

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

A Report on the Quality of Secondary Education in

**Llanrumney High School
Ball Road,
Cardiff, CF3 4YW**

School Number: 6814052

Date of Inspection: 16/10/06 – 20/10/06

by

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16926**

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- * nursery schools and settings that are maintained by, or receive funding from, local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

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- * makes public good practice based on inspection evidence.

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Llanrumney High School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Llanrumney High School took place between 16/10/06 and 20/10/06. An independent team of inspectors, led by Peter Guy Carter undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Llanrumney High School is an 11-16 co-educational, community school situated on the eastern side of Cardiff and maintained by Cardiff LEA. It has 647 pupils on roll compared to 774 at the time of the last inspection in the autumn term, 2000. This reflects the recent trend of decline in pupil numbers both locally and nationally. The school takes pupils from the Llanrumney estate and from the adjoining areas of St Mellons and Pentwyn. Almost all pupils speak English as their first language and around 4% of pupils are from minority ethnic backgrounds.
2. According to figures published in the Welsh Index of Multiple Deprivation, 2005, significant parts of the area served by the school are socially and economically disadvantaged and are amongst the 10% most deprived areas in Wales. Llanrumney is ranked fourth lowest in relation to low literacy skills in Cardiff with 35.5% having a low skill level compared with the city average of 26%. A relatively high proportion of pupils have Special Educational Needs (SEN). Around 4% of pupils have statements of SEN and a further 25% are included on the SEN register.
3. The percentage of pupils who are entitled to receive free school meals, 33%, is also relatively high. It is significantly higher than the average locally which is 19.7% and the national average of 16.6%.

The school's priorities and targets

4. The school's motto is 'Educating for life'. Its vision is based on five aims:
 1. to help equip pupils with the values, attitudes and skills needed for success in life;
 2. to achieve the highest possible levels of learning and teaching;
 3. to provide a secure, well-ordered environment of mutual respect and trust;
 4. to value everyone – all pupils and staff – so that they reach their full potential; and
 5. to develop and foster home/school liaison and positive links with the wider community.
5. The current School Improvement Plan (SIP) for the period 2004 – 2007 identifies five objectives as priorities for development. These are:
 - A. to improve the quality of learning and teaching;
 - B. to further develop pupils as independent learners;
 - C. to further develop strategies to improve pupil behaviour and attendance;
 - D. to further develop the physical environment of the school; and
 - E. to further develop staff expertise.

Summary

6. Llanrumney High School is a good school which serves its pupils and the wider community very well. During their time in school pupils make very good progress. The learning experiences which the school provides and the care, support and guidance available to learners have a number of outstanding features.
7. In the seven key questions the following grades were awarded.

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

Standards

8. The standards achieved by learners have good features which outweigh some shortcomings.
9. The inspection team inspected the standards that pupils achieve in six subjects of the curriculum. The following table shows the grades awarded at each key stage (KS).

Standards in subjects inspected		
Subject	Key Stage 3	Key Stage 4
English	2	3
Welsh second language	3	3
Science	2	3
Art	3	3
Physical Education	2	1
Religious Education	2	3

10. The following table shows the standards achieved by pupils at each stage in the six subjects inspected.

(58 lessons)	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	3%	68%	29%	0%	0%
KS4	17%	37%	42%	4%	0%
Whole school	9%	55%	34%	2%	0%

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11. The majority of pupils at both key stages achieve standards which are at least good in relation to their abilities. In most cases, learners meet their agreed learning targets. The great majority of pupils achieve success regardless of their backgrounds.
12. Pupils reach appropriate levels in key skills. Their listening, writing and Information and Communication Technology (ICT) skills are less well developed than their skills in speaking, reading and the application of number. They have a sound basic understanding of the Welsh language but seldom use it, except in Welsh lessons.
13. Results in assessments at the end of KS3, and in external examinations at the end of KS4 are generally below the averages for schools with a similar proportion of pupils entitled to receive free school meals. They are also below local and national averages. Nevertheless, pupils generally achieve results which are either just above or only slightly below predictions and expectations.
14. Data held by the school indicates that, since the last inspection, there has been a marked decline in the proportion of pupils of higher ability entering the school. Despite this, in the same period there have been significant overall improvements in performance but with some variation in year-on-year progress. These variations are linked to the differing ability levels of individual year groups.
15. Although pupils' abilities on entry tend to be low, they make good progress in acquiring new knowledge and skills and developing their understanding. The great majority know how well they are doing and how they can improve their performance. They make good progress towards achieving their potential and moving on to the next stage of learning.
16. In most respects, pupils develop their personal, social and learning skills well. Most pupils show motivation, work productively and make good use of their time in lessons. These pupils behave responsibly, show respect for others and achieve good levels of attendance and punctuality.
17. Overall levels of attendance, although unsatisfactory at around 89%, are close to both local and national averages. The standards achieved by a small but significant minority of pupils are constrained by poor attendance, often condoned by their parents, for example when taking holidays in term time. These pupils miss work which makes it difficult for them to catch up.
18. The behaviour of the great majority of pupils is good. In a small proportion of lessons some low-level disruption by some pupils disturbs their own learning and that of other pupils.
19. Most learners generally make good progress in their spiritual, moral and cultural development. They are beginning to work more independently and they work well with other pupils. Pupils are well aware of equal opportunities, they show respect for diversity within society and are prepared effectively for participation in the workplace and community.

The quality of education and training

20. Teaching is good with no important shortcomings. There is a significant improvement in teaching since the last inspection. Tasks are set at the appropriate levels and are both challenging and stimulating.
21. In the majority of classes teachers have a positive working relationship with pupils of all abilities and there is an effective learning environment in classrooms which impacts well on pupils' ability to learn.
22. In the best lessons teachers plan and structure their lessons carefully. They make the learning outcomes clear to pupils at the outset and conduct a variety of activities and tasks at a challenging pace. They hold the attention of their classes throughout. Teachers monitor their pupils' work in a supportive manner advising them how to improve. This has contributed significantly to the higher standards achieved at KS3.
23. In the minority of lessons where there are shortcomings teachers do not maintain sufficiently well pupils' interest to stimulate them to work consistently and do not use an appropriate range of activities. These lessons are often not conducted at an appropriate pace.
24. Assessment procedures meet statutory requirements and those of awarding bodies for recording and accrediting learners' achievements. National Curriculum (NC) levels of attainment are used at KS3 and predicted General Certificate of Secondary Education (GCSE) grades at KS4 to monitor effectively pupils' progress.
25. The school informs parents regularly of their child's progress. Parents receive interim reports as well as an annual report at the end of each year. The annual report is informative and provides clear information on pupils' progress.
26. There are good examples in some subjects of effective peer and self assessment procedures. Pupils know the criteria to achieve the various NC levels and what to do to gain a higher level. There are, however, inconsistencies in the ways assessments are used as a basis for promoting improvement in learning.
27. Learning experiences have good features, some of which are outstanding. They meet the needs of learners and the wider community very effectively.
28. The broad, balanced curriculum provides flexibility, continuity and progression for all pupils. At KS3 all subjects are given an appropriate time allocation. At KS4 there is a wide and relevant range of academic and vocational courses. A well planned and structured 'Extended Opportunities' programme, with a strong vocational element, suitable for a minority at KS4, gives very good support for pupils. It leads to appropriate qualifications and progression.

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29. A wide range of out-of-school activities are supported by large numbers of pupils. These activities, which help to broaden and enrich pupils' learning experiences, are an outstanding feature of the school's provision.
30. A well-established careers and work experience programme provides good opportunities for older pupils and helps to enhance contacts with local employers. Relationships with the local community, schools, colleges and other educational providers are outstanding and extremely effective.
31. Social disadvantage and stereotyping are addressed extremely well. Programmes to support pupils in their personal development enhance effectively their confidence and self-esteem. They provide a foundation for lifelong learning within a culture of success.
32. Strategies for addressing sustainable development and global citizenship are well established and effective.
33. The care and support provided for pupils are strengths of the school and have outstanding features. A coherent pastoral structure with clear roles and responsibilities provides high quality guidance. The inclusive nature of the school fosters a supportive and caring atmosphere.
34. The close working relationship with parents is outstanding. Effective, regular review days, open evenings and the establishment of a family room help to foster and strengthen this partnership. The school has well-established links with several specialist support services and pupils benefit from their advice and guidance. A strong Personal and Social Education (PSE) programme includes significant contributions from the wider community.
35. Effective and smooth transition procedures allow pupils to settle quickly into their new environment. Successful, well-established curricular and pastoral links with partner primary schools have a positive impact on the induction programme. Guidance about option choices in Year (Y) 9 and careers guidance is comprehensive and of a good quality. Pupils are informed well about future opportunities and value the guidance provided for them.
36. The school makes very good provision for pupils with Additional Learning Needs (ALN). Both learning and behavioural needs are supported sensitively and pupils with ALN make good progress. The 'Extended Opportunities' initiative at KS4 is an outstanding feature of this provision. A major strength of this arrangement is the balance between academic and accredited vocational experiences offered to pupils.
37. The school's social inclusion strategy is very good. Equal opportunities policies are appropriate and detailed. They demonstrate a clear commitment to equal access to the curriculum for all. The inclusive environment encourages respect and trust for all. Diversity is celebrated in many aspects of the curriculum including PSE lessons, tutorial periods and assemblies.

38. The school uses effective measures to eliminate all forms of oppressive behaviour, such as racial discrimination, bullying and harassment. Anti-bullying strategies are established well within the school. Procedures are effective and pupils and parents are confident of immediate response.

Leadership and management

39. Leadership and management have good features and no important shortcomings.
40. The effectiveness of leadership and management at all levels is demonstrated clearly by the progress made since the last inspection. Standards of achievement have been maintained or raised despite a gradual decline in the ability of pupils on entry, through improving the quality of teaching and reducing truancy.
41. The headteacher, senior leaders and managers provide clear direction through explicit aims and values which promote equality for all. They take appropriate account of national priorities and work very successfully with local partnerships and consortia agreements. Their links with partner primary schools and the Cardiff Collegium are particularly good features.
42. Senior leaders and managers have strong links with middle managers through a robust line management system. The great majority of middle managers work very effectively in managing and improving the performance of individual staff members, teams and departments.
43. There is a little inconsistency in the overall quality of middle management, for example in setting and meeting challenging, realistic goals. In general, however, the effectiveness of middle management has improved considerably since the last inspection.
44. The Governing Body (GB) works closely with the school and is actively involved in overseeing performance and provision and in the routine work of departments. Governors act as critical friends, making very effective contributions to setting strategic direction and monitoring quality. The GB fulfils its responsibilities and meets regulatory and legal requirements.
45. The school monitors and evaluates its performance well and plans for improvement effectively. Good progress has been made in addressing all key issues for action from the last inspection.
46. The GB, headteacher, Senior Leadership Team (SLT), Senior Management Team (SMT) and middle managers are well informed about their areas of responsibility. The school's outstanding links with parents, the community in general, all feeder primary schools and other interested parties enables it to take full account of their views. They offer significant support to the school and inform its planning well. Information is used effectively in processes to evaluate the work of the school and to plan for improvement.

47. Self-evaluation is based well on first-hand information and involves all those with an interest in educating pupils at the school. Evaluation and subsequent planning have, overall, led to several significant improvements in teaching and in pupils' learning and achievements. Other enhancements to pupils' education, such as innovative extensions to the curriculum in KS4, have also come about from good quality self-evaluation procedures and effective planning.
48. Most aspects of self-evaluation and planning for improvement are carried out rigorously and effectively. However, there is a little inconsistency across departments in how comprehensively and effectively self-evaluation and planning for improvement are carried out. Plans have too many areas for improvement so that on a few occasions some are not addressed sufficiently rigorously. Actions to be taken, and the criteria for measuring their success, are sometimes a little unclear.
49. Members of the teaching staff are knowledgeable, experienced and suitably qualified. They are deployed effectively. Administrative staff members are deployed appropriately to ensure the school operates smoothly on a day-to-day basis. The level of staffing allows all aspects of the NC to be taught at KS3 and KS4.
50. The provision of learning resources in most subject departments is good. In a few, however, the availability of, and access to ICT equipment is limited.
51. The school makes continued efforts to improve the condition and appearance of classrooms. Most are conducive to good learning and teaching. Nevertheless, some parts of the school's accommodation are urgently in need of structural upgrading.
52. The efficiency with which resources are acquired and used is monitored rigorously and methodically. Budgets are closely linked to whole school and departmental priorities for improvement. Costs are balanced against effectiveness and anticipated benefits.
53. The school has secured new funds successfully and, as a result, has established excellent outdoor sports facilities. The school manages its resources carefully, provides good value for money and retains sufficient contingency funds to allow for most unforeseen circumstances.

Progress since the last inspection

54. Good progress has been made in addressing all of the key issues from the report of the last inspection. The ongoing nature of most of the key issues makes it difficult to regard these as fully achieved. Nevertheless, significant, measurable improvements have been made in all specified areas and improvement plans are being implemented effectively to enable further progress to be made.
55. Standards of achievement have been raised. The percentage of pupils achieving five or more A* to C GCSE grades has improved by six points whilst the percentage achieving five or more A* to G grades has improved by nine

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points. Attendance has improved by three percentage points to around 89% and punctuality to lessons has also improved. The requirement to make the composition of teaching groups in art and music more appropriate was addressed successfully immediately after the last inspection. The number of exclusions has been reduced significantly.

56. The standards of achievement and quality of teaching in Welsh have improved and in religious education they have improved significantly.
57. Teaching across the curriculum has improved significantly, in part through more effective monitoring. There are marked improvements in the teaching of literacy and numeracy, recognised in the school's achievement and subsequent reaccreditation of the Basic Skills Quality Mark. There have been important improvements in the provision of ICT resources and these are now used well in a number of subjects, such as history and geography. Assessment systems are now used more effectively to help pupils improve and also to review the performance of subject departments.
58. There have been significant increases in the quality and level of support provided for pupils with SEN and Emotional and Behavioural Difficulties (EBD). The school meets statutory requirements for the provision of a daily act of collective worship.

Recommendations

In order to continue to move forward the school should:

- R1 further improve attainment in external examinations;
- R2 improve attendance rates by developing and implementing strategies to reduce the amount of inappropriately condoned absence;
- R3 increase consistency in the application of strategies to reduce the amount of low-level disruption in lessons;
- R4 continue to develop the consistency of assessment across the curriculum;
- R5 continue to refine procedures for self evaluation and planning for improvement in subject departments; and
- R6 increase the availability of, and access to, ICT equipment for all subject departments.

Recommendations one to five are addressed, in whole or in part, in the current SIP.

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

A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

59. The grade awarded by the inspection team matches the grade awarded by the school in its own evaluation.
60. The following table shows the standards achieved by pupils at both key stages in the six subjects inspected.

(58 lessons)	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Key Stage 3	3%	68%	29%	0%	0%
Key Stage 4	17%	37%	42%	4%	0%
Whole school	9%	55%	34%	2%	0%

61. The figures in this table indicate significant improvement since the last inspection when, the top two grades were awarded for standards of achievement in 29% of lessons. In lessons observed in this inspection, the two top grades have been awarded for standards in 64% of lessons. The proportion of lessons in which the two top grades has been awarded has, therefore, more than doubled. This is a notable achievement.
62. These figures compare favourably to those awarded at KS3 and KS4 in inspections across Wales, as set out in the most recent report of Her Majesty's Chief Inspector of Education and Training in Wales, published earlier this year. The percentages of lessons, across Wales in 2004-2005, in which the top two and the top three grades were awarded for standards were surpassed, in this school inspection, by four percentage points in each case.
63. These percentages are very close to the targets for 2007 set by the Welsh Assembly Government (WAG). The school's performance is one percentage point below the target for standards in 65% of lessons to be awarded grade one or two, and equal to the target for standards in 98% of lessons to be graded one, two or three.
64. In the most recent year for which comparative data is available (2005), the performance of pupils at the end of KS3 was well below local and national averages, and below the average for schools with a similar proportion of pupils entitled to receive free school meals.
65. GCSE results achieved by pupils in 2005 were also generally below the averages locally, nationally and for similar schools. However, the Core Subject Indicator (CSI), the percentage of pupils who achieve grade C or above in English, mathematics and science, was above the average for schools with a similar intake.

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66. Results achieved in 2006 show improvements have been made in the percentage of pupils who achieve five or more A* to G GCSE grades. At the same time there has been a marked fall in the percentage of pupils who leave school without a qualification.
67. Data held by the school indicates that, since the last inspection, there has been a marked decline in the proportion of pupils of higher ability entering the school. Despite this, there have been some significant improvements in performance, although with some year-on-year variability. These variations are linked to the differing ability levels of individual year groups.
68. Although results do not compare favourably with those of similar schools, this has to be set against the improvements made and maintained since the last inspection. Evidence indicates that pupils generally achieve results which are commensurate with their abilities. Their results are, in the great majority of cases, either just above or slightly lower than predictions and expectations.
69. Most pupils are successful in meeting their agreed learning targets. In almost all lessons inspected the following good features were observed:
- most pupils at both key stages and of all abilities, achieve standards which are at least good in relation to their abilities;
 - pupils who attend regularly achieve success regardless of their backgrounds;
 - pupils achieve appropriate levels in key skills, particularly in speaking, reading and their application of number skills; and
 - pupils have a sound, basic knowledge of the Welsh language.
70. Where there are shortcomings:
- in some lessons a minority of pupils do not achieve the standards that they are capable of;
 - pupils apply their listening, writing and ICT skills less effectively; and
 - pupils rarely develop their bilingual skills by demonstrating their knowledge and understanding of the Welsh language in lessons other than Welsh.
71. The great majority of pupils make good progress in learning. The good features of their learning include:
- the speed with which they develop knowledge, skills and understanding in relation to their abilities on entry;
 - their understanding of how well they are doing and what they need to do in order to improve; and
 - the progress they make towards achieving their potential and moving on to the next stage of education.
72. In most respects pupils develop their personal, social and learning skills well. The good features which the great majority of pupils demonstrate include:
- high levels of motivation and productive work;
 - responsible behaviour and respect for others;
 - good levels of attendance and punctuality;
 - good progress made in spiritual, moral and cultural development;

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- awareness of the importance of equality of opportunity and diversity within society;
 - developing abilities to work independently;
 - good social skills which support effective collaborative and co-operative working; and
 - effective preparation for participation in the workplace and community.
73. Shortcomings in the development of a few pupils' personal, social and learning skills have contributed to the school's unsatisfactory level of attendance. Although, at around 89%, it is close to recent local and national rates of attendance, it is below the WAG target of 92%. Other shortcomings include:
- inappropriate, unnecessary and, frequently, parentally condoned absence by a small but significant minority of pupils who take holidays in term time ;
 - incomplete work and gaps in pupils' work caused by absences and subsequent difficulties in catching up with the rest of the class; and
 - low level disruption by a few pupils who interrupt each other and their teachers in a small minority of lessons, disturbing their own learning and that of others.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

74. The grade awarded by the inspection team is higher than the grade awarded by the school in its own evaluation. This is because inspectors considered teaching, training and assessment to have no important shortcomings.

75. The grades awarded for teaching at KS3 and KS4 were:

(89 lessons)	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Key Stage 3	18%	55%	22%	5%	0%
Key Stage 4	21%	52%	24%	3%	0%
Whole school	19%	54%	23%	4%	0%

76. Teaching has no important shortcomings in 73% of lessons and in 19% there are outstanding features. This shows a significant improvement in teaching since the last inspection.

77. The school has set, as one of its main targets, improving teaching standards through a variety of initiatives. Teachers have identified good aspects of practice in their teaching and subsequently shared these with colleagues in other departments by means of in-house working groups.

78. In the best lessons teaching has the following good features:

- careful planning and structure;
- precise learning outcomes stated at the outset;
- a variety of stimulating and challenging activities and tasks conducted at a brisk pace;
- effective monitoring of pupils' work;
- clear advice given to pupils on how to improve;
- up-to-date subject knowledge and an awareness of pupils' needs; and
- positive working relationships with pupils of all abilities.

79. In the minority of lessons where there are shortcomings teachers do not always:

- maintain pupils' interest sufficiently well and stimulate them to work consistently to the targets set for them;
- use an appropriate range of learning activities for pupils including pair and group tasks; and
- conduct lessons at an appropriate pace.

80. Teachers promote equality of opportunity well in lessons and actively address issues of gender, race and disability.

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81. Aspects of bilingualism are addressed in some lessons, however, overall pupils' bilingual skills are put to limited use across subjects.
82. Classroom assistants work effectively with teachers to support pupils' needs.
83. The school has introduced several procedures to assess pupils' progress across subjects. Assessment data is used effectively to support individual needs and set targets. Tracking of pupils' progress is at a developmental stage. The tracking system is implemented well. Pupils are encouraged to use tracking targets to improve their individual learning.
84. NC levels of attainment at KS3 and predicted GCSE Grades at KS4 are used appropriately to monitor pupils' progress effectively.
85. There are good examples in some subjects of effective peer and self assessment procedures. In such cases, pupils know clearly the criteria to achieve the various levels and what to do to gain a higher level.
86. Although there is evidence of good practice across subjects there is inconsistency in the way assessments are used as a basis for promoting improvement in learning.
87. There are inconsistencies in:
 - the marking of pupils' work;
 - written comments and feedback to pupils; and
 - the use of self-assessment procedures.
88. The school informs parents regularly of their child's progress. Parents attend two review meetings to discuss progress, receive interim reports and an annual report at the end of each year. The annual report is informative and provides clear information on pupils' progress.
89. Assessment procedures meet statutory requirements and those of regulatory bodies.

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

Grade 1: Good with outstanding features

90. This grade is one higher than the school's self-evaluation grade. The inspection team judged there to be several outstanding features and no important shortcomings.
91. The outstanding features of the school's provision are the:
 - well-structured support programmes for all pupils which build confidence and self-esteem in preparation for external examinations;

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- well-planned and structured 'Extended Opportunities' programme, for a minority in KS4, which gives good support for pupils' learning and appropriate accreditation;
- curriculum development through the Physical Education and School Sport (PESS) initiative which provides very good opportunities at both key stages;
- wide range of out-of-hours activities and clubs available to all pupils which are well supported and extend many pupils' learning experiences;
- very strong curricular and pastoral links with partner primary schools, enriched by senior leaders' membership of primary school governing bodies;
- the relationships with the local community, schools and colleges and other providers of education which are extremely effective; and the
- success in tackling general social disadvantage and developing a sense of purpose and self-worth in the majority of pupils.

92. The school has tackled social disadvantage and stereotyping in a very positive way since the last inspection. This has taken place during a time of reduced intake abilities and falling rolls. Programmes have been implemented to support pupils in their personal development which effectively enhance their confidence and self-esteem. They open new doors to the pupils and their families and help to establish lifelong learning needs within the framework of a success culture. All staff associated with the provision of education at Llanrumney High School have adopted a positive, supportive role and this self-belief has been transmitted to the great majority of the pupils.

93. The curriculum and timetable are greatly improved since the last inspection. New initiatives have made a significant impact, particularly with older pupils. For example, developments in physical education have built upon the provision of new facilities to create a centre of excellence. The performance of pupils is of a very high standard. They enjoy the activities and are encouraged to lead parts of the lessons and develop critical skills to analyse individual and group work. The facilities are used extensively by pupils after school and by the local community.

94. There are also many good features in the way the school provides learning experiences to meet learners' interests and needs. These are:
- a broad and balanced curriculum which meets legal requirements, including provision for a daily act of collective worship, and provides continuity and progression for all pupils;
 - equality of access for all pupils to an appropriate curriculum which encourages the development of learning skills;
 - systems of pupil transfer between Y6 and Y7 which meet individual and group needs;
 - a strong PSE programme which includes significant contributions from the wider community;
 - good revision programmes available in many ways including Internet learning systems;
 - planning for the development of key skills where pupils are encouraged to track all aspects of their progress;

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- good systems for personal development and academic improvement for all pupils with targets set by departments and progress tracking carried out by form tutors three times each year; and
 - well-supported twice-yearly review days when parents, pupils and form tutors meet to discuss pupils' performance and progress.
95. The school makes good provision for the spiritual, moral, social and cultural development of pupils through assemblies, form tutor periods, the PSE programme and relevant contributions in a number of subjects.
96. There are a number of good features in the way learning experiences meet the needs of the wider community. These are:
- the provision of effective work experience programmes with well-monitored placements for all Y10 pupils in which the needs of each pupil are taken into account and a debriefing session is held after the placement;
 - good supportive links with Careers Wales which enhance the provision of careers education;
 - helpful careers lessons in Y9 which lay the foundation for good option choices and work experience placements;
 - successful business games in Y9 which provide good team building opportunities and develop entrepreneurial skills;
 - education for sustainable development and global citizenship which are encouraged through re-cycling outlets, 'Keep Wales Tidy' campaigns and activities of the school Eco group; and
 - the successful ways in which pupils are encouraged to develop as independent, confident learners and to take advantage of progression to local colleges and training after leaving school.
97. Despite this positive description of the school's provision, there are some shortcomings. These are:
- constraints in the provision of wide choices of academic and vocational courses at KS4 which are expensive on teacher time and become increasingly so as pupil numbers fall;
 - elements of planning for the development of pupils' key skills in ICT and listening; and
 - the planned development of pupils' bilingual skills and provision for Y Cwricwlwm Cymreig to reflect the languages and culture of Wales.

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

Grade 1: Good with outstanding features

98. The inspection team awarded this question a higher grade than the school awarded itself in its own evaluation. The inspectors considered there were sufficient outstanding features to award the highest grade.
99. The outstanding features are:
- the very strong working relationship between the school, parents and the community, reflected in regular review days, open evenings to discuss pupils'

progress and the establishment of the family room in the school which has fostered and further strengthened this partnership;

- a strong PSE programme which addresses effectively the changes that young people experience during transition to secondary school and the challenges of adolescence with significant contributions from outside providers of learning experiences that meet the needs of pupils within the Healthy Schools Network;
- aspects of the very good quality of provision for pupils with ALN which provide a relevant and appropriate balance of academic and vocational opportunities and have a positive impact on improving attendance and self esteem; and
- the high quality of the school's social inclusion strategy that provides a clear commitment to equal access to the curriculum and encourages respect for all.

100. The 'Extended Opportunities' initiative for pupils with ALN as well as pupils who have become disaffected at KS4 is a major strength of the school. The learning experiences are appropriate to the needs of the pupils. They provide a balance of academic and vocational experiences that provide maximum opportunity for targeted pupils to re-engage. A major strength of this arrangement is that pupils with ALN gain accredited qualifications in Y10 through Entry Level qualifications, with the aim of extending these in Y11. The range of the partnerships that have been developed with external providers enables a range of accredited vocational opportunities to be accessed. Strong links have been developed with local colleges, schools and other vocational providers. Courses are designed to meet the needs of these pupils and are flexible in nature. The responsibilities of members of staff working with these pupils are defined clearly and understood well by all. The success of the initiative can be measured in terms of improved attendance, reduced exclusion rates, an increase in the number of pupils leaving school with qualifications as well as improved motivation and self esteem.

101. There are also many good features in the care, support and guidance provided by the school. These are:

- the coherent pastoral structure with clear roles and responsibilities and the inclusive nature of the school which fosters a supportive and caring atmosphere with beneficial links to a number of support services;
- effective and smooth transition procedures, strengthened by established curricular and pastoral links with the primary schools who visit the Learning Centre on a weekly basis;
- a well planned and structured careers guidance programme which prepares pupils well for option choices and future vocational opportunities;
- procedures and strategies to monitor and improve attendance and punctuality through which pupils and parents are constantly reminded of the importance of regular attendance;
- an accessibility plan which addresses the needs of pupils with disabilities;
- clear procedures for ensuring the health and safety of every pupil including detailed risk assessments, carried out when organising activities that could place children at risk; and
- the child protection policy which recognises that the needs and interests of pupils must be put above those of all others and has clearly defined procedures to ensure all staff are informed well.

102. The quality of provision for pupils with additional learning needs has several good features. These are the:
- school's commitment to the education of pupils with ALN within a caring and secure environment through careful early identification of pupil's needs, including EBD, to enable early expert intervention;
 - progress made by the majority of pupils with ALN in lessons which are planned and taught well using differing learning styles and teaching strategies to allow pupils to stay on task and learn independently;
 - carefully monitored, sensitive and appropriate support for pupils with ALN by members of support staff who have a good in-depth knowledge of the pupils;
 - detailed education plans for all pupils with ALN which relate to their individual needs and include targets which are shared, monitored and updated regularly;
 - effective links with subject departments through link ALN teachers which enable teachers in subject departments to know individual needs and adapt their teaching resources accordingly;
 - effective use made of LEA specialist support services and the services of the education psychologist with constructive and documented intervention strategies which are put in place following their visits;
 - effective positive behaviour intervention strategies to deal with pupils, particularly in KS3, who cause disruption; and the
 - good leadership provided by the SEN Co-ordinator and the progress made by the department since the last inspection.
103. The quality of provision for equal opportunities has good features. These are the:
- quality and provision for equal opportunities reflected in the inclusive ethos of the school;
 - equal opportunities code which is displayed clearly throughout the school;
 - clear principles and policies on recognising and appreciating social harmony including gender equality, racial harmony as well as diversity within the community;
 - PSE programme, tutorial periods and collective acts of worship which promote these principles effectively; and the
 - effective anti-bullying strategies which are firmly entrenched within the school and are monitored and evaluated regularly.
104. Parents and pupils have indicated they are satisfied and confident that incidences of bullying or oppressive behaviour are dealt with promptly and sensitively.
105. However, despite this very positive picture of the school's provision, there are some shortcomings: These are that:
- not all of the staff apply the positive behaviour strategies consistently;
 - there are difficulties in access to all parts of the school for pupils and visitors with disabilities;
 - a few subject departments do not make the best use of support staff; and

- there are inconsistencies in the effective use of Individual Education Plans by some subject departments.

Leadership and management

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

Grade 2: Good features and no important shortcomings

106. The grade awarded by inspectors is one grade higher than that awarded by the school in its own evaluation. Inspectors judged that, because of the impact of leadership and management on the good progress pupils make in learning and on the significant improvements made to the overall quality of educational provision, shortcomings should not be regarded as important.
107. The grade for this Key Question is higher than the grade awarded in Key Question One. This is because the effectiveness of leadership and management at all levels is demonstrated by the progress made since the last inspection. Standards of achievement have been maintained or raised, despite a gradual decline in the ability of pupils on entry, through improving the quality of teaching, raising pupils' self-esteem and reducing truancy.
108. The good features of leadership and strategic management include:
- clear and purposeful direction by the headteacher, senior leaders and managers through explicit aims and values which are shared by all and promote equality;
 - appropriate account of national priorities taken by leaders and managers;
 - the strong and effective links developed by leaders and managers with local partnerships within the community, partner primary schools and the Cardiff Collegium;
 - the links between senior and middle managers through the robust line management system; and
 - the good work carried out by the majority of middle managers in managing, reviewing and improving the work of individual staff members, teams and departments.
109. The work of the GB has a number of very strong features. These are the:
- close relationship that governors have with the school and their active engagement in the routine work of many subject departments;
 - involvement of the GB in analysing data to help monitor performance and inform planning and the setting of targets; and
 - the contribution made by the GB to strategic leadership and management through governors' acceptance of the role of 'critical friend' to the school.
110. The GB fulfils its responsibilities and meets regulatory and legal requirements effectively.

111. However, despite the many positive aspects of leadership and strategic management, there are some shortcomings. These are that:
- there is a little inconsistency in the effectiveness of middle management; and
 - in a minority of cases, the setting and meeting of challenging realistic departmental goals lacks rigour.

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

Grade 2: Good features and no important shortcomings

112. The school judged how well leaders and managers evaluate and improve quality and standards to be grade 3. The inspection team judged that although there are a few shortcomings they are not important ones.
113. The overall findings of the school's Self-Evaluation Report (SER) match those of the inspection team well. Self-evaluation processes are effective and the SER is of good quality. Most aspects of the recommendations in this inspection report are already being addressed, at least in part, by the school.
114. In Key Questions One and Seven the judgements made by the school and inspection team are the same. In each of the other Key Questions the school grade is one lower than that judged by the team. The school has, for the most part, been too modest when grading its achievements.
115. Monitoring and evaluation of the performance and work of the school are very effective in most respects, and have the following good features:
- the GB, headteacher, SLT, SMT and middle managers are well informed about their areas of responsibility;
 - the school analyses examination data, benchmark and other data, very well and makes good use of it to analyse trends and in planning for improvement;
 - members of the GB are active in monitoring and reviewing learning and teaching in subjects across the curriculum;
 - self-evaluation is well-established and based on first-hand evidence of the quality of teaching and learning and the standards pupils achieve;
 - self-evaluation reports address each Key Question and list areas of strength, aspects that need improvement and the evidence base for its judgements;
 - good account is taken of the views of pupils, parents, and of many other interested parties in evaluation procedures;
 - the school council is an effective body that involves pupils well in discussion and decision-making;
 - there is a member of senior staff on each GB of the partner primary schools;
 - self-evaluation is embedded well into strategic planning through the SIP and Departmental Improvement Plans; and
 - pupils' attendance and behaviour are monitored very rigorously and trends over time analysed well.
116. The effectiveness of planning for improvement is good. In particular:

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- the GB, headteacher, SLT, SMT and middle managers are effective in highlighting the most important things that need to be done to move the school forward;
 - the Investors In People award has been achieved and re-accredited twice since 2000;
 - the school sets challenging but appropriate targets for improvement;
 - priorities are supported as well as possible, through efficient financial control, with adequate allocation of resources; and
 - workload and remodelling reforms have been dealt with effectively, giving members of staff opportunity to gain support and training where appropriate before they take up their new responsibilities.
117. In grading itself, the school has not given sufficient weight in its self-evaluation to the good progress it has made since the last inspection. Each of the key issues from that inspection have been addressed, many very well.
118. There are several outcomes that have been measured for effectiveness by the school. In particular the school has improved significantly:
- the quality of teaching;
 - the standards of achievement of many pupils;
 - many pupils' key skills;
 - the number of pupils gaining a qualification of some kind before leaving school;
 - the quality and range of educational experiences for many pupils of all abilities, and particularly for the less academically able; and
 - pupils' attendance and behaviour.
119. There are no important shortcomings in how well leaders and managers evaluate and improve quality and standards, however:
- there is a little inconsistency across departments in how comprehensively and effectively self-evaluation and planning for improvement are carried out;
 - action to be taken, and the criteria for measuring the success of plans carried out, are sometimes a little unclear;
 - there are too many areas for improvement in plans so that a few, for example, assessment strategies to aid learning, are not addressed rigorously enough by some teachers; and
 - the views of pupils, although taken into account well over many aspects of school life through the school council, are not taken into account sufficiently in evaluating and planning improvements in learning and teaching.

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

Grade 2: Good features and no important shortcomings

120. The grade awarded by the inspection team matches the grade awarded by the school in its own evaluation.
121. The use made of staffing has good features. These are the:

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- number of knowledgeable and suitably qualified teachers, with a good balance of very experienced teachers and those new to the profession;
 - great majority of teachers who teach their specialist subject;
 - methodical and rigorous way in which the administrative staff and senior managers utilise resources to ensure that the school runs efficiently and effectively; and the
 - finalised structure for the new teaching and learning responsibilities resulting from the senior leaders' consultation with all interested parties and approval of the governing body.
122. There are good features in the use made of suitable learning resources. These include the recent investment to extend and improve the school's ICT facilities through increasing the number of computers throughout the school, establishing five computer suites and installing a wireless network.
123. The sufficiency and quality of accommodation have many good features, including the:
- provision of accommodation, overall, which is more than sufficient for the number of pupils currently on roll;
 - refurbished parts of the school, including many of the parts identified in the last inspection as requiring attention, which have contributed to the improvement to pupils' learning environment;
 - significantly improved standard of decoration in many rooms and corridors;
 - extensive grassed playing fields and new floodlit all-weather playing area;
 - recently established dedicated behaviour support unit;
 - installation of a large number of centrally monitored security cameras, providing increased levels of surveillance and reducing incidents of vandalism;
 - extensive range of well-used, on-site facilities for vocational courses;
 - regular effective cleaning of rooms, halls and corridors and removal of litter from the school grounds;
 - level of accommodation and equipment provided for pupils with ALN; and the
 - bright and colourful displays of pupils' work that help provide a stimulating environment.
124. There are, however, shortcomings in the provision of staffing, learning resources and accommodation. These are the:
- generally poor standard of much of the accommodation, including some changing rooms and toilets (the school has suffered from an historic lack of capital investment);
 - limited stock of books held centrally in the library (partly due to many books having been damaged by water entering through the leaking roof which has only recently been repaired);
 - lack of availability and accessibility of ICT equipment, in some subject departments;
 - difficulties in access to all parts of the school for pupils and visitors with disabilities (however, an accessibility plan has been prepared);
 - periods of long-term staff absence, which have been more significant in recent years, resulting in some classes having several supply teachers; and the

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- shortage of learning resources in the art department; for example digital cameras, photography equipment, books and visual resources.
125. There are many good features of the efficient management of staffing, learning resources and accommodation to achieve value for money. These include the:
- systematic and rigorous financial management to improve cost effectiveness in all aspects of the school's spending;
 - methodical and routine way in which the administrative staff, senior leaders and the finance committee of the GB monitor spending decisions effectively with professional assistance and guidance;
 - effective utilisation of available accommodation; and the
 - extensive lunchtime use of the library facilities for homework and other clubs.
126. Teaching, support and administrative staff are deployed and managed effectively. Good features include the:
- effective deployment of the learning assistants and mentors in a wide range of activities to assist and promote pupils' learning;
 - formal recognition as an 'Investor In People', reaccredited twice;
 - staff training, which links the schools' priorities for improvement, performance management and individuals' professional development requirements;
 - effective allocation of resources for remodelling the workforce including teachers' time for Planning, Preparation and Assessment (PPA);
 - planning, co-ordination and management of early and continuous professional development of staff;
 - detailed and comprehensive support and guidance programmes for newly qualified teachers (NQTs) and initial teacher training (ITT) students; and
 - site management staff, responsible for the maintenance and security of the schools' buildings and site, who contribute effectively to day-to-day procedures.
127. The management of resources is linked closely to the school's priorities for development and their use is reviewed regularly to ensure value for money. Good features include the:
- close links between spending decisions, curricular needs and the regularly reviewed educational priorities for development and improvement, at whole school and department levels;
 - fixed-formula based departmental core budgets;
 - regular detailed monitoring of departmental spending against agreed budgets;
 - ongoing retention of healthy contingency reserves for future planned additional spending and most unforeseen circumstances;
 - proactive approach to raising additional funds, in particular the community based initiatives and grants applied for successfully;
 - prudent internal control of the maintenance and repair budget resulting in significant improvements to the learning environment; and the
 - use of spare accommodation by community based organisations.
128. However, there are a few shortcomings. These are the:
- lack of a librarian to enable, encourage and oversee greater use of the library facilities;

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- limited technical support for ICT; and the
- relatively high staff costs.

129. Overall, when considering the judgements on curricular and pastoral provision; the standards pupils achieve; the quality of teaching and the quality of support and guidance provided, the school manages its resources effectively and efficiently to give good value for money.

Standards achieved in subjects and areas of learning

English

KS3 – Grade 2: Good features and no important shortcomings

KS4 – Grade 3: Good features outweigh shortcomings

KS3

Good features

130. Pupils' speaking abilities are generally good. The majority are keen to participate orally in lessons and show that they can engage in lively and focused dialogue with each other and with their teachers in standard English. They are able to recall prior learning and make good use of it in their verbal contributions and listening skills.
131. Overall, standards of reading are good and in line with the indicated levels of ability of the pupils. Many pupils read suitable texts such as the 'Harry Potter' stories by J.K. Rowling and Shakespeare's 'The Tempest' and produce work that reflects good levels of understanding.
132. The great majority of pupils respond well in writing to a range of tasks that include the study of narrative, non-fiction and autobiography. Pupils respond well to the study of information texts and their typical language features. They display useful analyses in their written work and show an increasing awareness of language in line with the demands of the NC.
133. The majority of pupils benefit from drafting written work in a structured process that links classwork and homework well.
134. Most pupils with learning difficulties make good progress in mainstream classes often with a learning support assistant present. The majority of pupils achieve satisfactory levels of basic literacy that show gradual improvement.
135. Pupils with ALN make good progress in smaller classes; pupils are required to complete work that is pitched at a suitable level that consolidates language development. These pupils read appropriate texts such as Betsy Byars' 'The Pinballs' in a supportive manner that contributes to their learning.

Shortcomings

136. A small minority of pupils in a few classes have to be reminded about the conventions of taking turns and of listening to the contributions of others in whole class discussions. On a few occasions, this affects adversely the quality of the oracy component of some lessons and the time available for teaching and learning.

137. A minority of pupils produce written work that is sometimes incomplete and marred by formal errors. Their work contains frequent spelling errors and weak sentence construction with the result that their ideas are poorly expressed.

KS4

Good features

138. Pupils are generally keen to speak in class and engage in lively exchanges with each other and in response to teachers' questions about tasks and texts.
139. Standards of reading are generally good and most pupils demonstrate good knowledge of plot, characters and their motives in responding to, for example, Steinbeck's 'Of Mice and Men' and Priestley's 'An Inspector Calls'.
140. The great majority of pupils make the most of the opportunities provided for them by completing a range of writing that includes narrative and non-fiction as well as responses to suitable texts in literature. Their work, which includes extended writing, prepares them well for the demands of GCSE examinations in English Language and English Literature.
141. Able pupils produce good standards in coursework with well-crafted essays, particularly in displaying their understanding and knowledge of set texts. Pupils of average ability often show that their written work improves as a result of drafting so that their final versions are more accomplished in terms of ideas and technical accuracy.
142. A few pupils produce word-processed work of a particularly good standard in their assignments for GCSE examinations.
143. Pupils with ALN make good progress in smaller groups and in many instances engage well with appropriate aspects of the GCSE course.

Shortcomings

144. A significant minority of pupils' writing displays technical flaws, particularly with regard to the formal skills, and the use of capital letters, paragraphing, spelling and punctuation. In a few instances, some pupils' written work is unfinished and these pupils are careless in presentation and in their control of formal skills.
145. A significant minority of pupils behave inappropriately. This impacts adversely on the quality of their oral and written work.
146. A significant minority of pupils do not listen attentively in some classes and fail, on occasions, to observe the conventions of whole class discussion. This behaviour occasionally detracts from their learning and that of others present.

Welsh second language

KS3 - Grade 3: Good features outweigh shortcomings

KS4 - Grade 3: Good features outweigh shortcomings

KS3

Good features

147. Pupils respond well orally when using familiar language patterns in whole class situations and when working in pairs. They give personal information with the more able pupils extending their contributions.
148. Pupils use a good variety of sentence patterns and tenses to discuss holidays. Pupils in Y9 express personal opinions well when discussing different kinds of television programmes.
149. Pupils read aloud and respond well to the content by completing oral and written tasks. They complete language activities, which include reading tasks, enthusiastically and fairly correctly.
150. Pupils write short paragraphs, dialogues and complete language exercises with developing accuracy.

Shortcomings

151. In oral work pupils do not have the confidence to use the language in a wider context.
152. Some pupils have difficulty with pronunciation and intonation and as a result lack the confidence to read aloud without the teacher's support.
153. A small number of pupils lack focus and concentration and do not make good progress. They fail to listen attentively to the teacher and to each other and this restricts the development of their language skills.
154. Pupils of middle and lower ability make grammatical and spelling errors when completing written tasks. They rely heavily on support from the teacher.

KS4

Good features

155. The majority of pupils respond quite well orally in the structured situations in class. The more able use a range of vocabulary, constructions and verb forms accurately in set situations.
156. Pupils read and understand material which is closely linked to their course.

157. Coursework contains more extended pieces of writing which are completed in an increasing range of styles. The more able pupils structure their work well and produce a good standard of written work paying due attention to grammatical accuracy.

Shortcomings

158. A number of pupils lack the confidence to use the language and as a result their speaking skills are not developing sufficiently.
159. A few pupils' contributions in class discussion are brief. They do not vary or expand on their responses in conversations or discussions.
160. A few pupils do not read with sufficient clarity and meaning. They mispronounce words and rely on support from the teacher.
161. The written work of pupils of middle and lower ability contains grammatical mistakes and spelling errors. These pupils only complete a limited range of brief tasks.

Science

KS3 - Grade 2: Good features and no important shortcomings

KS4 - Grade 3: Good features outweigh shortcomings

KS3

Good features

162. A large majority of pupils readily acquire new concepts. They also learn appropriate technical vocabulary and apply it properly. A large majority of pupils successfully links new knowledge to what they already understand.
163. Most pupils apply scientific ideas to both familiar and novel situations, as appropriate to their development and ability.
164. A large majority of pupils demonstrates a good understanding of the need to observe carefully and systematically when undertaking experiments. They record their results well and they are able to discuss conclusions appropriately. This applies especially to oral explanations, which are often full, and involve the consideration of scientific theory.
165. Pupils undertake practical work confidently and competently.
166. A large majority of pupils makes good progress in class. Pupils recall and apply previous work with competence.

167. Many pupils demonstrate a good awareness of the nature of science and its relevance and impact on their lives.

Shortcomings

168. There are some gaps in the record of work of a minority of pupils.
169. There are occasional instances where progress is slowed for a minority of pupils because of the distracting activities of a few pupils.
170. Some pupils have little awareness of the use of ICT in science to aid learning and investigations.

KS4

Good features

171. Most pupils carry out experiments well. They make systematic observations and measurements. Pupils demonstrate good measuring skills and the need to be consistent and accurate. Many explain about sources of error and how to deal with them, consistent with their development and ability.
172. Most pupils can relate aspects of theory or their experimental findings to everyday life. Many pupils can give good explanations for what they have found out, applying scientific reasoning and language.
173. A large majority of pupils make good progress in lessons, readily acquiring and correctly using technical language relating to the concepts developed. Many can solve problems in both familiar and novel contexts.
174. A large majority of pupils have a good understanding of the nature of science and the impact of science on society and industry.

Shortcomings

175. Pupils have limited understanding of the ways in which ICT and data logging can enhance their learning in science.
176. A significant minority of pupils has gaps in their knowledge and record of work that are often associated with absence. Poor experimental results are not always commented on nor corrected.
177. There are occasional instances where the poor behaviour or disaffection of a small minority of pupils reduces progress and the level achieved as a whole. This is irrespective of ability.

Art

KS3 - Grade 3: Good features outweigh shortcomings

KS4 - Grade 3: Good features outweigh shortcomings

KS3

Good features

178. Most pupils are generally well motivated, work productively and achieve good standards in their knowledge, understanding and skills.
179. They make effective use of their sketchbooks to gather information and develop ideas, prior to making final creative outcomes. They also develop progressively the skill to annotate their work.
180. Pupils demonstrate good skills in a good range of two and three dimensional media, such as drawing and painting, print making and papier-mâché.
181. They explore a range of techniques to represent the human figure, such as constructing with card and wire.
182. Pupils review and modify their work as it progresses. They begin to show an understanding of specialist terms and concepts and acquire and use an appropriate art vocabulary.
183. They develop an understanding of the art work of a range of cultures to inform and enrich their practical and creative work, such as aboriginal symbols and African masks.
184. Pupils with ALN achieve good standards.

Shortcomings

185. Standards in making are not always secure. Pupils' understanding of the visual elements is limited and this reduces their capacity to apply it effectively in their artwork.
186. A few pupils do not fully complete classroom activities and some work is poorly finished.
187. Pupils make insufficient use of their skills in drawing from observation.
188. A significant minority of pupils does not always analyse and reflect upon personal work and that of others.
189. Pupils make little use of ICT to create images.
190. Pupils have little first-hand experience of the work of artists, craft-workers and designers and this limits their understanding of art.

KS4

Good features

191. Standards of achievement are satisfactory overall with some good work being produced by the most able pupils.
192. Some pupils are beginning to develop their individuality through their research and creative interpretation of their set projects, such as three-dimensional hats and work based on the design of numerals.
193. Most pupils use their sketchbooks well to organise ideas, explore appropriate imagery and annotate their work as it progresses.
194. Pupils are keen to experiment with media and techniques and use the information gained to enrich and inform their practical work as it progresses.
195. In general, pupils demonstrate a good knowledge of the work of other artists from a range of backgrounds, times and cultures, whose work they utilise to inspire and inform their own making.
196. The majority of pupils have a good understanding of GCSE assessment objectives, what they are required to do to achieve them and how well they are doing. Regular feedback enables pupils to make progress during lessons. More able pupils use appropriate language to talk about what they need to do to improve.

Shortcomings

197. Standards and skills in creative making are not as fully developed as within other areas of the art and design curriculum.
198. Pupils are less confident about working from direct experience than they are when using secondary sources of reference.
199. Pupils' use of ICT as a resource for researching and image manipulation is significantly underdeveloped.
200. As at KS3, pupils' understanding of art is limited by a lack of first-hand experience of the work of artists, craft-workers and designers.

Physical education

KS3 – Grade 2: Good features and no important shortcomings

KS4 – Grade 1: Good with outstanding features

KS3

Good features

201. All pupils experience a wide range of challenging and engaging tasks. They respond with enthusiasm and interest, and participate in a disciplined and supportive manner.
202. Pupils perform to a good standard in gymnastic activities with secure body control, tension and accuracy of movement. Pupils react positively to the high expectations of their teachers and produce sequences of good quality. Pupils display good abilities in being able to be creative and original. Pupils lift, carry, place and use equipment with good technique.
203. Pupils are able to plan their gymnastic work well, perform complex skills with confidence and evaluate their own work and the work of others accurately.
204. Pupils' understanding of physical fitness is good. Individuals participate enthusiastically in challenging fitness exercises, monitor the physiological changes and discuss the effect of activities on their personal fitness. An example of this is monitoring pulse rates, where pupils wear heart rate monitors, discuss dietary effects, engage in flexibility exercises and agree on the requirements for heart health and all-round personal fitness.
205. The school provides a wide range of extra curricular activities. Standards are good for both individual performers and school teams. A number of pupils and teams reach the highest of standards at both county and international level. The school is justifiably proud of these achievements.

Shortcomings

206. Shortcomings in the general fitness of a minority of pupils limit their achievements.
207. The development of fine motor skills is underdeveloped in a minority of pupils.

KS4

Outstanding features

208. Pupils demonstrate very good standards in planning, performing and evaluating their own work and the work of others. This is particularly evident in soccer, netball and GCSE examination work. The work of certain pupils is outstanding.

209. Pupils' participation in physical activities that develop strength, endurance and flexibility is outstanding. Individuals are able to plan, undertake and evaluate fitness programmes, and lead warm-ups and cool-downs. Pupils display a very good understanding of how the components of physical fitness are developed and how these relate to an active and healthy lifestyle.

Good features

210. Pupils demonstrate very good standards in risk assessment techniques. Pupils are aware of what constitutes safe and approved practice, for their own safety and the safety of others.

211. Under the supervision of the class teacher, pupils demonstrate good skills in leading small and whole class groups in warm-ups and structured skill coaching sessions.

212. Pupils following GCSE examination courses demonstrate very good knowledge and understanding of subject content, for example in the health, fitness and well-being components. Pupils fully understand the concepts of healthy eating, obesity control and the importance of exercise in maintaining a healthy body.

213. In both soccer and netball, pupils display excellent standards in the application of techniques, the implementation of tactics and the ability to discuss strategies for improvement. Pupils demonstrate established and original techniques and are able to adapt and refine these in competitive situations. Pupils use space well, have good ball control, pass and shoot accurately and are effective in both defence and attack.

214. The school provides a wide range of extra curricular activities. Standards are good for both individual performers and school teams. A number of pupils and teams reach the highest standards at both county and international level. The school is justifiably proud of these achievements.

Shortcomings

215. There are no important shortcomings.

Religious education (including religious studies)
--

216. All pupils at KS4 follow a Religious Studies GCSE course

KS3 - Grade 2: Good features and no important shortcomings

KS4 - Grade 3: Good features outweigh shortcomings

KS3

Good features

- 217. Most pupils describe accurately some of the basic beliefs, teachings and practices of the religions they study.
- 218. Many offer well-justified personal views, thoughtfully considering their own experiences, and thereby are starting to discover what influences their own values.
- 219. Most pupils use religious vocabulary appropriately.
- 220. A majority show some understanding of symbolic language.

Shortcomings

- 221. A minority of pupils does not make links between beliefs and actions.
- 222. These pupils rarely consider the differing viewpoints that followers of different religions may have.
- 223. A few pupils do not draw significantly on their own experiences.

KS4

Good features

- 224. In Y10 particularly, pupils reflect carefully on issues, taking good account of others' opinions.
- 225. They show open-mindedness when considering different attitudes to war, and in consequence, many of them make well-reasoned evaluations of the evidence they have.
- 226. Most pupils are prepared to offer personal opinions and, at times, insights.
- 227. Most pupils use appropriate religious language.

Shortcomings

- 228. Few pupils are able to anticipate or counteract contrary views.
- 229. In Y11 particularly, pupils have only an elementary knowledge and understanding of the beliefs, values and traditions studied.
- 230. They do not explore issues in depth and their personal opinions are not well-developed.

School's response to the inspection

The school is delighted that the inspection team found that Llanrumney High School is a good school which serves its pupils, and the wider community, very well.

In a number of places in the report the word 'outstanding' is used, for example care and support for pupils, the close working relationship with parents, the extended opportunities initiative and many of the learning experiences of pupils. This is very gratifying, especially when it is combined with the good quality teaching that is identified and the overall progress that has been made since the last inspection.

It also confirms the commitment of the Governing Body and the undoubted contribution to the school's overall development.

The school's self evaluation process has already identified these strengths as well as those areas that require further development. The school will, through the action plan, continue to strive to raise standards through its work on issues such as attendance, raising standards at KS4 and ensuring consistency of good practice throughout the school. Most are already addressed in the current school improvement plan, but they will be returned to with additional strategies in the next planning cycle.

The inspection, and the subsequent report, provides us with a valuable external audit and a firm base from which we aim to move forward as a school.

In conclusion, the school wishes to acknowledge the professional, collaborative and constructive approach of the inspection team during all stages of the inspection process.

Appendix 1

Basic information about the school

Name of school	Llanrumney High School
School type	Secondary
Age-range of pupils	11 - 16
Address of school	Ball Road, Cardiff
Postcode	CF3 4YW
Telephone number	029 2036 5500

Headteacher	Mr D J Barnfield
Date of appointment	19/4/1999
Chair of governors/ Appropriate authority	Mrs H Hancock
Reporting inspector	Mr Peter Carter
Dates of inspection	16 – 20 October 2006

Appendix 2

School data and indicators

Year group	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y13	Total
Number of pupils	109	122	143	146	127	-	-	647

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	42	4	44.1

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	15 : 1
Average teaching group size	22
Overall contact ratio (percentage)	68.8

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole School
Term 1	92	91	91	87	87	-	-	89.6
Term 2	89	89	89	85	83	-	-	88
Term 3	89	89	88	84	95	-	-	89

Percentage of pupils entitled to free school meals	33.4
Number of pupils excluded during 12 months prior to inspection	82 (temp.)

Appendix 3

National Curriculum Assessment Results End of Key Stage 3:

National Curriculum Assessment KS3 results: 2005															
Total number of pupils in Y9: 172															
Percentage of pupils at each level															
			D	A	F	W	1	2	3	4	5	6	7	8	EP
English	Teacher assessment	School	0	0	0	0	0	1	31	23	33	10	2	0	
		National	0	1	1	0	0	2	8	21	34	24	9	0	
Mathematics	Test	School	0	14	2	0	0	0	11	30	31	11	0	0	
		National	0	4	1	0	0	0	8	20	33	23	10	0	
	Teacher assessment	School	0	2	0	0	0	0	21	18	23	30	6	0	
		National	0	1	1	0	0	1	7	19	26	32	14	0	
	Test	School	0	19	2	0	0	0	9	19	21	25	4	0	
		National	0	5	1	0	0	0	5	17	20	36	15	0	
Science	Teacher assessment	School	0	0	0	0	0	0	10	38	43	10	0	0	
		National	0	1	1	0	0	0	6	20	33	27	12	0	
	Test	School	0	10	0	0	0	0	6	30	36	11	0	0	
		National	0	4	0	0	0	0	5	17	33	28	13	0	

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

Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	38	In the school	30
In Wales	56	In Wales	57

Public Examination Results:

For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ	
Number of pupils aged 15 on the school roll in January 2005	143
Average GCSE or GNVQ points score per pupil	24

The percentage of 15 year old pupils who in 2005:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	69	86	87
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	24	50	52
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	66	83	85
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	18	36	38
entered at least one Entry level qualification, GCSE short course or GCSE	100	97	97
attained one or more GCSE grades A*-C or the vocational qualification equivalent	49	73	76
attained one or more GCSE grades A*-G or the vocational qualification equivalent	83	92	93
attained no graded GCSE or the vocational qualification equivalent	17	8	7
attained one or more Entry level qualification only	13	3	3
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1	-		
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2	-		

Appendix 4

Evidence base of the inspection

Fifteen inspectors including the school's nominee and a peer assessor spent a total of 49 days in the school and met as a team before the inspection.

These inspectors visited:

- 58 lessons or part lessons in the six subjects inspected;
- 31 lessons or part lessons taught by teachers in other subjects;
- acts of collective worship;
- registration and form tutor periods; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors, parents and carers before the inspection began;
- senior leaders and managers, middle managers, teachers, support and administrative staff;
- representatives of the community; and
- groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- 139 responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' work across the curriculum from Y7 to Y11.

The registered inspector held post-inspection meetings with the senior leadership team and the governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Peter Carter (Rgl)	Context, Summary, Recommendations, KQ1, KQ5, Appendices
Clive Rowlands	KQ2
Ronald Graham	KQ3
Gwyn Griffiths	KQ4
Alan Cooke	KQ6
Kerry Jones (Lay Inspector)	KQ7
Charles Harris	English
Heulwen Jones	Welsh second language
Michael Pickin	Science
Jeffrey Hanney	Science
Shan Samuel-Thomas	Art
Stephen Lloyd	Physical Education
Martyn Williams	Religious Education
Gareth Roberts	School's Nominee
Stephen Parry	Peer Assessor

Acknowledgement

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

Contractor

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