

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

**A Report on the Quality of Secondary Education in**

**Llantarnam School  
Llantarnam Road  
Cwmbran  
Torfaen  
NP44 3XB**

**School Number: 6784050**

**Date of Inspection: 25/09/06**

**by**

**Trevor Guy  
15865**

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- \* 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
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Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gsi.gov.uk](mailto:publications@estyn.gsi.gov.uk)

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Llantarnam 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 Llantarnam School took place between 25/09/06 and 29/09/06. An independent team of inspectors, led by Trevor Guy undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All 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. Llantarnam is an 11-18 co-educational, community school in the unitary authority of Torfaen. The 1463 pupils on roll are from a mainly white, English speaking background. The numbers have been growing over the last four years and the demand for places is now higher than the capacity of the school.
2. The school serves an area to the east of Cwmbran and to the north of Newport and contains a mix of pupils from socially and economically disadvantaged backgrounds as well as those from more affluent homes. The proportion of pupils entitled to free school meals, 18%, is close to the national average.
3. The pupils entering the school from over 20 different primary schools represent the full range of ability. The school accommodates a resource centre for learners with hearing impairment (HI), a unit on-site (the Learning Zone) for those with educational and behavioural difficulties and a second Learning Zone off-site for older learners with similar difficulties. Statements of special educational need (SEN) have been made for 51 pupils and a further 197 pupils are on the school's SEN register and are therefore recognised as having some form of additional learning need.
4. The current headteacher was appointed 3 years ago, since the last inspection in 2000, and the senior leadership team (SLT) is a mix of more recently appointed and longer serving members of the team.

### **The school's priorities and targets**

5. The school believes that, "everyone is capable of learning and improving at all times" through "learning together".
6. The school aims to:
  - put the needs and interests of the students first;
  - provide a safe, secure and pleasant environment;
  - build good relationships with the students, helping them to become better learners and being prepared to learn with them;
  - promote the development of the whole person;
  - consider all students to be of equal worth, educating each according to his or her needs;
  - open students' minds to the opportunities, responsibilities and experiences of the world;
  - develop students' self-esteem, self-reliance and self-discipline, along with a respect for learning, and the achievement of others.

7. The five specific priorities for 2006-07 are to
  - improve the quality of learning;
  - improve the quality of leadership at all levels;
  - increase and improve the use of information and communication technology (ICT) across the school as an aid to learning and administration;
  - improve the physical environment;
  - improve the supervision and management of students around the site.

## Summary

8. Llantarnam School is providing a good standard of education and is putting in place a number of measures to increase further the many opportunities open to learners and to raise their standards. It is an improving school which is also an increasingly popular school. Staff are very supportive of pupils, the curriculum on offer for the 14-19 age range is developing rapidly, most pupils bring a positive attitude to learning and good standards are being achieved in a number of areas. Challenges remain and, to address them, the headteacher is giving a strong lead by seeking a more consistent approach to management in the school and focusing on the core work of teaching and learning.
9. Good progress has been made on most of the issues identified in the last inspection. Results have improved in many areas; boys are doing better, management has been reviewed, attendance has improved and shortcomings in certain aspects of curriculum provision have been addressed, particularly the viability of Sixth Form courses. While some progress has been made with improving leadership at different levels, there are still shortcomings, as there are in the assessment and tracking of pupils' progress.
10. The inspection team agreed with 4 of the 7 judgements made in the school's own self-evaluation report, awarding one grade lower on the other 3.

### Table of grades awarded

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

## Standards

11. The following table shows pupils' standards of achievement in the subjects that Estyn selected for inspection at Llantarnam School.

### Grades for standards in subjects inspected

Inspection Area	Key Stage 3	Key Stage 4	Post 16
Art	2	2	2
Drama	1	1	2
Geography	3	2	2
Mathematics	2	2	2
Science	3	3	3
Welsh	4	4	-

### Key stages 3 and 4

12. In the subjects inspected in key stages 3 and 4 the percentages of grades awarded were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11	43	34	12	0

13. Standards in key stages 3 and 4 in 54% of lessons in the six subjects inspected were judged to be grade 1 or 2. This is an improvement on the previous inspection. Standards in 88% of lessons were judged to be grade 3 or higher. These figures are below the national targets for 2007 and are largely accounted for by the underperformance in Welsh.
14. Standards in drama at both key stages display outstanding features.
15. In National Curriculum (NC) assessments at key stage 3, the school has made progress since the last inspection. In 2005, the proportion of pupils achieving the expected level 5 or higher in each of the 3 core subjects was below the national averages. Results were generally lower when set against similar schools in Wales. In contrast, other measures show real value has been added by the school since key stage 2. Pupils with SEN do well overall.
16. In key stage 4, GCSE results for pupils gaining 5 or more passes at grades A\*-C are below the national average but, since the last inspection, the gap between school and national performance has narrowed significantly. The school does not compare well to schools in Wales with similar socio-economic backgrounds. However, when measuring the school on the value it adds from the end of key stage 2, the proportion of pupils achieving 5 or more A\*-C passes at GCSE is in line with their abilities.
17. Entry rates for GCSE were very high in 2004 but have fallen since. The proportion of pupils gaining 5 or more passes at grades A\*-G is now below the national average. However, the 5 A\*-G pass rate is close to the average when compared to similar schools.

18. Less able pupils do well and few leave school without some form of recognised qualification. Pupils in the Learning Zone make good progress and achieve good standards. Pupils attached to the HI unit make particularly good progress and achieve well. More able pupils make good progress and a number achieve highly.
19. There is no clear pattern to the relative performance of boys and girls. The trend overall, as is seen nationally, is for girls to reach higher levels of attainment but in some years certain groups underperform e.g. middle ability girls in 2005, and others perform exceptionally well e.g. lower ability boys in 2004.
20. A good proportion of students continue into further or higher education or take up employment on leaving school.
21. Most pupils behave well and are attentive in class. There are some pupils, in particular classes, who are not engaged by the lessons and can disrupt learning. Behaviour outside of lessons is good.
22. Pupils in the Learning Zone present very real challenges and their behaviour is usually very well managed, especially at the centre off-site.
23. Attendance rates exceed 90% and have steadily improved since the last inspection. A significant minority of pupils do not arrive on time at the start of the school day and a number of pupils arrive late to lessons.
24. The pupils' key skills, and some of the wider learning skills, have a number of good features and, in some classes, are very good. This is particularly so when these skills are actively developed in lessons but the skills are not applied consistently across subjects. There are important shortcomings in the standards of pupils' bi-lingual skills.

### **Sixth Form**

25. In the subjects inspected in the Sixth Form the percentages of grades awarded were:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
11	56	28	5	0

26. Performance by students in the Sixth Form is improving steadily, particularly by those taking vocational courses. 1 in 9 lessons has features which are outstanding and in 2 lessons in 3 there are no important shortcomings. There are some A level subjects where students do not make sufficient progress.
27. The A-E pass rate for students entering 2 or more A levels has held steady for 3 years at over 90% and sits below the national average. More subjects have failed to add value since GCSE than those that have. However, the trend in performance is upwards as the A-C pass rate has climbed significantly; the

average points score has also risen. Performance in vocational subjects is especially good.

28. Students are attentive listeners and many are especially articulate and confident in expressing themselves. Students' numeracy skills are sound. Around half of all students continue to make good progress in ICT; progress is more limited for the remainder.
29. Students collaborate effectively in a numbers of subjects. In both group and individual work they show a developing ability to evaluate their work effectively and plan improvements. They have sound problem-solving skills and show creativity when opportunities arise.
30. Behaviour is good and students are well motivated. Attendance levels in the Sixth Form are mostly good.

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

### **Key stages 3 and 4**

31. Good features outweigh shortcomings in 9 of every 10 lessons in key stages 3 and 4 and there are no important shortcomings in more than half of lessons. These figures are similar to those in the last inspection. In 1 lesson in 10, there are outstanding features; this is double the proportion seen in the last inspection.
32. Planning of lessons and the teaching are outstanding in drama.
33. Relationships between teachers and pupils are generally good with the best teachers creating a supportive atmosphere in lessons and this motivates pupils.
34. Classroom management is often good and difficult behaviour is dealt with effectively on most occasions. In some cases, insufficient attention is given to ensuring that pupils are actively involved in the lesson at all times.
35. Particularly good features evident in Llantarnam include:
  - lesson aims and tasks being clearly communicated to pupils;
  - effective demonstration of skills;
  - a brisk pace to the activities which are varied and make demands upon pupils;
  - opportunities for pupils to express their own ideas.
36. Particular shortcomings in teaching include:
  - too many whole class activities led by the teacher when the pupils are not motivated to learn;
  - a failure to take sufficient account of pupils' different abilities, whether they are taught in sets or mixed ability classes;
  - too narrow a range of questions which invite only limited responses.

37. The standard of teaching in personal and social education (PSE) and the planning have improved since the last inspection across all key stages although several shortcomings remain.
38. On the whole, the homework set is suitably linked to lesson content and helps pupils to make progress.
39. There is too little planning to engage and make best use of Teaching Assistants (TAs) although they can work well to support individual pupils during lessons.
40. There is very good teaching in the Hearing Impaired Resource Centre and the off-site Learning Zone.
41. The school meets statutory requirements for assessment and fulfils the regulations of examination boards.
42. There have been improvements in assessment practice in key stages 3 and 4 but this still lacks consistency and is not co-ordinated across the school. In the best practice, teachers set clear learning objectives and give suitable oral feedback which helps pupils to progress.
43. The use of data by teachers to track pupils' progress and plan their next steps in learning is underdeveloped and not systematic across the school.
44. Marking is variable in its regularity and in the quality of the feedback to pupils. The best marking involves setting suitable targets but some comments are too generalised to improve pupils' learning.
45. The school provides a curriculum which meets the needs of its pupils and is broad and balanced across key stages 3 and 4. Particularly good features include:
  - the provision of drama for all in key stage 3;
  - the increasingly broad range of courses on offer in key stage 4;
  - the effort made to cater for all learners whatever their abilities or special learning needs;
  - the drive to offer an appropriate curriculum for students aged 14-19; this is an outstanding feature of the school's provision.
46. In making the key stage 4 programmes more relevant, the school has not given sufficient attention to the types of accreditation available to ensure that, where possible, pupils always gain qualifications equivalent to GCSE.
47. Partnerships with Primary schools are well developed to smooth the move from key stage 2 to 3. Less well developed are curriculum links.
48. Pupils with SEN are well catered for; those with HI are properly integrated into the school and benefit greatly from the provision available. The curriculum

provided for those with behavioural difficulties in the Learning Zone meets their particular needs.

49. Schemes of work vary in quality; a common shortcoming is the absence of planning for learners of different abilities within units of work.

### **Sixth Form**

50. In the Sixth Form, over 75% of the teaching has good features with no important shortcomings.

51. Teachers of post 16 classes create a pleasant and challenging environment for learning and display very good knowledge and skills in their subjects. Other good features of teaching at Sixth Form level include:

- very clear and full explanations;
- the use of questions which probe pupils' understanding and knowledge;
- a wide range of resources being well matched to pupils' needs;
- a good pace to lessons.

There are some instances when too much learning is directed by the teacher.

52. Teacher feedback to Sixth Form pupils both in class and in writing is clear and supportive.

### **Whole school**

53. The range of activities offered out of school hours is good.

54. Provision for pupils' spiritual, moral, social and cultural education is mostly good. There are good opportunities for pupils to take responsibility in the school.

55. A good range of opportunities exists to develop pupils' understanding of the world of work and these help to promote pupils' skills for lifelong learning.

56. The broad requirements in NC subjects to cover the Cwricwlwm Cymreig are being met. The incidental use of the Welsh language is limited.

57. The school is very active in seeking to tackle disadvantage. The attempts to make the curriculum as relevant as possible, the close involvement of Youth Workers and college link workers all contribute to reducing disaffection.

58. There is good coverage of issues relating to sustainable development. Programmes are in place to promote more healthy lifestyles.

59. The school has a positive ethos and provides good support and guidance in a caring community. Links with parents are largely good. Pupils are well known to staff, listened to and treated equally. Good features include:

- monitoring of behaviour;
- advice and support for pupils when making option choices;
- appropriate strategies to improve attendance;

- active promotion of the health and safety and welfare of the pupils.
60. The policy to manage behaviour is fit for purpose but not consistently applied by all staff.
  61. A small but significant minority of pupils are late arriving to school at the beginning of the day.
  62. The school is good at promoting cultural diversity and makes good provision to support those pupils learning English as an additional language.
  63. The school has appropriate policies and procedures in place to help ensure pupils are free from bullying and racial harassment.

### **Leadership and management**

64. Since the last inspection the school has improved leadership and management; a more appropriate management structure to meet the changing demands upon the school has been agreed but has yet to be fully implemented. There are still variations in the quality of leadership and management across the school and this leads to inconsistencies in planning, implementation and evaluation processes.
65. The school's aims are clear and have a good focus on learning and raising standards and put the needs and interests of learners first.
66. The headteacher is a determined and enthusiastic leader. He and most leaders and managers understand the changes needed to bring about further improvements. However, there are some who are not sufficiently effective in their roles to meet the targets the school has set itself.
67. Where management initiatives are driven through e.g. in developing a broader curriculum in key stage 4 and the Sixth Form, there have been clear benefits.
68. Data is used to set targets, which are mostly challenging, but this is not yet a consistent feature of the work of faculties and departments. However, improvement plans, self-evaluation and faculty reviews have led to the development of a more reflective culture in the school.
69. Some governors give generously of their time, are well informed about the school and are involved in shaping its strategic direction. Not all governors are regular attendees at meetings and the burden of work falls disproportionately on a relatively small number.
70. The headteacher and most senior managers have a good understanding of the school's strengths and areas for development. Self-evaluation is honest and helps to inform planning but is not comprehensive or rigorous enough.

71. Some middle managers are thorough in their approach to self-evaluation. Others are not systematic or fully objective in their approach and there is insufficient focus on evaluating standards in the classroom.
72. The School Council acts as a useful vehicle for seeking pupils' views otherwise there is no systematic consultation with parents and other interested parties.
73. The school has made good progress in addressing most of the priorities of the 2004-6 school improvement plan (SIP) and the current SIP sets a clear agenda for improvement. Some important issues are not specifically targeted by the plan.
74. In general, the school has sufficient teaching staff who are both experienced and suitably qualified.
75. The quality and sufficiency of resources are appropriate for all subjects across all key stages and cater for the needs of pupils of all abilities.
76. The accommodation is barely sufficient for the growing numbers on roll but the space available is used to good effect. The fabric is reasonably well maintained although certain areas are in need of decoration and refurbishment.
77. The budget is carefully monitored and the school seeks to achieve value for money in a number of ways. Spending decisions are linked to key priorities but the impact of spending is not always evaluated carefully.

## Recommendations

In order to build upon the good progress currently being made, the school needs to:

- R1: raise standards in Welsh;
- R2: develop a coherent assessment system across the school which records and monitors learners' progress, sets clear learning goals matched to pupils' needs and raises expectations;
- R3: continue the drive to improve the overall effectiveness of leadership and management at middle and senior levels;
- R4: continue to develop self-evaluation processes to inform planning and improve provision and performance across the school;
- R5: bring greater consistency to the quality of teaching so that it reflects more closely the features of the outstanding practice found in the school;
- R6: improve the planning for and co-ordination of key skills across the school;
- R7: reduce further the instances of low level disruption in lessons by more rigorous and consistent application of the behaviour management policy.

The school's planning already recognises some of the issues raised in recommendations 3, 5 and 6.

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.

The inspection team is very grateful to the pupils of the school, the staff, parents, governors and other members of the school community for their welcome and co-operation during the inspection process. We were especially pleased to find such open and honest attitudes which helped greatly in creating a climate for constructive dialogue.

## Standards

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

#### Grade 3: Good features outweigh shortcomings

78. This grade confirms the school's own self-evaluation findings.
79. Standards in 57% of lessons in the six subjects inspected at all key stages were judged to be grade 1 or 2. This is an improvement on the previous inspection. Standards in 90% of lessons were judged to be grade 3 or higher. These figures are below the national targets for 2007 and are largely accounted for by the underperformance in Welsh.
80. Performance in national curriculum (NC) assessments at key stage 3 and GCSE at key stage 4 since the time of the last inspection has shown an improving trend on some, but not all, indicators. Performance by students in the Sixth Form is improving steadily, particularly those taking vocational courses, but there are still some A level subjects where students do not make sufficient progress.

#### Standards in key stages 3 and 4

81. In key stage 3, standards are good with outstanding features in drama. There are good features and no important shortcomings in mathematics and art. In geography and science, good features outweigh shortcomings. In Welsh there are some good features but shortcomings in important areas.
82. In key stage 4, standards are again good with outstanding features in drama. In geography, mathematics and art there are good features with no important shortcomings. In science, good features outweigh shortcomings. While there are good features in Welsh, there are also important shortcomings.
83. In NC assessments at key stage 3, the school has made progress since the last inspection. In 2005, the proportion of pupils achieving the expected level 5 or higher in each of the 3 core subjects was below the national averages. Results were generally lower when set against similar schools in Wales; in contrast, other measures show real value has been added by the school since key stage 2. There are few clear trends in performance at key stage 3, particularly with regard to the relative achievements of boys and girls, but most pupils achieve to a level in line with their abilities. Pupils with SEN do well overall.
84. In key stage 4, GCSE results for pupils gaining 5 or more passes at grades A\*-C are below the national average but, since the last inspection, the gap between school and national performance has narrowed significantly. The school does not compare well to similar schools in Wales but, when measuring the school on the value it adds from the end of key stage 2, the number of pupils gaining 5 or more A\*-C passes at GCSE is in line with their ability.

85. Entry rates for GCSE were very high in 2004 but have fallen since and this has affected the number of pupils gaining 5 or more passes at grades A\*-G so the pass rate is now below the national average. However, the 5 A\*-G pass rate is close to the average when compared to similar schools.
86. Less able pupils do well and few leave school without some form of recognised qualification. Pupils in the Learning Zone make good progress and achieve good standards. Pupils attached to the HI unit make particularly good progress and achieve well. More able pupils make good progress and a number achieve highly.
87. There is no clear pattern to the relative performance of boys and girls. The trend overall, as is seen nationally, is for girls to reach higher levels of attainment but in some years certain groups underperform e.g. middle ability girls in 2005, and others perform exceptionally well e.g. lower ability boys in 2004.
88. Pupils generally make good progress in lessons, developing both their subject knowledge and skills; progress is also evident across a year and a key stage. Unless the development of a particular key skill has been well planned for, sufficient progress is not made in that skill and pupils do not always remember to use skills they have already learned in new situations.
89. A good proportion of students continue into further or higher education or take up employment on leaving school.
90. Most pupils behave well, are attentive and can keep their concentration. There are some pupils, in particular classes, who are not engaged by the lessons and can disrupt learning. Behaviour outside of lessons is good. Relationships between pupils and adults are mostly very good. Pupils are generally very considerate of others, supportive of the school and value being there.
91. Pupils in the Learning Zone present very real challenges and their behaviour is usually very well managed, especially at the centre off-site.
92. Attendance rates exceed 90% and have steadily improved since the last inspection. A significant minority of pupils do not arrive on time at the start of the school day and a number of pupils arrive late to lessons.
93. The pupils' key skills, and some of the wider learning skills, have a number of good features and, in some classes, are very good. This is particularly so when these skills are actively developed in lessons but the skills are not applied consistently across subjects.
94. Listening and speaking are good across all key stages. Most pupils listen well to the teacher and to each other. They are often fluent in how they speak and make good use of specialist vocabulary. In some classes, a minority of pupils are unwilling to contribute to discussion and give only brief answers to questions.

95. Most pupils use reading skills effectively within all subjects. More able pupils read a range of texts and show good understanding of key points. Most pupils read aloud with confidence and good expression. A minority of pupils read extensively outside of their lessons, but many read a very limited range of material.
96. Writing skills are generally good across the ability range. Able pupils write extended pieces, with clarity and good spelling and punctuation, showing good analytical skills. They use subject language confidently. A minority of pupils do not spell and punctuate well and have difficulty writing at length.
97. Basic mathematical skills are sound. Pupils apply these skills successfully within a number of subjects across the curriculum. In particular, pupils can interpret graphs and charts, perform calculations, use scales, measure accurately and apply their knowledge of shapes effectively.
98. Pupils achieve good standards in the use of ICT at key stage 3, acquiring a range of appropriate skills, mainly in dedicated ICT lessons. These skills are effectively developed in a small number of other subjects. In key stage 4, the pupils who follow courses which actively promote ICT, continue to develop a range of good ICT skills. Other pupils make less progress overall and standards in the use of ICT at key stage 4 are generally less well developed than at key stage 3.
99. Low standards in Welsh prevent any real progress by pupils in developing bilingual competence.
100. A good majority of pupils work well together, supporting and listening to one another. Good collaborative work takes place in many subjects, particularly where ideas are readily shared and work in progress is evaluated.
101. Most pupils are able to evaluate and plan improvements in their own work and their skills in this area are developing. This is particularly strong in physical education, where pupils set precise targets to improve their own work and help one another to improve.
102. Pupils apply problem-solving skills effectively in a number of subjects, including mathematics and science.
103. Many pupils respond creatively to tasks set in art, drama and music. Pupils also respond imaginatively to opportunities in subjects such as history and geography to invent stories or devise games to consolidate their understanding of the topic being studied.
104. Pupils' awareness of the issues relating to sustainable development and global citizenship is generally good.

## **Standards in the Sixth Form**

105. Standards in the Sixth Form are improving; 1 in 9 lessons has features which are outstanding and in 2 lessons in 3 there are no important shortcomings.
106. There are good features with no important shortcomings in art, drama, geography and mathematics. Good features outweigh shortcomings in the science subjects. There is no take-up for Welsh in the Sixth Form.
107. The A-E pass rate for students entering 2 or more A levels has held steady for 3 years at over 90% and sits below the national average. More subjects have failed to add value since GCSE than those that have. However, the trend in performance is upwards as the A-C pass rate entering 2 or more A levels has climbed significantly; the average points score has also risen. Performance in vocational subjects is especially good.
108. A good proportion of learners achieve the key skills level 1 or 2 qualifications in the Sixth Form and some achieve level 3 in communication.
109. Students are attentive listeners and many are especially articulate and confident in expressing themselves. Able pupils, in subjects such as English and Health and Social Care, discuss complex social issues and ethical dilemmas with a high degree of sophistication. They grasp different levels of meaning and are very good at summarising.
110. Students' numeracy skills are sound. In science and geography, students use statistical, calculating and graphical skills to develop their understanding.
111. In the Sixth Form, around half of all students, continue to make good progress in ICT, developing a range of appropriate skills and using those skills to learn about their subjects. Just under half of Sixth Form students do not make sufficient progress in developing their ICT skills.
112. Students collaborate effectively in a numbers of subjects. In both group and individual work they show a developing ability to evaluate their work effectively and plan improvements.
113. Students demonstrate sound problem-solving skills, for example in science where they apply logic to good effect. Good creative skills are evident in some subjects, particularly art.
114. Behaviour is good and students are well motivated. Attendance levels in the Sixth Form are mostly good.

## The quality of education and training

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

#### Grade 3: Good features outweigh shortcomings

115. In its self-evaluation report, the school judged this key question to be grade 2. The inspection team judged this key question to be a grade 3 because there are some important shortcomings in assessment and some of the teaching.

#### Key stages 3 and 4

116. In the lessons inspected in key stages 3 and 4 the percentages of grades awarded were:

Key Stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3	10	43	35	12	0
4	10	44	38	8	0
3 and 4	10	44	36	10	0

117. Planning of lessons and the actual teaching are outstanding in drama.
118. Relationships between teachers and pupils are generally good with the best teachers creating a supportive atmosphere in lessons which motivates pupils.
119. Classroom management is often good and difficult behaviour is dealt with effectively in most cases. In some cases, insufficient attention is given to ensuring that pupils are actively involved in the lesson at all times.
120. Teachers have a good subject knowledge which informs their teaching. Particularly good features evident in Llantarnam include:
- lesson aims and tasks being clearly communicated to pupils;
  - effective demonstration of skills;
  - a brisk pace to the activities which are varied and make demands upon pupils;
  - opportunities for pupils to express their own ideas.
121. Particular shortcomings in teaching include:
- too many whole class activities led by the teacher and where the pupils are not motivated to learn;
  - a failure to take sufficient account of pupils' different abilities, whether they are taught in sets or mixed ability classes;
  - too narrow a range of questions which invite only limited responses.
122. Pupils are given the opportunity in lessons to practise key skills but there is insufficient active teaching of the skills across the school. Teachers use a

range of suitable resources and when ICT is used it is effective in promoting pupils' learning.

123. The standard of teaching in PSE has improved since the last inspection across all key stages although some shortcomings remain.
124. On the whole, the homework set is suitably linked to lesson content and helps pupils to make progress.
125. There is too little planning to engage and make best use of TAs although they can work well to support individual pupils during lessons.
126. There is very good teaching in the Hearing Impaired Resource Centre and the off-site Learning Zone.

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

127. There have been improvements in assessment practice but this still lacks consistency and is not co-ordinated across the school. The use of data by teachers to track pupils' progress and plan their next steps in learning is underdeveloped and not systematic across the school.
128. The school has focused on developing 'Assessment for Learning' strategies and in some subjects such as drama, science and physical education this has been actively promoted with some good results. Teachers set clear learning objectives, give suitable oral feedback and pose questions in order that pupils are aware of their progress. There are also examples of regular self and peer assessment in the school, especially in year 11. When pupil target setting is successful, pupils are able to give mature feedback on their progress. The good and successful practice is to be found in pockets and is not well established across the school.
129. Marking is variable in its regularity and in the quality of the teacher feedback. The best marking gives fairly detailed, helpful comments with suitable targets set. Some comments are too short and generalised to improve pupils' learning.
130. Systems for tracking the progress of all pupils on a regular basis are not well developed within the school. The current reliance on attainment grades at the end of each year to track pupils' progress does not give a reliable overview of trends in performance by individuals or groups of pupils.
131. The school meets statutory requirements for assessment and fulfils the regulations of examination boards.
132. Reports are informative for parents and the majority of teacher comments also give specific targets for improvement. Some teacher comments are not detailed enough to help the pupil to make progress. Reporting procedures meet statutory requirements, although pupils' progress in PSE across all key stages is not commented upon fully.

## Sixth Form

133. In the lessons inspected in the Sixth Form, the percentages of grades awarded for teaching were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	63%	18.5%	3.5%	0%

134. Teachers create a pleasant and challenging environment for learning and display very good knowledge and skills in their subjects.

135. Teachers give very clear and full explanations, building on students' prior knowledge. In discussion, teachers use probing questions which prompt pupils to give extended answers that explore their understanding and knowledge.

136. A variety of planned activities and teaching strategies are used which keep students interested and on task. The wide range of suitable resources used by teachers is well matched to students' needs. Teachers give effective guidance and assistance when required and ensure a suitable pace to the lesson, though there are some instances when too much learning is directed by the teacher.

137. Teacher feedback promotes improvement and students know what their objectives are and set personal targets to improve. Teacher feedback both in class and in writing is clear and supportive. Recording of progress is good and reports to parents are informative.

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

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

138. This grade confirms the school's own self-evaluation findings.

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

139. The school provides a curriculum which meets the needs of its pupils and reflects the aims set out for pupils of statutory school age in the Education Act 1996.

140. The key stage 3 curriculum is well balanced overall and provides a good breadth of experience including the provision of drama for all and the option of taking a second modern foreign language. In Welsh, the quality of provision does not advance pupils' bilingual abilities.

141. The key stage 4 curriculum meets requirements. In addition to the basic curriculum, an increasingly broad range of courses is on offer which are

matched closely to learners' individual needs and interests. In making these programmes more relevant, the school has not given sufficient attention to the types of accreditation available to ensure that, where possible, pupils always gain qualifications equivalent to GCSE.

142. Sixth Form courses are meeting the wide needs and interests of the students very well and the post 16 curriculum is a viable one. The school is inclusive in its approach and rightly encourages all students to continue their education. Productive partnerships have been formed with colleges, other schools, different training providers and the Local Education Authority (LEA) to broaden the pathways which students can follow post 16. This drive to offer an appropriate curriculum for students aged 14-19 is an outstanding feature of the school's provision.
143. Partnerships with Primary schools are well developed and smooth the move from key stage 2 to 3 for individual pupils. Less well developed are curriculum links which can result in some year 7 pupils being insufficiently challenged in some areas of the curriculum.
144. Pupils with SEN are well catered for; those with HI are properly integrated into the school and benefit greatly from the provision available. The curriculum provided for those with behavioural difficulties in the Learning Zone is entirely appropriate although the school has yet to determine, with the relevant partners, a proper process to disapply from NC requirements those learners with very particular learning needs.
145. Schemes of work vary in quality. The best e.g. physical education, contain clear learning objectives related to the NC requirements, give clear guidance on teaching units of work and have appropriate assessment arrangements included. A common shortcoming is the absence of planning for learners of different abilities within units of work. The planning of key skills across the curriculum is also not consistently well developed e.g. in ICT.
146. The school literacy coordinator has taken a number of good steps to promote and develop pupils' communication skills across the curriculum. These include schemes such as 'Reading Buddies' and the adoption of a whole-school literacy award.
147. The content of the PSE course is appropriate and well structured. The breadth of education across the school is further enhanced by the 'Theme Days' which give valuable and positive experiences to learners outside of the standard curriculum e.g. in certain theme days organised for Sixth Form religious education.
148. The range of activities offered out of school hours is good, particularly in sports but also in respect of additional time given freely by a number of staff to help pupils in their examination courses. The 'DOH' club is very well attended after school and provides both learning support and a valuable opportunity for social activity.

149. Provision for pupils' spiritual, moral, social and cultural education is mostly good, although it is not necessarily planned systematically. Collective worship requirements are largely met through assemblies and the Thought for the Week, though an opportunity for worship or reflection is not provided on every occasion. There are good opportunities for pupils to take responsibility in the school e.g. through year councils, the School Council and the appointment of new staff.

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

150. A good range of opportunities exist to develop pupils' understanding of the world of work and these help to promote pupils' skills for lifelong learning. The careers' programme provides sound guidance to pupils and links well with the broader PSE programme.
151. There is a growing emphasis on vocational opportunities in the school which is reflected in the broadening curriculum post 14. College link and Youth Access courses give students a good introduction to vocational routes. This is enhanced for all pupils through Education Business Partnership (EBP) links, a good work experience programme and other programmes which develop understanding of the world of work e.g. the Dynamo project.
152. The broad requirements in NC subjects to cover the Cwricwlwm Cymreig are being met. The incidental use of the Welsh language is limited.
153. The school is very active in seeking to tackle disadvantage. The attempts to make the curriculum as relevant as possible, the close involvement of Youth Workers and college link workers all contribute to reducing disaffection.
154. There is good coverage of issues relating to sustainable development and global citizenship. Programmes are in place to promote more healthy lifestyles.

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

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

155. In its self-evaluation report, the school judged this key question as grade 1. The inspection team judged this key question to be grade 2 because, while there are a number of good and some very good features, there is insufficient evidence of outstanding features.

#### **The quality of care, support and guidance to learners**

156. The school has a positive ethos and provides good support and guidance in a caring community. Pupils are well known to staff, listened to and treated as individuals.

157. An effective team approach underpins the success of the pastoral care system. This is well managed by the assistant headteachers responsible for key stage 3 and the 14 to 19 phase who work effectively with the progress manager for each year group. The Inclusion Managers in each key stage are making a positive contribution to supporting pupils.
158. Links with parents are mostly good. The school's open door policy allows parents to contact the school to discuss issues of concern. The pupil planner includes a range of useful information though these are not used consistently well to strengthen home school links.
159. There are good pastoral links with primary schools. Curriculum links are well developed in science, English, physical education and drama but are less well developed in other subject areas.
160. The policy to manage behaviour is fit for purpose but not consistently applied by all staff. The school carefully monitors incidents of unacceptable behaviour.
161. The PSE programme, which is delivered by form tutors, is well structured and covers an appropriate range of topics. Time spent in the tutorial period is used well in some classes to follow through topics from the weekly PSE lesson but this is not done with any consistency by tutors.
162. Pupils receive good information to allow them to make their option choices and they value the support given by the school, the careers adviser and other agencies e.g. in the mentoring programme.
163. A range of appropriate strategies, including the recent addition of electronic registration, are in place and have successfully contributed to the improvement in school attendance. A small but significant minority of pupils are late arriving to school at the beginning of the day. Lateness to lessons by some pupils has an adverse effect on learning.
164. The school has well documented Child Protection procedures. These are clearly understood by all members of staff and effectively implemented. Appropriate training is provided.
165. The School Council is well established and makes a positive contribution to school life. The recent restructuring of the school council is a positive development and ensures more effective involvement for all pupils. The health and safety and welfare of the pupils are actively promoted and well documented.

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

166. The school caters well for pupils with a diverse range of special educational needs; this includes hosting an LEA provision for pupils with a hearing impairment and two centres, one off-site, for pupils with emotional, behavioural and social difficulties (EBSO).

167. Effective identification of pupils with SEN allows early intervention to address pupils' needs. The school pays due regard to the SEN code of practice.
168. The SEN co-ordinator (SENCO) manages SEN procedures efficiently and provides an appropriate range of support strategies for pupils with SEN.
169. Withdrawal sessions to support certain pupils make a positive contribution to their progress. In-class support by teaching assistants is very effective in some instances but is not consistently effective across all classes mostly because the deployment of teaching assistants is not best matched to the needs of pupils.
170. Individual education plans are provided for all pupils and regularly reviewed, however these are not always used effectively by mainstream teachers to support learning. The SEN departmental link teacher role is under developed.
171. The hearing impaired resource base is managed very well. Pupils are integrated into mainstream for the majority of time and are supported well by both teachers and teaching assistants. Withdrawal lessons in the base are both appropriate to individual needs and of a very good quality. Pupils make good progress.
172. The Learning Zone provision, that caters for pupils with EBSD, is good at the on-site base for year 7 and 8 pupils and very good at the Upper Cwmbran site. Staff provide appropriate and sensitive support for pupils whose difficulties are particularly challenging.
173. The organisation and management of record systems are efficient and effective. Pupils generally make good progress and are gaining confidence in their own ability.
174. The school has clear guidance and systems to support staff in a range of behaviour management strategies. Most teachers apply these effectively and when some do not it often leads to low level disruption that affects learning.

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

175. The school recognises the diversity of pupils' backgrounds and makes good provision to support those pupils learning English as an additional language.
176. The school works hard to ensure boys and girls are treated equally. It is aware of the need to tackle a degree of under-achievement amongst both boys and girls, and strives to tackle differing levels of achievement.
177. The school has appropriate policies and procedures in place to ensure pupils are free from bullying and racial harassment. Teachers deal well with isolated instances of pupils using inappropriate language, ensuring that sensitively-handled discussions enable all pupils to explore the issues securely.

178. An assessment has been made under the Disability Discrimination Act. As a result, some appropriate adaptations have been made to the premises as far as the nature of the accommodation will allow.
179. The school has a race equality policy which meets statutory obligations. The limited detail in the policy does not fully reflect the quality of work going on within the school to promote race equality and develop pupils' understanding of cultural diversity, which is at least good, and in some aspects very good. This is particularly true of work in religious education and humanities, which enables pupils to explore a range of relevant topics and issues. Pupils produce written work and displays which show that they are developing caring, mature attitudes to race and ethnicity. A range of extra-curricular activities, including a link with a school in Soweto and visits to school by artists and performers from diverse backgrounds, further enrich this work.

## Leadership and management

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

#### Grade 3: Good features outweigh shortcomings

180. For this key question the school awarded itself a grade 2. The inspection team judged that the variable quality of leadership and management across the school was an important shortcoming. This is leading to inconsistencies in planning, implementation and evaluation which, in turn, affect standards. Since the last inspection the school has improved in this area; a more appropriate management structure to meet the changing demands upon the school has been agreed but has yet to be fully implemented.

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

181. The school communicates its core values effectively to parents and the wider community who see Llantarnam as a very caring school. A well-planned cycle of meetings ensures that there are enough opportunities to reflect on policies and procedures and to share good practice. Shared values and norms about learning, behaviour and relationships are developing well through these forums.
182. The headteacher is a determined and enthusiastic leader. He has a clear vision for the school, which a good majority of staff and pupils understand and support. The school aims to put the needs and interests of students first and to ensure that, in a safe and supportive environment, they achieve the maximum progress possible. The school is making good progress towards achieving these aims.
183. The staffing review has resulted in a new structure that is logical and designed to put learning at the centre of the school's work, to improve leadership and management and to change the long-standing tradition that separates the work of pastoral and subject teams.
184. The headteacher and most leaders and managers understand how the newly defined roles and responsibilities can secure improvement in the quality of provision and the educational standards pupils achieve. However, there are some who are not fully effective in their roles and this hinders the rate of improvement. There are important shortcomings in the leadership and management in Welsh.
185. The school takes good account of the Welsh Assembly Government's priorities. Leaders and managers have worked effectively to promote meaningful and successful transition arrangements between key stages 2 and 3. At key stage 4 and in the Sixth Form, the assistant headteacher is pursuing particularly innovative approaches to curriculum provision in response to 'Learning Pathways'.

186. The leadership team has managed effectively the changes linked to Workforce Remodelling.
187. The SIP is developed through widespread consultation with the majority of stakeholders including the Governing Body and the SLT. Most, but not all, staff are fully aware of the school's improvement priorities. This uneven understanding hinders the school in its efforts to achieve whole school improvement efficiently.
188. Data is used to set targets, which are mostly challenging, and to help monitor pupils' progress. This is not yet a consistent feature of the work of faculties and departments which means that the effectiveness of whole school target-setting is reduced. However, improvement plans, self-evaluation and faculty reviews have led to the development of a more reflective culture.
189. Members of the SLT act as line managers to faculties and there are some effective processes in place for managing and improving the performance of individuals, teams and departments. Although successful in some areas, these processes are not applied with the same degree of rigour across the school.
190. The annual performance management system is used well to appraise all staff and to promote continuous professional development (CPD). Information gathered is used properly to identify CPD needs along with priorities identified through other planning documents.

### **The extent to which governors meet their responsibilities**

191. Some governors give generously of their time and are well informed about the school and their responsibilities to parents and pupils. They have made good use of training provided by the LEA to ensure that they fulfil their legal duties. Not all governors are regular attendees at meetings and the burden of work falls disproportionately on a relatively small number.
192. In partnership with the headteacher, they are involved in shaping the strategic direction of the school. The SIP and other strategic documents are reviewed regularly in meetings and more formally at the end of the period of the plan.
193. Some, but not all, members of the Governing Body are well informed about the school's priorities for improvement and are able to monitor performance through their annual review of external examination results. They have a secure knowledge of how well the school is performing against targets set and are involved in the observation of lessons, scrutinise books, receive presentations from heads of faculty and receive review reports. This knowledge enables them to support the head teacher and the school well in planning for improvement.

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

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

194. This grade by the inspection team confirms the school's own self-evaluation judgement.

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

195. The headteacher and most senior managers have a good understanding of the school's strengths and areas for development, gained from a range of formal and informal self-evaluation procedures.

196. The headteacher produces a thorough analysis of the school's performance in external examinations and NC assessments each year and this is used to inform proper debate about how improvements can be achieved with each faculty leader.

197. Managers undertake an honest and objective evaluation of progress with SIP priorities and use this as a basis for forward planning.

198. The school's self-evaluation report, produced by SLT in consultation with the staff and the Governing Body, provides a frank appraisal of good features and shortcomings in relation to the seven key questions of the common inspection framework. The report reflects careful analysis of a range of relevant information but does not evaluate all aspects of the framework nor take account of a full range of evidence.

199. The inspection team agreed with the school's findings in relation to four of the seven key questions, awarding grades one lower for the remaining three.

200. The school has recently introduced a programme of faculty reviews. Although there is not yet sufficient rigour in either the reviews themselves or the follow-up procedures to drive through effective change, the programme has provided each faculty with some valuable insights regarding their strengths and areas for development. Importantly, the introduction of reviews that focus directly on classroom practice is a key step in establishing more effective self-evaluation arrangements.

201. The role of SLT members in monitoring the quality of work within the faculties is inconsistently implemented and, therefore, only partially effective.

202. Middle managers have an understanding of some of the strengths and shortcomings in the areas for which they are responsible. Those with a more complete knowledge have a thorough approach to processes such as data analysis and reviews of pupils' work. Overall there is considerable variation across subject areas in the range of approaches to self-evaluation and in the

degree of rigour and objectivity with which they are applied. In particular, there is insufficient focus on evaluating standards in the classroom.

203. The School Council acts as a useful vehicle for seeking pupils' views on aspects of provision. While the views of parents have been sought at times through questionnaires and meetings, there is no systematic planning for consultation with parents and other interested parties.

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

204. The 2006-7 SIP sets out five relevant priorities which have been identified through self-evaluation. Some other important issues are not specifically targeted by the plan, for example standards in Welsh and the co-ordination of assessment and key skills provision. The plan incorporates all relevant details of actions and responsibilities and sets out manageable timescales. Its consideration of long term priorities is brief and does not take account of all relevant issues.
205. There is some variation in the overall quality of curriculum improvement plans and in the degree to which these plans address whole-school priorities. The best plans reflect effective use of self-evaluation, outline appropriate strategies and state clearly their intended impact. A number of plans are too superficial to be effective tools for improvement.
206. Improvement plans identify resource and training needs but do not always give full details of costings. The resource implications of the SIP are well matched to available funding. Funding for subject plans is partly dependent on bids; middle managers are aware that such funding is most likely to be provided for targets that are closely linked to whole school priorities.
207. The school made good progress in addressing most of the priorities of the 2004-6 SIP. Progress in relation to the development of ICT and the physical environment of the school was less good, partly due to insufficient funding.
208. The school has made good progress also in addressing many of the key issues from the last inspection. While there has been progress in improving the overall quality of leadership and management, there are still areas of the school's work which lack a strategic lead e.g. assessment and recording processes and the planning of ICT across the curriculum.

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

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

209. This grade confirms the school's own self-evaluation findings.

#### **Adequacy, suitability and use made of staffing, learning resources and accommodation**

210. In general, the school has sufficient teaching staff who are both experienced and suitably qualified.

211. There are sufficient administrative and support staff to ensure the smooth running of the school. Non-teaching staff are wholly committed to making a positive contribution to the care and welfare of pupils and other staff.

212. The quality and sufficiency of resources are appropriate for all subjects across all key stages and cater for the needs of pupils of all abilities. Recent spending increases are beginning to improve the range of ICT equipment available to teachers and pupils. In some subjects, such as art, resources are good and effective use is made of recycled materials for some aspects of the subject. In geography, while resources are adequate, they do not reflect more recent changes in available technology.

213. The Learning Resource Centre provides an attractive and welcoming learning environment. Pupils are taught how to gain the maximum benefit from the library but the number of books per student is below recommended levels.

214. The centre has a good range of information technology facilities which are well used by pupils.

215. The accommodation is barely sufficient for the growing numbers on roll but the space available is used to good effect. The lay-out of the buildings and absence of internal corridors above ground level make for difficulties in managing the site and pupils' movement around it. Nevertheless, the fabric is reasonably well maintained although certain areas are in need of decoration and refurbishment.

216. Most learning areas are fit for purpose in that they can accommodate the size of classes and specialist equipment. Best use is not always made of the space available to aid learning. Displays, while being stimulating and relevant in some areas e.g. history and religious education, contribute little to the learning environment in others.

#### **How effectively and efficiently resources are deployed to achieve value for money**

217. Teachers are deployed effectively to meet the needs of learners in all key stages; not all teaching assistants are deployed to best effect

218. The school seeks to provide effective professional development for all teaching and non-teaching staff. Progress is being made in linking the allocation of resources for CPD to priorities in departmental and school improvement plans. There is no effective evaluation of the value for money of this spending.
219. Time for planning, preparation and assessment (PPA) is efficiently managed, with two full-time cover supervisors deployed to ensure teachers receive their entitlement.
220. The Governing Body takes seriously its responsibility to ensure spending decisions are linked to key priorities in the SIP. A transparent system generally ensures a fair allocation of resources to subject areas and favours the funding of the most important priorities for school improvement.
221. Through its finance sub-committee, governors monitor spending carefully and seek to achieve value for money in a number of ways. However, the Governing Body has not yet developed sufficiently robust procedures for monitoring the effectiveness of spending decisions in meeting school priorities. Steps have been taken to address a budget deficit in the previous financial year, with a surplus projected for the current year.
222. Recently, the school has invested more substantially in ICT equipment, having identified a lack of opportunities for pupils to use ICT to enhance their learning across the curriculum. There is some evidence that this investment is already improving the quality of teaching in some subjects e.g. art and design and technology.
223. The business manager is making good progress in tackling issues identified for action in the most recent audit report and is properly seeking to improve the budgeting systems.

## Standards achieved in subjects and areas of learning

### Art

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

#### Key stage 3

##### Good features

- 224. Pupils have an appropriate and relevant knowledge of the work of artists from different periods and cultures, including Aboriginal art and Mexican art. They use this knowledge well to enrich their own work.
- 225. Pupils are able to respond practically and imaginatively to the methods and approaches of other artists, including local and Welsh examples.
- 226. They have a good understanding of the visual language of tone, texture, shape, form, line, colour and pattern.
- 227. Pupils show good progress in the development of a range of skills including, drawing, painting, printmaking and 3D construction.
- 228. Across the key stage pupils make effective use of their sketchbooks to record from their own observations, gather information, experiment with materials and show the development of their own ideas.

#### Key stage 4

##### Good features

- 229. Pupils can draw skilfully from primary sources and continue to use their sketchbooks well for research, recording and developing ideas.
- 230. Throughout the course of study, pupils develop their ability to analyse and evaluate critically the work of other artists.
- 231. Pupils use the Internet well to gather information and demonstrate good design skills when using computers.
- 232. Pupils experiment creatively with a wide range of materials, tools and techniques. Their use of recycled materials to make masks and 3D models is particularly imaginative.

## **Key stages 3 and 4**

### **Shortcomings**

233. Pupils' knowledge and understanding of European and contemporary art, craft and design is limited which affects the quality of some of the work produced.

### **Sixth Form**

#### **Good and outstanding features**

234. Students are able to research and investigate ideas independently of the teacher. Sketchbooks are used well to record the development of ideas, techniques and processes.

235. Intelligent use is made by students of the work of other artists to expand their own ideas and explore new techniques. As a result of regular visits to museums and galleries, students develop individual and creative responses to a given theme.

236. Students can critically analyse and evaluate their own work and plan for progress. Consequently, they improve and extend their art, craft and design skills in a range of disciplines. In graphics, their application of ICT skills is outstanding.

### **Shortcomings**

237. There are no important shortcomings.

<b>Drama</b>
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**Key Stage 3: Grade 1 Good with outstanding features**

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

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

### **Key stage 3**

#### **Good and outstanding features**

238. Pupils are enthusiastic learners and this contributes significantly to their outstanding progress.

239. Their knowledge of dramatic forms is outstanding. They can discuss, with some sophistication, the features of Greek Theatre, Commedia Dell' Arte and Mime, and can evaluate the impact upon audiences of specific features of these dramatic forms.

240. Pupils work well in groups, supporting each other to ensure that rehearsal time is used profitably and their performance skills are developed fully.

241. They can evaluate their own work and the work of their peers effectively, providing valuable suggestions to indicate how future performances can be improved.

### **Shortcomings**

242. There are no shortcomings.

### **Key stage 4**

#### **Good and outstanding features**

243. Pupils make very good progress in Drama and Theatre Studies and this is reflected in improved results at GCSE.
244. They work very well in groups and are able to use relevant stimulus to explore challenging themes such as homelessness. They show a highly developed ability to empathise with characters and to create thoughtful, original work; these features are outstanding.
245. Pupils have very good performance skills and can use masks, staging and elements of physical theatre to engage audiences and convey meaning effectively.
246. They are capable of mature discussion and can analyse their ideas about plot, character and dramatic technique, providing valuable feedback to modify and improve their own performance and the performances of their peers.

### **Shortcomings**

247. There are no shortcomings.

### **Sixth Form**

#### **Good features**

248. Students have good dramatic and theatrical skills. Their work is enhanced through disciplined and creative cooperation that enriches their own dramatic outcomes and those of their peers.
249. Students' analytic response to drama texts and to theatre in performance is good. They are able to explore ideas and devise original work that includes a wide range of dramatic techniques.
250. They have very good performance skills, using a variety of methods to explore characterisation and motivation. They show a sophisticated awareness of audience.

## Shortcomings

251. The quality of students' written work does not always reflect their same ability to devise and perform.

## Geography

<b>Key Stage 3:</b>	<b>Grade 3</b>	<b>Good features outweigh shortcomings</b>
<b>Key Stage 4:</b>	<b>Grade 2</b>	<b>Good features and no important shortcomings</b>
<b>Sixth form:</b>	<b>Grade 2</b>	<b>Good features and no important shortcomings</b>

### Key stage 3

#### Good features

252. Pupils develop a sound knowledge and understanding of the location and features of a range of different places. Year 7 pupils can name the world continents and some of their main features and refer to places in the local area and South Wales.
253. Most pupils use geographical terminology accurately across a range of contexts, both orally and in writing.
254. Pupils are becoming competent in a range of geographical skills. Year 9 pupils are able to analyse and interpret different types of geographical data including graphs, maps and photographs.
255. Most pupils in year 9 have a sound knowledge of environmental issues. They are beginning to apply that knowledge to make links between people's use of energy resources and the environment.

#### Shortcomings

256. Pupils collect and record only basic data in the field in order to identify simple patterns and processes. Their use of enquiry skills and fieldwork equipment to collect weather and map data, is not sufficiently sophisticated to analyse more complex patterns and processes.
257. Whilst pupils are able to use map skills at a basic level, the way they apply these skills to make maps is not always well developed.
258. Pupils' understanding of human and physical processes is limited to simple descriptions and explanations. Their analytical and evaluative skills are less well developed.

## **Key stage 4**

### **Good features**

- 259. Pupils have a good knowledge and understanding of geographical terminology which they apply in context.
- 260. Their understanding of patterns and processes in physical geography is good. They can, for example, explain the effects that flooding has on the environment and its impact on people.
- 261. Pupils have a clear understanding of the human processes and patterns associated with retailing in the local area, and tourism.
- 262. They carry out geographical enquiries and apply their research skills well in order to complete coursework assignments.

### **Shortcomings**

- 263. There are no important shortcomings, although in a few cases some aspects of pupils' oral responses lack detail and depth.

## **Sixth form**

### **Good features**

- 264. Students have a good understanding of geographical and enquiry skills. They apply these skills with increasing accuracy and precision through their studies of the local area and less economically developed countries.
- 265. Special terms are used with accuracy in both oral and written work and students' geographical vocabulary is good.
- 266. Students have a secure knowledge and understanding of environmental issues e.g. as they affect the Sahel. They are able to explain the relationship between people and the sustainable use of the environment.
- 267. They have a thorough knowledge and understanding of various physical processes e.g. the formation of tropical cyclones, and are able to make links between the effects of hazards and people's responses to them.
- 268. Students have a good knowledge of different locations. They are able to draw on the wide range of examples they have studied to support their understanding in new areas of learning.

### **Shortcomings**

- 269. There are no important shortcomings but students' understanding of some aspects of the patterns in human geography lacks depth.

<b>Mathematics</b>
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**Key Stage 3: Grade 2    Good features and no important shortcomings**  
**Key Stage 4: Grade 2    Good features and no important shortcomings**  
**Sixth form:    Grade 2    Good features and no important shortcomings**

### **Key stage 3**

#### **Good features**

270. Across the key stage, pupils make good progress and basic numeracy is sound. Pupils carry out calculations to a good standard.
271. Pupils are developing a good understanding of fractions, decimals and percentages.
272. Almost all pupils recognise simple patterns in number and can solve basic linear equations. The most able can solve more complex equations and use a range of algebraic graphs.
273. Nearly all pupils understand the properties of angles and can calculate areas of basic two-dimensional shapes. More able pupils are beginning to understand trigonometry and can calculate the areas, and in some cases the volume, of more complex shapes.
274. Pupils can use a range of statistical graphs and understand the basic concepts of probability.

#### **Shortcomings**

275. Some pupils use a calculator when a pencil and paper method would be more appropriate.
276. A few pupils have difficulty in rounding numbers to an appropriate degree of accuracy.
277. A small minority of pupils fail to recall the names of types of angles.

### **Key stage 4**

#### **Good features**

278. GCSE coursework is completed to a standard that reflects the ability of the pupils.
279. Work with fractions develops well from the previous key stage. Almost all pupils understand the relationships between fractions, decimals and percentages and apply them successfully to calculations in everyday life.

- 280. The most able can use more complicated forms of numbers, with accuracy.
- 281. More able pupils solve a range of challenging equations.
- 282. A sound understanding of work on shapes develops across the key stage and more able pupils successfully use trigonometry to solve problems.
- 283. Pupils are able to solve statistical problems and, towards the end of the key stage, more able pupils successfully use a range of more complex statistical graphs.

### **Shortcomings**

- 284. A small minority of pupils do not work to the standard of which they are capable and some other pupils do not stay on task throughout the lesson.
- 285. A few of the more able pupils make basic mistakes in calculations with harder trigonometry.
- 286. A small minority of less able pupils find calculations difficult when practising data handling.

### **Sixth form**

#### **Good features**

- 287. Students' algebra skills are good and they are able to tackle complex tasks well.
- 288. Most students have a sound understanding of the rules of differentiation and apply these rules well in simple cases and in some problems.
- 289. There is a sound understanding of the principles of mechanics and how to apply them to a variety of problems.
- 290. Students have a good understanding of statistics. They understand probability and apply this knowledge successfully to solve problems.
- 291. More able students are very articulate and can explain their reasoning and discuss aspects of mathematics with understanding.

#### **Shortcomings**

- 292. There are no important shortcomings.

<b>Science</b>
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**Key stage 3: Grade 3 Good features outweigh shortcomings**

**Key stage 4: Grade 3 Good features outweigh shortcomings**

**Sixth form: Grade 3 Good features outweigh shortcomings**

### **Key stage 3**

#### **Good features**

- 293. Nearly all pupils have a good knowledge of scientific terms, definitions and units.
- 294. Pupils make good progress in developing their knowledge of key topics such as cells, food and digestion, electricity and light.
- 295. They make effective use of their knowledge when answering questions, labelling diagrams and when describing their work and the observations they make.
- 296. Many pupils can use scientific equipment and measuring instruments safely, take scale readings accurately and organise their results effectively as tables or charts. They make good progress in drawing clear, accurate graphs.

#### **Shortcomings**

- 297. A significant minority of middle and lower ability pupils cannot explain how and why things happen in science and do not fully understand the key ideas associated with their work.
- 298. A minority of middle and lower ability pupils do not have sufficiently well-developed skills to finish the practical tasks they are set in the time available.

### **Key stage 4**

#### **Good features**

- 299. Nearly all pupils develop an effective scientific knowledge.
- 300. Many pupils make good progress at GCSE to develop a sound understanding of the key ideas and concepts. In particular, more able pupils in year 11 have a thorough understanding of forces, green plants and chemical reactions while in year 10, pupils of all abilities are developing an appropriate understanding about pollution, continental drift and about the use of evidence in science.
- 301. Pupils plan effective investigations, appropriate to their ability. By year 11 nearly all pupils work safely at practical tasks, following instructions carefully and using scientific apparatus skilfully to obtain good data. Most can analyse data effectively, including graphs and calculations.

### **Shortcomings**

302. Some pupils cannot apply their scientific knowledge effectively. A minority of more able pupils do not use scientific ideas appropriately to support coursework and a minority of middle ability pupils do not apply effectively what they have learned in previous lessons.
303. A minority of middle ability pupils in year 10 do not have the basic practical skills to complete laboratory tasks successfully.

### **Sixth form**

#### **Good features**

304. In AS and A2 classes, nearly all students develop a good knowledge and understanding of biology and most students can apply their knowledge effectively. AS students are developing good skills when carrying out practical work and are able to interpret the results effectively. In A2 classes, students' coursework demonstrates they are developing a good range of skills e.g. in drawing and the use of the microscope; they conduct successful investigations in physiology.
305. In AS and A2 classes, nearly all students develop a good knowledge and understanding of chemistry which they apply effectively across a broad range of basic chemistry. All these students also make good progress to develop a range of appropriate practical skills.
306. In AS and A2 classes, nearly all students develop a good knowledge and understanding of physics and most A2 students can apply their knowledge effectively. In A2 classes, students can demonstrate effective investigative skills, including imaginative planning, good use of apparatus and instruments and effective calculation skills.

### **Shortcomings**

307. There are no important shortcomings in AS or A2 biology classes, but a few AS students do not take sufficient care when setting up practical tests to avoid error in results.
308. In chemistry and physics, a minority of AS students lack the confidence to apply their knowledge and understanding effectively.
309. In the A2 chemistry course, students sometimes lack confidence when dealing with some of the more difficult concepts.

<b>Welsh second language</b>
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<b>Key stage 3 Grade 4</b>	<b>Some good features, but shortcomings in important areas</b>
<b>Key stage 4 Grade 4</b>	<b>Some good features, but shortcomings in important areas</b>

310. Standards in both key stages are adversely affected because a large proportion of pupils do not have a positive attitude towards learning Welsh.

### **Key stage 3**

#### **Good features**

- 311. The more motivated pupils recall key words from recent work and can take part in brief discussions.
- 312. Some of the more able pupils can expand on their answers and vary their sentence patterns.
- 313. Pupils follow what is being said when listening to spoken Welsh. They can, with help, use this information to give short answers to questions.
- 314. Pupils read short passages aloud from familiar texts and can understand the main ideas and facts by responding briefly orally and in writing.
- 315. Pupils' writing is fairly accurate; they can write in a variety of forms to give factual and personal information. More able pupils can write interestingly and at length.

#### **Shortcomings**

- 316. Pupils lack confidence when using the language and their ability to communicate meaningfully in Welsh is very limited.
- 317. Pupils, across the ability range, often find difficulty in recalling basic Welsh vocabulary from recent topics and do not speak at length without being prompted.
- 318. They do not readily draw upon what they already know of the Welsh language to expand on their oral or written work.
- 319. Pupils' pronunciation of key words and patterns when speaking and reading is poor. They do not read for pleasure, their reading being limited in range.
- 320. A large proportion of pupils write briefly and make basic spelling mistakes.

## **Key stage 4**

### **Good features**

- 321. Pupils are able, with support, to hold brief conversations on recently covered work. A very small number of more committed pupils can converse confidently in Welsh.
- 322. Some pupils, across the ability range, can pick up the main points when listening to spoken Welsh.
- 323. Pupils read and understand brief passages of Welsh writing, including poems, and make suitable responses.
- 324. Pupils write briefly, but quite accurately, about familiar topics. More committed pupils across the ability range can write at length in a variety of forms.

### **Shortcomings**

- 325. The standards pupils achieve in examinations do not reflect their true abilities. The majority of pupils make very little progress with communicating in Welsh and lack confidence when using the language.
- 326. Pupils are only able to express themselves within a narrow range of topics on a very basic level. The knowledge they do have is not used well to build up a greater command of the language.
- 327. The pronunciation of common words is often inaccurate.
- 328. Pupils have difficulty gathering information from more extended texts without help. Very few are sufficiently motivated to read for pleasure.
- 329. The majority of pupils' written work is brief.

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

The School is pleased with a report that it feels is fair and balanced, one which recognises our strengths and the progress we are making and are likely to make.

We are pleased that the report acknowledges our self-evaluation as being honest and objective. We had already identified the improvements that were most needed and indeed have already started on many of them. The report will help us with these further improvements by providing a sharper focus.

We are delighted with the many positive comments regarding improving standards, especially in relation to the Sixth Form where the report finds good standards, a good range of courses and economic viability. The recognition given to the breadth of our curriculum across the whole 14-19 range is also welcome. We are pleased also with the large number of positive comments about our care for our students, something for which we pride ourselves and which we are determined to improve even further. Most pleasing is the observation that the school has examples of outstanding practice and therefore a strong base on which to develop. Although we have other outstanding areas that were not part of the inspection, we were delighted with the grades and comments on Drama, a subject which we introduced throughout the school three years ago in response to students' requests and in which students and staff have performed to the highest standards.

The school has already started work on its development plan for 2007 which will incorporate our response to the report and its recommendations:

Steps have already been taken to raise standards in Welsh. We have enabled the team to group their students independently of other subjects; the time allocated has been increased and a suite of rooms created to provide space for this expansion. Most importantly, the issues of the quality of leadership, management and teaching in Welsh are being addressed with strong support from the Local Authority's advisory team.

The need for a common, consistent system of assessment is being addressed through the provision of a school-wide network and the extension of the excellent practice in some teams across the whole-school. This new system, to raise expectations and set targets for students across all subjects, will be in place this Autumn term.

Leadership development will continue with a programme of development for the team leaders which will also require school leaders to raise their game further.

Self-evaluation will be further improved by a programme to review standards across each year group during the course of the year. The first of these is scheduled for November. Research into the best ways of listening to the 'student voice' and parental views is already under way. Involving students in our staff selection processes has already improved the quality of teaching and these steps, plus the provision of clear, current data on student performance will help bring the overall quality of teaching closer to the outstanding practice found in the school.

The planning for, and co-ordination of, key skills across the school will be improved by linking it to the review of the key stage 3 curriculum and the further development of Primary curriculum links. Key skills will feature in the reviews of standards each year.

We are pleased that the report recognises that our students behave well in most situations. We already collect detailed information on patterns of behaviour and welcome the recognition that our policy is 'fit for purpose'. A continuing programme of training and support for all staff will ensure that this policy is applied more consistently.

## Appendix 1

### Basic information about the school

Name of school	Llantarnam School
School type	Secondary
Age-range of pupils	11-19
Address of school	Llantarnam Road Cwmbran Torfaen
Postcode	NP44 3XB
Telephone number	01633 866711

Headteacher	Mr David Bright
Date of appointment	September 2003
Chair of governors/ Appropriate authority	Mr Andrew Stephens/ Torfaen County Borough Council
Reporting inspector	Trevor Guy
Dates of inspection	25 <sup>th</sup> – 29 <sup>th</sup> September 2006

## Appendix 2

### School data and indicators

Year group	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y13	Y14	Total
Number of pupils	271	241	262	233	212	130	93	13	1455

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	76	7	79.6

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	17.24:1
Pupil: adult (fte) ratio in special classes	2:1
Average teaching group size	23.2
Overall contact ratio (percentage)	73.6%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole School
Term 1	94.9	91.2	91.9	91.8	91.0	91.0	82.9	92.1
Term 2	91.2	88.7	88.9	89.2	90.3	89.2	78.4	89.6
Term 3	91.2	87.2	86.6	86.7	42.9	49.7	27.2	91.1

Percentage of pupils entitled to free school meals	18%
Number of pupils excluded during 12 months prior to inspection	71

## Appendix 3

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

National Curriculum Assessment KS3 results: 2005															
Total number of pupils in Y9: 233															
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	1.9	9.6	23.1	28.4	26.9	10.1	n/a	n/a
		National	0	1	1	0	0	2	8	21	34	24	9	n/a	n/a
	Test	School	0	6.8	0	0	0	0	14.4	27.4	35.6	11.5	4.3	n/a	n/a
		National	0	4	1	n/a	n/a	n/a	8	20	33	23	10	n/a	n/a
Welsh	Teacher assessment	School	-	-	-	-	-	-	-	-	-	-	-	-	-
		National	-	-	-	-	-	-	-	-	-	-	-	-	-
	Test	School	-	-	-	-	-	-	-	-	-	-	-	-	-
		National	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	Teacher assessment	School	0	0	0	0	0	0	6	24.5	31.5	26	12	0	0
		National	0	1	1	0	0	1	7	19	26	32	14	0	0
	Test	School	0	3.4	0	0	0	0	5.3	28.8	16.8	37.5	8.7	n/a	n/a
		National	0	5	1	n/a	n/a	n/a	5	17	20	36	15	n/a	n/a
Science	Teacher assessment	School	0	0	0	0	0	0	8	26	33	25	8	0	0
		National	0	1	1	0	0	0	6	20	33	27	12	0	0
	Test	School	0	5.1	0	0	0	0	6.3	23.1	35.6	23.6	6.3	n/a	n/a
		National	0	4	0	n/a	n/a	n/a	5	17	33	28	13	n/a	n/a

- 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	51.4	In the school	43.3
In Wales	58.3	In Wales	57.4

## Public Examination Results:

<b>For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ</b>	
Number of pupils aged 15 on the school roll in January 2005	218
Average GCSE or GNVQ points score per pupil	33

<b>The percentage of 15 year old pupils who in 2005:</b>	School	UA	Wales
entered for 5 or more GCSEs or equivalent	84	86	87
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	44	49	52
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	83	84	85
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	33	32	38
entered at least one Entry level qualification, GCSE short course or GCSE	95	94	97
attained one or more GCSE grades A*-C or the vocational qualification equivalent	68	71	76
attained one or more GCSE grades A*-G or the vocational qualification equivalent	90	92	93
attained no graded GCSE or the vocational qualification equivalent	8	7	4
attained one or more Entry level qualification only	2	1	3
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1	0	0	0
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2	0	0	0

<b>For pupils aged 16, 17 and 18, results in A/AS, GNVQs and NVQs</b>	
Number of pupils aged 16, 17 and 18 in January 2005	210
Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2005	52
Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2005	29

Report by Trevor Guy  
Llantarnam School, 25/09/06

	School	UA	Wales
Percentage of pupils entered who achieved 2 or more grades A-C	58	71	68
Percentage of pupils entered who achieved 2 or more grades A-E	90	94	94
Average points score per candidate entering 2 or more subjects	17	20	20
Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2	2	-	-
Number of pupils who achieved a GNVQ Advanced or NVQ at level 3	0	-	-

UA Unitary Authority

## Appendix 4

### Evidence base of the inspection

Fifteen inspectors spent a total of 62 days at the school.

Before the inspection, inspectors considered a range of documentation provided by the school and held discussions with:

- the headteacher, senior leadership team, staff, the Governing Body and parents.

During the inspection week, inspectors visited:

- lessons in the six subjects inspected;
- lessons taught by all other teachers at the school;
- tutorials, registration, assemblies and extra-curricular activities;
- the off-site provision at the Cwmbran Learning Zone.

Discussions were also held with:

- members of the senior leadership team;
- a selection of middle managers;
- teaching and non-teaching staff;
- the Vice-chairman of the Governing Body, a member of the finance committee and a member of the curriculum committee;
- groups of pupils and students from each year group;
- the School Council;
- a Primary school headteacher;
- support workers attached to the school.

The team also considered:

- work in all subjects from a representative sample of pupils and students in each year group;
- samples of work in each subject inspected;
- documentation provided by the school during the inspection week;
- responses to the questionnaire sent to parents;
- submissions to the inspection team from various interested parties including the LEA, members of the local community, the business community and colleges.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities	Role
Trevor Guy	Key Questions 1 and 3	Registered Inspector
Mererid Morgan	Key Question 2: Welsh	Core team
Jill Lawrence	Key Question 4	Core team
Lorraine Buck	Key Question 5: Art	Core team
Kevin Adams	Key Question 6; wider key skills	Core team
Brian George	Key Question 7; key skills (literacy);	Core team
Liz Heaven	Aspects of key questions 1, 4, 7	Lay Inspector/core team
Lynn Davies	School nominee	Core team
Jacqueline Davies	Peer assessor	Core team
Mike Jones	Mathematics; key skills (numeracy)	Team member
Angela Kent	Mathematics	Team member
Mike Tibbott	Science; key skills (ICT)	Team member
Colin Green	Science	Team member
Sally Mills	Drama	Team member
Sue Tozer	Geography	Team member

Contractor: ESIS  
Tŷ Dysgu  
Cefn Coed  
Nantgarw  
Cardiff  
CF15 7QQ