

Report by Julia Longville
Gwernyfed High School, 10 September 2007

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

A Report on the Quality of Education in

**Gwernyfed High School
Three Cocks
LD3 0SG**

School Number: 6664023

Date of Inspection: 10-13 September 2007

by

**Julia Longville
16347**

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Gwernyfed 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 Gwernyfed High School took place between 10/09/07 and 13/09/07. An independent team of inspectors, led by Julia Helen Cantle Longville 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 **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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Context

The nature of the provider

1. Gwernyfed High School is an 11-18 comprehensive school, maintained by Powys County Council. There are 554 pupils on roll compared to 564 at the time of the last inspection in November 2001. Of these, 58 are in the sixth form.
2. The school is situated between the small towns of Hay on Wye and Talgarth. Most pupils and students come from these towns and the very large rural surrounding area. Most pupils transfer to the school from ten primary schools. Six percent of pupils are entitled to free school meals, compared to 16.6% nationally. Almost all pupils have English as their first language. Very few pupils speak Welsh as a first language. A very small number of pupils come from minority ethnic heritages.
3. The school's intake includes the full range of ability. Almost 20% of pupils are identified on the school's special educational needs (SEN) register. Just over four percent of pupils have a statement of SEN.
4. The headteacher was appointed in September 1994. A new senior management team has recently been established. It is made up of the headteacher, one deputy headteacher, one assistant headteacher, two senior teachers and a business manager. Most of the senior management team had different roles in the school at the time of the last inspection.

The school's priorities and targets

5. The school mission statement is to promote excellence and responsibility in all they do. The school aims to:
 - promote achievement and self-fulfilment of each student;
 - enable students to explore and develop their creativity, talents and interests, both as individuals and in co-operation with others, to aim at excellence and develop a lifelong regard for learning;
 - encourage students to take responsibility for themselves and one another so that they grow in personal and social maturity, develop sense of their own and others' worth, a respect for moral standards and a concern for the environment; and
 - provide a happy and caring community of pupils, parents and staff closely linked to the wider community they serve.
6. To support these aims the school believes that it should:
 - give equality of opportunity;
 - offer a curriculum that provides the knowledge, values, experiences and skills necessary for success in a complex, technological, global society;

- provide a well-ordered and supportive environment;
- work in partnership with employers, community groups and individuals, becoming an integral part of the local, national and global communities in which our students will live and work;
- work constructively with our family of primary schools to promote co-operation and continuity for the benefit of all students; and
- encourage an ethos of continuous improvement.

Summary

7. Gwernyfed High School is a successful school which has made progress since the last inspection in a number of areas. These include:
 - a review of leadership and management;
 - the introduction of a detailed system for monitoring and evaluating the work of staff; the building of new facilities; and
 - improvement in resources.
8. Some areas for development remain and the newly established management team is committed to ensuring these improvements are made.

Table of grades awarded

9. In the seven key questions the following grades were awarded.

Key Question	Inspection grade
1 How well do learners achieve?	2
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?	2
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

Standards

10. Overall, the standards achieved by learners have good features with no important shortcomings. The following table shows the grades awarded at Key Stage (KS) 3, KS4 and in the sixth form in the six subjects inspected.

Standards in subjects inspected			
Subject	KS3	KS4	Sixth form
Welsh second language	2	3	2
Science	2	2	2
Design and technology	2	2	2
Geography	1	1	1
Music	2	3	3
Physical education	2	2	2

11. The following table shows the standards achieved by pupils at each stage in the 73 lessons observed in the six subjects inspected.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	6%	82%	12%	0%	0%
KS4	14%	52%	34%	0%	0%
KS3+KS4	9%	71%	20%	0%	0%
6th form	16%	68%	16%	0%	0%
Total	11%	70%	19%	0%	0%

KS3 and KS4

12. These grades compare well with the most recent figures for all inspections in Wales and the national target for 2007. The figures are well above the Welsh Assembly Government target for standards in 65% of lessons to be awarded grade one or grade two, and they exceed the national target for 98% of standards to be graded one, two or three.
13. Overall standards have improved since the last inspection. The grades awarded are slightly better than at the time of the last inspection though the sample is different in size and nature. The percentage of lessons in which the highest grade was awarded is just below that reported in the last inspection.
14. The overall ability of pupils entering the school fluctuates a lot year on year. There are currently more average and lower ability pupils in the school. The majority of pupils make good progress in their learning and are successful in achieving their goals. Most pupils are highly motivated and have a very positive attitude to their learning.
15. At the end of KS3, attainment in the core subjects has varied considerably over the past three years. Overall, attainment in 2006 was above the average for similar schools where less than 10% of pupils are entitled to receive free school meals.
16. At KS4, the 2006 General Certificate of Secondary Education (GCSE) results are in line with or slightly above local and national figures. When compared with similar schools where less than 10% of pupils are entitled to receive free school

meals, the percentage of pupils achieving 5+A*-G grades is consistently above average but the percentage of pupils achieving 5+A*-C grades and the Core Subject Indicator (CSI) is below the average for similar schools.

17. Girls usually perform better than boys in both KS3 and KS4. The difference in their performance is greater than it is locally and nationally.
18. At both key stages, the standards that pupils achieve in the key skills of communication, use of number and information technology (IT) are good overall.
19. All pupils study Welsh second language. The standard of their bilingual competence is good overall.
20. The school has recently renewed the Basic Skills Quality Mark for the second time.
21. Pupils with additional learning needs receive very good support and achieve high standards.
22. A particular strength of the school is the way in which pupils across the age range help and support one another. There is a real sense of community within the school that helps foster learning. The behaviour of pupils is very good, both in lessons and around the school.
23. Pupils make good use of the varied opportunities to help develop their spiritual, moral, social and cultural development. They have a good understanding of moral issues, different beliefs and cultures. They confidently express their views about ethical issues.
24. The school makes good efforts to improve pupils' attendance. However, attendance at around 91% remains below the Welsh Assembly Government (WAG) target for 2007 of 93%.

The quality of education and training

25. Teaching has good features with no important shortcomings in 74% of all lessons observed. There were outstanding features in a further 14% of lessons and good features outweighed shortcomings in 12% of lessons. The percentage of lessons awarded grade 1 represents an improvement since the last inspection but is lower than the 17% in all inspections in Wales.
26. Teachers are well qualified for the subjects they teach and have good, up-to-date subject knowledge and expertise. Teachers and pupils clearly respect each other and the good relationships ensure a positive learning ethos in almost all lessons.
27. In the most effective lessons where there are outstanding features, teachers expect and assume that pupils will achieve high standards. The best teachers use skilful, integral assessment consistently to inform planning.

28. Teachers and support staff work particularly well together and develop a highly supportive learning environment for pupils.
29. Where there are shortcomings in teaching, in a small minority of lessons and subjects, lack of pace and challenge coupled with low expectation prevents pupils making as much progress as they might. There is sometimes not enough challenge for the most able pupils.
30. Overall, not enough attention is given to developing effective learning and teaching activities in the classroom to motivate and stimulate boys.
31. Good features in the quality and use of assessments include the way in which most teachers mark pupils' work and have a good knowledge of the progress they are making. Pupils clearly understand the purposes of assessment and are involved in self-assessment in a number of subjects.
32. Although careful records of pupils' achievements are kept, there are inconsistencies between subject departments in the way in which information is used to help pupils improve.
33. Reports to parents are regular and clear. There is however not enough consistency in the the breadth and depth of written comments. Targets are too general in some subject reports.
34. This school meets statutory requirements concerned with assessment, recording and accrediting pupils' achievements.
35. The curriculum is broad and balanced and meets the learning needs of individuals. It is accessible to all and provides pupils with suitable opportunities to achieve accreditation. The school has developed close curricular links with the local college including vocational courses for Y10 pupils.
36. The school has strong links with parents, the community and other providers. Links with the community and local businesses are a prominent feature within the school.
37. Many pupils participate in a wide range of extra-curricular activities and clubs which enrich their personal development. Pupils participate in an impressive range of international visits and exchanges to various parts of the world.
38. Careers education and guidance and work related education are outstanding features. The school is the first in Powys to gain both the Careers Wales Quality Awards for Work Related Education and Work Experience.
39. The school complies with the statutory requirements for a daily act of collective worship for all pupils. The quality of the provision, however, is variable.

40. The quality of care, guidance and support is very good. The school is a happy and caring inclusive community with an ethos of friendliness.
41. Induction and transition arrangements are well developed. There are good arrangements in place to ensure that pupils move through the different stages of their learning easily.
42. Form tutors deliver aspects of personal and social education in registration and timetabled lessons. Pupils discuss issues that are important to young people. There are however inconsistencies in the use of the registration period to deliver this part of the personal social education programme across the whole school.
43. The school actively promotes healthy living and provides a healthy environment for learning and achievement. In recognition of its work, the school has successfully completed the third phase of the Healthy Schools Award.
44. Pupils' personal and social development is monitored well, although, the monitoring and mentoring of academic progress by form tutors is less well developed.
45. The provision for pupils with a range of additional learning needs has many good features. The schools' commitment to the inclusive education of these pupils has a high profile within the school.
46. Provision for equal opportunities and racial equality is good. All pupils are treated equally and are given equal access and entitlement to all aspects of school life.
47. The school's anti-bullying policy is comprehensive and both pupils and parents are aware of the school's arrangements to eliminate isolated incidents of oppressive behaviour and bullying. The important contribution of trained sixth form student mentors strengthens these arrangements.

Leadership and management

48. The head, supported by members of the senior leadership team, provides strong leadership and effective strategic management. This is underpinned by a style that seeks to empower other leaders and managers and to develop their decision-making skills.
49. The work of the headteacher and senior leadership team has led to a number of notable, important developments in recent years. These include:
 - a review of the management structure;
 - improvements in accommodation;
 - provision of better ICT resources; and
 - the introduction of a detailed system for monitoring and evaluating the work of the school.

50. Leaders, teachers and support staff share values about learning, behaviour and relationships. The ethos in the school encourages staff to work together to improve standards.
51. Senior and middle managers have clear roles and responsibilities. The leadership of subject and pastoral teams and the quality of collaborative teamwork is good overall. In a few cases, it is outstanding.
52. The school gives suitable attention to Welsh Assembly Government priorities.
53. Development planning and review in departments is appropriately linked to school development planning. Priorities and goals for development are identified, although, the success criteria against which the progress of initiatives will be evaluated, are not always detailed enough.
54. Governors are active and committed supporters of the school. They monitor the work of the school effectively through their work in committees and the scrutiny of reports and data. They make a good contribution to the strategic direction of the school.
55. The governing body fulfils all regulatory and legal requirements.
56. Self-evaluation permeates the whole school. There is a clear process for monitoring and evaluating the work of the school at all levels. The governing body, parents, pupils, students and external agencies are involved actively in the process.
57. Overall, the effectiveness of planning for improvement is good. There is a clear sense of teamwork and drive at all levels to improve provision, standards and learning experiences for pupils and students.
58. However, procedures for monitoring and evaluating the school's performance are not always focused well enough on learning and teaching and in supporting all pupils and students to reach their potential.
59. Teaching staff are suitably qualified and knowledgeable with a good mix of very experienced teachers and those new to the profession. They are deployed effectively and all teach their specialist subject.
60. Teaching support staff are very well deployed and work extremely effectively with teachers in many aspects of planning, preparing and delivering lessons. This is an outstanding feature.
61. Accommodation and learning resources are used well. However, some classrooms are too small for the number of pupils in the class.
62. Overall, the school is well resourced and this has a positive impact on teaching and learning. The school has outstanding ICT facilities.

63. The financial management of the school is systematic, methodical and rigorous. Spending decisions are very closely linked to the school's priorities for development and improvement. Overall, the school uses its resources well and provides good value for money.

Sixth form

64. The standards achieved by students in the six subjects inspected are good with outstanding features in geography. There are good features and no important shortcomings in Welsh second language, science, design and technology and physical education. Good features outweigh shortcomings in music.
65. Results in external examinations have improved since the last inspection. Almost all students achieve their potential. Overall the standards achieved in external examinations compare well with local and national averages.
66. Students achieve very good standards in the key skills of communication, the use of number and IT. Students' speaking and listening skills are outstanding.
67. They use their key skills well in lessons and in a wide range of additional activities.
68. Students in the sixth form have well-developed personal and social skills. Many of them are confident young people who are good role models for younger pupils in the school.
69. In 2007, all students in the sixth form achieved the grades they required to continue their education in the university of their choice. The range of experiences in the sixth form prepares them well for the work place and higher education.

The quality of education and training

70. Overall, teaching in the sixth form has good features and no important shortcomings. There were outstanding features in a small number of lessons. Teachers provide a wide range of suitably challenging and interesting learning experiences and encourage students to undertake their own research.
71. In the best lessons, teachers pose increasingly searching, open-ended questions expertly to stimulate pupils to think deeply, and encourage them to make extended, thoughtful responses. In this way, teachers effectively encourage and support students to become independent learners and prepare them for the next stage of their education.
72. There are very positive relationships in the classroom which the students acknowledge and appreciate. Teachers create a positive learning environment in almost all lessons.
73. In the very few lessons where there are minor shortcomings, teachers spend too much time explaining and leading discussions, the pace of the lesson drops and students become passive.

74. The assessment and reporting of sixth form students' progress is more consistently helpful than that in KS3 and KS4. This is because most teachers make more detailed comments about students' work, and give more specific information about how they can achieve a higher mark or grade.
75. Reports to parents in the sixth form are of a better quality than those in KS3 and KS4.
76. Students are able to study the subjects of their choice. The curriculum is enhanced further by the introduction of the Welsh Baccaalaureate for Y12 students.
77. Many students participate in a wide range of extra-curricular activities. A number of students participate in an impressive range of international visits and exchanges to various parts of the world. Such visits enhance considerably their perception and understanding of world affairs.
78. Students receive very good support and guidance in the sixth form. They receive good advice in Y11 to assist in their choice of subjects and they benefit from a very good induction programme at the start of Y12.
79. Students enjoy the many opportunities they have to work with younger children in the school. They provide effective peer mentoring which includes supporting Y7 pupils in their new school. They contribute effectively to the sex and relationship education programme in KS4. The sixth form is a vibrant part of the school. Students gain numerous skills that prepare them very effectively for the workplace and higher education.
80. Work related education prepares students effectively for the world of work. A wide range of work placements, carefully monitored and appropriate for individual needs, provides good preparation for employment and career aspirations.
81. Up to July 2007, the school allowed students a half day directed study time where they could work from home. This, together with examination leave, has had a significant negative impact on overall attendance figures in the sixth form.

Leadership and management

82. The good features of leadership and management in KS3 and KS4 are also evident in the sixth form.

Progress since the last inspection

83. Since the last inspection the school has improved as a result of the ethos of continuous reflection and review. There has been good progress in addressing the key issues from the previous inspection in November 2001. The school has made good progress in improving:
- standards of achievement in Welsh second language, design and technology and music;
 - the standard of pupils' and students' ICT skills; and
 - kitchen and dining room facilities.
84. Although there is evidence of good practice, less progress has been made overall in the extent to which pupils review their own progress and identify clear targets for improvement.

Recommendations

The school should work on the following to consolidate progress and improve further.

- R1 Continue to improve standards by addressing the shortcomings in subjects identified in this report.
- R2 Further improve the achievement of boys across the school including their attainment relative to girls in external examinations in KS4.
- R3 Ensure that outcomes of assessment are used consistently across the school to raise standards of achievement
- R4 Use the outcomes of self-evaluation to identify and establish detailed success criteria in development planning so that progress can be monitored more effectively.
- R5 Work with parents and the local authority to improve attendance across the school.

Aspects of recommendations two and four are addressed in the current school development plan.

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 2: Good features and no important shortcomings

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

KS3 and KS4

86. The following table shows the standards achieved by pupils at each stage in the 54 lessons observed in the six subjects inspected.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	6%	82%	12%	0%	0%
KS4	14%	52%	34%	0%	0%
KS3+KS4	9%	71%	20%	0%	0%

87. In 80% of lessons, pupils achieve standards that have good features and no important shortcomings. In all other lessons, good features outweigh shortcomings. All of the outstanding work observed was in geography. In these lessons, pupils achieve consistently high standards across both KS3 and KS4.

88. These grades compare well with the most recent figures for all inspections in Wales and the national target for 2007. The figures are well above the Welsh Assembly Government target for standards in 65% of lessons to be awarded grade one or grade two, and they exceed the national target for 98% of standards to be graded one, two or three.

89. Overall standards have improved since the last inspection. The grades awarded are slightly better than at the time of the last inspection though the sample is different in size and nature. The percentage of lessons in which the highest grade was awarded is just below that reported in the last inspection.

90. In the six subjects inspected, standards in geography at KS3 and KS4 are good with outstanding features. Standards are good with no important shortcomings in science, design and technology and physical education at KS3 and KS4. They are good with no important shortcomings in Welsh second language and music at KS3. Good features outweigh shortcomings in standards in Welsh second language and music at KS4.

91. Overall standards are better in KS3 than they are in KS4.

92. Results in assessments by teachers at the end of KS3 have varied considerably over the past three years. Overall, attainment in 2006 was above the average for similar schools where less than 10% of pupils are entitled to receive free school meals. Teacher assessments in mathematics, English and science and the three core subjects combined were well above local and national averages. However, in the previous two years, overall results of teacher assessments

were not as good, with results in mathematics and the CSI falling below the median for schools with similar free school meals figures.

93. Based on prior attainment and ability on entry to the school, the majority of KS3 pupils perform well and progress. However, with very few exceptions, girls attain better than boys and the difference between their attainment is greater than it is nationally.
94. In recent years at KS4, the percentages of pupils achieving 5A*-C grades, 5A*-G grades and the CSI are in line with or slightly above local and national figures. When compared with similar schools across Wales, the percentage of pupils achieving 5+A*-G is consistently in the top 25% of schools with similar free school meals entitlement. However, the percentage of pupils achieving 5A*-C grades and the CSI is below the average for similar schools across Wales.
95. As in KS3, girls significantly outperform boys. The numbers of girls gaining 5A*-C grades, the core subject indicator and the average points score are much higher than those achieved by boys. Girls usually outperform boys in English, mathematics and science. There is a marked difference between subjects in the attainment of boys and girls in the same year group.
96. At both key stages, the standards that pupils achieve in the key skills of communication, use of number and IT are good overall.
97. Pupils' listening and speaking skills are outstanding. They listen to their teachers and each other carefully. They apply what they hear and use the information to take ideas forward and improve their work.
98. They speak very confidently and clearly and provide extended answers that show a good understanding of their work. Most pupils ask questions to seek further information to extend their knowledge. Many pupils are prepared to talk in considerable depth about different topics and often confidently present the outcomes of their work to others in the class.
99. Many pupils are prepared to read aloud in class. They do so with good expression and high levels of accuracy. They are able to extract relevant information to use in their written work.
100. Overall, most pupils' written work is presented neatly and accurately. Many write well at length. A few lower ability pupils have limited writing skills and have difficulty with spelling. Teachers do not always correct this effectively.
101. Particular progress has been made in recent years in the development of pupils' IT skills. All pupils gain a qualification at the end of KS4. Most pupils make good use of the skills they develop in IT lessons in other subjects across the curriculum.
102. Standards in numeracy are also good. Pupils use number confidently and appropriately in a range of subjects.

103. There is a real sense of teamwork in many lessons. Most pupils work very well together to formulate ideas and solve problems. As a result they produce good, clear, well thought out responses and positive outcomes.
104. The school has recently renewed the Basic Skills Quality Mark for the second time.
105. The overall ability of pupils entering the school fluctuates significantly year on year. There are currently more average and lower ability pupils in the school. The majority of pupils make good progress in their learning and are successful in achieving their goals. Pupils with additional learning needs receive very good support and achieve high standards.
106. Pupils' personal, social and learning skills are very good. Most pupils are mature young people with a very positive attitude to all aspects of school life. Many have high levels of confidence and self esteem. A particular strength is the way in which pupils across the age range help and support one another. There is a real sense of community within the school that helps foster learning.
107. Most pupils are highly motivated and have a very positive attitude to their learning. The behaviour of pupils is very good in lessons and around the school. There is a very positive atmosphere in the school. Pupils have high levels of respect for their teachers, each other and visitors to the school. Few pupils have been excluded from school over the past few years.
108. Pupils make good use of the varied opportunities to help develop their spiritual, moral, social and cultural development. They have a good understanding of moral issues, different beliefs and cultures. They confidently express their views about ethical issues.
109. Pupils demonstrate a good understanding of the importance of equality of opportunity. They have an excellent grasp of work related issues and have well refined skills that enable them to progress easily onto university and the workplace.
110. Pupils' punctuality to lessons is outstanding. They move quickly and efficiently between lessons enabling teachers to use the time available to good effect.
111. The school has implemented a number of strategies to try and increase attendance rates. However, these have not met with enough success and attendance at around 91% remains below the Welsh Assembly Government target for 2007 of 93%. Holidays taken in term time have had a significant impact on these overall figures and interrupt the learning of pupils, sometimes, at critical stages in their learning.

Sixth form

112. The following table shows the percentage of grades awarded for standards of achievement in the 19 lessons observed in the six subjects inspected.

1	2	3	4	5
16%	68%	16%	0%	0%

113. Although the sample is small, these figures indicate that overall students achieve standards that have good features and no important shortcomings.
114. The standards achieved by students in the six subjects inspected are good with outstanding features in geography. There are good features and no important shortcomings in Welsh second language, science, design and technology and physical education. Good features outweigh shortcomings in music.
115. Results in advanced level examinations have improved since the last inspection. Almost all students achieve their potential. Overall the standards achieved in external examinations compare well with local and national averages.
116. Students achieve very good standards in the key skills of communication, the use of number and IT. Students' speaking and listening skills are outstanding.
117. They use their key skills well in lessons and in a wide range of additional activities.
118. Students in the sixth form have well-developed personal and social skills. Many of them are confident young people who are good role models for younger pupils in the school.
119. Approximately 85% of Y11 pupils continue their education in either the sixth form or local college of further education. About 40% of these return to the sixth form. Most enjoy the challenge of the sixth form and appreciate being able to follow the subjects of their choice.
120. In 2007, all students in the sixth form achieved the grades they required to continue their education in the university of their choice. The range of experiences in the sixth form prepares them well for the work place and higher education.
121. Prior to the introduction of the Welsh Baccalaureate in September 2007, the school allowed students a half day directed study time where they could work from home. This, together with holidays taken in term time, has had a large negative impact on overall attendance figures in the sixth form. The head of sixth form carefully monitors student attendance and action is taken if students fail to attend regularly. Most students make good use of their time in school to work independently on aspects of their coursework. Their punctuality to lessons is very good.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

KS3 and KS4

123. The following table shows the quality of teaching and assessment in the 54 lessons observed in the six subjects at KS3 and KS4.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
13%	74%	13%	0%	0%

124. Overall grades for the quality of teaching and assessment in 70 lessons observed across the curriculum were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	74%	12%	0%	0%

125. Teaching has good features with no important shortcomings in 74% of all lessons observed. There is very little difference in the quality of teaching between the six subjects inspected and the rest of the subjects in the curriculum. There were outstanding features in 14% of all lessons observed. Good features outweighed shortcomings in 12% of lessons. These figures compare favourably with those for all inspections in Wales 2005-2006 when 69% of lessons were graded 1 or 2. The percentage of lessons awarded grade 1 represents an improvement since the last inspection, although the 14% of lessons awarded grade 1 is lower than the 17% in all inspections in Wales.

126. Teachers are well qualified for the subjects they teach and have good, up-to-date subject knowledge and expertise. Across the key stages teachers provide a wide range of interesting and stimulating learning experiences for pupils, including individual, pair and group work. These activities engage most pupils well and make a strong contribution to their learning. Teachers and pupils clearly respect each other and the good relationships ensure a positive learning ethos in almost all lessons.

127. The level of detail in teachers' planning is a strong feature of the school. In most lessons teachers share the learning outcomes for lessons with pupils. In the best cases, teachers explain how the lesson links with previous work. Most teachers identify opportunities to develop pupils' key skills in lessons.

128. Teachers in all key stages structure lessons well, and sustain a brisk pace by using a good range of teaching strategies and timed tasks. Teachers explain

information and give instructions clearly and make sure that pupils understand the requirements of the task that they have to complete.

129. Support staff make a valuable contribution to teaching and learning. Teachers and support staff work particularly well together to ensure that work is amended or adjusted to best suit pupils with additional learning needs through careful reference to their individual education plans. Teachers and support staff know pupils very well and develop a highly effective learning environment with frequent use of encouragement and humour. They treat all pupils equally.
130. In the most effective lessons where there are outstanding features, teachers expect and assume that pupils will achieve high standards. They provide imaginative and stimulating learning activities and show an infectious enthusiasm for their subject. They pose searching, open-ended questions expertly to stimulate pupils to think deeply, and encourage them to make extended, thoughtful responses. The best teachers also use assessment very well to inform planning.
131. In most lessons, teachers question pupils effectively to probe their understanding and to develop their knowledge. All teachers praise and encourage pupils well. They monitor pupils' work regularly and many teachers make pupils aware of how well they are doing and what they need to do to improve. Well-planned lessons follow a clear sequence that provides continuity and progression in learning.
132. In a small minority of lessons and subjects, lack of pace and challenge coupled with low expectation prevents pupils making as much progress as they might. There is sometimes not enough challenge for the most able pupils.
133. Since the last inspection the school has investigated and trialled a number of approaches to address the differences in the attainment of boys and girls. Subject departments have considered appropriate changes to the structure and content of courses to try to improve the performance of boys relative to girls. In general, departments have not given enough consideration to how approaches to learning and teaching in the classroom might help reduce the gap in attainment between boys and girls.
134. Teachers assess pupils' progress regularly in all subjects. The school intends its assessment policy to be general so that departments can develop more detailed specific criteria that best suit the needs of their subjects. Good features in the quality and use of assessments include the way that targets in individual education plans are used to plan suitable work for pupils with additional learning needs. At present, however, there is not enough consistency in assessment between subjects.
135. Careful records of pupils' achievements are kept by heads of department and heads of school. Heads of school, all of whom have been in post for only twelve months, are able to access the information which would enable them to target individuals and groups of pupils at risk of underachievement. However, so far

there is not enough consistency in the way this information is used to improve pupils' achievement.

136. Across the school, in nearly all cases, teachers mark pupils' work regularly. Most teachers have a good knowledge of the strengths and weaknesses in pupils' work as well as understanding the progress they are making. Much of the marking is thorough. Many teachers add comments that are encouraging. They make the comments explicit when work has not met their expectations. They give a clear idea of the standard being achieved. Teachers clearly identify the good features of the work and the areas that the pupil needs to improve. In many subjects, teachers provide very useful oral feedback to pupils that enables them to improve their work.
137. However, there is too much inconsistency in the use of the outcomes of assessment between subjects. There are shortcomings in the range and variety of marking. Where marking is less helpful, teachers' comments are superficial, focused more on effort than on the quality of the work and descriptive rather than evaluative. It does not always identify clearly enough what is good or not good about the work or inform pupils how they can improve. Where teachers set unhelpful targets, these are too general and not clearly focused enough on the specific needs of the subject.
138. Pupils clearly understand the purposes of assessment, and many are involved in self-assessment in a number of subjects. Where this is successful, it helps them to be clear about their strengths and weaknesses. In the best cases, pupils use self-assessment to discuss targets with their teachers that will enable them to continue to make progress.
139. Arrangements for the reporting of pupils' performance and progress meet statutory requirements. There are well-planned arrangements for parents to discuss their children's progress. Parents report that they are satisfied with the information they receive in their children's reports.
140. Reports to parents are completed twice a year. They are written in a way that is accessible to parents and others. In several subjects, comments focus helpfully on the different skills of the subject and indicate precise areas for improvement. However, reports do not always identify subject specific strengths and weaknesses clearly enough and targets are too broad and general.

Sixth form

141. In the six subjects inspected the grades awarded for teaching in the 19 lessons observed were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
16%	68%	16%	0%	0%

142. Overall grades for the quality of teaching in 24 lessons observed across the curriculum were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	71%	12%	0%	0%

143. The good and outstanding features identified in KS3 and KS4 are also present in sixth form classes.
144. Lessons are very well structured and effectively planned, and move at a brisk pace.
145. Teachers provide a wide range of suitably challenging and interesting learning experiences and encourage students to undertake their own research by recommending possible sources of information, including the internet. They use a variety of learning activities that engage students well and make a strong contribution to their learning.
146. In the best lessons, teachers pose increasingly searching, open-ended questions expertly to stimulate pupils to think deeply, and encourage them to make extended, thoughtful responses. In this way, teachers effectively encourage and support students to become independent learners and prepare them for the next stage of their education.
147. Teachers create a positive learning environment in almost all lessons. There are very positive relationships in the classroom, which the students appreciate.
148. In the very few lessons where there are minor shortcomings, teachers spend too much time explaining and leading discussions and students do not have enough opportunities to develop their independent learning skills. The pace of the lesson drops and students become passive.
149. The assessment and reporting of students' progress is more consistently helpful than that in KS3 and KS4. This is because most teachers make more detailed comments about students' work, and give more specific information about how they can achieve a higher mark or grade.
150. Teachers mark sixth form students' work regularly and frequently. Most of the marking is very detailed. Comments and targets on written work are clear and focused effectively on the skills specific to each subject. Teachers invariably add comments that make it clear what are the best features of the work as well as where work has not met their expectations. These comments give a clear indication of the standard being achieved.
151. Teachers often use examination criteria to assess students' work. This helps students identify what they need to do to consolidate or improve in the next and subsequent pieces of work.
152. Marking is especially helpful when teachers set out targets in progressive steps. This allows students to plan, organise and manage their efforts to improve in a systematic way.

153. The head of sixth form routinely quality-assures teachers' reports to parents. This includes scrutiny of targets that teachers' identify for future progress. If targets are not precise enough, or do not provide enough help to support students, they are re-written before being sent to parents. This is very good practice and contributes to reports in the sixth form being of a better quality than those in KS3 and KS4.

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

Grade 2: Good features and no important shortcomings

154. This grade matches the school's self-evaluation grade.
155. The curriculum is broad and balanced and meets the learning needs of individuals. It is accessible to all and provides pupils and students with suitable opportunities to achieve accreditation.
156. The school has developed close curricular links with the local college of further education including vocational courses for Y10 pupils. The curriculum is enhanced further by the introduction of the Welsh Baccalaureate for Y12 students.
157. The school has introduced successfully several strategies to promote learners' key skills. Key skills are a high priority in the school and are planned well both in schemes of work and lessons. Many pupils are very successful in gaining relevant accreditation in communication and IT. The school has renewed the Basic Skills Quality Mark for the second time.
158. Pupils with additional learning needs make good progress in both KS3 and KS4. All pupils on the additional learning needs register achieve well at GCSE. A programme of appropriate, challenging activities outside the classroom enriches and extends the learning experiences of pupils identified as more able and talented. There are fewer adjustments and additional challenges for these pupils in lessons.
159. Many pupils and students participate in a wide range of extra-curricular activities. These, together with a number of subject specific support clubs, enrich learners' personal development and are notable features of the learning experiences.
160. A good number of pupils and students participate in an impressive range of international visits and exchanges to various parts of the world. They benefit from meeting students from other schools and colleges. Such visits considerably enhance their perception and understanding of world affairs.
161. The school seeks to promote pupils' spiritual, moral, social and cultural development. This is reflected in the fact that, in the past two years, at least 60% of the KS4 cohort gained an A*-C grade in religious studies. The great majority of pupils and students are responsible and confident members of the

school community. They seek to help one another within school. Pupils raise large sums of money for various charities.

162. The school has very strong links with parents, the community and other providers. Local businesses support school industry day events that enable pupils and students to experience a wide range of relevant activities. Links with local sports clubs illustrate further the very close school and community partnership.
163. The strong and often innovative links with the local primary schools ensure smooth and effective transition for pupils. The Welsh Assembly Government Physical Education and School Sport initiative, and the science lessons taught by science teachers to primary pupils on visits to Gwernyfed, are good examples of curricular links with primary schools.
164. The curriculum meets legal requirements in all key stages. It complies with the statutory requirements for a daily act of collective worship for all pupils. However, the delivery of acts of worship is too variable in quality.
165. Work related education is an outstanding feature of the curriculum. It prepares pupils and students effectively for the world of work. A wide range of work placements is carefully monitored, meets individual needs, and provides good preparation for employment. The good supportive links with *Gyrfa Cymru* Careers Wales enhance greatly the provision of careers education.
166. Teachers, pupils and parents are well acquainted with the employment needs of the local community. Visiting speakers and visits to school by local employers to conduct pupil and student interviews play a prominent role in promoting this aspect.
167. Various well-structured industry days, and the Dynamo project, promote learners' entrepreneurial skills successfully.
168. Through the range of courses and activities within school, pupils and students acquire the appropriate knowledge, understanding and skills to progress further and lay the foundations for lifelong learning both within a local and national context.
169. Pupils recognise well the characteristic features of their locality and Wales in general. Aspects of *Y Cwricwlwm Cymreig* are planned strategically in all departmental schemes of work. A whole school audit provides useful information on the range of opportunities to develop *Y Cwricwlwm Cymreig* across the school. Visits to places of interest, and the school Eisteddfod, contribute greatly to the Welsh dimension. All pupils' study Welsh and the language is used incidentally on occasions outside the Welsh second language lessons.
170. The school makes effective arrangements for promoting equality of access to the curriculum. Good use of classroom support staff, extensive enrichment

activities and an effective inclusion policy, contribute successfully to tackling social disadvantage.

171. Provision to promote aspects of sustainable development is at an early stage. A whole school policy has been prepared. Pupils and students understand the significance of recycling and are very aware of the importance of healthy eating.

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

Grade 2: Good features and no important shortcomings

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

The quality of care, support and guidance

173. The quality of care, guidance and support is good. The school is a happy and caring inclusive community with a friendly ethos. Staff and pupils show mutual respect for one another.
174. A particularly good feature is the individual personal development interviews that form tutors conduct with all pupils. These are used well, for example, to encourage targeted groups of pupils to attend lunchtime clubs to help improve their performance. A very effective scheme, in which Y12 and Y13 students mentor Y7 pupils, complements this lunchtime provision.
175. The School Council is proactive and effective. It provides a meaningful voice for pupils both in school and with the governing body.
176. Induction and transition arrangements between key stages are well established and ensure smooth transfers. The transition agreement, close pastoral links with the feeder primary schools and curricular links in some subjects ensure a smooth transition to the secondary school. Y12 student mentors support the transition process by making Y7 pupils more confident in their new school.
177. Good quality guidance is given to pupils to choose appropriate courses at KS4 and in the sixth form. Detailed course handbooks are provided for both parents and pupils. Arrangements are strengthened by individual interviews, open evenings held early in the academic year and a very good induction week in the sixth form.
178. Personal and social education is carefully mapped across the curriculum. Form tutors deliver the programme which is drawn up by each relevant head of school during timetabled lessons. There are opportunities for pupils and students to discuss current issues that are important to young people. This includes an innovative sexual health initiative. Nevertheless, implementation and delivery of the personal and social education programme is not consistent enough when delivered at the start of the school day.
179. The way in which the school provides careers education and guidance is an outstanding feature. The strong and established partnership with Careers Wales

ensures that every pupil in all key stages receives high quality advice and guidance on future opportunities. The careers co-ordinator is experienced and enthusiastic. The Careers Wales adviser is based in the school and further strengthens the quality of careers advice and guidance. Together they organise a range of valuable experiences for pupils, including:

- a careers day in Y8;
- mock interviews and feedback; and
- group presentations following work experience.

180. The programme offered in the school is complemented by the very effective links with outside providers and employers. The school is the first in Powys to gain both the Careers Wales Quality Awards for Work Related Education and Work Experience.
181. The monitoring procedures for attendance are well established but they have not had the necessary effect of improving the attendance rate significantly. Pupils recognise the importance of good attendance. The monitoring of pupils personal and social development is well established and is regularly undertaken by form tutors. This is carefully recorded. The monitoring of academic progress by form tutors is less well established.
182. The school has a clear policy on healthy living. The extent to which the school promotes healthy living and provides a healthy environment for learning and achievement is very good. Promoting health and well-being is an integral part of school life and is embedded in routines. This includes a highly successful health eating policy. The school council is an effective voice in instigating, planning and evaluating healthy schools improvements. The school is the first in Powys to successfully complete phase three of the Healthy Schools scheme.
183. The school has effective procedures for dealing with child protection and meets statutory requirements in this respect. A member of the senior management team is responsible for child protection. All members of staff have received accredited training and all new staff receive suitable support.

The quality of provision for additional learning needs

184. The provision for pupils with a range of additional learning needs has many very good features. The schools' commitment to the inclusive education of these pupils is a high priority. Early links with the feeder primary schools through attendance at annual review meetings in Y5 and Y6 enable the special needs co-ordinator to establish positive links with pupils and their parents.
185. Teaching staff, classroom support staff, the senior management team and the designated governor provide effective support for pupils with additional learning needs. Pupils' needs are diagnosed early and constructive links are established with outside agencies, including the hearing impaired service and the educational psychologist.

186. The inclusive nature of the school ensures that all pupils have equal access to a broad and balanced curriculum. Pupils with additional learning needs are successfully taught alongside their peers. The school has developed appropriate strategies to support inclusive education. These strategies include:
- sensitive individual and small group support from learning support assistants and higher level teaching assistants;
 - withdrawal from lessons to improve both literacy and numeracy skills;
 - relevant programmes for pupils who find reading difficult;
 - differentiated resources and appropriate teaching strategies; and
 - well planned lessons with concise targets that help pupils focus on their learning.
187. The classroom support staff are a significant and effectively used resource within the school. Deployment and management of support staff by subject departments, faculties and the special needs co-ordinator are particularly effective. They all work very well as a team. Pupils, who are withdrawn for literacy support sessions, are motivated and enjoy these sessions. Measurable progress is made and a careful record is kept of these sessions. Less developed is the record of support in mainstream for monitoring and recording of individual progress.
188. Statutory requirements for special educational needs are met and the school's response to the Code of Practice is good. Statements of SEN are appropriately reviewed annually. Every pupil with additional learning needs has both a generic and a subject specific individual education plan. These high quality plans have a high profile in the school and are effectively used by subject departments to aid curriculum planning. Individual plans are reviewed and monitored on a regular basis.

The quality of provision for equal opportunities

189. Provision for equal opportunities and racial equality is good. The school has appropriate policies and procedures to deal firmly with racial incidents. All pupils are given equal access and entitlement to all aspects of school life. Good use is made of support strategies and external agencies to provide sensitive support for individual pupils and students when problems arise.
190. The school recognises and appreciates the need for social and racial harmony, gender equality and diversity within the community. Extensive international links and exchanges, as well as support for local and national charities, strengthen the pupils' understanding of racial harmony and diversity. Contributions from religious education lessons and collective worship reinforce this understanding.
191. The provision and monitoring of anti-bullying strategies are good. Both pupils and parents are aware of the school's arrangements to eliminate oppressive behaviour and bullying. Pupils are confident that isolated incidents of bullying are quickly and effectively dealt with. The Y12 and Y13 student mentors strengthen these arrangements.

Leadership and management

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

Grade 2: Good features and no important shortcomings

192. The grade awarded by the team is one grade lower than that awarded by the school in its own self-evaluation. This is because the inspection team judged the outstanding features identified by the school to be good.
193. There are shared values among leaders, teachers and support staff about learning, behaviour and relationships. These values are promoted well by senior and middle managers.
194. The head, supported by members of the senior leadership team, provides strong leadership and effective strategic management. This is underpinned by a style that seeks to empower other leaders and managers and to develop their decision-making skills.
195. The work of the headteacher and senior leadership team has led to a number of notable, important developments in recent years including:
- the building of new facilities for PE and dining;
 - provision of much improved ICT resources;
 - the successful review and revision of the management structure in the school that staff understand and support; and
 - the introduction of a detailed system for monitoring and evaluating the work of departments and other teams of staff, which is founded on first hand evidence of learning and teaching.
196. The headteacher has been very successful in creating an ethos in which teachers and other staff collaborate very well informally and in formal teams and working groups. Teachers understand well the important role that monitoring and evaluation procedures have to play in improving achievement.
197. Senior and middle managers have clear roles and responsibilities. Senior managers work closely with departments and pastoral teams, offering strong encouragement and support to help improve standards and quality. The leadership of subject and pastoral teams and the quality of collaborative teamwork is good overall. In a few cases it is outstanding. There is effective teamwork in the faculties that comprise members of smaller subject departments.
198. Equal opportunities are a clear priority in the themes addressed in the school's development planning cycle. The school has been very successful in addressing the needs of a significant number of pupils who might otherwise have significantly under-achieved or not attended school. This is because the inclusion initiatives, developed in partnerships with the school and the local

authority's youth and careers services, are effective. The school has been less successful in reducing the attainment gap between boys and girls.

199. The school gives suitable attention to other priorities of the Welsh Assembly Government. Much very good work has been done to help pupils to develop healthy life styles and in the planning and delivery of work related education. Good quality planning has preceded implementation of the Welsh Baccalaureate in the sixth form. This has included appropriate, careful consultation with teachers from other schools that took part in the pilot phases of the introduction of the Welsh Baccalaureate.
200. Very good links have been developed with other partners in the community, which have helped improve standards. Examples include:
 - work in the arts with a local theatre and arts group;
 - sport and physical education activities with local sports clubs and Community Dance Wales; and
 - activities in geography involving National Parks and a local organic farm.
201. A three-year cycle of planning and review is well-established. Development planning and review in departments appropriately informs, and is informed by, school development planning. The priorities and goals identified for development are appropriately related to improvements sought in standards and quality. However the success criteria against which the progress of initiatives will be evaluated are not always detailed enough.
202. The school has a suitable range of procedures to monitor the quality of planned developments and of other aspects of the work of departments of pastoral teams. These include:
 - reviews of progress by team leaders;
 - regular oversight by senior managers linked to teams of staff;
 - performance management arrangements for staff; and
 - a programme of detailed monitoring and evaluation of the work of teams by senior staff.
203. Often monitoring procedures lead to appropriate action to address areas for improvement. However, on occasions managers do not react rigorously enough to ensure consistent implementation of agreed procedures.
204. Governors are active and committed supporters of the school. They monitor the work of the school effectively through their work in committees and the scrutiny of reports and data. They also make a good contribution to the strategic direction of the school.
205. Governors are very familiar with the achievement of pupils and aspects of the school's work such as the wide range of partnerships that the school has developed with local community organisations.

206. There are many newly appointed members of the governing body. As a result governors' responsibilities and their membership of committees have been recently updated.
207. The school has linked governors to individual departments. Some useful progress has been made in developing governors' roles as 'critical friends' to departments but this aspect of their work is not developed consistently.
208. The governing body fulfils all regulatory and legal requirements.

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

Grade 2: Good features and no important shortcomings

209. The grade awarded by the team is one grade lower than that awarded by the school in its own self-evaluation.
210. The findings of the inspection team match very closely those of the school in four of the seven key questions. However, the grades for key questions 5, 6 and 7 are each one grade lower than those awarded by the school. This is because the team did not identify enough outstanding features.
211. There is a long standing culture of self-evaluation that permeates the whole school. The headteacher drives the system for continuous review and reflection. Daily communication with staff and informal discussions between staff are good examples of the way the school continuously reflects on and monitors its progress.
212. There is an ethos of continuous improvement in the school that includes all stakeholders. There are clear processes in place for monitoring and evaluating the work of the school at all levels. The governing body, parents, pupils, students and external agencies are involved actively in the process. Good features of the process include the extent to which:
- all managers, teaching and support staff are involved;
 - governors rigorously evaluate and challenge all aspects of the work of the school through a well established committee structure;
 - parents are regularly asked for their views about the school in parents evenings and through completion of questionnaires; and
 - pupils and students, through the school council, are able to discuss issues and make decisions about improvements to their school.
213. The planned, systematic and consistent procedures for monitoring and evaluating the work of departments and faculties are very good. A successful rolling programme of faculty reviews, led by the senior management team and including the head of faculty as part of the review team, is a strength. All members of the review team receive training to ensure that the process is implemented consistently. The detailed written report produced after each review is used effectively by staff to reflect on their work and plan for improvements.

214. A few departments continuously reflect on their teaching and learning through peer observation and team teaching. In the best examples this has improved the consistency of teaching and learning.
215. Middle managers are well informed about their areas of responsibility and evaluate their work well. They use the outcome of the self-evaluation process effectively to identify areas for development. Overall, they know how well they are doing and are able to draw on the support of other members of staff in their faculty to identify areas for improvement.
216. Faculty development plans are mostly of good quality and reflect the priorities in the school development plan well. However, some subject development plans lack the necessary detail to enable curriculum leaders to set appropriate and sufficiently focused targets for improvement.
217. Staff analyse examination, benchmark and other data thoroughly. They make good use of this to identify trends over time. Overall, data is used effectively in planning for improvement.
218. Overall, the effectiveness of planning for improvement is good. There is a clear sense of teamwork and drive at all levels to improve provision, standards and learning experiences for pupils and students.
219. The seamless link between self-evaluation and faculty and school development planning enables the school to establish appropriate targets for improvement. In particular, actions have led to measurable improvements in;
- the development of key skills;
 - transition of pupils from partner primary schools;
 - sustainable development; and
 - ICT equipment.
220. Procedures for monitoring and evaluating the school's performance are not always focused well enough on learning and teaching and on supporting pupils and students to reach their potential. Although there are systems for tracking the general progress of individual pupils and students, the information generated is not used well enough by all relevant staff to help individual pupils and students reach their potential.
221. Priorities are supported well through very efficient financial control. The school allocates adequate resources based on these priorities.
222. The Investors in People Award, the Careers Wales Quality Awards, Healthy Schools Award and Eco Schools Award that have been achieved show the effectiveness of plans for continuous improvement.
223. The school has managed workload and remodelling reforms effectively. These have given members of staff opportunity to gain support and training.

224. There is a very clear link between self-evaluation, faculty development plans and the school development plan. Each member of the senior management team has responsibility for one of the seven key questions. They are expected to draw on evidence from faculties to produce their section of the self-evaluation report. However, the content of self-evaluation reports and development plans is sometimes overly descriptive. This makes it difficult for staff to clearly identify the school's strengths and areas for development and set measurable targets for improvement.
225. The school has made significant improvements as a result of the ethos of continuous reflection and review. There has been good progress in addressing the key issues from the previous inspection in November 2001. The school has made good progress in improving:
- standards of achievement in Welsh second language, design and technology and music;
 - the standard of pupils' and students' ICT skills; and
 - kitchen and dining room facilities.
226. Overall, less progress has been made in the extent to which pupils review their own progress and identify clear targets for improvement.

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

Grade 2: Good features and no important shortcomings

227. The grade awarded by the team is one grade lower than that awarded by the school in its own self-evaluation. This is because the team did not identify enough outstanding features.
228. The number of staff is sufficient for the school to run efficiently and to enable all aspects of the curriculum to be taught effectively. The pupil/teacher ratio, at just under 16:1, is better than the national average. Teachers are suitably qualified and knowledgeable with a good mix of very experienced teachers and those new to the profession. They are deployed effectively and all teach their specialist subjects. The very well qualified higher level teaching assistants are deployed effectively and efficiently in a range of activities that enhances pupils' learning.
229. The school has made extensive investment in ICT facilities. This includes a large increase in the number of computers in the three main computer suites throughout the school. In addition, all teachers have individual laptop computers. Ceiling mounted digital projectors and interactive whiteboards are installed in nearly all classrooms.
230. The school fully meets the statutory requirements for workload remodeling and every member of the teaching staff is allocated appropriate planning, preparation and assessment time and resources. These arrangements are well established and appropriately used.

231. The schools' agreed workforce restructuring plans have been sensitively developed. All staff are appropriately involved in the performance management process and have agreed current job descriptions.
232. Accommodation and learning resources are used well. Accommodation is sufficient for the number of pupils on roll. The good features in the provision for accommodation and learning resources include:
- bright, colourful and stimulating displays of pupils' work and achievements which enhances the teaching and learning environment;
 - suitable organisation of rooms in departments which enables effective sharing of resources;
 - the extensive grounds incorporating large grassed playing fields, an all-weather playing arena and a very recently constructed rugby pitch;
 - the very well equipped drama studio, and
 - a well stocked, regularly used and well organised central library, staffed by a part-time librarian.
233. However there are a few shortcomings in the standard of accommodation. A few classrooms are too small for the number of pupils in the class. Some areas of the manor house and the toilets used by pupils are in need of refurbishment.
234. Overall, with the exception of the upper floors of the manor house, access for all pupils and staff to most parts of the school is good.
235. Overall, the school is well resourced and this has a positive impact on teaching and learning. Resources are deployed effectively and efficiently.
236. Financial management is systematic, methodical and rigorous and ensures cost effectiveness in the school's expenditure. There are clear links between allocation of resources and identified priorities for improvement in the school development plan. Departmental expenditure is reported monthly and monitored closely.
237. The school manages its expenditure prudently within its delegated budget. Senior managers, administrative staff and the governors' finance committee monitor spending decisions well.
238. The school seeks ways of raising additional funds and has been successful in securing grants and sponsorships. This additional funding is used well to enhance learning opportunities for pupils and students and for the professional development of staff.
239. Staff development arrangements, incorporating induction for newly qualified teachers, early and continued professional development, are comprehensive, well organised and effective.
240. Recent audit reports have consistently awarded the school the highest grade for financial management. The minor recommendations contained in recent audit reports have all been appropriately addressed.

241. Given the standards pupils achieve, the quality of teaching and the quality of support and guidance provided, the school manages its resources effectively, efficiently and prudently to give value for money.

Standards achieved in subjects and areas of learning

Welsh second language

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

KS3

Good features

242. Pupils understand the target language and respond well to a range of oral tasks. They have a positive attitude and work well in pairs. Pupils use set language structures correctly when asking one another questions. They express an opinion and convey information on various topics.
243. A number of the more able pupils give good extended responses when answering oral questions in set situations.
244. The majority of pupils read short extracts of prose correctly. Pronunciation and intonation are good. Overall, pupils convey meaning when reading individually in class.
245. Pupils complete a range of written tasks with increasing accuracy. The more able vary the tenses and language patterns when composing short paragraphs and answering questions. They complete language exercises correctly and demonstrate good knowledge of vocabulary and language patterns.
246. In teacher assessments the majority of pupils attain level five or above.

Shortcomings

247. Overall, pupils lack the confidence to give extended oral responses in class.
248. A few pupils mispronounce words when reading in class.
249. In writing tasks, a minority of pupils are uncertain of correct language structures.

KS4

Good features

250. The more able pupils studying the full GCSE course are confident in their oral work. They work well in pairs asking and answering questions correctly. They display good knowledge of vocabulary and they use appropriate language patterns successfully.
251. More able pupils read passages with good expression. Pupils understand the content of reading passages.
252. Pupils complete writing tasks well. They often compose extended passages of writing using an impressive range of language structures. The content is informative and interesting.
253. Overall, pupils following the full GCSE course demonstrate good standards in all their language skills.

Shortcomings

254. Although results in GCSE examinations are improving, in two of the last three years, results in both full and short courses were below national and local averages.
255. A number of pupils on the short GCSE course do not make the required progression from KS3. They are hesitant in their oral responses and lack the confidence to use Welsh in the wider context.
256. A number of short course pupils have difficulty recalling previously learnt work. Their vocabulary is more limited in both oral and writing work. They are also uncertain when using language structures.

Sixth form: Grade 2 Good features and no important shortcomings

Good features

257. Overall, students make good progress from KS4 in all aspects of the subject. Most students achieve their target grades in examinations. Y13 students achieve good grades in their coursework in external examinations.
258. Students broaden their knowledge and understanding of literature. Y13 students understand well the content of the play studied and refer appropriately to the text. They understand the various concepts and respond to questions.
259. Y12 students understand the historical background of the film they study and analyse the role played by the various characters well.

260. Y12 and Y13 students gain confidence in their oral work. They are willing to give extended responses.

Shortcomings

261. There are no important shortcomings.

Science

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

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

KS3

Good features

262. Pupils' attainment in teacher assessments at the end of KS3 is very good. They achieve results that are significantly better than local and national averages. Girls' attainment is slightly better than that of boys.

263. All pupils have a good understanding of the relevant parts of the national; curriculum in science. They make good progress during lessons and acquire new knowledge and understanding. They understand and use scientific terms correctly, both orally and in writing. They make predictions about unfamiliar situations and evaluate their work accurately.

264. Most pupils can recall details of their work and use their learning to explain scientific events.

265. Pupils know and understand the purpose of practical work in science. They know about the fair test and the need for accurate and reliable results. They carry out practical work carefully with due regard to health and safety. Most pupils record their observations accurately and can draw conclusions from experimental results. The more able can use their understanding to make relevant predictions about what will happen during experiments.

Shortcomings

266. A small number of less able pupils are unable to recall and apply knowledge they had learned earlier in the lesson.

267. Some middle ability pupils have difficulty in evaluating the results of their experiments.

KS4

Good features

268. All pupils have a good, in-depth understanding of the topics included in the GCSE course and make good progress. They use scientific terms well, both orally and in writing.
269. Most pupils can use their understanding to predict what will happen in unfamiliar situations. They use their skills to solve scientific problems and carry out scientific calculations with confidence. They choose the correct units for scientific quantities.
270. Pupils can plan and carry out practical work with due attention to health and safety. They make careful observations and record them accurately. Most use their IT skills well to collect, process and present data. They can draw appropriate conclusions from experimental results. Many make suitable predictions about the outcomes of their experiments.
271. Many pupils have an insight into how science works and can appreciate the ethical dilemmas that scientific developments can cause.

Shortcomings

272. Pupils attain good standards and the percentage of pupils gaining grades A*-C in science regularly exceeds the UA and Wales averages. Despite this, a number of pupils score lower grades in science than in their other subjects. The performance of both boys and girls is higher than UA and Wales averages.
273. A small minority of pupils cannot use graphs correctly to present their work
274. A minority of pupils lack confidence in their practical skills.

Sixth form: Grade 2 Good features and no important shortcomings

Good features

275. Attainment is good in all aspects of the subject. Students have good recall of their previous work and understand it in depth
276. They explain scientific concepts confidently and understand the use of scientific units. They use their understanding to make predictions about new and unfamiliar situations. Most students use ICT to extend their understanding of science. They use technical terms well, both orally and in writing.
277. Most students appreciate the need for accuracy and reliability in their work. They make good progress in understanding new concepts.

278. Students have good practical skills and know how to use complex equipment correctly. They use their IT skills to gather, process and present data. Students can design scientific investigations, taking due account of health and safety issues and write risk assessments. They appreciate the need for control experiments and have a good understanding of the concept of experimental error.
279. They carry out practical work carefully and make measurements with an appropriate degree of accuracy. They record their observations carefully and can plot accurate, correct graphs. They show good evaluative skills when interpreting their results.

Shortcomings

280. Some students have difficulty understanding some aspects of their work and so cannot apply their learning. They make careless mistakes in the use of units. A minority of students lack the ability to solve practical problems.

Design technology

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

Key Stage 3

Good Features

281. The percentage of pupils achieving level 5+ at the end of KS3 is significantly higher than the all Wales average. Girls' attainment is higher than that of boys.
282. Most pupils use a range of materials and processes and demonstrate good practical skills. They develop their ideas from given design briefs.
283. They have a thorough understanding of design processes. Research is often well focused leading to well thought out initial ideas. They have a clear understanding of the link between a design brief and an evaluation.
284. Their knowledge and understanding of technical terms and the working characteristics of materials is good. Pupils are competent at demonstrating ICT skills, enabling them to research and to enhance the quality and presentation of their work. Their work in all component areas is well presented and of high quality.
285. Most pupils show that they understand basic structures and the use of triangulation in bridge design. They demonstrate a clear understanding of more complex processes including vacuum forming and complete these processes through to a high standard.

286. Pupils incorporated electronic principles successfully into their design and making activities. In textiles, pupils make good quality 'Beanie Buddies' after thoroughly analysing the problem.

Shortcomings

287. Some pupils' developmental drawing skills are weaker than other elements of the design process. They do not know enough about the use of Computer Aided Manufacturing (CAM).

KS4

Good features

288. Most pupils studying resistant materials technology and graphic products use a range of tools, equipment and manufacturing processes confidently. They research well and understand the link between design specification and evaluation.

289. They have a clear understanding of design features and how the properties of materials can influence design decisions. Their knowledge and application of materials and components they use is good.

290. Many pupils' analytical skills are of a high standard and their research work is particularly well focused. Presentation skills are also of a high standard. ICT is used effectively to enhance the designing and presentation of their work as well as for word processing and research. Pupils often develop their research well, particularly when using the Internet.

291. Most pupils demonstrate good making skills. They have good understanding of manufacturing processes and produce high quality products. Research work is relevant and well directed and the link between design specification and evaluation is well developed. Pupils show a sound understanding of the needs of the users, purpose and function of a product in their design developments.

Shortcomings

292. In 2006, the percentage of pupils who attained an A*- C grade in GCSE design and technology resistant materials was below both local and national figures.

293. Pupils do not use developmental drawing skills well enough. In a minority of cases portfolio work does not have depth and attention to detail in all the aspects required.

Sixth form: Grade 2 Good features and no important shortcomings

Good features

294. Examination results are consistently good and above national averages.

295. Most students' design work is of a high standard showing an effective use of design processes to guide the development of the products they create.
296. They use ICT skills effectively in their research and in their presentations. They research, analyse and evaluate both commercial products and their own work well. Products are often innovative, showing good planning and quality. Their knowledge and understanding is sound.
297. Many students pay great attention to detail in their work. They demonstrate a thorough understanding of market research and use this to build their findings into their design idea developments. Portfolio work is thorough and students present their research, drawings and evaluations in a high quality format.

Shortcomings

298. A small minority of students' make limited use of graphic software to enhance the quality of their work.
299. Developmental drawing skills are weaker than other elements of designing.

Geography

Key Stage 3: Grade 1 Good with outstanding features
Key Stage 4: Grade 1 Good with outstanding features

KS3

Outstanding features

300. Most pupils can identify the direction of local geographical features from the school grounds using the compass. They complete the compass rose accurately. Their proficiency in plotting directional points using the local 1:50,000 ordnance survey map is outstanding.
301. Pupils use information and communication technology and other resources to research information for enquiry projects with a high degree of success. Some of the assignments on Italy and Wales are of an outstanding quality.
302. Most pupils' grasp of the founding and purpose of the European Union is outstanding. They provide good reasoned explanations for the growth in membership.

Good features

303. The study of the microclimate within the school boundaries demonstrates the pupils' sound understanding of the influence of such features as buildings and surface type in modifying the weather patterns experienced within localised areas.

- 304. Most pupils' use of geographical terminology is good. They apply key words accurately in their study of the local area, the weather and the European Union.
- 305. Pupils use maps, atlases and resource materials confidently in their study of the local area and in locating and naming the member states of the European Union.
- 306. Pupils with additional learning needs complete work of a good standard. They demonstrate good knowledge and understanding of the elements of the weather, the instruments and the units of measurement used for selected weather elements.
- 307. The percentage of pupils achieving Level 5+ at the end of KS3 is well above the national figure.

Shortcomings

- 308. A minority of less able pupils are insecure in the application of geographical terminology.

KS4

Outstanding features

- 309. Pupils demonstrate an outstanding knowledge of the factors responsible for precipitating social change in rural environments. They use local examples to excellent effect.
- 310. Most pupils display confidence and accuracy in their ability to analyse and interpret geographical data. Their mapping and graphical skills are outstanding.
- 311. Pupils show an outstanding grasp of the impact of natural phenomena on the activities of mankind. They use source materials effectively to enhance their knowledge of the causes, effects and possible solutions to widespread flooding using the summer 2007 flooding in the West Country as a case study.

Good features

- 312. Examination results at GCSE are consistently above local and national averages.
- 313. Fieldwork and enquiry based assignments contribute significantly to the pupils' understanding of patterns and processes in human and physical geography. The enquiry assignment based on the river Tarrell demonstrates the pupils' sound grasp of aspects of river development.
- 314. Pupils with additional learning needs complete work of good quality in relation to their ability. They apply a range of geographical skills very successfully to complete set tasks.

315. Most pupils have a sound grasp of geographical terminology. They use key words with accuracy in a variety of contexts.

Shortcomings

316. There are no significant shortcomings.

Sixth Form: Grade 1 Good with outstanding features

Outstanding features

317. Examination results at AS and A2 levels are consistently well above local and national figures.

318. Students research and enquiry skills developed through fieldwork are outstanding. The application of these skills is reflected in their level of competence and understanding of the processes and patterns in physical and human geography.

319. Most students demonstrate an outstanding depth of knowledge, understanding and skill in the subject. They are proficient in the use of maps, statistical data, text and information and communication technology to present written assignments and reports.

320. The use of geographical terminology by most of the students is outstanding. They apply the vocabulary appropriately and accurately in the completion of set tasks.

Good features

321. Students demonstrate a sound grasp of the changing criteria to determine the level of world development on a global scale. They have a good understanding of the implications of using such criteria as gender inequality and human suffering.

322. Most students achieve good and often outstanding standards in all aspects of their work. Completed work is well presented containing detailed notes and assignments on various course elements.

323. Students display a good understanding of the origin and development of the continental drift theory. They have a good knowledge of the physical activities associated with the differing types of boundary plate movements.

Shortcomings

324. There are no significant shortcomings.

Music

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

Key Stage 4: Grade 3 Good features outweigh shortcomings

KS3

Good features

325. Attainment in teacher assessments at the end of KS3 is slightly higher than the national average.
326. Pupils in Y7 sing with confidence and conviction, and generally produce a pleasing tone. Most pupils in Y8 enjoy singing and do so with high levels of confidence and enthusiasm.
327. Most pupils effectively learn new melodies on percussion instruments and electronic keyboards, and some pupils use ICT effectively to record their performances.
328. Most pupils show a good sense of rhythm and awareness of style when composing different types of music. They use these skills well when composing simple pieces in response to a variety of stimuli, and can improvise simple tunes, for example over a 12 bar blues pattern.
329. When appraising, most pupils are generally confident in discussing the musical elements. The more able pupils use suitable technical terms when discussing elements such as texture and make perceptive comments about their own and others work.

Shortcomings

330. The quality of the singing of less able pupils in Y8 is not adequately refined, with intonation at times insecure. No singing was heard in Y9.
331. Some pupils have difficulty creating interesting musical compositions. It is further restricted by the pupils' inability to work independently.
332. A minority of pupil give short and superficial responses when appraising their work. Their responses do not focus well enough on the musical aspects of their work.

KS4

Good features

333. Many pupils are competent performers, and perform well in ensembles. The most able show a good sense of style and expression.
334. The majority of pupils' compositions show a sense of style and structure. Many pupils use a variety of instruments to develop their musical ideas successfully. Some pupils use ICT effectively in their compositions.
335. Some pupils confidently discuss specific genres when appraising music. They use technical terms effectively when identifying musical structure and elements.

Shortcomings

336. A few pupils lack confidence when performing. This has a negative impact on the standards they attain.
337. The compositions of a minority of KS4 pupils show that they have difficulty working independently, and lack confidence when developing or refining their compositions.
338. Some pupils lack confidence on appraising tasks. They are reluctant to respond and contribute in class.
339. Some pupils are not fully aware of the requirements of the GCSE specification and have difficulty understanding what they need to do to complete aspects of their course.
340. Results in the GCSE in the last 3 years have been below the national average for passes at A*- A, A*- C and A*- G. These results are below expectation given pupils' ability and their performance in other subjects.

Sixth form:

The music report is not published because of the possibility of identifying the very small number of students involved.

Physical education

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

KS3

Good features

341. The percentage of pupils achieving National Curriculum level 5 or above is significantly better than nationally.
342. In Y7 dance, many pupils can remember short sequences of movement that they learned in their primary school, and can perform them accurately. Many of

them identify what they need to do to show good quality in their performance, and succeed in improving their body tension and extension during the lesson.

343. In Y8 games, a number of boys are able to identify relevant warm up activities and are confident to lead this part of the lesson. Girls and boys pass and receive a ball accurately and in a variety of ways. Most pupils can identify correctly the reasons for passes going astray or being dropped, and can suggest what they and others need to do to improve their technique. More able boys show good skill in side-stepping an opponent.
344. In netball, many Y8 girls show the correct footwork, and the more able understand the importance of sudden changes of speed and direction to outwit an opponent. In rugby and netball, more able pupils vary their speed well to move into a space and receive a pass. They show a good understanding of the basic rules of the game.
345. In Y9, most pupils understand the components of fitness. Pupils correctly identify exercises to develop the different types of fitness, and carry out tests to measure their fitness and that of a partner correctly. Pupils tackle fitness tests confidently and work hard to improve their performance.
346. In badminton, all Y9 boys and girls can serve correctly and can sustain a rally of several shots. The more able can vary the height, length and direction of shots, and perform a smash effectively. Pairs of pupils used a simple scoring system well in several short games of singles, demonstrating fair play at all times.

Shortcomings

347. There are no significant shortcomings.

KS4

Good features

348. Almost all pupils study the short course GCSE. In 2007 99% of pupils gained A*-G grades, while 66% gained A*-C grades. These results are very good. The practice of entering the whole cohort for the short course has had a positive impact on the number of pupils opting to study physical education in Y12.
349. In badminton, most Y10 pupils understand the importance of good body positioning at all times, and the more able show good balance and co-ordination to side-step effectively. Most pupils can execute the long serve well, and use their observation of a partner to evaluate performance. They identify the strengths in their partner's performance as well as what they need to do to improve. Many pupils can sustain a rally of several shots and all make good progress during the lesson.
350. In GCSE theory lessons, many Y10 pupils have good recall of previous work. Most pupils can identify a number of reasons for participation in physical activity

and are able to categorise the reasons into the three groups of 'physical, mental and social well-being'. More able pupils complete written tasks well.

351. Most Y11 pupils understand the importance of clear and constructive feedback as a means of improving performance, and many are able to analyse shortcomings in performance and suggest ways for a partner to improve effectively. A number of more able pupils know what specific, measurable, appropriate, realistic and time-limited targets are, and can set themselves appropriate targets for improvement in self-chosen activities.

Shortcomings

352. There are no significant shortcomings

Sixth form: Grade 2 Good features and no important shortcomings

Good features

353. In preparing for the Community Sports Leader Award, Y12 pupils can identify and discuss the essential qualities of a good leader. They understand how inappropriate personal skills might have a negative effect on any group that they might coach. Many students communicate fluently and very effectively when guiding a partner to copy an unseen action accurately.
354. Y13 students have good recall of work they covered in the summer term of Y12, and show comprehensive knowledge and understanding of how best to prepare physically and mentally for performance and competition. They can extract relevant information from text and can suggest sources of further information and research.

Shortcomings

355. There are no significant shortcomings

School's response to the inspection

Governors and staff are pleased that the inspection team describes Gwernyfed as a successful school which has made progress in a number of areas since the last inspection. We were particularly pleased that the team recognised many of the key features that we believe contribute to the ethos of the school. These include the following:

- The school is a happy and caring inclusive community with an ethos of friendliness.
- A particular strength of the school is the way in which pupils across the age range help and support one another. There is a real sense of community within the school that helps foster learning.
- The school has strong links with the parents, the community and other providers.'
- 'Teachers and pupils clearly respect each other and the good relationships ensure a positive learning ethos in almost all lessons.
- The sixth form is a vibrant part of the school.

The findings for all key questions showed the school to have good features with no important shortcomings. We are delighted that the team agreed with the school self- evaluation findings that the following are all outstanding features:

- the deployment and work of the teaching support staff;
- the quality of work related education;
- its provision of careers education and guidance; and
- the school's ICT facilities.

We were especially pleased that they considered punctuality to lessons to be outstanding.

We welcome the team's view that a long standing culture of self evaluation permeates the school and that there is an ethos of continuous improvement that involves all stake holders.

Although by definition the shortcomings identified were not important, the staff and governors take them seriously and work is already under way to implement the recommendations. A draft action plan will be available for discussion with parents at the annual governors meeting with parents to be held in February and the final action plan will be published shortly afterwards.

Appendix 1

Basic information about the school

Name of school	Gwernyfed High School
School type	Community
Age range of pupils	11-18
Address of school	Three Cocks Brecon
Postcode	LD3 0SG
Telephone number	01497 847445

Headteacher	Mr John Hopkins
Date of appointment	1 September 1984
Chair of governors / Appropriate authority	Mr John Rogers
Reporting inspector	Julia Longville
Dates of inspection	10-13 September 2007

Appendix 2

School data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	82	112	80	104	113	27	31	554

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	28	11	34.6

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	16:1
Pupil: adult (fte) ratio in special classes	
Average teaching group size	19
Overall contact ratio (percentage)	83%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole school
Term 1	92.8	89	90.9	90.8	68	57.4	44.1	83.3
Term 2	95.2	93.6	90.1	93.7	90.3	94.6	84.2	92.2
Term 3	92.5	91.8	88.1	92.5	89.8	92	76.7	90.2

Percentage of pupils entitled to free school meals	6
Number of pupils excluded during 12 months prior to inspection	20 (temporary) 2 (permanent)

Appendix 3

National Curriculum Assessment Results End of key stage 3:

National Curriculum Assessment KS3 results 2007															
Total number of pupils in Y9: 112 (2007) 80 (2006)															
Percentage of pupils at each level															
			D	A	F	W	1	2	3	4	5	6	7	8	EP
English	Teacher assessment	School	0	0	0	0	0	0	4	12	26	53	6	0	0
		National	0	1	1	0	0	2	8	21	35	24	8	0	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	1	12	31	32	19	5	0
		National	0	5	1	0	0	1	6	18	24	32	15	0	0
Science	Teacher assessment	School	0	0	0	0	0	0	1	17	36	23	23	0	0
		National	0	1	1	0	0	0	6	19	33	27	12	0	0

- D Pupils excepted 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	
In the school	74
In Wales	58

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 2006	113
Average GCSE or GNVQ points score per pupil	

The percentage of 15 year old pupils who in 2006:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	96	97	98
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	61	62	54
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	96	91	86
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	49	50	40
entered at least one Entry level qualification, GCSE short course or GCSE	96	97	98
attained one or more GCSE grades A*-C or the vocational qualification equivalent	82	83	77
attained one or more GCSE grades A*-G or the vocational qualification equivalent	96	95	93
attained no graded GCSE or the vocational qualification equivalent	4	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			
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2			

For pupils aged 17, results in A/AS, GNVQs and NVQs	
Number of pupils aged 17 in January 2006:	31
Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2006	
Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2006	

	School	UA	Wales
Percentage of pupils entered who achieved 2 or more grades A-C	78	74	68
Percentage of pupils entered who achieved 2 or more grades A-E	98	96	94
Average points score per candidate entering 2 or more subjects	22	21	20
Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2			
Number of pupils who achieved a GNVQ Advanced or NVQ at level 3			

UA Unitary Authority

Appendix 4

Evidence base for the inspection

Fourteen inspectors, including a peer assessor and the school's nominee, spent a total of 41 days in the school and met as a team before the inspection.

These inspectors visited:

- 94 lessons or part lessons taught by teachers in all subjects;
- acts of collective worship;
- registration and form-tutor periods; and
- a few extra-curricular activities.

Members of the inspection team met with:

- staff, governors and parents before the inspection began;
- senior managers, middle managers, teachers, support and administrative staff;
- representative from the local authority;
- representatives of the community and other partners; and
- groups of pupils and students.

The team also considered:

- the school's self-evaluation report;
- 49 replies to the parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a range of pupils' work in all subjects across the curriculum from Y7 to Y13.

After the inspection, the registered inspector held meetings with the senior leadership team and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Julia Longville	Registered Inspector Context, Summary, Recommendations KQ1, KQ6, Appendix
Prudence Davis-James	KQ2
Clive Rowlands	KQ3
Gwyn Griffiths	KQ4
Alan Lowndes	KQ5
Kerry Jones	Lay Inspector KQ7
Clive Rowlands	Welsh Second Language
David Hughes	Science
Delyth Williams	Science
Paul King	Design and Technology
Huw Llewelyn	Geography
Prudence Davis-James	Physical Education
Meinir Richards	Music
Allen Pritchard	Peer Assessor
Val Meredith	Nominee

Acknowledgement

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

Contractor

E.L.L.I.S. (Cymru)
Willastones
13 Heol Pentre'r Felin
Llantwit Major
Vale of Glamorgan CF61 2XS