

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

**John Beddoes School  
Broadaxe Lane  
Presteigne  
LD8 2YT**

**School Number: 6664014**

**Date of Inspection: 16 - 19 October 2006**

**by**

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- \* pupil referral units;
- \* independent schools;
- \* further education;
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- \* LEAs;
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- \* work-based learning;
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John Beddoes 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 John Beddoes School took place between 16/10/06 and 19/10/06. An independent team of inspectors, led by Miss Glynis Owen undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

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

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	7
<b>Standards</b>	8
Key Question 1: How well do learners achieve?	8
<b>The quality of education and training</b>	13
Key Question 2: How effective are teaching, training and assessment?	13
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	16
Key Question 4: How well are learners cared for, guided and supported?	20
<b>Leadership and management</b>	22
Key Question 5: How effective are leadership and strategic management?	22
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	24
Key Question 7: How efficient are leaders and managers in using resources?	26
<b>Standards achieved in subjects and areas of learning</b>	28
English	28
Welsh second language	29
Mathematics	30
Modern foreign languages	32
History	33
Music	35
<b>School's response to the inspection</b>	36
<b>Appendices</b>	37
1 Basic information about the school	37
2 School data and indicators	37
3 National Curriculum assessments results	38
4 Evidence base of the inspection	39
5 Composition and responsibilities of the inspection team	40

## **LIST OF ACRONYMS**

A	Advanced
APAUSE	Added Power and Understanding of Sexual Education
AS	Advanced Subsidiary
CPD	Continuing Professional Development
CRB	Criminal Records' Bureau
GCSE	General Certificate of Secondary Education
GTCW	General Teaching Council for Wales
ICT	Information and Communications Technology
IEPs	Individual Educational Plans
ITT	Initial Teacher Training
KS	Key Stage
LSA	Learning Support Assistant
NC	National Curriculum
NQT	Newly-Qualified Teacher
PPA	Planning Preparation and Assessment
PSE	Personal and Social Education
SDP	School Development Plan
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
TLR	Teaching and Learning Responsibility
UA	Unitary Authority
WAG	Welsh Assembly Government
WRE	Work-related Education
Y (1-13)	Year (1-13)
YELLIS	Year 11 Information System

## Context

### The nature of the provider

1. John Beddoes School is an 11-18, mixed, community school, situated in the small town of Presteigne and maintained by Powys UA. There are 537 pupils on roll, compared to 555 at the time of the last inspection in March 2001. Of these, about fifty form a small sixth form.
2. The majority of pupils comes from Presteigne and Knighton, and the minority from the surrounding rural area. The school serves a wide community and has pupils from the full range of socio-economic backgrounds. Twelve point six per cent of pupils are entitled to free school meals, a figure below the national average of 16.6%.
3. Pupils also represent the full range of ability, though there are more pupils of average ability and above, than nationally. Twenty-nine pupils have statements of SEN and a further 48 have been identified as needing some support. In total, this is a smaller proportion than nationally, though the proportion with statements is high.
4. Most pupils come from English-speaking homes; no pupils speak Welsh as a first language. There are few pupils from minority ethnic groups.
5. In less than ten years, there have been five headteachers. Since the last inspection, there has been a change of leadership, with an interim period with an acting headteacher. The current headteacher took up his post in April 2005. The deputy headteacher and assistant headteacher were both in post at the time of the last inspection. A senior teacher has joined the leadership team, from within the school, this term.
6. Vocationally-based courses at KS4 and in the sixth form are being developed in conjunction with other providers in the area.

### The school's priorities and targets

7. The school's mission statement is "Building an excellent school together." There are comprehensive aims for its pupils, staff, management, community and for its curriculum. These are translated into ten objectives in the school development plan.
8. It also sets numerical targets for pupils' attainment. These are that:
  - about three-quarters of pupils should reach at least level five in all three core subjects combined, at the end of KS3; and
  - about 60% of pupils should achieve 5+ A\*-C grades in the GCSE examinations and about 90% should achieve 5+A\*-G grades.

## Summary

9. After a period of several changes in leadership, John Beddoes school is moving forward, on a number of appropriate initiatives, identified by the current headteacher.
10. The school has many good features. It also has a number of shortcomings, which need attention.
11. The leadership group currently lacks sufficient time to eliminate these shortcomings. Nor is the role of middle managers sufficiently developed for them to collaborate effectively in this process. Both these issues need to be resolved, if the school is to continue to move forward purposefully and build on its current achievement.

### Table of grades awarded

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

12. These grades match those in the school's self-evaluation report, in all seven key questions.

### Standards of achievement

13. Results in the NC tests at the end of KS3 were well above the national average in 2006, and the highest to date. Performance in mathematics and science has been higher than in English, where girls have done considerably better than boys.
14. The improved results in 2006 were above average compared to schools with a similar intake, based on the free school meals' indicator, and in the top quartile for mathematics and science.
15. At GCSE, the particular strength is that nearly all pupils leave school with qualifications, and vocational courses have now been introduced to provide additional accreditation. The percentage gaining five or more grades A\*-C, and five or more grades A\*-G, has been consistently above the national average, but has remained fairly constant.
16. By comparison to pupils' prior attainment, and to schools with a similar intake, performance at GCSE does not maximise pupils' potential, though there was an

improvement in 2006. The performance of boys is lower than that of girls, with a significant gap in several years. Also, pupils take few short courses at GCSE, in addition to full courses, and thus their average points' score is much lower than that of similar schools.

17. Results at A level have been close to the national average, either just above or just below, but these comparisons are not wholly reliable, because of the small number of students involved. Students generally perform well, with some outstanding results and with virtually everyone successful in at least two subjects. Boys and girls have performed equally well.
18. The grades awarded for standards achieved, in the six subjects inspected, were as follows:

<b>Subject</b>	<b>KS3</b>	<b>KS4</b>	<b>Sixth form</b>
English	3	3	2
Mathematics	3	3	2
Welsh second language	3	4	-
History	4	4	-
Modern foreign languages	2	2	2
Music	2	2	-

19. There are good features and no important shortcomings in the three subjects inspected in the sixth form, and, at KS3 and KS4, in modern foreign languages and music.
20. There are some good features, but shortcomings in important areas in history at KS3 and KS4. In Welsh second language, at KS4, there are, similarly, some good features but shortcomings in important areas. This is because pupils currently in KS4 were exempt from Welsh for a year, when in KS3, because of the shortage of teachers and also had intermittent learning experiences because of lack of continuity in teaching. In other subjects and key stages, good features outweigh shortcomings.
21. In the 68 lessons observed in the six subjects, the following grades were awarded:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	45%	34%	13%	8%

22. These grades do not meet the WAG targets for 2007, that 65% of lessons should be graded 1 or 2, and 98% graded 3 and above. Nor do they match the grades for all inspections in Wales 2004-2005, in which 63% of lessons were graded 1 and 2.
23. However, these figures do not reflect a true picture of standards of achievement in the school, which are much higher than the figures suggest. It is a small sample, the important shortcomings are concentrated in specific areas, and several high-achieving subjects were not represented in the sample. There are no important shortcomings in the sixth form. However, there is an absence of outstanding features in the subjects inspected, which is a shortcoming.
24. The progress which pupils make was observed in all other subjects and some outstanding features were seen in drama, geography, physical education, vocational education, art and design and technology.

25. Pupils have good key skills in communication and numeracy. They are competent users of ICT, but do not develop their skills to the full. Pupils work well together, but are not always aware of how to improve their performance. Standards in bilingualism have important shortcomings.
26. Pupils with SEN achieve well, in small classes and in mainstream, with learning support. Pupils in the social inclusion unit achieve particularly well. The standards achieved by other pupils, of differing abilities, vary from subject to subject, with good standards in the majority. The most able could be challenged to greater effect in a number of subjects. Boys achieve less well than girls, particularly those of average to lower ability.
27. A strength of the school is the progress which pupils make in their personal, moral and social development. They have good attitudes to learning, are sociable and respond to the needs of others. Pupils' behaviour is generally good, except when teaching does not challenge them or support their progress. Their generosity in raising funds for those less fortunate is notable, particularly the appeal for Sudan this year.
28. Pupils who choose to stay on into the sixth form have a valuable experience. They have very good relationships with staff, maintain, and develop further, good learning skills and respond very well to the opportunities to take a leading role in the life of the school.
29. Pupils and students are well prepared for opportunities in Higher Education and employment. Attendance last year did not quite meet the WAG target, but a widespread epidemic of illness in the Spring term was a large contributory factor. Attendance this term to date has been higher than in many schools.

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

30. Another strength of the school is the quality of pastoral care. Relationships are good, learning managers and tutors provide strong support and the quality of PSE is good. In particular, pupils in the social inclusion unit and pupils with SEN receive effective support. All pupils benefit from emphasis on the healthy living agenda, with a good range of options in healthy eating, at lunchtime. The school has received the Healthy Schools' award.
31. There is much good teaching and some outstanding features. There is also a minority of teaching which has important shortcomings. The following grades were awarded for the 68 lessons observed in the six subjects, and the 33 other lessons observed:

	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>6 subjects</b>	4%	46%	30%	7%	13%
<b>Other Subjects</b>	18%	46%	30%	6%	0%
<b>Total</b>	9%	45%	30%	7%	9%

32. These figures are well below those awarded in all inspections in Wales 2004-2005, when 81% of lessons were graded 1 and 2. However, teaching in the school is better than these figures would suggest.
33. The outstanding features were mainly seen in subjects outside the six observed in detail, and thus teachers were seen less often. Also, lessons with many important shortcomings (grade 5) were concentrated in two areas and form a

much larger proportion in this sample than is a true picture of the quality of teaching in the school as a whole. The quality of teaching in the sixth form is a strength of the school.

34. The assessment of pupils' work is, however, less effective than the overall quality of teaching. Formal assessments are of higher quality than the day-to-day marking of pupils' work, which has important shortcomings in certain areas. Pupils are not sufficiently involved in self and peer assessment, and in setting targets for improvement, in all subjects.
35. Reports to parents do not allow easy understanding of comparative performance between subjects, because of the variety of marks and grades, nor point clearly enough to ways forward.
36. The school provides an appropriate range of courses for a school of its size, at KS4 and in the sixth form. Good features are two modern foreign languages, three separate sciences and drama. However, there is limited provision for short courses at GCSE currently. Links with external providers are being developed to extend provision in vocational areas. Sixth formers benefit from courses in Critical Thinking (Advanced Subsidiary), religious education and PSE in addition to their chosen subjects.
37. The school received the Basic Skills award for the quality of its provision, in 2005. However, the development of pupils' key skills is not planned consistently across the curriculum; provision for developing ICT skills is the least effective in practice. Pupils' progress in lessons is not extended by adequate provision of homework in a number of subjects.
38. There is a good range of extra-curricular activities, visits and exchanges abroad, particularly good for a small school. Musical activities are constrained by the teacher's other role as deputy headteacher.
39. Work-related education, including careers guidance is good. Work experience offers pupils a good insight into the world of work, including placements in France for those with aptitudes in modern foreign languages.

### **Leadership and management**

40. The good features and shortcomings identified in the school's self-evaluation report and the grades awarded for each key question indicate that the headteacher and members of the leadership group have an accurate picture of the school's stage of development, and what needs to be done. The SDP identifies appropriate targets for improvement.
41. There has been increasing momentum for change, with progress made in a number of areas over the last year. Examination results have improved in virtually every subject, cross-curricular policies have been written in a number of areas, working parties have been set up to take specific initiatives forward and the majority of departments have been monitored, by the leadership group, with plans drawn up for improvement.
42. The headteacher has taken a leading role in directing these initiatives, showing vision and clear leadership. The leadership team is very supportive and they work well together, as a team. However, the constraining factor, for the team as a whole, is lack of time. Apart from the headteacher, the three other members of the team teach for about 70% of their timetable, with the deputy head

teaching music to everyone in the school. This situation is restricting the school's progress.

43. As a result, policies are not monitored regularly to ensure consistency, nor have members of the leadership group been able to link effectively to middle managers and develop their accountability, nor work with teachers in the classroom regularly, to eliminate shortcomings. Middle managers do not monitor practice with sufficient rigour, nor plan effectively for improvement.
44. As yet, the cyclical process of review and development is not well established, and departmental planning does not link effectively to whole-school planning. Nevertheless, a good start has been made in a limited amount of time and a reflective culture is evident in some departments, but not in others. There has been particularly good progress in drama, geography, physical education and vocational education.
45. There are outstanding features in these and in some additional subjects which can be shared, and other improvements have been made during a time of severe financial constrictions. Staffing costs, given the number of experienced teachers, take a high proportion of the budget. Difficult decisions have been taken, to reduce a budget deficit, with continuing detailed control of finances.
46. Staff are effectively deployed on the whole and the learning support assistants particularly well deployed to contribute to pupils' progress. The induction and monitoring of ITT students and NQTs are good. Newly-qualified teachers are bringing in a range of innovative techniques in teaching, which are examples of outstanding practice.
47. Continuing professional development is well managed and attendance at courses on examination requirements has been good. Attendance at courses to inspire vision and up-date methodologies has been less extensive. There has been insufficient training for middle managers in leadership.
48. Despite the restrictions of a very tight budget, ICT facilities are very good and a library has been established. There is further potential for the use of both of these central resources, in subjects across the curriculum.
49. The accommodation has some good features and shortcomings. Facilities for physical education are very good in the adjacent leisure centre. The school has made a good effort to decorate areas of the building and, as a result, a majority of subjects enjoys pleasant and welcoming classrooms. A feasibility study has found that there are shortages in accommodation. Also, some of it is drab and requires refurbishment. Parts of it are, reportedly, uncomfortably hot in summer, and cold in winter. There is no disabled access currently.
50. Plans have been drawn up by the headteacher and governors to address this issue and to increase and improve the accommodation substantially. Decisions are awaited on possible funding.
51. Since the last inspection, governors have become increasingly involved in strategic planning, in financial planning and control and in linking to departments and observing practice. They have a good understanding of the school's strengths and shortcomings and are a strong support in working for future improvement.

### **Progress since the last inspection**

52. There has been very good progress in improving standards in music and good progress in meeting statutory requirements. In the other three key issues of monitoring and evaluation, ICT and target-setting, there has been some improvement, but insufficient progress and these remain key issues.

### **Recommendations**

In order to build on current achievement, the school should focus on the following priorities, amongst the targets of its comprehensive SDP:

R1. Continue to improve standards and examination results generally, and, in particular, improve:

- the achievement of boys; and
- standards in history at KS3 and KS4, and Welsh second language at KS4.

R2. Increase the management time of the leadership group and develop its role as a team, to:

- eliminate the shortcomings in standards and teaching identified in the report;
- co-ordinate cross-curricular initiatives such as assessment for learning and the promotion of key skills;
- monitor rigorously the quality of teaching and marking, the setting of homework and the standards of pupils' work, on a regular basis; and
- share best practice in order to promote outstanding features across the curriculum.

R3. Develop the accountability of middle managers in:

- leading teams of staff;
- monitoring and evaluation of practice; and
- planning for improvement.

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

## Standards

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

#### Grade 3: Good features outweigh shortcomings

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

#### Key Stage 3 and Key Stage 4

#### Their success in attaining agreed learning goals

54. Results in the NC tests at the end of KS3 have improved and, in 2006, are the highest to date. Sixty seven per cent of pupils reached at least level five in the three core subjects combined, compared to the latest national comparator of 58%.
55. In recent years, pupils have performed better in mathematics and in science, than in English. Boys' results in English have been significantly lower than girls', and, in some years, below the national average. There has been an improvement in 2006, but there is still a gender gap.
56. In comparison to similar schools, based on the free school meals' indicator, results in 2006 were in the top quartile for mathematics and science, above average for all three subjects combined, and below average in English. In the three previous years, the percentage of pupils claiming free school meals had been lower, and placed the school in a different comparative context, resulting in less favourable comparisons to similar schools.
57. At GCSE, results have been fairly constant in recent years. In 2006, 57% of pupils gained at least five grades A\*-C, compared to 53% nationally. There has been less value added at KS4 than at KS3, with the higher achievers' potential not maximised. About 90% have gained five or more grades A\*-G, compared to about 86% nationally, over recent years.
58. The strength at GCSE has been the achievement of the least able and pupils with SEN. Very few have left school without qualifications, and vocationally-based courses are now being introduced to enable them to gain further accreditation.
59. Performance in mathematics and science has, again, been better than in English, where boys' results have been significantly lower than girls'.
60. Boys' results, overall, have also been significantly lower than girls' in most years, though there was some improvement in 2006.
61. In comparison with schools of a similar intake, in 2006, GCSE results were above average in most indicators, except the percentage of pupils gaining five or more grades A\*-C, results in English, and the average points' score. Pupils take few short-course options in addition to full courses. The percentage gaining at least one subject at GCSE placed the school in the top quartile. In the three previous years, a lower free school meals' indicator had resulted in unfavourable comparisons with similar schools.
62. As indicated in the box in the summary, there are good features and no important shortcomings in modern foreign languages and music at KS3 and 4.

Good features outweigh shortcomings in English and mathematics at both key stages and in Welsh second language at KS3.

63. In history at KS3 and KS4, there are some good features but shortcomings in important areas. This is also the case in Welsh second language at KS4, because current pupils did not have Welsh lessons for one year at KS3, because of the exemption due to the shortage of teachers, and had intermittent learning experiences through lack of continuity of teaching.

64. In the 61 lessons observed at KS3 and KS4, in the six subjects inspected, the following grades were awarded for standards of achievement:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	39%	36%	15%	10%

65. These figures compare unfavourably with those for all inspections in Wales 2004-2005, when 60% of lessons were awarded grades 1 and 2, and 6% were awarded grades 4 and 5. However, this small sample of lessons is not a true reflection of standards in the school as a whole. The lessons with important shortcomings (grades 4 and 5) were concentrated in some lessons in only three areas – history, Welsh second language at KS4 and mathematics. However, the absence of any outstanding features in standards achieved, in lessons in the six subjects, is a shortcoming.

66. In lessons observed in other subjects, there were outstanding features in pupils' progress and few shortcomings, but fewer lessons in each subject were seen. Hence the sample, and the above figures are not representative. Outstanding features were seen in drama, geography, physical education, vocational education, art and design and technology.

67. Overall, the standards which pupils achieve are good in the large majority of subjects but there are shortcomings, and sometimes important shortcomings, in a small minority of subjects. Generally, pupils gain knowledge and understanding and develop their skills. They do not have clear targets for improvement in all subjects, and target-setting is not yet embedded as a motivational factor in raising achievement.

68. Pupils' key skills of communication are good. Pupils are articulate and express their views cogently. Those with reading difficulties are supported, but reading aloud, by pupils across a wider ability range, is not always fluent and expressive. Writing is of a good standard, relative to ability. Presentation and technical accuracy are good overall, and particularly in girls' work. Extended writing, though not copious, is fluent. Standards of listening vary between classes and between subjects. In the large majority of classes, standards are good.

69. Standards of numeracy are generally good and used effectively in various subjects. Pupils also have good ICT skills, though these are not sufficiently developed in subjects across the curriculum, nor used to raise standards in all subjects.

70. Pupils work together well in pairs and small groups, and help each other in class situations. They respond well to opportunities for creative work, particularly in drama, ceramics and physical education. They also show good analytical skills when solving problems.

71. Their skills in bilingualism are not well developed. The last few years have brought staffing difficulties and several changes of staff, in Welsh second language teaching. Nevertheless, there are bilingual signs around the school, and '*Y Cwricwlwm Cymreig*' is an integral part of schemes of work.

### **Their progress in learning**

72. Whilst pupils make good progress overall, there are inconsistencies between subjects and ability groups.
73. Pupils with SEN and those in the social inclusion unit do particularly well. In small groups, and in mainstream classes when they have learning support, pupils with SEN achieve well. Most leave school with qualifications at GCSE, and at Entry level, and current pupils in KS4 are achieving well in vocational courses. Pupils in the social inclusion unit are achieving very well, and, without this provision, might otherwise not have remained in full-time schooling until 16. Pupils succeed regardless of their social and ethnic background.
74. The most able pupils are challenged in the majority of subjects and particularly when teaching has outstanding features. However, there is no cross-curricular, planned, extension provision for the gifted and talented. In a number of classes, there is underachievement of the most able, and in some classes, albeit a small minority, significant underachievement. In one or two subjects there are few or no grades A\* at GCSE and the percentage gaining five or more grades A\*-C overall is not sufficiently high in relation to pupils' prior attainment.
75. The standards achieved by pupils of average to lower ability also vary between subjects and classes. Many do well in the learning ethos of the school. Boys in this range of ability do less well than girls and some underachieve specifically because of poor literacy skills.
76. Pupils' abilities to improve their own performance are limited. Targets are not set in all subjects, work is not marked diagnostically in some cases and self-assessment is irregular. Whilst pupils are well motivated, they do not have the means of extending themselves to do even better, in all subjects.
77. Pupils receive good induction for moving between the key stages and good careers advice about Higher Education and employment opportunities. They are well motivated to take advantage of such advice.

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

78. A strength of the school is the progress which pupils make in their personal, social, moral and wider development. They are sociable young adults who engage easily with visitors and support one another. Their fund-raising for those less fortunate is particularly generous, and shows their awareness of the needs of those in different cultures.
79. Pupils have good attitudes to learning. Behaviour is generally good in class, but there are lapses when teaching does not challenge pupils or support their learning. Behaviour when moving around the school is also good, and at break and lunchtimes.
80. Attendance is better than in many schools. Last year, the annual attendance rate of 89% was lowered by an epidemic of illness in the Spring term. This term,

to date, attendance averages at 92%. Pupils are punctual to school and to lessons.

81. Work-related education and careers guidance prepare pupils well for the world of work and for education post-16. The vocational courses also prepare pupils well for specific employment opportunities in the community.
82. Independent learning is not promoted sufficiently. Whilst some subjects encourage pupils to prepare for lessons and do individual research, this practice is not extensive nor consistent. The amount of homework set is inadequate in a number of subjects, especially mathematics and history, and does not prepare pupils adequately for the future.

### **Sixth Form**

#### **Their success in attaining agreed learning goals**

83. A level results have generally represented good progress by students of differing abilities. The most able have gained the top grades and the vast majority of students has been successful in at least two subjects.
84. The small number of students involved makes comparisons with national figures not wholly reliable. The average points score has been close to the national average, usually in line with, or just above, but sometimes just below. In 2005, the average points' score was 21, and, in 2006, 20, compared to 20 nationally.
85. Also, because of the small sample, the proportion of top grades has fluctuated in percentage terms, but is appropriate. The proportion gaining at least two grades A-C was well above that nationally in 2005, but just below in 2006. There have been significantly more girls than boys in the sixth form, but both have achieved well.
86. Only three subjects, among the six inspected, currently provide sixth-form courses. There are good features and no important shortcomings in all three – English, mathematics and modern foreign languages.
87. The grades awarded for the very small sample of lessons seen were:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	86%	14%	0%	0%
88. A comparison with standards in all inspections in Wales 2004-2005 is not reliable because of the size of the sample. Nationally, 77% of lessons were graded 1 or 2 during that year.
89. Sixth-form lessons were also observed in other subjects. The small size of the sixth form gives students much individual attention, though groups are usually suitably large to engage discussions of good quality. Students gain in knowledge, often undertaking independent research and they probe their understanding by asking pertinent questions.
90. Their key skills develop well. Students are articulate and present their views cogently. They show good powers of analysis in problem-solving exercises. Their competence in using ICT facilities aids research, presentation of work and oral presentations. Written work is fluent and arguments incisive. The

application of numbers is good and students make use of their skills effectively. They work very well together. They do not have good bilingual skills.

### **Their progress in learning**

91. In addition to their chosen examination courses, students also follow courses in Critical Thinking, religious education and personal and social education. These three experiences contribute to their progress overall, by sharpening their powers of analysis and their debating skills.
92. Students in the sixth form have a better understanding of how well they are doing, than pupils at KS3 and KS4. They are monitored more closely, the written feedback they receive is more diagnostic and there is much verbal feedback. Targets are sharper and an intrinsic part of the monitoring of progress.
93. Many are ambitious to proceed to Higher Education and the school provides good advice on such opportunities and on employment options. Students are generally successful in acquiring the qualifications which will enable them to proceed.

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

94. Though the sixth form is small, the students who choose to stay at school have a valuable experience. They have very good relationships with staff, maintain, and develop further, good learning skills, and respond very well to the opportunities to take a leading role in the life of the school.
95. They are increasingly involved in helping younger pupils and in organising activities for them, which they do responsibly. They also have a role in the leadership of the school through their roles as head boy and girl, as associate governors, as prefects and as senior members of the school council. Sixth-formers are mature young adults, respectful towards others and aware of the needs of others.
96. This awareness includes a good understanding of the needs and cultures in other countries. Those who study modern foreign languages undertake their work experience in primary schools abroad.
97. Attendance is closely monitored and students acquire good working habits. Punctuality is also good.
98. Students gain much from their sixth-form experience, in their academic, personal, social, moral and wider development.

## The quality of education and training

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

#### Grade 3: Good features outweigh shortcomings

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

#### Key Stage 3 and Key Stage 4

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

100. In the 61 lessons observed in the six subjects inspected and the 33 lessons observed in other subjects, the following grades were awarded:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>6 subjects</b>	5%	41%	31%	8%	15%
<b>Other lessons</b>	19%	42%	31%	8%	0%
<b>Total</b>	9%	42%	31%	8%	10%

101. These grades fall well below those for all inspections in Wales 2004-2005, and are lower than at the time of the last inspection. However, this inspection differs from the last in that only six subjects have been inspected in depth. Comparison is therefore difficult.

102. The grades awarded in other subjects indicate clearly that good and very good teaching was observed in a larger proportion of lessons outside the six subjects. Outstanding features were seen in drama, geography, physical education, vocational education, art and design and technology.

103. Teaching in English, modern foreign languages and music, overall, has good features and no important shortcomings in both key stages.

104. All of the teaching having many important shortcomings (grade 5) occurs within some lessons in the two subjects of history and mathematics. However, overall, in mathematics, good features outweigh shortcomings (grade 3).

105. In teaching across the curriculum, across the two key stages, good features outweigh shortcomings.

106. An outstanding feature of the teaching across the school is the culture of mutual respect and courtesy. Relationships between teachers and pupils and between pupils enhance the quality of teaching and learning, and praise is used to good effect. Many teachers provide a wide range of opportunities for pupils to work in pairs and in small groups.

107. There are many good features in the quality of teaching. The level of pace, challenge and motivation is good in many subjects, particularly geography, drama, art, design and technology and physical education. Newly-qualified teachers are bringing in a range of innovative techniques in teaching, which are examples of outstanding practice.

108. Teachers are generally suitably qualified to match the requirement of the school's curriculum, although there is a small amount of non-specialist teaching which adversely affects standards in some cases. Teachers have good knowledge and understanding of the subjects they teach. However, teaching does not have a sufficiently broad range of strategies in a number of lessons.

The school has recognised this and has recently established a working party to look at improving teaching and learning.

109. In some of the lessons observed, the lessons are well planned and learning objectives are outlined at the start of the lesson. These lessons progressed with suitable pace within set time limits. This is particularly true in modern foreign languages and music. In some other subjects, objectives are not shared with pupils and, in a few subjects, there is a lack of clear objectives, and structure.
110. The use of classroom resources is good and many teachers use a variety of different equipment and materials such as data projectors, tapes, videos / DVDs and computers. Insufficient use is made of central ICT facilities. A shortcoming in teaching is that there is not enough planned homework in some subjects.
111. The effective co-operation between teachers and learning support assistants ensures that, in general, pupils with SEN receive effective support in mainstream classes. Consequently the standards achieved by these pupils are good generally and particularly good in KS3. Individual educational plans inform classroom practice to ensure that the individual needs of these pupils are met. There are regular reviews of progress, the statutory requirements on reporting are met and an additional written report to parents is provided by the SEN department.
112. Teaching approaches across the school promote an understanding of equal opportunities, and issues of gender, race and disability are considered formally and informally. In some classes however, there is gender imbalance. The school does not have clear procedures for identifying, and providing for, gifted and talented pupils. In practice, there is insufficient challenge to the most able in a number of subjects.
113. Teaching across the school provides little opportunity for pupils to develop bilingual skills other than in Welsh lessons.

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

114. The assessment of pupils' work has some good features but shortcomings in important areas. At present there is an inconsistent approach across and within departments. The school is considering an Assessment for Learning policy to supplement its assessment policy.
115. There is good practice in the collection of data for the school's database, including results in:
  - KS2 tests;
  - Cognitive Abilities Tests;
  - interim assessments;
  - YELLIS data;
  - predictions of the end of key stage tests and examinations;
  - KS3 NC tests; and
  - KS4 external examination results.
116. The database is used to predict results for year groups and to set whole-school targets. Members of the leadership group use the data to identify areas for

improvement which are discussed with subject leaders at the annual review meetings. A new database is planned that will enable pupils' progress to be tracked more effectively and underachievers identified at an early stage.

117. The school's assessment policy provides a framework of strategies for assessment but implementation and application are not monitored across the school. A full range of assessment techniques is used.

118. Most marking and assessments are accurate, although the frequency and regularity of day-to-day marking are inconsistent. End of unit / module tests are used by most departments and marking is of a higher quality than day-to-day marking, which has important shortcomings in a few subjects. In history at KS3 and KS4, and in mathematics at KS4 in particular, inadequate marking hinders pupils' progress. Generally, formative assessment practices are underdeveloped. There is little evidence of the results from assessments feeding back into teaching styles.

119. The consistency of assessment and marking within some departments is variable. It is not common practice across the school to have, in each department, a well-annotated recent assessment portfolio of pupils' work, to ensure consistency. Written feedback to pupils is often brief and does not inform pupils of what they need to do to improve. Target-setting and goals for learning are clearly identified in only a few subject areas. Teachers involve pupils in self-evaluation and target-setting in some subjects, but not in all.

120. A full report is sent to parents/carers each year and annual meetings are arranged to discuss pupils' progress. Interim reports are not issued, though letters are sent to parents/carers of pupils whose progress gives cause for concern or who deserve praise. A good feature is that the annual report has a common format across all subjects. The shortcomings are that:

- there is no reporting of standards in the key skills;
- some of the comments are insufficiently rigorous and often fail to clearly identify targets for improvement; and
- pupils' self-evaluation is often insufficiently incisive.

121. The school meets statutory requirements for assessment and fulfils the regulations of examination boards.

### **Sixth form**

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

122. In the large majority of lessons observed, both in the six subjects, and in other subjects, teaching had good features and no important shortcomings.

	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>6 subjects</b>	0%	86%	14%	0%	0%
<b>Other subjects</b>	14%	57%	29%	0%	0%
<b>Total</b>	7%	72%	21%	0%	0%

123. The number of lessons observed was small and comparisons with the sample in the last inspection are therefore not wholly reliable. At that time, teaching was

described as a major strength of the school. In the sixth form, teaching quality is of a high standard and remains a strength of the school.

124. Teachers have good subject knowledge and plan their teaching effectively. The majority sets challenging tasks appropriate to the abilities of individual students. The relatively small number of students in the teaching groups ensures that all students are well known to their teachers. Teachers establish outstanding relationships with their students, which has a positive effect on their progress. Students are able to meet with and talk to their teachers informally and a strong community atmosphere is evident.
125. Teaching encourages students to develop independent learning skills. All students are treated equally and the approach to teaching and learning promotes students' appreciation of equal opportunities and other issues.
126. Good features of teaching also include a brisk pace to the varied activities, good use of the target language in modern foreign languages, good support for individuals, pair and group work in all subjects, a seminar style approach in some subjects and good use of questioning. The needs of individual students are often met by individual attention.
127. There are, however, some shortcomings in the teaching. Occasionally, the initial exposition is overlong. At times, the brisk pace does not allow students sufficient time to reflect, while at other times the lack of pace results in students making slow progress. In some lessons, teaching does not ensure the involvement of every student.

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

128. Most of the assessment of students' work is good because students are well informed of the criteria for examinations and the requirements of the examination boards. Good oral feedback, together with helpful comments on their work, shows students how they can improve. However, the marking of the work of Y12 students in mathematics does not support their progress adequately.
129. There are regular progress checks on students' performance. The head of the sixth form regularly monitors students' achievement and reports findings to parents/carers. Informative progress reports are issued annually. Meetings are arranged where parents/carers are able to discuss students' progress.

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

<b>Grade 3: Good features outweigh shortcomings</b>
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130. This grade matches the school's self-evaluation grade.

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

131. The outstanding feature is the social inclusion provision. It has an established track record of successful intervention focused on those who are at risk of becoming disaffected with school through poor attendance, behaviour or low achievement. In Y7 to Y11 there are effective specialist working groups to support individual pupils' needs. In Y10 and Y11 a specialist unit addresses pupils' individual needs via a scheme that maintains pupils in core subjects to

improve their basic skills. It also provides an additional programme of activities that builds confidence, provides pupils with a range of accredited courses and successfully prepares them for further education and employment. Pupils and students who have experience of the unit recognise and value the effective care and support they receive.

132. Other good features of the provision are that pupils:

- study drama, in addition to the NC at KS3;
- study two modern foreign languages in Y9 and can choose them at GCSE and A level;
- have the choice of a variety of science options, including three separate sciences at GCSE and A level;
- are provided with a work experience programme in Y10 and Y12, with some placements abroad; and
- are able to select from an increasing range of vocational courses leading to qualifications.

133. The curriculum is accessible for all pupils, including those with SEN. Pupils have good opportunities to gain an appropriate range of GCSE, Entry Level, BTEC Introductory Certificate, First Certificate and Level 2 Diploma qualifications.

134. After a period of one year's exemption, all pupils now follow the GCSE Welsh second language course at KS4.

135. Access to the sixth form is open to all students. They have good opportunities to gain qualifications from a fair range of subjects, for a sixth form of its size, at AS level and A2 level. There is also a flexible vocational programme that enables students in Y12 to access BTEC Level 2 courses, through other providers. However, there are no links for the joint delivery of AS/A2 courses, nor distance learning nor video-conferencing facilities.

136. Sixth formers also benefit from courses in Critical Thinking (AS), religious education and PSE, in addition to their chosen options. The PSE programme enables students to discuss economic, social and ethical issues with visiting speakers. It also includes the APAUSE scheme which requires students to act as mentors in the Y9 PSE programme.

137. There is a well-planned programme of whole-school, year-group and form assemblies which provides pupils and students with opportunity for reflection and a daily act of worship. Statutory requirements are met, a key issue from the last report. However, there are insufficient opportunities for pupils to participate actively in assemblies, and inconsistencies in the delivery of a daily act of worship.

138. A strength of the school is the provision to promote learners' personal development. Pupils demonstrate a clear sense of moral values. Pupils and students show care and consideration for others in lessons and around the school. They are moved by social injustice and, when informed of the needs of the poor in the third world, give generously of their time to raise significant funds to alleviate hardship.

139. They respond to the needs of the community in the practical support they give to the elderly housebound and the visually impaired, when working with a local charitable trust. They also show an understanding of feelings and emotions in drama sessions and, in ceramics, a creative appreciation of natural form and beauty.
140. There is a newly extended programme of PSE, which complies with requirements. The school was a pilot centre for the development of the APAUSE sex education programme focused on Y9 pupils and this has proved an effective element.
141. There are good, well-planned links with partner primary schools, which ease transition to Y7, and there are established links with ITT colleges.
142. The extra-curricular programme is good for a school of its size. There are links with community arts' agencies and good opportunities in music for pupils to explore multi-cultural experiences by working with visiting African drummers. Pupils are enthusiastic about the interesting extra-curricular activities that are provided at lunchtime and the drama and homework clubs that are available after school. There is a wide range of competitive sporting activities provided for both boys and girls. The range of musical activities which can be provided is curtailed by the music teacher's other role as deputy headteacher.
143. Students in the sixth form also have a range of study, cultural visits and enrichment activities, including the Duke of Edinburgh's award scheme. Some take part in model United Nations debates on contemporary issues. Many take a leading role in organising activities in which younger pupils participate.
144. Legal and course requirements are met.
145. However, there are shortcomings in curricular provision.
146. The time allocated to science in Y10 and Y11 for the double award course is minimal, and the time allocated to mathematics for vocational pupils in Y11, and to religious education in Y10 and Y11 is inadequate.
147. Whilst pupils generally have good key skills, the planning for the delivery of key skills across the curriculum is not co-ordinated. Nor is the delivery by subjects monitored and this sometimes leads to a lack of progression. In particular, ICT skills are not used consistently.
148. The amount of time that pupils spend on homework is well below the school's own policy guidelines. This results in homework making a limited contribution to learning.

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

149. To support their understanding of the world of work and to inform their choice of subject options, all pupils are provided with a well-considered careers guidance programme from Y8 that includes:
  - a planned provision of careers education that identifies the necessary experience and qualifications that pupils of all abilities will need to progress successfully in further education or employment;
  - good access to guidance material, both traditional and on-line;

- good informal and formal access to individual careers' advisers;
  - opportunities to meet and discuss with employers and agencies, including Industry Day events; and
  - practical experiences that promote team-building, decision-making and effective working.
150. In particular, pupils in Y9 are provided with a good guidance programme that enables them to choose a General Pathway leading to traditional GCSE qualifications or a Vocational (Work-Related) Pathway. The vocational experiences offered provide good opportunities for pupils to:
- learn through real work experiences;
  - learn about work by extended careers guidance from current practitioners;
  - learn for work by developing skills for enterprise and employability; and
  - gain accreditation.
151. All pupils in Y10 benefit from a two-week work-experience placement, sometimes in two different venues. Pupils and students are given opportunities to develop their entrepreneurial skills through involvement in the 'Dynamo' scheme.
152. Throughout the school there are regular displays of bilingual signage, and of work produced by pupils, that reflect pupils' knowledge of the Welsh language. Pupils are able to access the bilingual on-line careers service in Welsh. The school monitors its delivery of '*Y Cwricwlwm Cymreig*' and this results in all subjects making a positive contribution. Pupils participate in Eisteddfod competitions. They benefit from a lunchtime Urdd club and are able to attend Welsh language weekends at Glanllyn.
153. However, bilingualism is not promoted in the majority of subjects. Pupils are encouraged to greet each other in Welsh but, beyond the Welsh department, it is rare to hear the Welsh language around the school or in registration periods.
154. Projects about the environment and the community in geography, and topics in the PSE programme are developing pupils' awareness of education for sustainable development and global citizenship. Pupils are able to consider the issues of non-renewable and renewable energy sources and the ramifications for their own futures. They can also respond, in a thoughtful and critical way, to their discoveries about global differences, lobbying their member of parliament as they campaign on world-wide issues. However, such initiatives are not yet widespread in all subjects. Some pupils engage in recycling activities.
155. The school has achieved the First Stage Healthy Schools' Award and is effectively supporting and encouraging pupils to adopt healthy life-styles, including giving them the choice of a range of healthy-eating options in the canteen at lunchtime.

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

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

#### **The quality of care, support and guidance for learners.**

157. A strength of the school is the quality of care, support and guidance which pupils and students receive.

158. The learning managers and their teams of tutors provide an efficient system of pastoral support for all pupils. The managers work closely with their teams in partnership with parents and a wide range of outside agencies.

159. There is a comprehensive programme of PSE in place at KS3, KS4 and in the sixth form. Pupils learn about issues of race, diversity and gender difference. PSE is delivered by the tutors once a week. Pupils interviewed spoke highly of the course and of its usefulness in helping them reach informed decisions through the process of discussion. APAUSE, a sex education programme delivered in Y9, gives pupils support in this sensitive area of the curriculum.

160. However, as the revised programme has only been in place this term, there is not yet a system in place to evaluate the PSE programme. Nor is there structured training for the form tutors who find it difficult to adapt teaching styles to match the requirements of the subject.

161. Work-related education and careers guidance are also of good quality and enable learners to make informed choices.

162. Bridging projects, shadowing primary teachers, visits by the headteacher and learning manager of Y7, visits of Y5 and Y6 pupils and other imaginative links ensure the smooth transition of pupils from partner primary schools. Pupils feel confident that they know what is expected of them. They have a clear understanding of school routines.

163. The school nurse offers confidential counselling to pupils. Five named staff and several other staff have first-aid training. There are satisfactory procedures for dealing with pupils who require medication.

164. Attendance and punctuality are monitored carefully by tutors and learning managers. Apart from a period of widespread absence last year, through an epidemic of illness, attendance is better than in many schools. The promotion of good attendance has a high profile and rewards are given. Good standards of punctuality are effectively promoted.

165. The school has followed the healthy living agenda and has made progress in offering a healthy, varied lunch menu which is chosen by a large number of pupils. Through the deliberations of the school council, a breakfast club for pupils has been set up.

166. Child protection procedures are in place but staff training in issues of child protection needs to be up-dated.

#### **The quality of provision for additional needs.**

167. The SEN department ensures that early identification and assessment target those pupils with greatest need.

168. Statemented pupils, and those at School Action Plus, are taught in small groups for English and mathematics, where a high level of directed teaching is helping to raise standards.
169. Pupils' open access to the rooms in the learning support department allows them to catch up with their work and practise their basic skills during the lunch-hour.
170. The quality of support given to pupils by a team of skilled LSAs is very good. Pupils achieve well in mainstream classes across the curriculum because of this support.
171. Carefully-worded IEPs, containing clear diagnostic targets are adapted by mainstream teachers and are helping to raise standards.
172. Some curricular subjects have given careful thought to adapting resource materials to meet the needs of pupils with SEN. The skilfully-differentiated work in geography, which ensures that all pupils have access to the curriculum, is an outstanding feature of provision.
173. The social inclusion unit is a very good initiative, which caters for all pupils whose behaviour impedes their progress. Pupils speak highly of this flexible provision which has given support to those who may well have otherwise become disaffected.
174. However, the Welsh second language course, which is delivered by the SENCo, is not sufficiently monitored by a Welsh specialist to ensure that course requirements are being met.
175. As yet, there is no whole-school policy to guide departments in providing for gifted and talented pupils. Whilst there are some examples of good provision, in curricular and extra-curricular activities, these are not widespread nor consistent.

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

176. Pupils are aware of the procedures to deal with bullying. Those interviewed were confident that incidents would be dealt with quickly and effectively, and that bullying was not a significant issue in the school.
177. The successful Sudan Appeal provides a whole-school focus for helping pupils learn about issues of diversity.
178. The school has introduced a number of strategies to improve the performance of boys and reduce the gender gap in performance, particularly in English. There has been some success, but this remains a key issue.
179. The accommodation does not yet allow disabled access. Plans have been drawn up and a bid made for funding, for which the school is awaiting a decision.

## Leadership and management

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

#### Grade 3: Good features outweigh shortcomings

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

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

181. The school's mission statement of "Building an excellent school together" is evident in practice in the momentum for change which is increasing. There are several strong aspects in the school's ethos, particularly the good relationships, the inclusive provision and the community spirit for helping those less fortunate.
182. Whilst most staff have embraced the need to move forward quickly on a number of initiatives, for the benefit of pupils' learning, this commitment to change is not entirely corporate. Similarly, whilst the vast majority of pupils identifies with this mission statement, a small minority does not.
183. The headteacher has vision and has shown clear leadership and direction, by identifying the strengths and shortcomings and planning effectively for improvement. The school is moving forward in appropriate initiatives.
184. In the space of eighteen months, there has been progress in examination results, in the writing of cross-curricular policies, in the setting-up of working parties of staff to take initiatives forward, and in monitoring and evaluation. The large majority of departments has been reviewed by the leadership group, and plans for improvement drawn up. Self-evaluation and planning within departments have also begun. There has been most progress in drama, geography, physical education and vocational education.
185. In this, the headteacher has been well supported by the deputy headteacher and assistant headteacher, and, this term, by the senior teacher. They work together well as a team. Each has clear responsibilities, and is linked to a cluster of departments, but the extent to which they can be fully effective is severely constrained by their lack of time for management. Each has a teaching commitment of about 70% of the timetable, and the deputy headteacher is the sole teacher of music throughout the school.
186. This situation is restricting the progress which the school can make on a number of initiatives, such as:
- monitoring the implementation of policies, to ensure consistency;
  - forming effective links between members of the leadership team and middle managers;
  - developing the role and accountability of middle managers; and
  - working with teachers in the classroom, to eliminate shortcomings.
187. The quality of middle management is variable. In departments where there are outstanding features, or predominantly good features, there is clear direction and a large measure of consistency in practice. In a number of other departments, there is a lack of leadership and there are shortcomings to be

eliminated. In general, heads of department do not monitor with sufficient rigour nor plan effectively for improvement.

188. Pastoral management is more consistent in quality and is generally good, except that the enhanced role of the learning managers in monitoring academic performance is not yet fully effective, having been introduced this term.
189. Whilst continuing professional development has kept staff up-to-date with examination requirements, and inspired a number of staff to take initiatives forward, it has not had sufficient impact on the school as a whole, in terms of vision, consistency and accountability.
190. The WAG priorities are included in the school's priorities. The Social Inclusion Unit is a very good feature of provision and motivates pupils to remain committed to education to the age of 16. The vocationally-based courses, introduced last year and expanded this year, similarly provide good learning experiences and lead to accreditation. Effective links have been made with other providers of vocationally-based courses, in the community.
191. The PSE programme has been completely revised and now offers a well-planned course, which has a strong input into pupils' values. Their empathy for those in the Sudan and generous fund-raising are evidence of a good awareness of global citizenship. Healthy living and healthy eating are strong priorities. Transition arrangements have been strengthened, and pupils are prepared well for the next stage of education or employment, through good careers and work-related education.
192. Sustainable development is not a corporate priority, though some pupils are involved in re-cycling resources.
193. Whilst the school provides a fair range of examination courses at GCSE and in the sixth form for a school of its size, there are no partnership arrangements for shared delivery with other providers, except for vocationally-based courses. There are no distance-learning nor video-conferencing facilities, to extend the range of options available, but video-conferencing is planned.
194. Much has been achieved recently, through an increasing momentum for improvement, but, as yet, many of these initiatives are not consistently embedded across the school. Increased time for the leadership group is vital, if these initiatives are to be effective.

#### **How well governors or other supervisory bodies meet their responsibilities**

195. Since the last inspection, governors have become more involved in strategic planning and in gaining first-hand evidence about the school.
196. They have drawn up plans to increase and refurbish the accommodation and have been fully involved in long-term planning for various improvements. The committee structure works well and governors know what needs to be done.
197. Their links to departments, communication with staff, observation of lessons and analysis of data have all contributed to their detailed knowledge of the school.
198. They are very supportive and, at the same time, probing, thus fulfilling their role as 'critical friends' effectively.

199. Statutory requirements are met, a key issue from the last inspection. Sixth formers now have lessons in religious education and a daily act of worship is planned for all tutor groups, on the few days when pupils and students do not have an assembly.

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

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

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

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

201. The headteacher has initiated a programme of systematic departmental reviews, since his appointment in April 2005, which has informed the school of its performance, in terms of pupils' and students' achievement and the effectiveness of teaching and assessment.

202. These reviews form part of a two-year cycle and are a good feature of provision. They are based on first-hand evidence such as:

- classroom observations;
- departmental schemes of work;
- pupils' and students' written work; and
- external examination results.

203. All members of staff have received training in school self-evaluation. Members of the leadership team are linked to a range of subject areas and work with heads of department and UA representatives in the review process.

204. The school takes into account the views of pupils and students via the school council. Employers and representatives of the local community contribute in a more informal way. The governing body has contributed to the process by means of its committees. More recently, individual governors have been linked with particular departments.

205. The findings from these reviews are used effectively to inform development planning at whole-school level.

206. The school's self-evaluation report, based on the seven key questions of the Inspection Framework is accurate and informative. Its good features are its:

- concise statements of the school's best features; and
- honest identification of subjects and areas most in need of improvement.

207. Inspectors agreed with the grades awarded by the school in all seven key questions.

208. However there are some shortcomings. With very few exceptions, the impetus for monitoring and evaluation comes from the leadership group. Because of their limited amount of time for their management responsibilities, their links with departments are not yet effective in taking forward the culture of review and development consistently, across all subjects. As a result:

- not all staff are convinced of the value of the process; and
- not all teams are working together to bring about improvement.

209. At departmental level, judgements are not based upon an accurate assessment of strengths and weaknesses and self-evaluation findings are not incorporated into strategic planning.

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

210. The school's planning for improvement has good features. The SDP is a comprehensive document, with appropriate priorities for improvement such as:

- raising levels of boys' achievement;
- developing a consistent approach to key skills; and
- extending the variety of approaches in teaching and assessment.

211. While the whole-school development plan sets out clear priorities, these are not always reflected in departmental plans. Also, plans often lack clear time-scales and success criteria.

212. However, the school has made progress recently in a number of areas. ICT facilities have been upgraded, and a library has been established. These have provided a platform to support pupils and students in becoming more independent learners.

213. Resources have been increased to ensure that teachers remain up-to-date with the requirements of examination boards' programmes of study at KS4 and the sixth form. Examination results have improved. Since the last inspection standards in music have improved substantially and now have good features, with no important shortcomings. Statutory requirements are now met.

214. However there remain shortcomings in planning for improvement. As, with self-evaluation, the links between members of the leadership group and departments do not yet promote rigour in development planning. Priorities identified by the self-evaluation process do not always lead to action to bring about improvement.

215. Furthermore, improvement is constrained by:

- inadequate management time within the leadership group; and
- a lack of effective continuing professional development among senior and middle managers to promote a wide range of teaching strategies and consistent application of assessment for learning; and
- insufficient development of the role of middle managers in accountability for the standards achieved, and the quality of teaching and learning within the department.

216. With regard to the other key issues from the last report, there has been some improvement but inadequate progress in target-setting in departments and for individual pupils, and in the standards in ICT across all subjects of the curriculum.

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

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

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

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

218. There are enough suitably qualified and experienced teachers to teach all aspects of the curriculum. There are also adequate support staff. The technical staff provide good support in design and technology, science and ICT. There is an appropriate number of LSAs to support the learning of pupils with SEN. The provision of administrative and other support staff is also adequate to deal effectively with the day-to-day running of the school.
219. Despite recent budget cuts, the school allocates enough resources to support teachers in their work. They are distributed fairly, based on the nature of the subject and the number of pupils taught. Departments spend this money wisely to ensure that there are suitable levels of books, materials and equipment. The school has improved the library by allocating money to start building up a stock of modern books and appointing a part-time librarian.
220. ICT facilities at the school are very good, with in excess of 100 up-to-date computers. Some teachers use data-projectors and interactive white-boards to enrich their lessons.
221. Accommodation provides for the curriculum offered, and the school has made a good effort to decorate areas of the school. As a result, a majority of subjects enjoys pleasant and welcoming classrooms. The adjacent leisure centre provides very well for the teaching of physical education. Good displays of pupils' work enhance the general environment. The UA's facilities' manager is based at the school and this makes a valuable contribution to ensuring that the buildings are well maintained.
222. There are, however, some shortcomings in the use of staffing and accommodation.
223. In a very small minority of subjects, non-specialist teachers are used, often in rooms not dedicated to that subject. In these cases there is a lack of visual stimulus connected with the subject. There are, on occasions, some shortcomings in the teaching.
224. A feasibility study, commissioned by the UA, has found shortages in accommodation in several areas, including teaching spaces, staff and administrative areas, halls, learning resources, dining and social areas. Also, parts of the exterior and interior of the buildings remain drab and would benefit from refurbishment. Currently, entry into and movement around the buildings are inaccessible for disabled people. The school awaits a decision on funding, in order to make appropriate alterations. Also, parts of the building are reported to be uncomfortably hot in summer and cold in winter, with high energy costs for heating in winter.

**How efficiently resources are managed to provide value for money.**

225. There are a number of good features in the management of resources.
226. The vast majority of teachers is well deployed so that their expertise is put to good use. Continuing professional development is well managed and there are good arrangements for the induction of NQTs and the support of ITT trainees. Criminal Records' Bureau checks are carried out on all employees in line with UA policy.
227. The school has met the workload agreement and re-modelled the staffing structure. Teachers have sufficient time for PPA.
228. The headteacher and the governing body have identified clear and costed priorities for development, but recent budget cuts have prevented full implementation of their plans. A good start has been made, however, with the upgrading of some facilities including ICT equipment and the library. The school is making good use of its available resources.
229. Maintenance of the sixth form is a priority for the governing body. Sixth-form provision is cost-effective; the allocation of staff and other resources do not unduly affect the provision for KS3 and KS4 pupils.
230. The financial management of the school is good, with no important shortcomings. The headteacher, bursar and governing body keep a careful check on the use of the school's financial resources. The most recent audit report was favourable. Given the recent budget reductions, the school achieves good value for money.
231. There are some shortcomings in the use of staff and resources.
232. The high teaching commitments by members of the leadership group prevent them carrying out their leadership and management roles effectively.
233. Staff development mainly concentrates on keeping staff up-to-date with examination body requirements. Training in the use of a wider range of teaching methods and the use of new technologies has not yet been wholly effective, nor has the training for the development of leadership skills, as well as management skills, for middle managers.
234. Whilst most departments make use of data projectors, there is less use of interactive whiteboards. Some subject departments do not make sufficient use of the central ICT facilities. The library is a recently-established resource base, and departments are not all using it effectively yet, but its role in learning is developing.

## Standards achieved in subjects and areas of learning

### English

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

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

#### KS3 and KS4

##### Good Features

236. Pupils listen very well to their teachers and to each other in pair, group and whole-class work. Pupils recall previous learning and demonstrate good knowledge and understanding of their work in response to teachers' questions.
237. Pupils across both key stages are responsive to others' ideas and views.
238. Most pupils adapt what they say well to the needs of the listener, varying the use of vocabulary and the level of detail.
239. Able pupils put forward ideas, justify opinions and refer appropriately to texts.
240. All read a range of challenging fiction, poetry and drama including texts which reflect the culture of Wales. In their responses, pupils accurately identify key features, themes and characters. Pupils with reading difficulties are well supported in developing their skills and make good progress.
241. Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different audiences. Most pupils use a wide range of sentence structures and varied vocabulary to create effects.
242. Spelling is generally accurate, including that of irregular words. Written work is generally legible and well presented. Most pupils improve their work through planning and drafting. Paragraphing and correct punctuation are used to make the sequence of events or ideas coherent and clear to the reader.

##### Shortcomings

243. The performance of boys remains significantly lower than that of girls. A small but significant number of boys does not make good progress, because they lack motivation and concentration.
244. A small number of pupils leaves writing unfinished and does not draft and proof read. Basic errors re-occur.
245. Not all pupils read with fluency or accuracy, nor use the library regularly.
246. A significant number of pupils cannot explain how to improve their own learning because they do not have individual targets.
247. Progress in class is not enhanced nor extended by some of the homework tasks.

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

##### Good Features

248. Students in both Y12 and Y13 make good progress.

249. They show good knowledge and understanding of a range of challenging literary and non-literary texts. Students demonstrate a clear understanding of characters, plots and themes as well as the cultural and historical backgrounds of texts.
250. Students listen intently to the teacher and to one another. They collaborate well in pairs and groups to analyse texts, put forward ideas and justify their opinions by appropriate reference to the texts.
251. Students' writing is generally confident and shows appropriate choices of style and a range of forms.

### **Shortcomings**

252. A small number of students lacks confidence in written work. They have difficulty in expressing their views clearly and coursework lacks depth and detail.

## **Welsh second language**

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

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

#### **KS3**

#### **Good Features**

253. Most pupils speak with appropriate pronunciation and intonation and read aloud with meaning and understanding. The most able pupils respond with confidence and extend their answers when encouraged.
254. Many pupils have good recall of work completed in previous lessons and the more able can express straight-forward opinions using topic-specific vocabulary.
255. They work well in pairs, listening purposefully to one another and recording their findings appropriately, usually using structured frames. Many can understand and respond to unfamiliar voices and accents.
256. Pupils are able to select relevant information from a limited range of reading passages, usually in closed or very structured tasks.
257. Written work is usually completed to a good standard and neatly presented. When encouraged, some pupils produce more extended written work with a good level of language accuracy.

#### **Shortcomings**

258. KS3 teacher assessment results for Welsh second language have been well below the UA and Welsh averages for the last two years.
259. Reading is underdeveloped. Pupils only cope with reading related to classroom exercises with little opportunity for extended reading, independent reading or reading for pleasure.
260. Pupils write for only a limited range of purposes and in a limited variety of forms. Some pupils make too much use of elementary sentence patterns without varying tenses and structures.

261. Generally, pupils make little spontaneous use of Welsh in normal classroom situations.

## **KS4**

### **Good Features**

262. Pupils show some understanding of work covered in earlier lessons.

263. Many pupils understand basic Welsh structures spoken clearly and respond simply with good pronunciation and intonation. With support, they communicate straight-forward factual and personal information.

264. Written work is neatly presented with some attention given to language accuracy. Pupils write short sentences using suitable vocabulary and familiar patterns to convey their experiences.

### **Shortcomings**

265. Pupils' ability to communicate in Welsh is below expectations for this key stage. Exemption from Welsh second language lessons, the shortage of teachers and the lack of continuity in teaching while they were in KS3 have impacted, negatively on pupils' abilities and attitudes.

266. A minority of pupils has poor pronunciation and intonation. They are content with the briefest of answers and only respond in Welsh when they are given constant support.

267. Responses are often prone to error. Pupils have insufficient grasp of sentence patterns and are unable to use them confidently.

268. Reading is underdeveloped. Pupils only cope with reading related to straightforward classroom exercises, requiring a closed or a very structured response.

269. Pupils write for only a limited range of purposes and use only a very limited range of forms.

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

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

## **KS3 and KS4**

### **Good Features**

270. In both key stages, most pupils have a clear understanding of their tasks and are generally successful in the work that they do. In many lessons, they achieve good standards in their work.

271. Most pupils have a good competence in their basic mental number skills at levels which match their general mathematical capabilities. These skills are at their best in those classes where they are regularly and specifically used. For example, most pupils, including those with SEN, can find fractions of small quantities, know basic multiplication facts, and can perform simple mental additions and subtractions. Abler pupils in KS4 can successfully find values of numbers raised to fractional and negative powers.

272. Most pupils are generally successful using paper-and-pencil methods for addition and subtraction of integers and decimals. Almost all pupils use calculators appropriately and can round their answers.
273. The standards achieved over time are good in some classes. For example, a suitably demanding range of topics on shape, space and algebra has been successfully studied this term by able pupils in Y10; they have made good progress and achieved good standards.
274. Notions of probability are developing well in Y7, and some middle-ability pupils in Y10 have been well challenged when calculating the mean of data from different kinds of frequency table. They have achieved good standards.
275. The standards achieved by pupils with SEN are good across both key stages. They receive work, including homework, which challenges them appropriately and they make good progress.
276. Pupils' investigative skills in the use and application of mathematics are fairly well developed at KS3. These skills are built on at KS4 in GCSE coursework and many pupils across the ability range produce work of good quality.

### **Shortcomings**

277. Expectations of what many pupils can achieve, both over time and in individual lessons, are not high enough in some classes in both key stages, and consequently standards are not as high as they should be. For example, many pupils have spent too much time on simple number work and have not made sufficient progress this term. In Y9, some middle-ability pupils are not achieving as well as pupils with SEN.
278. The progress and standards which pupils achieve vary widely from class to class, depending on the quality of teaching. For example, pupils make too little progress in some classes when they have to listen to their teachers' expositions for too long and, at other times, when lessons lack pace.
279. Many pupils, of higher and average abilities and in both key stages, do not consolidate and develop their learning at home, because they do not receive enough homework.

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

#### **Good Features**

280. In both Y12 and Y13, good progress is being made in modules of pure mathematics and mechanics.
281. For example, Y12 students have been successful in sketching various curves and can readily discuss features of curves by considering their equations. Y13 students have worked at a good pace in pure mathematics and can talk knowledgeably about recent work, such as exponential and logarithmic functions.
282. Students consolidate their understanding, through good use of tests.

#### **Shortcomings**

283. Some Y12 students are not yet sufficiently fluent in the algebraic skills needed for pure mathematics and mechanics. They are hesitant in using vectors and kinematic equations.

## Modern foreign languages

**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

284. Pupils work at appropriate NC levels and make progress throughout the key stage with a significant number achieving level 6 by the end of the key stage.
285. Speaking skills are a strength. Pupils' accents are good and they engage in prepared oral tasks of two or three exchanges in the foreign language. Throughout the key stage they express opinions in the target language confidently.
286. Pupils make progress in all four skills across the key stage and, by the end of Y9, they produce extended writing which is of a good standard. Listening skills are good and by the end of the key stage pupils are reading and understanding longer passages in the foreign language.
287. A significant number of pupils develops a good awareness of key grammatical concepts in the language.
288. Pupils with SEN achieve well.

#### Shortcomings

289. Pupils restrict themselves to drills rather than spontaneous speech and a significant minority struggles to understand unpredictable language.
290. The standards achieved by a very small minority of pupils, in some classes, are adversely affected by off-task behaviour.

### KS4

#### Good Features

291. Pupils make good progress from simple to more complex language. They become increasingly familiar with the grammar of the target language.
292. Throughout the key stage, pupils increasingly recycle previously-acquired knowledge in new contexts.
293. Pupils achieve well in GCSE and many pupils produce coursework of a high standard which is accurate and also contains appropriate idiom.
294. Pupils begin to develop strategies for dealing with unpredictable language in listening and reading.
295. Most pupils speak clearly and confidently and have good accents and are able to take part in more complex dialogues of several exchanges.

#### Shortcomings

296. A minority of pupils continues to make some basic errors in grammar and pronunciation.
297. Pupils do not initiate exchanges in the target language nor use the target language spontaneously.

**Sixth form: Grade 2 - Good features and no important shortcomings**

**Good Features**

- 298. Students are able to read authentic texts and collaborate together in using strategies to understand meaning.
- 299. They can recycle the language in new contexts.
- 300. Students read aloud in the foreign language confidently and accents are generally accurate.
- 301. Students use language skills in combination and also recycle language from one skill to another. They also re-use language from electronic sources in their written work and produce project work of a good standard.
- 302. Students show a good awareness of the grammar of the foreign language.

**Shortcomings**

- 303. A small minority of students continues to make basic errors in both oral and written work.
- 304. A small minority of students is reticent to take part in oral work in class.

<b>History</b>
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**KS3 : Grade 4 – Some good features, but shortcomings in important areas**

**KS4 : Grade 4 – Some good features, but shortcomings in important areas**

**KS3**

**Good Features**

- 305. In KS3, pupils present their learning in a range of styles and formats such as letters, diary entries, reports, and posters.
- 306. Some more able pupils produce written work of good quality. Pieces of extended writing are neatly presented, well planned and logically argued. Pupils of low ability produce accurate and neatly presented answers to structured questions.
- 307. Pupils across the ability range understand the difference between primary and secondary sources of information.
- 308. In their study of Wales in 1000 A.D. and punishment in the Tudor period, pupils of all abilities are able to identify areas of change and continuity and make links between the past and present.
- 309. Pupils can explain the causes of the defeat of the Spanish Armada. The more able understand that some causes are more important than others and can provide an explanation for their judgement.
- 310. In Y9, more able pupils studying the industrial revolution can identify the impact of the development of the factory system and understand that there were both negative and positive consequences.
- 311. In their work on religious persecution in the sixteenth century, pupils of middle and above average ability understand that interpretations of historical figures such as Mary I change over time.

### **Shortcomings**

312. Many pupils of average and below average ability are insecure in their knowledge and recall of topics, which have been covered. They use subject-specific vocabulary inaccurately, without understanding and in the wrong context.
313. Many pupils do not regularly complete written tasks in order to record fully their learning. Written responses to tasks, by a minority of pupils, lack adequate depth and detail to enable them to develop fully their arguments.
314. A significant number of pupils lacks a chronological framework, within which events and personalities can be placed. Some low-ability pupils have a limited appreciation of the concept of change and are unable to identify simple anachronisms.
315. The oral contributions made by a significant minority of pupils in KS3 are too brief and infrequent to enable them to display or develop their knowledge and understanding.
316. Some pupils use primary and secondary evidence as sources of information. They have not developed the skills of routinely testing sources for reliability, usefulness and bias.
317. Many pupils fail to appreciate that people in the past saw issues and events in different ways to those of subsequent generations.

### **KS4**

#### **Good Features**

318. Some more able pupils produce coursework of good quality. They select evidence skilfully, examine issues thoroughly and produce balanced arguments.
319. In their study of the evacuation of Dunkirk, pupils understand that contemporaries and historians can interpret the same event in different ways.
320. They are able to select evidence to support alternative interpretations of events and use their own knowledge to make a judgement.

#### **Shortcomings**

321. A significant number of pupils fails to engage actively with their study of the subject. They do not provide extended and fluent responses to questioning in the classroom and as a consequence their progress is limited.
322. There are significant gaps in the notebooks of some pupils. Subject-specific words are frequently mis-spelled and a number of pupils have an inaccurate understanding of key concepts such as capitalism, communism and democracy.
323. Many pupils in Y11 have difficulties in making comparisons and connections between the main events and developments that they have studied in America in the twentieth century and Hitler's Germany.
324. The written work of a number of pupils lacks the necessary degree of depth, analysis and evaluation to enable them to explain fully the historical importance of the points that they make.
325. Pupils in Y11 are unaware of their current level of attainment and are unable to identify what they need to do to improve the standard of their work.

<b>Music</b>
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**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**

326. The majority of pupils performs with confidence and attention to detail, as individuals, and the most able pupils are able to perform melodies and chords to a backing accompaniment.

327. In Y7, most pupils sing with enthusiasm and pay appropriate attention to musical detail in their performance.

328. Pupils with SEN achieve good standards of performance.

329. The most able pupils are able to compose a song with a melody and accompaniment using a verse/chorus structure.

330. When appraising music, pupils show knowledge of instrumentation and can recognise musical structures.

**Shortcomings**

331. Standards of singing are underdeveloped in Y8 and Y9, particularly in relation to tone and sustaining held notes.

332. Pupils do not appraise their own and others' performances frequently enough, which inhibits the development of musical vocabulary.

333. Pupils' compositional skills are not sufficiently developed over the key stage nor supported through computer work.

**KS4**

**Good Features**

334. The most able pupils perform with confidence, fluency and expression.

335. When composing, the more able pupils develop their ideas effectively into musically interesting pieces.

336. Most pupils also show the ability to revise and refine their work.

337. Pupils can recognise different styles of music and different instruments.

338. They comment on their own and others' performances, with the most able using musical vocabulary appropriately.

**Shortcomings**

339. Pupils' progress in composition is hampered by lack of access to ICT equipment and specialist software within the department.

340. When composing, some of the less able pupils have difficulty in developing and refining ideas.

341. Some pupils lack specialist vocabulary when responding to music.

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

The headteacher, staff and governors of John Beddoes School welcome the report of the inspection carried out by EPPC/Severn Crossing Limited, under the new Estyn Inspection Framework, in October 2006. It is encouraging to note that the findings of the team on the seven key questions reflect the self-evaluation carried out by the school.

All members of staff appreciated the professionalism and sensitivity with which the rigorous process of inspection was carried out and the opportunities offered for constructive and meaningful dialogue between staff and members of the inspection team.

The wide range of evidence used by the team during the inspection enabled them to gain a true picture of our strengths and shortcomings.

We are very encouraged by the positive comments on the high standards of behaviour and attitudes of our pupils and thrilled at the positive comments made regarding the care, support and guidance that we give our pupils. The recognition of the strong ethos of the school and the very good relationships that exist between all staff and pupils give us a very firm platform to continue to improve our school and supports our mission statement "Building and excellent school together."

It is pleasing to note that the inspectors praised our extra-curricular provision, in particular the work experience undertaken by the modern foreign languages department.

The acknowledgement of the team that the school has worked under some difficult constraints over a number of years is very welcome.

The recognition given to those subjects with outstanding and very good standards and teaching is extremely encouraging for the departments concerned and the school as a whole, in particular the contribution the new members of staff are making.

The school appreciates the professional, collaborative approach of the inspection team and their support to move the school forward. The report provides very clear guidance on how to build for the future and move forward with confidence to further improve our school.

## Appendix 1

### Basic information about the school

Name of school	John Beddoes School
School type	Community
Age-range of pupils	11-18
Address of school	Broadaxe Lane Presteigne Powys
Postcode	LD8 2YT
Telephone number	01544 267259

Headteacher	Mr G Richards
Date of appointment	April 2005
Chair of governors/ Appropriate authority	Mr J Kendell
Reporting inspector	Miss G Owen
Dates of inspection	16 – 19 October 2006

## Appendix 2

### School data and indicators

Year group	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y13	Total
Number of pupils	105	82	109	91	103	24	23	537

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	27	7	30.45

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	17.6:1
Pupil: adult (fte) ratio in special classes	
Average teaching group size	20.7
Overall contact ratio (percentage)	85%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole School
Term 1	91.8	92.5	89.0	91.1	91.5	92.0	90.6	91.2
Term 2	94.3	92.4	92.0	91.0	91.5	88.7	88.6	91.8
Term 3	88.5	86.1	87.4	86.9	87.5	85.2	88.5	87.2

Percentage of pupils entitled to free school meals	12.6%
Number of pupils excluded during 12 months prior to inspection	19 temp. 1 perm.

## Appendix 3

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

National Curriculum Assessment KS3 results: 2006															
Total number of pupils in Y9: 92															
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	1	0	0	1	9	19	32	32	8	0	
		National	0	1	1	0	0	2	8	21	35	24	8	0	
Mathematics	Teacher assessment	School	0	0	1	0	0	0	3	10	20	38	27	1	
		National	0	1	1	0	0	1	6	18	25	32	15	0	
Science	Teacher assessment	School	0	0	1	0	0	0	0	10	26	32	32	0	
		National	0	1	1	0	0	0	6	19	33	27	12	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	67	In Wales	57

### Public Examination Results:

For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ			
Number of pupils aged 15 on the school roll in January 2005:	103		
Average GCSE or GNVQ points score per pupil	37		
The percentage of 15 year old pupils who in 2005:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	93	91	87
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	56	60	52
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	89	89	85
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	45	46	38
entered at least one Entry level qualification, GCSE short course or GCSE	99	97	97
attained one or more GCSE grades A*-C or the vocational qualification equivalent	80	82	76
attained one or more GCSE grades A*-G or the vocational qualification equivalent	98	95	93
attained no graded GCSE or the vocational qualification equivalent	2	5	7
attained one or more Entry level qualification only	0	2	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	-		

<b>For pupils aged 16, 17 and 18, results in A/AS, GNVQs and NVQs</b>	
Number of pupils aged 16, 17 and 18 in January 2005	46
Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2005	19
Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2005	6

	School	UA	Wales
Percentage of pupils entered who achieved 2 or more grades A-C	79	72	68
Percentage of pupils entered who achieved 2 or more grades A-E	95	96	94
Average points score per candidate entering 2 or more subjects	21	22	20
Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2	-	-	-
Number of pupils who achieved a GNVQ Advanced or NVQ at level 3	-	-	-

## **Appendix 4**

### **Evidence base of the inspection**

Inspectors spent a total of 39 days in the school and were joined by the school's assistant headteacher as nominee. They held a meeting before the inspection.

During the inspection, inspectors visited:

- 68 lessons, in the six subjects inspected and 33 lessons in other subjects;
- registrations and assemblies; and
- some extra-curricular activities.

Members of the inspection team met with:

- staff, parents and governors before the inspection.
- senior managers, middle managers, teachers, support assistants and administrative staff; and
- groups of pupils representing each year group.

The team also considered:

- the school's self-evaluation report;
- 92 replies to the parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection;
- samples of pupils' reports; and
- a range of pupils' work.

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

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Miss Glynis Owen	Rgl: Context, Summary, Recommendations, KQ 1, KQ 5, Appendix
Dr Keith Davies	Core: KQ 2
Mr Eric Forster	Core: KQ 3
Mrs Ann Norbury	Core: KQ 4
Mr Peter Harris	Core: KQ 6
Mr David Hughes	Core: KQ 7
Mrs Helen Adams	Lay Inspector contributing to all key questions
Mr Neil Gibbons	English
Mr Michael Heylings	Mathematics
Ms Bethan Clement	Welsh second language
Mrs Lynne Meiring	Modern Foreign Languages
Mr Gareth Barker	History
Mr Dylan Gwyer Roberts	Music
Mr Julian Davis	Peer Assessor contributing to all key questions
Miss Vivienne Dodd	Nominee

### **Acknowledgement**

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

**The contractor was:**  
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