

**INSPECTION UNDER SECTION 10 OF THE  
SCHOOLS INSPECTION ACT 1996**

**Ysgol Gyfun Llangefni  
Llangefni  
Ynys Môn  
LL77 7NG**

**School number : 660 / 4027**

**Date of Inspection : 7 – 11 October 2002**

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Date : 14 December, 2002  
under ESTYN contract number – T/7/02**

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## NOMENCLATURE OF THE CURRICULUM AND KEY STAGES

A new nomenclature for describing pupils' progress through the school was introduced in 1989. It is intended that this system of numbering year groups from the start of compulsory education up to 18 years of age should facilitate communication amongst schools, governing bodies, parents and LEAs and emphasise the importance of progression

The term "Reception" (R) refers to the year group of pupils in primary school (not a nursery class) who have their 5<sup>th</sup> birthday during the academic year. "Year 1" (Y1) is used for the year group of pupils who have their 6<sup>th</sup> birthday during the academic year and so on up to B13 - the year group who have their 18<sup>th</sup> birthday during the academic year:

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

The National Curriculum Key Stage (KS) 1 includes Y1 and Y2; KS2 includes Y3 to Y6; KS3 includes Y7 to Y9 and KS4 includes Y10 and Y11 (the last year of compulsory education).

## GRADE DESCRIPTIONS

The five point grading scale is used to represent the principal opinions in the report as follows:

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

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## 1. CONTEXT

### The School and its priorities

Ysgol Gyfun Llangefni is a naturally bilingual community comprehensive school for pupils aged 11-18 maintained by the Local Education Authority [LEA] of the Anglesey Unitary Authority [UA]; there are about 820 pupils on roll, including around 100 in the sixth form (Y12 and Y13). The school is situated on a hill above the county market town of Llangefni. About a third of the pupils come from primary schools in the town and two thirds from a wider geographical catchment area including villages and adjacent rural areas.

The school maintains that its pupils include both privileged and deprived groups, and that a quarter of them come from comparatively prosperous areas, half of them from areas that are neither prosperous nor economically disadvantaged and a quarter from economically disadvantaged areas. Thirteen percent of the pupils are registered as being entitled to free school meals.

The school intake represents the full range of ability. Seventeen pupils (about 2 per cent of Y7-Y11 pupils) are statemented as having special educational needs [SEN]. Additionally, 78 of the pupils (about 10 per cent) are registered on the Code of Practice for SEN and one pupil has been disappplied from one subject of the NC. The percentage of pupils statemented and the percentage registered on the SEN Code of Practice are lower than those nationally. The curriculum has not been modified for any pupil.

Almost all pupils belong to the white ethnic group. Sixty-two per cent of them come from homes where Welsh is the main language of communication and 28 per cent from homes where English is the main language. Ninety-three per cent of the pupils can speak Welsh to first language standard. The school uses Welsh and English as media for teaching.

The School Development Plan (SDP) for 2002-2003 identifies a number of priorities, including the following:

- continue the efforts to raise pupils' standards by addressing the progression from KS2 to KS3 and the key skills;
- continue the development of the KS4 curriculum;
- contribute to life-long learning by addressing the post-16 curriculum;
- pay attention to social inclusion;
- continue to develop staff professionally;
- continue to implement the LEA's language policy;
- continue to develop an effective system of monitoring and self-appraisal.

### c) The school's quantitative targets for 2002-2003 are as follows

Key stage	Subject	percentage on level 5 or above in the school	County target (per cent)	Wales target (per cent)
KS3	Welsh	76	74	70-80 per cent
	English	67	74	70-80 per cent
	Mathematics	61	72	70-80 per cent
	Science	60	72	70-80 per cent
	Core subjects indicator	53	53	
KS4	5 GCSE subjects gaining A*-C grades	56	56	54
	5 GCSE subjects gaining A*-G grades	96	96	91
	Core subjects indicator	42	45	50
	Percentage leaving without qualifications	2.5	2.0	
	Percentage of unauthorised absences	0.5	0.9	

The school was last inspected in January 1997.

## 2. MAIN FINDINGS

### The Main Findings of the Report

#### Introduction

This is a good school that has built on the strengths identified in the previous report. It succeeds in its aim of providing “a quality education in a caring school”. The results of external examination and tests over the last three years are quite similar to, or better than, the county and national results. The standards and the teaching are good, particularly in the sixth form, and this is reflected in the Advanced Level results for 2002. The support and guidance provided for pupils and students are very good. The school is a civilized, caring and homely community. With specific exceptions, pupils’ behaviour is good.

The school succeeds to a significant degree in its aim of promoting its pupils’ bilingualism, and a substantial number of pupils from homes where Welsh is not spoken follow a First Language Welsh course.

#### Standards achieved by pupils in their subjects and in the key skills

Standards were satisfactory or better in 99 per cent of the lessons observed during the inspection; they were satisfactory in 29 per cent, good in 62 per cent and very good in 9 per cent. The school achieves its internal targets for standards, viz. that standards are satisfactory or better in 95 per cent and good or better in over 50 per cent of the lessons.

<b>Subject</b>	<b>KS3 standards</b>	<b>KS4 standards</b>	<b>Sixth form standards</b>	<b>Notes</b>
Welsh (mother tongue and second language)	Good	Good	Good	
English	Good	Good	Very good	
Mathematics	Good	Good	Good	
Science	Good	Good	Good	AS and A Level biology good, chemistry good, physics good
Design and technology	Satisfactory	Good	-	
Information technology	Good	Good	Good	
History	Satisfactory	Good	Good	
Geography	Good	Good	Good	
Modern Foreign Languages	Satisfactory	Satisfactory	Good	French throughout the school and also German in Y13
Art	Good	Satisfactory	Satisfactory	
Music	Good	Good	Good	
Physical education	Good	Good	-	
Religious education	Good	Very good	-	
PSE	Good	Good	Good	

Other subjects studied in KS4 and Y12 and Y13.

<b>Subject</b>	<b>KS4</b>	<b>Sixth form</b>
Religious studies	Very good	Very good
Child Development	Good	-
Business studies	Good	Good
Health and Care, level 3	-	Good
Law	-	Good

The report does not cover the subjects in Y12 and Y13 that are taught jointly with other Anglesey schools since the lessons are held in other institutions.

Standards achieved by pupils with SEN are good.

The school's formal procedures for promoting the key skills across the curriculum are good. The tables below show the standards for the key skills and for the broader key skills.

### **The key skills**

Key skill	<b>KS3</b>		<b>KS4</b>		<b>Sixth form</b>	
	Welsh	English	Welsh	English	Welsh	English
Speaking	Good	Good	Good	Good	Good	Good
Listening	Good	Good	Good	Good	Good	Good
Reading	Good	Good	Good	Good	Good	Good
Writing	Good	Good	Good	Good	Good	Good
Numeracy	Good		Good		Good	
ITC	Good		Good		Good	

### **The broader key skills**

Problem solving	Good	Good	Good
Co-operation	Good	Good	Good
Improving their own learning	Good	Good	Good

### **Examination results**

In 2001, Y9 pupils' results in the statutory tests were very good and exceeded the school's previous results. Seventy-eight per cent of the cohort achieved level 5 or above in English and science; 74 per cent achieved level 5 or above in mathematics and Welsh as a First Language. Seventy per cent of the pupils achieved the core subjects indicator for that year.

In 2002, Y9 pupils' results were not as good as those in 2001. Seventy per cent of the cohort achieved level 5 or higher in English, and 64 per cent in science; 61 per cent of the cohort achieved level 5 or higher in mathematics and 57 per cent achieved similar levels in Welsh as a First Language.

In 2001, 52 per cent of the Y11 cohort achieved A\*-C grades in five or more GCSEs. This is slightly higher than the national and county percentages for the same year. Thirty-four per cent of the pupils achieved the CSI. This is 2 per cent lower than the county and national average. In the same year, eighty-four per cent of the pupils achieved A\*-G grades in five or more GCSE subjects, the same as the national percentage. The percentage of the Y11 cohort entered for five

GCSE examinations in the school was the same as the national average but 4 per cent lower than the county average.

In 2002, these results were exceeded. Sixty-two per cent of the cohort achieved A\*-C grades in five or more GCSE subjects. Additionally, 48 per cent of the cohort achieved the CSI. Ninety-three per cent of the pupils achieved A\*-G grades in five or more subjects at GCSE. Over the two years, the pupils' average points score (based on pupils' achievements in all their subjects) is also high. All the above statistics are significantly higher than the national figures.

In the A level examinations in 2001, 64 per cent of the students achieved A-C grades. This is 2 per cent better than the national percentage for that year. Ninety-five per cent of the students achieved A-E grades, this too being 2 per cent higher than the national percentage. The students' average score was the same as that for the county and higher than the national figure. In 2002, these results were exceeded, with all the students achieving A-E grades, and 86 per cent achieving A-C grades. This is significantly better than the national percentage. Since the results available for the school's advanced subsidiary examinations in 2001 and 2002 are those of individual modules, it is difficult to make any meaningful comparison with national and county figures.

### **Quality of teaching**

The quality of the teaching is one of the strengths of the school. It was satisfactory in 23 per cent of the lessons, good in 61 per cent and very good in 13 per cent. The quality of the teaching was unsatisfactory in 2 per cent of the lessons - a very low percentage. A small number of unsatisfactory lessons were seen, mainly in KS3. The quality of teaching was very good in 20 per cent and good in 51 per cent of the sixth forms' lessons. A feature of the teaching is the very positive relationships between staff and students and the provision of good support. Lessons are also well-planned and teachers' expectations are high, irrespective of pupils' abilities. However, the provision is not always differentiated to meet different needs and abilities.

### **Management, leadership and self-evaluation**

The school's leadership and efficiency are good. Self-evaluation is also good.

A good and purposeful work ethos is successfully created in the school, and the clear aims and objectives set give a firm direction to its life and work.

The head teacher manages the school well. His knowledge of the area over the years has enabled him to establish a civilized and homely atmosphere.

The leadership is reinforced by the co-operative relationship that exists between the governing body and the head teacher. The governing body is very supportive of the school. Individual governors know the school well and take an interest in its life and work. They know its strengths and its developmental needs.

The senior management team (SMT) is experienced and effective. All its members make a significant contribution to the school's development. The middle management team undertakes its academic and pastoral duties well. The school's procedures ensure that the staff have an active role in the school's management and are committed to its aims and objectives. This has promoted the development of middle management.

The SMT's link members carry out their role of supporting departments and monitoring them effectively; the system of monitoring departments jointly by members of the SMT is good and is continuing to develop. The quality of departmental leadership is consistently good. Documentation in departments is good, and they undertake responsibility for their own work in line with the school's guidelines. However, some departments are not incisive enough when

reporting back on the results of examinations and tests, and ensure that adequate attention is paid to subject standards when reporting on lesson observations. Although the school makes good use of data from several sources, the targets set for improvement are not always clear enough.

A number of whole-school strategies, such as the development of literacy, numeracy and ITC across the curriculum, have had a positive impact on pupils' standards of achievement.

The SDP is of good quality and teachers and governors feel that they have a role to play in the school's development.

The school controls its budget effectively. The governors make financial decisions that match the school's objectives. The budget is administered from day to day in an orderly way by the school's administrator, who is accountable to the head teacher. Considering the quality of the external examination results, the pupils' standards of achievements, the quality of teaching, and the ethos created and the commitment of the staff, the school achieves good value for money.

### **Response to the last inspection**

Apart from some health and safety issues and the need to provide statutory religious education for 16-18 year old students, which continue to be key issues for action, the school has responded well to those identified in the last inspection. This report indicates the progress made in the quality of teaching and the pupils' standards of achievement in a significant number of subjects.

### **The curriculum**

The school offers a broad and balanced curriculum that conforms to statutory requirements in KS3 and KS4. In KS4 and in the sixth form, good choices of subjects are offered. Subject choices in Y12 and Y13 are enhanced by the provision of six subjects taught jointly in various establishments. The pupils' curricular experiences are enriched by good extra-curricular provision and they are offered good opportunities to take part in competitive sports.

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

The pupils' spiritual, moral and cultural development is good and their social development is very good. The school hall which is large enough to hold joint assemblies for the whole school, promotes its family ethos. The pupils show respect for each other, their teachers and visitors. They are willing to bear responsibilities and they co-operate well.

## **3. EDUCATIONAL STANDARDS ACHIEVED BY THE PUPILS**

### **3.1 Standards Achieved in the Subjects and Learning Areas**

#### **Standards in class**

Standards were satisfactory or better in 99 per cent of the lessons observed during the inspection, satisfactory in 29 per cent, good in 62 per cent and very good in 9 per cent. The school achieves its internal target for standards, namely that standards should be satisfactory or better in 95 per cent of the lessons and good or better in over 50 per cent of them.

Standards in Welsh (mother tongue and second language), mathematics, science, IT, geography, music and PSE were good throughout the school and they were in physical education in KS3 and KS4.

Standards in English were good in KS3 and KS4 and very good in the sixth form. Standards in design and technology were satisfactory in KS3 and good in KS4. Standards in history were

satisfactory in KS3 and good in KS4 and in the sixth form. Standards in modern foreign languages were satisfactory in KS3 and KS4 and good in Y12 and Y13. Standards in art were good in KS3 and satisfactory in KS4 and the sixth form. Standards in religious education were good in KS3 and very good in KS4.

In the optional subjects standards were as follows. Standards in religious studies were very good in KS4 and in the sixth form. Standards in child development were good in KS4. Standards in business studies were good in KS4 and the sixth form. Standards in health and care, level 3 and the law were good in the sixth form.

### **Examination results**

In 2001, the Y9 pupils' results in the statutory tests were very good and they exceeded the school's previous results. Seventy-eight per cent of the cohort achieved level 5 or higher in English and science; 74 per cent achieved level 5 or higher in mathematics and Welsh First Language. Seventy per cent of the pupils achieved the core subjects indicator that year.

In 2002, the Y9 pupils' results were not as good as those in 2001. Seventy per cent of the cohort achieved level 5 or higher in English and 64 per cent did so in science; 61 per cent of the cohort achieved level 5 or higher in mathematics and 57 per cent of the pupils achieved the same level in Welsh as a First Language.

In 2001, 52 per cent of the Y11 cohort achieved A\*-C grades in five or more GCSEs. This is slightly higher than the national and county percentages for the same year. Thirty-four per cent of the pupils achieved the CSI. This is 2 per cent lower than the county and national averages. In the same year, 84 per cent of the pupils achieved A\*-G grades in five or more GCSE subjects, the same as the national percentage. The percentage of the Y11 cohort entered for five GCSE examinations in the school was the same as the national average but 4 per cent lower than the county average.

In 2002, these results were exceeded. Sixty-two per cent of the cohort achieved A\*-C grades in five or more GCSE subjects. Additionally, 45 per cent of the cohort achieved the CSI. Ninety-three per cent of the pupils achieved A\*-G grades in five or more subjects at GCSE. Over the two years, the pupils' average points score (based on pupils' achievements in all their subjects) is also high. All the above statistics are significantly higher than the national figures.

In the A level examinations in 2001, however, 64 per cent of the students achieved A-C grades. This is 2 per cent better than the national percentage for that year. Ninety-five per cent of the students achieved A-E grades and this too is 2 per cent higher than the national percentage. The students' average score was the same as the county figure and higher than the national figure. In 2002, these results were exceeded, all the students achieving A-E grades, and 86 per cent achieving A-C grades. This is significantly better than the national percentage. Since the results available for the school's advanced subsidiary examinations in 2001 and 2002 are the results of individual modules, it is difficult to make any meaningful comparison with national and county figures.

#### **o Standards Achieved in the Key Skills across the Curriculum**

##### **▪ Language skills**

Standards in listening, speaking, reading and writing in Welsh and English are good throughout the school.

The pupils' listening standards are good. Except in a few lessons, pupils of all abilities listen intently and with interest.

The standard of pupils' oral language, in both Welsh and English, is good throughout the school. Pupils and students discuss their work naturally and confidently, and have a good understanding of specialist subject terminology in both languages as required. When they are given opportunities to do so, they respond at length, asking questions and making purposeful comments. On occasion, incorrect mutations and English syntax and words interfere with the highest standards in Welsh.

Pupils' standards in reading aloud are good in Welsh and English. Pupils usually read clearly and meaningfully, and are aware of the requirements when reading to an audience. Standards of reading for pleasure and of reading texts in class are good in English and satisfactory in Welsh. Pupils use higher reading skills, such as skimming and scanning and selecting from the text, effectively. In subjects like religious education, science, history and geography, their ability to read for information and to use both languages concurrently are also good.

Standards in writing are good across the vast majority of subjects throughout the school in both languages. In subjects like history and religious education, KS3 and KS4 pupils write extensively and accurately, using appropriate idioms. This is also a notable feature in the sixth form. Pupils and students express their ideas clearly. The standard of punctuation and paragraphing is generally good across the subjects. On occasion, however, the best standards are impaired by linguistic flaws in Welsh, such as incorrect mutations and the use of English words. In English, the best standards are impaired by spelling mistakes.

#### ▪ **Numeracy**

Standards in numeracy and data handling are good throughout the school. Pupils' numeracy skills are tested specifically in mathematics. In the sixth form, students who follow non-mathematical AS or A2 level courses attend numeracy lessons to improve their skills and the standard is good.

In science, work involving measuring is good, and pupils collect and represent data effectively. The bar and line graphs that are drawn are generally accurate and well presented.

In physics, pupils engaged in work on Ohm's Law are able to deal with equations correctly although some need to use calculators to determine the answer. In the sixth form, students in Y12 can resolve forces in perpendicular directions, and Y13 students complete work on momentum effectively.

In physical education, pupils display in appropriate graphical form the results of work done on measuring heartbeats when exercising the body. In religious education, pupils analyse data on world religions. In IT at KS4, pupils of all abilities use formulae effectively when creating spreadsheets. In art, pupils are able to measure accurately and can deal with perspective. In mathematics, work on numeracy, application of number and on data handling is good. In geography, pupils successfully use various methods of displaying data. In design and technology, pupils measure accurately.

#### ▪ **ITC**

Standards in ITC are good throughout the school. The pupils' level of ITC skills is high from Y7 on. Pupils apply their skills well across the whole curriculum in Y9. Although not given the same opportunity to apply their skills regularly across the subjects in KS4, all pupils continue to learn IT as a subject and maintain their level of skills. They apply their skills in producing course work. This is also true of the sixth form. Pupils' ability to present information is an evident strength across the subjects throughout the school. They combine pictures, clipart and text skilfully and construct pages for the Web. They produce a variety of different types of writing in appropriate forms for different

audiences, including books for younger children in Y7. ITC is often employed to draft and redraft work. Pupils of all ages and abilities use the Internet to find and select information. They also use spreadsheets appropriately to predict, to model and to formulate graphs, although no explanation or full analysis of the graphs produced is offered. The pupils make good use of databases in a wide range of subjects and analyse them appropriately. In science, the pupils work well with computer sensors. CAD/CAM work is good in design and technology. The standard of control work is good in KS3 and satisfactory in KS4.

## **Ch) The wider key skills**

Pupils' ability to solve problems is good, reflecting the opportunities they are offered to do so in a good number of subjects. Pupils co-operate well in pairs or groups.

Pupils' standards of evaluating their own work are good. Self-evaluation of work is an essential part of the formal process of departmental assessment. In the best cases, this is undertaken regularly and pupils use their evaluations to improve their learning. At times, however, the pupils do not take sufficient advantage of the evaluations to improve their work, and the targets they set for themselves are too vague.

### **▪ ETHOS OF THE SCHOOL**

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

This school is a happy, homely and caring community. The pupils' social development is very good and their spiritual, moral and cultural development is good.

Pupils' spiritual awareness is developed through work in religious education and PSE. A number of the NC subjects like English, Welsh, music and art, in addition to the Bible Club, also make a contribution to the spiritual dimension. Pupils are given an opportunity to meditate on their experiences, develop their own ideas and consider the fundamental questions of life. An act of collective worship is arranged for the whole school each day. There are good guidelines for collective worship, and the weekly themes set are appropriate. The services are of a Christian nature; in them, respect and responsibility for others are made manifest and pupils are offered opportunities of taking an active part in the presentations. On occasion, the effective use of music enhances the occasion. Opportunities of using music at the start of a service to create a spiritual atmosphere are not exploited, and the messages conveyed in the addresses are not always reinforced in order to ensure pupils' understanding.

Moral issues are raised regularly during periods of collective worship, in PSE and religious education lessons, and in other subjects such as English, Welsh and history. Pupils develop a clear idea of what is good and of what is bad. The vast majority show respect for each other, their teachers and other adults. They respond sensibly when discussing issues like racism and human rights, and show respect for people whose traditions and beliefs are different from theirs. They express opinions on moral and environmental issues sensitively but honestly. The school's emphasis on fostering respect, consideration for others and responsible behaviour is evident in its life and day to day arrangements. Pupils' support for a large number of charities and other fundraising activities demonstrate their awareness of and care for children and people less fortunate than themselves. They often nominate charities and good causes to support, and substantial sums are raised for charities like "The Rocking Horse Appeal".

Pupils' social awareness is fostered through a large number of activities such as clubs and extra-curricular activities as well as through day to day opportunities in school. The pupils are friendly,

helpful and respectful of others. They mix very well socially and co-operate confidently across the age range. Sixth form students support KS3 pupils in a range of activities, such as reading together and as a friend to prevent bullying. Pupils co-operate in pairs and groups naturally and happily. The school Forum offers pupils of all ages suitable opportunities to develop initiative. A significant number of them take part in extra-curricular activities, sport, music and concerts. An activities week, group and pair work, and work experience all contribute to their social development.

The school serves a historically Welsh area and this is reflected in its curriculum and ethos. It makes a very good contribution to the cultural activities of the community together with pupils' cultural education generally. Pupils take part in the school eisteddfod, the Urdd eisteddfod, concerts and a variety of activities. Their European and international awareness is developed through specific aspects of the curriculum and through numerous opportunities to visit different countries outside Wales. Multi-cultural education is evident in aspects of the work in many subjects, for example, modern languages, PSE, religious education, art and geography where the pupils are given an opportunity to appreciate and study cultures different from their own. The numerous displays around the school record the pupils' visits, activities and successes. They indicate the commitment of pupils and teachers to the life and values of the school.

#### **4.2 Behaviour and Attitudes**

The general quality of the pupils' behaviour and attitudes is good.

In lessons, pupils respect each other, their teachers, other staff and visitors. In general, they take an interest in their work; they are keen to take part and they concentrate well. They adopt disciplined attitudes in practical situations. There are some examples of individual pupils who misbehave and disturb the running of a class. From time to time there are rare examples of groups of low ability pupils having difficulty in concentrating, and becoming restless in consequence.

Pupils' behaviour is good in the corridors and around the school. They are cheerful and courteous.

The school's discipline policy and code of behaviour is up-to-date and practical. The pupils understand the school's expectations and respond positively. However, a small core of pupils have difficulty in accepting the school's practices and values. A group of Y11 pupils have been targeted to receive help to reinforce their motivation skills and to improve their self-image and self-esteem.

The anti-bullying policy records the right of every pupil to receive education without any belittling, oppression or insult. Some Y12 pupils have received training as bullying counsellors and Y7 pupils feel confident in the school's anti-bullying strategies. During the period of the inspection, no cases were seen of bullying, sexism, racism or of any other types of discrimination.

During the last twelve months, one pupil has been permanently excluded. The number of pupils temporarily excluded, 23, is comparatively high. However, during that period of time there were adequate reasons to justify the exclusions, and school rules were followed consistently and appropriately in every case.

#### **4.3 Attendance**

The pupils' attendance is satisfactory.

Over the three terms prior to the inspection, the attendance rates of pupils of statutory school age were 91.7 per cent. In the same period, the percentage of unauthorised absences was 1.55 per cent, which is slightly above the target of 1.5 per cent set by the governors. The school is making an effort to try to achieve an average attendance rate of 93 per cent in the current year.

During some school terms, attendance rates in Y10 and Y11 slip a little below 90 per cent. In an attempt to improve the situation, the school has employed an attendance support officer to contact the home without delay whenever there are doubts about the validity of any absence. It appears that this is having a positive effect on pupils' attendance.

Since the last inspection, a computerised system has been established to record attendance. Very effective use is made of the system to draw up a daily list of absences and to monitor the attendance of individuals and cohorts of pupils.

The class teachers follow appropriate guidelines when completing register sheets, and parents are aware of the school's expectations regarding attendance.

The school conforms to the requirements of the National Assembly Circular 3/99 regarding its registration process, with one exception. It is not acceptable that the computer software used to record attendance interprets free periods of study as attendances rather than as authorised absences.

The welfare officer meets the pastoral deputy head every week. They review the case of every pupil who is a cause of concern to the school, and adapt the methods of responding to their needs as required.

The school allows Y12 and Y13 students to study at home when they have free lessons. A record is kept of the periods that are agreed for students to spend off the premises. Consequently, the attendance levels recorded for Y12 and Y13 are low.

Punctuality at the start of the day is generally good. Pupils who arrive late register in the school reception. During the day, lessons start and finish punctually.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of the teaching is one of the strengths of the school. The quality of the teaching was satisfactory in 23 per cent of the lessons, good in 61 per cent and very good in 13 per cent. The quality of teaching was unsatisfactory in 2 per cent of the lessons, a very low percentage. These lessons were mainly in KS3 and do not reflect the standard of teaching within any one subject. In the sixth form, the quality of teaching was very good in 20 per cent and good in 51 per cent of the lessons.

The relationship between teachers and pupils is consistently good. Specialist teachers' subject knowledge is good or very good, and the subject knowledge of non-specialist teachers is at least satisfactory. Long, medium and short term plans are good in all the subjects. The teachers usually have high expectations of their pupils.

In lessons where the teaching is very good, teachers encourage pupils to give extended and thoughtful responses, and the lessons are full of activity and energy. These teachers succeed in

getting the best out of every pupil by securing their interest and ensuring their full commitment to the task.

In lessons where the teaching is good, teachers' presentations are clear. They use equipment such as the interactive white board appropriately and effectively. They employ a good range of teaching techniques, thus ensuring that the pupils receive varied experiences. Their questions are often probing. In addition, the deliberate attempt to employ key skills to promote subject standards has a positive effect on the teaching and on pupils' commitment and response. The teachers sustain the pace of learning and teaching, and good use is made of the teaching time available.

Where the teaching is satisfactory, the pace is not so good; teachers tend to be over-prescriptive or to work instead of the pupils, and their questioning is not so probing.

In general, the differentiation of work to meet the needs of different pupils is satisfactory. Some teachers use an appropriate range of suitable techniques, such as teaching specific groups of pupils, and setting differentiated tasks, but in a few classes differentiation means no more than differentiation by outcome.

Overall, the departments' assessments have a positive influence on the teaching. In the best lessons, criteria are discussed with pupils so that they understand and respond to them.

## **5.2 Assessment, Recording and Reporting**

The quality of the assessment, recording and reporting to parents is good.

The school has a clear and useful policy for assessment, recording and reporting and the consistent implementation of the policy is supported by detailed guidelines for staff, pupils and parents. Almost all the departments implement the policy consistently and use common criteria to formulate grades for effort and achievement in the internal assessments conducted regularly. The policy successfully links the monitoring of academic progress with the identification of underachievement and the setting targets for improvement.

The staff use a substantial amount of whole-school data that is produced three times a year in order to identify and respond to underachievement, to praise pupils and to set targets for improving their achievements. Consistency and mutual understanding are ensured across the subjects by means of a system of levels in KS3 - a successful and recent development, GCSE/CEA grades in KS4 and A/AS Level grades in Y12 and Y13.

The whole-school system for collecting and recording results of termly tests and assessments is very good; this information is shared with the staff, pupils and parents. Pupils are given an opportunity to write a self-assessment before receiving the information that derives from these assessments; this is a good practice. The assessments are discussed with the tutor and targets are set for improving work by the next assessment. Good progress and fair efforts are praised in several ways, including the award of annual certificates. This is appreciated by the pupils and impels them to work more effectively.

Pupils with SEN are assessed in accordance with the requirements of the Code of Practice, and the school monitors their progress in detail.

Pupils' work is marked regularly in every department although there are inconsistencies in the nature of the marking and in the quality of the comments appended to pieces of work in some cases. In the best examples, these comments are perceptive and ensure improvement in pupils' achievements. In other cases, the comments are superficial and do not inform pupils of what is needed to improve the standard of their work. In a number of departments, an effective system has been developed for self-assessment, and in the best cases its use is purposeful and to the point, leading to improved achievement. However, the system has not been developed sufficiently across all the departments.

Annual reports are produced for parents. These documents are of good quality and conform fully to the statutory requirements. They contain a wealth of relevant information about a pupil's progress in a subject, and the quality of the subject comments is generally good. Pupils and their parents appreciate these reports. Attendance is recorded in them, and pupils and parents are given an opportunity to respond to their content. At the end of KS3, the NC levels are reported to parents in accord with the requirements. All subject reports include targets for improvement. In some cases, the targets are general in nature, and what pupils are expected to achieve in order to improve the standard of their work is not sufficiently clear. In addition to the full report, parents are given an interim report that gives a concise profile of performance during the term. This is good practice and an effective method of identifying and responding to underachievement promptly. Parents evenings are held for each year group in order to discuss pupils' progress.

In KS4 and in the sixth form, the National Record of Achievement (NRA) is prepared. It is a document of good quality. The school was involved with the pilot scheme for the Progress File and this scheme is implemented effectively in class lessons from Y9 to Y11.

### **5.3 Curriculum**

The quality of the curriculum is good throughout the school.

The curriculum at KS3 and KS4 is broad and balanced and conforms to statutory requirements. In Y12 and Y13, the scope and design of the curriculum is good and extensive and is enhanced by other provision. However, there is no compulsory religious education in the sixth form curriculum and consequently the school does not meet statutory requirements in this respect.

At KS3, pupils study all the subjects specified in the national curriculum, and religious education. There is also a tutorial period that includes PSE and other related issues. In Y9, art is taught in a technology block carousel, and IT is taught effectively across the curriculum. There are variations in the amount of teaching time allocated to subjects from year to year, but taking the key stage as a whole the allocation of time conforms generally to the recommendations of ACCAC. The "Activities Week", during which the normal timetable is suspended, contributes to the curriculum, giving further opportunities in ICT for pupils in Y8, and allowing other activities such as careers in Y9 to be further developed.

At KS4, the pupils study the subjects specified by the National Assembly. Nearly all pupils study double science, a small group only studying single science. In addition, pupils have a tutorial period which covers PSE and other matters such as careers and health education, and IT lessons. The school offers a wide range of subjects in four option groups. In these choices, the school

encourages pupils to study French, a humanities subject, a technology subject and another subject. Consequently, the number studying French in the school is significantly higher than the percentage for the UA and for Wales.

In the sixth form, a wide range of courses is available, and subjects are offered in up to eight options to facilitate student choice. These include academic AS and traditional A2 options and a few advanced level vocational courses to meet students' varying needs, abilities and interests. Lessons are provided in some subjects at lunchtime in order to ensure the students have a wide choice. The choice of subjects is extended by the provision of joint courses with the local Anglesey consortium at various sites. Such a consortium arrangement enables the appropriate sharing of teaching expertise and broadens the curriculum substantially. The school itself arranges for the teaching of law in an evening course that involves video conferencing. School staff are allocated pastoral support time for all the courses taught off-site and this is good practice.

Subject take-up is variable, especially at sixth form level, but there are comparatively few courses where numbers are low. On occasion, curriculum time allocated to such subjects is reduced and there is some joint teaching of Y12 and Y13. In these circumstances, the school policy is to allow pupils or students to follow their chosen subject.

Curriculum planning within subjects is good in the great majority of cases and is at least satisfactory. All subjects conform to the requirements of the NC, and schemes of work are in place. Long term, medium term and short term planning are good in some departments, and is never less than satisfactory. In some subjects, such as Welsh and mathematics, the schemes of work are detailed and valuable, and in the former they cover Welsh as a first and second language.

The contribution of homework to standards of work is mostly satisfactory. It is good in the core subjects at KS3 and KS4. The homework set is appropriate and often develops the topics covered in lessons. The time required to complete the homework is adequate. Homework, however, is not regularly set in one or two subjects. The school does have a clear homework timetable and a homework policy, the latter being reflected in departmental documentation.

The quality of planning for numeracy, ICT and the four language skills in both Welsh and English is good throughout the school. There are clear policies, and in the sixth form there are timetabled lessons for the key skills of numeracy, communication and ICT. Students who do not study that key skill at AS level are expected to attend the lessons. The contents of the lessons are based on students' requirements.

The arrangements for the teaching of PSE throughout the school are appropriate and time is allocated in the curriculum for this subject.

The school provides a good number of extra-curricular activities which are appreciated by the pupils and which contribute to improving standards in subject areas. A school eisteddfod is held, and the school participates in the Urdd eisteddfod. Curricular visits are also arranged, for example, the modern languages department arranges visits to France; theatre visits and visits to workshops are organised by the English department. The school orchestra, senior choir and many activities in physical education also enhance curricular provision. Games clubs are organised during the lunch break and after school, as are team games against other schools and a ski trip. The "Crafnant experience" offers Y7 pupils outdoor adventure experiences. All these opportunities offer curriculum enhancement and are a good feature of the school.

The school curriculum provision is generally socially inclusive and ensures equality of access and opportunity to the large majority of pupils. However, the registration grouping of some pupils at KS3 restricts their opportunities of social integration. One pupil is disapplied from one subject of the NC; this is appropriate and meets requirements. No pupils follow a modified NC. The curriculum offered the pupils is actively supported by the governing body.

The school has responded to comments made in the last inspection report. Sufficient time has now been allocated to religious education at KS3 and arrangements are adequate for KS4. The quality of differentiation to meet the needs of individual pupils has also improved since the last inspection.

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

The quality of the support and guidance offered to pupils is very good.

The school's established comprehensive and effective pastoral system ensures that it has a thorough knowledge of the pupils and their needs, and that appropriate support is provided for them. An open and friendly relationship has been established between teachers and pupils and the communication between them is consistent and natural.

The pastoral system is based on class tutors, who are responsible in turn to the heads of school. The system is supervised effectively by a member of the SMT. Detailed job descriptions are prepared that outline responsibilities clearly and explain the operation of the system. Meetings of year tutors, or of all lower school or upper school tutors, are arranged regularly to review the operation of the system and to solve problems as they arise. The provision is managed effectively by the pastoral team, which includes the relevant deputy head and the heads of school. An appraisal is arranged at the end of each unit of work and at the end of the year, and members of the pastoral team visit a cross-section of pastoral sessions in order to appraise the quality of the provision and the pupils' responses. Effective appraisal reports are prepared that identify shortcomings and the priorities which are to receive attention. The pupils themselves also contribute to the process when they complete their own self-assessment forms. The school arranged an audit of the individual contributions of each subject to the pastoral work and to the pupils' PSE. The departments' responses vary in regard to detail, but along with all the other initiatives, this further development gives a comprehensive picture of the pastoral provision and of the way all the contributions combine to offer a consistent and effective service for the pupils. The school's arrangements for delivering PSE follows ACCAC guidelines.

The provision is further enhanced by the PSE lessons that are timetabled weekly throughout the school. Detailed programmes of work are prepared for each year to correspond to pupils' ages, abilities and needs, and are reviewed annually. They offer very effective support for tutors, and ensure progression and cohesion in the pupils' experiences. The standard of the work seen in a cross-section of PSE lessons during the inspection was good.

The school has established an interactive relationship with a number of external agencies, such as an attendance support officer, a welfare officer, the social services, the NSPCC and the "Lydia Project". All the links are co-ordinated by one of the deputy heads. Meetings of a multi-agency panel are held twice a term to discuss pupils who need to be referred for extra help, and the most suitable support is arranged for them. The intention of the Lydia Project is to offer medical advice mainly through group workshops and one-to-one interviews. A completely confidential service is offered on one afternoon in the school and in the community in the evenings. The pupils, girls and boys, make substantial use of the service which is offered with the blessing and complete co-operation of the school. This network of contacts offers the pupils help of good quality.

The school delivers a programme of careers education from Y9 onwards. Pupils are given information in group workshops and one-to-one interviews, and the school tries to foster their self-awareness and to encourage them to plan their career. An officer from Careers Wales comes to the school each week to support the work; her contribution is relevant and very useful. The pupils also make use of the school's careers library to seek further direction and advice.

The school ensures that all the teachers are aware of child protection procedures. A school policy has been prepared and all teachers have a relevant handbook that outlines the processes to be followed in different cases. Additionally, individual departments are mindful of pupils' health and safety in laboratories and workshops and when undertaking field work. However, the school has not ensured that there are acceptable facilities in the boys' toilets at all times.

The school places an appropriate emphasis on health education and sex education as part of the PSE provision. Aspects such as the dangers of alcohol, drugs and solvents are discussed; some members of staff have received specific training in these areas. The 'Drop In' centre established also supports the curricular work on a voluntary basis. Fire drills are held regularly and a high percentage of the staff have completed a first aid course.

The school has a system of offering academic support to pupils who are absent, although its implementation varies from department to department.

A school forum has been established which includes two pupils from each year under the guidance of a deputy head and sixth form students. Meetings are held regularly and minutes taken. The forum receives an agreed sum of money to be spent annually and this has led to specific improvements.

The pastoral system deals with the ethos and whole life of the school, academically and socially. The systems established succeed to identify underachievement in terms of standards of work and lack of effort early on and to take effective remedial action. It is evident that the vast majority of the pupils are happy in the school and have positive attitudes towards it. They state that they would readily turn to their teachers for support if the need arose, and several such examples were observed. In this way, the school's pastoral system has a positive influence on the pupils' standards of achievement.

## **5.5 Provision for Pupils with Special Educational Needs (SEN)**

The provision for pupils with SEN is good and the school's response to the requirements of the Code of Practice is good. Several appropriate strategies are employed to meet the needs of pupils with SEN.

In the small groups, pupils with SEN make good progress. Good examples of differentiation in the teaching develop the pupils' ability to express themselves clearly and in an orderly manner. The learning assistants offer effective support. In KS4, these pupils have access to GCSE and CEA courses. However, in KS3, there is insufficient flexibility to allow them to move to mainstream classes in some subjects.

In some mixed ability classes, teachers, or class assistants, offer good support. The work is targeted well to ensure effective support and there are good examples of subject teachers and assistants co-operating closely. A record is kept of the effectiveness of the support and the information is shared with the co-ordinator. This is good practice.

Eleven pupils with specific learning difficulties receive additional support from the specialist teachers of the Bangor Dyslexia unit. They make good progress in literacy and, where relevant, in numeracy. They develop skills that enable them to organise their work. They follow relevant individual programmes of language skills and develop useful strategies to improve their work.

The co-ordinator co-operates closely with the teachers and careful consideration is given to the educational needs of individual pupils to ensure that they do not miss the same subject each week.

Thirty-five KS3 pupils are withdrawn from registration periods to receive extra help in reading, by reading together with students from Y12. The planning is good and the KS3 pupils enjoy the provision. Their fluency and development in reading in Welsh and English are good.

Seven pupils are withdrawn from language lessons to receive help in literacy skills in a learning support room. These pupils follow appropriate programmes of work and the period supports the mainstream work well.

Subject departments are responsible for providing suitable work for pupils with SEN within their curricular area. The co-ordinator distributes relevant information together with Individual Education Plans (IEPs) to promote the work. There is good contact between subject teachers and the co-ordinator. There are good examples of differentiating tasks and the work is presented in an interesting way that is relevant to the pupils' ability.

Seventeen pupils have statements of SEN. Their statements are reviewed effectively. Parents, external agencies and the LEA are consulted as required. One pupil was appropriately disapplied from a subject in the NC. Fifty-eight pupils are recorded on the school action stage and 20 pupils on the school action plus stage. Arrangements made to identify pupils who need help are good, and the Record of Action is reviewed effectively. All pupils needing extra help have appropriate IEPs. The plans relate well to the needs of the individual pupils and the statements. Suitable targets are set for the long and short terms but the targets and the strategies are not differentiated sufficiently to facilitate departmental responses in all cases.

The co-ordinator offers good leadership. The support room is attractive and has been arranged to promote the learning. The school has very good links with the contributory primary schools. The SMT and the designated governor are supportive of the work and ensure that pupils with SEN receive suitable opportunities.

Since the last inspection, the school has responded positively. SEN expertise has developed in the subject areas and pupils with SEN are given some support in the mainstream lessons.

#### o **Partnership with Parents and the Community, Schools and other Institutions**

Links with parents, the community, other schools and institutions are good.

The school produces a handbook for parents which is very well supplemented by detailed monthly newsletters sent home and to primary school parents. The governors send a suitable annual report on the work of the governing body and the school to the parents.

A good, detailed report on each child is sent to parents annually, with short reports of grades achieved twice a year. Parents express appreciation of the quality of the reports. A useful and more frequent link with parents is the homework diary, which teachers endorse with comments on good or skimmed work. Parental involvement is increased by the requirement to sign their child's book each week. There is a parents' evening for every year group annually which is generally well attended. Parents are supportive of the school through the "Friends of the School" who meet twice a year, organise a Summer Fair or concert, put on several discos for Y7-Y9, and help at parents' evenings. They raise a substantial sum of money for the school. Parents value the opportunity to visit the school on the annual open evening.

The school has good connections with the local community, through work experience placements, through the link committee (local agencies that meet twice a term to discuss joint action on strategies to help pupils cope with various problems), and through regular community use of school premises for classes, meetings and community activities. The business studies department has many links with local companies and care homes; Y12 and Y13 students also visit a local nursery school. Good use is made of the connection with a local church, and local speakers come in to support GCSE and A level courses. These connections raise standards.

Links with primary schools in the catchment area are good; the school makes every effort to keep the primary schools informed of developments and of the pupils' progress following transfer to the secondary school. Curricular links in the core subjects are good. Careful analysis of KS2 results in mathematics and science contributes substantially to primary-secondary continuity. An attractive language booklet spanning both sectors has been produced in conjunction with another secondary school and the primary schools in the catchment area. Primary pupils visit the secondary school for a day in Y6 and value this opportunity to familiarise themselves with the school. There are well-established links with a local special needs school. The choice of subjects open to sixth form students is significantly increased in collaboration with members of the Anglesey consortium, which includes the other Anglesey secondary schools and the local FE college.

Links with higher education are good. Sixth form students are helped to prepare for application and entry to university. There are good links with the local initial teacher training institution through a formal partnership agreement.

Good use is made of links with the local authority and its agencies..

## **5.7 Partnership with Industry**

The school's partnership with industry is good.

The work experience arrangements for Y10 pupils and all Y12 students are operated and managed appropriately. They conform with health and safety requirements and members of staff visit the pupils during the period of their placement. In 1999, the school received the RoQA award for the quality of the work experience provided. Pupils on the business course make good use of their work experience as a source of information for course-work. The language departments also make some curricular use of the pupils' work experience periods. Two Y12 students managed to gain a work experience placement of a high standard in London in 2002.

Career guidance of good quality is provided by experienced staff. The school co-operates closely with the local branch of Careers Wales. The school is gathering evidence in order to make a bid for a RoQA award for quality of careers guidance.

Y7 technology pupils took advantage of the Construction Industry Training Board's [CITB] workshop on 'Bridges'. All the Y9 pupils were given an opportunity to take part in the CITB's 'Engineering Team Challenge' – Rapid Response. The school received sponsorship from Education and Learning Wales [ELWa] for a KS4 Science Project on 'Energy' with the Wylfa Power Station and for a 'Producing Soup' Project with the Llangefni Food Technology Centre. The school succeeded in attracting funding from ELWa's Matched Funding fund to develop the

provision of computer equipment, the “matched” funding coming from ‘The Friends of the School’ fund.

The IT course in Y10 targets key skills in that area and is recognised by the world of work. With the support of a local company, the science department is conducting a project in Y9 on the water quality of the River Cefni. The pupils produce work of a good standard and the project enhances their understanding of pollution control in rivers.

Over a number of years, groups of Y12 pupils have gained useful experiences in establishing and running enterprise and business companies. The school is now concentrating on running a Youth Initiative company with 13 pupils of Y10.

The COMPACT scheme for KS4 pupils is operative in the school. Ninety-five per cent of Y11 pupils succeeded in gaining the certificate last year, a very high percentage.

During the last year, one teacher has taken advantage of an ELWa scheme to spend five days studying urban renewal in different areas. A number of the teachers have previous experience of working in industry.

## **6. MANAGEMENT**

### **o Quality of Self-Evaluation and Planning for Improvement**

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

The school has an annual procedure for self-evaluation, at departmental and whole-school levels. This system has existed for several years and continues to be developed and refined.

The quality of the SDP is good. The document is well-structured, and during the last two years the school has moved towards more specific and quantitative outcomes, which have led to an improvement in the quality of the process of evaluating success. The priorities included in the SDP are appropriate and reflect the development needs of the school and the Local Authority’s Education Strategic Plan, together with current national priorities. The success of the plan is evaluated annually and its content updated as necessary. This pattern is well-established in the school’s management processes and since the 1997 inspection there has been continuous development and improvement. The priorities of the SDP are reflected in the departmental development plans (DDP). The quality of these documents varies from satisfactory to good. In general, they are good. The quality of the departments’ evaluations of their strengths and weaknesses is also uneven. In the best examples, they are well-refined and identify appropriate strategies to improve pupils’ standards of achievement. Most of them, however, tend to be too descriptive rather than evaluative.

The school makes a detailed analysis of internal assessment data three times a year, together with comparative analyses of the results of external tests and examinations provided by the UA. These analyses are shared with the heads of subject areas and are a basis for discussion with the link member of the SMT following self-appraisal by a department or faculty. Not every department makes the fullest use of these analyses for effective forward planning and raising standards by setting challenging and achievable targets. Similarly, whole-school targets are not sufficiently challenging.

The school possesses a formal system of monitoring the quality of the planning, the teaching and

the nature of pupils' work at departmental level. A link member of the SMT co-operates with the heads of department or faculty. The process includes classroom visits, the inspection of pupils' work and evaluation of the implementation of the DDP. Following the monitoring, the findings are discussed within departments. A good structure is in place, but implementation of the process is uneven in different departments. The school has started to refine the process of evaluating subject standards but this is not sufficiently established currently. In some departments, teachers have begun to observe each other teaching and this is a positive development that is starting to lead to the dissemination of good practice in teaching and learning.

The governing body receives annual reports by the head teacher on the progress made on the agreed priorities in the SDP together with the school's performance in external tests and examinations. The governors know the school well and some of them have visited the school to discuss developments and progress in specific areas.

## **6.2 Leadership and Efficiency**

The school's leadership and efficiency are good.

A good and purposeful work ethos is successfully created and the school has clear aims and objectives which give a firm direction to its life and work.

The head teacher manages the school well. This comes from his knowledge of the area and his ability over the years to establish a civilized and homely atmosphere. The school has had an effective and clear management structure for a number of years, and appropriate arrangements have been made to change the structure to cope with current requirements from January 2003.

The leadership is reinforced by the co-operative relationship that exists between the governing body and the head teacher. The governing body is very supportive of the school. Individual governors know the school well and take an interest in its life and work. They know its strengths and its developmental needs. They receive regular reports from the head teacher on the work of the school and they consider and discuss them thoroughly. There are close links between members of the governing body and departments within the school, and consequently, governors become more familiar with the needs of teachers and pupils. In addition, some of the governors have benefited from attending in-service training (INSET) days provided by the UA's LEA.

The senior management team (SMT) is experienced and effective. All members undertake their responsibilities conscientiously and carry out their duties well. They make a significant contribution to the school's management. Similarly, middle management teams carry out their academic and pastoral duties well. These teams meet regularly and co-operate well. A detailed staff handbook and a cyclical system of staff meetings at all levels facilitate organisation and communication. The school's procedures ensure that the staff feel a sense of ownership of the school's developmental needs and are committed to its aims and objectives. This has promoted the development of middle management.

The SMT's link members carry out the role of supporting and monitoring departments effectively and the good system of joint-monitoring of departments by members of the SMT continues to develop. The quality of departmental leadership is consistently good. Documentation within departments is good, and the departments undertake responsibility for their own work in accord with the school's guidelines. Some departments need to refine their methods of reporting back on the results of examinations and tests, and need to ensure that sufficient attention is given to reports

on subject standards following lesson observations. The school makes good use of data from several sources, but the targets set for improvement are not always sufficiently refined.

An appropriate range of school policies have been formulated and developed. They are revised regularly by the SMT and their implementation is monitored thoroughly in order to evaluate their effectiveness. A number of whole-school strategies, such as developing literacy, numeracy and ITC across the curriculum have had a positive impact on the pupils' standards of achievement.

A detailed SDP is formulated annually, as well as a briefer and more flexible overview over three years. Section 1 of this report indicates the priorities set for 2002-2003. The SDP is of good quality and the teachers and governors feel a sense of ownership of the planning.

The SDP identifies priorities, methods of action, the cost, the timetable and the evaluation criteria. Departments are given guidelines to ensure that their development plans (DDP) match the SDP, and thus ensuring that the whole school moves forward in the same direction. There is some variety in their quality. In general, they are good.

The school controls its budget effectively. The governors make financial decisions that match the school's objectives. The school lives within the budget allocated, keeping a sum of about 3.8 per cent in reserve in 2001-2002. A surplus of about the same percentage of the budget is anticipated this year. This is slightly less than the percentage recommended by the audit commission, but is likely to meet the needs of the school.

Money is allocated to the various departments in accord with a formula that is understood by the staff. Departments can also bid for additional finance. The finance committee of the governing body considers all the school's spending implications before presenting them to the full body. The budget is administered very well from day to day by the school's administrator, who is accountable to the head teacher. The school has its own cheque book and the county checks the school's cash flow in detail annually. This is good practice. When recommendations are made to improve the school's financial arrangements, the school responds appropriately. Regular reports are submitted to the finance committee of the governing body. The work is supervised effectively by the head teacher. Considering the quality of the external examination results, the pupils' standards of achievements, the quality of teaching, the ethos created and the commitment of the staff, the school achieves good value for money.

The school's day to day administration is very good. In general, the school makes good use of staff, accommodation and resources and conforms to statutory requirements and the guidelines of the National Assembly for Wales.

### **6.3 Staffing, Accommodation and Learning Resources**

#### **▪ staffing**

The quality of the staffing is good.

The school is suitably staffed to meet curricular requirements, and the qualifications of the vast majority of them correspond to the subjects they teach. There are 49 full-time teachers in the school including the head teacher, and eight part-time members of staff. The pupil-teacher ratio is similar to the national average. There is a good balance between experienced teachers and teachers that are comparatively new to the profession.

All members of staff have detailed job descriptions that indicate their curricular, pastoral and management functions. Their non-contact time, in general, matches their responsibilities. In the rare and exceptional cases where teachers teach outside their specialisms, good support is given by heads of departments.

Newly qualified teachers receive good support from departments and the professional tutor. They follow a well-planned induction programme and regular meetings are arranged to ensure suitable support. The pastoral support given to supply teachers is effective and appropriate information is provided for them when they arrive at the school. The school has good links with an initial teacher training establishment, and several trainee teachers receive good support and guidance.

In April 2002, the school succeeded for the second time to gain accreditation under the “Investors in People” scheme. In addition, it has implemented the arrangements for the ‘threshold’ and is preparing for ‘performance management’.

In-service training (INSET) is organised very well. A clear policy document outlines the process and the staff’s entitlements. The findings of the SMT’s monitoring are used effectively, and the departments are also required to identify the school’s INSET requirements. The impact of INSET is positive and there are examples, such as internal INSET for staff and the use made of the ‘New Opportunity Fund’ (NOF), that promote the development of ITC significantly in the school.

The administrative and technical staff, the librarian and the SEN assistants make a good contribution to the life of the school. They offer good support in science, ITC, design and technology, and in the library as well as in the classroom.

## **(b) Accommodation**

The condition of the buildings is generally good and on the whole they are kept clean and tidy.

In the great majority of subjects, the main classrooms are located within convenient reach of each other. In other subjects, they are scattered and some lessons are conducted in non-specialist rooms. Good use is made of the classrooms; they are decorated in a stimulating way, and a good balance of pupils’ work and the supportive work of teachers is displayed.

The science laboratories are adequate and generally suitable. Two of them are located on a different floor from the storeroom, making the transfer of chemicals difficult at times. The facilities for design and technology are good.

There are two teaching rooms for art but access to one is gained through the other. One of the rooms is small for large classes. Storage space is limited. A collection of old glazes for pottery is a health and safety hazard. The kiln has no cover but is no longer used.

The facilities for physical education are very good. One gymnasium was decorated recently and an all-weather pitch is available during the day. A community sports centre is located next to the school. The UA has earmarked money for draining the playing fields in the near future.

The school hall is large enough to accommodate all the pupils in assemblies. The dining hall is rather small but the main hall is used for pupils who await their turn to eat.

The two common rooms for Y12 and Y13 students are small and lack-lustre. The authority has arranged to build a new block early in 2003 to include a resources room, and two classrooms to replace some of the terrapins.

The provision of CCTV cameras to monitor the buildings has led to much less vandalism. The school intends to establish a footpath on the left side of the road leading out of the campus in order to reduce the danger to pupils who tend to cross in front of the buses.

Fire drills are held regularly and fire-fighting equipment and portable electrical equipment are inspected annually. The school has addressed the health and safety issues identified in the last inspection. The school is aware that concerns remain about the boys' toilets, and it is a matter of concern that several doors in busy parts of the building close with a bang owing to defective control mechanisms.

The library has been furnished attractively, with recesses for quiet work. It contains a satisfactory number of factual and fiction books. This stock is supplemented by departmental libraries. A number of computers are located in the library for investigative work.

### **(c) Learning Resources**

The provision of resources for learning is generally good across the subjects. In art, it is satisfactory. Almost without exception, the quality of the resources is good and good use is made of them.

In the great majority of departments, effective use is made of worksheets of good quality in terms of format and content.

The general quality of the computer equipment for the use of pupils and staff is good. Good use is made of these resources in several subjects. The provision of ITC resources is generally good. The modern languages department makes good use of the satellite equipment for teaching French mainly in Y12 and Y13.

## **7. SUBJECTS AND LEARNING AREAS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **WELSH**

Standards are good throughout the school and across the language skills. Some pupils in all years produce work of a very good standard.

The results of the NC assessments in Welsh in Y9 were disappointing in 2002 with 57 per cent of the pupils achieving level 5 or higher. This was significantly lower than the department's target.

In the GCSE examination in 2002, the percentage of pupils gaining A\* - C grades in Welsh Language was 71 percent. This was a significant improvement over the previous two years and was higher than the department's target. It corresponded to the Wales figure for the previous year. In Welsh Literature, 63 percent gained A\* - C grades which again is a significant improvement over the previous two years and is slightly higher than the national percentage for the year. The girls' performance is significantly higher than the boys'.

The CEA examination results have been consistently good over the last three years.

In the advanced level examinations in 2002, all students achieved A - C grades. This was an improvement over the previous two years. All candidates gained A - C grades in the AS examination in 2002.

## **Good features**

- In KS3 and KS4, pupils listen well to the teachers' comments and respond appropriately to their questions. Most make relevant contributions in class discussions and when co-operating in groups. They offer spontaneous and confident comments on a range of topics.
- From Y7 onwards, they express opinions and support them with reasons; by Y10 and Y11, they can maintain a point of view and respond to different opinions. Generally, a significant number of them possess a wide vocabulary and a good grasp of syntax and idioms. They have an increasing understanding of linguistic registers and can move from a formal to an informal register skilfully.
- Reading standards vary in accordance with pupils' ages and abilities in both key stages, but they are generally good. The great majority of the pupils can discuss plot and analyse characters in a story. They can usually quote evidence to support their opinions. They successfully collect relevant information from printed and electronic sources and present it attractively using work processing techniques. Standards of reading aloud are good. In general, pupils read fluently and meaningfully.
- Pupils write in a range of different forms and for different purposes in KS3 and KS4. The standard of work improves in terms of content and expression from year to year. At its best, the written work is of a very good standard when pupils express opinions, analyse text and write creatively in the form of narrative, monologue, dialogue or poetry. By Y10 and Y11, the ideas offered are mature, original and sensitive, and the expression is polished and quite accurate.
- In KS3 and KS4, lower ability pupils and pupils with SEN achieve well across the skills in accordance with their ability. When their interest is aroused, they can speak fluently and enthusiastically about subjects that are within their range of experience. They read moderately challenging texts meaningfully. They receive many opportunities to write in their own words and, from a low starting point, their work develops in terms of content and accuracy of expression. A good number of them succeed in communicating well in print.
- Sixth form students' standards of achievement are good, with a few individuals producing work of a very good standard. They can analyse challenging texts and discuss features of style intelligently. At times, especially in Y13, they offer mature and perceptive comments.
- The students write effectively when analysing and expressing and defending points of view and writing creatively. Much of the work is detailed and coherent and displays a sound grasp of the characteristics of the language. The best work displays relevant background reading together with the ability to compare works of different poets and writers. They offer penetrating ideas in vigorous language.

## **Shortcomings**

- In KS3 and KS4, some pupils' contributions to class and group discussions are few. They do not offer extended comments and their comments lack linguistic variety.
- The range of personal reading of a substantial number of pupils is limited. Some pupils of moderate ability read mechanically; they cannot resolve unfamiliar words, and tend to guess without paying attention to the meaning.

- The spelling and punctuation skills of a substantial number of pupils in KS3 and KS4 are defective.
- In Y12, some students are over-dependent on the opinions of others, and repeat those options rather than expressing their own.

## **ENGLISH**

Standards are good throughout Key Stages 3 and 4 and very good in the sixth form.

### **Key Stage 3**

#### **Good Features**

- Oral standards are good. Pupils listen well in class, and contribute to both class discussion and group work with fluency. They respond eagerly to work in class, with the most able making extended, thoughtful contributions which show an awareness of language register and an understanding of the literature being studied. Some pupils have a wide vocabulary. The briefer answers of average and lower ability pupils are to the point.
- Standards of reading are good. Pupils of all abilities read their own work and set texts and non-literary material aloud quite confidently; the best read challenging texts with expression and understanding. Pupils of average ability and above can distinguish between registers and styles of writing, and are able to analyse some differences. Pupils read for pleasure, usually using the library on a regular basis.
- Writing skills are generally good by the end of the Key Stage. The best work reaches a very good standard, with extended pieces of prose and poetry demonstrating a sensitive use of language. Lower ability pupils show increased fluency, and usually an ability to write with a sense of audience. Work is well presented, with good use of ICT. This is particularly helpful to SEN pupils.

#### **Shortcomings**

- Written work contains many errors in Y7, and these are still evident in the work of middle and lower ability pupils at the end of the key stage.

### **Key Stage 4**

#### **Good features**

- Listening skills are good, sometimes very good.
- The most able pupils give thoughtful, extended oral answers using a wide vocabulary, and showing a perceptive understanding of literary texts. Tone, register and awareness of audience are all good. Pupils act scenes from plays with energy and successfully. Average ability pupils' oral answers show good knowledge of set texts and an intelligent understanding of character and relationships. Lower ability pupils answer readily, often showing good understanding of some of the subtleties of set texts. Pair and group work display good talking processes. At all ability levels, pupils ask good questions for elucidation.

- Pupils in the middle to upper ability range are able to read and respond to poetry, analysing text with good use of technical terms. They are able to read works of Shakespeare at sight with some success. Pupils analyse written material capably, showing they are well practised in both reading for understanding and in seeking out the subtext. They use dictionaries with familiarity and to good purpose.
- The written work of the most able is sometimes very good, with subtlety of tone created through their understanding of language registers, and their employment of a variety of sentence structures and vocabulary. Middle ability pupils produce lively creative pieces. Lower ability pupils write showing understanding of set texts and good basic redrafting skills. ICT is used to very good effect in the successful presentation of, for example, newspaper articles and posters.

### **Shortcomings**

- Errors of grammar and spelling are still evident at this key stage.

## **Y12 and Y13**

### **Good features**

- Students show very good oral skills; they prepare, present and discuss set texts with extended exposition, showing understanding, depth, flexibility and openness. Their vocabulary is extensive and appropriate. Their contributions are evidence based. They participate eagerly, showing very good listening skills and respect for the opinions of others.
- Students read aloud with fluency and appropriate expression. They use their wider reading to inform their understanding of set texts, and are able to make penetrating comparisons between books.
- Students use quotations well in their essays; they understand the centrality of the evidence base in arguing or discussing a point. Their work is well-structured and very good progress is made during the course.

### **Shortcomings**

- There are no significant shortcomings

## **MATHEMATICS**

Standards are good throughout the school.

### **KS3**

Standards of achievement in mathematics at Key Stage 3 are good. In the external tests in 2002, 60.8 per cent of pupils gained Level 5 or better, and this compares favourably with the LEA and Wales percentages.

### **Good Features**

- Pupils are able to explain and justify how they arrive at a conclusion or a solution to a problem.

- Pupils understand work in number and place value and are competent in numeracy, being able for instance to find the factors of whole numbers, and they can use patterns effectively to determine all the factors.
- Pupils can calculate with negative numbers, decimals, fractions and percentages, and they understand the operations involved and can apply these processes correctly and determine an appropriate method to solve problems. They can deal with powers and square roots of numbers and can classify numbers.
- Pupils estimate correctly when required.
- Pupils are able to use letters to represent variables and can solve simple and quadratic equations, and similarly, inequalities at a level appropriate to their ability.
- The more able pupils can deal with more complex problems accurately and their work in general is accurate.
- Lower ability pupils also follow the work undertaken and can deal appropriately with different types of graphs. They understand how to correct decimals to whole numbers.
- Pupils can describe shapes and deal with shapes in two and three dimensions confidently and their knowledge of geometry and related aspects develops as they move through the key stage. They can also use co-ordinates to specify a location.
- In work on probability, they understand the terminology and can state correctly the value of a probability. They also apply the various relevant rules appropriately.
- The majority of pupils complete a considerable amount of work over the key stage.

### **Shortcomings**

- Pupils of all abilities are frequently unable to recall relevant facts about work formerly done.
- At times, pupils make very basic errors owing to a lack of application and a loss of concentration. This sometimes happens when they correct decimals to whole numbers.
- There are examples in pupils' books of work that is missing and incomplete work.
- Some pupils' presentation of work could be improved, and made sufficiently clear to help them revise for tests or examinations, and to recall when necessary.
- The attempts of a significant number of pupils to work out questions mentally are rather laboured.
- Pupils are not always certain about the meaning of technical terms in the subject.

### **KS4**

At KS4, standards of achievement are good. In the GCSE examination in 2002, 54 per cent of pupils gained grades A\* - C, which is greater than the LEA and Wales averages. Ninety-three per cent gained grades A\* - G, a percentage close to the LEA and Wales figures.

### **Good Features**

- The pupils are able to use and apply mathematics, and higher ability pupils especially can deal with quite complex work and develop their ideas appropriately and employ different solutions to solve problems or investigations.
- Able pupils and those of moderate ability are able to deal effectively with quadratic equations and can determine the factors correctly, including those where the power of  $x$  squared is greater than 1. They can solve other types of equations as well.
- Lower ability pupils can work out the area or surface area of two- and three-dimensional shapes and can calculate volumes. They can measure accurately and draw angles to the nearest degree and use terminology associated with angles.
- Middle ability pupils deal effectively with work on trigonometry and apply the ratios correctly in right-angled triangles and can use this method to find missing sides or angles.
- Pupils can record discrete data in a frequency table and understand the use of mean, median and mode. In work on probability, they are able to use methods such as tree diagrams to calculate answers and can usually add or multiply probabilities to determine an answer. The more able pupils can apply methods to determine the probability of a compound event. The pupils can draw cumulative frequency graphs.
- Pupils at this key stage undertake an appropriate amount of work whatever their ability.
- Pupils can construct diagrams using a compass to determine the locus of a point.

### **Shortcomings**

- Pupils at this key stage are not always able to recall correctly work covered previously, and consequently this sometimes hinders their progress.
- The pupils sometimes make careless errors and use incorrect techniques to work out answers to questions.
- Pupils do not always refer to work that is marked, or to an answer written by the teacher to ensure that they understand the topic fully, and to ensure that they learn from their errors.
- The application of some pupils to their work could be improved, and in some cases there are examples of incomplete work in exercise books.
- A number of pupils are not fully conversant with work on dimensions and are therefore unclear whether a formula represents a line, an area or a volume, or even whether or not it has a dimension.

### **Sixth form**

In 2002, 37 per cent of students gained grades A-B at AS Level and 70 per cent gained grades A – E. At A2 level, all candidates were successful in gaining grades A – E with 33 per cent achieving grades A or B in pure mathematics and mechanics, whilst 75 per cent achieved these grades in pure mathematics and statistics.

### **Good Features**

- In pure mathematics, students understand and can apply integration and differentiation as appropriate, and are aware of the various formulae they can apply to solve questions.
- The work covered on surds is accurate and the students can simplify fractions including such terms.
- Students know how to determine whether lines are parallel or perpendicular from the information given. They are able to determine maximum and minimum points for graphs or given equations.
- In statistics, students deal correctly with probability and can use aspects such as probability and cumulative density functions to calculate solutions.
- In mechanics, they understand the work covered on forces and are able to grasp the concept of equilibrium and can resolve forces both horizontally and vertically competently, and they follow the application of Hook's Law.
- All students study all three subjects, pure mathematics, statistics and mechanics.

### **Shortcomings**

- Students' ability to draw a rough graph for a given equation is not sufficiently developed.
- Some make very basic errors, such as omitting an x from an expression or not expressing their answer in the lowest terms.
- Students apply formulae competently but are not always able to recall them and this hinders the fluency of their work.

## **SCIENCE**

Standards of achievement are good in KS3 and KS4 and in Y12 and 13.

Over the last three years there has been an increase in the number of pupils achieving grades A\* - C and A\* - G in GCSE examinations, and by now the results are better than the county and national averages. The results of the CEA qualification have been consistently good.

There has also been an increase in the number of pupils who have achieved level 5 or higher in KS3, particularly in 2001, and the school's performance is now better than that of the county and of Wales.

The results of A Level examinations have been good over the last three years.

There is no significant difference between the boys' and girls' achievements in the subject and good standards are achieved through the medium of both Welsh and English.

### **KS3 and KS4**

#### **Good features**

- In KS3, pupils make good progress in knowledge and understanding within a topic and across the key stage. They possess sound knowledge of aspects of the natural world, materials and of non-living systems.

- Pupils' ability to use scientific terms correctly and purposefully develops well. Most of them can recall previous work effectively and can apply that knowledge to new situations without difficulty.
- In investigative work, pupils work safely and systematically and they can measure and observe accurately.
- During KS3 and KS4, standards of predicting results and of planning controlled investigations develop well.
- Almost without exception, pupils can describe the essentials of a fair test and explain its importance in valid scientific investigations.
- Observations are recorded in an orderly manner in appropriate tables and pupils' ability to present information in the form of bar and line graphs is good.
- Most of the pupils readily identify patterns in the data and can come to correct conclusions when evaluating these patterns. Higher ability pupils can offer an appropriate scientific opinion about the nature of the results collected.
- The standard of the pupils' written work is good, and most of them have a neat record of the work in their books. Pupils are given regular opportunities to write at length and they do so accurately and sensibly in the great majority of cases. They listen effectively to the teacher and to each other and can follow instructions effectively. Their ability to gather information from secondary sources is consistently satisfactory and is good or very good amongst the higher and higher-middle ability pupils.
- Pupils' standards in ITC within the subject are developed well across a range of appropriate aspects. Where this happens, pupils' understanding and standards in the subject are developed.
- In KS4, good progress is displayed in pupils' knowledge and understanding in the three areas of study and in investigative work. Pupils produce a portfolio of GCSE course work that is of good standard with some very good examples by the end Y11.
- The pupils with SEN make good progress across both key stages.

### **Shortcomings**

- The skills of middle and lower ability pupils have not been developed sufficiently in some aspects of investigative work, mainly in the evaluation of the investigations.
- Some examples were seen of practical work undertaken too hurriedly and which consequently contained basic mistakes that created problems of understanding.
- There is some untidy and incomplete work in some pupils' files, and consequently progress is no more than satisfactory in places.
- In the rare examples where standards were judged to be only satisfactory, the pupils did not fully grasp the significance of the context of the work nor relate it to their daily lives.

### **The Sixth form**

- Standards of achievement in Y12 and 13 are good in biology, chemistry and physics. Students have opportunities to shoulder the considerable responsibility of undertaking their work

independently, and the standard of their written and oral responses is good. Effective use is made of practical work, which is completed to a high standard, to develop students' deeper understanding of important concepts. Once more, these standards are reflected in the results of recent external examinations.

The department has made good progress since the 1997 inspection and the strategies planned and achieved have had a positive effect on standards, which are now good across the whole age range.

## **WELSH SECOND LANGUAGE**

A significant number of pupils from non-Welsh speaking backgrounds now follow first language Welsh programmes, and consequently only a few pupils are studying Second Language Welsh. The standard of their work varies depending on how long they have attended the school. In general, there are good standards across the skills. A small number of pupils achieve very good standards.

In the Second Language Welsh GCSE examination in 2002, both the candidates achieved grades A - C. In 2001, the percentage was 73 per cent, compared with the national percentage of 63 per cent. There were no A Level candidates

### **Good features**

- Pupils understand a good range of language from Y7 onwards. Throughout KS3, their ability to make spontaneous statements and to answer and ask questions increases. Some can conduct a conversation quite confidently .
- In KS4, apart from latecomers who have not studied Welsh before, a good number of the pupils can talk about subjects that are within their range of experience. Some individuals are fluent and confident; they have a sound grasp of Welsh syntax and a wide vocabulary.
- In Y12, the students can express and justify their opinions when discussing familiar subjects. A few individuals are confident enough to conduct a conversation with a stranger.
- Standards of reading aloud are generally good throughout the school. Pupils can read texts that correspond to their ability in Welsh meaningfully.
- In Y7, pupils can compose individual sentences in familiar patterns. By the end of KS3, they can write a sequence of sentences; the more able pupils compose coherent paragraphs.
- In KS4, the pupils write in a wider variety of forms, including simple poems and more extended prose. The more able write with a good degree of accuracy when expressing ideas and opinions.
- By Y12, students use a wide variety of sentence patterns in writing extended and interesting prose. Some individuals can express their opinions clearly and with conviction and compose portrayals that include gripping descriptions.

### **Shortcomings**

- A minority of pupils, mainly latecomers, have only little ability to express themselves orally.
- Some individuals have difficulty with pronouncing words when speaking and reading.

- The written work of a significant number of pupils is deficient in terms of syntax and spelling.
- A few individuals have a negative attitude towards learning the language and this impairs the standard of their work.

## **DESIGN AND TECHNOLOGY**

Standards are satisfactory in KS3 and good in KS4.

The GCSE results continue to improve from year to year and are consistently above both the county and Wales average.

### **Good features**

- Pupils make effective use of information and communication technology in the control, design and manufacture of products, and to improve the quality of the presentation of their work.
- They understand that materials have different properties and that individual products will require a specific range in order to fulfil their function.
- They use appropriate vocabulary when describing the development of their projects. This is also evident when they record in their design folders the progress made.
- Effective use is made of colour and style when pupils present their development plans.
- They demonstrate a good understanding of a range of manufacturing techniques when discussing the development of their final product.
- They use a range of effective modelling techniques when developing their design solutions.
- They increasingly understand the importance of undertaking an evaluation of existing products when developing their design ideas.
- Pupils apply a range of appropriate technological principles and demonstrate a degree of ingenuity when undertaking specific design tasks.
- Pupils generally understand and pay due regard to the health and safety requirements related to manufacturing activities.

### **Shortcomings**

- There is an inconsistency in the degree of technical and design challenges undertaken by pupils as they develop through KS3.
- Aspects of design such as function, fitness for purpose, testing product performance against design criteria and developing an awareness of users' needs and values, are underdeveloped.
- Sketching and drawing techniques are under-used with an over-reliance on work-based description to communicate ideas and developments.

### **Sixth Form**

It was not possible to observe a lesson at this level as students from the school follow the A level course in another centre as part of the Consortium arrangements.

## **INFORMATION TECHNOLOGY**

Standards of IT are good throughout the school. In 2002, the quality of the GCSE results was particularly good although the results of some AS modules fell short of the good results achieved in 2001.

### **KS3 and KS4**

#### **Good features**

- Pupils can explain the particular functions and features of different types of software well.
- Standards of presenting information are good and at times, especially in Y7, very good. Pupils possess a high level of skills of presentation of information. They finish their work in a form appropriate for different audiences, using a good range of software to do so.
- Pupils understand that spreadsheets are used to model and make predictions. Standards of formulating spreadsheets are a particular strength since pupils of all abilities have a good understanding of the use of formulae. The appropriate use of a range and depth of different formulae is a particular strength amongst GCSE pupils in KS4. Pupils following the key skills courses carry out preparatory tasks for the spreadsheet test and their work is detailed and accurate.
- Pupils understand the features of databases. They can interrogate in depth an existing database in depth or create a questionnaire and a new database.
- Y9 pupils apply their higher level of skills well in responding to tasks set across the curriculum.
- The standard of GCSE projects and preparatory projects in Y10 are of a very high standard in terms of planning, solving tasks and evaluating the suitability and success of the solution.
- Pupils have a general understanding of the use of computers in society.

#### **Shortcomings**

- The pupils' formal and detailed knowledge of the social effects of computers has yet to be developed.

#### **Sixth form**

- In Y12, the great majority of the students understand the necessary initial concepts for the AS course. They discuss them using appropriate subject terms.
- A good number of students who have previously followed the GCSE course have a high level of computer skills.

- Y13 students are starting to cope with the more challenging concepts of the A level course and possess a high level of skills and techniques to meet the requirements.

### **Shortcomings**

- A significant minority of the students in Y12 do not have sufficient understanding of the basic concepts of ITC nor, as yet, the level of necessary skills to respond to AS tasks.

## **HISTORY**

Standards are satisfactory in KS3 and good in KS4 and in the sixth form.

### **KS3**

#### **Good features**

- Many pupils have a good understanding of chronology and apply it well.
- Pupils have a generally good broad understanding of the main issues, events and personalities that are studied.
- Most pupils can make use of a variety of historical evidence to make judgements and come to conclusions.
- Many pupils organise and present their findings clearly and accurately.
- Some pupils with special needs achieve very good standards in understanding events from the perspectives of periods in which they occurred.

#### **Shortcomings**

- Pupils far too readily accept a single explanation or one interpretation of an event or issue.
- A significant number of pupils have difficulty trying to consider events and issues according to the values and beliefs of the periods in which they occurred.
- Only a small number transfer understanding of single events to wider issues.
- Pupils do not fully understand important aspects of some topics, especially events involving other countries and the British Isles.

### **KS4**

#### **Good features**

- Pupils interrogate and evaluate a wide range of historical evidence well, making good use of background knowledge.
- The best work is characterised by in-depth understanding presented clearly and expressively.

- Many pupils have good overall understanding of issues and events and a clear grasp of their main causes.
- Much of the work is under-pinned by a clear linkage between establishing causation and examining consequences, making effective use of historical evidence.

### **Shortcomings**

- Some pupils do not have sufficient knowledge to reinforce their understanding.
- There is some over-generalising, especially in political topics.
- Few pupils construct convincing, consistent and conclusive arguments on issues such as who or what was mainly responsible for an event or events.
- Since the last inspection, standards have remained satisfactory at KS3 and good at KS4.
- Examination results at GCSE over the last three years are slightly below the national averages.

### **Sixth Form**

- Examination results over the last three years have been very good with around two thirds of students gaining A and B grades.

### **Good Features**

- Students have a good, developing understanding of events, important issues and personalities. The best examples of work are of a very good standard.
- Students understand and apply key historical concepts.
- Students, especially in Y13, gain a good awareness of the values and attitudes of people at given times.
- Students apply their knowledge well to wider historical themes and issues.
- Some show a ready willingness to discuss, and support their opinions with thoughtful judgements and ideas.

### **Shortcomings**

- In some instances, students are very reluctant to respond to questions and to offer ideas and opinions in class discussion.

## **GEOGRAPHY**

Standards of achievement are good in all key stages and consistently across the groups taught through Welsh and English. GCSE results have recently been higher than those nationally regarding the achievement of A\*-C grades and 100 per cent success has been achieved with regard to A\*-G grades. A level results are significantly higher than the national figures for grades A-B and A-E.

## **Good features**

### **KS3**

- Pupils have a sound foundation of geographical knowledge and are given opportunities to develop a wide range of skills and techniques and use them in detail and with accuracy.
- They expand their subject vocabulary and use appropriate geographical terms with increasing detail and accuracy.
- Pupils use maps of varying scales and types and other source materials confidently when describing and explaining geographical features.
- Challenging oral work ensures that the pupils confirm their ability to recall and understand ideas; the written work is always sound and shows good achievement and good and extended answers to the tasks are often produced.

### **KS4**

- Pupils possess a sound grasp of the themes set in the syllabus and can use their understanding and skills with maps and atlases to study geographical phenomena and their distribution.
- They receive opportunities to gain information and understanding of the character and identity of Wales and the physical and human factors that influence them; they study topics like farming and industry and use the Internet to find relevant information.
- They can apply their understanding of patterns and processes in physical and human aspects to a wide selection of places and they renew their mapping skills by focussing on the theme of the work of ice.
- They respond confidently to a range of exercises; the field work projects give them an opportunity to investigate as individuals and there are examples of good co-operation in small groups in class.

## **Shortcomings**

### **KS3 and KS4**

- Some individuals can remember facts over a short term only; others are more confident in oral than in written work and have difficulty with complicated terms.
- There is incomplete work in some books, and some untidy presentation of maps and diagrams is evident.
- Where teaching is bilingual in a lesson, what is learned and the pace of the lesson are restricted; Y7 receive one lesson a week and this has an effect on the amount of detail and depth in the scheme of work.

## **Sixth form**

### **Good features**

- In lessons, the students display a mastery of relevant information and the purposeful and detailed use of it; they link theory with examples studied, for example the Kobe earthquake, very well.

- They are resourceful when using investigative skills; their assignments demonstrate their ability to analyse, interpret and evaluate theories critically.
- They have a perceptive understanding of the interrelation between people and the environment; they explain and contrast the lives of people in different parts of countries less developed than ours.
- They make use of their knowledge of physical, human and industrial aspects and relate them extremely accurately to unfamiliar situations like ecosystems;
- They develop the ability to investigate a topic and solve problems. They have very good learning skills.

### **Shortcomings**

- No significant shortcomings were noted in the sixth form.

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

The standards are higher than during the last inspection. The department has made very good progress and has succeeded in dealing with the issues identified in the previous report.

## **MODERN FOREIGN LANGUAGES**

Standards are satisfactory in KS3 and KS4 and good in the sixth form.

The percentage of candidates achieving grades A\*-C is lower than the national percentage, but the percentage of the Y11 cohort achieving grades A\*-C has been significantly higher than the national percentage for a number of years since a high number of pupils continue with French in KS4. A level results have been consistently good over the years and in 2002 the AS examination results were particularly good.

### **KS3 and KS4**

#### **Good features**

- The standards of the more able pupils in Y9 and Y11 are good across the language skills.
- In their oral work, KS3 and KS4 pupils can ask and answer questions, express opinions in a simple way and, in accord with their age and ability, use an appropriate variety of verb tenses when doing so.
- Pupils understand the essentials of the authentic passages they read and hear. They record their understanding in an understandable way in the target language.
- Y8 and Y9 pupils read a range of magazines for pleasure and evaluate the reading concisely and effectively.
- Pupils can write extended and accurate personal descriptions.
- The standard of written course work of Y10 and Y11 pupils across the ability range is good. The pupils carry out tasks in detail and with a good degree of accuracy.

- Pupils can often use the linguistic content of what they have read or heard as a basis for oral or written work.

### **Shortcomings**

- Middle and lower ability pupils, and boys in particular, have difficulty in speaking at length and with accuracy without the teacher's support; they are also happier answering than asking questions.
- A significant number of KS3 pupils in particular find it difficult to listen to an authentic cassette; they are still to learn the skill of listening for specific details.
- The level of accuracy of the written work is often good across the ability range, but pupils are over-dependent on a model or sentence framework when writing.

### **Sixth form**

#### **Good features**

- A Level German is taught in Y13 only; the standards are good.
- A large number of Y13 students achieve very good standards across the language skills in French.
- Y13 students have a good knowledge of France and Y12 students have also begun to achieve the same level of knowledge.
- Y13 students in particular can discuss orally at length, expressing opinions and defending their points of view, using a good range of syntax.
- The students have a good understanding of facts and concepts about France and current affairs that they read or hear on cassette or satellite television.
- Students write at length on A Level topics, structuring their work well.

#### **Shortcomings**

- Grammatical mistakes impair the standards of accuracy of the written work and to a less significant extent the oral work. These shortcomings are more evident in Y12.

### **ART**

Standards of achievement are good in KS3, and satisfactory in KS4 and the sixth form.

GCSE examination results were close to the Wales and county averages in 2001 and 2002, although the percentage of students gaining an A or A\* was below the average for Wales. Grades for A level and AS were below the national averages in 2001 and 2002.

### **KS3 and KS4**

#### **Good features**

- In KS3, pupils of all abilities are developing an increasing understanding of the visual language of line, colour, form and pattern, and are able to apply it effectively in their own work..
- They are able to select, control and experiment with a range of materials and processes in two and three dimensions, and are able to record images from direct observation and from memory and imagination. The more able pupils are able to visualise ideas expressively, and review and modify their work where appropriate.
- Pupils use observational drawing as an effective starting point for further development in a variety of media and processes, including printmaking and card sculpture.
- In KS4, pupils work independently on projects of personal interest; the more able can work effectively from direct observation and from imagination, and can develop their knowledge and understanding of media and processes through research and experimentation.
- Pupils make confident use of the Internet to access visual information relevant to their studies.

### **Shortcomings**

- In KS3 and KS4, pupils have a limited understanding of how different historical and cultural contexts affect art, craft and design. Very little evidence is seen of work involving the Welsh dimension, and only the more able pupils use their understanding of the work of other artists to enrich and develop their own work.
- In KS4, the use of ICT is limited to downloading visual images which are copied, rather than used as a starting point for further investigation and artistic development.
- The majority of pupils in KS4 make insufficient progress in the acquisition of skills, techniques and understanding, relative to age and ability, and do not use visual language effectively in their work.

### **Sixth form**

In the sixth form, standards of achievement are satisfactory.

### **Good features**

- Students in the sixth form show evidence of a deepening understanding of the visual language of art, and an increasing awareness of the need to review and modify work as an intrinsic part of making art.
- The ablest students record experiences and ideas from direct observation, from memory and from imagination, and develop their work by experimenting with a wide range of two- and three-dimensional processes. They use the local environment effectively to inspire work created in two dimensions. Particularly powerful work based on studies of the sea was developed through sketchbooks and two-dimensional work into a three-dimensional installation.

## **Shortcomings**

- Insufficient attention is given to analysing and evaluating the work of others through extended study and investigation. Students' knowledge and understanding of the subject vocabulary is limited.
- The majority of students do not make sufficient use of their sketchbooks for analytical and experimental work, nor to document the development of their ideas.

Since the last inspection, the standards in KS3 have risen from satisfactory to good, and the standards in KS4 and in the sixth form have fallen from good to satisfactory.

## **MUSIC**

Standards are good throughout the school. The GCSE examination results were higher than the national average in 2000 and 2001. There were no candidates in 2002. The three candidates who sat the AS examination in 2002 achieved 2 A grades and 1 B grade, and the A2 examination candidates achieved 2 C grades .

### **Good features**

#### **KS3**

- Pupils achieve good standards in generally in performance, composition and appraising music.
- They sing confidently, creating a pleasant sound and paying appropriate attention to musical expression and detail.
- They perform a variety of different pieces on class instruments and keyboard. Many of them, including those with SEN, make appropriate progress. They perform individual pieces with a good degree of accuracy and, in general, create a sound feeling of ensemble when performing with each other.
- Regular opportunities are provided for pupils to compose and improvise in response to a variety of appropriate stimuli. "Sound pictures" and structured melodic work often display pupils' imagination and their ability to investigate and combine sounds effectively.
- Concentration, listening and purposeful appraisal are regular features in class activity. Pupils can identify features in various extracts from recorded music and they are aware of the different elements of music. The more able pupils, in particular, make good use of appropriate technical terms when appraising their own orchestra.

### **Shortcomings**

- Some middle and lower ability pupils do not concentrate fully on their task, and consequently make only moderate progress in a few classes.

#### **KS4**

- Pupils make appropriate progress in vocal and instrumental performance and achieve good standards.

- Composition skills are developed by undertaking a number of “common” tasks and, in general, good standards are achieved. A number of compositions show an imaginative treatment of core ideas and a good understanding of structure and style.
- The standard of musical appraisal is satisfactory. The more able pupils and some of moderate ability can identify technical and expressive features while listening to extracts of music of different styles and periods.

### **Shortcomings**

- A few pupils have difficulty in making progress in composition without the teacher’s help.
- The appraisal skills of some middle ability pupils are uneven across different musical contexts.

### **Sixth form**

- The one student in Y12 and the two in Y13 are talented performers and achieve very good standards.
- Their initial ideas for their composition tasks are full of promise. They display personal initiative and a good understanding of their choice of style and medium.
- Background notes on elements of different areas of study in Y12 and Y13 testify to students’ personal investigations as well as an appropriate development of their knowledge and understanding of the features of the music being studied.
- Their aural skills, although uneven, are good on the whole.

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

Standards in KS3 are more even across different classes and show an improvement since the last inspection. Standards in KS4 and the sixth form have been consolidated. By now, effective use is made of the department’s ITC resources to promote composition. The peripatetic training, both vocal and instrumental, provided for one in ten pupils on roll, and the various extra-curricular groups, are often of a very good standard, and enrich the work of the department. They make a significant contribution to the life of the school and the community.

## **PHYSICAL EDUCATION**

Standards are good in KS3 and KS4. GCSE results were good in 2001 and in 2002.

### **Good features**

#### **KS3**

- Pupils listen intently to instructions, respond enthusiastically and maintain interest in the cohesive activities.
- They enjoy contributing and are keen to learn.
- They understand the importance of preparation for exercise and are aware of the effects of exercise on the body.

- They work hard physically as individuals and co-operate in pairs and groups to plan and develop skills.
- In Y7 and B9 in gymnastics, pupils plan and develop a sequence of movements that display physical tension and maintain shape and flow.
- In Y8, life-saving skills are developed and correct stroke techniques are reinforced in swimming lessons.
- In team games such as netball and hockey, appropriate skills are developed and the pupils employ strategies and tactics.
- There are examples of very good performances by individuals in various activities.

#### **KS4**

- Pupils can perform, repeat and refine their skills with more accuracy and control.
- They are able to maintain effort and observe and evaluate performance, using correct language and technical terms.
- Progress is made in physical skills and knowledge and understanding of elements associated with the subject.
- In Y11, in rugby and netball, the pupils handle the ball confidently and understand their role in the game, developing a tactical awareness in attack and defence. Similar development is evident in football in Y10.
- In Y10, pupils receive opportunities in the leisure unit to undertake additional activities such as 'self-defence' and good progress is made.
- In the GCSE examination course, teachers' direction and feedback are used constructively and good progress is made in practical and written work.

#### **Shortcomings**

- There are no significant shortcomings but at times body control and accuracy are not evident.

#### **Sixth form**

- It was not possible to observe any lessons during the inspection. Students following the A level course are taught in another centre as part of the school's consortium arrangements..

The department provides a broad programme of extra-curricular activities of a good standard that reinforce the curriculum. Pupils and students achieve credit and honour for the school.

#### **RELIGIOUS EDUCATION**

Standards are good in KS3 and very good in KS4.

## **Good features**

### **KS3**

- Pupils across the ability range have a good knowledge and understanding of the work units studied, and these reflect the requirements of the agreed syllabus.
- Orally, they show their understanding of a topic by asking questions and enquiry, and the more able pupils expand significantly on their comments.
- Pupils come to understand the authority that believers place on texts and religious traditions in their local communities.
- Pupils write extensively and express clearly information gained from a variety of sources, displaying a good understanding of the syllabus.
- Pupils with SEN have a sound knowledge and they develop a good understanding of the units of work studied.
- Across the ability range pupils develop the skills of looking for, organising and presenting information in different ways, including good use of IT.

### **KS4**

- The course provided is appropriate and offers pupils a knowledge and understanding of spiritual, moral and social issues. The syllabus is reinforced by elements in the PSE course.
- Pupils respond thoughtfully to religious and moral issues and show confidence in discussing their own values and considering those of others in class.
- They are willing to express opinions and the majority expand significantly on their comments.

## **Shortcomings**

### **KS3**

- In a small minority of lessons, achievements are limited when the work lacks challenge. Some of the tasks require too little thought, and the size of a small room limits the teaching methods available.

### **KS4**

There are no significant shortcomings.

### **Sixth form**

In Y12 and Y13, there are no religious education lessons, contrary to statutory requirements.

## **RELIGIOUS STUDIES**

Standards are very good in KS4 and in the sixth form. GCSE results were good in 2001 and 2002 and the A level examination results were very good. Religious studies is becoming increasingly popular as an optional subject in KS4 and the sixth form.

### **Good features**

#### **KS4**

- The pupils have a good factual knowledge and understanding of the syllabus.
- They develop a range of skills that enable them to investigate religion and human experience independently. They are confident in expressing their personal response to what they discover through discussions in pairs and groups.
- They have a sound knowledge of different methods of worship within the Christian church and they understand the authority that believers give to religious texts and traditions.
- Pupils produce lively and interesting written work, making clear connections between their own experience of the world and the religious beliefs and practices they study.

#### **Sixth form**

- Standards are good or very good standards when the students apply their skills of analysis and composition to produce essays based on a broad range of references.
- Their essays include discussion of the opinions of religious exponents and materials from appropriate sources, and the students gather and analyse information well.
- They develop skills of presenting text very well, making effective use of a commercial IT program.

### **Shortcomings**

- In KS4 and in the sixth form, owing to the number following the subject, it is sometimes difficult to ensure that every pupil contributes to the lesson.

Since the last inspection, the number following the subject in KS4 and in the sixth form has increased significantly and standards have risen.

## **PERSONAL AND SOCIAL EDUCATION**

Standards of achievement are good in KS3, KS4 and in the sixth form. Class tutors teach PSE in one weekly lesson. Additionally, on Tuesday mornings in KS4, drug education, sex education and leisure are taught in modules.

### **Good features**

- Pupils contribute enthusiastically and co-operate well in groups to share ideas and viewpoints, to reach a consensus and to feed back their conclusions to the whole class.
- Pupils have well-developed abilities and personal and social skills

### **KS3**

- Pupils know how to develop good practice that will help them to fulfil their potential educationally.
- They have a good understanding of the interrelationship between diet and good health, and of the ways an unhealthy diet can affect an individual's lifestyle.
- When completing their progress files, they develop skills of self-description and self-appraisal well in co-operation with their teachers, and they begin to foster the ability to set qualitative targets for themselves.

### **KS4**

- The pupils know about the effects and the risks that come from using a range of drugs, both legal and illegal.
- They know of different methods of contraception and their effectiveness. They know of the dangers of sexual disease and where to get help.
- Through the process of recording achievement, they develop skills of monitoring their progress and of taking responsibility for their personal development.

### **Sixth form**

- Students have good knowledge, enabling them to make wise choices when applying for admission to Further Education.
- They have sound social attitudes; they display respect, care and concern for others, and are loyal, responsible and honest.

### **Shortcoming**

- In a small minority of lessons, opportunities to develop some issues fully are limited; the introduction is too long and opportunities for pupils to discuss and ask questions too short.

### **DRAMA (Entry Level)**

Standards in KS4 are good.

#### **Good features**

- Pupils improvise well, creating credible characters and situations.
- They read simple scripts with vigour and application.

#### **Shortcomings**

- Pupils have some difficulty with fluency when reading aloud.

## **CHILD DEVELOPMENT**

Standards are good at KS4

### **Good Features**

- Pupils make relevant and informed contributions to class discussion.
- They use appropriate vocabulary confidently to demonstrate their understanding of relevant issues.
- They draw upon a wider range of data when developing good quality products and studies related to the subject.
- They demonstrate a good degree of empathy and an understanding of the various stages of a child's development.

### **Shortcomings**

No significant shortcomings were recorded in this subject.

## **LAW**

Standards in law are good.

Examination results are generally good, and a good majority achieve A-C grades.

### **Good features**

- Students have a good grasp of the principles they study.
- They have a good awareness of the importance of case law.
- Y13 students draw well on useful lecture notes and well-planned guided reading to develop good understanding.
- Y13 students are generally developing and applying subject terminology well.

### **Shortcomings**

- Some students are very reluctant to contribute to class questions and discussion.

## **ADVANCED LEVEL VOCATIONAL COURSES**

Standards in business studies and health and social care are good.

Last year's results (the first time that the new course was examined) were good.

### **Strengths**

- In the health and social care course, students make good progress. They show a good understanding of child development, how to communicate with patients, and the most recent legislation in the field of care.

- In the business studies course, students have a good knowledge of business structure, human resources and the different types of accounts and they can adapt knowledge previously learned to analyse problems.
- All the students understand the assessment criteria thoroughly and blend these successfully into their course work.
- An effort is also made to link their course with external visits, which ensure a good understanding of the requirements of the course.
- Students shoulder responsibility for their own learning and the majority discuss their work confidently.
- Number skills are at least satisfactory and good use is made of ITC to investigate, improve presentation and analyse data.
- Some students produce work of a high standard when linking theory to practical business and community problems and relevant work placements.

### **Weaknesses**

- Students do not discuss their topics in depth.

## **GCSE BUSINESS STUDIES**

Business studies are offered as a GCSE option in KS4 and standards are good. Examination results have improved significantly over the last three years and a high number of candidates succeeded in achieving grades A\* - C in the GCSE examination – a much higher percentage than the national average.

### **Strengths**

- In Y10, pupils have a good knowledge and understanding of business structure and the advantages of a Partnership Act. A significant group of Y11 pupils can offer very good answers when discussing staff recruitment and selection policies and different methods of training workers.
- The majority of pupils discuss the work in accurate technical language in Welsh and English but some less able pupils do not expand sufficiently to reveal their understanding of the issues being discussed.
- The written work and the interpretation of accounts and data by the majority are good and effective use is made of ITC to find up-to-date information and to present course work.
- Pupils relate the work to the real world of business well, and good use is made of work experience and local businesses.
- The standard of course work is good and it is used effectively to reinforce the class work.

### **Weaknesses**

- Students are too dependent on ready-made ideas gleaned from textbooks.

Considerable progress has been made since the last inspection and the pupils respond positively to the challenging targets set for them.

## **8. SCHOOL IMPROVEMENT**

## **8.1 Progress since the Last Inspection**

The school has responded well to the key issues noted in the last inspection in 1997. A comprehensive and purposeful action plan was drawn up and a number of targets and methods of action identified for each key issue. The school has also responded positively to a number of other issues that appeared in the body of the 1997 report. Reports have been submitted annually to the governors on the progress made in accord with statutory requirements.

Six key issues were noted in the previous report.

### **Key Issue 1**

There has been good progress in the standards achieved by middle and lower middle ability pupils. This is reflected in the results of external tests and examinations, which have improved recently, as well as in the standards of the lessons observed during this inspection. Standards are now satisfactory or better in 99 per cent of the lessons compared with 95 per cent in 1997; standards are good or very good in 70 per cent of the lessons compared with just under 50 per cent during the previous inspection.

### **Key Issue 2**

The time allocated for religious education in Y10 has increased and is now appropriate. No more time has been allocated to the subject in Y11, but the very good quality of the provision and the fact that a considerable amount of the content of the agreed syllabus is included in the PSE lessons indicate that the school has responded appropriately to this issue.

### **Key Issue 3**

There has been an improvement in the support provided for pupils with SEN in KS3. Five assistants are now employed who carry out their work effectively. Additionally, teaching staff offer support in 36 lessons a week.

### **Key Issue 4**

The school has paid good attention to the process of fostering better curricular links with the primary schools. It has concentrated on establishing appropriate links in language, mathematics, science and SEN. There is now a better mutual understanding between the primary and secondary sectors. This has led to developing more challenging and appropriate experiences for pupils at the start of KS3.

### **Key Issue 5**

Since the last inspection, a new all-weather pitch has been established near the school site - a resource that is appreciated by the staff and pupils. Additionally, building work that is about to start on the site will further improve the quality of the buildings.

### **Key Issue 6**

Fire extinguishers are now inspected regularly and the school has responded to the concern about electric sockets located near water taps in one room. However, the basic facilities in the boys' toilets are not appropriate. Additionally, a number of doors in the entrance hall and on the corridors continue to cause a hazard to pupils, staff and visitors. The school's response to this key issue has therefore been satisfactory, and some of these matters remain key issues this time.

## **8.2 Key Issues for Action**

The school should:

- maintain its good standards and improve the satisfactory standards by addressing the shortcomings noted in the body of the report;
- ensure consistency and further develop the school's system for evaluating the quality of teaching and pupils' standards of achievement;
- refine the process of setting quantitative and qualitative targets ;
- ensure that sixth form students receive religious education lessons in accordance with statutory requirements;
- address the health and safety issues identified in the body of the report.

## School data

### A. Basic information about the school

Name of the school	Ysgol Gyfun Llangefni
Type	Maintained by the LEA/Community
Age range of the pupils	11 – 18
Address of the school	Llangefni Ynys Môn
Post code	LL77 7NG
Telephone number	01248 723441

Name of the Head teacher	Mr Huw Roberts, OBE
Date of appointment	1 January 1981
Chair of the Governors/ The Appropriate Authority	Mrs Eleri Cwyfan Davies
Registered Inspector	Mr Gareth W. Roberts
Date of the inspection	7-11 October, 2002

### B. School data and indicators

<i>The number of pupils in each year group</i>								
Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
The number of pupils	141	150	152	130	148	58	45	824

<i>The number of teachers</i>			
	Full time	Part time	Full time equivalent (fte)
The number of teachers	49	8	53.4

<i>Staffing information</i>	
Pupil:teacher ratio, excluding special classes	15.4:1

<i>Attendance percentages during the three full terms before the inspection</i>								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	The whole school
Autumn 2001	94.8	93.1	91.62	90	90.11	92.0	78.0	90.0
Spring 2002	92.1	91.0	89.0	88.0	92.1	84.0	67.0	86.1
Summer 2002	92.1	91	89.0	88.0	92.1	84.0	63.0	86.0

<i>The number of pupils excluded during the previous 12 months</i>	24 temporarily 1 permanently
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### C. Results of NC assessments and public examinations

Results of KS3 National Curriculum Assessments : 2002													
Total Y9 pupils: 130													
Percentage of pupils at each level													
			D	A	W	1	2	3	4	5	6	7	8/EP
EN	Teacher Assessment	School	0	0	0	0	0.8	8.5	26.3	20.8	28.3	14.6	0
		National	-	-	-	-	1	8	27	22	28	15	-
	Test	School	0	0	0.8	-	-	7.7	20.8	26.2	29.2	14.6	-
		National	-	1	1	-	-	8	21	26	29	15	-
WE	Teacher Assessment	School	0	0	0	0	0	12.2	25.3	24.1	26.7	7.8	0
		National	-	-	-	-	-	12	28	25	28	7	-
	Test	School	0	0	0	-	-	12.2	31.0	21.6	28.4	6.9	-
		National	-	-	-	-	-	13	30	22	28	8	-
MA	Teacher Assessment	School	0	0	0	0	0	7.7	27.7	20.0	26.9	17.7	0
		National	-	-	-	-	-	8	28	20	27	18	-
	Test	School	0	2.3	2.3	-	-	7.7	26.9	16.2	27.7	16.9	-
		National	-	2	2	-	-	8	27	16	28	17	-
SC	Teacher Assessment	School	0	0	0	0	0	7.7	23.2	28.5	10.8	13.8	0
		National	-	-	-	-	-	8	29	28	21	14	-
	Test	School	0	0.8	0	1	1	8.5	26.3	30.8	-	13.8	-
		National	-	1	0	-	-	8	26	32	19.2	13.8	-

Percentage of pupils achieving at least level 5 in mathematics, science and either Welsh or English			
According to teacher assessment		through test	
In the school:	53	In the school:	50.8
In Wales:	53	In Wales:	50

D - Pupils exempted under statutory arrangements from part or the whole of the National Curriculum

A - Pupils who failed to register a level because of absence

W - Pupils working towards level 1

EP – Exceptional Performance, where pupils in Key Stage 3 perform above level 8

## GCE A level/AVCE or AS level ASVCE equivalent achievements (1)

**Number of pupils aged 17 who were on roll in January 2002: 34**  
**Number of pupils aged 17 who were entered for 2 or more GCE A level examinations/AVCE or AS/ASVCE equivalent: 33**

Percentage of pupils aged 17 entered for 2 or more A level examinations/AVCE or AS/ASVCE equivalent who achieved a points score of:

	0	1 to 4	5 to 9	10 to 14	15 to 19	20 to 24	25 to 29	30 or more
School 2001/02	0	0	6	0	18	39	18	18
LEA Area 2001/02	0	2	7	13	18	25	14	21
Wales 2001/02	1	3	11	18	17	18	13	19

Percentage of pupils aged 17 entered for 2 or more A level examinations/AVCE or AS/ASVCE equivalent who achieved 2 or more A level examinations or equivalent at grades:

Average score per candidate

	A-C	A-E	Entering 2 or more A levels/AVCE or AS/ASVCE equivalent
School 2001/02	88	100	24
LEA Area 2001/02	78	98	22
Wales 2001/02	66	94	20

**Number of pupils aged 17 who were entered for fewer than 2 GCE A level examinations/AVCE or AS/ASVCE equivalent: 3**

Percentage of the pupils aged 17 entered for fewer than 2 A level examinations/AVCE or AS/ASVCE equivalent who achieved a points score of:

	0 to 4	5 to 9	10 to 15	Average score per candidate
School 2001/02	67	33	0	3
LEA Area 2001/02	64	31	6	4
Wales 2001/02	73	23	4	3

( 1) Advanced Vocational Certificate of Education (AVCE) and Advanced Subsidiary Vocational Certificate of Education (ASVCE).

## GCSE, ELQ (1) and Equivalent Achievements

**Number of pupils aged 15 who were on roll in January 2002: 120**  
**Percentage of pupils aged 15 who:**

	Entered 5 or more GCSEs or equivalent	Achieved GCSE and vocational qualifications equivalent to five or more GCSE grades A* to C	Achieved GCSE and vocational qualifications equivalent to five or more GCSE grades A* to G	Core Subjects Indicator (2)	Average GCSE/GNVQ points score per pupil
School 2001/02	93	62	93	48	50
LEA Area 2001/02	90	54	89	41	43
Wales 2001/02	86	50	85	37	39
School 00/01/02	88	52	88	38	44
School 99/00/01	87	50	87	34	42

	Entered at least one short course, ELQ (1), GCSE short course, GCSE or equivalent	Entered one or more GCSE or equivalent	Achieved GCSE and vocational qualifications equivalent to One or more GCSEs at grades A* to C	Achieved GCSE and vocational qualifications equivalent to One or more GCSEs at grades A* to G	Achieved at least 1 GCSE short course - grades A* to G or equivalent	Achieved no graded GCSE or equivalent	Achieved one or more ELQ(1) only	Did not achieve a GCSE short course ELQ (1) or equivalent
School 2001/02	100	100	84	99	20	1	1	0
LEA Area 2001/02	98	96	82	96	28	4	2	3
Wales 2001/02	97	94	74	92	42	8	3	5
School 00/01/02	98	95	73	94	8	6	3	3
School 99/00/01	97	94	70	93	3	7	4	3

**GCSE results in selected subjects**

**Percentage of pupils aged 15 who:**

	Entered any GCSE in			Achieved a GCSE grade		
	Entered any GCSE in	Achieved a GCSE grade A* to C in	Achieved a GCSE grade A* to G in	Entered any GCSE in	Achieved a GCSE grade A* to C in	Achieved a GCSE grade A* to G in
	<b>English (2)</b>			<b>Welsh (2)</b>		
School 2001/02	100	59	98	98	77	98
LEA Area 2001/02	94	52	93	89	69	89
Wales 2001/02	89	55	88	63	36	61
School 00/01/02	92	51	91	90	61	89
School 99/00/01	88	50	87	87	57	86

	Entered any GCSE in			Achieved a GCSE grade		
	Entered any GCSE in	Achieved a GCSE grade A* to C in	Achieved a GCSE grade A* to G in	Entered any GCSE in	Achieved a GCSE grade A* to C in	Achieved a GCSE grade A* to G in
	<b>Mathematics (2)</b>			<b>Science (2)</b>		
School 2001/02	93	54	93	94	61	94

LEA Area 2001/02	88	50	87	92	54	92
Wales 2001/02	90	45	86	89	48	87
School 00/01/02	91	43	89	89	46	89
School 99/00/02	91	41	87	89	42	88

(1) Entry Level Qualification

(2) For information about which syllabuses are included in each subject area see Notes for Guidance.

#### **D. Evidence base of the inspection**

Sixteen inspectors spent a total of 54 inspection days in the school and observed 243 lessons or parts of lessons. Additionally, a cross-section of registration periods, morning services, departmental meetings and extra-curricular activities were observed. Interviews were arranged with the members of the SMT, heads of department and tutors together with members of staff, including ancillary staff with specific responsibilities.

A cross-section of the work of higher, middle and lower ability pupils from Y7 to Y13 was inspected. Additionally, further examples of pupils' work were seen when visiting classes,

workshops and laboratories. Pupils' work was discussed regularly with them and formal interviews were held with pupils who were chosen to represent the different years.

All the documentation submitted by the school before and during the inspection has been analysed. Pre-inspection meetings were arranged with the school's SMT, with the staff, the governing body and the parents. Thirty-nine parents attended the parents' meeting and 123 parents' questionnaires were returned, together with 10 letters and one comment by parents on a questionnaire.

#### **E. Composition and Responsibilities of the Inspection Team**

<b>NAME</b>	<b>ROLE</b>	<b>Sections of the report</b>	<b>SUBJECTS (section 7)</b>
Gareth W. Roberts	Registered Inspector	1, 2, 3.1, 3.2, 5.1, 6.2, 8.2, Appendix	Modern Foreign Languages Information Technology,
Griff Ch. Morris	Lay Inspector	4.2, 4.3, 5.7, 6.3	
Heddwyn Evans	Core Team	4.1, 5.5, 6.3	Religious education, PSE
Hywyn Williams	Core Team	5.2, 6.1, 8.1	Science
Catherine James	Core Team	5.6	English
Peredur Francis	Core Team	5.3	Mathematics
Gareth Davies Jones	Core Team	5.4	Welsh,
Alun Morgan			History, Law,
Graham Edwards			Design and technology,
Elwyn Bowyer			Geography
Ann Lloyd Cooper			Art
Alan Wyn Jones			Music
Gwilym Williams			Physical education
Dafydd Charles			Contribution to Science
Gerran Thomas			Contribution to Science
Martin Davies			Business Studies, Health and Care

*The inspectors wish to express their thanks to the governors, head teacher, staff, pupils and parents of the school for their willing co-operation during the inspection.*