

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

A Report on the Quality of Special Education in

**Greenhill Special School
Heol Brynglas
CF4 6UJ**

School Number: 6817001

Date of Inspection: 15 January 2007

by

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Greenhill Special 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 Greenhill Special School took place between 15/01/07 and 18/01/07. An independent team of inspectors, led by Eric Norman Peagam 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:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	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 nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **full** 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	Y14
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19

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

Contents	Page
Context	1
Summary	2
Recommendations	7
Standards	7
Key Question 1: How well do learners achieve?	7
The quality of education and training	9
Key Question 2: How effective are teaching, training and assessment?	9
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	11
Key Question 4: How well are learners cared for, guided and supported?	13
Leadership and management	15
Key Question 5: How effective are leadership and strategic management?	15
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	16
Key Question 7: How efficient are leaders and managers in using resources?	18
Standards achieved in subjects and areas of learning	19
English	19
Welsh second language	20
Mathematics	20
Science	21
Information technology	22
Design technology	22
Modern foreign languages	23
History	23
Geography	24
Art	25
Music	25
Physical education	26
Religious education	27
School's response to the inspection	27
Appendices	28
1 Basic information about the school	28
2 School data and indicators	28
3 National Curriculum assessments results	29
4 Evidence base of the inspection	29
5 Composition and responsibilities of the inspection team	30

Context

The nature of the provider

- 1 Greenhill School provides education for 55 pupils with severe special educational needs (SEN) arising from emotional, social and behavioural difficulties, drawn from a wide area within the Cardiff Unitary Authority (UA). All pupils have a statement of SEN. There are currently 55 pupils on roll, all boys; the school, although nominally mixed, has not had any girls for several years.
- 2 Pupils come mainly from socially and economically deprived backgrounds; 69% of pupils are entitled to free school meals, which is very high in comparison to both Cardiff and Wales as a whole. About one pupil in seven is looked after by the UA; this is commonly the case in the school and the proportion is much higher than among the school population as a whole. While a majority of pupils transfer to the school from the UA's equivalent primary special school at the beginning of Year 7, a significant proportion arrives at other times and into other year groups, which has a disruptive impact.
- 3 No pupils come from Welsh-speaking backgrounds; home language is mainly English (98%). About 10% of pupils are from minority ethnic backgrounds, but no pupils are receiving support in English as an additional language.
- 4 The headteacher retired at the end of the last school year and has been succeeded on a temporary basis by the deputy headteacher, who is himself due to retire at the end of this school year. As a result, there is a temporary senior leadership team (SLT) in place pending permanent appointments.
- 5 The school has, until recently, been the subject of relocation proposals but has recently been informed that no move is now proposed for the foreseeable future.
- 6 The school was previously inspected in April 2000 when standards achieved and the education offered were found to be broadly satisfactory but with a number of shortcomings. The Key Issues were identified as:
 - resolve the long-running staffing issues in partnership with the local education authority;
 - improve standards in Welsh and information and communications technology (ICT) across the school and reading and writing in key stage (KS) 3;
 - further improve the quality of the school development plan (SDP) to include a focus on raising standards in Literacy and Numeracy across the school;
 - improve the attendance for a significant minority of pupils including some children looked after by the UA;
 - substantially reduce the unacceptably high levels of aggressive and anti-social behaviour during unstructured times in the school day, and in some KS3 lessons;
 - evaluate and monitor the impact of the school's policies and procedures in practice and provide teachers with a clear and well understood framework;

- implement a more relevant curriculum in KS3, to include planned, personal, moral and social development and organise the school day to minimise the number of unstructured times during lesson change-over;
- further improve the quality of teaching.

The school's priorities and targets

- 7 The school has a simple vision statement in which it declares that 'Education should recognise individuality and enable pupils to realise their full potential within a caring and inclusive community'.
- 8 There are a set of aims committing the school to provide a secure welcoming environment where self-esteem and social awareness are promoted, behaviour is modified and curriculum entitlement is guaranteed. The objectives include access to the National Curriculum (NC) at an appropriate level, work experience and careers advice, opportunities for external accreditation and a residential experience.
- 9 The targets in the current school improvement plan (SIP) are to:
 - improve attendance, initially to 77%;
 - establish induction to ensure smooth transition for new staff;
 - improve cross-curricular ICT across the school;
 - secure introduction of new subjects including 14-19 curriculum, including staff training and increased accreditation;
 - develop a whole-school approach to monitoring and evaluating pupils' work.

Summary

- 10 Greenhill School, providing as it does for a group of pupils whose emotional and behavioural difficulties have made it impossible for them to receive education in mainstream schools, is a broadly successful school that is facing significant challenges and has a number of important shortcomings that require to be addressed, including required subjects that are not taught. There are, however, significant strengths in the way these challenges are addressed and, in all the circumstances; the school provides an acceptable and improving standard of education, offering satisfactory value for money.
- 11 Improvement since the last inspection has not been consistent and in some areas that had improved, this improvement has not been able to be sustained, often through unforeseen circumstances. However, overall, there has been satisfactory improvement since that time and, where the school has been able to address issues, these have been successfully tackled.
- 12 The school is aware of what needs to be done and this is shown in self-evaluation. The inspection team agreed with the school's assessment of its strengths and shortcomings although the grades awarded on several Key Questions differed by one grade. Most importantly, there was agreement over the standards pupils achieve.

Table of grades awarded

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

Standards

- 13 The standards of achievement observed in lessons are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Percentage at each grade	0	34	60	6	0

- 14 These standards are below the Welsh Assembly Government's all-Wales targets for 95% of standards to be satisfactory (reflected by grade 3) and 50% to be good (reflected by grade 2).

Standards

- 15 Pupils arrive in the school with depressed standards of achievement as a result of previously disrupted education and their own attitudinal difficulties. In addition, a significant proportion has moderate learning difficulties that continue to hamper their learning. During their time at the school, although these difficulties remain as obstacles, pupils make acceptable levels of progress and, in some subjects, they achieve well.

Grades for standards in subjects inspected

Subject	Grade	
	KS3	KS4
English	2	2
Welsh second language	Not offered	
Mathematics	2	2
Science	2	2
Information technology	3	2
Design and technology	3	3
Modern foreign languages	Not offered	N/a
History	3	3
Geography	3	3
Art	3	3
Music	3	N/a
Physical education	2	2
Religious education	Insufficient evidence	

- 16 Where shortcomings are seen, these usually arise from the lack of in-depth understanding and skills, which pupils have not previously successfully acquired and which are, in some cases, not addressed in their learning.
- 17 In a number of subjects, KS4 pupils make good progress through a range of externally accredited courses. These include subject-based examinations, such as sociology and courses that develop their life and leisure skills as well as continuing to develop their basic skills.
- 18 Standards in some aspects of the key communication and learning skills are satisfactory and, at times, good, but pupils' ongoing difficulties means that they do not show sufficient confidence in problem-solving, working together or creative skills. They make insufficient progress towards acquiring bilingual skills.
- 19 Progress towards individual targets in pupils' individual education plans (IEPs) and individual behaviour plans (IBPs) are good and they make commensurate progress towards achieving their potential. However, their awareness of their own learning and what they need to do to improve is limited.
- 20 Pupils often arrive in the school with highly unsatisfactory attitudes and behaviour. While at the school, the majority show a significant improvement and this is reflected in positive attitudes and good levels of interest in their work. By Y11, successful pupils are motivated, engaged and socialised. They make satisfactory progress in their moral and cultural development, although their spiritual development is insecure. For many pupils, the level of responsibility shown and respect for others, including staff is not secure or reliable, especially when pupils arrive late in their school career with well-established negative attitudes.
- 21 At times, pupils display levels of poor behaviour that cannot be contained within the school and this results in high levels of fixed-term exclusion and, on occasion, permanent exclusion. This is a significant factor contributing to the unsatisfactory levels of attendance but most other factors are beyond the control of the school.

- 22 Pupils' experiences in the school and the guidance they receive go a long way towards preparing them for life after school, including participation in the workplace and community. This is frequently demonstrated when pupils go on visits or activities outside the school. However, for many, continuing special needs, allied to experiences outside school, have a detrimental effect on their personal development, especially in spiritual, moral and social terms so that these areas are often not securely developed.

The quality of education and training

- 23 Teaching is good overall. Although in some lessons, teaching has significant shortcomings, the great majority of teaching is at least of an acceptable standard and, in about two-thirds of lessons, teaching is good. The full effect of this good teaching is not reflected in standards in lessons because of inappropriate behaviour on the part of some pupils and the high levels of absence. However it is reflected in the overall standards achieved in a number of subjects, including basic skills.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0	65	28	7	0

- 24 Good teaching is seen where well-planned lessons have good pace and confident, knowledgeable teachers show high expectations of work and behaviour. In these lessons, pupils are motivated and enthusiastic and they view themselves as successful learners.
- 25 Shortcomings in teaching, leading at times to unsatisfactory teaching arise from a lack of subject knowledge or confidence, difficulty in managing difficult behaviour or unwillingness to confront inappropriate attitudes or present challenging expectations. In these lessons, the work loses direction, pupils distract themselves and others, and time is wasted.
- 26 Assessment is secure in the core subjects and well used to measure and chart progress from baseline levels. Information is used well in planning and reporting to parents and the UA. It is less secure in foundation subjects but is being developed subject by subject within the overall development plan.
- 27 There are a number of strong features to the curriculum, including increasing opportunities for accreditation and work-related education including access to careers advice. Extra-curricular and off-site provision is also good. However, there are significant shortcomings in that a number of required subjects are not offered at all while, in others, significant aspects of the NC programmes of study are not covered. The school does not do enough to promote pupils' spiritual development, key skills, awareness of sustainable development issues and entrepreneurial skills. There is insufficient emphasis on developing bilingual skills and promoting awareness of the languages and culture of Wales. Partnership with parents is generally good, but there is no formal home/school agreement.
- 28 The school makes considerable efforts through the provision of guidance and support to enable pupils who have previously failed, to engage successfully with the curriculum on offer. Links with other support services are very effective and the school has arranged access to good individual counselling support. However, the absence of clear criteria for admission and departure of pupils and the lack of an effective induction procedure mean that this provision is not as

effective as the school would wish. There are good arrangements to meet additional learning needs and pupils looked after by the local authority are particularly successful.

Leadership and management

- 29 Although there are temporary senior leadership team (SLT) arrangements in place, the school experiences secure and convincing leadership and it is well managed. The governors are committed and knowledgeable and carry out most of their responsibilities well. They contribute to school development planning and, as far as is possible have been involved in setting the school's strategic direction, given the uncertainties recently faced. However there are a number of statutory requirements that are not met in relation to the curriculum, documentation and structures and these need to be addressed. Some targets are set and these are appropriate, but not always met. Overall the target-setting process is at an early stage of development.
- 30 Self-evaluation and planning for improvement are satisfactory overall and developing well. The process involves all those within the school and there is effective and regular contact with parents and the UA. The governors and SLT are aware of the shortcomings in provision and have plans to address them but external circumstances have made this difficult at times. There is also clear evidence that where actions have been taken such as the introduction of GCSE, there have been measurable improvements.
- 31 The school makes good and efficient use of the available resources, but is not always able to meet its objectives; for example in replacing subject specialist teachers who move on. This sometimes results in gaps in staffing that take time to resolve. This is particularly an issue at present in relation to music, Welsh and a modern foreign language and the school has so far been unsuccessful in appointing a headteacher to replace the acting headteacher who is due to retire shortly. The accommodation is broadly satisfactory, although with a number of shortcomings, but much of it is in a poor state; maintenance and improvement have been problematic recently while the possible relocation of the school has been under discussion. Resources for learning are satisfactory and in some subjects good and staff are making increasingly efficient use of, in particular, the resources for ICT.
- 32 The budget is well planned, administered and monitored and there is a good match of spending to the school's priorities for development. Where there are shortcomings in provision or the efficiency with which resources are used, these are often beyond the immediate control of the school.

Recommendations

In order to address the identified shortcomings and further improve the quality of education, governors, SLT and staff should:

- R1 address the shortcomings in the curriculum to ensure that all required subjects are fully taught and that WAG priorities and expectations are met;
- R2 in conjunction with the UA, agree a clear set of entry and exit criteria for pupils and ensure that induction arrangements are sufficient to ensure that pupils are settled in the school as quickly as possible so that new entrants do not destabilise classes across the school;
- R3 set and meet targets for improved attendance, including reducing the level of exclusion that contributes to high levels of authorised absence in addition to the unauthorised absences of a significant proportion of pupils;
- R4 in conjunction with the UA and, where appropriate, in conjunction with other schools, make arrangements to ensure that where shortages of subject specialist teaching arise, these can be effectively met either through staff training or externally available provision;
- R5 resolve the current uncertainties about leadership and direction by appointing a substantive headteacher as soon as practicable to ensure continuity of leadership and management;
- R6 ensure that all statutory obligations are met, for example, the requirement for a home/school agreement; and
- R7 address all shortcomings identified in the report that do not lead to specific recommendations.

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 the 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

- 33 The findings of the inspection team fully match the judgment made by the school in the self-evaluation report.
- 34 Pupils arrive in the school with low overall standards of achievement. These often reflect disrupted schooling and pupils' own poor behaviour and negative attitudes. In addition, many pupils experience difficulties in learning that would, in themselves, create a need for special education. While at the school, standards improve for a majority of pupils and many leave with passes in externally accredited examinations. However for some, continuing poor behaviour and significant absences reduces their achievement considerably.

- 35 Pupils' standards of achievement in lessons overall are broadly in line with the Welsh Assembly Government's all-Wales targets for 95% of standards to be satisfactory (reflected by grade 3) , but do not match the target for 50% to be good (reflected by grade 2). However, in most cases, where there are shortcomings in the standards achieved, these are outweighed by the good features.
- 36 In the core subjects of English, mathematics and science, pupils make good progress as they do in physical education and in information technology at KS4. In design and technology, geography, history, and art, as well as information technology at KS3, while there are shortcomings, these are outweighed by strengths. There is currently no teaching in Welsh as a second language or any modern foreign language so that there is no evidence of standards achieved. In religious education, which is not offered as a discrete subject, there is insufficient evidence to judge standards.
- 37 Basic skills are developed satisfactorily especially for those pupils who lack these skills on entry and are supported within the learning support groups (LSG). Pupils' standards and progress in the key communication skills of speaking, listening, reading, and numeracy, are also satisfactory. Skills in the use of ICT are developing well and are particularly well used in science and music. Their use of writing across the curriculum, although improving still has shortcomings especially in terms of quantity.
- 38 Pupils make good and, at times, very good progress in lessons in personal and social education (PSE). They develop good understandings about themselves and their world through formal lessons and highly positive daily interactions provide a good context to develop their personal and social skills. By Y11, pupils show a good awareness of a wide range of issues and show the ability to make positive and informed choices. Within these lessons, pupils acquire understanding of some of the concepts and issues normally raised within the religious education curriculum.
- 39 Pupils' creative and imaginative skills develop less well, as these are hampered by pupils' low self-esteem and confidence. Pupils who succeed in remaining in the school until Y11 transfer learning from one subject to another and apply previous learning to new situations. Bilingual skills and awareness of the culture of Wales are not sufficiently developed, but, in some subjects, such as geography, pupils show awareness of the Welsh dimension.
- 40 Key Stage 4 pupils make good progress in a range of externally accredited courses. These include entry-level courses in English, science and food technology as well as courses that develop their skills for life after school. Recently pupils have been achieving success in GCSE courses in ICT and are on course to achieve passes in other subjects. Many pupils benefit from the Duke of Edinburgh award scheme and other external award schemes.
- 41 All pupils, including those with significant additional needs within the learning support groups LSGs make good progress towards the targets in their individual education plans IEPs. There are no identified groups of pupils whose learning differs significantly from the majority, except that those pupils who are not making effective use of the school through non-attendance or sustained unacceptable behaviour make limited progress. Otherwise, pupils succeed regardless of their social, ethnic or linguistic background.

- 42 While it is inappropriate for the school to set overall targets for attainment, pupils have individual targets in English, mathematics and personal development. Pupils are aware of these targets and strive to achieve them. Individual educational plans, together with the annual review reports and records of achievement, show good overall progress towards these targets.
- 43 For the majority of pupils in the school, behaviour improves and, in spite of their continuing difficulties, they acquire positive attitudes and become motivated to learn. Some pupils, however, reject what the school has to offer and for them, the school's structure and the experiences offered are not effective. These pupils present ongoing disruptive, violent and aggressive behaviour, towards staff, pupils and the fabric of the school until they are finally removed by way of exclusion. The continuing presence of such pupils, often those who arrive late in their school career, significantly detracts from the comfort and well-being of the majority.
- 44 Attendance is unsatisfactory as it is often below 70 per cent. There are a number of poor attenders and some pupils who have not previously attended school continue not to attend when they are placed on the roll of this school. However, attendance is also adversely affected by the high level of (usually) fixed-term exclusion. Punctuality is dependent on transport and is generally good. Pupils move quickly between lessons so that little time is lost in changeover.
- 45 Relationships between staff and pupils are good overall, and these have an increasingly positive effect on relationships between pupils. Pupils increasingly develop moral and social awareness and, although there is limited emphasis on *Y Cwricwlwm Cymreig*, their cultural development is satisfactory.
- 46 Spiritual development is less secure and is insufficiently underpinned by their participation in assemblies and their learning from religious education. Pupils show ability and willingness to act independently although not always appropriately; they enthusiastically embrace activities that promote their skills for lifelong learning. They show increasing awareness of equal opportunities and diversity issues and develop tolerance and respect for difference. Pupils have shown awareness of the needs of others by raising money for local charities and participating in a sponsored walk for Cancer Research.
- 47 Pupils make good use of the opportunities for work experience both in local businesses and in The Amelia Farm Trust. They return to school after these experiences with increased self-esteem and recognition that they can succeed in the world of work.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 48 The findings of the inspection team do not match the judgements made by the school in the self-evaluation report (grade 3) as the school was too modest in celebrating the strengths of teaching overall and in significant aspects.

49 Teaching is good overall. In about two-thirds of lessons there were no important shortcomings and even where there were shortcomings in individual lessons, these were usually outweighed by good features.

50 The quality of teaching In the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0	65	28	7	0

51 Good teaching reflected teachers' detailed knowledge of the pupils in their care, and the use of this knowledge in ensuring that activities were planned in such a way to include all pupils. This, in conjunction with the very good relationships that staff work very hard to promote, ensures good pace to lessons and a clear focus on the identified learning objectives.

52 The quality of teaching in support of pupils' basic skills needs is good and support staff play a significant part in this as they do in supporting and monitoring pupils' general learning and behaviour.

53 Teachers generally have a good understanding of the nature of pupils' difficulties and individual learning styles and apply a good range of techniques and approaches to support concentration and promote the consistent engagement of pupils.

54 In a few lessons, pace was slower and an insecure grasp of the subject curriculum meant that learning was less successful, but still satisfactory overall. However, when teaching reflected a lack of challenge and depressed expectations as it did at times, the quality fell below an acceptable standard.

55 Teachers promote and monitor pupils' basic skills well, but in some subjects, opportunities are missed to promote key communication skills through extended writing. Use of ICT in research, lesson structure and presentation of ideas is developing well. Although there is inconsistent formal planning to promote and monitor Key Skills generally, these are informally supported in a good range of contexts.

56 Teachers demonstrate good awareness of gender, race and disability issues and ensure that equality of opportunity is effectively and actively promoted. Staff are less confident in developing pupils' awareness of the language and culture of Wales, or developing bilingual skills.

57 In the core subjects, there is an effective programme of assessments that chart progress from baseline levels, linked to agreed examples of pupils' work. This determines the levels at which pupils are working and is used to identify targets for improvement. The school is aware of the need to make these approaches more rigorous, to extend them into foundation subjects and to use assessment in a more focused way to inform planning.

58 Pupils who have additional learning needs have been positively identified and appropriate action is taken to provide for them in the KS3 and KS4 LSGs.

59 Oral feedback to pupils is generally well focused particularly in the core subjects and in physical education. The school has recently introduced an electronic system for assessment and feedback procedures, which include target-setting and the use of data to improve standards. In some departments these are well used to help planning, set targets for individual pupils and encourage pupils to

make comments about their own work and behaviour. Some teachers, however, do not follow this process with sufficient rigour and the practice is inconsistent.

- 60 Pupils have access to the pupil observation database where IBPs are being constructed to help them identify patterns in their behaviour. In some departments teachers have begun to encourage pupils to evaluate their own work and set their own targets with support. Where pupils are encouraged to engage regularly in this process they demonstrate a good understanding of what they need to do to make progress. However, this practice is not sufficiently embedded throughout the school. The school has identified this as an area for development.
- 61 Teachers make effective use of digital cameras, tape recorders, computers and printed sheets to support the assessment and recording process. However, the school does not have a coherent system in place to make consistent use of all the information gathered.
- 62 There are good opportunities for parents to meet with teachers formally and informally to discuss their children's progress. The quality of written reports to parents is acceptable and they comply with requirements. They give a clear account of pupil's achievement in the taught curriculum. There is an appropriate balance between comments on personal social and behavioural development and those on achievement. However, the reports do not always make it clear to parents what their children need to do to improve their academic achievement.

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

- 63 The findings of the inspection team do not match the judgement made by the school in the self-evaluation report (grade 2). This is mainly because the school did not take sufficient account of the need fully to meet NC requirements.
- 64 The school endeavours to meet the complex needs of its pupils through suitable learning experiences and enabling them to obtain appropriate qualifications at the end of KS4. Qualifications are mainly at entry level with the exception of sociology and IT (short course) which are offered at GCSE level. The school is planning to increase the number of courses leading to GCSE; science, for instance, has a three-year action plan outlining the introduction of the GCSE syllabus for single award science.
- 65 The curriculum is broad insofar as it offers a range of subjects at KS3 and has greatly expanded learning experiences at KS4. These include a programme comprising school attendance, input from a local, charitable farm trust and work experience, for those pupils for whom a five-day school week is no longer appropriate. All pupils have equal access to the curriculum and no pupil is disappplied from any part of the NC.
- 66 The curriculum is balanced overall and relevant to pupils' needs, containing as it does, a significant proportion of PSE. However, the school does not meet statutory requirements by failing to teach Welsh to all pupils under 16 and a modern foreign language to those under 14. Arrangements for the teaching of

- RE also breach statutory requirements. Teaching time is currently 23.3 hours, which is less than that recommended by the WAG.
- 67 The school is developing curriculum links with the UA's primary school for pupils with emotional and behavioural difficulties. This helps to ensure continuity and progression across key stages. The school is an active member of the Cardiff Learning Forum so that it keeps abreast of trends in national priorities concerning approaches to improving the quality of learning.
- 68 Whilst most schemes of work plan for progression this is not always evident in practice; in design and technology, for example pupils lack progression in the development of making skills and in music, the elements of music are not systematically taught.
- 69 While opportunities exist for the development of basic and key skills, these are not always planned for in schemes of work. Some lesson plans mention key skills but this is perfunctory and the plans do not indicate where in the lesson, or how, they will be developed. There is no coherent whole school policy for embedding key skills across the curriculum nor are there procedures in place for monitoring their delivery.
- 70 The school promotes a good range of out-of-hours and off-site provision. Activities that enhance personal development include camping trips to Snowdonia, Flatholm, Gower and Hereford. These are annual events and provide valuable opportunities for pupils to develop social skills whilst working together. The curriculum is enriched and extended by a wide range of educational and cultural visits. The school is developing a good sporting ethos and team games, including football matches against other schools and lunchtime basketball practice also enrich pupils' experiences and help to develop social skills.
- 71 There are shortcomings in the promotion of pupils' spiritual development; religious education is only taught as a module of PSE in the summer term and the daily act of collective worship, although meeting requirements, is somewhat perfunctory. Schemes of work make no reference to spiritual development and there is no evidence that it is addressed in subjects across the curriculum.
- 72 Overall, provision for moral education is good, Opportunities arise in the daily assembly and in PSE lessons where important issues are discussed and addressed. Pupils are given the opportunity to discuss right and wrong, how this reflects on their own behaviour and on how their behaviour impacts on others.
- 73 There are both good features and shortcomings in the school's promotion of social development. While team games and camping trips impact very positively on developing social skills, apart from physical education, there was little evidence of pupils working collaboratively in lessons. Although relationships between members of staff and pupils are generally good, younger pupils' use of inappropriate language towards members of staff and towards each other demonstrates a lack of respect for others. These inadequacies in socialisation are not always addressed at the appropriate times in lessons.
- 74 A wide range of educational and cultural visits including art galleries, museums and theatres contributes positively to the pupils' cultural development, as does the pupils' participation in three annual musical festivals. However, there is insufficient focus on the cultural heritage of Wales.

- 75 The school has developed a good partnership with parents and operates an 'open door policy' where they are able to visit the school at any time. The school has established good links with the local community and close neighbours of the school are invited to attend school functions. The community police officer is a regular visitor to the school and has significant input into the delivery of certain modules of the PSE programme.
- 76 The school has established 'The Friends of Greenhill' as a registered charity and is establishing financial relationships with a range of local, national and international business organisations so that an extensive range of rewards and extra curricular experiences can be provided for pupils.
- 77 The school provides good careers education and a well-structured work experience programme is in place. The school has worked hard to improve its image within the local community and has forged a variety of links with local employers to provide work experience for pupils. There are good working partnership with Careers Wales that are well established and ensure continuity to pupils' progress and preparation for the world of work. In recent years there have been no relevant industrial placements undertaken.
- 78 The school is successful in tackling social disadvantage and stereotyping for all pupils. Although all pupils are currently boys, the school ensures that a high percentage of female staff are employed. Staff work hard at raising pupils' confidence and self-esteem and there are a number of positive behaviour strategies in place that help pupils to develop and learn respect for themselves and others.
- 79 Provision to support pupils' awareness and understanding of sustainable development and global citizenship is in the early stages of development. The school has many initiatives in place via the school community project, which details a programme of regeneration in and around the school, recycling and healthy life styles. Pupils have already re-decorated the toilets to a good standard and this has had a positive impact on their respect for that area.

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

Grade 3: Good features outweigh shortcomings

- 80 The findings of the inspection team do not match the judgement made by the school in the self-evaluation report (grade 2). However, the strengths and areas for development identified were very similar.
- 81 The school plans and manages care, guidance and support effectively. Members of staff meet each evening to discuss individual pupils, their needs and how best to meet them. The school has designated one of the assistant headteachers to have overall responsibility for pastoral matters. The school has recently employed a school counsellor, who also works with the UA's primary school for pupils with EBD. This initiative, although fairly new, is already impacting positively on pupils' self-esteem and anger management.
- 82 Partnership with parents is encouraged by the school. A good working relationship with the Education Welfare Officer (EWO) enhances this partnership. This has been demonstrated this year by the successful, phased reintegration of pupils with long-term attendance problems. However there is no

- home-school agreement. The school has established a positive partnership with employers.
- 83 There are no option choices at Key Stage 4; therefore, information on courses is limited in that respect. However, parents and pupils are well informed and guided on alternative provision and work experience.
- 84 Induction is limited to a pre-admission visit. There are no arrangements for induction after pupils are admitted to the school. This impacts negatively on how quickly pupils settle into the routine and life of the school and its effects are more evident where pupils are admitted after Y7.
- 85 Form teachers provide sound personal support and guidance for pupils. They also deliver the comprehensive PSE programme, which includes guidance on health education and addresses issues that focus on pupils addressing their own emotional and behavioural needs. Specialist advice is sought from, and liaison is good with, a variety of agencies including police, health authority and social services.
- 86 There is good liaison between the school and those responsible in the UA for looked after children. The school works closely with the Education Welfare Service and the officer assigned to the school. Attendance is carefully monitored and the EWO makes several home visits per week.
- 87 The school's 'Pupil Award Scheme' is used to good effect in monitoring punctuality, attendance, behaviour and performance in each lesson. Pupils may earn points for each category, which enable them to participate in external activities organised by the school. However, conveying this information to pupils is not consistently undertaken at the end of each lesson.
- 88 The school provides effective careers education and guidance. A specialist careers adviser interviews all Y9 pupils prior to their transitional annual review meetings. The adviser attends all Y9 annual reviews and contributes to the drafting of pupils' transitional plans. The adviser continues to have input in key stage 4 and in Y11 pupils have a discrete lesson of careers once a week.
- 89 Detailed risk assessments are produced before all educational trips and visits. New perimeter fencing has been recently erected to ensure security of the site. Pupils and staff have worked together to produce suggestions for healthier school meals.
- 90 The school has a policy and effective procedures for child protection. An assistant headteacher is currently the designated senior member of staff with responsibility for child protection and has received recent update training. All staff have received basic training and are aware of the school's procedures. The headteacher, in conjunction with the UA, deals with complaints; however, there is no written complaints procedure.
- 91 The school makes good provision for pupils who have greater difficulty in learning than their fellows have and, in particular, addresses the basic skills of pupils who have not succeeded in acquiring these. The LSGs offer good support and pupils are enabled to meet the targets in their IEPs.
- 92 There are good arrangements to meet the needs of pupils whose behaviour poses a threat to their own learning and that of others, since it is this difficulty that brings most pupils to the school. For most pupils this is effective and the

- frequency and extent of misbehaviour decreases. However, for a number of pupils, the approaches are unsuccessful and they continue to behave in unacceptable ways, leading to the unacceptably high levels of exclusion.
- 93 For the majority of pupils, behaviour management structures and positive incentives are sufficient to ensure that there is no oppressive behaviour or bullying. Nevertheless, there are some pupils who are immune to the school's efforts and these pupils pose a continuing threat to staff and other pupils, both directly and through damage to the school.
- 94 The school is strongly committed to equal opportunities and ensures that all pupils, from whatever ethnic or linguistic background have the same access to learning and other experiences. A high proportion of pupils are 'looked after' by the UA. Those responsible for their welfare are satisfied that these pupils achieve as well as their peers. An audit of access for disabled persons has been carried out and improvements identified.
- 95 Although there have been no girls in the school for some time, gender stereotypes are successfully challenged and male and female staff are accorded equal esteem. The school has some success in promoting awareness of and respect for diversity, but, for some pupils at least, outside influences are more effective than those of the school. The school is highly inclusive and the school council is effective in enabling pupils' views to be taken into account.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

- 96 The inspection grade does not match that in the school's self-evaluation (grade 2). This is mainly as a result of the school's attaching insufficient weight to failures to meet statutory obligations relating to the curriculum and ensuring that required documentation is in place. However, overall these are outweighed by strengths, particularly within the recently adopted management model.
- 97 The school has a vision statement that clearly identifies the school's view of education for its pupils. This is displayed in every classroom and is supported by all staff. The aims are appropriate and commit the school to achieving pupils' maximum potential through a series of objectives including the provision of appropriate NC experiences. However, target-setting is not fully established or where it is, as, for example, in relation to attendance, the school is unable to meet its targets.
- 98 The SLT, although temporary, has enthusiastically taken responsibility for leadership and management and is developing an appropriate agenda for change to address the needs of the school as they are being identified. There is a clear division of responsibility at assistant headteacher level and these responsibilities are being very effectively met. However, it is too early for the effect of many recent innovations or initiatives to be assessed.
- 99 The school has good processes to support effective communication between staff and the ethos within the school ensures that staff are enabled to be

supportive to one another. As a result, the school runs smoothly on a day-to-day basis.

- 100 The SIP is a sound working document with five clear priorities. Timescales, responsibility and success criteria are clearly identified and are appropriate to the priorities of the school. Resource implications and costs are appropriately taken into account.
- 101 Most subject leaders have development plans of good quality. They identify measurable aspects for improvement that are linked closely with school targets. Reviews of pupils' achievements particularly in relation to external examinations and tests are carried out robustly. However, there is some inconsistency in the overall quality of planning for improvement across subjects. In a small minority of cases department development plans lack clarity and rigour.
- 102 Subject management is variable; it is well established in the core subjects and in some areas where a single specialist teacher is at work. However, there is no co-ordinator for Welsh, modern foreign language and religious education and no overall coordinator for design and technology to ensure that the subject is fully covered.
- 103 Performance management for teachers is in place and the process is well managed. The school has established a career structure for teaching assistants (TAs). The lead teaching assistant monitors TAs to promote professional development and liaises with the SLT to ensure effective communication
- 104 There has been a variable response to WAG initiatives and priorities. There is good provision for pupils to develop awareness of the world of work and the school has made a start on promoting awareness of global citizenship and sustainable development. However, there are limited opportunities for pupils to develop economic awareness, there is no provision to support bilingual development and *Y Cwricwlwm Cymreig* is not sufficiently promoted.
- 105 The governing body is committed and enthusiastic; it meets regularly to contribute to the strategic direction of the school and relevant sub-committees meet at other times to deal with specific issues. The headteacher provides a detailed report to governors for every full meeting, and individual governors meet with subject co-ordinators to discuss the detail of subjects so that governors are well informed.
- 106 The governing body meets most of its statutory obligations well, but there are shortcomings in the range of required policies and documentation, as well as a failure to meet NC requirements in Welsh, a modern foreign language and religious education.

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

Grade 3: Good features outweigh shortcomings

- 107 The inspection grade does not match that in the school's self-evaluation (grade 2). While the inspection team did not confirm the school's actual grades for a number of the key questions, the school's overview of performance in each of the seven areas clearly matched that of the inspection team.

- 108 Self-evaluation is a satisfactory and developing feature of the school. Whilst the systems in place are generally comprehensive and form a sound basis for development, they are not yet fully and securely established. Overall, the school's self-evaluation report is an honest and accurate account of its good features and shortcomings and of the action required to address shortcomings. However, it is not sufficiently analytical in its approach.
- 109 The staff are fully involved in the self-evaluation process, contributing at subject level and in whole-school initiatives. All staff and governors have been provided with appropriate training from the SLT and UA advisers to familiarise them with the self-evaluation process. An open culture has been developed between staff and governors. They have agreed values about many aspects of the school life.
- 110 Classroom observation is undertaken by the SLT to assess at first hand evidence of the quality of teaching and learning throughout the school. The information gained from this is used effectively to help improve performance, for example, by ensuring that apposite professional development opportunities are provided. However, subject leaders do not all have the opportunity to evaluate the effectiveness of the areas for which they are responsible.
- 111 The school values the views of UA advisers. External consultants have been used to review departments; to good effect in some instances. However, the scope and quality have not been consistent and areas for development have not always been clearly identified.
- 112 A detailed analysis of baseline assessment, Entry Level and GSCE examination results along with the monitoring of pupils performance via the newly established behaviour monitoring system provides the school with good quality information. This is sometimes used effectively to identify pupils who require further support and to set targets for improved standards of achievement and behaviour. Day-to-day assessment procedures are not yet rigorous enough to evaluate improvements across the school and pupils are not sufficiently engaged in their own self-evaluation to set targets for improvement.
- 113 Pupils on the school council feel that their views are taken into account and changes to aspects of school provision have been made as a result. The school is highly receptive to the views of parents when there is parental contact. However, there is limited systematic pupil and parental involvement in monitoring and evaluations of whole school performance.
- 114 Overall, the school has made considerable progress with some of the key issues identified in the previous inspection:
- Progress has been made in improving standards in reading in KS3 and in ICT across the school;
 - Improvement in the quality of the SDP and in managing challenging behaviour;
 - Improvement in the quality of teaching; and
 - A more relevant KS3 curriculum.
- 115 In addition, monitoring and evaluating the implementation and impact of policies have improved and there is a marked increase in the effective use of ICT across the curriculum. However, issues remain in the provision of modern language

and Welsh second language teaching, as well as in securing the attendance of some pupils.

- 116 The school has made good progress during this academic year in improving key areas of school life. Measurable improvements have resulted from its actions and an ethos for improvement has been firmly established by the SLT. Although much remains to be done the school has made satisfactory progress, particularly in raising standards of achievement and curriculum provision.

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

Grade 2: Good features and no important shortcomings

- 117 The findings of the inspection team fully match the judgment made by the school in the self-evaluation report.
- 118 There are generally enough suitably qualified and specialist teachers to teach the relevant curriculum although at the time of the inspection, the school was unable to meet requirements in Welsh and a modern foreign language. This results from the difficulty in replacing specialist staff when they leave, especially since most teachers cover more than one subject. Learning support assistants provide good support and make a positive contribution to pupils' learning and progress. All staff have access to a suitable range of professional development and in-service training activities.
- 119 In most subjects, pupils access a good range of appropriate learning resources. Teachers use outside resources very well to enrich pupils' learning. The school has developed a range of links with Woodlands and Court School to access WAG funding for raising attainment and transition funding.
- 120 Much-needed improvements to the accommodation have been delayed due to the uncertainty of the school's future. However, now that it has been confirmed that the school is remaining on site for a further four years, there has been some development to the building and extra resources have been allocated. The school has invested heavily in ICT equipment and there are currently eight interactive whiteboards in use. There is an adequate range of specialist rooms for ICT, science, woodwork, cookery, art and ceramics. However, there are significant shortcomings in the hall that also serves as a gymnasium; not least, that it is also a thoroughfare.
- 121 The school utilises its resources well and there is an appropriate level of monitoring by the headteacher of their use and effectiveness. There are appropriate arrangements to support teachers' dedicated preparation and administrative needs and the time is effectively used.
- 122 The budget is well managed and monitored. The headteacher ensures that spending is linked to the priorities in the school development plan. Spending is carefully monitored, in conjunction with the UA's link officer and governors.
- 123 The headteacher knows his staff well and provides all staff with opportunities for professional updating and induction. Similar opportunities for support staff are having a good impact on their development. At present, however, there is no overall evaluation of the impact of the whole training programme on individual, subject and school performance.

- 124 Although there are no important shortcomings in the way in which the school uses the resources available, the impact of the low attendance by many pupils detracts from its efficiency. This, combined with the lack of success with those pupils' whose needs are such that the school is unable to meet them, means that the value for money represented by the school is currently no better than satisfactory.

Standards achieved in subjects and areas of learning

English

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

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

Good features

- 125 Younger pupils in KS3 develop the clarity of their speech and confidently respond in class when questioned. They share ideas and opinions with some enthusiasm and communicate information effectively, for example, in a lesson when they write poems and limericks using 'animals' as their theme.
- 126 Older pupils in KS3 and KS4 talk confidently about subjects that interest them. For example, pupils make good use of language and give clear opinions when they consider familiarities and differences between war and terrorism. Pupils are able to justify their point of view.
- 127 Pupils across the school are making good progress in lessons, in particular, in speaking and reading. Achievement in their listening and writing is not so secure.
- 128 Pupils' achievement is enhanced by the appropriate and challenging schemes of work that underpin lessons. Because teachers accurately assess what pupils know, understand and can do, the work that is set enables pupils to continually move forward, Tasks are well matched to individual pupils' abilities and this leads to good achievement in lessons.
- 129 Pupils in the two LSGs who are identified as having additional learning needs learn very successfully in a one-to-one setting, supported by teachers and trained assistants.
- 130 Pupils practise writing for different purposes although worksheets do sometimes restrict these opportunities. Spelling skills and punctuation are generally satisfactory. Handwriting skills are being acquired and there are signs of neater writing and better-presented work being produced by the end of KS4.
- 131 Pupils make steady progress in planning, drafting and re-drafting their written work. They often use word-processing programs successfully to help their editing skills. Pupils extend their ICT skills by making good use of computers and the Internet for research and presentation.
- 132 Pupils attain good results in their GCSE and CoEA course work and examinations and many pupils achieve success in a variety of accredited courses, which all require basic literacy skills.

133 The positive attitude to reading and to books used throughout the school are very well fostered by the planned, regular use of class readers especially at KS4.

Shortcomings

134 There are no significant shortcomings.

Welsh second language

135 Welsh is not currently offered at the school and there is not sufficient evidence to make judgements about standards. Some pupils recognise words written in Welsh and have a basic oral vocabulary of simple words.

Mathematics

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

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

Good features

136 Pupils at both key stages make good progress in acquiring skills and knowledge across the whole range of the NC programmes of study. They learn to use appropriate subject vocabulary and understand that, for example, multiplication and division are inverse operations.

137 Key stage 3 pupils reinforce their understanding of number through a variety of operations, including examining the properties of numbers and splitting them into their component parts. They count in different bases from a given number. They convert improper fractions into mixed numbers and group fractions into 'families' according to the denominator. They investigate ways of selecting and combining a range of actual prices when they visit a local shop and choose four items 'spending' as closely as possible to a given sum.

138 They understand the principles of measurement and identify simple two and three-dimensional shapes and solids. They calculate the perimeter and area of simple shapes. They work from a simple representational plan to locate objects by reference to their direction from a given point and use the cardinal compass points to describe the position. They begin to use coordinates correctly and use the mathematical language of direction.

139 Pupils collect data from a variety of sources and use a tally chart to record frequency. They convert their information into bar charts and pictograms and interpret these. Some pupils explain the difference between bar and line graphs and know when it is appropriate to use each.

140 Key stage 4 pupils extend and reinforce their knowledge and understanding as they prepare for entry-level examinations. Most pupils achieve passes and many, through re-sitting the examination in Y11, pass at the highest level. They increasingly show secure skills in selecting the mathematical operations required to deal with particular problems expressed in words. They use the correct mathematical vocabulary and know there are many ways of describing the same operation.

- 141 In both key stages, pupils with learning difficulties in the LSGs make good progress in acquiring and consolidating basic numeracy skills that they increasingly apply to more complex mathematical activities.
- 142 Pupils increasingly follow the example of staff in making effective use of ICT in their work, confidently using the interactive whiteboard to share their understanding and demonstrate the answers to given problems.

Shortcomings

- 143 There are no significant shortcomings.

Science

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

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

Good features

- 144 In both key stages, pupils make good progress in knowledge and understanding that is developed and enhanced by their successful acquisition of skills in practical and investigative work.
- 145 Younger KS3 pupils have a very good understanding of forces. They use correct scientific terminology such as friction and gravity. They understand how forces act in everyday situations such as in riding a bicycle. They demonstrate this by listing the forces and drawing on the interactive white board the direction in which the forces act.
- 146 They are able, with support, to plan an investigation into friction. They are aware of what constitutes a fair test and build this in to their planning. They predict the outcomes of investigations and record results appropriately.
- 147 Older KS3 pupils know the five senses and the organs responsible for these. They learn through experiment that the sense of smell affects the sense of taste. They record results of investigative work accurately.
- 148 In KS4 pupils know the differences between stars, planets and moons. They understand that the earth spins on its axis whilst orbiting the Sun and that the Moon orbits the earth. They are aware that the Earth rotation causes night and day.
- 149 Older pupils in KS4 investigate, and have a good understanding of magnetism. They plan and accurately undertake investigations, make predictions and test them, accurately recording results and presenting them in tables and graphs.
- 150 Key stage 4 pupils achieve well in externally accredited examinations at entry level.

Shortcomings

- 151 There are no significant shortcomings.

Information technology

Key Stage 3: Grade 3: Good features outweigh shortcomings

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

Good features

- 152 Pupils in both key stages use interactive whiteboards well for a variety of purposes.
- 153 In KS3, pupils have a good understanding of the use of the internet for research purposes. They interrogate search engines, enter data, refine searches and identify appropriate returns. They are able to identify and follow relevant hyperlinks.
- 154 They add web pages to the favourites' folder. They use the 'print screen' function and export results to desktop publishing applications. They use 'word art' effectively and produce good quality documents.
- 155 They understand the difference between internet and intranet. They are able, with support, to begin to construct an intranet. They can, using a presentation application, create a home page and build an index column with appropriate hyperlinks.
- 156 In KS4, pupils use the internet to locate appropriate images. They import these into applications. They are secure in using digital photography techniques. They use photo-editing software to transpose elements of photographs on to images previously imported from the internet to create 'hybrid' images.
- 157 They use a range of applications to communicate information including word processing and presentation applications. They accurately enter data in, and format, spreadsheets. They create and use simple formulae. They design data-capture forms and accurately enter and retrieve data in a database. They use data to produce graphs.

Shortcomings

- 158 In KS3, progress is slower as some off-task behaviour impedes progress. This effect is often exacerbated by the lack of confidence that arises from insecure skills.
- 159 In KS4, there are no significant shortcomings.

Design technology

Key Stage 3: Grade 3: Good features outweigh shortcomings

Key Stage 4: Grade 3: Good features outweigh shortcomings

Good features

- 160 Pupils make good progress in acquiring a range of skills and techniques and increase their understanding of processes involving both wood and food. They are successful in achieving the objectives set for them within the range of experiences offered.
- 161 In woodwork, they undertake a variety of projects and produce artefacts of good quality and with good attention to finish. They use a range of hand and power

tools to shape and prepare materials, which they join together using an appropriate variety of methods and materials.

- 162 They understand why some processes and materials will be fit for purpose and others will not and modify their intentions in the light of experience and the advice they receive.
- 163 When working with food, pupils understand that many foodstuffs may be eaten on their own or combined with other materials in a recipe. They learn that specific food items such as eggs can have a range of functions in cooking, depending on how they are used and that the cooking process changes their characteristics.
- 164 They take care when weighing, measuring and mixing ingredients, following a recipe and checking the quantities. They appraise their results and judge whether they have been successful or not. They explore healthy options in cooking, testing low fat against medium fat pastry and expressing a preference.

Shortcomings

- 165 Pupils' skills in designing, evaluating and reviewing their work are underdeveloped.
- 166 Pupils are heavily dependent on teacher support to achieve successful outcomes and do not generate their own ideas sufficiently.
- 167 Because the programme they follow is not systematically constructed to secure continuity and progression in skills and understanding, pupils do not build securely on previous learning or extend their learning by covering the whole range of skills, materials and processes within the design and technology programmes of study.

Modern foreign language

- 168 No modern foreign language is currently taught in the school at KS3 because of staffing difficulties. In consequence, there is no evidence of pupils' standards or progress in learning to speak, respond, read or write another language. There is no requirement to teach a foreign language at KS4.

History

Key Stage 3: Grade 3: Good features outweigh shortcomings

Key Stage 4: Grade 3: Good features outweigh shortcomings

Good features

- 169 Throughout the key stage, pupils' literacy and communicating skills are developed through their studies in history. Pupils are interested in the subject and show a good recall of previous learning using relevant language and vocabulary.
- 170 Throughout the key stage, pupils have a developing sense of the social aspect of history and show empathy with characters and events. They describe similarities and differences during the reigns of monarchs past and present.
- 171 Pupils use a range of sources, including reference books, secondary evidence and ICT to investigate historical topics. They make good use of the opportunities

to link history to other subjects of the curriculum. ICT skills are particularly effectively used due to the very good resources available to them in the subject.

- 172 Pupils develop a good sense of chronology as they explore the past through a range of suitable themes. They make some use of timelines to develop their awareness of key events during the period of study.
- 173 Pupils demonstrate that their knowledge and understanding are enhanced by visits to museums and sites of historical importance, for example, Caerphilly Castle, The Bit Pit at Blaenavon, Llancaiach Fawr and the Museum of Welsh Life.
- 174 Higher-attaining pupils achieve well in terms of their passes in external examinations at Entry Level.

Shortcomings

- 175 Pupils have limited knowledge of Welsh and local history.
- 176 Pupils show limited ability to communicate their knowledge at length or in original ways.
- 177 Good standards achieved in oral work not always reflected in the quality of written tasks.

Geography

Key Stage 3: Grade 3: Good features outweigh shortcomings

Key Stage 4: Grade 3: Good features outweigh shortcomings

Good features

- 178 In KS3, pupils have developed good map reading skills and have a good understanding of four figure co-ordinates.
- 179 They identify geographical features on maps and use correct geographical terminology. They use atlases well.
- 180 They have a good understanding of contour lines. They construct models of a hill with both steep and gentle slopes using layers of cardboard to represent contour lines; they do this accurately and the 3-dimensional aspect reinforces their understanding of contours.
- 181 Key stage 3 pupils understand the concept of population density in terms of number of people per square kilometre. They examine the population densities of British cities, rank them in order of highest to lowest, enter the data into a spreadsheet and produce simple graphs.
- 182 At KS4 pupils only study geography to year 10 sitting entry-level examinations at the end of the year. No lessons were observed with the year 10 class, but scrutiny of pupils' work and results of attainment at entry-level show that pupils continue to make satisfactory progress.

Shortcomings

- 183 Progress is slow when off-task behaviour wastes valuable lesson time and impedes learning.

184 Some pupils lack confidence as a result of their limited ability to develop subject skills and are over reliant on adult support.

Art

Key Stage 3: Grade 3: Good features outweigh shortcomings

Key Stage 4: Grade 3: Good features outweigh shortcomings

Good features

- 185 In both key stages, pupils use a variety of materials to create both two and three-dimensional pieces of work.
- 186 Some pupils have a good understanding of line, tone, colour, texture and shape. They create various works in which combinations of these elements are explored.
- 187 In both key stages, pupils produce a variety of drawings and paintings, which are of good quality.
- 188 In both key stages pupils' ceramic creations are good; they are glazed and finished in a kiln.
- 189 In KS3, pupils successfully make masks from plaster of Paris using a variety of 'formers', including their own faces, as templates.
- 190 In KS4, pupils preparing for entry-level examinations, produce a variety of good work including, for example, collages on the theme of 'Nature'.

Shortcomings

- 191 Pupils make insufficient analysis and comparison of their own work with that of other artists.
- 192 They do not sufficiently modify their work through discussion and reflection.

Music

Key Stage 3: Grade 3: Good features outweigh shortcomings

Key Stage 4: Grade 3: Good features outweigh shortcomings

Good features

- 193 Pupils listen to a range of music and offer a view as to its effect on them and others. They know that music is used in films and dramatic performances to enhance suspense, to signal events or indicate activity by main characters.
- 194 Pupils make effective use of opportunities to work with specialists from outside the school in composing and developing music. They listen to their performance and consider how it can be improved, discussing their intentions and comparing them with the outcomes.
- 195 When singing together as a choir, pupils achieve good results and are invited to perform in a variety of settings in the city.
- 196 Pupils make very effective use of ICT to synthesise, sample and combine tracks to make a new composition, starting with pastiche and going on to develop their

own ideas. They make effective use of provided backing on a keyboard to explore the effect of adding simple chords and varying the sequence and pitch.

Shortcomings

- 197 Pupils do not develop a secure knowledge and understanding of the musical elements.
- 198 Pupils' performance is too often affected by their attitude so that they do not consistently display the skills they have.
- 199 At times, pupils' inappropriate behaviour in a lesson means that no learning takes place so that their skills do not develop uniformly.

Physical education

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

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

Good features

- 200 Pupils in both key stages enjoy physical education activities, they generally show very positive attitudes, concentrate on tasks with encouragement and participate fully. They work hard and are proud of their achievements.
- 201 Pupils show a good knowledge and understanding of what happens to their bodies during physical exercise and take care to warm up before activity and cool down afterwards. Pupils and teachers are suitably attired for lessons and pay due regard to matters of health and safety.
- 202 In basketball lessons and during lunch periods pupils receive good technical advice on how they can improve. Passing techniques are learned well and pupils demonstrate good ball control and hand and eye co-ordination.
- 203 In gymnastics, pupils demonstrate confidently in front of their peers and provide sensible evaluations when observing others to effect improvement. They show good gymnastic shapes and produce good symmetrical and asymmetrical balances.
- 204 Pupils observe the conventions of fair play and sporting behaviour when they play a soccer match against another school at the local college campus. They take part in various team games and the school is fully involved in local competitions. In this context, pupils demonstrate social skills that will be useful when they leave school.
- 205 Pupils attend the local leisure centre for swimming and five-a-side football. They participate in a wide range of extra-curricular activities, which include surfing, rambling, mountain biking, climbing, sailing and fishing. As a result of these activities, pupils demonstrate enhanced confidence and self-esteem that support their acquisition of skills and promote their social development.
- 206 Pupils further develop their physical skills and awareness when they participate successfully in a range of residential and other outdoor pursuit activities including visits to Snowdon and the Brecon Beacons.

Shortcomings

- 207 There are no significant shortcomings.

Religious education

Key Stage 3: Insufficient evidence

Key Stage 4: Insufficient evidence

208 Religious education is not taught as a discrete subject, although some elements are included in PSE lessons and it is planned to introduce weekly lessons in the summer term. While there is limited evidence of pupils' skills in learning from and about religions, in PSE lessons they ask and answer questions about the world, personal relationships and their own experiences. They talk in appropriate terms about their feelings, actions and opinions.

School's response to the inspection

The school found the inspection process to be a very positive experience and most instructive in enabling us to develop and improve self-evaluation skills. Whilst we feel that the school is making steady progress in many areas of development, we welcome the insights of the inspection team which will enable us to establish continued improvement in our school.

The sensitivity of the inspection team, in conducting their interviews and observations, put staff and pupils at their ease and removed much of the anxiety that inspections can engender.

The staff work extremely hard to meet the complex needs of our pupils and we were gratified that the report recognised the manner in which staff, governors, parents and UA officers, all work cooperatively to meet our pupil's needs.

We feel that the inspection has given us an ideal platform from which to move the school forward and thank the team for the skill and rigour with which they undertook the inspection.

Appendix 1

Basic information about the school

Name of School	Greenhill Special School
School type	Community Special
Age-range of pupils	11-16
Address of school	Heol Brynglas Rhiwbina Cardiff
Post-Code	CF14 6UJ
Telephone Number	02920 693786
Headteacher	Mr David Williams
Date of appointment	September 2006
Chair of Appropriate Authority	Cllr Jane Cowan
Registered Inspector	Dr E Peagam
Dates of inspection	15 – 18 January 2007

Appendix 2

School data and indicators

Number of pupils in each year group						
Year group	Y7	Y8	Y9	Y10	Y11	Total
Number of pupils	8	10	15	9	13	55

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	1	10

Staffing information	
Pupil:teacher ratio	5: 1
Average teaching group size	8
Overall teacher contact ratio	82.5%
Pupil: adult ratio	3.4: 1

Percentage attendance for three complete terms prior to the inspection			
Term	KS3	KS4	Whole School
Autumn 2005	69.9	66.6	67.4
Unauthorised absence	24.6	17.5	
Spring 2006	68.1	51	61.7
Unauthorised absence	24.9	27.2	
Summer 2006	66.9	48.3	61.4
Unauthorised absence	25.3	31.6	

Percentage of pupils entitled to free school meals	69
Number of pupils excluded during 12 months prior to inspection	22

Appendix 3

National Curriculum Assessment Results

Pupils are assessed at the end of KS3 and the outcomes reported to parents. It is not appropriate to compare the results with those of other schools.

Appendix 4

Evidence base of the inspection

The inspection was carried out by a team of four inspectors over a period of four a days, and the report was based on evidence from:

- pre-inspection meetings held with the headteacher, staff and the governing body;
- the observation of 43 lessons or part lessons and observation of extra-curricular activities;
- a scrutiny of pupils' work and hearing pupils read;
- interviews with pupils about their learning and their experience of the school;
- an examination of assessment records and reports to parents;
- observation of registration procedures and assemblies;
- the scrutiny of school documentation, teachers' plans and assessment records;
- observation of pupils' behaviour in and around the school at break-times, lunch-times and before and after school;
- discussions with the headteacher and other staff;
- meetings with UA officers and support agency representatives; and
- post-inspection meetings with senior management and governing body.

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subjects
Eric Peagam	Rgl	Context, Summary, Key Questions 1, 2 and 5, contribution to Key Question 4	mathematics, design and technology, music Modern foreign language religious education
Helen Adams	Lay	Key Question 7, Contributions to Key Questions 3 and 5	
David Beaumont Morgan	Team	Key Question 6, Contribution to Key Question 2	English, Welsh, history, physical education,
Paul. Donovan	Team	Key Questions 3 and 4	science, information technology, geography, art
David Williams		Nominee	

Acknowledgement

The inspection team would like to thank the governors, headteacher, staff, pupils and parents for their co-operation and courtesy throughout the inspection.

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