressive and age-related. A very good feature is the support provided by a range of external agencies who contribute to the success of the programme. Effective arrangements are in place to audit the impact of the programme across curricular areas.
148. There are good arrangements to monitor pupils' punctuality, attendance and behaviour.
149. The provision for pupils to make informed choices as to their future career options is effective, well planned and a clear strength of the school's provision. Work experience is equally well planned, monitored and evaluated in Y10 however its value in Y12 is not as clear to the students.

150. Child protection procedures are known to all members of staff and are implemented effectively throughout the school. All staff have received training and know how to respond to issues or incidents that might arise.
151. The school has a clear and comprehensive policy of SEN assessment and provision, which fully meets the statutory requirements of the Code of Practice for Wales. The SENCO provides clear vision and direction, together with a sense of purpose, and has established effective links with staff in all departments in order to plan effective strategies and provision for pupils.
152. The school's process towards early identification of pupils with SEN is strength of the school, with excellent links being established with its partner primary schools. Staff visit primary schools and a designated teaching assistant works with pupils in order to ensure appropriate support leading up to and during their transfer into the high school.
153. The school makes very effective use of a variety of assessment procedures. Standardised reading tests are used to identify reading attainments in KS3 and further information is gathered by means of diagnostic reading tests that are used to plan appropriate provision. Cognitive ability tests identify pupils' strengths and areas of concern and enhance the information received from the partner primary schools.
154. Pupils in KS4 are assessed by means of a monitoring system that identifies their ability within general academic work and their speed and accuracy in responding to given tasks. This process is used to identify pupils who may require extra time to complete relevant examinations.
155. SEN pupils have a full access to the curriculum through inclusion in mainstream classes. Some teachers meet the needs of SEN pupils in mainstream classes very effectively through careful planning and application of differentiated tasks in their lessons. However, in a few subject areas, teachers do not plan and modify tasks appropriately enough to meet the needs of these pupils, nor make sufficient use of a range of suitable resources to meet the learning needs of pupils with SEN.
156. Pupils receive effective support on a withdrawal basis in small groups, or on an individual basis with the Special Needs Teachers. This work focuses on specific targets, in a quiet environment, and helps to increase concentration, and establish good learning habits. A variety of good and appropriate teaching strategies is used to improve pupils learning and basic skills. Pupils make effective use of ICT programmes, and regular assessments indicate that pupils make steady progress towards their targets.
157. The school hosts an LEA funded resource for pupils with moderate learning difficulties. A designated teaching assistant supports each resourced pupil within mainstream lessons, and in targeted lessons within the Learning Centre.
158. The SENCO ensures that all staff are aware of each pupil's IEP; teaching assistants are assigned to each department to provide feedback on pupils and to report on their progress within lessons. These teaching assistants provide valuable support in helping the pupils to access the curriculum and to consolidate pupils' learning within the school's inclusion strategy. Those teaching assistants who hold the British Dyslexia Certificate support pupils with specific learning difficulties effectively, using appropriate strategies.

159. Teaching assistants are also used to support vulnerable pupils during break and lunchtime clubs, which provide opportunities for social interaction for more vulnerable pupils. This provision is highly regarded by the pupils and helps to improve their confidence and self-esteem. The overall support given by the teaching assistants is an outstanding feature of the school.
160. Pupils who take part in the school's 'Catch-Up' reading programme make good progress and also improve their self-esteem through their achievements. Pupils enjoy the tasks and show interest in the books and their contents.
161. The Life Skills and Vocational Courses in KS4 provide opportunities for pupils to receive accreditation for their work and are delivered effectively in a practical manner, at a level appropriate to pupils' level of attainment. The course also provides appropriate opportunities for work experience, and is a strong feature of provision in KS4.
162. The school makes effective use of LEA and other external support services, which enhances the provision already provided by the school.
163. Many pupils decide to continue in full time education and the school has established effective links with a local college of further education.
164. Parents are fully involved in all stages of the SEN procedures and the IEP plans are reviewed each term, with opportunities for parents, and pupils to contribute. The IEPs relate well to the needs of the pupils and contain precise targets, which are known to the pupils, and their parents.
165. Consultation evenings provide parents with opportunities to discuss their child's annual review of progress. This helps parents to understand their child's difficulties, the nature of support, and provides suggestions as to how the parents may be able to help at home.
166. There are clear guidelines indicating acceptable behaviour displayed in classrooms, and there is a clear policy of referral in cases of inappropriate behaviour. However, in some classes, there are occasional examples of inappropriate pupil behaviour, which interferes with the teaching and learning within the lessons. The school uses a system of sanctions and rewards to encourage good behaviour and places an emphasis on a consistent approach from staff in order to allow a good working atmosphere in classrooms. This procedure is respected and understood by most pupils. There was no incidence of bullying at the school during the time of the inspection, but all staff are aware of the procedures to follow should incidents occur.
167. The school recognises the diversity in pupils' social backgrounds and ensures that the needs of pupils who have difficult home circumstances, are well met.
168. The school makes very good efforts to promote good race relations. The few pupils attending school from a variety of social and ethnic backgrounds are very well integrated and progress well throughout the school.
169. The school's provision and work in relation to promoting gender equality and race relations are effective and well developed. The PSHE programme, the themes within the teaching of religious education and humanities augments this strategy.

170. The school's Social Inclusion Co-ordinator provides guidance for pupil at risk of exclusion. Reasons for oppressive behaviour are discussed with the pupil, and appropriate strategies drawn up, in order to improve all aspects of those pupils behaviour.
171. A pastoral support group, including the Inclusion Welfare Officer and the Social Inclusion Co-ordinator supports those pupils who have served a period of exclusion on re-entry to school. This group monitors and reviews pupil behaviour plans on a regular basis. This strategy is successful in improving the behaviour of a number of pupils, although a small minority who fail to respond positively within their academic lessons are provided with further guidance, supported by external agencies, and as a last resort, are referred to the Pupil Referral Unit maintained by the LEA. Parents are consulted regularly in respect of their child's behaviour difficulties, and are fully supportive of the school's provision for them.
172. The school has a well-developed accessibility plan and although all areas of the building are not accessible to people in wheelchairs, there is a special toilet facility and the vast majority of the ground floor classrooms are accessible to wheelchair users.
173. Respecting diversity in the community and within life in general is an outstanding feature of the work of the school.

## **Leadership and management**

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

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

174. The school's self-evaluation grade was grade 2

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

175. The headteacher is a very good leader. He provides a clear vision and his determination to involve everyone in the vision is reflected in the aims of the school, which took four weeks of intensive consultation to establish.
176. He recognizes that his most valuable resource is the group of teachers who work with him. This is recognized in the Assessor's report accompanying the Investors in People Award, in the recognition that non-teaching staff are an integral part of 'Team Flint', in the generous provision for staff development in the school and, tellingly, in the encouragement of two newly qualified teachers to lead a whole-staff in-service training day on behaviour management. Establishing such an inclusive, professional community is an outstanding feature of the way in which the school is led and managed.
177. The headteacher has created a team of senior teachers, whose roles are well defined and who work with a common purpose to sustain teaching and improve the standards achieved by pupils in the school.
178. A particularly effective aspect of the role of members of the leadership team has been the relationship of each one to a faculty or department. Their role is to act

as a 'critical friend' – ensuring that whole-school policies are consistently applied, and as a 'sounding board' for the concerns of middle managers.

179. A decisive action taken by the head teacher was to introduce the Accelerated Learning Programme in 2004. The result of this innovation has been effectively to transform teaching and learning across the KS3 curriculum.
180. Implementation of the Accelerated Learning programme, and more recently the 'Assessment for Learning' programme has provided the focus for a series of faculty reviews carried out by senior staff, all of which have been rigorously completed and fully documented.
181. Each faculty responds to its review report with an action plan that forms the basis of its own internal monitoring. In this way, middle managers are empowered to lead as well as to manage.
182. Whole school priorities, combined with information from self-evaluation, forms the basis of target-setting in a well-established performance management (PM) system. This is taken very seriously, with cover time generously provided for middle managers to carry out all necessary observations. The usefulness and openness of the PM scheme are evidenced by the fact that some teachers choose behaviour management as a target for improvement.
183. This PM system is supported by a comprehensive CPD programme that enables teachers to widen their awareness and meet the targets that are set. Typical of the thoroughness of quality assurance procedures is the fact that teachers attending INSET events not only have to evaluate the experience itself, but also have to *re-evaluate* it after 4 months, indicating what difference it has made to departmental practice.
184. The result of these various strands of leadership and management is a genuinely reflective school, promoting a critical approach to teaching and learning that is felt by all staff and is beginning to have a beneficial impact on standards achieved by the pupils.
185. The main shortcoming is that the transformation sought by the headteacher and Leadership Team is incomplete. This group has only been together for 8 months and has come a long way in such a short time. However, inconsistencies remain evident in teaching and assessment; examination results, particularly in KS4, remain slow to improve; and the vocational offer for pupils of *all abilities* in KS4 is limited.

### **The extent to which governors meet their responsibilities**

186. The governing body of the school is active and well informed. Governors understand their roles, contribute through committee membership to the essential work of the governing body, scrutinize relevant documents and participate in all strategic decision-making.
187. Governors have been proactive in carrying out, where possible, their faculty link roles and have taken a keen interest in the faculty monitoring that has recently been carried out.
188. The governing body meets all legal requirements, except for that of providing a statutory course of religious education in KS4 and post-16 curriculum provision for religious education.

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

**Grade 1: Good with outstanding features**

189. The school's self-evaluation grade was grade 2.

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

190. The school has recently established a different mode of self evaluation from its previous model. This was done to ensure greater involvement of all interested parties allied to greater accuracy in outcomes. The result is the school has produced a self-evaluation report that is a comprehensive and evaluative document identifying the school's strengths and the areas of provision that the school believes require further development.
191. The findings of the inspection team matched those of the school in the vast majority of areas within the self-evaluation report. Where differences were established, each different grade awarded by the inspection team was higher than that awarded to itself by the school.
192. The extremely effective range of processes established for the monitoring and evaluation of education provided by the school ensures significant synergy between school and departmental development planning, financial planning and the integration of outcomes from self evaluation into the development process. Departmental self evaluation informs the strategic self evaluation of the school and the whole process is supported by effective external support from specialists.
193. An outstanding feature of the self-evaluation process is the active involvement of all teachers and support staff as well as full participation by the governing body. Furthermore, this feature is enhanced through the school council, where the views of the pupils are sought, considered and included where appropriate.
194. Senior and middle managers have a good understanding of the performance within the areas for which they are responsible. This understanding is gained at a senior level through the effective link manager role that each member of the senior team undertakes. The departmental self-evaluation process effectively links into the school development cycle, providing the school with a series of clear priorities for the forthcoming academic year.
195. The school uses a broad range of evidence, including classroom observations, analysis of performance data, feedback from examination boards and evidence from a range of external perspectives, to ensure accurate identification of areas of strength and further development.
196. Leaders attach considerable importance to the views of parents/carers and pupils, as well as the wider community served by the school, and their views are sought on many issues relating to the school. Recommendations made by the school council are taken seriously and pupils feel confident that their views are considered seriously.
197. The school has been awarded IIP status and the gaining of such an award demonstrates the work undertaken in self evaluation as being a significant strength within the school.

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

198. The system resulting in the identification of school priorities is a strength of the school; the SDP informs the departmental plans while, simultaneously, the DDPs influence the school plan and its priorities.
199. The SDP is a robust and detailed document that has a clear focus on areas of priority that are appropriate for school improvement. An outstanding feature of the school and departmental planning is the manner in which the plans produced are resourced through an identified funding stream established in the school's budget. This ensures the availability of appropriate funding for all identified developments.
200. Plans incorporate realistic timescales and targets and development is projected across a two-year school plan with delivery at departmental level through operational departmental plans. Interim reviews of progress are undertaken regularly and a full review is undertaken following the publication of examination results. At each review, the level of progress is established and agreed objectives reviewed and, where necessary, modifications and adjustments are made to plans.
201. Within the plans, a number of success criteria lack clear measurable outcomes to identify the impact of the measure taken. Furthermore, there are times when the responsibility for the delivery of an action is designated to a number of staff; this has the potential to cause confusion in implementing actions and monitoring progress as well as at the review stage of the process.
202. Overall, however, the school's work on self evaluation and improvement planning is extremely effective. The improvement plans created by the school are of a high quality and provide the school with a very good platform from which to move forward.
203. Despite the senior management team being in post for only 8 months, the school's actions have led to improvements in several important areas. Such improvements include:
- the impact of the "Accelerated Learning" initiative starting to have an impact on the teaching and learning in KS3;
  - considerable improvements in achievement observed with expectations being more appropriate to individual pupils' abilities;
  - through the actions taken to improve the basic skills of literacy and numeracy, evident key skills' development across the curriculum, particularly in numeracy, literacy and the application of the broader key skills. However, ICT across the curriculum and the technical skill of writing lag behind in this development;
  - significant progress made on form tutors becoming the focal point for the collation and understanding of performance data relating to each pupil in their charge;
  - every member of staff undertaking professional development either at an individual or collective level or both. This has led to considerable improvements in the ability of teachers to develop a range of teaching and learning strategies; and

- all aspects of the accommodation identified as requiring attention at the last inspection have been addressed.

204. However, insufficient progress has been made in addressing the delivery of the Agreed Syllabus for religious education in KS4 or with complying with statutory provision for religious education in the sixth form.

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

<b>Grade 2: Good features and no important shortcomings</b>
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205. This grade matches the school's self-evaluation grade which was a grade 2.

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

206. The school has enough teachers to meet the needs of the curriculum provision in KS3, KS4 and the sixth form. The deployment of teachers is good with a PTR of 16.4:1, a figure lower than the national average, supported by a contact ratio of 80%.

207. Teachers are appropriately well qualified and there is a balance between experienced teachers and those new to the profession within the last six years. There is a good range of support staff of a high calibre and they are used well across the curriculum in supporting individuals and groups of pupils.

208. All administrative staff ensure that the office, reception and reprographics areas function effectively within a welcoming atmosphere. The caretaker and his staff contribute effectively to the daily routines of the school.

209. There is a clear staffing structure with associated job descriptions for all teaching staff. Performance management arrangements are well organised and provide all staff with opportunities to extend their own learning and develop career opportunities.

210. The quality and quantity of resources, including textbooks and equipment, are appropriate in all subjects. Sixth form learning resources, including a dedicated ICT facility, provide all sixth form students with a good range of available resources.

211. The school has recently enhanced its IT provision substantially. However, to date, the use of the equipment has not been developed sufficiently to enhance all areas of the curriculum. This remains a shortcoming in the school.

212. Resources outside the school are used well to enhance opportunities for all pupils and students; these include academic, sporting, social and cultural opportunities. However, the school does not provide opportunities for the development of MFL through exchanges or trips abroad.

213. The library is adequately resourced with fiction and non-fiction books as well as a reference area. It is well used by pupils and sixth form students.

214. The accommodation is sufficient for the number of pupils currently on roll and is generally in good condition and well maintained. The standard of decoration in rooms throughout the school varies. There is only minor evidence of graffiti in the school and the problem of litter is dealt with effectively.

215. The display of pupils' work and subject materials in classrooms and around the school is inconsistent in quality of content and presentation. Where display is good and well displayed, it is bright and colourful, potentially inter-active providing a good stimulus for learning opportunities. In other areas, even when the quality of the content of the work is good, the quality of the display fails to enhance the learning of the pupils or the environment.

**How effectively and efficiently resources are deployed to achieve value for money**

216. The headteacher, in open discussion with the senior management team and the school's administrator, manages the school's budget effectively. This financial management is a strength of the school and is reflected in the open manner in which all staff acquire financial support and guidance from the school's administrator and the headteacher.

217. The general budget management and system are very good and the administrator undertakes the day-to-day management of the budget well. She provides the headteacher and other budget holders with regular, accurate assessments and summaries of their respective budgets.

218. Spending decisions on all aspects of the school reflect the key areas for development in the improvement plans. Systems to analyse and review the impact of spend on the raising of standards have started to be developed. At present, this is a qualitative process that requires development into a more measurable evaluation that will provide the school with greater knowledge of the impact of its spend on the improvement agenda it has set itself.

219. Procedures for staff development in the school are very good and are a strength of the school. The school provides all staff with opportunities for professional updating and induction and similar opportunities for support staff. A clear and thorough process of identifying staff needs is understood and respected by all staff. Training needs of each teacher, arising from the professional development interviews, are identified and fully met. The Better Schools Fund (BSF) is well managed and is creatively used to support the continued professional development of all staff.

220. Overall, taking into account the outstanding features identified in the report, the improvements in standards that have taken place, the raised quality of the teaching in all key stages, and the recent strides the school has made to improve the quality of the learning experience for all pupils and students, the school provides good value for money.

## Standards achieved in subjects and areas of learning

### Mathematics

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

**Key Stage 4: Grade 2 – Good features with no important shortcomings.**

**Sixth Form: Grade 2 – Good features with no important shortcomings.**

#### Key Stage 3

##### Good features

221. Pupils in this key stage have good number skills, are aware of number patterns and can correct decimals to a given number for accuracy. They are able to estimate correctly and are equally confident when dealing with fractions and decimals and percentages and can effectively change numbers between these methods.
222. Pupils can measure accurately in metric units and can then further apply this skill to finding areas of other shapes and are fully conversant with volume of all shapes they deal with. They can name shapes be they two or three dimensional.
223. Pupils have a sound understanding of place value and are able to determine the smallest and largest number from a given set of six figures as well as changing these to show odd, even, square number or any other classification asked for. They are equally confident in using squares and square roots as applied to the theorem of Pythagoras.
224. Pupils, including those of lower ability, have an understanding of probability and can find the probability when given the basic information. They have a clear understanding of the use of sample space to calculate the expected values in this topic for different scenarios.
225. Pupils have a good understanding of algebraic concepts at a level appropriate to their ability. They are able to substitute in algebraic expressions or solve equations as required.
226. Pupils have a good understanding of graphs are able to find the coordinates necessary to draw them and to use such graphs to solve further posed questions.

##### Shortcomings

227. Pupils do not always challenge their own answers to ensure accuracy since there is a tendency to presume that the answer they have is correct.
228. The presentation of work by a significant number of pupils is having a negative effect on the standards since:
- they have no useful work to refer to for revision; and
  - some do not explain sufficiently in their writing how a given answer was arrived at.
229. In a few instances there was evidence that the pupils did not understand the topic covered and hence the progress made was insufficient.

## **Key Stage 4**

### **Good features**

230. Pupils of middle ability are able to deal accurately with graphs and have a good understanding of the meaning of intercept and gradient in a straight line graph whilst the more-able pupils can deal effectively with reciprocal, cubic and quadratic graphs as well; what is drawn is generally accurate.
231. According to their ability, pupils can deal effectively with equations be they quadratic, simultaneous or linear. They can solve such equations and the more able can deal well with complex examples.
232. Pupils have a good understanding of statistics and can explain the difference between mean, median and mode and are able to use cumulative frequency tables to calculate the former to good effect.
233. Graphical work is of an acceptable standard generally being accurately drawn. Quadratic curves when drawn show a clearly defined acceptable maximum or minimum point.
234. Pupils understand transformations and how these are used to consider what has happened to shapes that have changed positions. They are fully conversant with reflection, rotation and translations and can explain correctly which transformation applies in any given situation.
235. The pupils understand probability at a level appropriate to their ability. They know how to calculate such values and the most able have a clear idea of the rules to use to find solutions.
236. The higher and lower ability pupils make good progress in this subject.

### **Shortcomings**

237. The presentation of work in this key stage needs to be addressed if standards are to be positively affected. With some pupils, there is a great deal of missing work and evidence of incomplete homework, mainly within the middle ability groups.
238. There are issues of pupil attention in some lessons which has a negative effect on standards since pupils do not understand the work or what they have to do.
239. Low level disruption in some classes affects standards since these issues have to be addressed and working time is lost as a result for all the pupils. The commitment of the pupils to this subject in this key stage is less evident.

## **Sixth Form**

### **Good Features**

240. Students can deal effectively with sequences and series and can apply the appropriate formulae. They understand how to apply sequences such as arithmetic and geometric progression and are equally confident with logarithms and their use in the subject.
241. Students deal correctly with the binomial, Poisson and normal distributions and are able to correctly use any tables that apply. This work is fully understood by all the students and they are able to justify what they are doing.

242. The students are able to differentiate and integrate accurately and to apply this knowledge to other areas of the subject to good effect. They have a high degree of accuracy in this work.
243. The students understand the meaning of vectors and can find their magnitude and understand they have direction and they equally deal with complex trigonometrical equations and formulae which they correctly apply to the problems set.

### **Shortcomings**

244. The layout of the work of a few students is not set out well enough to ensure it is useful for them when it comes to revision.
245. The work not understood by the students means they need to consolidate their learning outside lesson times.
246. Sometimes achievement is limited by the loss of time because of student involvement in courses delivered elsewhere.

<b>Modern foreign languages</b>
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**Key Stage 3: Grade 2: Good features and no important shortcomings.**

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

**Sixth Form: Grade 3: Good features outweigh shortcomings.**

### **Key Stage 3**

#### **Good Features**

247. Pupils work at appropriate NC levels and make progress throughout the key stage. Y9 pupils studying Spanish make very good progress.
248. Pupils engage in prepared oral tasks of 2 or 3 exchanges confidently and their accents are generally accurate.
249. Pupils become increasingly aware of basic grammatical concepts throughout the key stage.
250. Many pupils produce extended writing which is characterised by accuracy. The more able pupils also extend their speech by recycling previously acquired language and substituting words to personalise language.
251. Pupils are generally confident in reading and understanding the target language. Most pupils are able to use dictionaries, glossaries and other strategies to work out the meaning of unfamiliar words.

#### **Shortcomings**

252. Pupils restrict themselves to drills rather than spontaneous speech and a significant number needs prompting to produce full sentences during oral work.
253. A minority of pupils has short term memory and struggles with question formats.

### **Key Stage 4**

#### **Good Features**

254. Pupils are able to read authentic texts in the target language. They identify the main points using dictionaries and glossaries to work out the meaning of unfamiliar words.

255. Pupils participate in set oral tasks of several exchanges. They are able to substitute individual words and phrases where appropriate.
256. Pupils identify the main points from authentic listening materials with support.
257. Pupils are able to recognise past, present and future tenses and are beginning to use the tenses accurately in written work.

### **Shortcomings**

258. Pupils need prompting to extend their oral responses. Their pronunciation is often approximate and they show no initiative in using the target language.
259. Pupils struggle to understand unpredictable spoken language and target language instructions.
260. Pupils continue to make some basic errors in grammar and pronunciation.

### **Sixth Form**

#### **Good Features**

261. Students are able to identify and select the main points from authentic written and spoken French. They use dictionaries appropriately to work out the meaning of unfamiliar words and phrases.
262. Students produce extended speech when prompted and generally have good accents.
263. Students use language skills in combination and also recycle language from one skill or context to another. They also reuse language from electronic sources in their written work.
264. Students show awareness of some grammatical rules and apply them accurately in their written work.

#### **Shortcomings**

265. Students show little initiative in their use of the target language orally. They are often reticent to engage in longer oral interactions.
266. Students continue to make some basic mistakes in written and spoken French. They show a lack of awareness of some very basic language concepts and basic vocabulary.
267. They do not always justify their opinions adequately in written and spoken French and their range of language is often limited.

<b>Art</b>
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**Key Stage 3: Grade 1 - Good with outstanding features**

**Key Stage 4: Grade 1 - Good with outstanding features**

**Sixth Form: Grade 1 - Good with outstanding features**

### **Key Stage 3**

#### **Good and Outstanding Features**

268. Pupils make rapid progress in acquiring essential practical skills in both two- and three-dimensional craft activities. They arrive with average ability and by the end of KS3 the majority are achieving standards above expectation.

269. Most pupils demonstrate that they know how to look and record accurately when drawing. They use traditional line, tone, colour, shape, pattern and texture media confidently and they know how to use computers as a creative and research tool.
270. They are acquiring and using an art vocabulary when writing about art and artists.
271. Pupils have a growing appreciation of the visual culture of Wales. They show growing confidence in the use of spoken Welsh art words and, also, in the use of written Welsh in their calligraphic treatment of poetry. They show an awareness and appreciation of the art of other cultures in their own original mask-making and paintings.

### **Shortcomings**

272. Pupils are not as familiar with the work of designers and craftworkers as they are with artists.

### **Key Stage 4**

#### **Good and Outstanding Features**

273. Both boys and girls regularly achieve significantly above average examination results at the higher grades. Pupils are successfully building on their previous practical skills and are developing well as independent artists. Pupils with special educational needs achieve well.
274. Pupils demonstrate outstandingly good creativity and skill in both two- and three-dimensional artworks. They show imagination in the use of their sketchbooks when researching and developing their ideas.
275. In both stages, pupils understand how to improve their work and meet their targets for improvement by regularly participating in an assessment process which identifies what they have to do in order to improve.

### **Shortcomings**

276. When talking about art or artists, pupils frequently limit themselves to single word answers and do not sufficiently express their personal opinions or judgements.

### **Sixth Form**

#### **Good and outstanding features**

277. Both male and female students are developing outstandingly well as independent artists and designers. They successfully enrich their personal work by the study of a wide range of different artists.
278. Students consistently show outstandingly high standards of craft skill and creativity in both their two- and three-dimensional artworks. They demonstrate flair and brio in the way they use their sketchbooks to explore their ideas and feelings.
279. They confidently select and explore a range of new media and techniques, in a variety of scales.

280. They have a good knowledge and appreciation of both historical and contemporary art through regular study-visits to art galleries and by working with artists-in-residence.
281. They offer judgement and justification when writing and talking about their art. They regularly support their artwork with mature, thoughtful annotation.
282. They are able to apply successfully the very detailed assessment appraisals they receive.

### **Shortcomings**

283. While they make good creative use of their basic computer skills, students are not familiar with more advanced computer-generated programmes that are applicable to this level of study.

## **Music**

**Key Stage 3: Grade 2: Good features outweigh shortcomings**

**Key Stage 4: Grade 1: Good with outstanding features**

**Sixth Form: Grade 3: Good features outweigh shortcomings**

### **Key Stage 3**

#### **Good features**

284. Pupils perform well on a number of classroom instruments. Most pupils perform fluently. They maintain an instrumental part in a group piece and display an awareness of and an empathy with other players.
285. Pupils play tuned and untuned percussion with accuracy and good control when performing individually and in groups.
286. Throughout the key stage, pupils improvise and compose successfully many short rhythmic and melodic ideas in response to different stimuli. Individually and in groups, they select and combine instrumental sounds within set structures.
287. Some pupils make perceptive comments and use technical vocabulary well when appraising music.

#### **Shortcomings**

288. Singing is not adequately refined in some classes.
289. A lack of computer access limits the pupils' development of a range of musical skills and experiences.

### **Key Stage 4**

#### **Outstanding features**

290. Standards of achievement in composing are very high for most pupils and they produce compositions which are well crafted and musically interesting in a variety of musical styles.
291. Standards of performance for a few pupils are very high.

#### **Good features**

292. Pupils make good progress in instrumental and vocal performing both individually and when working in groups.

293. When composing, pupils develop their initial ideas very effectively in both traditional and world music contexts.

294. Pupils develop a sound knowledge and understanding of the vocabulary of music across a broad range of musical styles and cultures.

### **Shortcomings**

295. A few pupils lack the confidence to perform fluently and with expression.

296. A lack of access to ICT equipment and specialist software within the department hampers pupils' achievements, experiences and their development of music technology skills.

### **Sixth form**

#### **Good features**

297. A few pupils perform to a very high standard.

298. Appraising skills are secure, and students have a good understanding of the features of vocal music.

299. Students make good progress in researching and making initial plans for their extended essays.

#### **Shortcomings**

300. Some students' performing is underdeveloped, lacking in fluency and expression.

301. Students' written responses lack depth and knowledge of technical terms.

### **Religious education (including religious studies)**

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

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

**Sixth Form: Grade 4: Some good features but shortcomings in important areas**

#### **Key Stage 3**

##### **Good Features**

302. Younger pupils describe accurately how some key features of the religions they study are used in festivals and practices.

303. They identify and explore common elements, then offer simple explanations for some of the symbolism they meet.

304. Older pupils make some connections between the values people hold and the choices they make. Most of them are starting to consider what influences their own standpoints and are prepared to reconsider their views in the light of their learning.

305. Able pupils in particular raise at times profound questions, for example: the relationship between God and the devil in aspects of Christian teaching.

306. All pupils use relevant terminology appropriately.

##### **Shortcomings**

307. Some pupils do not tend to take account of alternative points of view.

308. Their arguments are not always well-developed or clearly related to their personal experience.

#### **Key Stage 4**

##### **Good Features**

309. Pupils who are not taking GCSE recount with respect aspects of several religions studied.

310. They discuss elements of beliefs and practices, and some moral and social issues which affect contemporary society.

311. In GCSE classes, taken by about a fifth of the school in Y11 and about a quarter in Y10, pupils have a good grasp of the main beliefs of the religions and ethical stances studied. The ablest pupils incorporate their own opinions well into their responses to issues.

312. In Y10, especially, pupils offer reflective viewpoints, taking account of others' opinions. They consider carefully the impact of certain stances on individuals and societies, offering reasons for their answers.

##### **Shortcomings**

313. Pupils who are not taking GCSE do not have a secure grasp of those religions and beliefs they have encountered or of their impact on followers.

314. Their opinions and explanations for their own and others' standpoints are not clearly developed.

315. In examination classes, pupils in Year 11 especially make limited connections between faith and values and their impact on society. Few of them make well-argued statements of their personal views.

316. They lack confidence in evaluating the relative importance of issues studied and coming to a reasoned conclusion.

#### **Sixth form**

##### **Good Features**

317. Students identify aspects of principal beliefs of faith communities as they apply to contemporary issues.

318. They consider some profound moral questions, for example those pertaining to genetic engineering and medical ethics.

319. They offer reasons for their views and display understanding of issues explored.

320. (No students follow examination courses).

##### **Shortcomings**

321. Students lack range and depth in their studies, particularly in respect of alternative viewpoints on matters.

322. They are limited in considering the more spiritual as opposed to moral and social aspects of issues.

323. Their knowledge of a range of faiths and beliefs lacks relevant detail.

324. In discussion, their arguments are not well-developed or well-supported by evidence.

## **Business studies**

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

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

#### **Key Stage 4**

##### **Good features**

- 325. Year 11 pupils are able to answer multiple choice questions accurately as they have a good knowledge of the work completed in their previous lesson.
- 326. Pupils understand what is meant by the terms “capital and revenue expenditure” and the more able are able to apply their knowledge of internal and external finance competently to complete given scenarios.
- 327. When working in groups, pupils who had been delegated the responsibility of researching financial information, used the internet accurately.
- 328. Pupils are able to analyse business data and use ICT to good effect. The quality of their power point presentations is of a high standard.
- 329. Most pupils in Y10 have a satisfactory grasp of the term “hierarchy of needs” whilst all pupils understood the factors which influence motivation in a business and personal capacity.

##### **Shortcomings**

- 330. Some pupils in both year groups have an insecure understanding of business terms and have difficulty in applying them to a range of tasks.
- 331. A few pupils do not work effectively within a team situation and this restricts the standard of their work.
- 332. Some pupils are over-reliant on teacher input while there are others who are passive and fail to respond fully to the issues covered in the lesson or join in peer group discussion.

#### **Sixth Form**

##### **Good features**

- 333. All Y12 students have a good understanding of the complexities of the balance sheet and are able to demonstrate individually and as a group their knowledge of specific terminology.
- 334. Students’ analytical skills are good as they are able to explain in detail the terms assets, liabilities, creditors and debtors introduced in a video on the balance sheet.
- 335. In Y12/13, all students have a secure recall of the previous lesson and they are also able to recall information well at the end of each challenging lesson.
- 336. All students in Y12 give extended answers to oral questions. They, too, ask challenging questions which in turn improve their knowledge and understanding of business issues.
- 337. When given the task to investigate facilities at a “Welcome Break”, Y13 students were able to apply successfully the SWOT and PEST analysis techniques to market planning.

338. The quality of Y13 pupils' coursework has been enhanced by their ICT skills which have been utilised to produce power point presentations which contained computer animation.

### **Shortcomings**

339. Presentations of balance sheet calculations, by a minority of pupils, lack neatness, and this will adversely affect the standard and accuracy of the work.

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

The management, staff and governors of Flint High School welcome this report. We appreciate the objective advice and observations contained within it and will make full use of these elements in our school improvement process.

We are pleased to read the findings that the quality of teaching exceeds 2007 targets set by WAG. We will share good practice identified within the school to raise standards in all subjects.

We are encouraged that the team recognised that the current improvement plan had identified many areas now included in the recommendation. Assessment for learning, improvements in target setting alongside an improved curriculum are the main foci for the future.

We are heartened that the report recognises Flint High School as a caring school. Also a school which is honest and open regarding evaluation and improvement plans. We are pleased to see the inspection endorse our expertise in the aspect of teaching, caring and management, which will help us to develop further.

Overall we are very pleased with this report and appreciate the professionalism and expertise shown throughout the week by the whole of the inspection team. This external audit will prove invaluable as all those involved within the school continue to make progress together.

## Appendix 1

### Basic information about the school

Name of school	Flint High School
School type	Secondary
Age-range of pupils	11-18
Address of school	Maes Hyfryd Flint
Postcode	CH6 5LL
Telephone number	01357 732268

Headteacher	Mr Barry Edwards
Date of appointment	April 2005
Chair of governors	Ms Andrea Roberts
Reporting inspector	Mr Gareth Buckland
Dates of inspection	20-25 March 2006

## Appendix 2

### School data and indicators

Year group	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y13	Y14	Total
Number of pupils	139	116	129	150	110	30	24	1	699

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	41	7	43.7

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	16.2
Pupil: adult (fte) ratio in special classes	n/a
Average teaching group size	20.1
Overall contact ratio (percentage)	80.4

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole School
Term 1								90.9
Term 2								90.9
Term 3								92.1

Percentage of pupils entitled to free school meals	19.3
Number of pupils excluded during 12 months prior to inspection	77

### Appendix 3

#### National Curriculum Assessment Results

#### End of Key Stage 3:

			D	A	F	W	1	2	3	4	5	6	7
English	Teacher assessment	School							8.7	18	39.3	24.7	9.3
		National		1	1			2	8	21	34	24	9
	Test	School		2					8	22	36	25.3	6.7
		National	1	4	1	1			8	20	33	23	10
Mathematics	Teacher assessment	School							2	25.3	17.3	41.3	13.3
		National	1	1				1	7	19	26	32	14
	Test	School	3						4.7	23.3	15.3	40.7	13.3
		National	5	1	1				5	17	20	36	15
Science	Teacher assessment	School							2	18	49.3	20.7	10.0
		National	1	1					6	20	33	27	12
	Test	School	2						1.3	15.3	52.0	18.7	10.7
		National	4	1					5	17	33	28	13

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

Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	64.4	In the school	58.7
In Wales	57.7	In Wales	57.1

#### Public Examination Results:

For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ			
Number of pupils aged 15 on the school roll in January 2005	103		
Average GCSE or GNVQ points score per pupil	32		
The percentage of 15 year old pupils who in 2005:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	93	90	87
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	34	55	52
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	91	89	85
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	23	41	38
entered at least one Entry level qualification, GCSE short course or GCSE	100	97	97
attained one or more GCSE grades A*-C or the vocational qualification equivalent	69	79	76
attained one or more GCSE grades A*-G or the vocational qualification equivalent	98	95	93
attained no graded GCSE or the vocational qualification equivalent	2	5	7
attained one or more Entry level qualification only	0	1	3
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1	0		
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2	0		

<b>For pupils aged 16, 17 and 18, results in A/AS, GNVQs and NVQs</b>	
Number of pupils aged 16, 17 and 18 in January 2005	55
Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2006	19
Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2006	21

	School	UA	Wales
Percentage of pupils entered who achieved 2 or more grades A-C	47	67	68
Percentage of pupils entered who achieved 2 or more grades A-E	84	96	94
Average points score per candidate entering 2 or more subjects	3	3	3
Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2	0		
Number of pupils who achieved a GNVQ Advanced or NVQ at level 3	0		

UA Unitary Authority

## Appendix 4

### Evidence base of the inspection

Fourteen inspectors spent a total of 40 days in the school and were joined by the school's deputy headteacher as nominee. They held a meeting before the inspection. They were joined, during the week, by a peer assessor.

During the inspection inspectors visited:

- 60 lessons, in the six subjects inspected and 44 lessons in other subjects;
- Registrations and assemblies; and
- Some extra-curricular activities.

Members of the inspection team met with:

- Staff parents and governors before the inspection;
- Senior managers, middle managers, teachers, support assistants and administrative staff;
- Groups of pupils representing each year group; and
- representatives of the school council.

The team also considered:

- The school's self-evaluation report;
- 35 replies to the parents' questionnaire;
- Comprehensive documentation provided by the school before and during the inspection;
- Samples of pupils' reports; and
- A range of pupils' work.

After the inspection, inspectors held meetings with departments, senior managers and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Gareth Buckland	Rgl KQ6 KQ7
Mr Gwynoro Jones	Lay Inspector KQ4
Mr Alan Kelly	KQ2 KQ5
Mr KD J Gwyer-Roberts	KQ3 and Music
Mr Glyn Griffiths	SEN
Mr P W Francis	KQ1 and Maths
Mrs Lynne Meiring	MFL
Mr Eric Forster	ART and contributions to KQ4 and KQ3
Mr Martyn Williams	RE
Mr W Gwyn Thomas	Business Studies
Ms Lesley Wilkinson	Peer Assessor

#### ***Acknowledgement***

***The inspectors wish to express their thanks to the governors, head, staff, pupils and parents for their co-operation during the inspection and wish them well on their improvement agenda for the school.***

**The contractor was:**  
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