

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Michaelston Community College
Michaelston Road
Cardiff
CF5 4SX**

School Number: 6814073

Date of Inspection: 16 January 2006

by

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3508**

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

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Michaelston Community College 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 Michaelston Community College took place between 16/01/06 and 19/01/06. An independent team of inspectors, led by Brian William Medhurst undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a **full** 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. Michaelston Community College (deemed by regulations to be a school) is an 11-18 mixed community college serving the Ely area of Cardiff. The college has a significant number of adults learning alongside college students in the sixth form. Twenty-seven of those students are over the age of 19 and 41% are part-time. Currently there are 557 students on roll, including 102 in the sixth form.
2. The college is situated on the outskirts of Cardiff, to the west of the city, and serves a catchment area in which there are particularly high levels of social and economic disadvantage. Ely is the fifth largest populated ward in Cardiff. It rates as being the highest ward in Cardiff for having the lowest levels of adults with qualifications, with 47.8% of people aged 16-74 having no qualifications. It is second in Cardiff in terms of income deprivation and unemployment. In January 2005, 55% of students were entitled to free college meals, a figure well above the national average of 15.7%.
3. In years 7 to 11 (Y7 to Y11) there are 23 students who have statements of special educational needs (SEN) and a further 134 students are on the SEN register (34.5% of the college cohort). In the latest year, 67% of students on entry had a reading age below their chronological age and, in the case of 52% of students, two or more years below. Some were more than five years below. The proportion of students with SEN is well above the all Wales average.
4. The ethnic make-up of the college's population is 95.4% white British, 3.2% mixed heritage and 1.4% other ethnic minority groups (including Arab, Bangladeshi, Black European, Caribbean and Indian). One student speaks Welsh as a first language. No students receive support teaching in English as an additional language.
5. When the college was established in 2002 on the site of the former Glan Ely School, it was staffed afresh, under the leadership of a newly appointed principal, vice principal and governing body. The college has undergone extensive building developments over two years, but it has provided a stable environment for teaching and learning.
6. Glan Ely School was inspected in 2000.

The college's priorities and targets

7. The College has a clear mission statement. It exists to promote the educational, vocational, personal and social development of each individual student in a caring and achieving environment. To this end the targets in the current College Improvement Plan (CIP) are to continue to improve:

- raising achievement – attainment and attendance;
 - teaching and learning;
 - leadership and management; and
 - community links.
8. The aims of **Michaelston Community College** ('**My Contribution Counts**') are to work for one another's success by:
- raising the expectations and achievements of every individual;
 - maintaining a happy, caring and fair establishment respected by and working in partnership with the community;
 - promoting a confident and outward looking community;
 - developing a passion for lifelong learning; and
 - improving the college environment to meet the educational demands of the twenty-first century.

Summary

9. Michaelston Community College is a good successful school. It has achieved much in a very short time. The progress made in the past three years, in many aspects of provision, is outstanding. The college serves its students and the community very well, offering many opportunities for its learners to realise their potential in a very secure, supportive and challenging environment.

Table of grades awarded

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

(For an explanation of the grades, please refer to the beginning of the report)

10. The grades awarded in the above table agree with all but one the grades suggested by the college for each key question in its self-evaluation report. For Key Question 2, the college awarded itself a grade 3, but the inspectors found so many good features, they awarded a higher grade.

Standards

Grades for standards in subjects inspected

Inspection Area	KS3	KS4	Post-16
English	3	3	2
Welsh second language	3	2	n/a
Mathematics	3	4	n/a
Science	3	3	n/a
Information technology	2	2	2
Design technology	2	2	1
Modern foreign languages	3	2	n/a
History	2	2	2
Geography	2	2	2
Art	2	2	1
Music	2	2	n/a
Physical education	3	3	n/a
Religious education (including religious studies)	2	2	n/a
Drama	3	3	n/a
Media studies	n/a	3	n/a
Performing arts	n/a	2	3
Psychology	n/a	n/a	2
Sociology	n/a	n/a	2
Creative dance	1	1	n/a
Child development	n/a	2	n/a
Hospitality and catering	n/a	2	n/a
Health and social care	n/a	2	n/a
Diploma in Child Care and Education (CACHE)	n/a	n/a	2
Leisure and tourism	n/a	2	n/a

11. The following table shows the grades awarded for the standards that students achieved, at different stages, in the all the subjects inspected:

142 lessons	% Grade 1	% Grade 2	% Grade 3	% Grade 4	% Grade 5
Key Stage 3	6	61	27	6	0
Key Stage 4	4	58	33	5	0
Combined KS3/KS4	5	60	30	5	0
Post 16	24	76	0	0	0
Whole College	7	62	26	5	0

(For an explanation of the grades, please refer to the beginning of the report)

Key Stage 3 and Key Stage 4

12. National targets for 2007 are for 98% of lessons to be graded 3 or better and 65% to be graded 2 or better. As the table above indicates, the college exceeded the expectation for grades 1 and 2, and almost matched that for grades 1, 2 and 3.

13. On entry to the college, many students' standards of attainment are well below the national average. Most students then do well and achieve standards that match, or exceed, expectations of success. Many students with SEN make outstanding progress.
14. Good features relating to students' standards of achievement include the following:
 - at both key stages, the college's success in external tests and examinations matches or exceeds expectations found within the Unitary Authority's (UA's) benchmark data;
 - results in the 2005 Key Stage 3 national tests were well above those predicted by cognitive assessment tests (CATs);
 - the proportion of students achieving level 5 or better in the Key Stage 3 tests in 2005 in English and mathematics places the college above average, when compared with similar schools;
 - the proportion of students achieving 5 or more GCSE or equivalent grades A* to C in 2005 (45%), places the college in the top quarter of similar schools.
15. Conversely, there are a few shortcomings. These include:
 - results at both key stages overall are below national averages;
 - the 2005 GCSE results for grades A* to G only match results achieved by the bottom quarter of similar schools;
 - Key Stage 3 and GCSE grades A* to C success in English, mathematics and science are below the averages achieved in similar schools;
16. Students' communication skills have good features that outweigh shortcomings. Most students listen attentively to their teachers and respond appropriately to questions. They read a wide range of texts and they make effective use of the library, but they do not apply their reading skills consistently well in all subjects.
17. Students' bilingual skills are developing well.
18. Overall, students' numerical skills have good features that outweigh shortcomings.
19. A small number of students, especially in Key Stage 4, have difficulty in retaining numerical facts and they lack confidence in applying and using number in everyday situations.
20. Most students are confident and competent users of computers. In most subjects too, students are developing good skills in researching their projects using the Internet and other electronic data sources.
21. The provision made for students who are reluctant to attend college does much to help them make appropriate progress in a range of areas of study.

22. A small proportion of students, mainly in Key Stage 4, make progress at a slow rate and fail to meet their targets. Amongst these, students with emotional and behavioural difficulties (EBD) make the least progress.
23. Students make good progress in their personal, spiritual, social and moral skills. Their development is heightened by their involvement in the life of the college and in charitable activities for organisations such as Children in Need.
24. The majority of students make good progress in their wider key skills.
25. Problem solving skills are generally good. Students are often creative in the development of their ideas. Their ability to work with others is good.
26. Improving their own learning and performance is an underdeveloped feature of students' key skills.
27. All students, regardless of ability and/or social background have very good opportunities to achieve well and most respond positively.
28. Students are well aware of and show respect for the diversity of lifestyles, beliefs and cultural influences in society. Very good, thought provoking assemblies enhance this understanding.
29. Behaviour of students in class and around the college is good overall.
30. Attendance at college is well below both local and national averages, but the college has achieved an outstanding 10% improvement in attendance in the past three years. Unnecessary absences interrupt learning and hinder progress.

Post 16

31. Standards achieved by students are predominantly good with no important shortcomings. This reflects the efforts put in by teachers and students since the college opened.
32. As the post 16 provision is new, with few external examination results available, comparison with local and/or national data is superfluous.
33. The college has an open entry policy for those wishing to continue or begin their studies in Y12 and Y13. In September 2005, 41% of the Y11 cohort remained in the college to continue their education, and 22 members of the local community joined these. Such figures are testament to the growing success of this sector of the college.
34. To date, four post 16 students from the college have entered higher education. All of these students were the first in their families to do so.
35. Students' communication skills are good with no important shortcomings. They are able to use details effectively to support points of view and some can adapt

discussions effectively in the light of new information. Most students are confident readers. Written work is often fluent and well structured.

36. Students display competent problem solving skills. They work positively, engaging well in activities that encourage reflective thinking, innovation and creativity. Numeracy and information and communication technology (ICT) skills are often used effectively.
37. In many classes, students are encouraged to take the initiative for their own learning. On the whole, they respond positively, and are thus prepared well for learning beyond college.
38. Students show consideration, respect and support for one another. They value the support given by teachers and contribute enthusiastically to the life of the college. They are good role models for younger students.

The quality of education and training

39. The following table shows the grades awarded for the quality of teaching and assessment in all the lessons observed during the inspection:

143 lessons	% Grade 1	% Grade 2	% Grade 3	% Grade 4	% Grade 5
Key Stage 3	20	54	22	4	0
Key Stage 4	15	58	24	4	0
Combined KS3/KS4	18	56	22	4	0
Post 16	33	67	0	0	0
Whole College	20	57	20	3	0

(For an explanation of the grades, please refer to the beginning of the report)

Key Stage 3 and Key Stage 4

40. Teaching is good overall because, in most cases, teachers:
 - do their best to ensure that all students have equal access to appropriate learning opportunities;
 - have developed good relationships with their students that enable learning to occur in structured environments;
 - have secure knowledge of the subjects they teach and this allows them to set suitably challenging tasks;
 - often make outstanding provision for students with SEN;
 - are enthusiastic in their teaching and this enthusiasm helps motivate students and promotes a positive attitude to learning in them;
 - willingly 'go the extra mile', giving freely of their own time to help students.
41. Where there are shortcomings it is because, in a few lessons, some teachers:
 - do not challenge students sufficiently well to move them forward at the appropriate rate;

- pay too little attention to developing students' key skills, most noticeably in respect of numeracy and improving their own learning and performance.
42. There are rigorous procedures for the assessment, recording and reporting of students' achievements. Practice is very good.
 43. The college's curriculum overall meets legal requirements.
 44. The college is very successful in giving students of all abilities equal access to the curriculum. It is appropriately broad and balanced in each key stage and provides effective continuity and progression between years and key stages. Overall, the college provides good work-related education.
 45. Many students' learning experiences are enriched through the varied extra-curricular and out-of-hours activities offered by the college.
 46. Students' spiritual, moral, social and cultural development has good features and no important shortcomings.
 47. Collectively the partnerships with parents, community, primary and other schools, employers and other institutions provide outstanding enrichment for students' learning.
 48. The Welsh department, with the support of the college's Senior Leadership Team (SLT), has been successful in raising the profile of the Welsh language in the college. Y Cwricwlwm Cymreig is embedded into schemes of work in the majority of subjects across the curriculum.
 49. The college is generally successful in ensuring that students acquire the appropriate knowledge, understanding, skills and attitudes to progress. Students are gradually developing as independent learners.
 50. The college provides all students with an exceptionally well-organised and well-implemented supportive environment. It provides very well for students with SEN.
 51. The college has highly effective measures that provide racial harmony, gender equality and a willing acceptance of life in a diverse community.

Post 16

52. The quality of the teaching was adjudged to be best overall in Y12 and Y13, with 33% of lessons awarded the highest grade.
53. The good features of teaching described above for Key Stage 3 and Key Stage 4 are also present in Y12 and Y13. Additionally, many teachers encourage students to become independent learners. In many ways, students are prepared well for lifelong learning in other environments.

54. There are a few outstanding features of teaching including exceptionally detailed planning of lessons and highly effective questioning.
55. The assessment of students' work is of a high quality. Teachers know their students' strengths and shortcomings well.
56. Access to Y12 and Y13 is open to all students of all ages. The curriculum in this section of the college gives students many opportunities to gain an appropriate range of qualifications.
57. The very good support and guidance available in Key Stage 3 and Key Stage 4 continue into Y12 and Y13, and much attention is given to the induction of students entering this phase. All are prepared admirably for the demands of their courses.
58. Many students benefit from their involvement where they help younger students in the college. Such participation broadens their education and enriches their personal development.

Leadership and management

Key Stage 3 and Key Stage 4

59. The principal and vice principal, together with the other members of the SLT, provide very good leadership. Leaders and managers have been outstandingly successful in providing a clear educational direction for the college.
60. In a very short time, because of the high quality of leadership and management, the college has been very successful in raising standards of achievement from a low baseline to the current levels highlighted elsewhere within this report.
61. The college has done outstandingly well in promoting equality for all.
62. Target setting is a strong feature of the college's practices. Procedures are very effective.
63. The college takes due regard of national priorities for improvement and includes them appropriately in the CIP and departmental improvement plans (DIPs).
64. The college has good systems for promoting the continuing professional development of all staff and to improve the quality of provision.
65. Most members of staff with middle management responsibilities lead and manage well within their subject-specific and/or pastoral areas of provision.
66. The governing body provides a strong sense of identity and direction for the college. Governors have a thorough knowledge of their college and their roles in its management. Their statutory duties are well met. They also have a deep awareness and understanding of the community that the college serves. They are thus able to contribute very positively to strategic planning.

67. Members of the college's management have a thorough and secure knowledge of the establishment's good features and shortcomings. This is confirmed by the inspection team's findings matching the college's own perceptions. This in-depth knowledge is achieved through comprehensive and rigorous self-evaluation arrangements that are effective in raising standards.
68. There are sufficient members of staff for the college to run efficiently. Overall, staff are deployed, managed and developed very effectively. The quality and quantity of learning resources overall is a strength of the college.
69. The financial management of the college is good. Overall, the college uses its finances and resources competently and achieves good value for money.

Post 16

70. All the above comments apply equally well to leadership and management in the post 16 section of the college. High expectations, excellent monitoring of progress, teamwork and a commitment to succeed predominate life in Y12 and Y13.
71. This sector of the college has enjoyed considerable success since its inception. In a very short time, student numbers have risen from 33 in 2002 to over 100 currently, and the courses students pursue are well matched to their interests and abilities.

Progress since the previous inspection

72. As this report is the first for the college, it is not possible to comment upon progress made since a previous inspection. Nevertheless, if progress is measured in terms of improvements made as compared with the situation that existed in Glan Ely School in 2000, progress is outstanding.

Recommendations

- R1 Continue to raise standards in all subjects, especially in those where shortcomings have been identified.
 - R2 Improve students' rates of attendance.
 - R3 Building upon current high proportion of good and better standards, continue to improve the quality of teaching and learning.
 - R4 Take further steps to improve students' key skills across the curriculum, with particular emphasis on numeracy, and teaching students to take increasing responsibility for their own learning and performance.
-
- 73. The above recommendations have already been recognised by the college as areas for development and have been included as priorities in its improvement plan.
 - 74. 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 college is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the college.

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

75. The grade awarded by the inspection team agrees with the grade awarded by the college in its self-evaluation report.

Key Stage 3 and Key Stage 4

76. The following table shows the grades awarded for the standards that students achieved in Key Stage 3 and Key Stage 4 in all the areas of the curriculum inspected:

125 lessons	% Grade 1	% Grade 2	% Grade 3	% Grade 4	% Grade 5
Key Stage 3	6	61	27	6	0
Key Stage 4	4	58	33	5	0
Combined KS3/KS4	5	60	30	5	0

(For an explanation of the grades, please refer to the beginning of the report)

Students' success in attaining agreed learning goals

77. The good features and shortcomings of standards achieved in individual subjects can be found in later sections of the report.

78. As stated within the earlier context section, many students' standards of attainment on entry to the college are well below the national average. Around two-thirds of the students aged 11 have reading ages lower than their chronological age.

79. National targets for 2007 are for 98% of lessons to be graded 3 or better and 65% to be graded 2 or better. As the table above indicates, the college exceeded the expectation for grades 1 and 2, and almost matched that for grades 1, 2 and 3.

80. In most subjects, students generally achieve standards that match, or exceed, expectations of success. Those who attend college regularly often achieve well at all stages. As mentioned later in the report, students with SEN receive very good support and often achieve very good standards.

81. There are a number of good features relating to students attaining their learning targets. Amongst these is the fact that:

- for both key stages, the college's success in external tests and examinations matches or exceeds expectations found within the UA's benchmark data;

- at Key Stage 3, students often match or exceed targets for success at level 5 or better in national tests;
 - over the past three years at Key Stage 3, the proportion of students achieving level 5 or better in English, mathematics and science (the core subject indicator – CSI) has exceeded the target figure;
 - results in the 2005 Key Stage 3 national tests were well above those predicted by cognitive assessment tests (CATs);
 - the proportion of students achieving level 3 or lower in the Key Stage 3 tests has reduced considerably over the past 3 years;
 - in the non-core, mainly ‘practical’ subjects, many students achieve success at the higher Key Stage 3 levels;
 - at Key Stage 4, the proportion of students entered for at least one GCSE or equivalent examination has beaten the target figure year on year;
 - the proportion of students achieving five or more GCSE or equivalent grades A* to C has regularly beaten target figures;
 - in 2005, fewer Key Stage 4 students left college without a formal qualification than were anticipated in the target figure.
82. Conversely, there are a few shortcomings in respect of meeting targets. These are caused by:
- the proportion of students who fail to achieve sufficient GCSE or equivalent grades A* to G to meet the target figure;
 - students who fail to achieve at least a GCSE or equivalent grade C in the core subjects, thus causing the college to fall short of its target figure;
 - underachievement by boys in English and girls in mathematics, at both key stages, which has an adverse effect on the CSI in both instances;
 - GCSE students failing to attend to sit written examinations.
83. Because of the college’s commitment to providing opportunities for all to achieve their potential, most students succeed within the college’s environment, regardless of their background and/or prior attainment.
84. The college’s performance in external tests and examinations has a number of good features. These include:
- the improvement in outcomes over a short period of time at both key stages;
 - the proportion of students achieving level 5 or better in the Key Stage 3 tests in 2005 in English and mathematics placing the college above average, when compared with other schools having more than 30% of students entitled to free school meals (similar schools);
 - the proportion of students achieving 5 or more GCSE or equivalent grades A* to C in 2005 (45%), placing the college in the top quarter of similar schools;
 - results in the 2005 GCSE French and music exams, where 100% of students achieved grades A* to C;
 - improved achievement in GNVQ examinations, because students complete their coursework;
 - the high quality of results achieved by students in GCSE design technology, information technology (IT) and art;

- the performance of boys in the 2005 GCSE examinations for 5 or more grades A* to C matching that of the girls.
85. Shortcomings in external tests and examinations include:
- results at both key stages overall being below national averages;
 - the 2005 GCSE results for 1 or more grades A* to G, 5 or more grades A* to G and the CSI matching results achieved by the bottom quarter of similar schools;
 - the 2005 Key Stage 3 results for science and the CSI being below average when compared with similar schools.
86. Students' communication skills have good features that outweigh shortcomings.
87. Most students listen attentively to their teachers and respond appropriately to questions. When given opportunities to do so, they take part in extended discussions. More able students speak clearly, show awareness of audience and often use subject specific language. The speaking skills of some students are limited to monosyllabic responses.
88. Most students read a wide range of texts and they make effective use of the library. Many can read aloud with fluency and expression and they use varied strategies to find meaning. Students do not apply their reading skills consistently well in all subjects.
89. Students can write in a range of forms and show understanding of audience and purpose. Some can use appropriate vocabulary. There is evidence of extended writing, but standards are not consistent across the curriculum. Spelling and punctuation are not consistently accurate.
90. Students' bilingual skills are developing well. All students at Key Stage 3 and Key Stage 4 follow a Welsh course. The increasing use of incidental Welsh around the college is having an impact on developing students' bilingual competence. Students' attitude to the language is good. Results in the Welsh GCSE short course improve year on year.
91. Overall, students' numerical skills have good features that outweigh shortcomings. In Key Stage 3 there is more evidence of good standards. Since the college opened, standards in mathematics have improved considerably at Key Stage 3, but this improvement is not yet evident at Key Stage 4.
92. A small number of students, especially in Key Stage 4, have difficulty in retaining numerical facts and they lack confidence in applying and using number in everyday situations.
93. Most students are confident and competent users of computers. In most subjects, too, students are developing good skills in researching their projects using the Internet and other electronic data sources. They can present their work well in using a good range of communication techniques. Good skills in the use of presentation software are often used to good advantage in history and

religious education. In design technology, they use design software well, but their computer aided manufacturing skills are very basic. In this respect developments are restricted by a lack of specialist computer equipment. In a very small minority of subjects, students are not given sufficient opportunities to make creative use of computers and to develop their skills productively.

Students' progress in learning

94. In most subjects, students generally make good progress, whatever their ability. In a few cases, students make outstanding progress, as indicated by the grades awarded during the inspection. Students 'looked after' by the local authority and those from other ethnic heritages also do well at the college.
95. As mentioned elsewhere in the report, unnecessary absences interrupt learning and hinder progress. The provision made for students who are reluctant to attend college does much to help them make appropriate progress in a range of areas of study.
96. Progress overall is better in Key Stage 3 than in Key Stage 4. There are several aspects of students' progress in learning that can be classified as good features. These can be summarised as follows:
 - many students' reading skills improve considerably during their first year in college;
 - most students make good progress towards meeting their individual targets, as indicated during the regular half-termly progress checks;
 - almost all students in Y8, Y9 and Y10 who are recognised as being more able and talented meet or exceed their targets;
 - the college's recording and monitoring systems quickly highlight any lack of progress, and prompt action is taken to improve the situation;
 - a system of rewards encourages success and many students react most favourably and make good progress.
97. A small proportion of students, predominantly in Key Stage 4, make progress at a slow rate and fail to meet their targets. Amongst these students, those EBD make the least progress.
98. In most subjects, students:
 - understand what to they need to do to improve, but not all take the appropriate action;
 - are aware of progress made in lessons and over time;
 - make better progress in developing their oral skills than their written skills.
99. Many students with SEN make outstanding progress.
100. There are a few instances where students make insufficient progress because they:

- leave work unfinished and/or do not catch up on work missed through absence;
- are not always challenged effectively by the work presented;
- do not revise sufficiently well for tests and examinations.

The development of students' personal, social and learning skills

101. Students make good progress in their personal, social and moral skills. Their development is heightened by their involvement in the life of the college and in charitable activities for organisations such as Children in Need. Personnel from local businesses commented positively about the way in which students conduct themselves outside the college.
102. The majority of students make good progress in their wider key skills.
103. Problem solving skills are generally good. In a number of subjects across the curriculum, students strive to plan, test, and evaluate solutions to a range of problems.
104. Students are often creative in the development of their ideas and this is particularly evident in activities in girls' physical education, art, dance, design technology and vocational courses.
105. Students' ability to work with others is good. In many lessons, students work co-operatively in pairs and small groups. In these situations they are usually considerate, respectful and supportive of each other.
106. Improving their own learning and performance is not a strong feature of students' key skills. Within a number of lessons across the curriculum, students are involved at regular intervals in reviewing their achievement and progress. Whilst a number of students do make informed decisions about the next steps to take, there are others who fail to take advantage of the extra opportunities that are readily available to improve their class and coursework.
107. All students, regardless of ability and/or social background have very good opportunities to achieve well and most respond positively. They are well motivated in response to good teaching, and value their caring and supportive teachers.
108. Students' attitudes to work are good in most subjects. They listen attentively and are eager to take part in tasks and activities. Students show good collaborative skills and enthusiasm when they work in pairs and small groups. They show interest in their work, most sustain concentration and good progress is made. Many teachers encourage students to become more independent learners. Some respond with maturity to this challenge.
109. Students are well aware of and show respect for the diversity of lifestyles, beliefs and cultural influences in society. Very good, thought provoking assemblies enhance this understanding. In many lessons, students are encouraged to identify and celebrate the customs and traditions of other societies and cultures.

They show maturity and respect on these occasions. Opportunities for discussion during lessons and elsewhere provide evidence that students are well aware of the importance of equality of opportunity within society. The college's work-related education programme makes good provision for ensuring that students are made aware of the demands of the workplace and of community life.

110. Students' behaviour in class and around the college is good overall. The college is a friendly, orderly community. Students consistently show respect to each other, their teachers and visitors, and to the environment. In a small number of classes, there is chatter between students, which occasionally slows the progress of work. In a few cases, students have poor skills of concentration so that they have difficulty remaining on task. The college has very effective and consistently implemented procedures that minimise interruption to learning.
111. Students in Key Stage 4 acknowledge that bullying was a feature of previous years but are confident that it is now swiftly and properly dealt with. Students in Y7 said that they were not at all concerned about oppressive behaviour, because they were unable to recall any instances of bullying.
112. In the last year, overall college attendance was 85%. This is well below both local (89.3%) and national (90.7%) averages but a great improvement on the figures published in the Glan Ely inspection report. Most absence is due to sickness, but holidays in term time also make a noticeable contribution. Unauthorised absence is high. It is a matter of concern that parents condone a significant amount of the random intermittent absence. Absenteeism has a detrimental effect on the progress of a number of students.
113. The college has achieved an outstanding 10% improvement in attendance in the past three years. Instrumental in this are:
- rigorous procedures in college;
 - highly effective teamwork between college, community and support services;
 - strong support and guidance from the UA.

Post 16

114. The following table shows the grades awarded for the standards that students in Y12 and Y13 achieved in the subjects inspected.

17 lessons	% Grade 1	% Grade 2	% Grade 3	% Grade 4	% Grade 5
Post 16	24	76	0	0	0

(For an explanation of the grades, please refer to the beginning of the report)

Students' success in attaining agreed learning goals

115. Although the sample is small, the figures above far exceed the national targets for 2007.

116. As described later in this report, standards achieved by students in the subjects inspected are predominantly good with no important shortcomings. This reflects the efforts put in by teachers and students since the college opened. When interviewed, students indicated that there was a good work ethic within Y12 and Y13.
117. As the post 16 provision is new, with few external examination results available, comparison with local and/or national data is superfluous. It is worth noting, though, that of the four students who were entered for 2 or more A2 examinations in 2005, three achieved success in 2 or more at grades A to C. All gained grades A to E.
118. The college has an open entry policy for those wishing to continue or begin their studies in Y12 and Y13. In September 2005, 41% of the Y11 cohort remained in the college to continue their education, and 22 members of the local community joined these. Such figures are testament to the growing success of this sector of the college.
119. Course completion rates are good for the college with around 70% of students completing their chosen courses. Data from Careers Wales indicates that many students also continue education at other establishments post Y12. Such information confirms that the college's aim for lifelong learning is beginning to be realised.
120. To date, four post 16 students from the college have entered higher education. All of these students were the first in their families to do so. Currently, thirteen students are applying to enter higher education.
121. Students listen attentively to their teachers and to their peers. Many are confident when expressing an opinion. They are able to use details effectively to support points of view and some can adapt discussions effectively in the light of new information. Some students are merely passive recipients of information.
122. Most students are confident readers. They can respond critically using appropriate and sometimes sophisticated technical language.
123. Written work is often fluent and well structured. Students make effective use of a variety of strategies to plan, draft and present their written responses.
124. Students display competent problem solving skills. They work positively, engaging well in activities that encourage reflective thinking, innovation and creativity. Particularly good examples are evident in performing arts, the CACHE course and in College Council Enterprise schemes.
125. In Y12 and Y13, the standards of students' ICT skills have many good features. Students use ICT well to enhance the presentation of their work, to produce presentations and for research, including accessing the Internet.

126. Students' numerical skills are adequate. Numeracy is used in many aspects of the curriculum and students use mathematical 'tools' to good advantage in many subjects.

Students' progress in learning

127. Most students make at least good progress during their time in Y12 and Y13, which is confirmed by the subject reports that follow. Most students are motivated well to learn, but a few will admit that they do not give of their best all of the time. They are, in the main, mature and responsible young adults and organise their time effectively, despite the temptation to spend evenings and weekends earning money.
128. The college's assessment procedures are as good in Y12 and Y13 as they are in the rest of the college. Students' progress and attainment, along with other aspects, are carefully and consistently monitored. Targets are highlighted and progress is measured against them. These procedures, including very good support from tutors, are instrumental in helping students achieve success.
129. In many classes, students are encouraged to take the initiative for their own learning. On the whole, they respond positively, and are thus prepared well for learning beyond college.

The development of students' personal, social and learning skills

130. Students gain in maturity during their time in Y12 and Y13. They are well motivated to study independently, to research and to approach problems with greater confidence.
131. Students' attitudes to learning are good. They enthusiastically engage in tasks and activities in lessons. They show interest in their work and remain on task.
132. In an increasing number of subjects, students are effectively involved in managing their own learning. They work well as independent learners and co-operate readily in pairs and small groups.
133. Students show consideration, respect and support for one another. They are also courteous and respectful to both teachers and visitors. They value the support given by teachers and contribute to the life of the college by effectively engaging in extra-curricular activities, charitable occasions, duties and other events.
134. Good links with helping younger students and engaging in joint activities with their peers ensure that students make a very positive contribution to the college community. They are good role models for younger students.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

135. The grade awarded by the inspection team does not agree with the grade 3 awarded by the college in its self-evaluation report. The team found so many good features it awarded a higher grade. This grade does not match that awarded for Key Question 1 because the high quality of teaching has not had sufficient time to impact positively on all students in all areas. It has, nevertheless, had a very significant influence to date in raising standards to the levels achieved across the curriculum.

Key Stage 3 and Key Stage 4

136. The following table shows the grades awarded for the quality of teaching and assessment in the Key Stage 3 and Key Stage 4 lessons observed during the inspection:

125 lessons	% Grade 1	% Grade 2	% Grade 3	% Grade 4	% Grade 5
Key Stage 3	20	54	22	4	0
Key Stage 4	15	58	24	4	0
Combined KS3/KS4	18	56	22	4	0

(For an explanation of the grades, please refer to the beginning of the report)

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

137. The Welsh Assembly Government (WAG) published targets for teaching in Wales for 2002 required that 95% of lessons should be graded 3 or better, and that 50% should be graded 2 or better. As the table indicates, the college has exceeded these targets. It achieved 96% at grade 3 or better, with 74% at grade 2 or better.

138. Teaching is good overall because, in most cases, teachers:

- do their best to ensure that all students have equal access to appropriate learning opportunities;
- through many aspects of their lessons, encourage students to adopt rational attitudes with respect to issues of equality in race, gender and disability;
- have developed good relationships with their students that enable learning to occur in structured environments;
- have secure knowledge of the subjects they teach and this allows them to set suitably challenging tasks;
- let students know what is expected of them and help them to review progress at the end of lessons;

- use teaching assistants to best effect so that all students have opportunities to achieve well;
- often make outstanding provision for students with SEN;
- prepare well structured programmes of study and schemes of work;
- use an appropriate range of activities in lessons to maintain students' interest and involvement;
- maintain a good pace of meaningful activity in lessons;
- have high expectations of success and communicate these well to students, who often respond well and work hard;
- are enthusiastic in their teaching and this enthusiasm helps motivate students and promotes a positive attitude to learning in them;
- pay due attention to emphasising the development of students' key skills;
- present students with tasks that are well matched to their ability and prior attainment, so that they are challenged suitably to make progress;
- use a wide range of resources, and teaching and learning styles to keep students on task;
- use language suitable to their students' needs and actively encourage the use of Welsh when appropriate.

139. Where there are shortcomings it is because, in a few lessons, some teachers:

- pay too little attention to developing students' key skills, most noticeably in respect of numeracy and improving their own learning and performance;
- do not make full use of the range of teaching and learning styles available, such as group work to improve students' communication skills;
- maintain a slow pace of work, and students become disinterested;
- do not challenge students sufficiently well to move them forward at the appropriate rate;
- spend insufficient time explaining new aspects of learning clearly;
- dominate lessons and provide too little time for students to work productively;
- do not question in sufficient depth and sometimes provide the answers for students before they have a chance to answer;
- do not make best use of the ICT facilities that are available to enhance learning opportunities.

140. In a number of subjects, teaching has some exceptional features. As an example, in performing arts there are many very good characteristics. Teachers plan particularly well, both over time and for each lesson. Lesson plans include planning for music, dance and drama, all brought together most professionally, whilst catering for the range of students' differing learning needs. Teachers have outstanding energy and dynamism, and knowledge of the three subjects. They provide very good role models for their students and offer them very valuable support and guidance, whilst moving learning forward at a good pace with associated feedback and evaluation. In response, students work 'flat out', knowing the worth of their teachers and showing their appreciation of what is being done for them.

141. It is worth noting that many teachers willingly 'go the extra mile', giving freely of their own time to:

- help students with their coursework and/or homework;
- help students catch up with their work after absence;
- provide extra support for students with learning difficulties;
- enhance students' education through a range of extra-curricular activities.

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

142. There are rigorous procedures for the assessment, recording and reporting of students' achievements based on 'Assessment for Learning'. Practice is very good overall, because departments and teachers:

- produce policies and marking schemes to implement college procedures;
- are familiar with the college's data base which includes information on attainment supplied by primary schools, national tests, college based tests and information on behaviour and effort;
- use the college's data base to allocate students to groups and sets, to identify students with SEN, to predict end of key stage results for individuals and year groups and to track progress;
- test students each half term and use the results to update the data base and to track progress;
- ensure that students know what they need to do to improve;
- monitor the work of departments aiming at rigour and consistency;
- moderate work to standardise marking;
- provide trial examinations in Y11;
- set common tasks for students during Assessment Week;
- ensure that requirements for the assessment of the NC, examination boards and targets in IEPs are fully met;
- analyse the results of external examinations each September with the SLT;
- involve students in their own assessment in many subjects;
- use assessment data to plan lessons and schemes in some subjects;
- provide annual subject reports for students and parents/carers;
- meet parents/carers to discuss students' progress.

143. In addition, form tutors and heads of year:

- regularly use the college's data base to track students' efforts, attainment, progress and behaviour in all subjects;
- use the information to identify under achievement and poor behaviour;
- mentor identified students in the designated fortnightly lesson;
- discuss progress with students each term using termly progress reports;
- ensure that information on progress reports is transferred to students' planners and that parents/carers sign them;
- ensure that students understand predicted and actual grades and targets in each subject;
- liaise with each other when students underachieve in 3 or more subjects so that action can be taken;
- meet parents/carers with students to discuss progress.

144. The SLT:

- uses the line management structure to support departments, monitor procedures and ensure consistency of practice;
- discusses external examination results to review progress and to set new targets;
- identifies good practice and uses it to support development in weaker areas;
- encourages departments to make targets challenging yet achievable;
- ensures that a full report is sent to parents/carers each year;
- includes assessment, recording and reporting issues in the improvement plans.

145. Overall the fairness, accuracy and regularity of assessment are very good. There are still a few shortcomings in assessment and reporting such as:

- students not being given opportunities to evaluate their own work in every subject;
- a remnant of a lack of variety in half termly testing in some subjects;
- when data is not always used to inform planning in a few subjects.

Post 16

146. The following table shows the grades awarded for the quality of teaching and assessment in the Y12 and Y13 lessons observed during the inspection:

18 lessons	% Grade 1	% Grade 2	% Grade 3	% Grade 4	% Grade 5
Post 16	33	67	0	0	0

(For an explanation of the grades, please refer to the beginning of the report)

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

147. The quality of the teaching was adjudged to be best overall in Y12 and Y13, with 33% of lessons awarded the highest grade.
148. The good features described above for Key Stage 3 and Key Stage 4 are also present in teaching in Y12 and Y13.
149. The quality of teaching in history, art, design technology and sociology has some outstanding features in Y12 and/or Y13.
150. In most cases, students are also encouraged to become independent learners. Teachers encourage students to undertake individual research projects, using the Internet and other sources of evidence. Through carefully designed tasks and questions, teachers also challenge students to provide original and innovative responses.

151. In many ways, students are prepared well for lifelong learning in other environments, such as further and higher education establishments.

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

152. The assessment of students' work is of a high quality because teachers:

- write comments on work which show students how they can improve;
- give good verbal feedback to students;
- test students and every half term update the college's database;
- use the data to track progress against predicted grades;
- mentor those who are not attaining predicted grades;
- use data to plan tasks to meet the needs of individual students;
- encourage students to monitor their own progress;
- inform all interested groups including parents of the progress and achievements of students;
- calendar assessment events such as trial examinations;
- write subject specific annual reports that set appropriate targets for improvement.

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

153. The grade awarded by the inspection team agrees with the grade awarded by the college in its self-evaluation report.

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

154. The college meets students' learning needs and reflects the aims set out for students of statutory school age in the Education Act 1996.

155. The college is very successful in giving students of all abilities equal access to the curriculum. They are encouraged to achieve success in each key stage and to participate fully in the life of the college. This is an outstanding feature.

156. Students have opportunities to gain an appropriate range of qualifications. Access to the sixth form is open to all students of all ages.

157. The curriculum is appropriately broad and balanced in each key stage and provides effective continuity and progression between years and key stages.

158. The following features are outstanding because:

- all students in Key Stage 3 study dance and drama;
- all students in Key Stage 4 study a GNVQ vocational course or are involved in the Extended Opportunities programme.

159. However, there is a shortcoming in the timetable arrangements for languages in Key Stage 3 and Key Stage 4.

160. There are a number of good features in the development of basic and key skills insofar as:

- the college has been successful in gaining the Basic Skills Quality award;
- the literacy strategy has a prominent focus in all schemes of work;
- ICT is well planned and used across the curriculum.

161. There is a shortcoming in the development of numeracy. Although a co-ordinator has been appointed, progress to date is limited in Key Stage 3 and Key Stage 4.

162. Many students' learning experiences are enriched through the varied extra-curricular and out-of-hours activities offered by the college. Many students take advantage of valuable curricular and social opportunities in sport and musical activities, visits to galleries, coursework and revision clinics, some held during the weekend and holiday periods.

163. Students' spiritual, moral, social and cultural development has good features and no important shortcomings.
164. The good features in the provision are that:
- students learn how beliefs and commitment mould human life and that they can have an impact on individual's life and a community;
 - collective acts of worship develop in the students an attitude of reflection on a whole range of moral and social issues;
 - most students show the courage of their convictions, sometimes in difficult circumstances;
 - students work well together in class and across a good range of activities;
 - they respect each other, their teachers and visitors;
 - students are developing a respect for cultural diversity.
165. However, despite these good and better features there is a shortcoming in that there is inconsistency in the quality of experience for acts of collective worship across tutor groups.
166. Collectively the partnerships with parents, community, primary and other schools, employers and other institutions provide outstanding enrichment for students' learning. Whilst all links are positive, the following are particularly noteworthy:
- the depth of understanding of students' circumstances and needs that comes from the personal interviews with parents on entry to the college;
 - the facility with which parental concerns can be discussed at the 'open forum' available in the first hour of the day;
 - the extent of the pastoral and curricular links with primary schools that are secured and reinforced by teachers from the college working periodically in the partner schools;
 - the level of involvement of businesses and enterprises in the local community, particularly from University of Wales Institute Cardiff, for support for the Extended Opportunities programme and student mentoring.
167. The college has good and well-established links with teacher training institutions. Student teachers often present a different perspective on subject teaching and help widen students' experiences.
168. The curriculum overall meets legal requirements. The programmes for personal, health and social education, work related education and careers education and guidance meet ACCAC guidelines and are well planned in the teaching programme.

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

169. Overall, the college provides good work-related education. Influential in this good provision are:

- a supportive partnership with Careers Wales, providing individual guidance that ensures that students can make informed option choices in Y9, Y11 and Y12;
 - the benefits of a well-organised work experience for both Y10 and Y12;
 - profitable use of individual de-briefings from work experience to inform discussion in personal, social and health education (PSHE) lessons, and to develop writing skills in English.
170. The Welsh department, with the support of the SLT, has been successful in raising the profile of the Welsh language in the college. All students now study Welsh at Key Stage 3 and Key Stage 4. Many extra-curricular activities are arranged to help students develop bilingual skills. These include a college eisteddfod, visits and residential courses, Urdd eisteddfod competitions, bilingual performances and visits by prominent Welsh speakers.
171. A literacy project 'Making the link' involving the English, Welsh and French departments raises awareness of the benefits of becoming multi-lingual as does the flexible languages day. In March, a visit organised jointly by the French and Welsh departments is planned to Euro Disney where a St David's festival is held in celebration of Wales. Appropriate use of Welsh is seen in the CACHE Diploma course in the sixth form. Students become familiar with Welsh vocabulary and structures, which are used to meet NC requirements at the nursery stage.
172. Y Cwricwlwm Cymreig is embedded into schemes of work in the majority of subjects across the curriculum.
173. There are some good features in promoting the awareness of sustainable development and global citizenship. These include:
- comprehensive coverage in the PSHE, science, geography and design technology schemes of work;
 - students' involvement in a healthy eating initiative;
 - students' awareness of energy conservation and recycling.
174. The college is well-informed of employers' needs. This results from:
- a very good partnership with Careers Wales;
 - governors with extensive knowledge of the local workplace;
 - well-focused, informative feedback from the numerous employers supporting work experience;
 - close monitoring of the Extended Opportunities programme and other college initiatives.
175. Entrepreneurial and enterprise skills are explored, but are not yet well developed in extra-curricular activities across the college. Short-time enterprise skills experiences are available for some year groups through 'Activity Day' team-building, competition activities. Students pursuing some of the Extended Opportunities options have timetabled lessons introducing some business skills, although opportunities to further these business skills in long-term student run enterprises are not available.

176. The college is generally successful in ensuring that students acquire the appropriate knowledge, understanding, skills and attitudes to progress. Students are gradually developing as independent learners.
177. The breadth and quality of the curriculum, extra-curricular opportunities and work-related education ensure that the learning experiences reflect national priorities and lay the foundation for lifelong learning.

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

Grade 1: Good with outstanding features
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178. The grade awarded by the inspection team agrees with the grade awarded by the college in its self-evaluation report.

The quality of care, support and guidance for learners

179. As the grade awarded suggests, the college provides all students with an exceptionally well-organised and well-implemented supportive environment. Within this, students are not only well cared for, they are also challenged appropriately to realise their potential.

180. The outstanding features in the quality of care, support and guidance provided for students include:

- a mentoring scheme that is extremely effective in improving the standard of students' work, their attitudes to learning and their attendance;
- very effective use of the support services available;
- very strong relationships between the college, parents and the community that do much to promulgate the benefits of lifelong learning;
- a positive, coherent and particularly effective discipline system in which expectations are made clear, and students and parents are fully involved.

181. There are also many good features of the college's provision. These include:

- the very good advice, provided through careers and personal education, that students receive when making choices for the next stages of learning;
- the good understanding of students' strengths, shortcomings and needs that form tutors and heads of year use when offering advice;
- the careful monitoring of punctuality and attendance, in conjunction with outside agencies, that results in prompt and appropriate action being taken;
- effectively operated child protection procedures that ensure that all staff know how to identify and respond to issues or incidents that might arise;
- good induction programmes ensure that all students who are new to the college settle in quickly;
- very good personal support, when required, provided by the college's students, who have been trained by outside specialists in counselling;
- extensive arrangements for ensuring that Y7 students, especially those with SEN, settle easily into college life;
- a well planned PSHE programme that ensures that students receive appropriate guidance in health and sex education including education about non-prescribed drugs and the dangers of smoking;
- productive links with employers for work experience placements;
- good liaison with Health and Social Services that helps provide appropriate care plans for looked-after students.

The quality of provision for additional learning needs

182. The college provides very well for students with SEN. Several aspects of the provision are outstanding. Foremost amongst these are the following:

- the exceptional levels of success that are achieved in enabling students with EBD to come to terms and to cope with their SEN;
- the very effective use made of teaching assistants across a wide range of tasks to give all students access to learning opportunities;
- the use of appropriate activities to ensure that correct support and guidance are provided for students with SEN;
- the opportunities provided by the Flexible Learning Centre and the effective pastoral system for students to enable them to integrate back into mainstream classes;
- the outstanding guidance and support for staff and students, provided by the SEN co-ordinator (SENCO).

183. There are also many other good features of the college's provision for additional learning needs. These include:

- Individual Educational Plans (IEPs) that reflect the needs of the students and provide teachers with good strategies to meet students' needs in the classroom;
- the college's comprehensive register of students' SEN which is and reviewed regularly and effectively;
- Annual Reviews that are thorough, with good involvement of parents and students;
- effective co-operation with primary schools that ensures early identification of students who require additional support on entry to the college;
- a variety of suitable strategies that are used successfully to improve students' literacy skills;
- whole college strategies to improve behaviour that are successful in developing a platform for learning;
- staff working closely and effectively with parents and outside agencies to ensure a coherent and focused approach to students' learning.

184. All Y11 students who were on the register of SEN in 2005 and followed the college's full timetable achieved external accreditation, with many achieving well above their expected level.

The quality of provision for equal opportunities

185. The outstanding features in the quality of provision for equal opportunities are:

- the highly effective measures that provide racial harmony, gender equality and willing acceptance of life in a diverse community;
- effective procedures for dealing with bullying that are well understood and very well implemented. Students are confident that any problems such as bullying are dealt with quickly.

186. There are also many other good features of the college's provision. These include:

- taking account of the statutory framework for inclusive education;
- ensuring that all students have good access to a relevant curriculum and are fully involved in the life of the college;
- through careful planning and consistent application of policies, ensuring that no student suffers from less favourable treatment than others;
- successful strategies to support students if they experience difficulty in college, home or in the community;
- an ethos where learners are free from harassment and discrimination, and have the opportunity to learn without disruption.

187. However, there is a shortcoming, in that currently, without major changes and disruption to the timetable, the buildings would not allow students in wheelchairs to have access to follow a normal curriculum.

Leadership and management

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

Grade 2: Good features and no important shortcomings

188. The grade awarded by the inspection team agrees with the grade awarded by the college in its self-evaluation report.

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

189. The principal and vice principal, together with the other members of the SLT, provide very good leadership. The roles and responsibilities of each team member are well matched to their expertise and strengths, to the college's benefit. There is a strong corporate culture within this team.
190. In a very short time, because of the high quality of leadership and management, the college has been very successful in raising standards of achievement from a low baseline to the current levels highlighted elsewhere within this report. This is why the grade awarded for this section does not match the grade given for Key Question 1.
191. Leaders and managers have been outstandingly successful in providing a clear educational direction for the college in that:
- there is a vision, shared by virtually every member of staff, that the college is going to go from strength to strength;
 - there is shared determination to see the vision realised in increasing levels of standards of achievement;
 - most students are aware of and subscribe to the college's motto, 'My Contribution Counts'.
192. The aims and values of the college were drawn up in partnership with all stakeholders before the college opened. Much has already been achieved in realising its aim to, 'develop a passion for lifelong learning' insofar as:
- the college has been successful in reaching out to and engaging the community;
 - many of the post 16 students are part-time and/or over the age of 21;
 - attitudes in the community towards learning and towards the student population have improved considerably.
193. The college has done outstandingly well in promoting equality for all. This success is to be seen in:
- the open access for all students to all aspects of a broad and appropriate curriculum;

- the support and guidance systems to give all students the best opportunities to succeed;
 - the special arrangements made for students with a range of learning and/or social difficulties.
194. Target setting is a strong feature of the college's practices. Procedures are effective because:
- all teachers are involved in setting targets, particularly at departmental level and in individual performance management meetings;
 - targets are challenging yet realistic, within the 'extended grasp' of those for whom they are set;
 - targets are discussed and reviewed regularly and, if changed, amended on the electronic data management system;
 - whole college end of key stage targets are set based upon prior attainment and information from departments, agreed by all interested parties, and communicated to all staff, groups and individuals;
 - the college has been successful in meeting or exceeding its targets in many areas of provision.
195. The college takes due regard of national priorities for improvement and includes them appropriately in the CIP and DIPs. Many of these priorities are already having beneficial effects in the college. Links with partner primary schools are very good, ensuring easy transition for students.
196. The college has good systems for promoting the continuing professional development of all staff and to improve the quality of provision. Aspects include:
- appropriately close links between training and development, and the requirements of the CIP and DIPs;
 - integration with the Performance Management programme;
 - all teaching being monitored and evaluated at regular intervals to determine current performance and future training needs;
 - in-depth involvement of SLT line managers in review and evaluation;
 - sharing good practice in teaching, learning and assessment across all subjects.
197. Currently, the college does not operate a performance management system for non-teaching staff.
198. The post 16 section of the college has enjoyed considerable success since its inception. In a very short time, student numbers have risen from 33 in 2002 to over 100 currently, and the courses students pursue are well matched to their interests and abilities.
199. As an integral part of the college, the students provide much support for younger members of the college community and many provide good role models for these youngsters.

200. The good features of leadership and management as a whole are also evident in this section of the college. High expectations, excellent monitoring of progress, teamwork and a commitment to succeed predominate life in Y12 and Y13.
201. There are several notable features of the organisation and management of the post-16 section of the college. These include:
- effective recruitment programmes directed at college students and members the wider community;
 - a very supportive and structured induction programme for new students;
 - courses for students beyond the age of 18;
 - an effective system of mentoring for students;
 - a good range of extra-curricular activities.
202. Most members of staff with middle management responsibilities lead and manage well within their subject-specific and/or pastoral areas of provision. In particular, inspectors noted that many heads of department:
- have produced good schemes of work that effectively guide practice in classrooms to help students achieve higher standards;
 - co-operate very effectively to share values and good practice, so that standards may improve, as is the case in Welsh, English and French;
 - set meaningful but challenging targets to raise standards;
 - engender good teamwork in their departments;
 - undertake rigorous self-evaluations within their areas of responsibility;
 - lead by example and promote high expectations of success and behaviour;
 - work well with governors 'attached' to their departments.
203. Where there are shortcomings, they are usually attributable to ineffective application of the good features highlighted above. On occasions, good intentions on paper are not realised fully in practice. The SLT is aware of these few inadequacies and has planned to address them fully.

How well governors meet their responsibilities

204. The governors have a thorough knowledge of their college and their roles in its management. Their statutory duties are well met. They also have a deep awareness and understanding of the community that the college serves. They are thus able to contribute very positively to strategic planning.
205. Detailed reports from the SLT ensure that governors are very well informed on college procedures and performance. They constructively integrate this information into their good understanding of regional and national trends in education, and with the needs of their community. Decisions are soundly data based, appropriate and effective.
206. The governing body provides a strong sense of identity and direction for the college and these are clearly set out in the prospectus and the annual report to parents.

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

Grade 2: Good features and no important shortcomings

207. The grade awarded by the inspection team agrees with the grade awarded by the college in its self-evaluation report.

How effectively the college's performance is monitored and evaluated

208. The college's self-evaluation report accurately and honestly addresses the seven key questions of the common inspection framework. The college has provided an overall judgement, listed good features and areas for development, and grades for each key question.

209. Members of the college's SLT have a thorough and secure knowledge of the establishment's good features and shortcomings. This is confirmed by the inspection team's findings matching the college's own perceptions.

210. This in-depth knowledge is achieved through comprehensive and systematic arrangements including:

- detailed analyses of examination results and a wealth of other appropriate data;
- rigorous departmental evaluations undertaken by senior managers and external advisers;
- good line management meetings, held each half term that focus on whole college and departmental issues;
- detailed internal departmental evaluations, undertaken by departmental staff;
- regularly refined procedures, following evaluation of the effectiveness of the processes used;
- outstanding consultation with all involved with the college, including parents, students, governors, professional associations and support staff, as well as teachers.

211. Subsequent to these activities, the priorities in the CIP are established. These are then reflected in the DIPs, along with particular issues arising from departmental needs. The success achieved to date by the college is testament to the fact that information obtained through evaluation procedures is used to good effect.

212.

Although every middle manager is good at making valid judgements about standards achieved in their areas of responsibility, there is room for a sharper focus in one or two instances.

The effectiveness of planning for improvement

213. The college's self-evaluation processes are effective overall. They enable the college to accurately identify its shortcomings and to be clear about the priorities

it needs to address in the CIP. All developmental priorities are supported through careful allocation of resources.

214. Good features of planning for improvement include:
- the 2005/6 improvement plans that are manageable and focus on appropriate key issues for future success;
 - challenging yet realistically achievable (with effort) targets for Key Stage 3 and Key Stage 4 assessment outcomes;
 - an appropriate focus on improving attendance and hence progress towards examination success in Key Stage 4, so that most students realise their potential;
 - arrangements made to ensure that professional development activities support both college and departmental priorities.
215. Wherever it is relevant and possible, the college rightly seeks to quantify the measure of improvement so that it can measure the extent to which targets have been achieved or exceeded. It can show clearly what improvements have occurred since it was first established.
216. During these early years of operation, the college's planning cycle has, of necessity, been annual. There is currently no long-term planning, but the college has recognised this and is arranging to improve the situation.
217. As this report is the first for the college, it is not possible to comment upon progress made since a previous inspection. Nevertheless, if progress is measured in terms of improvements made as compared with the situation that existed in Glan Ely School in 2000, progress is outstanding.
218. For example:
- standards of achievement have improved considerably and most students are appropriately challenged;
 - more Y11 students are entered for GCSE examinations in the core subjects than in 2000;
 - improving students' literacy is a major focus of improvement plans and many strategies are operating to raise standards;
 - the college now has many computers and they are mostly used effectively across the curriculum;
 - developments are in hand to improve students' numeracy;
 - the provision made for students with SEN is now very good;
 - attendance has improved since 2000, thanks to many strategies to reduce absenteeism;
 - behaviour in lessons and around the college is now predominantly good;
 - the overall quality of teaching has improved considerably and staff absence is minimal;
 - the college has a new management team that is extremely effective in moving the college forward.

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

Grade 2: Good features and no important shortcomings

219. The grade awarded by the inspection team agrees with the grade awarded by the college in its self-evaluation report.

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

220. There are sufficient members of staff for the college to run efficiently. The college has effectively arranged that:

- almost every member of the teaching staff is appropriately qualified to teach all aspects and subjects to meet the needs of the curriculum ;
- there is a good balance between experienced teachers and those new to the profession;
- the bursar and administrative staff make certain that the office, reception and reprographics areas run efficiently;
- the estates manager, who is responsible for the development of the site and its maintenance, and the caretakers, contribute effectively to the daily routines of the college;
- technician support in science and information technology is very good;
- the two cover supervisors, five teaching assistants and an inclusion officer give good support to the number of students with learning and behavioural problems and that they work effectively with teachers;
- a coordinator ably supervises the use of the Open Learning Centre.

221. The one shortcoming in the college's staffing is the inadequacy of technician support in design technology, resulting in teachers' time having to be used for preparation of materials and for maintenance of equipment.

222. The quality and quantity of learning resources overall is a strength of the college and include the following good features:

Key Stage 3 and Key Stage 4

- a good range of text books and equipment throughout the subject areas;
- good ICT equipment – it caters effectively for discrete ICT lessons and is used well in many other subjects across the curriculum;
- each classroom has a PC which is used for recording attendance and other data, and to enhance teaching;
- resources out of college, such as visits to museums, galleries, theatres, and field trips, are used to enrich the curriculum;
- a wide range of visiting speakers enhance students' learning experiences.

223. The open learning centre is well used by subjects across the curriculum and there is an induction programme to enable students to use it to full advantage. It is open from 8.00 am until 4.00 pm and encourages students to undertake

independent study when not in lessons. It has 14 computers for the use of Key Stage 3 and Key Stage 4 students.

Post 16

- the quantity, quality and range of text books and equipment in the subjects taught at this level are exceptional;
- four computers are available in the Open Learning Centre for independent learning.

224. There are three shortcomings:

- at Key Stage 3 and Key Stage 4, there is a shortage of computers in music, which slows down the learning process when students are composing;
- a lack of modern equipment in design technology restricts the range of activities for students throughout the college;
- the stock of both fiction and reference books in the Open Learning Centre is relatively low for a college of this size.

225. The accommodation is sufficient for the numbers of students currently on roll. It meets the pastoral and academic needs of the curriculum and has the following good features:

Key Stage 3 and Key Stage 4

- most rooms are large and spacious and cater well for all class sizes;
- in classrooms, displays of students' work and subject information are bright and colourful and provide a stimulating learning environment;
- the corridors, although narrow, are colourful, attractive and are well maintained;
- the very good facilities for the teaching of physical education;
- the college grounds and buildings are kept clean, well maintained and litter free.

226. As mentioned elsewhere in the report, access for wheelchairs is limited.

Post 16

227. Accommodation meets the pastoral and academic needs of the curriculum. There is a common room, a study room and a specific area in the open learning centre for independent study.

How efficiently resources are managed to achieve value for money

228. Overall, staff are deployed, managed and developed very effectively, and the good features are as follows:

- deployment of staff makes very good use of their time, expertise and experience;

- the training and professional development of staff are well coordinated in line with the college improvement plans, performance management, and the needs of departments and individuals;
 - courses attended are thoroughly evaluated and used to benefit the college;
 - the programmes and support for newly qualified teachers and for initial teacher training students are detailed and comprehensive.
229. The college has fully implemented its strategy for the workload agreement and apportioning time for teachers' planning, preparation and assessment (PPA). The 10% PPA time has been put to good effect.
230. The financial management of the college is good. The principal, the bursar and the governing body's sub-committee for finance, effectively manage the available budget under the support and guidance of the UA. The following good features are evident:
- the finance sub-committee meets regularly and it receives detailed up to date reports from the principal;
 - financial decisions are well focused on the curricular needs and the educational priorities identified in the college development plan;
 - the college pursues all grants and sponsorship that are available and uses them to very good effect;
 - the distribution of capitation to subject areas is a strength of the college in that it is based upon basic needs and development plans of subject areas;
 - the administrative officer responsibly manages the day to day running of the finances through the UA;
 - the bursar provides the principal and heads of department with immediate breakdowns and current balances and they effectively monitor their spending.
231. Overall, the college uses its finances and resources competently and achieves good value for money.

Standards achieved in subjects and areas of learning

English

Key Stage 3:	Grade 3	Good features outweigh shortcomings
Key Stage 4:	Grade 3	Good features outweigh shortcomings
Post 16:	Grade 2	Good features and no important shortcomings

Good features

Key Stage 3

232. Most students show a desire to learn and make progress. Less able students make very good progress.
233. Some students have good speaking skills. They can read aloud with expression and fluency and they can discuss issues that are important to them. Most students listen attentively to the teacher and can respond to straightforward questions.
234. Students read a range of challenging texts. They are able to find meaning and can analyse fiction and non-fiction. More able students can use technical language effectively.
235. Most students make good progress in writing. They can plan, draft and present their work successfully. They write in a range of forms and show understanding of audience and purpose.

Key Stage 4

236. Based on prior attainment, students make appropriate progress in GCSE English language, English literature and Entry Level.
237. More able students speak clearly and show awareness of audience. Less able students make very good progress in developing skills of collaboration and discussion.
238. All students listen and respond carefully to the teacher and to one another.
239. They read a wide range of texts, including those reflecting the culture of Wales. Most students can use a variety of devices to analyse and respond to challenging texts in literature.
240. Extended writing in coursework folders is carefully planned, drafted and presented. Students can use a variety of strategies to analyse and respond to challenging texts in literature.

Post 16

241. Based on prior attainment and achievement, students make good progress in AS and A Level.

- 242. Students are confident when discussing texts. They show good knowledge and understanding and use appropriate detail to clarify points of view.
- 243. They read a wide range of demanding texts. They can respond critically using appropriate and sometimes sophisticated technical language.
- 244. Written responses are well structured and benefit from careful planning and drafting.

Shortcomings

Key Stage 3

- 245. More able students at the beginning of the key stage do not achieve as well as they could.
- 246. The speaking skills of most students are underdeveloped.
- 247. The writing of some students shows limited progress and is characterised by careless and often repeated technical errors.
- 248. Boys achieve less well than girls.

Key Stage 4

- 249. Students' independent problem solving and learning skills, including their capacity for confident discussion, are underdeveloped.
- 250. Many students do not participate fully in speaking and listening activities.
- 251. Boys achieve less well than girls.

Post 16

- 252. On number of occasions, students fail to interpret texts accurately for themselves.

Welsh second language

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

Good features

Key Stage 3

- 253. Students have a positive attitude to the language. They understand the learning outcomes identified at the beginning of each lesson. In most classes they remain on task to complete a range of activities that link language skills. During the plenary session they are able to assess whether the targets set have been achieved.

254. In most classes, students across the ability range listen well to their teacher's consistent use of Welsh and answer questions with good pronunciation. Many are able to extend their answers using 'achos' and 'ond'. Their willingness to respond to their teacher's extensive use of incidental Welsh outside formal exercises has a significant impact on improving standards in oral work.
255. Standards in reading are commensurate with ability. More able students read aloud confidently with good intonation. Most students extract information well from simple texts for use in oral or written work.
256. Students write in a range of forms. The differentiated resources used in some classes provide a suitable challenge to all students in a mixed ability group. More able students produce extended pieces of writing.
257. Most students work well in pairs and often conduct simple conversations without reference to a worksheet.
258. Students with SEN work well with appropriate support from learning assistants.
259. Students use ICT effectively to produce a variety of display materials.

Key Stage 4

260. Students' attitude to the language is equally positive at Key Stage 4. In relation to ability, students achieve good standards. Results on the GCSE short course in 2005 confirmed this, in that they matched the national average.
261. Students write in a variety of formats. They produce extended coursework tasks such as formal letters and articles. More able students express opinions well, with a good degree of accuracy.
262. In speaking, students build on the progress made in Key Stage 3. The impact on standards of the use of incidental Welsh is evident. Proficient linguists in a Y10 full course group observed are able to use Welsh spontaneously to create a lively learning environment with much rapport within the group.
263. Students on the short course respond well to extend their use of the language both orally and in writing to use a range of structures and topics.
264. Most students extract information accurately from written text and tapes.
265. Students work well in groups and pairs. They are supportive of each other when they produce dialogues.

Shortcomings

Key Stage 3

266. Students' progress is much slower in classes where the teaching, the activities and resources are not tailored to their needs. They rarely respond beyond one word answers, pronunciation is insecure and they show little understanding of written Welsh.

267. Students do little independent reading to further improve their standards in the language.

Key Stage 4

268. Some students are less confident in their use of the language. They are reluctant to engage in extended conversation. In written work, their responses are brief and they make basic grammatical errors.

Mathematics

Key Stage 3: Grade 3 Good features outweigh shortcomings

Key Stage 4: Grade 4 Some good features, but shortcomings in important areas

Good features

Key Stage 3 and Key Stage 4

269. Most students, across the age and ability ranges, answer questions orally with clarity, understanding and accuracy.

270. They are developing a sound knowledge of number, vulgar fractions, decimal fractions and percentages, and the relationships between them.

271. Most students' learning is enhanced by varied short starter activities at the beginning of lessons.

272. Students have spatial awareness and understand the concepts of the area of plane figures, using the appropriate units.

273. Most students use calculators appropriately.

274. Students with SEN make good progress.

Key Stage 3

275. In the NC tests at the end of Key Stage 3, the proportion of students gaining at least level 5 improved considerably in 2005.

276. Most students understand the processes of tabulating data in tally charts, and determining the mean, mode and median averages.

277. Y7 students are developing a sound understanding of the basic rules of algebra.

278. Y8 students can use the concept of stem and leaf diagrams to determine the median averages of data.

279. Most Y9 students understand the concept of Pythagoras' theorem and can use calculators appropriately to answer questions.

Key Stage 4

280. The more able students in Y11 can form and solve linear equations when applying mathematics to problems in everyday situations.
281. They are learning to understand and apply the angle properties of a circle.
282. Students have a sound knowledge of expansion and factorisation of algebraic terms.

Shortcomings

Key Stage 3 and Key Stage 4

283. A few lower ability students do not always complete and present their work in a neat, logical way. They do not always correct work that is wrong.
284. The more able students in classes are not always challenged in lessons and this has an adverse effect on achievement.

Key Stage 4

285. A small number of lower ability students have very limited numerical skills.
286. About half the students have difficulty in retaining mathematical concepts so that they can apply them effectively.
287. A small minority of students lack confidence in their mathematical abilities and are too dependent on teacher's support.

Science

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

Good features

Key Stage 3

288. Nearly half the students have a secure knowledge and understanding of a wide range of aspects of the NC in science, at levels appropriate to their stage of development.
289. More able students recall key concepts well, and apply them to a range of problems and applications of science in familiar and unfamiliar situations.
290. Some students have a good understanding of the link between scientific principles and applications associated with the environment and healthy living.
291. Over half the students use scientific terms accurately in problem solving activities, responses to questions and reporting on practical activities.
292. Most students work safely and collaborate well during practical lessons.

293. Many students with SEN make good progress relative to their ability.

Key Stage 4

294. Nearly half the students have a good understanding of the more complex principles developed in the key stage in life processes and living things, materials and their properties and physical properties.
295. More able students have a good recall of previous work and can apply their knowledge to a range of tasks and applications across a number of topics in the NC.
296. Most students following the GNVQ course are making good progress and demonstrate a good understanding of a range of practical techniques used in laboratories, and in everyday applications of science.
297. Students complete investigational work to a good standard, overall.
298. They apply their scientific knowledge and understanding well in the planning process, include preliminary work and make systematic observations and measurements.
299. They are able to communicate a good understanding of scientific concepts using graphs or formulae, assess the validity of their findings, and in some cases evaluate how errors occur in experimental work and how they can be reduced.

Shortcomings

Key Stage 3

300. A number of average and lower ability students have an insecure recall and understanding of current and previous work.
301. They have difficulty in applying scientific principles to a range of tasks and applications in both familiar and unfamiliar situations, and to offer explanations of behaviour they observe.
302. Although students have the opportunity of developing some investigative skills during the key stage, these are limited.
303. With a small number of students, there is evidence of incomplete work.

Key Stage 4

304. A number of average and lower ability students make limited progress in the three attainment targets.
305. Their recall of current and previous work is not secure, resulting in difficulties when applying a number of scientific principles to problems and applications of science.

306. The performance of almost half the students in 2005 in the final examinations was affected by their inability to structure an in-depth revision strategy.

Information technology

Key Stage 3:	Grade 2	Good features and no important shortcomings
Key Stage 4:	Grade 2	Good features and no important shortcomings
Post 16:	Grade 2	Good features and no important shortcomings

Good features

Key Stage 3

307. Nearly all students show good practical computing skills in accessing the network, loading and using the software required.
308. The most able students understand how to create web pages. They can establish a home page and add linked pages to produce an organised structure.
309. Students with SEN are well motivated, are confident learners and achieve well.
310. Students' coursework, work displayed in teaching rooms and computer usage observed in many lessons, show that students can create interesting and informative presentations. They make good use of the facilities available to them in the presentation software.

Key Stage 4

311. All students show good practical skills using computer hardware. Almost all students are confident and competent in working independently when using a broad range of computer software. Students with SEN show good motivation and achieve well in their projects.
312. In the Y11 examination group, most students can design and develop a leaflet successfully. They can combine text and images in their communications projects with satisfactory confidence and competence levels. The most able use appropriate IT terms well when describing what they are doing.
313. All students can collect information from a broad source, including the Internet, which they use well to solve the problems set them. Careful consideration is given to the effect their outcomes may have on different audiences.
314. All students are clear about what to do and how to improve on the standards achieved, as a result of outstanding support in lessons. Individual assessment information is detailed and thorough and results in students constantly striving to improve their coursework.

Post 16

315. All students show good practical computer skills and can readily select and use appropriate software to carry out their projects.

316. Most students show high skill levels in using search engines to look up information from the Internet. They are discerning about the information they select to use and are mindful of the impact required on their audience.
317. Students are developing a good understanding of the types of testing and validations required to prove the reliability of their projects. They understand what needs to be tested and how to test user requirements.
318. The IT skills learnt are transferred effectively and used to good effect in most subjects. Students can use sophisticated and complex computer aided drawing software well to produce design solutions for their projects. They can present their work to their peers using good skills in the use of presentation software.

Shortcomings

319. There are no important shortcomings.

Design technology

Key Stage 3:	Grade 2	Good features and no important shortcomings
Key Stage 4:	Grade 2	Good features and no important shortcomings
Post 16:	Grade 1	Good with outstanding features

Good features

Key Stage 3

320. In all design areas students are developing a clear understanding of the process of designing and making. Most students can explain their design ideas well using a good standard of technical vocabulary. Students with SEN are well motivated, confident learners and achieve their potential.
321. All students research their projects well and show good levels of imagination and creativity in the ideas generated. For example, the outcomes of the 'candlestick people' project are innovative, imaginative and well crafted.
322. Almost all students have a good basic knowledge and understanding of materials including fabrics and fittings. In all areas, they use a variety of making skills well, including the use of sewing techniques. Most students can produce good and often very good practical outcomes.
323. In food technology, students have a good understanding of basic nutrition and healthy eating. They work confidently and are prepared to experiment with recipes as, for example, in the bread-making project.

Key Stage 4

324. Most students have a good understanding of the design process and principles. The more able present their design ideas well using good graphical communication skills. Students with SEN achieve well for their capabilities.

325. In all design areas, most students research and investigate their design ideas well. They use a range of sources for inspiration and guidance including the Internet. Students can also use computers confidently and competently to present their work.
326. Most students can effectively modify and refine their designs to best fit the specifications required. In the best work the standard of graphical communication skills are excellent.
327. In all design technology subjects most students show good skills in the use of hand tools and mechanical equipment. Prototype modelling is well crafted.
328. In graphics, all students show high levels of creativity. In the best work students use a good range of graphical communication techniques to present their work. Some of the outcomes of computer aided design equipment are innovative, showing good IT skill levels. They are developing their understanding of new materials such as smart plastics well.
329. In textiles most students show good independent learning skills. Folio work is of a high standard and students are very creative and show good levels of flair and imagination.

Post 16

Outstanding features

330. All students have a very broad view of technology and design. They are effectively developing their capacity to design and make products in an extensive range of materials.
331. The most able negotiate their major projects with the examination board. They bring their own particular design and make skills to the project and work effectively to their strengths.
332. In the best work, students' investigative and research skills are very good. They use outstanding graphical communication skills to explain their design ideas. All students can use computers efficiently to present work.
333. Students' design ideas show very high levels of creativity and problem solving. In the best work, levels of innovation, creative flair and imagination are excellent.

Good features

334. The most able students can make well-informed judgements about the complex relationship between design, materials, aesthetic factors and construction techniques.
335. Most students have a very good knowledge and understanding of 3D design and they can use professional type software effectively to develop their ideas.

336. Students' knowledge of construction techniques in wood, metal and plastics is good. Making skills are also very good overall.

Shortcomings

Key Stage 3

337. In all design technology subjects, a small number of students are over-dependent on their teachers.

Key Stage 4

338. There are no important shortcomings.

Post 16

339. There are no shortcomings, except that students' capability in using computer aided manufacturing equipment is at a basic level as access is constrained by a lack of specialist equipment.

Modern foreign languages

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

Good features

Key Stage 3

340. Most students listen attentively. They usually note the main points of what they hear. They also read printed language or what is clearly written on the board and identify the main points.
341. Many students in Y7 are keen to talk and are starting to develop good accents. Some of them manage to keep up three exchanges in simple conversations.
342. By Y9 most students manage to make their meaning clear, answering simple questions in class or writing short sentences.
343. Above average students write and word-process their work well. They use different tenses appropriately. They redraft their work effectively to make it more fluent. They competently hold short conversations about for example future plans

Key Stage 4

344. The small number of students, who are in Y10 only, generally write well.
345. Most students structure their ideas into paragraphs and link both sentences and paragraphs with some variety. This gives interest to their work, which is usually presented in an appropriate form, often well word-processed.
346. They read carefully and apply what they learn to extend what they write and say.
347. They hold short conversations, listening carefully and speaking clearly.

Shortcomings

Key Stage 3

- 348. From Y8, many students need to hear or read things repeatedly before they understand.
- 349. They frequently need prompts or more detailed help in order to accomplish various tasks.
- 350. They do not practise and consolidate their knowledge, skills and understanding as much as they should.
- 351. They do not manipulate and extend their language as much as they could, so do not securely reach their highest levels.

Key Stage 4

- 352. Students tend to make spelling mistakes in longer words.
- 353. Sometimes their grammar owes more to English than French.
- 354. Several students find it hard to sustain longer conversations without slipping into English.

History

Key Stage 3:	Grade 2	Good features and no important shortcomings
Key Stage 4:	Grade 2	Good features and no important shortcomings
Post 16:	Grade 2	Good features and no important shortcomings

Good features

Key Stage 3

- 355. Students have secure levels of background knowledge and their understanding of chronology is good. They recall their learning successfully and can apply and organise this information effectively to solve challenging historical problems.
- 356. From Y7 onwards, students adopt good investigative approaches when considering problems. They use a variety of sources of evidence effectively to compare and contrast differing interpretations of historical events and developments, and are able to provide valid explanations of the causes of change occurring over time.
- 357. In Y7 and Y8, students have good levels of understanding of, for instance, the differing interpretations of the Gunpowder Plot and Guy Fawkes' role in it. They recognise that sources of evidence have to be tested for bias, reliability and usefulness.

358. Their oral and written work demonstrates that they are able to evaluate the sources effectively and to show how and why historical interpretations change over time.
359. By Y9, students make good progress in distinguishing between long-term and short-term causes of change. Y9 students' oral and written responses to an opportunity to listen to and evaluate Martin Luther King's "Dream" speech were insightful and showed a good command of both historical and literacy skills.
360. Most students achieve good standards in selecting, organising and communicating information through a wide range of extended writing tasks and challenges. They use a good range of historical vocabulary accurately.

Key Stage 4

361. Students successfully build upon the historical skills acquired in Key Stage 3. Most of them respond to tasks and challenges with greater depth and insight.
362. Students are well-focused upon providing convincing explanations for the motivation and attitudes of people in the past. They ask more complex questions of the sources of evidence and become more independent in their learning.
363. Students grow more confident in evaluating the sources and recognising instances of bias and propaganda, for instance, in using the newspaper accounts of the evacuation at Dunkirk. Most students produce well-organised and well presented written work, in which they show a good ability to link together a range of relevant factors.
364. They use ICT tools effectively to enhance their presentation and to further develop their research skills. Students are successful in extending their knowledge and understanding of the historical and cultural development of Wales.
365. They make good progress in applying their knowledge and understanding from other curricular areas, in particular, literacy and ICT, to raise their standards in written work and to extend their problem-solving and research skills.

Post 16

366. Y12 students demonstrate a good understanding of the various options and responses available to the British government before the outbreak of war in 1914.
367. They recall their previous learning effectively and have a secure overview of the political and diplomatic situation in Europe on the eve of war.
368. Students make good use of the sources of evidence, extracting accurate information and developing their skills of inference and analysis. Their participation in simulation and role play activities is effective in developing their investigative and analytical skills.

369. Students are learning to synthesise the views of the major professional historians with expertise in the periods they are studying, showing that they can understand and explain the differences in interpretation found in their arguments.
370. Students' written work shows that they can select and use relevant primary and secondary material effectively. They organise their written arguments carefully, and demonstrate that they can weigh and balance the variety of factors they need to consider in order to arrive at a balanced judgement.

Shortcomings

Key Stage 3 and Key Stage 4

371. A small number of students do not write in sufficient depth or detail to explain the points that they seek to make in their written work.
372. Some students sometimes fail to complete their written work.

Post 16

373. There are no important shortcomings

Geography

Key Stage 3:	Grade 2	Good features and no important shortcomings
Key Stage 4:	Grade 2	Good features and no important shortcomings
Post 16:	Grade 2	Good features and no important shortcomings

Good features

Key Stage 3 and Key Stage 4

374. Most students make good progress relative to their ability and they achieve good standards.
375. The majority of students work productively and show motivation and interest in their work. Most students are able to work independently and in groups, where they show respect for each other.
376. Students have well developed geographical skills and techniques that they apply in their individual studies, including good use of ICT.
377. The key skills of literacy, numeracy, problem solving and working with others are well developed in both key stages. Communication skills are developed through oral presentations to the whole class.

Key Stage 3

378. In Y7, students understand key geographical terms in relation to weather and climate.

379. Students also understand the influence of human activity on weather and climate.
380. In Y8, the majority of students produced good quality written work on the Lynmouth Floods. Students could identify the causes and effects of the flooding. Some offered well-considered solutions to prevent a reoccurrence of flooding.
381. In Y9, students know about urban processes in cities in Less Economically Developed Countries (LEDCs). They understand the character of shantytowns in Mexico and the reasons for migration.
382. They have good understanding of the relationship between people and the environment that influenced the location of settlements in Brazil.

Key Stage 4

383. In Y10, students understand the physical processes involved in landforms and the creation of waterfalls.
384. They are developing a good understanding of the applications of hydroelectric power and the importance of sustainable development.
385. In Y11, students apply good fieldwork skills for data collection, collation and interpretation to support their individual study. Relative to ability, the majority produce good quality studies.

Post 16

386. In Y12, students successfully apply a variety of techniques to extend their knowledge of the study of the drainage basin of the Bishopston River.
387. They have good knowledge and understanding of the impact of environmental, economic, social and employment factors in population migration in South Wales.

Shortcomings

Key Stage 3

388. Some students have poor presentational skills.
389. A minority of students do not stay on task and complete only a limited amount of work.

Key Stage 4 and Post 16

390. There are no important shortcomings.

Art

Key Stage 3:	Grade 2	Good features and no important shortcomings
Key Stage 4:	Grade 2	Good features and no important shortcomings
Post 16:	Grade 1	Good with outstanding features

Good features

Key Stage 3

- 391. Students make rapid progress in acquiring essential practical skills in both two- and three-dimensional craft activities.
- 392. They use line, tone, colour, shape, pattern and texture confidently.
- 393. They know how to look and record accurately when drawing.
- 394. They respond imaginatively to the work of both male and female historical and contemporary artists.
- 395. They have a growing awareness of Welsh artists and show an appreciation of the art of other cultures in their own original work.

Key Stage 4

- 396. Both boys and girls consistently achieve above the national average in examinations.
- 397. They are successfully building on their previous skills and are developing very well as independent artists.
- 398. They know how to use their sketchbooks to research and develop their ideas imaginatively.
- 399. At both stages, students understand how to improve their work and meet their targets by regularly participating in an assessment process that identifies their strengths and weaknesses.

Post 16

Outstanding features

- 400. Students consistently perform better than the national average in their examinations.
- 401. They are developing exceptionally well as independent artists who enrich their personal work by the study of a range of established artists.
- 402. They consistently show outstandingly high standards of craft skill and outstandingly good creativity in their two- and three-dimensional artworks.

Good features

- 403. Students confidently select and explore a range of new media, from body casting to contemporary textile techniques, in a variety of scales.
- 404. They know how to use their art effectively to express social and moral issues.
- 405. From visiting major art galleries they have a broad understanding of both historical and contemporary art.

Shortcomings

Key Stage 3 and Key Stage 4

- 406. Students limit their use of computers to research tasks and do not yet know how to use them as a creative tool.
- 407. When writing about art, they limit themselves to descriptive or factual comments and rarely express any personal opinions or judgements.

Post 16

- 408. When writing about art, most students continue to limit themselves to descriptive or factual matters and rarely express any personal opinions or judgements.

Music

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

Good features

Key Stage 3 and Key Stage 4

- 409. Students perform well on a number of classroom instruments. Performances are fluent, convincing and expressive. Students maintain an instrumental part in a group piece and display an awareness of and an empathy with the other players. By the end of Key Stage 4, technique becomes increasingly sophisticated and students control subtle changes within the musical elements.
- 410. Students can compose short pieces of music in response to different stimuli. Individually and in groups, they can select and combine instruments effectively, work within set structures and display some development of musical ideas. Completed compositions show evidence of redrafting and refinement. Some Key Stage 4 compositions display style, character and effective extension and development of musical ideas. The selection and deployment of instruments shows a good deal of variety and control of texture.
- 411. Appraising skills are well developed. Students listen attentively and make extended responses that focus on the elements of music. By Key Stage 4, students apply their knowledge and understanding of the musical elements with

ease to increasingly complex and unfamiliar pieces of music. They can evaluate their own and each other's music and justify their opinions.

412. The rigour of the department's assessment procedures contributes significantly to the improvement in standards throughout the key stages. All students understand their current level of achievement and know what they need to do to improve.

Shortcomings

Key Stage 3 and Key Stage 4

413. In Key Stage 3 a small minority of students, particularly boys, lack confidence in vocal performance. They sing out of tune and with poor tone quality.
414. A small number of compositions in both Key Stage 3 and Key Stage 4 lack creativity and depth. Students do not apply their knowledge of musical devices to develop and extend ideas.

Physical education

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

Good features

Key Stage 3 and Key Stage 4

415. Most students understand the need for effective warm-up routines prior to activity and they are often able to take the lead role in organising these for their class.
416. Most students respond well to tasks and activities and produce work of appropriate quality.

Key Stage 3

417. Boys participate enthusiastically in gymnastics lessons.
418. Girls are developing both their understanding and their ability at badminton, with most making appropriate progress.

Key Stage 4

419. Y10 students on the GCSE course, are developing their trampolining skills successfully.
420. GCSE students maintain their theory folders neatly and their work is usually both accurate and complete.
421. Overall, GCSE students have expected levels of understanding of the main components of fitness.

Shortcomings

Key Stage 3 and Key Stage 4

422. Many students do not sustain their concentration through the lesson; more especially boys.

Key Stage 3

423. In gymnastics, boys' body control and their understanding of shape are underdeveloped.

424. The majority of girls, in all three year groups, have limited technique and skills at badminton, which is a new activity for them.

Key Stage 4

425. Both at badminton and trampolining, students' techniques and skills are low, reflecting the fact that these are new activities for them.

426. A number of students, mainly boys, have negative attitudes to participation in physical education.

Religious education (including religious studies)
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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

Post 16: No lessons could be observed during the inspection week. Insufficient evidence was seen to make a considered judgement about standards.

Good features

Key Stage 3

427. Students are acquiring good knowledge and understanding of the traditions and places of worship of the main religions in Wales.

428. They understand and show how religious ideas and beliefs can be expressed through the use of symbols.

429. Students understand the importance of light in everyday life and how Christians use light in their acts of worship.

430. They know how Sikhs worship in the Gurdwara and can explore the different functions that take place in religious buildings.

431. Across the key stage students are successfully encouraged to form their own views of religious issues and reflect well on what they have learnt in developing their own views and attitudes.

Key Stage 4

432. Students recognise attitudes and values that people have, and express ideas about right and wrong.

433. They are able to describe situations where certain values are in evidence and understand the need to make moral and social judgement.
434. Students give thoughtful responses to religious, moral and social issues and show a growing confidence in reflecting on beliefs and values, both their own and others.

Shortcomings

Key Stage 3 and Key Stage 4

435. Some students do not readily initiate discussion and are reluctant to express their viewpoints.
436. Students do not exchange views and beliefs to extend their knowledge and understanding, because there are limited opportunities to do so.

Drama

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

Good features

Key Stage 3 and Key Stage 4

437. Most students listen attentively and respond to instructions purposefully and enthusiastically. They collaborate well in pairs and small groups, putting forward creative ideas and negotiating plans for improvised scenes.
438. Most students develop good critical skills as they evaluate their own work and that of others. There is growing confidence in the use and understanding of subject vocabulary such as tableaux, key images, freeze-frames and thought tracking.

Key Stage 4

439. Most students have knowledge and understanding of set texts including settings, characters and plots. They effectively compare texts.

Shortcomings

Key Stage 3 and Key Stage 4

440. Standards in writing are often weak. Students have difficulty with spelling, punctuation, grammar and expression. The writing of some is often brief.
441. Students do not always successfully adopt and sustain roles. They do not focus sufficiently on adopting appropriate actions, gesture, voice and expression.

Media studies

Key Stage 4: Grade 3 Good features outweigh shortcomings

Good features

- 442. Students have a growing knowledge and understanding of media terms such as layout, features and audiences.
- 443. Most know the difference between persuasive and informative language. They know that content and language of magazines are matched to audiences.
- 444. They skim and scan media texts and can extract relevant information.
- 445. They engage in research within the group and successfully create bar charts to present findings. There is growing confidence in the analysis of information presented in graphical forms.
- 446. Students usually co-operate well in pairs and small groups to plan and present creative ideas.

Shortcomings

- 447. Students' progress is slowed by weak literacy skills.
- 448. Some students have low levels of concentration so that they do not always stay on task.

Performing arts

Key Stage 4: Grade 2 Good features and no important shortcomings
Post 16: Grade 3 Good features outweigh shortcomings

Good features

Key Stage 4

- 449. Students who focus on dance have a good knowledge and understanding of body shapes, lines, alignment and dynamics. They successfully plan their own sequences. Collaboration is effective and students negotiate good creative ideas. Students evaluate their work against known criteria. They listen to peer and teacher evaluations, practise and improve. Presentations are of a good standard.
- 450. Students who opt to specialise in music make very good progress. Good standards are achieved in instrumental work and singing. Students listen to evaluations and quickly improve techniques and performances. Very good collaboration results in good standards of ensemble presentations.

451. Individual students make very good progress in development of technical skills. Good standards are achieved in lighting and set design as well as in the use of sound and lighting equipment.
452. Students plan and prepare well for practical work and use tools and equipment efficiently and safely.
453. They collaborate and negotiate well in groups to plan their own programme of work. There are good standards in the independent management of their own learning.
454. Students act effectively as teachers to support others. They work purposefully both independently and in groups. There is growing confidence as students engage in independent research and in written evaluations of their work.
455. There is good knowledge, understanding and use of technical terms.
456. Students work effectively as a team to present musical productions. Individual students make good progress and achieve good standards in relation to ability in a range of activities such as promotional material design, marketing, budget control, costume design, costume making, use of props and in the design and use of stage make-up.

Post 16

457. Students' understanding of a range of texts is in line with abilities. They understand devices used by playwrights such as the use of punctuation in scripts. They use these cues in attempting to interpret and portray the thoughts and feelings of characters.
458. Independent learning is well developed. Students collaborate well to plan their own lessons, including learning outcomes and activities. There are good standards of problem solving and creative skills.
459. Students know and understand the work of different practitioners such as Stanislavski. They use this knowledge when planning how to portray characters.
460. In dance, good progress is made in the development of interpretational skills. Students have good knowledge and understanding of the components of choreography.
461. Students are aware of the criteria for success. They listen to constructive advice and persevere to improve performances. There is effective self-evaluation of work.

Shortcomings

Key Stage 4

462. In drama activities, a small number make slow progress in adopting and sustaining roles. A few students are not fully aware of audiences and

presentational techniques. They do not always project voices and use space effectively.

Post 16

463. Students have difficulty and lack confidence in understanding and portraying characters from texts. They have difficulty in sustaining roles through voice, mime, action and expression.

Psychology

Post 16: Grade 2 Good features and no important shortcomings

Good features

464. Students make good progress in developing their research techniques and skills of data analysis and evaluation.

465. The written work of most students shows a good development of qualitative and quantitative research methods. They have a good grasp of methodology and use subject-specific vocabulary accurately and confidently.

466. Students become more confident in using investigative and experimental techniques in their psychological enquiries. They plan, design and construct research projects effectively, showing a due regard for ethical requirements and the need to ensure the validity of their findings.

467. Students have a good ability to apply their knowledge of psychological theories to real life situations and problems. They analyse data successfully, forming and testing hypotheses and interpreting data accurately.

468. Students' oral skills are well developed; class discussions are wide-ranging, fluent and articulate. Their written work is well organised and their arguments logically and convincingly expressed.

Shortcomings

469. A small number of students do not write in sufficient depth and detail to develop the arguments they seek to make.

Sociology

Post 16: Grade 2 Good features and no important shortcomings

Good features

470. Most students develop their analytical and evaluative skills successfully when considering a range of sociological problems and current issues, such as changing social and political attitudes to the poor.

471. Most students produce good quality essays, surveys and investigations. Their written work is appropriately planned and organised to produce logical arguments.
472. Students use a range of sociological data and relevant source material to support and justify their conclusions. Oral work is fluent and articulate; students participate enthusiastically in class discussions.

Shortcomings

473. The written work of a few students does not provide sufficient depth and detail to ensure that they produce convincing arguments.

Creative dance

Key Stage 3: Grade1 Good with outstanding features

Key Stage 4: Grade1 Good with outstanding features

Outstanding features

Key Stage 3 and Key Stage 4

474. Students make good and often very good progress in developing an appropriate range of movement techniques.
475. Students of all abilities make good, and often very good, progress.
476. Students co-operate well together to develop their work, and effectively evaluate their own work and the work of their group.

Good features

Key Stage 3 and Key Stage 4

477. All students understand the need for effective warm up routines and practise these diligently.
478. Both boys and girls have a positive attitude to the subject and work enthusiastically, individually and in groups.
479. They successfully apply their knowledge, experience and understanding of choreography to develop sequences in response to a given stimulus.

Shortcomings

480. There are no significant shortcomings.

Child development

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

Good features

- 481. Students have good recall of previous work and display sound knowledge of issues relating to the care and development of babies and young children.
- 482. They understand issues relating to family life and parenting. Most students contribute well when discussing discipline and behaviour and confidently refer to their own experiences.
- 483. Students work cooperatively in group tasks to research nutrition and children's dietary needs. Many are able to make appropriate links to diet and children's health.
- 484. Students carry out a number of perceptive observations of individual children. They record their visits well and more able students make well-analysed judgements on the key areas of development including the value of play and toys. ICT skills are used effectively to present their child studies.

Shortcomings

- 485. A minority of child studies are descriptive and lack reference to statistical norms.
- 486. A few students are not fully secure in their knowledge and understanding and make less progress than expected.

Hospitality and catering

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

Good features

- 487. Students have a sound theoretical understanding of the structure and organisation of a range of hospitality establishments.
- 488. Research skills are developing well and students collate and record relevant data from local hotels and restaurants.
- 489. Students participate well in class activities. In role-play exercises they show good focus and awareness of effective customer communication skills.
- 490. Practical work is well undertaken. Making skills are good and students use tools and equipment confidently and safely.

491. When preparing food items for college functions, students pay careful attention to garnishes and presentation and increase their understanding of large-scale food preparation.

Shortcomings

492. A very small number of students are less secure in subject knowledge and understanding, and written responses from a few boys lack depth and quality.

Health and social care

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

493. No lessons could be observed during the inspection period. Students, however, were interviewed and their work scrutinised.

Good features

494. Students demonstrate good knowledge and understanding of statutory and voluntary health care services. They are able to identify a range of care settings and describe the role of informal and formal carers.
495. Investigative and research skills are well developed. Students successfully interview clients and professional carers and analyse their results. They make relevant recommendations for the promotion of health and well-being and the safety of clients.
496. Students acquire a good depth of knowledge of nutrition, dietary guidelines and food safety and apply this well when they plan and prepare meals.
497. Coursework assignments are well structured and ICT skills are used effectively to enhance the overall quality and presentation.

Shortcomings

498. A small number of students have weak recall of personal development and related subject terminology.
499. Not all students use the spell check facility within word processing packages to correct their written work consistently.

Diploma in childcare and education (CACHE)

Post 16: Grade 2 Good features and no important shortcomings

Good features

500. Students demonstrate sound knowledge and understanding of community child care provision.

501. They are able to explain related legislation including children's safety and child protection measures.
502. Students carry out in-depth investigations into the various stages of children's development and record a number of personal observations from workplace experiences.
503. They are able to relate the work they do in class to realistic care settings . Here they are able to identify and evaluate the role of adults and the educational benefits of play and stimulating learning environments.
504. Students present both theoretical and practical work to a good standard. This is clearly evident in the production of their 'story sacks' that show good problem solving and creative skills and effective use of ICT.

Shortcomings

505. A few students are not sufficiently confident in their subject knowledge, and are reluctant to volunteer answers in class discussions.

Leisure and tourism

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

Good features

506. Students produce good quality coursework. This is supported by a variety of fieldwork activities to extend knowledge and understanding.
507. They have good knowledge of planning a leisure event. They can identify the staffing skills required and the Health and Safety issues.
508. Students have good knowledge and understanding of marketing and the characteristics of a good brand name and logo.

Shortcomings

509. A few students have missing and incomplete work.

College's response to the inspection

The inspection report recognises the outstanding improvements that the college has made over a relatively short period of time and since the Glan Ely inspection report in 2000.

Throughout the report there are many references to college practices which are described as being outstanding, in particular, the provision for students with SEN, partnership with community stakeholders, the quality of post 16 teaching, student access to all areas of the curriculum and the excellence of the pastoral care provided for all students.

The college evaluation process had already identified these strengths as well as those areas requiring further development. In particular, we feel that the inspection report has endorsed and validated the college's own evaluation processes and findings.

The recommendations are already written in to the 2005 – 2006 improvement plan and will be reviewed at the end of this academic year. The college will continue to focus attention on raising standards across the curriculum and work with parents to improve levels of student attendance. It will maintain those good and outstanding practices singled out in the report.

The 2006 inspection report is a strong endorsement of the work of the college and allows us to confidently face the future and bring about further improvements to serve the community.

Appendix A

Basic information about the school

Name of school	Michaelston Community College
School type	Secondary
Age-range of pupils	11 - 18
Address of school	Michaelston Road, Ely Cardiff
Postcode	CF5 4SX
Telephone number	029 2067 2700

Headteacher	Mrs Mary Campbell
Date of appointment	September 2002
Chair of governors/ Appropriate authority	Mr Roger Evans
Reporting inspector	Mr Brian Medhurst
Dates of inspection	16 th – 19 th January 2006

Appendix B

School data and indicators

Year group	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y13	Total
Number of pupils	107	96	89	82	81	60	42	557

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	36	4	38.3

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	14.5 : 1
Pupil: adult (fte) ratio in special classes	n/a
Average teaching group size	21.6
Overall contact ratio (percentage)	67.7%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole School
Term 1	90	88	87	83	82	88	92	86
Term 2	87	87	89	83	82	89	93	85
Term 3	86	86	85	80	89	96	94	85

Percentage of pupils entitled to free school meals	55%
Number of pupils excluded during 12 months prior to inspection	52

Appendix C

National Curriculum Assessment Results End of Key Stage 3:

National Curriculum Assessment KS3 results: 2005															
Total number of pupils in Y9: 83															
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	2.4	19.3	22.9	30.1	22.9	2.4	0	0
		National *	0.4	0.8	0.5	0.2	0.4	1.7	8.1	21.3	33.6	23.5	9.4	0.2	0
	Test	School	0	3.6	1.2	n/a	n/a	n/a	25.3	26.5	33.7	8.4	1.2	n/a	n/a
		National *	0.5	3.5	2.7	n/a	n/a	n/a	7.5	20.4	32.6	22.7	10.1	n/a	n/a
Mathematics	Teacher assessment	School	0	0	0	1.2	0	0	10.8	36.1	28.9	16.9	6.0	0	0
		National *	0.3	0.6	0.5	0.2	0.2	0.9	6.8	18.9	25.7	31.6	13.7	0.3	0
	Test	School	0	1.2	3.6	n/a	n/a	n/a	9.6	36.1	19.3	24.1	6.0	n/a	n/a
		National *	0.3	5.1	1.4	n/a	n/a	n/a	5.1	17.2	19.9	36.0	15.0	n/a	n/a
Science	Teacher assessment	School	0	0	0	0	0	0	3.6	26.5	45.8	24.1	0	0	0
		National *	0.3	0.7	0.6	0.2	0.1	0.4	6.0	20.1	32.8	27.1	11.6	0.1	0
	Test	School	0	3.6	1.2	n/a	n/a	n/a	9.6	41.0	28.9	28.9	15.7	n/a	n/a
		National *	0.3	0.4	0.8	n/a	n/a	n/a	4.7	16.6	32.5	28.2	13.0	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
* National figures are those for 2004

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	44.6	In the school	32.5
In Wales	54.4	In Wales	53.5

Public Examination Results:

For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ	
Number of pupils aged 15 on the school roll in January 2005	95
Average GCSE or GNVQ points score per pupil	33

The percentage of 15 year old pupils who in 2005:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	69	86	87
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	45	50	52
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	62	83	85
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	6	35	38
entered at least one Entry level qualification, GCSE short course or GCSE	94	97	97
attained one or more GCSE grades A*-C or the vocational qualification equivalent	56	73	76
attained one or more GCSE grades A*-G or the vocational qualification equivalent	83	92	93
attained no graded GCSE or the vocational qualification equivalent	17	8	7
attained one or more Entry level qualification only	5	3	3
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1	1		
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2	58		

For pupils aged 16, 17 and 18, results in A/AS, GNVQs and NVQs	
Number of pupils aged 16, 17 and 18 in January 2005	53
Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2005	4
Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2005	3

	School	UA	Wales
Percentage of pupils entered who achieved 2 or more grades A-C	75	76	74
Percentage of pupils entered who achieved 2 or more grades A-E	100	93	94
Average points score per candidate entering 2 or more subjects	18	21	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 D

Evidence base of the inspection

Nineteen inspectors (including the college's nominee and a peer assessor) spent the equivalent of 52½ days at the college.

143 lessons, including full and part-time sessions were observed, covering all areas of the curriculum.

Inspectors attended assemblies, tutorial sessions, registrations, and observed a range of extra-curricular activities.

Inspectors held many discussions with the principal, members of the college's SLT, heads of department, staff with whole-college responsibilities, and members of support staff.

The registered inspector and a colleague inspector met with the governing body prior to the inspection week and the registered inspector reported the main findings to them following the inspection.

Work across the curriculum, from representative students from each year group, was examined. Students' work was also scrutinised elsewhere and during lesson observations.

Inspectors held formal discussions with groups of students and students selected from Y7 to Y13. They also talked with many learners informally.

Prior to the inspection, the registered inspector met the staff.

Sixteen parents attended the pre-inspection meeting. Seventy-two replies to the questionnaire were received and analysed. A few parents also wrote to the registered inspector.

Many members of external agencies associated with the college met members of the inspection team during the week.

Comprehensive documentation, including the college's self-evaluation report, was scrutinised before, during and after the inspection period in college.

Appendix E

Composition and responsibilities of the inspection team

Team Member	Responsibilities
Brian W Medhurst Registered Inspector	Key Questions 1, 2, 5, 6
Dr Michael H L Snow Lay Inspector	Contributions to Key Questions 1, 3, 4, 5
S Glyn Davies	Key Question 3; Science; Sixth form co-ordination
D Lynnette Bithell	Contributions to Key Questions 1, 2, 3; Media studies; Drama; Performing arts
Heddwyn Evans	Key Question 4; Contributions to Key Question 3; Religious education
Alan V Edwards	Key Question 7; Contributions to Key Question 1; Mathematics
E Mary Crandon	Contributions to Key Questions 1, 3; Welsh
Keith Hopkins	Contributions to Key Question 1; Information technology; Design technology
Margaret E Herbert	Contributions to Key Question 1; Vocational education
Jenny Williams	Contributions to Key Question 1; English
Anne Newman	History; Psychology; Sociology
T Charles Davies	Geography; Leisure & tourism
Eric Forster	Art
Terence A O'Marah	Physical education; Dance
Martyn S Williams	Modern foreign languages
David M Jones	Contributions to Science
Susan Lloyd Williams	Music
Paul Hammacott	College's nominee
Lynette Johnson	Peer assessor

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Acknowledgement

The inspection team would like to thank the governors, staff and students of Michaelston Community College for their courtesy and co-operation during the inspection.