

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

**Pentrehafod School  
Pentremawr Road  
SA1 2NN**

**School Number: 6704043**

**Date of Inspection: 13 November 2006**

**by**

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

The inspection of Pentrehafod School took place between 13/11/06 and 17/11/06. An independent team of inspectors, led by Gareth Hawtin Buckland undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

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

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## **LIST OF ACRONYMS**

CSI	Core Subject Indicator
EAL	English as an Additional Language
EMLAS	Ethnic Minority Language and Achievement Service
FSM	Free School Meal
GCSE	General Certificate of Secondary Education
ICT	Information and Communications Technology
IEPs	Individual Educational Plans
IT	Information Technology
KS	Key Stage
LEA	Local Education Authority
LSA	Learning Support Assistant
NC	National Curriculum
PASS	Pupil Achievement Support System
PE	Physical Education
PSE	Personal and Social Education
RE	Religious Education
SDP	School Development Plan
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SER	Self Evaluation Reports
STF	Specialist Teaching Facility
WAG	Welsh Assembly Government
WRE	Work-related Education
Y (1-13)	Year (1-13)

## Context

### The nature of the provider

1. Pentrehafod is an 11–16 mixed comprehensive school which plays an important role in the community it serves. The school was opened in 1976 as an 11-18 school and it became an 11-16 school in 1986 following a decision to reorganise provision by the former County of West Glamorgan. The school currently has approximately 1,000 pupils on roll and this figure has been stable for some years. Twenty one point eight per cent of pupils are in receipt of free school meals.
2. For the past two years admissions into Y7 have exceeded projected numbers. The pupils are drawn mainly from established communities comprising of Hafod, Brynhyfryd, Manselton, Cwmbwrla, Waun Wen and Plasmarl, all of which are within three miles of the school. The majority of pupils walk to school. The areas served are of predominantly terraced housing some two miles north of the city centre. The school population contains almost 10% of ethnic minority pupils, many of whom are supported by the Ethnic Minority Language and Achievement Service. The school also has 13 asylum seeker pupils on roll at the time of writing.
3. Designated areas of the school catchment are eligible for Community Regeneration Initiatives, Communities First Funding and/or Objective One priority three areas, and constitute some of the more socially deprived in Wales, based on six criteria, (income and child poverty; unemployment; health deprivation and disability; education, skills and training; housing; geographical access to services). The Multiple Deprivation Index for the school catchment is around 30.
4. The ability of pupils is broadly below average with 39% of the pupils in the current Y7 have a reading age of less than 10 years. Furthermore, 32% of Y7 have a reading age of less than nine years, while 19% have a reading age of less than eight years. This trend is replicated throughout the other year groups within the school with approximately 35% of pupils on average having a reading age of less than 10 years.
5. In addition, standardised test results for each year confirm that, on entry, the pupil profile is below average, while the number of pupils identified as being above average is relatively low, around 7.25%.
6. Thirty three pupils are in receipt of a statement of SEN. 235 pupils are listed on the SEN register. 177 pupils are currently on School Action, 25 pupils are on School Action Plus.
7. The school was last inspected in 2000.

### The school's priorities and targets

8. The published aims of the school are to provide a curriculum and educational experience which:
  - is balanced and broadly based;
  - fulfils NC requirements;

- prepares pupils for the opportunities, responsibilities and experiences of adult life; and
  - promotes the spiritual, moral, cultural, social and physical development of pupils at the school.
9. In order to achieve these aims, the school identifies its objectives as being to:
- promote equality of opportunity;
  - provide suitable premises and resources;
  - promote an understanding of global citizenship and sustainability;
  - encourage access to education through life;
  - enable all individuals to achieve their potential;
  - develop an awareness of the cultural identity of Wales;
  - foster true partnerships with primary and tertiary education;
  - promote both the physical and emotional well being of pupils;
  - provide a full range of NC courses for all pupils; and
  - promote an understanding of the economic life of the community.
10. A full list of appropriate targets accompanies these objectives within the school's extensive planning documentation.

## Summary

11. Pentrehafod Comprehensive School is a good school with many outstanding features. High quality teaching enables pupils to achieve well. The school's evaluation of its work is extremely thorough and leadership and management are very good. The school has made considerable progress in the last six years. Staff and pupils work hard to achieve the school's aims and this is reflected in the positive atmosphere within and around the school. The headteacher and other members of the leadership team work together very well to lead the school forward by example.

### Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	2
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?	2
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?	1

## Standards

### Grades for standards in subjects inspected

Inspection Area	KS3	KS4
English	2	2
Mathematics	2	2
Information Technology	1	2
Geography	2	2
Music	2	2
Business Studies	N/A	2

12. The following table shows the standards achieved by pupils in different key stages in the subjects inspected. (Figures are percentages of observations.)

(65 lessons)	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	10	70	20		
KS4	4	80	16		
Whole School	7.7	73.8	18.5		

### KS3 and KS4

13. All the figures in the table exceed the national target for 2007 which is 98% of standards to be graded one, two or three. Furthermore, they substantially exceed the national target of 65% to be graded one or two. There has been good improvement since the last inspection.
14. There are no significant barriers to learning and all pupils have appropriate opportunities to achieve well whatever their background or ability. However, while achievement has shown considerable progress, results in GCSE are lagging behind and, as yet, have not reached a good level of attainment.
15. Pupils with additional learning needs receive very good support and generally achieve good standards.
16. Results in the GCSE examinations continue to move forward and in 2006, while the performance was lower than that of the LEA and the all-Wales figure, the gap between the performance of the school and the benchmark figures has narrowed. The provisional results for 2006 indicate the proportion of pupils achieving five or more A\*-C grades is around the 40% figure; the figure for five or more A\*-G grades is 78%.
17. The gender gap in performance is evident in each year and continues to fluctuate by subject. The 5+A\*-C performance of the boys continues to lag behind that of the girls, with the gap widening to 17% in 2006.
18. The school's performance in 2006, when compared with schools with similar intakes, shows a positive movement. In each category of benchmarking, the school has moved in a positive direction with 5+A\*-C and average points score categories both now being above the median; 5+A\*-G and 1+A\*-G categories are now below the median but not in the lower quartile.
19. Performance in the core subjects is variable. In mathematics, the results now place the school in the upper quartile; English is just below the median and science is at the median. Overall, however, at 28%, the performance in the CSI is the highest figure recorded by the school in the past five years.

20. Communication skills are generally good with standards in speaking, listening, reading and writing being good in relation to ability. Numeracy standards are satisfactory with pupils often displaying a good knowledge of number and its application beyond mathematical contexts. Overall, the development of ICT skills is very good with the use of IT being well developed within curriculum areas. Pupils often display a sound knowledge of IT skills and apply their skills well in a range of subjects.
21. Bilingualism is satisfactory in the school. However, more overt use of incidental Welsh and further examples of Welsh culture are required to ensure bilingualism is promoted as an integral aspect of the life of the school. Currently, it is actively promoted through signage around the school, and occasional incidental use of the Welsh language by pupils and teachers alike.
22. Considerable efforts have been made to develop key skills across the school but standards in the wider key skills remain less well developed. There is insufficient planning for and use of the wider key skills across the curriculum. Pupils develop the ability to work independently and have many opportunities in problem solving through a range of activities but decision-making and hypothesis-testing skills are under developed.
23. Across the curriculum, pupils generally make good progress whatever their ability. The great majority are well motivated in lessons and respond positively to the tasks they encounter. High levels of interest are displayed in many of the lessons and this is reflected in the progress pupils make.
24. Expectations about behaviour, attendance, punctuality and standards are known and respected by the vast majority of pupils and apart from attendance and punctuality, expectations are met.
25. Rates of attendance are unsatisfactory and remain a concern for the school. Despite considerable effort on the part of the school, the rate of attendance remains, at 88%, stubbornly below 90%. This unsatisfactory level of attendance is exacerbated by the regular late arrival to school of a significant minority of pupils.
26. The development of the good PSE programme helps pupils to develop a positive attitude to life-long learning. However, activities linked to work-related education are not sufficiently co-ordinated to ensure that all pupils receive a comprehensive provision from option selection for KS4 through to careers advice and support for beyond Y11. Furthermore, the school needs to consider the learning core and the role it takes in the 14-16 provision in the school.
27. Pupils make good use of the many and varied opportunities provided to help their spiritual, social, moral and cultural development. They show considerable awareness and respect for different lifestyles, beliefs and cultures including the outstanding integration of pupils with EAL needs into all walks of school life; great respect for diversity and equal opportunities is evident around the school every day.

### The quality of education and training

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

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Y7	6	16	6		
Y8	3	13	2	2	
Y9	4	12	3		
Y10	5	12	2		
Y11	2	12	5		
<b>Total</b>	<b>20</b>	<b>65</b>	<b>18</b>	<b>2</b>	

29. In summary, the grades awarded were:

Key Stage	% Observations graded 1 or 2	Welsh Assembly Target for 2007
3	81	50%
4	82	50%
Whole Provider	81	50%

30. The figures above indicate significant improvement upon those achieved in the previous inspection with several areas of outstanding features being identified.
31. There are several good and outstanding features of teaching in the school and over four fifths of all lessons were awarded either grade 1 or grade 2, with over one in six lessons featuring outstanding practice. The school has exceeded the national targets for lessons graded 2 or better and the target for grade 3 or better.

#### Outstanding features:

32. Progress in the acquisition of English for whom English is an additional language. The EMLAS teachers, along with subject teachers, have developed effective methods for teaching English to EAL pupils.
33. Arrangements for monitoring of pupils' performance. The school's PASS is the central component of the school's determination to raise the performance levels of its pupils. It contains not only the results of all formative assessment tasks for individual pupils, but also diagnostic annotation from the tasks themselves. This allows subject teachers to set targets for pupils by providing not only a target grade but also advice on how to achieve it.

#### KS3 and KS4

34. The amount and frequency of good teaching are impressive aspects of the school's provision. Teachers plan for and meet the needs of most pupils. They create a good working environment and stimulate, motivate and challenge the pupils through a range of interesting tasks.
35. The support for all pupils ensuring equality of opportunity is an outstanding aspect of the teaching and of the everyday life of the school. Good relationships

between teachers and pupils and between pupils are a strong feature of many lessons across the key stages.

36. In 2006, a significant number of pupils targeted to attend additional catch-up and revision sessions gained passes at grade C and above. This was enhanced by a further group of pupils who attended on their own initiative, without having been targeted.
37. Pupils with additional needs are successful and make good progress. They are well supported by LSAs who offer guidance to individual pupils as well as small groups.
38. High levels of challenge for lower attaining pupils are a remarkable feature of teaching in several mainstream subject areas. Outstanding work can be observed in provision for EAL pupils and for pupils with SEN in the STF.
39. The quality of assessment practices varies across and within subject areas. Marking is occasionally superficial and does not provide pupils with sufficient guidance for improvement.
40. The PASS system for assessing pupils' progress is an outstanding feature of school provision. Together with a well-written and widely implemented school policy, it has encouraged the common practice of setting periodic and rigorous assessment tasks in each subject area. Based on results from these tasks, subject teachers set targets for each of the pupils in their class and feed performance levels and targets into the system.
41. Teachers retain clear records of the progress made by pupils. However, grades awarded are not routinely shared and discussed with the pupils in all areas, and as such fail to ensure sufficient understanding of progress for the pupils to move forward.
42. The period between each assessment 'run' is 10 weeks, during which pupils undertake classwork activities that are assessed in a variety of ways. This variation results in little consistency between departments in the use of numbers, grades or levels, as well as in the quality of commentary written in pupils' books.
43. The school meets statutory requirements for the assessment and reporting of the NC attainments; requirements of examinations boards are fully met.
44. Reporting procedures for parents are clear and applied consistently across the school. Pupils have the opportunity to contribute their own views on their progress but insufficient use is made of the reporting process for providing suggestions for improvement. The school meets statutory requirements for reporting to parents.
45. The school is successful in enabling pupils of all abilities and backgrounds to have equal access to the curriculum. All pupils are encouraged to achieve success at every stage of their learning and to participate fully in the life of the school.
46. Work on sustainable development and global citizenship is an outstanding feature of the work of the school.

## Leadership and management

### Outstanding features

**The outstanding features within leadership include:**

47. effective planning and identification of priorities have successfully overcome difficult budgetary and staffing situations without adversely affecting the progress the school is making;
  48. the recruitment of a highly skilled force of support staff has had a significant impact on all aspects of school improvement; and
  49. the professional development of staff has had a significant and discernable impact on the teaching and the standards achieved by pupils.
50. The headteacher is an extremely successful and effective leader, whose belief in developing people as the central tenet of raising standards and improving learning opportunities has been evident in the improvements that have occurred over his short tenure at the school.
  51. Members of the senior team, together with the headteacher, are starting to provide a very good strategic direction for the school. There is a strong team spirit within this group and all members provide a visible presence around the school.
  52. Leadership at all levels provides a clear direction for the school and the school has done outstandingly well in creating an atmosphere of equal opportunities that is tangible in everyday practices around the school.
  53. Self evaluation and monitoring, reviewing and evaluation are not yet fully embedded in the culture of the school, although the vast majority of the staff understand and are fully involved in the processes.
  54. At present, responsibility for faculty/departmental review lies with the senior team and not the middle management team. Senior leaders have not released the responsibility for the reviews thus allowing heads of faculties/departments to consider their roles as leaders of learning and take ownership of the reviews within their own subject areas and then becoming more accountable for their actions. Further work is needed on developing the existing role of middle managers into one of leadership within their designated areas of responsibility.
  55. The school's self evaluation report and its development plan are well-constructed and honest documents built from an open and effective procedure of transparency and consultation. All staff are actively encouraged to take a positive role in developing these plans.
  56. Governors play an important role in monitoring the school's performance and in helping to set its strategic direction. They are well informed about performance through their link roles to departments and through information garnered from the headteacher's reports. Governors review outcomes of attainment with a clear understanding of the improvement agenda.
  57. They undertake their financial duties with considerable acumen and scrutinise carefully the management of the budget and any substantial spending undertaken by the school.

58. They act as critical friends of the school and meet all statutory requirements.
59. Accommodation is generally of a good quality; classrooms for departments are mainly situated together and generally provide a suitable setting for good teaching and learning. However, aspects of the accommodation remain in a poor state of repair and this is particularly noticeable in certain corridor areas, the music teaching area and some other demountable teaching facilities.
60. The school enjoys some outstanding resources in IT and PE. Resources elsewhere are suitable and provide sufficient support for the pupils and teachers in their respective learning and teaching areas.
61. The deployment, management and development of staff are very good. The financial management of the school is very good. The headteacher, an assistant headteacher and the governing body's finance committee effectively manage the available budget. Distribution of capitation to departments is undertaken through a formula that is understood by budget holders. Monitoring and maintenance of the day-to-day budget by the assistant headteacher are of the highest order. Overall, the school uses its finances and resources competently and provides good value for money.

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

62. The school has made some very good progress in addressing the key issues identified in the last inspection report. However, there is still work to do in a number of areas as previously identified in this report.
63. Highlights of progress are:
  - the performance in KS3 national tests and GCSE have shown improvement and targets for the next few years indicate further significant progress;
  - the standards of achievement in lessons across the subjects inspected;
  - the development of the PASS system that provides outstanding facilities for monitoring the progress of all pupils by all staff and pupils;
  - the significant progress made in the quality of teaching across the school;
  - and
  - the development of the self-evaluation process leading to the accurate self-assessment of the school's performance.
64. Areas that continue to require attention include:
  - developing further the strategies for monitoring, reviewing and evaluation at a level below that of senior leadership;
  - using the available information contained within the PASS system to ensure all pupils fully understand their current performance and know how to make further progress;
  - continuing to address the issues surrounding the low level of attendance;
  - and
  - developing middle management through sharing best management and leadership practices.

## Recommendations

**In order to continue the trend of improvement in the school, focusing on the following areas should be central to the school's future plans:**

- R1 Raise the standards of attendance to at least a satisfactory level by continuing to improve the effectiveness of monitoring procedures;
- R2 address the issue of the regular high rate of lateness to school by a significant number of pupils;
- R3 provide a more co-ordinated approach to the provision of WRE and take cognisance of delivery of the learning core;
- R4 develop a more consistent approach to the application of the school's ARR policy and ensure all pupils become fully involved in, and take responsibility for, planning for their future learning;
- R5 address the weaknesses in the current accessibility plan to improve its quality; and
- R6 develop further the self evaluation and review procedures of the school to ensure middle managers improve their leadership skills and take ownership of the processes.

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

## Standards

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

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

65. The school awarded itself a grade 3.

**Pupils' success in attaining agreed learning goals**

#### **KS3 and KS4**

66. In the six subjects inspected, outstanding features were found in music and ICT. In KS3 and KS4, no lessons observed contained shortcomings in important areas.

67. In the 65 lessons observed in the six subjects, the grades awarded across both key stages are as follows:

<b>Grade</b>	<b>Standards in Subjects (%)</b>	<b>Standards in Subjects (%)</b>
	<b>KS3</b>	<b>KS4</b>
<b>1</b>	10	4
<b>2</b>	70	80
<b>3</b>	20	16
<b>4</b>		
<b>5</b>		
<b>TOTAL</b>	<b>100</b>	<b>100</b>

68. A summary reveals the following percentages within each grade across the school.

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
7.7%	73.8%	18.5%	0	0

69. These are high figures, well above the current national target of 50% as well as the target of 65% set for awarded grades 1 and 2. There has been a good improvement since the last inspection. In KS3, 80% of all lessons observed were graded either grade 1 or grade 2 compared with 84% in KS4.
70. While standards of achievement are good, examination results are improving overall but are not yet at a good standard. However, pupils make good progress in gaining knowledge, understanding and skills. When the teaching is of a high quality, pupils respond accordingly, producing work of a high calibre and asking questions to further their understanding.
71. The school sets numerical targets at the end of each key stage and pupils generally meet these targets. Pupils are provided with individual targets, make good progress towards these targets and are supported in achieving them. Despite the targets being set, the targets tend to be conservative and even though pupils in both key stages progress well towards their targets through the target-setting procedures, the challenge established is insufficient.
72. Communication skills are good with standards in speaking, listening, reading and writing being consistently good in relation to ability. Pupils are generally articulate, attentive and able to correspond with confidence. Standards of spelling and grammar are generally satisfactory and pupils requiring assistance with literacy skills are appropriately supported.
73. Standards in numeracy are satisfactory overall. The use of numeracy is evident across some areas of the curriculum and pupils' responses demonstrate a good knowledge of number and its application. This is particularly so in ICT, geography and business studies.
74. The development of ICT skills is very good with the use of IT being well-developed across the curriculum. There are signs of improvement in all aspects of ICT; pupils are sufficiently engaged with ICT across the curriculum and their work often displays detailed evidence of the use of high order IT skills in a number of areas. Their ICT skills are used regularly in all subjects and, as such,

the use of ICT is significantly helping to raise pupils' performance across their learning experiences.

75. In terms of the wider key skills, pupils achieve well in problem-solving activities, work well together in pairs and small groups and generally collaborate well when given opportunities so to do. However, despite opportunities to take the initiative and develop independent working strategies being in evidence regularly, the ability to make hypotheses and deductions and explore ideas creatively within a range of media is not particularly strong in either key stage.
76. Bilingualism is satisfactory in the school. Bilingualism is available within assemblies; occasional Welsh is heard in a number of lessons; the signage around the school is all bilingual; all aspects of bilingualism, however, require further development if the school is to become one in which the use of Welsh is an accepted aspect of everyday life in the school.
77. Pupils at the school come from a wide range of socio-economic backgrounds including a significant number of EAL pupils from a wide range of cultural backgrounds; all pupils are quickly integrated into the school and appropriate expectations are placed on all pupils.
78. In 2005, results in the NC tests at the end of KS3 were consistently lower than the LEA and national figures in most categories. However, the provisional results for 2006 demonstrate an improvement in all categories resulting in the school's CSI rising to 50% with the boys' performance being better than that of the girls by more than three percentage points. This figure remains below both the all-Wales average and that of the LEA. Girls outperformed boys by 13.5% in English; boys outperformed the girls by 12.5% in mathematics and by 16% in science. These figures place the school below average compared with schools with a similar intake based on the FSM indicator.
79. As with the KS3 tests, the school's performance in GCSE in 2006 was higher than the previous year's performance in a number of areas. Prior to last year, the school had held the 5+A\*-C figure around the 35% mark with the 5+A\*-G performance consistently being in the mid 70% range.
80. In 2006, 40% of pupils gained at least five A\*-C grades in which was higher than any previous figure for the school but remains lower than that achieved by the LEA and the all-Wales average. The gap between the performance of the school and that of the LEA and all-Wales has narrowed; boys' and girls' performances have improved when compared with the LEA and all-Wales figures. However, the 5+A\*-C performance of the boys continues to lag behind that of the girls, with the gap widening to 17% in 2006.
81. The school's performance in 2006, when compared with schools with similar intakes, shows a positive movement. In each category of benchmarking, the school has moved in a positive direction with 5+A\*-C and average points score categories both now being above the median; 5+A\*-G and 1+A\*-G categories are now below the median but not in the lower quartile.
82. In the core subjects, the performance in mathematics now places the school in the upper quartile; English is just below the median and science is at the median.

83. The generally positive picture for 5A\*-C results has been reflected in the 5A\*-G figures as well. The results in 2006 display a figure of 78% for all pupils, once again demonstrating an improvement on previous years' results.
84. The CSI at GCSE is, at 28%, the highest figure recorded by the school in the past five years, endorsing the overall improvement made over the past few years.

### **Progress in learning**

85. Within the six subjects inspected, pupils of all abilities generally make good progress although there is some variation between subjects and, to some extent, between classes within a subject. In the small percentage of lessons where standards have been judged as grade 3, there are some shortcomings that restrict the rate and extent of progress being made by all pupils. Conversely, pupils do extremely well in classes where a grade 1 was awarded.
86. Whilst children with SEN are appropriately challenged and achieve good standards, the challenge for the most-able pupils is less apparent, limiting their level of achievement and ultimately attainment.
87. Pupils talk positively about their progress and, generally, know how to improve. They speak of a positive relationship with teachers, one that enhances their learning and helps them to make progress. They express the point that verbal feedback is a part of the feedback they receive about work undertaken. However, the extent and frequency of detailed written feedback on their work are much more variable between subjects and teachers within subject areas.
88. Good behaviour by pupils, allied to a good work ethic in class, assists pupils in making good progress.
89. However, the unsatisfactory level of attendance for a significant number of pupils is limiting the progress they make.

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

90. Pupils have a clear understanding of the expectations of the school in work, behaviour, attendance and punctuality. Expectations are generally met by the pupils apart from those within attendance and punctuality.
91. Pupils show considerable respect to teachers, visitors and other pupils. In general, the school is an orderly community with good standards of courtesy being displayed by the pupils. Standards of personal and social skills are high.
92. Despite pupils understanding the negative impact on standards that poor attendance has on learning, the overall attendance rate over the last twelve months is, at 87.9%, low and unsatisfactory. Improvements have been observed during the recent summer term but the low attendance rate is a cause for concern.
93. Compounding this situation is the unsatisfactory level of punctuality displayed by a significant number of pupils each morning. With, on average 50 pupils arriving between 8.45a.m. and 9.05a.m. each day, the school's current arrangements to address this issue are not sufficiently effective. The outcome of such lateness is pupils missing assemblies and tutorial sessions that play an integral part in their education. However, punctuality to lessons is good.

94. Within the curriculum, the development of the capacity for pupils to work independently is good. Opportunities for pupils to develop study skills, solve problems and make decisions about achieved outcomes are less apparent. The capacity for pupils to understand how to improve their own learning through prior experiences is an area that is under-developed.
95. Pupils make good progress in their personal development. They understand what is acknowledged as acceptable behaviour in a range of circumstances. Through a range of opportunities, they understand the needs of others, including those of the wider community. Pupils are confident, are ready to take initiatives and are able to develop their talents in collaboration with their peers. They are capable of holding a dialogue with teachers and other adults.
96. As a community, the pupils demonstrate considerable respect for diversity and for equal opportunities; this is a strong feature of the school. The assemblies and the PSE programme contribute to raising awareness of related issues amongst pupils.
97. Regardless of culture, race, ethnicity or academic ability, pupils work alongside each other respecting each other and the contributions each member of the school makes to the learning environment.

## The quality of education and training

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

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

98. The school judged its own performance at grade 3 on this key question. The judgment of the team is that the quality of teaching and assessment is better than this, with classroom teaching being a particularly strong feature.
99. A summary of inspection judgments on all teaching, in all lessons observed, is as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Y7	6	16	6		
Y8	3	13	2	2	
Y9	4	12	3		
Y10	5	12	2		
Y11	2	12	5		
<b>Total</b>	<b>20</b>	<b>65</b>	<b>18</b>	<b>2</b>	

Keys Stage	% Observations graded 1 or 2	Welsh Assembly Target for 2007
3	81	50%
4	82	50%
Whole Provider	81	50%

### **Outstanding features:**

#### **The outstanding features include:**

100. Progress in accessing the curriculum, in particular for pupils for whom English is an additional language; and
101. Arrangements for monitoring of pupils' performance. The school's PASS scheme is an essential component of the school's determination to raise the performance levels of its pupils.

#### **Key Stages 3 and 4:**

102. The amount and frequency of good teaching are impressive. In KS3, teaching in 81% of lessons was judged to be good or very good. Only two lessons out of 105 were thought to have important shortcomings. This represents a remarkable improvement since the last inspection. In KS4, the quality of teaching is even better, with 82% lessons judged to be good or very good. Overall, the percentage of good or very good teaching was 81%. In other words, on average, pupils at Pentrehafod are likely to come into contact with good or very good teaching in four out of five lessons.
103. Good teaching is characterised by thorough planning, a variety of teaching activities that indicates a serious interest in pupils' learning, vigorous pace and high levels of challenge for pupils of all abilities.
104. Much of this is due to the 'Learning to Learn' programme. Now in its second year of operation, this well organised initiative is having a significant impact on the quality of teaching and learning. Its key features are:
  - rigorous planning and preparation, including a training programme for all teachers;
  - timetabled lessons – once every two weeks, taught by form teachers, and 'followed up' in the mainstream through an arrangement by which form teachers teach their subject to their own form group;
  - classroom methods designed to engage and challenge;
  - a focus on raising standards through development of thinking skills in KS3 and of study and revision skills in KS4; and
  - after-school sessions for targeted pupils, voluntarily mentored by subject teachers;
105. The EMLAS teachers have established very close collaboration with mainstream subject areas, which has led, in turn to the development of remarkably effective methods for teaching English and other subjects to EAL pupils. This involves a range of differentiated strategies for 'visualizing' text, mainly through innovative use of Powerpoint, individual support plans similar to IEPs and very effective in-class support from EMLAS teachers.
106. In 2006, 53% pupils targeted to attend additional catch-up and revision sessions gained passes at C and above in their GCSE examinations. A significant number of pupils attended on their own initiative, without having been targeted.
107. Voluntary mentoring of the kind noted is one of several ways in which teachers give of their time to help and support pupils. Pupils are aware of this and grateful for the help they receive, both during and after normal school hours.

This produces the outstandingly good working relations and levels of respect observed between teachers and pupils.

108. Teachers' expectations are high. All pupils are supported and challenged to do their best. Teachers in all subject areas take seriously the need to extend pupils of whatever ability further than they thought they could go.
109. High levels of challenge for lower attaining pupils are a remarkable feature of teaching in several mainstream subject areas and outstanding work can be observed in provision for EAL pupils and for pupils with SEN in the STF.
110. The PASS scheme for assessing pupils' progress is an outstanding – indeed, unique - feature of school provision. This is a digital monitoring and retrieval system developed by the school itself over the last 18 months for the storage, analysis and deployment of a wide range of pupil performance data. It contains not only the results of all formative assessment tasks for individual pupils, but also diagnostic annotation from the tasks themselves, making it possible for subject teachers to set targets for pupils by providing not only a target grade but also advice on how to achieve it.
111. Together with a well-written and widely implemented school policy, the PASS scheme has encouraged the common practice of setting periodic and rigorous assessment tasks in each subject area. Based on results from these tasks, subject teachers set targets for each of the pupils in their class and feed performance level and target into the system.
112. However, the period between each assessment 'run' (i.e. when results have to be fed into the PASS scheme) is 10 weeks. During each 10-week period, pupils undertake normal class work that is assessed but not included in the PASS database. Instead, it is marked in a variety of ways, so that there is little consistency between departments in the use of numbers, grades or levels, nor, crucially, in the quality of commentary written in pupils' books.
113. As a result of this, and of the fact that pupils rarely play any part in the setting of their own targets, pupils tend to be uncertain about how well they are doing during the 10-week periods between the more formal assessments. Therefore, periodic assessment, though very well designed and marked, actually works against pupil involvement in their own progress.
114. The same is true of report writing. The newly introduced reports are accessible, informative and precise in their analysis of pupils' strengths and weaknesses and in the advice they give for improvement. However, they do not sufficiently offer opportunities for parent or pupil to add their own comments and play a more meaningful part in the assessment and reporting process.

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

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

## Outstanding Feature

### **The outstanding features include:**

116. The school provides a broad range of out of hours learning which complements the curriculum. After school and lunch time sessions provide enrichment activities to develop skills, broaden pupils' experiences and promote personal and social development. Many of the activities organised raise awareness of issues in Sustainable Development and Global Citizenship and reflect the school community.

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

117. The school provides a curriculum that meets the broad needs of all its pupils. Links with partner primaries are established to ensure continuity of learning between KS2 and KS3.
118. The curriculum is accessible to all pupils including those with SEN and those for whom English is not their home language. Pupils from the STF are disapplied from MFL which is in line with their speech language and communication needs. A range of enrichment opportunities exists for more able pupils at KS4.
119. Pupils are able to gain a range of accredited qualifications at KS4 in the statutory core and in a range of optional subjects including opportunities to gain a qualification in their home language. Consultation with parents on transition from KS3 to KS4 is good.
120. Some pupils identified at risk of disaffection follow a complementary curriculum, including vocational courses leading to a combination of qualifications including GCSEs, Open College Network credits and Duke of Edinburgh bronze award. The courses are delivered in partnership with local colleges, churches, voluntary organisations and other local providers.
121. The planning and focus on Key Skills across the curriculum are good overall particularly in literacy and ICT. Progression in the acquisition of Key Skills between KS2 and KS3 are planned in the transition process. The school holds the Basic Skills Quality Mark.
122. The curriculum meets the requirements of the NC and religious education; all pupils have discrete lessons in PSE, ICT and the school's project "Learning to Learn".
123. The school has well-developed curricular, cultural and pastoral links with partner primary schools. They hold regular meetings, plan shared visits and trips, hold joint INSET days and some subjects work on bridging projects.
124. Pupils have the opportunity to participate in a range of sports and successes have been rewarded with accolades at both local and national levels. The new sports hall enhances the range of sporting activities on offer to the school and local community.
125. The curriculum is enhanced by trips abroad, visits to theatres, museums, places of interest and cultural events including eisteddfodau. Pupils can take part in school productions and have the opportunity to participate in skiing.

126. Links with schools in India and China have jointly been established with the partner primary schools. Some visits to and from the countries have taken place and others are planned.
127. Spiritual development is promoted well in various areas of the curriculum, in assemblies and during registration periods at the beginning of the day.
128. Moral development is promoted successfully through the school's emphasis on respect, responsible behaviour and consideration for others. Pupils show their concern and respect for others through supporting charities and organising collections of food and goods for those less fortunate than themselves both home and abroad.
129. Cultural and social developments are good and the relationship between pupils is good with a strong sense of community within the school. The relationship between staff and pupils is also good and based on mutual trust and respect.
130. Appreciation of other cultures is apparent throughout the school and is particularly demonstrated in the range of out of hours activities offered.
131. Links have been established with two initial teacher training institutions and many subject departments are enriched by the fresh approaches offered by students. The mentoring of students is well organised and a planned package of training and support is in place. Several teachers currently on the staff were pupils in the school.
132. Overall, the impressive list of partners actively involved in the school enhances the learning of all the pupils in the school.

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

133. The school has recently appointed a learning coach to plan and develop work related education. Pupils in year 10 undertake two weeks work experience in the summer term organised in conjunction with Careers Wales and this is monitored by teachers. Pupils record and evaluate their experience. Pupils following a complementary curricular course have work placements built in to their learning programmes.
134. Throughout the year, within the PSE programme, and in out-of-hours learning, pupils are provided with activities designed to promote entrepreneurial skills.
135. Pupils' awareness and understanding of sustainable development and global citizenship are a feature in many subjects across the curriculum. Out-of-hours learning initiatives also promote aspects of sustainable development and global citizenship practices. Many of the initiatives such as the Promise Tree and FANS shop have been recognised locally and nationally as examples of good practice.
136. The school provides opportunities for the pupils to develop entrepreneurial skills through setting up a fair trade shop, and training days from Dynamix.
137. Pupils in KS3 and KS4 study Welsh as a second language. Bilingual signage is apparent throughout the school in corridors and classrooms. Some information sent to parents, and school documents, are available bilingually but bilingualism is not embedded in the school's ethos or in the general daily practices around the school.

138. The '*Cwricwlwm Cymreig*' is well planned and featured in many subjects areas especially English, Art and Music. 'Welshness' is celebrated on special days during the academic year.
139. The school has a mutually beneficial partnership with the community. Good working relationships are demonstrated in the shared management and use of the new sports hall.
140. Links with parents are strong and the school is well-supported by the parents; home-school agreements form a feature of this good relationship.

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

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

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

#### **Outstanding Feature**

##### **The outstanding features include:**

142. The cumulative arrangements to ensure the smooth transition of pupils from partner primary schools are an outstanding feature of the school. The very well organised and effective programme involves visits, strong, curricular links, bridging projects in literacy, out of hours activities, joint inset days, Headteachers' planning days, orchestral, art and writing days, use of shared facilities as well as transitional days. There are also subject networks in operation.
143. The strong pastoral/learning links ensure that the school makes full use of detailed information on each pupil to meet pupils' needs.
144. The 'Discipline for Learning' procedures have had a significant, positive impact on behaviour in the school and have significantly reduced fixed term and permanent exclusions over the past three years.

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

145. The school has established a caring community that successfully includes pupils of varying abilities and pupils from different ethnic or linguistic backgrounds. The mutual respect between the pupils and all personnel ensures that relationships within the school are very good. Year co-ordinators, their deputies and form tutors have a detailed knowledge of the needs of pupils; pupils find staff approachable and effective in dealing with any concerns they may have.
146. Valuable and regular links are maintained with parents through good quality pupil planners, parents' evenings, option booklets, letters and first day absence calls. The school's open-door policy enables parents to contact the school should they have cause for concern.
147. Parents and pupils are well informed about the many opportunities and initiatives available at the school. They are given clear guidance through the option booklets and option evenings in years 9 and 11 to enable pupils choose their appropriate courses or pathways.
148. There is a well-planned PSE programme which follows the guidelines of the Qualifications, Curriculum and Assessment Authority for Wales.

149. Many outside agencies, including the police, make an effective contribution to the programme which is delivered by the form tutor and monitored and co-ordinated by the year co-ordinators. Continuity is assured, with the learning team moving up with the year group.
150. Although the registration period is structured to meet the requirements of registration and collective worship, too many pupils arrive at school late each morning and, as a consequence, they miss form tutor activities and assembly.
151. The school carefully monitors the behaviour of its pupils and sequenced procedures for dealing with inappropriate behaviour or improving behaviour are firmly in place and understood by pupils and staff. The behaviour for learning (inclusion) room has a positive influence to counter inappropriate behaviour. Rewards and consequences are used to good effect.
152. The school's system for monitoring attendance is effective and has enabled the school to raise its levels of attendance since the last inspection. It is used by the LEA as an example of good practice. Year co-ordinators work closely with the EWO and the attendance support officer, both of whom contributed substantially to raising the attendance figures. The deployment of administrative staff to monitor classroom absence, is working very well. Effective strategies for ensuring morning punctuality are underdeveloped and insufficiently rigorous.
153. The PASS scheme for tracking and enhancing pupil performance is at an advanced stage of development and implementation but its full potential has not been utilised. The mentoring support directed towards pupils whose predicted grades are on the borderline of C and D grades, in year 11 is very good.
154. The links between Careers' Wales and the school allow pupils to receive sound careers' guidance in accordance with the expected learning outcomes. The recent changes in personnel have not had sufficient time to be fully effective in the school's careers' framework. The change in emphasis on Work Focused Experience and skills' developments have yet to be incorporated into the school's Learning Core in line with the Learning Pathways Guidance.
155. Policies and guidelines for assuring pupils' well-being and health and safety when in the school's care, are well managed. The school's staff includes a school nurse and designated first-aiders. School trips must undergo all appropriate risk assessments before being sanctioned.
156. The school has a child protection policy, the requirements of which are implemented effectively. Staff undertake regular training, and related incidents are reported quickly to the designated member of staff.
157. The school council displays a good knowledge and understanding of the school and is an effective forum for raising pupil issues. It suggests ways of improving services and procedures, some of which have been adopted by the school.

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

158. Overall, provision for pupils with a range of special educational needs is good, and is very good in the STF (the speech and language unit attached to the school). The school has a detailed policy on the identification, assessment and provision for pupils with SEN.

159. The SENCO visits all partner primary schools to attend year six and those year five annual review meetings where pupils have speech and language difficulties. Recommendations from pupils' primary schools are carefully considered when determining appropriate provision.
160. All pupils who require them have IEPs. Very good quality IEPs are in place for pupils statemented for speech and language difficulties and who attend the STF. They contain very detailed analyses of pupils' needs together with strategies for accessing the curriculum and clearly defined targets.
161. Those for pupils on the SEN register in mainstream, whilst identifying pupils' strengths and difficulties and strategies for accessing the curriculum, lack specific targets. However, they are complemented by departmental targets in some subjects.
162. Statements of SEN are well maintained; annual review meetings, including those where transitional plans are drafted, are supported by relevant specialists. All statutory requirements with regard to statements are met.
163. Pupils with statements of SEN are well supported in the classroom by a team of learning support assistants who are well managed and effectively deployed.
164. Those pupils withdrawn for individual or small group tuition receive good quality support by staff using variety of strategies to support basic skills and make good progress.
165. A very good range of multi-sensory strategies is employed to support those pupils with specific learning difficulties.
166. Pupils withdrawn from lessons to attend SuccessMaker sessions make good progress in both literary and numeracy skills. However, a number of pupils occasionally miss aspects of ICT development that hinder their progress in this particular key skill.
167. Links with subject departments are maintained by the SENCO and the head of learning support attending heads of faculty meetings.
168. The quality of provision across subjects is good; teacher planning takes account of pupils' needs; tasks match ability and incorporate appropriate levels of challenge. Pupils make good progress throughout the school.
169. Very good provision is made for pupils with English as an additional language and a very good working relationship exists with Swansea's EMLAS.
170. Three EMLAS teachers and eight bilingual assistants provide very good support in the classroom using a range of strategies to enable EAL pupils to access the curriculum. This provision is further enhanced by home visits, particularly at KS4.
171. The EMLAS team has developed very good links with parents. The team attends all parents' evenings and contacts parents beforehand, resulting in a very high number of parents from the ethnic minority communities attending.
172. The school has identified, and provides well for gifted and talented pupils and has implemented strategies to allow them to gain accredited qualifications early.
173. The school has a named governor for SEN and the governing body has a SEN sub-committee.

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

174. The school recognises the diversity in pupils' social backgrounds and ensures that all pupils are supported sensitively and effectively. Enhancing self-esteem features prominently throughout the school, with posters appearing in classrooms and on corridor displays.
175. The curriculum provided by the RE department helps to build pupils' confidence and self-esteem. Pupils who arrive at the school with little or no English receive excellent support and their progress is closely monitored. Opportunities are presented to these pupils to study their own community languages to examination level.
176. The school's strong links with its partner primaries enables it to be fully aware of the nature of its intake and thus plan effectively to promote gender equality and good race relationships. Gender stereotyping is actively discouraged, with all pupils being given equal access to all areas of the curriculum and school activities.
177. Both policies for Race Equality and Equal Opportunities are successfully applied in the school; pupils are proud and happy to be members of this multi-cultural community.
178. They can be visibly seen to work and play in harmony, knowing confidently, that any racial incident is dealt with sensitively and fairly. Detailed records indicate that there have been no repeat incidents involving the same pupils. Both parties to any incidents are supported throughout. Issues of race and discrimination are covered in PSE, religious studies and assemblies; pupils show sensitivity to the issues raised.
179. The schools' firm but fair policy on behaviour is clearly displayed in classrooms, as are the procedures for dealing with bullying. The school has a comprehensive and detailed behaviour policy.
180. The 'Discipline for Learning' procedures have had a significant and positive impact on behaviour in the school helping to significantly reduce fixed term and permanent exclusions over the past three years. This is a notable strength and an outstanding feature of the school. The policy, supported by the PASS scheme, has had a positive impact within the school.
181. Currently, there are no identified physically disabled pupils attending the school. Only the ground floor facilities are accessible to people in wheelchairs. The school's accessibility plan requires further refinement as it contains insufficient detail.
182. The recognition and respect for diversity in the community and within the school are a strong feature. The culture of Wales and of others is covered well in assemblies and lessons. The religious festivals and activities of ethnic minorities are celebrated within the school and this ethos permeates through to its primary partner schools who in turn, enrich the work undertaken in Pentrehafod.

## Leadership and management

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

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

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

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

184. The school has clear aims and values and these are shared among all those associated with the school. There is a common purpose among the staff in moving the school forward as a community. The leadership provided by the headteacher and his senior team is very good and is successfully taking the school forward.

185. The headteacher provides highly effective leadership in all aspects of the life of the school. He has introduced appropriate initiatives to raise standards and the quality of the educational provision and there is evidence that these measures are starting to take effect. Staff and pupils acknowledge the quality of leadership provided by the headteacher and recognise the impact his leadership has had on the school since his recent arrival.

186. The self-evaluation report is a well-constructed and honest document that clearly indicates what is still to be achieved as well as what has been successful since the last inspection.

187. Pupils are happy at the school and proud of their associations with the school. Day-to-day administration is good and the school is run efficiently and effectively.

188. Improving standards of learning provide the central tenet of the work of the school. This is clearly in evidence in the school documentation such as the SDP and planning in departments as well as in the training undertaken by staff. School leaders share a common vision; high expectations of staff performance at all levels, is the norm.

189. The school addresses national priorities and there is clear evidence in both the documentation and the curriculum of this work. The school's focus on issues such as inclusion, sustainable development, transition arrangements, racial equality and global citizenship is evident in both documentation and observed practice within and around the school.

190. The school works extremely successfully at ensuring equality of opportunity for all through a number of measures. All departments address effectively the school's policy on equal opportunities and the curriculum provision has equality of access; staff roles and job descriptions provide further evidence of equal opportunity in practice.

191. A major strength of the school is the provision to meet the needs of pupils with additional learning needs, including EAL pupils. The manner in which pupils

from ethnic backgrounds are successfully integrated into the life of the school is extremely effective.

192. The school has developed good links with many other establishments. These links provide good opportunities for pupils to develop their learning within and outside the curriculum.
193. Links between senior and middle managers have been strengthened through line-management arrangements. Management time is provided for opportunities to monitor and review provision and a programme of reviewing faculties/departments is in place.
194. At present, responsibility for faculty/departmental review lies with the senior team and not the middle management team. Middle managers and staff are neither adequately reflective of their own performances nor suitably involved in the review programme. Senior leaders have not released sufficient responsibility for the reviews; heads of faculties/departments need to consider their roles as leaders of learning and take ownership of the reviews within their own subject areas and become more accountable for their actions.
195. The school and subject departments have systems in place to set challenging and realistic targets for achievement and attainment. Targets are recorded and used as part of school and departmental improvement plans; the school uses several standardised tests to support target setting. The PASS system contains all the pupil data and provides the school and all its staff with an outstanding vehicle for tracking the progress made by pupils in a range of areas including academic performance. However, staff roles and responsibilities within this process need to be further refined and defined to ensure greater effectiveness in raising standards.
196. There are very good systems in place ensuring performance management is a constructive and productive activity; these systems are understood by staff. All staff, teaching and support, are provided with training arising from this process; a range of further opportunities for continuing professional development enhances the opportunities arising from the performance management process.

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

197. Governors are extremely supportive of the headteacher and the school and take a full role in the strategic planning for the school. They have a very good understanding of their school and their roles in its management.
198. Through the committee arrangements, governors are actively involved in all aspects of planning, monitoring and evaluation of school performance. The curriculum and finance committees provide strong support and challenge to the school and have been actively involved in the recent major developments in the school such as the introduction of interactive whiteboards in classrooms across the school.
199. The governing body is well informed through regular and comprehensive reports from the headteacher as well as through governors' individual roles as links to subject departments.
200. Governors are pro-active in carrying out their departmental link roles and take a keen interest in developments taking place in the curriculum areas in which they

are involved. Minutes of meetings are thorough and demonstrate a good level of discussion and debate around matters that are important to the school.

201. The governing body accepts its role in raising standards and provides a good sense of direction for the school. It successfully acts as a critical friend to the school and meets all statutory and legal requirements.

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

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

202. The school judged its own performance at grade 3 on this key question. The judgment of the team is that the quality of self-evaluation for school improvement is better than this, with the Faculty Review programme being a particularly strong feature.
203. This is a school that generates, analyses and evaluates considerable amounts of information about its own working at various levels. Senior managers have initiated a cycle of faculty reviews of teaching and learning undertaken largely with and by external consultants. Recommendations emerging from these exercises are complemented by targets for improvement that are part of the Performance Management cycle and converted into improvement targets for individuals and departments.
204. Middle managers have been encouraged to carry out similar self-evaluation exercises within their own faculties or departments and these have resulted in a number of departmental SERs that have been incorporated into the whole-school SER. This is good practice, giving teachers at all levels a genuine feeling of professional involvement in the way in which the school looks at itself and tries to improve its performance.
205. However, this is a system that is owned, effectively though not intentionally, by the senior leadership team, rather than by middle managers or classroom teachers. It is the faculty review process that focuses most directly on teaching and learning, whilst faculty review documentation tends to cover a wider range of activities, identifying strengths and weaknesses by consensus, rather than by critical observation.
206. Middle managers and classroom teachers do not, therefore, have sufficient opportunities to become subject leaders. They lack confidence in initiating new ways of working, and in evaluating these against criteria of their own devising. In this way, improvement can be driven from below as well as from above. There are exceptions to this rule, for example in the peer observation being initiated in the mathematics faculty, and a number of subject areas are beginning to look more critically at their own practice. However, a continuous cycle of self-evaluation, target setting and action planning is not yet embedded in the working culture of most departments.
207. Nevertheless, existing methods of self-evaluation have been clearly effective, not only in modifying, refining and improving various aspects of school practice over time but also the PASS scheme for monitoring pupil performance and target-setting, and the more recent Learning to Learn initiative. The use of the PASS scheme assists in setting realistic targets for improvement at pupil, teacher and whole-school levels.

208. A notable achievement of the senior leadership team has been the way in which it has managed to make resources available to support priorities identified through faculty review or self-evaluation, and the way in which it monitors and evaluates the use and effectiveness of the resources provided.

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

**Grade 1: Good with outstanding features**

209. The grade awarded is grade 1, which does not agree with the grade the school arrived at in its self evaluation report, namely grade 2.

**Outstanding features**

**The outstanding features include:**

- 210. Through effective planning and identification of clear priorities the headteacher, senior leadership team and Governors have successfully overcome challenging and difficult budgetary and staffing situations to ensure good progress in learning, teaching outcomes and the delivery of the curriculum.
- 211. The recruitment and deployment of well qualified cover supervisors and learning support assistants, all of whom are graduates, has had a significant impact on pupil support and learning, teaching support and progress.
- 212. The professional development of all staff is a notable feature and it is very well planned, implemented and monitored. ICT training has had a significant impact on staff expertise and their use of the equipment enhance teaching and learning.
- 213. Aspects of the resources available for learning and teaching are notable particularly the ICT provision and the large numbers of interactive whiteboards, the extensive use of the upgraded library and the leisure centre and sport facilities.
- 214. Succession planning is a strong feature of the headteacher's approach to staff deployment, the effective management of change and planning for improvement.

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

- 215. There are sufficient teachers to ensure the curriculum is delivered effectively; they are well qualified, and highly committed. Almost all lessons are taught by subject specialists. There is a good balance between experienced teachers and those relatively new to the profession and together they form a good team.
- 216. The broad and balanced curriculum has been effectively maintained through a period of challenging budget awards and staff reduction.
- 217. There is a very good range of highly capable and experienced support and administrative staff. The recent recruitment of four cover supervisors and additional learning support assistants has been particularly successful. All work very effectively alongside teachers to enable the school to function efficiently in all aspects.

218. The school has implemented its strategy for the workload agreement and strategy for teachers' planning, preparation and assessment in an extremely effective way.
219. Subject departments have a formula based designated allocation of funds for essential resource needs. This allocation is supplemented in the last quarter of the academic year by additional funds, overseen closely by the headteacher, and the distribution is linked to planned school improvement.
220. The school has outstanding ICT facilities which are used effectively by all faculties. The use of these facilities is supported by the employment of a qualified Promethian Trainer. All staff have their own laptops to plan, review and monitor progress.
221. The school has benefited from a wide range of new developments and improvements to its internal and external facilities. Among these are a new community sports hall, a large and welcoming reception area, the library and resources area has been remodelled, new toilet facilities, car park and improved playing fields.
222. The sports facilities are an outstanding provision which includes a swimming pool. All staff have their own teaching bases and there are eleven ICT suites dedicated to particular faculties. Staff facilities in terms of office bases are good with plenty of storage areas across the school. However, aspects of the accommodation remain in a poor state of repair and appearance; this particularly applies to certain corridor areas, the music teaching bases and other demountable teaching areas.
223. Overall, the displays around the school are good and reflect the work of the pupils, the school's activities and ethos. Subject materials and displays in classrooms are good, however, some corridor areas are drab.

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

224. The effectiveness of short and mid-term strategic management by the senior leadership team and the governors has enabled the school to steer itself through a difficult financial period. The budget is well managed and tightly controlled by the headteacher, his leadership team, governors and finance officer. Resources are reviewed regularly and rigorously. All budget planning is directly linked to the detailed priorities identified in the SDP and departmental plans. These costed plans are regularly monitored and evaluated against performance and outcomes.
225. The finance officer ensures that there is effective day-to-day oversight and management of the school's finances. Departments receive regular statements to monitor their expenditure and there is regular feedback to the governing body. The available funds are used to best effect for teaching and learning.
226. The training and professional development of all staff is an outstanding feature and provides all staff with a range of opportunities to extend their own learning and development. It is well planned based on the identification of individual, departmental and whole school need which emanates from the performance management arrangements. The school is an 'Investors in People' organisation

and this is fully exemplified in the positive and successful way people are deployed, managed and developed.

227. Through effective management of cover and sickness costs, acquisition of additional funding and sound financial management, departments often benefit from additional allocation of monies for resources.
228. Members of the senior leadership team, as well as the governors, regularly review the use of school resources. The headteacher provides governors with options when it comes to spending decisions in order to achieve best value. Overall the school provides good value for money by using its finances and resources effectively and efficiently. This is reflected in the improvement in the pupils' achievements and quality of teaching and learning.

## **Standards achieved in subjects and areas of learning**

### **English**

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

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

#### **Key stage 3**

##### **Good features**

229. The majority of pupils listen attentively to their teachers and to each other. Most respond well to questions and speak clearly and with confidence. They participate well in class discussions and are articulate in proffering their point of view with more able pupils offering extended responses.
230. Pupils read aloud with confidence and some with appropriate expression. They make good progress through the key stage. They have a good understanding of a range of texts from literary and non-literary sources and demonstrate this through discussion, creating mind-maps and writing in response to texts.
231. Pupils make effective use of the library which has a positive impact on standards. There are dedicated library lessons where pupils engage in a variety of tasks including good use of the internet for research. The library is also used for the reading partnership programme where year 7 pupils are supported by year 10 pupils.
232. The majority of pupils make good progress in writing; they are able to write in a range of styles and for a variety of purposes.
233. Most pupils have a good understanding of simile and metaphor and are able to produce short poems with very good examples of this imagery.
234. Pupils are able to recognise and identify the techniques used in producing promotional leaflets and show a thorough understanding of them to create their own.
235. By the end of the key stage, pupils have a very good understanding of the literary techniques used by authors to engage readers in the opening paragraphs of novels. They can recognise different techniques used by a variety of authors and use them to good effect in their own writing.

236. Pupils with SEN make good use of suitable and specialist material and make good progress. They work well at word, sentence and text level.

### **Shortcomings**

237. In a minority of instances errors in spelling and punctuation affect written work.

238. A few written responses of more able pupils were too brief.

### **Key Stage 4**

#### **Good features**

239. Based on prior attainment, pupils make progress in gaining qualifications in GCSE English language, English literature and Entry level.

240. Most pupils listen attentively and reply with confidence. They speak clearly when answering questions and when involved in discussions. More able pupils respond well to open ended questioning presenting extended replies in an articulate and well-argued manner.

241. All pupils work well in pairs and small groups. They have developed good inferential and deductive skills. They share their findings in plenary sessions supporting opinions by referring to texts.

242. All pupils read an appropriate range of non-literary, literary and media texts. They understand a wide range of linguistic and literary techniques and how writers employ these to create plot, character and imagery. For example:

- those pupils studying "A Christmas Carol" understand how Charles Dickens used verbs of speech in dialogue to help create character;
- pupils studying Macbeth explain clearly the factors they think influenced his character, they are able to support their views by appropriate references to the text, including quotes; and
- pupils studying Romeo and Juliet show a very good understanding of life in Renaissance England and the how the social conventions relating to women impact on their portrayal in Shakespeare's plays.

243. All pupils, including those with SEN, show a good appreciation of war poetry. They are able to explain and interpret the complex imagery in such poems as "Dulce et Decorum Est" by Wilfred Owen. Pupils with SEN can, with support, annotate poetry for further in-depth analysis.

244. More-able pupils demonstrate a thorough understanding of the conventions used by television producers in creating reality television series. They can compare and contrast these with conventions used in the film industry.

245. Pupils write well for a variety of purposes and a range of audience. Most pupils, including those with SEN, use planning and drafting to good effect; this helps them to improve their own writing. There are good, and in some instances very good, examples of extended writing, especially with regard to coursework.

### **Shortcomings**

246. In a small minority of classes errors in spelling and punctuation and paragraphing affect written work.

## **English as an additional language**

### **Key Stages 3 and 4**

#### **Good features**

247. Pupils for whom English is an additional language make very good progress in both key stages. They quickly acquire essential English language skills and are able to use them effectively in lessons.
248. Very good liaison between subject and ELMAS teachers, very good classroom support by ELMAS teachers and bilingual assistants combined with extremely well designed strategies ensures these pupils access the curriculum successfully and produce a raising of standards in English for these pupils.
249. Pupils gain appropriate accredited qualifications in GCSE and Entry Level at the end of KS4.

#### **Shortcomings**

250. There are no important shortcomings.

<b>Mathematics</b>
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### **Key Stage 3: Grade 2 - Good features with no important shortcomings**

### **Key Stage 4: Grade 2 - Good features with no important shortcomings**

#### **Key Stage 3**

##### **Good features**

251. Most pupils are able to read and write large whole numbers and decimal numbers and identify the value of digits in each position of the number. They are able to use their knowledge of place value to multiply numbers by 10 and by 100 demonstrating an understanding of the relationship between powers of 10.
252. Pupils of all abilities can evaluate questionnaires on the basis of efficiency and suitability for purpose, taking account of the sensibilities of respondents. They can design their own questionnaires based on their understanding of the key issues.
253. Pupils of middle ability understand when to use bar graphs and pie charts to display data for the purpose of analysis and communication. They can use IT packages to create charts from tables when data is discrete and, in the case of more able pupils, when it is continuous.
254. Lower ability pupils can predict the next term given two prior terms in a series and express simple rules in words. Higher ability pupils can identify more complex rules, express them algebraically and use the result to calculate later terms in the series.
255. More-able pupils can collect like terms and simplify expressions using the four operators and re-arrange terms according to the conventions of algebra. Pupils make good progress in understanding rules for the multiplication of powers and can expand and factorise algebraic expressions.

### **Shortcomings**

- 256. Some pupils display a mechanical approach to algebraic manipulation, relying on routines rather than conceptual understanding to reach the correct answer to a problem.
- 257. A few pupils do not have automatic recall of their multiplication number bonds which reduces their ability to spot patterns and relations and hinders their fluency with mental calculation.
- 258. Some pupils find difficulty in converting numbers expressed in words into their equivalent digit form and are unsure of the relationship between the columns in large numbers.

### **Key Stage 4**

#### **Good features**

- 259. Lower ability pupils can read and construct three-figure bearings and calculate the reverse bearing in each case. They can use a protractor to measure and draw bearings accurately and have made good progress in their understanding of map references, in reading scales accurately and in calculating distances on maps.
- 260. Lower ability pupils can read a variety of scales accurately and can make sensible estimates of the size of everyday objects. They are developing their skill in estimating volume and mass in practical contexts.
- 261. Middle ability pupils are able to construct a cumulative frequency table and graph the results to obtain the median, upper and lower quartiles and the interquartile range thus enabling them to construct box and whisker diagrams.
- 262. Pupils of higher ability can re-arrange inequalities and graph them, testing for the appropriate region to shade. The majority of more-able pupils demonstrate a good grasp of algebraic manipulation.

### **Shortcomings**

- 263. A minority of pupils use measuring apparatus inaccurately and have limited strategies for considering the reasonableness of their answers.
- 264. Some pupils demonstrate poor mental arithmetic skills and knowledge of number bonds which hinders their progress in developing higher level algebraic skills.

## Information technology

**Key Stage 3: Grade 1 - Good with outstanding features**

**Key Stage 4: Grade 2 - Good features with no important shortcomings**

**Key Stage 3**

**Outstanding features**

**The outstanding features include:**

265. All pupils are engaged in innovative research and investigative activities that are highly appropriate for their age and ability. These activities are fun and challenging and all pupils are highly motivated to achieve new skills, knowledge and understanding in the use of a range of software applications.
266. When these activities combine with an investigation into global issues such as the impact of climate change, pupils of all abilities produce a presentation with good topical knowledge and understanding.

**Good features**

267. Pupils demonstrate a sound underpinning knowledge and understanding from previous learning, which they apply well in new activities, applications and context. Year 7 pupils build their database skills quickly in activities that challenge them to sort and filter information in various ways using an Access database to solve a mystery.
268. All pupils use a wide variety of software applications and tools with growing confidence to produce a range of product outcomes to a good quality. Pupils make good progress through a range of applications for communication, data handling and modelling information.
269. Early activities build on the experience of KS2 so that all pupils quickly develop skills in new formats to a good standard. They all use the internet well to research wider issues and gather resource information for their work, and they use good terminology to explain the tools and processes they are using in their work.
270. Pupils use powerpoint applications to integrate information from a variety of sources to provide a good presentation to their peers. They enjoy using image manipulation software packages such as 'Movie Maker' to create movie presentation formats using a range of picture effects, transition processes and customised motion. Pupils are able to add in factual texts to these short movies and they understand that images and facts impact on an audience.
271. The Gower Bike Ride theme enables all pupils to develop good skills in producing a correct mail merge. Pupils are able to input researched information into a database correctly to create an information source for the mail merge application and they produce a mail merge format for a letter to entrants.
272. Pupils demonstrate a good aesthetic ability to add images and other professional aspects to the final letter format for the mail merge, and more able pupils produce other good quality products that form part of the pack for those entering the bike ride.

### **Shortcomings:**

273. There were no shortcomings.

### **Key Stage 4**

#### **Good features**

274. Pupils demonstrate a good underpinning knowledge, skills and understanding in a range of applications. They integrate information from a variety of sources well using a range of tools and processes. Pupils use terminology well to explain the tools and processes they are using, with reasons for choice fully explained.

275. All pupils demonstrate good quality work in the production of their spreadsheet and database work. They fully analyse business costing and budgets and use validation tests with good understanding to verify data. Complex searches are fully explained by pupils and throughout the assignments work they evaluate key aspects of the work they have completed.

276. Pupils generally bring good standards of aesthetic quality to their work and they demonstrate considered design ideas that have been researched and trialled before making final choices. The professional quality of the product outcomes by the more able pupils is demonstrated in their assignment work. Ideas and processes are well structured and annotated by pupils as they develop.

277. Pupils demonstrate a good understanding of web design and can evaluate features that help provide a user-friendly interface. They can insert hyperlinks and navigation buttons to their assignments, including spreadsheets, to ensure ease of customer use.

### **Shortcomings:**

278. Pupils' skill levels are under-developed in some applications resulting in them failing to meet the needs of the tasks they encounter. Progress is hindered to a varying extent initially, impacting on the confidence of a minority of pupils in solving their own problems.

<b>Geography</b>
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**Key Stage 3: Grade 2 - Good Features and no important shortcomings**

**Key Stage 4: Grade 2 - Good Features and no important shortcomings**

### **Key Stage 3**

#### **Good Features**

279. Most pupils have a good understanding of the location and character of place. They apply this understanding with confidence in their study of a range of topics including the world distribution of volcanoes, Wales and the local area.

280. Pupils' use of a range of geographical skills is good. They use maps, atlases, photographs, textbooks and information sheets to complete set tasks successfully. Their use of ICT to research and produce finished enquiry and project exercises is good.

281. Most pupils demonstrate a good understanding of the factors that attract tourists to the Swansea Bay region. They name and describe the most appropriate attractions to publish a tourist brochure with good outcomes.

282. The majority of pupils display a good understanding of the patterns and processes in physical geography. They have a sound grasp of the concept of plate tectonics. Pupils describe accurately the different types of plate boundaries and their location on a world scale. They have good knowledge of the relationship between plate margins and volcanic activity.
283. Pupils with special educational needs make good progress. They demonstrate a good grasp of difficult geographical terms and can apply a range of geographical skills to complete set tasks.
284. Most pupils demonstrate a sound grasp of geographical terminology. They use key words with accuracy in a variety of contexts.

### **Shortcomings**

285. The quality of the written work of a minority of pupils is sometimes not of an appropriate standard.

### **Key Stage 4**

#### **Good Features**

286. Most pupils analyse and interpret geographical data with accuracy. Their mapping and graphical skills are good. Coursework assignments based on detailed fieldwork within the local area demonstrate good knowledge and understanding of the processes and patterns in human and physical geography.
287. Pupils display a good level of knowledge and understanding of the location and features of 'shanty' developments. They can locate and describe such developments on a world scale. They understand the social and economic problems associated with 'shanty towns'.
288. Pupils have a secure knowledge of geographical terms. They apply increasingly sophisticated vocabulary to a range of geographical situations and contexts.
289. The study of the Morfa Retail Park demonstrates the pupils' sound grasp of the factors responsible for the location of retail outlets on the outskirts of urban areas. They understand the term 'brown field' sites and the potential such sites hold for investment by national concerns such as Tesco.
290. The majority of pupils display a good understanding of the problems associated with rural areas. They can describe and explain the inter-relationship between the factors that contribute to the social and economic decline of many rural communities.
291. Pupils acquire a range of geographical skills and techniques which they apply successfully to their studies. Project, enquiry and coursework tasks demonstrate the pupils' ability to handle source material and present their findings in a variety of ways including, where appropriate, the use of ICT.

### **Shortcomings**

292. A minority of pupils do not fully develop their answers to ensure complete response to set questions and tasks.

## Music

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

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

### Key Stage 3

#### Good features

293. Instrumental standards are good in Y7 and Y8. Pupils perform guitar chords successfully as an accompaniment to singing "Yellow Submarine". Keyboard standards are good overall. The majority of pupils perform well in groups and good progress is made in lessons. SEN pupils and abler musicians achieve good standards for ability.
294. Standards in singing are good in Y7 and Y8 with some musical performances of "Blues" Songs in Y9. Most pupils produce good tone and diction.
295. Composing standards are generally good. Highlights include Y7 "Mood Pieces" using graphic scores " and Y9 " Rap" compositions.
296. In appraising, standards are usually good, with pupils of all abilities using technical vocabulary directly related to the elements of music effectively.

#### Shortcomings

297. The low standards in some areas are becoming more appropriate to pupils' ability and prior experience rather than previous constraints relating to facilities.

### Key Stage 4

#### Outstanding Features

##### The outstanding features include:

298. In Y11, performance standards are very good. A high percentage of pupils perform to a high level on orchestral and rock instruments and respond enthusiastically to the challenges of class ensemble work.
299. Composing skills in Y11 are often very good in a range of styles in rock and classical styles.

#### Good features

300. In instrumental work the majority of less instrumentally advanced pupils in Y10 achieve appropriate standards for ability and experience. Abler performers achieve good standards in performing and composing. Appraising standards are generally good for ability.
301. Y11 pupils are beginning to take full advantage of recent improvements in the department's computer provision and are developing of more advanced composing techniques.
302. Pupils respond enthusiastically appraising work. Standards are frequently good and in Y10.
303. Pupils with SEN achieve good standards.

## **Shortcomings**

304. A high proportion of pupils do not have an appropriate keyboard or computer background in KS3.

## **Business Studies**

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

#### **Good Features**

##### **KS4**

305. Pupils are able to demonstrate high order levels of knowledge and understanding of Customer Service and Market research. This is achieved through the detailed research work undertaken at Wyevale Garden Centre.
306. Pupils are able to use their internet research skills to substantiate and enhance their knowledge not only to improve the quality of their coursework but also as an introduction to the topic of Target Markets.
307. All pupils are able to explain and justify their chosen designs for specific chocolate products confidently. They can also identify appropriate brand names for their products before marketing them in three different age categories. Pupils answer challenging questions on their branded products, satisfactorily.
308. Pupils listen attentively, follow instructions carefully, and word process their report accurately. All pupils use their ICT skills effectively.
309. Y11 pupils use business terminology confidently and organise their power point presentations with precision. The more able pupils present their findings articulately. All pupils analyse the presentations of their peers for quality of delivery and content.
310. The quality of some course work produced by Year 11 pupils is excellent.

#### **Shortcomings**

311. The quality of the work, and the neatness of the presentation, in their files is not of an appropriate standard for Y10 pupils.

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

The governors, leadership team, staff and pupils are extremely pleased with this very positive inspection report, in particular the acknowledgement of the school's many outstanding features.

The school welcomes the inspection team's recognition that Pentrehafod School is a good school that has made significant progress since the school's last inspection. The improvements made in the quality of teaching, now significantly above the targets set by the WAG, and standards of achievement are especially satisfying. They are testimony to the sustained hard work, dedication and commitment of the staff.

The report clearly articulates that leadership at all levels provides a clear direction for the school and that all staff work collaboratively to achieve our aims and aspirations. Particularly gratifying in this respect is the recognition that equality of opportunity is an outstanding aspect of daily life at the school and that the school has established a successful, caring community of which our pupils are proud and happy to be a part.

Each of the six subjects is justifiably proud of their individual reports and the progress made since they were last inspected. Confirmation that standards are good with no important shortcomings in each of the areas reflects the very effective provision that pervades the school in general.

We agree with the recommendations of the inspection team, the majority of which are identified as existing priorities within the current school development plan. All recommendations will be addressed in detail as part of the school's post-inspection action plan that will be distributed to parents in due course.

The staff and governing body value the observations and the recommendations made. They will enable the school to embed and build upon existing strengths while facilitating our quest for continuous and sustained improvement.

## Appendix 1

### Basic information about the school

Name of school	Pentrehafod School
School type	Secondary
Age-range of pupils	11-16
Address of school	Pentremawr Road Hafod Swansea
Postcode	SA1 2NN
Telephone number	01792 410400
Headteacher	Mr D H Jenkins MA (Ed)
Date of appointment	11.04.05
Chair of governors/ Appropriate authority	Mrs M E Hughes
Reporting inspector	Mr G Buckland
Dates of inspection	13 – 17 November 2006

## Appendix 2

### School data and indicators

Year group	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y13	Total
Number of pupils	195	195	190	210	201			991

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	54	6	57.1

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	17.4
Pupil: adult (fte) ratio in special classes	2.6
Average teaching group size	23.82
Overall contact ratio (percentage)	0.73%

Percentage attendance for three complete terms prior to the inspection						
	Y7	Y8	Y9	Y10	Y11	Whole School
Term 1	91.9	89.9	88.9	85.7	91.6	89.6
Term 2	88.0	86.5	85.8	82.9	84.8	85.5
Term 3	87.7	85.1	85.9	89.7	96.8	88.7

Percentage of pupils entitled to free school meals	21.8%
Number of pupils excluded during 12 months prior to inspection	48

## Appendix 3

### National Curriculum Assessment Results

#### End of Key Stage 3:

National Curriculum Assessment KS3 Results 2006		Number of pupils in Y9	189
As the number of pupils eligible for assessment at the end of Key Stage 3 was greater than four but fewer than 10, performance above level 4 only is included			
Percentage of pupils reaching or exceeding level 5			
English	Teacher assessment	School	62
		National	67.8
Mathematics	Teacher assessment	School	67.5
		National	71.7
Science	Teacher assessment	School	66
		National	73.3

### 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 2006	204
Average GCSE or GNVQ points score per pupil	272

The percentage of 15 year old pupils who in 2006:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	87%	N/A	N/A
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	40%	51.1%	53.4%
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	79%	83.2%	85.9%
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	28%	39.3%	39.4%
entered at least one Entry level qualification, GCSE short course or GCSE	99%	95.3%	N/A
attained one or more GCSE grades A*-C or the vocational qualification equivalent	71%	N/A	N/A
attained one or more GCSE grades A*-G or the vocational qualification equivalent	89%	N/A	N/A
attained no graded GCSE or the vocational qualification equivalent	10%	N/A	N/A
attained one or more Entry level qualification only	93%	N/A	N/A
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1	8%	N/A	N/A
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2			

## Appendix 4

### Evidence base of the inspection

Inspectors spent a total of 42 days in the school and were joined by the school's Deputy Headteacher as nominee. They held a meeting before the inspection.

During the inspection, inspectors visited:

- 65 lessons in the six subjects inspected and 105 lessons in other subjects;
- registrations and assemblies;
- some extra-curricular activities.

Members of the inspection team met with:

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

The team also considered:

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

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

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Gareth Buckland (Rgl)	Key questions 1 and 5
Gwynoro Jones (lay)	Key question 7
Alan Kelly	Key question 2 and 6
Esther Thomas	Key question 3
Gwyn Thomas	Key question 4 and Business studies
Paul Donovan	English and SEN
Huw Llewelyn	Geography
Rod Cunningham	Mathematics
John Jenkins	Music
Jane Down	IT
Rhydian Gough	Nominee

### *Acknowledgement*

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

#### **Contractor:**

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