

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

**Queen Elizabeth Maridunum School
Llansteffan Road
Johnstown
Carmarthen
SA31 3NT**

School Number: 669/4058

Date of Inspection: 18 – 21 October 2004

by

**Mr Brian Medhurst
W/253/3508**

Date: 20 December 2004

Under Estyn contract number: T/08/04

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Queen Elizabeth Maridunum School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Queen Elizabeth Maridunum School took place between 18 and 21 October 2004. An independent team of inspectors, led by Mr Brian Medhurst undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Current inspections are categorised as short, standard or full. In short inspections only the seven key questions are reported upon. In standard inspections, reports on the standards achieved in six subjects are added, and in full inspections, all subjects are included. This school was inspected under the arrangements for 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 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 attain the age of 5 during the academic year. Year 1 (Y1) refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 (Y13) is the year group of students who attain 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 (KS1)	Year 1 and Year 2
Key stage 2 (KS2)	Year 3 to Year 6
Key stage 3 (KS3)	Year 7 to Year 9
Key stage 4 (KS4)	Year 10 and Year 11

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Context

The nature of the provider

1. Queen Elizabeth Maridunum School is an 11 – 18 mixed comprehensive school located in Johnstown on the outskirts of Carmarthen. It serves the town of Carmarthen and the local rural community. There are 588 pupils on roll (compared with 749 in 1998), of whom 100 are in the sixth form. Its proximity to Queen Elizabeth Cambria School and its imminent reorganisation, joining together with that school to form a new school, places it in a rather unique position.
2. The school's intake represents the full range of ability. There are 33 pupils with statements of special educational needs (SEN). There are an additional 108 pupils on the school's SEN register; 45 on school action (SA) and 63 on school action plus (SA+) of the Code of Practice for SEN. These figures indicate that about 23 percent of the school's pupils have SEN. Eight pupils are disapplied from aspects of the National Curriculum (NC). Thirteen percent of pupils (just below the unitary authority [UA] average) are registered as being entitled to free school meals. One pupil receives support in English as an additional language.
3. Welsh is taught and examined as a second language. Eight percent of the pupils speak Welsh as a first language or to an equivalent standard.
4. There have been several changes in the membership and responsibilities of the school's leadership team since the previous inspection, not least in the change of headteacher. Since April 2004, the headteacher of Queen Elizabeth Cambria School has led both schools.

The school's priorities and targets

5. The school states that it is committed to the principle that all pupils are of equal value and that staff will strive to achieve the highest possible standards with each individual pupil. It also seeks to offer a safe and caring environment, where honesty and integrity prevail, in which to develop the talents of all pupils fully. The school aims to ensure that education at Maridunum is challenging, rewarding and enjoyable.
6. In the comprehensive and detailed school development plans (SDPs) clear objectives are written to achieve these aims.
7. The school has set realistic, and in some respects challenging, targets for future success in national tests and examinations, and in an appropriate range of other aspects of provision.
8. Additionally, there are detailed plans for the merger of the two Queen Elizabeth Schools that seek to avoid any undue disruption of learning for pupils. The recent establishment of a joint sixth form has already proven to be very successful.

Summary

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?	2

Standards

9. The team inspected the standards that pupils achieve in six subjects.

Standards in subjects inspected			
Subject	KS3	KS4	Sixth Form
Science	2	2	2
Welsh Second Language	2	2	2
Information and Communication Technology	2	2	2
GNVQ (foundation) Information and Communication Technology	n/a	3	n/a
Music	3	2	1
Physical Education	3	2	2
Business Studies	n/a	3	2

10. The following table shows the standards that pupils and students achieved, at different stages, in the six subjects inspected:

75 lessons	% Grade 1	% Grade 2	% Grade 3	% Grade 4	% Grade 5
KS3	0	56	44	0	0
KS4	8	65	27	0	0
Sixth Form	18	70	12	0	0
Whole School	7	62	31	0	0

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

11. In KS3, standards have good features with no important shortcomings in science, Welsh (second language) and information technology. Good features

outweigh shortcomings in music and physical education. Business studies is not taught in KS3.

12. In KS4, good features outweigh shortcomings in the standards achieved in business studies. In the other five subjects, standards have good features with no important shortcomings.
13. In the sixth form, standards have good features with no important shortcomings in all six subjects, with outstanding features in music.
14. Pupils with SEN usually make very good progress and achieve well.
15. In every aspect of school life, the school's equal opportunities policy is effective.
16. Standards in speaking, listening, reading and writing are good throughout the school. Most learners listen well to teachers and to each other. They show respect for each other's views in class discussions and in pair and group work.
17. Overall, the standards of pupils' numeracy are good throughout the school, including the sixth form.
18. The skills pupils acquire in discrete information technology (IT) lessons are further developed, as pupils make use of information and communication technology (ICT) in a number of subject areas.
19. Pupils achieved well in the 2004 KS3 national tests in English and mathematics, but not so well in science. In English, the proportion of pupils achieving level 5 or higher was well above the national average for 2003. In mathematics, it was above the 2003 average. In science, it was well below.
20. In most previous years, KS3 test results at level 5 or higher have been above the national average in English and mathematics. They have been above or close to the average in science.
21. Pupils also achieved well overall in the 2004 GCSE examinations. The proportion of pupils attaining five or more GCSE grades A* to C was above the national average and matched the UA average. These results met the targets for the school.
22. In the sixth form, results over time at A level have shown a steady increase in the percentage gaining at least two or more passes at A to E, but the percentage gaining the higher grades A to C has not improved. In 2004, however, the proportion of students achieving success at grades A to C rose to 70%, matching the UA average and bettering the national average.
23. The school has effective procedures for promoting good behaviour and for dealing with potentially disturbing misbehaviour. Behaviour in lessons and around the school is generally of a high standard, particularly so in the sixth form.

24. Overall attendance at school for KS3 and KS4 over the last year, at over 92%, is above both the local authority and the national averages

The quality of education and training

25. The following table shows the quality of teaching in all the lessons observed during the inspection:

117 lessons	% Grade 1	% Grade 2	% Grade 3	% Grade 4	% Grade 5
KS3	9	65	26	0	0
KS4	8	75	17	0	0
Sixth Form	17	70	13	0	0
Whole School	10	69	21	0	0

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

26. These figures exceed the Welsh Assembly Government's (WAG)'s target that teaching should be graded 2 or better in 50% of classes, and 3 or better in 95% of classes. The school achieved 79% and 100% respectively.
27. Good quality teaching is one of the school's strong features. Relationships between teachers and pupils/students are generally very good, allowing learning to occur in a supportive, but well-structured, atmosphere.
28. The quality of teaching in the six subjects inspected was adjudged predominantly to have good features with no important shortcomings overall.
29. Teachers assess pupils' work regularly and accurately. The criteria for the various attainment and effort grades are helpfully shared with pupils, so that they understand how well they are achieving.
30. Effective arrangements for the transfer of Y6 pupils commence early in Y6 and continue throughout the year. Transition is smooth. Arrangements are thorough and well organised.
31. The curriculum overall meets the needs of all pupils and reflects the aims set out for pupils of statutory school age in the Education Act 1996. The curriculum is accessible for all pupils including those with SEN. Pupils have opportunities to gain an appropriate range of GCSE and vocational qualifications.
32. The planning for the development of key skills across the curriculum is good overall. In the majority of schemes of work opportunities have been identified for pupils to develop basic and key skills. The school has gained the Basic Skills Quality Mark.
33. The school develops the bilingual competence of pupils by offering full course Welsh at KS4, by meeting the needs of advanced learners and through a wide range of extra-curricular activities involving Welsh language and culture. Pupil

awareness of bilingualism is also raised through the use of both languages in assembly and around the school.

34. The school's recently established comprehensive and effective pastoral system ensures that it has a thorough knowledge of the pupils and their needs, and that appropriate support is provided for them.
35. Staff knowledge and care of pupils is very good and many teachers spend time providing guidance for learners during lunch hour and after school. Pupils and students know that they can approach any member of staff for advice and they often do so.
36. The quality of careers education and guidance is good. The school works hard and successfully to foster productive links with employers for work experience placements, and with the local college.

Leadership and management

37. The school has clear and appropriate aims and objectives. Targets for meeting these are set out in the school prospectus and the School Development Plan (SDP).
38. The school's aims are embodied in all its policies, which in turn direct the actions taken in all aspects of school life, including classroom practice, pastoral care, management and the school's links with the community.
39. The school is well and effectively led and managed overall. The headteacher provides enthusiastic leadership, clear vision, purpose and sense of direction. He is supported well by members of the senior management team (SMT), who have a clear sense of educational direction, and by staff at all levels in the school. Members of the SMT share a sense of common purpose and work effectively together as a team. They are also developing close and productive links with colleagues in Queen Elizabeth Cambria School.
40. The school's policies and procedures to promote racial equality are appropriate and effective. The school satisfies statutory requirements in relation to disability and looked after children.
41. The school's aims and objectives are reviewed and considered annually by the governing body. Governors meet regularly in full committee and in designated sub-groups to consider the SDP and the progress made in achieving its targets. Governors review the school's performance at various meetings, but they are insufficiently rigorous in challenging the school to do better.
42. The school's self-evaluation report accurately and honestly addresses the seven key questions of the common inspection framework. The school has provided an overall judgement, listed good features and areas for development, and grades for each key question. The inspection team's findings correspond closely with those of the self-evaluation report.

43. Overall, the school has made good progress in addressing the key issues for action highlighted in the previous inspection report.
44. Teachers are well qualified and experienced, and they are deployed effectively. Learning support assistants work successfully with teachers to support pupils with SEN at all key stages. They support learning and contribute to raising standards.
45. Overall the provision of resources for learning is adequate, but there are shortages of equipment in science, and tuned classroom percussion instruments in music. The stock of books in the library is low. The school uses resources outside the school to enrich the curriculum.
46. Accommodation is appropriate for the size of the school. Whilst some provision has outstanding features, teaching areas for drama and music are too small, as is one science laboratory.
47. The school now manages its budget effectively and achieves value for money. Spending decisions, including those in respect of continuous professional development (CPD), are made to match the requirements of development plans.

Recommendations

48. In order to improve further, the school should:
 1. Continue to raise standards in all subjects, especially in those where shortcomings have been identified.
 2. Continue improvements in the school's self-evaluation practices to ensure consistency across the school, especially in respect of the use of analyses of data. Also ensure that the new integrated computerised system for collecting and analysing information is used to best effect.
 3. Review the governing body's role, with particular reference to its involvement in evaluating the school's performance.
 4. Provide more learning resources in science, music and other subjects where deficiencies have been identified. Also increase the number of books in the library, and increase the number of technical support staff in the school.
 5. Review and rationalise the alternative curricular provision so that it is fully integrated within the school's KS4 option system.
 6. Further refine pupils' and students' roles in evaluating their own performance and in setting challenging targets for personal and academic progress.

49. All six recommendations have already been recognised by the school as areas for improvement.
50. 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

51. This grade confirms the school's own evaluation.

Pupils' success in attaining agreed learning goals

52. Over recent years, pupils' attainment on entry to the school has been just below average overall. A range of data from national and standardised tests confirms this.
53. Pupils achieved well in the 2004 KS3 national tests in English and mathematics, but not so well in science. In English, the proportion of pupils achieving level 5 or higher was well above the national average for 2003. In mathematics, it was above the 2003 average. In science, it was well below.
54. In most previous years, KS3 test results at level 5 or higher have been above the national average in English and mathematics. They have been above or close to the average in science.
55. In 2003, attainment in mathematics and science was below the average for schools in similar areas. In English, results were well below average. If the 2004 results are compared with those achieved in similar schools in 2003, those achieved in English are well above average. Mathematics results are above average, and science results are well below average.
56. In terms of the proportion of pupils achieving level 5 or higher in all three subjects, standards attained in KS3 tests have improved since the previous inspection. The figure has risen from 43% in 1998 to 55% in 2003. The latter figure is close to the national average and the average achieved in similar schools. Overall, though, since 1999, the school's figure has remained fairly static at around 54%. Nationally, it has risen from 45% to 54%.
57. Pupils also achieved well overall in the 2004 GCSE examinations. The proportion of pupils attaining five or more GCSE grades A* to C was above the national average and matched the UA average. These results met the targets for the school.
58. In English, Welsh (second language) and mathematics, results at grades A* to C were above national averages. Science results matched the national average. English and mathematics results were also above the UA averages for the subjects. Those achieved in Welsh (second language) and science were below the relevant UA figures. In 2003, all four subjects' results exceeded national averages and those achieved in English, mathematics and science were also above the UA averages.

59. Across the curriculum, many subjects performed well in the 2003 and 2004 examinations, as in other years. Noteworthy in 2003 was the success achieved by the most able and gifted pupils at the highest grades of A* or A. In mathematics, 17% of pupils who sat the examination achieved this. In home economics (food) – 50%; in geography – 27%; in art – 22%; in English literature – 30%; in drama – 40%; in Welsh (second language) – 62%; in French – 44%; in German 67%; in music – 50%; in design and technology (food) – 29%. Generally, the most able pupils achieve well, but a few do not realise their potential for success.
60. Over recent years, GCSE success at 5 or more grades A* to G has risen from 76% in 2001 (below the national average) to 92% in 2003 (above the national average). In 2004, however, the figure dropped to 81%, again below the national average. Similarly, the figure for one or more grades A* to G rose from 91% in 2001 to 96% in 2003, but in 2004 dropped to 86%, as compared with the national average of 93%.
61. In 2003 only 1% of pupils failed to achieve any success in external examinations, but in 2004, the figure was 12%. The school attributes the 2004 figure to a small, but significant, number of Y11 pupils who failed to attend school regularly or failed to complete courses within the alternative curriculum provided for them.
62. The difference between boys' and girls' performances in GCSE examinations over the past two years is most unusual, and in 2003, was contrary to the national trend. In 2003, 67% of boys achieved 5 or more grades A* to C, and 46% of girls did so. In 2004, the figures were 39% for the boys and 75% for the girls. Reasons for this reversal have yet to be determined.
63. Success in examinations at the end of KS4 has improved over time, but the rate of improvement is below that achieved nationally.
64. Success at 5 or more GCSE grades A* to C in 2003 and 2004 matched the average achieved in schools in similar areas of Wales in 2003. For grades A* to G the school's figures were above such averages in 2003, but well below in 2004 in a similar comparison. The proportion of pupils achieving grades A* to C in all three subjects, English, mathematics and science, was well above average in 2003. The school's 2004 figure was above the 2003 average in similar schools.
65. At the end of Y11, around two-thirds of pupils either remain in school or transfer to college. About one-sixth of them take up employment and/or further training. These figures are low in comparison with national figures.
66. In the sixth form, results over time at A level have shown a steady increase in the percentage gaining at least two or more passes at A to E, but the percentage gaining the higher grades A to C has not improved. The lower than average points score further indicates this. In 2004, however, the proportion of students achieving success at grades A to C rose to 70%, matching the UA

average and bettering the national average. The average points score of 20 also matched the local and national averages.

67. The team inspected the standards that pupils achieve in six subjects. In KS3, standards have good features with no important shortcomings in science, Welsh (second language) and information technology. Good features outweigh shortcomings in music and physical education. Business studies is not taught in KS3.
68. In KS4, good features outweigh shortcomings in the standards achieved in business studies. In the other five subjects, standards have good features with no important shortcomings.
69. In the sixth form, standards have good features with no important shortcomings in all subjects, with outstanding features in music.
70. All pupils and students, regardless of ability, ethnicity, gender, or linguistic and/or social background are given every opportunity to achieve well and most of them respond well. Looked after pupils integrate well overall and achieve as well as their classmates across the ability range. Across both KS3 and KS4, pupils with SEN often achieve high standards.
71. Effective strategies have been developed to target the progress made by a small number of disaffected pupils in Y9 and Y10. New learning experiences ensure that these pupils become more involved in their studies. Taster courses in vocational subjects give Y9 pupils the opportunity to extend their interests.
72. The school has made good progress recently in ensuring that all pupils are included in its provision at a level that matches their needs.
73. Across KS3 and KS4, pupils are often well motivated and they actively participate in a wide range of activities to achieve good standards. There are many instances of pupils working very well. Often they extract information from a variety of sources of evidence and use it effectively in investigative work or class discussions.
74. There are a few shortcomings in KS3 and KS4 restricted to a minority of pupils. These include: incomplete and/or untidy work in books; failure to follow advice with respect to corrections; reluctance to answer questions at length in class or to become involved in whole-class discussions; low rates of attendance that hinders progress.
75. Standards in speaking, listening, reading and writing are good throughout the school. Most listen well to the teachers and to each other. They show respect for each other's views in class discussions and in pair and group work. Most are articulate and fluent, but in KS3 and KS4 a small number of girls is less confident in putting forward a point of view. Most understand and use subject terminology. Able pupils and students give extended answers when required, pose questions and can argue a case.

76. Reading skills are good. Those with reading difficulties have effective specialist support and make good progress. Pupils read with fluency and accuracy and there is good understanding of a range of texts, CD ROMs and the Internet. In many subjects pupils skim and scan to retrieve information. The English department promotes reading for pleasure.
77. Writing is good in KS3, KS4 and in the sixth form. The whole-school initiatives to develop basic skills have helped to extend the use of writing frames and the range of writing expected. Most pupils produce well structured extended work, but not all boys revise and redraft so that, in a few cases, errors persist.
78. Overall, the standards of pupils' numeracy are good throughout the school, including the sixth form. In science, pupils make good use of mathematical techniques for calculations and the interpretation of experimental results. For projects and course work, pupils accurately collect and analyse data and questionnaires. They draw appropriate graphs to illustrate and interpret the data. Graphical work in Welsh and geography is particularly good and it is used effectively in a number of other subjects. In design and technology and art, pupils apply their knowledge of scale and dimension to good effect.
79. The skills pupils acquire in discrete information technology (IT) lessons are further developed, as pupils make use of information and communication technology (ICT) in a number of subject areas. Pupils employ their ICT knowledge effectively across the curriculum and most departments enable pupils to make purposeful use of their skills. For example, in Welsh, learners use the Internet for research, spreadsheets for data analysis and other applications to present their work.
80. Pupils produce good quality work using text and graphics, and they are able to record, save and analyse information using spreadsheets and databases.
81. Pupils use the computer competently and effectively to control, measure and accurately operate equipment. They are confident in their approach to gathering information from a variety of sources including the Internet. Pupils also make good use of ICT in the presentation and enhancement of their work.
82. There is, however, no formal strategy to record pupils progress and achievement in ICT within subject areas.
83. Standards achieved in almost nine-tenths of the lessons observed in the sixth form were awarded grade 1 or grade 2.
84. Several outstanding features were observed in the sixth form lessons. Many students' evaluative and analytical skills are well developed. Students are also appropriately critical of interpretations of evidence undertaken by others. Where appropriate, students develop good essay-writing skills. Often they construct well-reasoned logical arguments in their writing, as well as in group and class discussions. In many lessons, students are confident when challenged by new and unfamiliar situations or contexts. They work well co-operatively, and achieve commendable results in class and in their homework.

85. There are a few shortcomings in the sixth form. Some students rely too heavily upon their teachers for guidance at all stages of their work. Because of this, they do not develop sufficiently their skills to improve their own learning and are thus not fully prepared for learning beyond school.
86. At the end of Y12, around 80% of students remain in school. About one-tenth of them take up employment or further training. These figures are appropriate for the school, and match national averages for retention of students in school. About 70% of students who complete their time in Y13 proceed to higher or further education. This figure is slightly below average.

Pupils' progress in learning

87. The school uses a range of information to set learning targets for pupils, departments and the school. Throughout KS3 and KS4, and in the sixth form, most pupils and students achieve their targets and hence make good progress towards fulfilling their potential.
88. Additionally, when the assessment information obtained on entry to the school is compared with that acquired at the end of the key stages of learning, it is clear that pupils and students have made progress. There is, nevertheless, room for further improvement.
89. In addition to the gains made in subject specific knowledge, understanding and skills in most lessons, pupils' and students' key skills are developed well.
90. Most pupils and students are aware of how well they are doing and of what they are expected to achieve. On occasions, though, they are unclear about what steps should be taken to move forwards in their learning.
91. Teachers often begin lessons with a clear statement of what is to be taught/learned in the session. This good practice encourages learners to make progress and to gauge how much they have learned.
92. In many lessons, pupils and students enjoy their work and they are enthusiastic about what they are doing. Most of them also take pride in the presentation of their work and on occasions will talk knowledgeably about what they are doing.
93. Those pupils and students who choose to absent themselves from school and/or lessons damage their chances of making sufficient progress.

The development of pupils' personal, social and learning skills

94. Pupils' and students' problem solving skills are good. In a number of subjects, learners devise individual solutions to problems set.
95. Pupils and students also work well collaboratively, in pairs or groups, both in lessons and in extra curricular enterprise schemes, to discuss a range of problems and negotiate decisions.

96. The majority of pupils and students can compare and justify ideas, hypothesise and propose possible outcomes. A minority of girls, however, are more hesitant in putting forward their own ideas and do not readily challenge the view of others
97. Pupils and students are often creative in response to problem solving and good examples of this are seen across the curriculum. In drama pupils improvise well. In music, in KS4 and in the sixth form, they compose effectively. They write descriptively in English, and produce original design outcomes in design technology and art.
98. The ability to work with others is good and outstanding in some instances. Pupils are considerate, respectful and supportive of each other.
99. Pupils and students are made aware of the diversity of life styles, beliefs and cultures. They are encouraged to celebrate and respect the customs and traditions of Wales and those of other societies. It is obvious from their comments and behaviour that they welcome and respect the differences in beliefs and lifestyles of which they have knowledge.
100. The vast majority of pupils and students are attentive and eager to participate in lessons. They work diligently, making very good use of their time.
101. The school has good procedures for promoting good behaviour and for dealing with potentially disturbing misbehaviour. The school effectively prevents poor behaviour having an adverse effect on pupils' progress. This is achieved through the provision of in-school monitoring and, if required, isolation of disruptive pupils. In addition, the school provides appropriate vocational courses for the less academic pupils. Consequently behaviour in lessons and around the school is generally of a high standard, particularly so in the sixth form. All pupils and students understand well the schools' expectations for good behaviour and the consequences that wayward behaviour may have on themselves and others.
102. Behaviour in classrooms enables good progress to be made in most lessons. Outside the classroom, pupils' readiness to help, guide and assist inspectors finding their way about school was also notable.
103. Pupils move around school from lesson to lesson in a sensible and comradely fashion. In the playground they relax as a happy integrated community, with no evidence of conflict. Although pupils acknowledge that a certain amount of bullying occurs, they say this is usually swiftly dealt with. None was seen during the inspection.
104. Overall attendance at school for KS3 and KS4 over the last year, at over 92%, is above both the local authority and the national averages. In comparison to the previous inspection there has been a strong positive change in overall figures (from below 90%). Unauthorised absence is generally low at below 1%.
105. Sixth form students are now asked to register for school in the morning and afternoon in exactly the same way as Y7 to Y11. Despite initial resistance to this,

compliance has been good and attendance has improved considerably, particularly in Y12. In the weeks immediately preceding the inspection attendance in Y12 exceeded 91%. Sixth form students acknowledge that the enforced requirement for them to be in school has had a positive benefit on their working practices, with many now genuinely using 'free time' for study.

106. Pupils' punctuality is generally good but sporadic difficulties with school transport result in the late arrival of a variable number of pupils. Punctuality to lessons is good. There are very good procedures for recording lateness and absence. An administrative officer oversees the daily recording of attendance and contacting parents of absentees.
107. Registration procedures are in accordance with Welsh Assembly Government (WAG) Circular 3/99.
108. There is a mutually beneficial partnership with the community. Considerable use is made of the school for adult education classes and as a venue for local sports and drama clubs. Local residents are entertained by school productions, and gain from the community service elements of the Duke of Edinburgh Award Scheme and school charitable activities. Local community services and businesses provide good support for work related education (WRE) and opportunities within the vocational curriculum.
109. The Careers Fair, Enterprise Days and participation in the 'Careers on Line' travelling workshop broaden and reinforce pupils' understanding of the work place. Supported by informative collaboration with Careers Wales, these events keep teachers, parents and pupils well acquainted with the current needs of employers.

The quality of education and training

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

Grade 2: good features and no important shortcomings

110. This grade confirms the school's own evaluation.

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

111. Figures for the quality of teaching observed during the inspection are shown in the table within the summary section of the report. These exceed the Welsh Assembly Government's target that teaching should be graded 2 or better in 50% of classes, and 3 or better in 95% of classes. The school achieved 79% and 100% respectively.
112. The quality of teaching in the six subjects inspected was adjudged predominantly to have good features with no important shortcomings overall.
113. In Welsh (second language) and information technology, in virtually every lesson, teaching had good features with no important shortcomings. In most of the subjects there were instances of outstanding features being present. In science, physical education and music, in about one-third of the lessons, good features outweighed any shortcomings.
114. Good quality teaching is one of the school's strong features. It has a very positive influence on pupils' learning, behaviour and attitudes. It is thus the major contributor to the good standards achieved by the majority of pupils and students.
115. Teachers are suitably well qualified to match the requirements of the school's curriculum. They have good knowledge and understanding of the subjects they teach. They also keep in touch with developments in education through continuous professional development (CPD). Teachers prepare appropriately challenging work for their pupils and students. Most teachers are also enthusiastic and committed to teaching their chosen subject(s) well.
116. Teachers know their pupils' and students' strengths and shortcomings well. Accordingly, they present them with tasks that challenge them appropriately. Problem solving activities are built into lesson planning in a number of subject areas. Group and pair work is a good feature of many lessons and here pupils are provided with good opportunities to present their ideas in a creative way. In these instances, pupils and students often eagerly discuss ideas and share conclusions, or present their findings using a range of methods.

117. Relationships between teachers and pupils/students are generally good, allowing learning to occur in a supportive, but well-structured, atmosphere. There is a culture of mutual respect and courtesy in most classes.
118. In many lessons, pupils are informed of the learning objectives at the beginning of a session, and at the close, they are required to highlight the main features of the session. In this way they determine what they have learned and what progress they have made. This is very good practice.
119. Lessons are often conducted at a brisk and purposeful pace, and within many classes, teachers use well-considered questions to probe pupils' understanding and to encourage them to think deeply about their answers before responding. Often pupils are given tight time schedules to complete aspects of the work in class or at home, and this assists in moving learning forward at a good pace.
120. In most subjects, teachers plan well to develop learners' key skills as well as knowledge, understanding and skills in the subjects concerned. Quite often, teachers use a good range of teaching strategies to encourage investigative approaches to learning. In most cases, in planning lessons, teachers take good care to cater for the needs of gifted pupils, and the differences in girls' and boys' learning styles.
121. Most teachers have high expectations of success and behaviour for their pupils and students. They communicate these clearly to all concerned and provide suitably challenging tasks to help pupils and students to achieve well.
122. Teachers and classroom learning assistants work together very well. The co-operation between them provides pupils with valuable support to help them make suitable progress.
123. Teachers help pupils consolidate and extend their learning by setting homework of appropriate challenge and interest. The homework, often and appropriately, includes work to develop pupils' creative and investigative skills.
124. Teachers make good use of some very good displays of pupils' work in classrooms, laboratories and corridors to motivate pupils. Many teachers give generously of their time outside lessons to help individuals and to offer extra-curricular activities to extend and broaden pupils' learning.
125. Teachers place appropriate emphasis upon ensuring that pupils are made aware of the diversity of life-styles, cultures and beliefs. Good attention is paid to Y Cwricwlwm Cymreig and the festivals of the major world faiths are regularly celebrated in assemblies. In PSE lessons, teachers try to ensure that pupils are made aware of a wide range of issues relating to equal opportunities, citizenship, global problems and diversity within society.
126. The good racial harmony in the school reflects the positive attitudes exhibited by everyone in the school. Pupils with disabilities are integrated well, as far as is practicable, and taught alongside their classmates. The school cannot, however, provide access to all areas of the school's facilities, for pupils with physical

disabilities. This is because of the nature of the structure of the buildings. Nevertheless, all facilities are available in Queen Elizabeth Cambria School, and pupils with physical disabilities attend this school.

127. Since the beginning of September this year, an 'Out-of-Hours Learning Club' has been established with Queen Elizabeth Cambria School to support the needs of individual pupils who, for various reasons, are finding it difficult to cope with aspects of their learning. Teachers willingly support this venture to help pupils realise their potential.
128. In a few subjects a proportion of the teaching, although exhibiting many good features, has shortcomings. For example, in science, there is a lack of pace and challenge in some KS4 lessons. Questioning is occasionally insufficiently rigorous. Teachers sometimes fail to develop pupils' and students' suggestions and ideas. In physical education, from time to time, teachers do not demand good quality execution of movements or techniques. In music, pace of lessons is occasionally slow and progress is limited. In Welsh, there are insufficient strategies to encourage pupils to participate in whole-class discussions.
129. Although teachers' assessment of pupils' work is good, not all pupils, especially those in KS3, are engaged sufficiently well assessing their own progress and in planning their own progress.

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

130. Teachers assess pupils' work regularly and accurately. The criteria for the various attainment and effort grades are helpfully shared with pupils, so that they understand how well they are achieving.
131. Individual targets are also shared with pupils in most subjects. Many pupils feel that these targets help their motivation and determination to improve.
132. The majority of subjects involve pupils in self-evaluation activities. These are valuable and help pupils to understand their own strengths and weaknesses. However, systems are not always rigorous enough to provide sufficiently challenging targets for future progress.
133. From September 2004, partly as a consequence of the merger of the two schools, new electronic data collection systems are in use. These should improve the accuracy of target setting at individual and school level.
134. Performance data is collated and analysed in detail at subject and school level, but the outcomes are not always fully used to inform decision-making.
135. Transfer records from primary schools are helpful and are used well. Those for pupils with SEN are particularly valuable.

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

Grade 2: good features and no important shortcomings

136. This grade confirms the school's own evaluation.

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

137. The curriculum overall meets the needs of all pupils and reflects the aims set out for pupils of statutory school age in the Education Act 1996.

138. The curriculum is accessible for all pupils including those with special educational needs. Pupils have opportunities to gain an appropriate range of GCSE and vocational qualifications.

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

140. The curriculum in KS3 meets the requirements of the NC and religious education, with some pupils studying a second modern language in Y8. All pupils study information technology and drama throughout the key stage.

141. Pupils in KS4 continue to study the statutory core subjects in addition to a programme of optional subjects. A number of vocational subjects are included in this programme. A small number of pupils follow an alternative curriculum that includes pre-vocational and basic skill courses for part of the week.

142. Access to the sixth form is open. Students can choose from an extensive programme of AS and A2 courses. This programme has been enriched since the amalgamation of the sixth form with that of Queen Elizabeth Cambria School.

143. The planning for the development of key skills across the curriculum is good overall. In the majority of schemes of work opportunities have been identified for pupils to develop basic and key skills. The school has gained the Basic Skills Quality Mark.

144. A wide range of extra-curricular activities is available for all years. In addition to a wide range of clubs that meet during the lunch-hour and after school, there are visits off-site to places of interest, and to venues such as theatres and galleries.

145. A large number of pupils represent the school in musical and sporting activities with considerable success. This is an outstanding feature of the school. A number of visits abroad take place for a range of valuable curricular and social purposes. Pupils and students benefit from the range of activities available, which broaden their experiences and promote their personal and social development.

146. The school is successful in promoting pupils' spiritual, moral, social and cultural development.
147. The curriculum and the daily life of the school give the pupils good opportunities to gain knowledge and to create a spiritual awareness. Collective acts of worship are well organised with very good pupil participation. They provide pupils with opportunities to reflect on differing beliefs, cultures and the purpose of life.
148. Moral development is fostered successfully through the school's emphasis on respect, consideration for others and responsible behaviour. Pupils respond well to issues that relate to prejudice, honesty, choice and responsibility.
149. Relationships between the pupils and students themselves and with their teachers are very good. They mix very well socially and work together naturally across the age range. They are friendly, polite and ready to help each other and visitors to the school.
150. Cultural development is reflected in many aspects of the curriculum and extra-curricular activities in a number of subjects. Pupils benefit from a wide range of experiences that are successful in developing their knowledge and understanding of cultures that are different from their own.
151. The school provides appropriate information for parents, which has been revitalised during recent changes. The prospectus, GCSE options guidance, the sixth form brochure and newsletters provide a sound basis for parents to help guide their children through school. The PTA has been re-convened and the initial meeting attracted a good level of interest.
152. There is a mutually beneficial partnership with the community. Considerable use is made of the school for adult education classes and as a venue for local sports and drama clubs. Local residents are entertained by school productions, and gain from the community service elements of the Duke of Edinburgh Scheme and school charitable activities. Local community services and businesses provide good support for work related education and learning experiences within the vocational curriculum.
153. Well-established, constructive links with primary schools facilitate easy transition from KS2 to KS3. There are commendable innovative joint activities: the Welsh department teachers accompany Y6 on a visit to the Urdd Centre in Llangrannog; Y10 pupils visit St Ffagans with Y6 when initial 'Buddy' links are made. There is a useful cross-phase project in mathematics and constructive links in Welsh but other core subject curricular links, although broached are underdeveloped.
154. Partnership with other secondary schools, and good knowledge of local college provision, ensure that older pupils have a very wide range of educational options as they leave KS4.

155. There are well-established links with initial teacher training colleges and the school benefits from the breadth of view new students bring. Students are mentored well and they receive good training.
156. In KS3, KS4 and in the sixth form, the curriculum overall meets legal requirements. The provision for personal, health and social education, work-related education and careers education and guidance is well planned in the curriculum in each key stage.

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

157. In the recent past work-related education lacked professional support and focus. Since early 2004 the school has benefited from the guidance of a Careers Advisor with extensive school experience and thorough knowledge of the workplace. A well organised and appropriately qualified teacher has been appointed to co-ordinate work-related education, which is based on the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) guidelines.
158. Enterprise Days in Y7 and a Careers Fair in Y9 constructively support the work-related programme. Enterprise schemes in Y9 and Y11, and extensive professional guidance on options and career possibilities in Y10, Y11 and Y12 do likewise.
159. Work experience for pupils has sensibly been moved from the end of Y10 to the autumn term in Y11. This enables a full and proper de-briefing of the activity, and maximises its relevance to the curriculum. Y12 students are expected to undertake work experience. It is timetabled for March 2005 and it is the intention of the school to make this mandatory.
160. The school has a policy for the development of Y Cwricwlwm Cymreig. An audit has been carried out to identify how the five aspects of Y Cwricwlwm Cymreig are addressed in subjects across the curriculum.
161. The school develops the bilingual competence of pupils by offering full course Welsh at KS4, by meeting the needs of advanced learners and through a wide range of extra-curricular activities involving Welsh language and culture. Pupil awareness of bilingualism is also raised through the use of both languages in assembly and around the school.
162. The school has recently begun to offer a range of options for disaffected pupils. A combination of basic skill and vocational courses, close liaison with a youth worker, together with a partnership with the local college of further education have helped to motivate pupils, who previously left with no qualifications. This aspect of the curriculum is not fully integrated with the KS4 options system.
163. Pupils' awareness and understanding of sustainable development and global citizenship is developed in geography and science. Issues are further promoted by the Eco-club with members involved in a well-planned and executed recycling

programme. Last year pupils visited Iceland to enhance their understanding of the physical and environmental features of the region. Schemes of work for PSE, food technology and science support healthy life styles

164. The Careers Fair, Enterprise Days and participation in the 'Careers on Line' travelling workshop broaden and reinforce pupils' understanding of the work place. Supported by informative collaboration from Careers Wales, these events keep teachers, parents and pupils well acquainted with the current needs of employers.
165. Good teaching strategies in many areas of the curriculum provide ample opportunities for pupils to develop problem solving and decision-making skills. Entrepreneurial skills are further nurtured through activities like the Dynamo Project and Young Enterprise schemes. The range of enterprise activities, providing opportunities for several groups in both Y9 and Y11 is a strength of the school.
166. The school is successful in ensuring that pupils and students acquire the appropriate knowledge, understanding, skills and attitudes to progress. Through a range of experiences and activities they are developing as independent learners.
167. The breadth and quality of the curriculum, extra-curricular opportunities and work-related education ensures that the learning experiences reflect national priorities and lay the foundation for lifelong learning.

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

Grade 2: good features and no important shortcomings

168. This grade confirms the school's own evaluation.

The quality of care, support and guidance for learners

169. The school's recently established comprehensive and effective pastoral system ensures that it has a thorough knowledge of the pupils and their needs, and that appropriate support is provided for them.

170. The pastoral system is clearly defined, and managed effectively by year tutors and an assistant headteacher. Form tutors also make valuable contributions.

171. Staff knowledge and care of pupils is very good and many teachers spend time providing guidance for learners during lunch hour and after school. Pupils and students know that they can approach any member of staff for advice and they often do so.

172. The school's expectations for behaviour are clearly expressed and well promoted among learners. Appropriate strategies are in place if pupils, students or parents report any incidents of bullying. The school's response is rapid and effective.

173. Parents benefit from twice-yearly detailed reports on their children, informative discussions at parents' evenings and the home/school link book. Parents feel well informed and involved at an appropriate level.

174. Effective arrangements for the transfer of Y6 pupils commence early in Y6 and continue throughout the year. Transition is smooth. Arrangements are thorough and well organised.

175. Very good use is made of data provided by primary schools to identify those pupils who require extra support on transfer. Pupils receive good guidance and advice when making choices about courses to follow in Y10 and on entry and leaving the sixth form.

176. The PSE programme ensures that learners receive appropriate guidance in health and sex education and provides education about non-prescribed drugs and the dangers of smoking. The quality of the delivery of the programme varies, as some teachers do not have the specialist expertise in some of the topics taught.

177. The quality of careers education and guidance is good. The school works hard and successfully to foster productive links with employers for work experience placements, and with the local college.

178. Child protection procedures are well established. An assistant headteacher is the designated member of staff with responsibility for child protection, and is thorough in discharging the duties of the post. All members of staff have received appropriate training.
179. The school benefits from good relationships with a range of specialist support agencies including education, health, social services and careers.
180. The school has a clear policy and procedures to identify and respond to health and safety risks, which are well understood by staff. There are suitable procedures for dealing with the recording of accidents. There are six members of staff qualified to administer first aid.

The quality of provision for additional learning needs

181. Good provision is provided for pupils with SEN. The Learning Support Department gives a clear direction to the school's SEN work and successfully supports pupils with a wide range of special educational needs.
182. The school's response to the requirements of the Code of Practice is good. The eight pupils disapplied from a subject of the NC have appropriate alternative programmes to meet their individual educational needs.
183. Every pupil on the register of SEN has a good Individual Educational Plan (IEP) that reflects their educational needs and identifies teaching strategies to meet those needs. The information provided in the IEPs is effectively used in subjects to differentiate tasks and methods.
184. Effective co-operation with primary schools ensures early identification of pupils who require additional support on entry to the school. Appropriate strategies are used to address the identified educational needs.
185. Learning Support Assistants (LSA)s provide good support to individuals and small groups of pupils in mainstream classes. They provide good continuity, are sensitive to the needs of the pupils, and help to avoid difficulties with pupils' educational work.
186. A good number of suitable strategies are used to improve pupils' literacy skills. The programmes were very successful last year in improving literacy standards, and pupils following the programmes this year are making good progress. Pupils show interest in their work and most are confident of reaching their targets.
187. Very good support is provided by the UA appointed teacher for pupils who are statemented because of dyslexia. This provision ensures pupils have relevant basic literacy skills to access the mainstream curriculum. Pupils are appreciative of the extra support and are making good progress.
188. The recent developments of specific strategies to improve behaviour have been successful in developing a platform for learning. There are clear expectations of

pupils. Should unacceptable behaviour or incidents arise, effective measures are used to deal with such conduct.

189. The SEN co-ordinator offers clear guidelines. There is a good range of expertise within the department and staff work well together as a team. Where relevant, good use is made of outside specialists and agencies.

The quality of provision for equal opportunities

190. The ethos of the school creates a climate where learners can be free from bullying, harassment and discrimination. Pupils and parents are confident that the school would respond quickly to such instances.
191. The school monitors the performance of boys and girls and is actively working to reduce the difference and to raise aspirations where relevant. Good initiatives have been introduced to develop and extend the experiences offered to gifted and talented pupils. All pupils attending the school are able to access the whole building.
192. All KS4 and sixth form options are open to learners of both sexes. The pastoral system offers good guidance to pupils and students to make appropriate choices. A successful learning coach system has been introduced in Y12.
193. Peer partners are used effectively to ensure pupils who are new to the school, some from different cultures, settle quickly in school.
194. The school has a very positive response to social inclusion. Learners are supported sensitively and effectively if they experience difficulties in school or at home. Close liaison with Social Services ensures appropriate support for looked after children.
195. There are no records of learners from minority ethnic groups being harassed or discriminated against. Racial equality is promoted in religious education and the school's PSE programme and there are appropriate procedures to tackle any racist incident should it arise.
196. Learners are well supported by an extensive range of external agencies where appropriate.

Leadership and management

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

Grade 2: good features and no important shortcomings

197. This grade confirms the school's own evaluation.

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

198. The school has clear and appropriate aims and objectives. Targets for meeting these are set out in the school prospectus and the School Development Plan (SDP).
199. The school's aims are embodied in all its policies, which in turn direct the actions taken in all aspects of school life, including classroom practice, pastoral care, management and the school's links with the community.
200. The school's equal opportunities policy has recently been reviewed and up-dated to take account of changes in the law and guidance for implementing these.
201. The school's performance management system is being used effectively to identify the professional development needs of staff and to set targets for achieving further improvements in standards of achievement. Recent targets, at school level, for success in external examinations, have not been sufficiently challenging.
202. The school's senior management team (SMT) was restructured in 2001 and job specifications were reviewed in April 2004. The SMT now operates on a collective, collegiate basis as well as giving individual members clear, personal responsibilities.
203. The school is well and effectively led and managed overall. The headteacher provides enthusiastic leadership, clear vision, purpose and sense of direction. He is supported well by members of the SMT, who have a clear sense of educational direction, and by staff at all levels in the school.
204. Members of the SMT share a sense of common purpose and work effectively together as a team. They are also developing close and productive links with colleagues in Queen Elizabeth Cambria School.
205. The SMT is actively involved in the planning cycle and makes significant contributions to monitoring and evaluation, target setting, planning and delivery of change and creating positive attitudes to promote higher standards.

206. Improved communication has been successful in raising awareness, bringing about positive relationships and a better sense of common purpose.
207. The school is developing very effective partnerships with Coleg Sir Gâr and its sister schools in the Tâf-Tywi consortium (part of the UA's 14 – 19 Network Group).
208. Heads of subjects (academic board) and pastoral leaders (pastoral board) meet regularly to discuss relevant issues, set priorities and targets and to evaluate progress made in meeting these. In so doing they contribute to the SDP. These meetings also provide opportunities for the professional development of middle managers.
209. Over the last year training has been given in self-evaluation, the use of examination data in planning for improvement and equal opportunities.
210. There is a clear line management system, which is understood by all. Members of SMT are responsible for designated subject areas and as part of this role they undertake regular and effective evaluation of classroom practice and inspection of pupils' work.
211. Middle managers are generally effective in their roles. Handbooks and schemes of work are good in most cases, and they provide a secure foundation for work within areas of the curriculum. Managers' ability, however, to make best use of all available data to evaluate their departments and their own personal effectiveness as teachers, managers and leaders is not fully developed.
212. The school takes due notice of the WAG's priorities and guidance provided by other organisations for the benefit of pupils and students.
213. The school's policies and procedures to promote racial equality are appropriate and effective. The school satisfies statutory requirements in relation to disability and looked after children.
214. The school provides a very good programme of induction and mentoring for newly qualified teachers and for teachers new to the school. Comments from such members of staff indicated their appreciation of the arrangements. The school also supports well a sizeable number of initial teacher training students, for whom it provides guidance and mentoring, each year.
215. The sixth form now operates as a single unit jointly with Queen Elizabeth Cambria School and enjoys a corporate sense of identity. This arrangement is proving to be very effective. Members of staff from both schools teach students in both establishments. The head of sixth form manages the whole organisation very well. Students have acknowledged recent changes to various aspects of provision as beneficial for their progress and achievement. The sixth form now has challenging targets for attendance, completion of courses and progress to higher education.

How well governors meet their responsibilities

216. The school's aims and objectives are reviewed and considered annually by the governing body.
217. Governors meet regularly in full committee or as designated sub-groups to consider the SDP and the progress made in achieving its targets.
218. There are designated governors for SEN provision, equal opportunities and child protection. Individual governors are also linked to subject areas.
219. The governors satisfactorily fulfil the legal duties placed upon them.
220. Currently, there is insufficient involvement of parents in school governance.
221. There are shortcomings in governors' involvement in monitoring standards of achievement and the quality of provision in the school. For example, whilst analyses of data are considered at various meetings, they are not used rigorously enough to challenge the school to do better. This is reflected in the insufficiently challenging targets mentioned above.

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

Grade 2: good features and no important shortcomings

222. This grade confirms the school's own evaluation.

How effectively the school's performance is monitored and evaluated

223. The school's self-evaluation report accurately and honestly addresses the seven key questions of the common inspection framework. The school has provided an overall judgement, listed good features and areas for development, and grades for each key question. The inspection team's findings correspond closely with those of the self-evaluation report.
224. The school's teaching and learning policy requires each department to evaluate its own performance against key criteria. This involves: lesson observation (using a standardised pro-forma); analyses of internal and external examination data; comparisons of pupil attainments with externally standardised data and benchmark statistics.
225. Consequent to undertaking these activities, departments are required to set targets in line with school targets, and to report to line SMT members on progress to achieving these.
226. The SMT uses external data (including analyses of attainments produced by the UA) to monitor progress and to identify areas that need attention.
227. The school's self-evaluation processes take account of the views of pupils. Increasing and broadening the remit of the School Council, including referring its minutes directly to the governing body, achieves this.
228. The school also makes use, annually, of standardised attitude analyses, to compare its pupils' and students' views with those on national databases. It also uses standardised self-evaluation pro-formas, to analyse pupils' attitudes to their learning experiences in all subjects.
229. The school report is used as a vehicle for pupils to comment on their personal progress. It also invites parents to comment on their child's progress. These comments are scrutinised by year tutors and action is initiated as a response, if this is considered appropriate.
230. Attendance at parents/governors meetings is poor despite strong, positive encouragement to participate.
231. There are a few shortcomings in this area of provision. Whilst many departments make best use of data to evaluate their achievements, practice is not consistent

across the school. Information generated by self-evaluation is not always used effectively to identify barriers to improvement.

232. The recent introduction of a computerised system for collection and analysis of assessment and other information is beginning to prove beneficial. Its more widespread use is proposed to give structured information on attendance, disciplinary records and involvement in the curriculum.

The effectiveness of planning for improvement

233. The school's self-evaluation and its performance management arrangements provide a firm foundation for school and departmental development plans.
234. The school development plan focuses on aspects that are appropriate for school improvement. The plan clearly describes issues and targets, identifies tasks and personnel, and places developments within a realistic timescale. Resources are clearly matched to the development priorities. The plan also highlights the success criteria and how monitoring and evaluation are to occur. As mentioned previously, a few targets are insufficiently challenging. A realistic merger development plan for the Queen Elizabeth schools fits well with the SDP.
235. Departmental development plans are rightly linked closely to whole school plans. They are detailed and incorporate whole school priorities well within the different subject requirements.
236. Current financial management arrangements ensure that developmental priorities will now be adequately resourced and financed. Issues highlighted previously, such as the shortage of library books and insufficient technical support in science, are being addressed as matters of urgency. Recent reorganisations of staff, prior to the merger with Queen Elizabeth Cambria School, have led to a more realistic pupil/teacher ratio and an efficient class contact ratio.
237. Self-evaluation and development planning have led to improvements in a number of areas. For example, the advances made in recent months in the provision and use of ICT is most noticeable. Success in external examinations has improved over time, albeit at a rate below that achieved nationally.
238. Overall, the school has made good progress in addressing the key issues for action highlighted in the previous inspection report. Channels of communication have improved. More members of staff are involved in decision-making processes. The roles of senior and middle management have been strengthened. The pastoral structure has improved. The role of form tutor has improved; more time is available for the task. Effective action has been taken to improve behaviour and to eliminate bullying. Between 1998 and 2003, the proportion of pupils achieving 5 or more GCSE grades A* to G rose from 75% to 92%. The curriculum has been improved through the provision of vocational and alternative elements. Arrangements for religious education in KS4 and sixth form have improved.

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

Grade 2: good features and no important shortcomings

239. This grade confirms the school's own evaluation.

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

240. Teachers are well qualified and experienced, and they are deployed effectively. Learning support assistants work successfully with teachers to support pupils with SEN at all key stages. They support learning and contribute to raising standards.
241. There is insufficient technician support in science.
242. The joint provision of Y12 courses with Queen Elizabeth Cambria School has allowed for a substantial saving of staff resources that are being used elsewhere to reduce class size in KS3 and KS4, and to extend the range of courses available in the sixth form.
243. Staff training and continuous professional development (CPD) needs are identified carefully through the school's Performance Management programme.
244. There are enough members of administrative staff to enable the life of the school to function smoothly.
245. Overall the provision of resources for learning is adequate, but there are shortages of equipment in science, and tuned classroom percussion instruments in music. The stock of books in the library is low. The recently appointed librarian ensures that the resources that are available are accessible and used well.
246. Resources for ICT, both for teaching and individual use by pupils for coursework, supported self-study etc., have been poor. Much of the hardware has been redundant or in a state of disrepair, often for considerable periods of time. This problem has now been addressed and now approximately 75% of all available units are functional. An additional full-time temporary technician has been appointed to help solve this problem.
247. Accommodation is appropriate for the size of the school. Whilst some provision has outstanding features, teaching areas for drama and music are too small, as is one science laboratory.
248. There are colourful displays of pupils' work, and other items recording a wide range of events and experiences. Classrooms and corridors generally provide a stimulating learning environment.

249. The school uses resources beyond the school well to enrich the curriculum. These include theatres, other schools and field centres.
250. The joint venture with Johnstown Sports Association has given the school access to playing fields of a high standard, which has helped promote team games in the school.

How efficiently resources are managed to achieve value for money

251. The school now manages its budget effectively. The school uses its income, including grant funding, well to support strategies to raise standards. Spending decisions, including those in respect of CPD, are made to match the requirements of development plans. As mentioned, development plans are formulated effectively through the school's improvement planning cycle and self-evaluation procedures.
252. The school reviews its curriculum and the associated staffing and resource needs at least annually. Decisions are made only after due consideration has been given to all aspects. Consequently, the school is staffed suitably and in most cases, resources match the requirements of the curriculum.
253. Teachers are deployed to good effect overall, most of them teaching within one subject area only. Support staff and ancillary staff are also deployed so as to be effective in supporting the school's aims. As indicated in earlier sections, the school has identified shortages, and remedial action is being taken.
254. Many specialist staff support the school, including an education welfare officer, behaviour support teachers and an educational psychologist. However, the availability of these does not always meet actual needs.
255. The appointment of a librarian has allowed for the re-commissioning of the library as a full-time learning resource from September 2004. However, the book stock is low and needs substantial replenishment and enlargement.
256. The school now achieves value for money.

Standards achieved in subjects and areas of learning

Science

Key Stage 3:	Grade 2	good features and no important shortcomings
Key Stage 4:	Grade 2	good features and no important shortcomings
Sixth form:	Grade 2	good features and no important shortcomings

Good and outstanding features

KS3

- 257. A majority of pupils have a secure knowledge and understanding of a wide range of topics covering all aspects of the NC.
- 258. Most pupils recall key concepts and ideas well, and apply them to a range of problems and applications in both familiar and unfamiliar situations.
- 259. The majority of pupils understand the link between scientific principles and applications linked to environmental and health issues.
- 260. The majority of pupils use scientific terms accurately in their descriptions and problem solving activities.
- 261. Pupils with SEN make good progress relative to their ability.
- 262. The vast majority of pupils work safely and collaborate well when they have the opportunity to carry out practical work.
- 263. With the majority of pupils, problem-solving skills are well developed. Most are good listeners and willingly contribute to class discussions.

KS4

- 264. A majority of pupils have a good understanding of the increasingly complex principles in the study of life processes and living things, materials and their properties and physical processes.
- 265. They have a good recall of previous work and can apply their knowledge, using appropriate scientific terms to describe and explain scientific observations.
- 266. In the key stage, pupils acquire knowledge and awareness of the contributions made by science to everyday life. They recognise the role of science within industry, the environment and the economy.
- 267. The quality of investigations for a small majority of pupils is good overall.
- 268. Pupils apply their scientific knowledge and understanding well in the planning process, including some preliminary work and make systematic observations and measurements.

269. A small majority of pupils are able to communicate their understanding of scientific concepts using graphs, assess the validity of their findings, understand how errors occur in experimental work and how they can be reduced.

270. With a significant majority of pupils, problem-solving skills are well developed.

Sixth form

271. The majority of students in biology, chemistry and physics make good progress relative to their ability.

272. The majority of students have a good recall and understanding of key concepts and principles.

273. They are able to apply their theoretical knowledge and understanding to a wide range of problems linked to the more complex principles experienced in the programmes of study.

274. In practical work observed in biology lessons, the majority of students demonstrated good techniques and were able to carry out a detailed analysis of their findings.

Shortcomings

KS3

275. A small minority of average and lower ability pupils has an insecure understanding of current and previous work.

276. Pupils sometimes have difficulty in applying scientific principles to a range of tasks and applications related to everyday applications of science.

277. The lack of equipment and technician support seriously restricts opportunities for pupils to develop a range of practical and investigative skills.

KS4

278. A minority of pupils has a less secure recall of previous work, and has difficulty applying some scientific principles to a number of tasks and applications in everyday life.

279. For a minority of pupils, the quality of investigative work is satisfactory, with a significant number of these pupils failing to achieve expected levels in the skill areas of planning, analysing and evaluating.

Sixth form

280. A minority of students in the three subjects has a less secure knowledge and understanding of current and previous work.

281. A few students have difficulty applying some scientific principles to familiar and unfamiliar situations in problems and past questions.

Welsh (second language)

Key Stage 3:	Grade 2	good features and no important shortcomings
Key Stage 4:	Grade 2	good features and no important shortcomings
Sixth form:	Grade 2	good features and no important shortcomings

Good and outstanding features

KS3

282. Pupils show progress in reading, writing and speaking by responding positively to the clear aims set at the beginning of each lesson. They also respond well to activities that set at a brisk pace and link all language skills.
283. Due to the very good contact with feeder primary schools, tasks are prepared to build on skills learned at KS2.
284. Pupils work effectively in pairs and small groups to construct dialogue. By the end of KS3, more able pupils can conduct extended conversations on a range of topics, adapting language to suit new situations.
285. Pronunciation, across the ability range, is very good as pupils listen respectfully to their teachers, who use Welsh consistently in the lessons, and to their peers.
286. Standards in reading are good. When reading poetry or prose aloud, pupils read with good intonation. They extract information well from texts to support their learning.
287. Pupils write in extended form for a wide variety of purposes, with differentiated work challenging the advanced learners. Pupils show a sound knowledge of plurals, tenses and mutations. The more able progress to vary their syntax effectively and use a wide vocabulary.
288. At the end of each unit of work, pupils purposefully assess their strengths and weaknesses and set targets for improvement.

KS4

289. By KS4, where all pupils follow a full GCSE examination course, the majority of pupils are able to voice an opinion on a variety of issues, with the more advanced learners conducting a natural conversation in any situation with peers, teachers and visitors.
290. The majority are able to adapt their writing to suit different situations; the most able demonstrate considerable originality in their written work. Pupils structure their written work effectively and redraft purposefully to produce an accurate final copy. ICT facilities are used competently to aid this process.
291. Pupils record data collected during surveys and present their findings in graphical format well, using an appropriate ICT package to manipulate numbers.

Sixth form

292. Where standards are very good, students interact confidently in Welsh with teachers, peers and visitors.
293. Folios of coursework contain a wide variety of written formats which are suited to purpose and audience.
294. The majority of written work is accurate as students respond to the detailed feedback from their teachers on how to improve the standard of their work.
295. When watching a film, students make purposeful notes in Welsh to show a thorough understanding of plot and characterisation.

Shortcomings

KS3 and KS4

296. The enthusiasm observed in pair and group work is not a regular feature of whole-class discussion, where the majority of pupils need to be asked to contribute. The response is invariably accurate, but not extended.
297. Lower ability pupils prefer to write within the framework provided by the teachers rather than venture to write creatively.

Sixth form

298. A small minority of students is reticent to speak. They are reluctant to engage in conversation, although their written work is of a good standard.

Information and Communication Technology

Key Stage 3:	Grade 2	good features and no important shortcomings
Key Stage 4:	Grade 2	good features and no important shortcomings
Sixth form:	Grade 2	good features and no important shortcomings

Good and outstanding features

KS3 and KS4

299. In KS3, pupils manage a computer well and understand many of its functions. They use the mouse with confidence and demonstrate competence in handling menus and icons and in the loading, saving, printing and retrieving of their work.
300. Pupils communicate information well and are effective in their use of word processing and desktop publishing applications. They are able to make use of information obtained from a variety of sources including the Internet.
301. They produce good work when combining text and images. They plan their work carefully and take time to draft and re-draft their final outcomes.

302. Pupils demonstrate good handling of information, including number, through the use of databases and spreadsheets, some particularly good examples of such work was evident in Y8 and Y9. Pupils have a good understanding of their work and make use of relevant terminology in their discussions.
303. In KS4, pupils acquire and apply a broad range of technical skills for their coursework tasks within GCSE examinations.
304. They plan and generate some interesting and challenging project work that requires research, problem solving and perseverance. Pupils can identify problems, analyse relevant information, develop solutions and make reflective evaluations.
305. They have a good understanding of the theoretical aspects of their tasks and are able to explain and discuss their work using an appropriate technical vocabulary.
306. More able pupils respond well to challenges presented through a variety of extension work.
307. Less able pupils make good progress within structured, modified tasks

Sixth form

308. Students successfully develop a comprehensive range of ICT skills through their project work.
309. They use a range of applications to access information and apply data and can handle information effectively through the use of appropriate software packages.
310. They demonstrate positive attitudes to problem solving and show much perseverance and resilience when fulfilling their tasks.
311. Students have a sound understanding and knowledge of the theory relating to computer systems and are prepared to explain and discuss a variety of topics.
312. Project work is organised, structured, fully completed and well presented.
313. Students often work independently and in their own time. There is much effective interactive and collaborative working in classes.

Shortcomings

KS3 and KS4

314. A small minority of pupils place an over reliance on the teacher and need help to use ICT in a limited range of simple applications.

Sixth form

315. There are no important shortcomings in the sixth form.

GNVQ (foundation) Information and Communication Technology

Key Stage 4: **Grade 3** good features outweigh shortcomings

Good and outstanding features

KS4

316. The majority of pupils are able to use basic ICT skills quite well and can discuss and explain simple tasks.
317. They can use the mouse and keyboard competently and can handle menus and icons and in the loading, saving, printing and retrieving of their work. Pupils also make good use of the Internet.
318. Where work is good, pupils are self-motivated and produce outcomes that are based on personal research and experience.

Shortcomings

KS4

319. Some pupils are over reliant on the teacher and are passive in their learning.
320. The progress of some pupils is restricted by missing or incomplete work; the result of non-attendance.
321. A number of pupils do not always understand the terminologies used without help. Many have a short span of concentration and are easily distracted.
322. Pupils' answers are sometimes superficial, unstructured and incomplete.

Music

Key Stage 3: **Grade 3** good features outweigh shortcomings
Key Stage 4: **Grade 2** good features and no important shortcomings
Sixth form: **Grade 1** good with outstanding features

Good and outstanding features

KS3 and KS4

323. Pupils, in KS3, sing with enthusiasm and give suitable attention to tone quality, intonation, clear diction and expression. They respond well in body percussion work and display a good sense of rhythm and beat. Most pupils perform individual parts, at their own pace, with a good degree of accuracy on classroom instruments and keyboards.

324. Pupils produce short compositions. A few works show imagination and have melodic and rhythmic interest. Pupils have an awareness of musical elements. More able pupils make perceptive comments when appraising.
325. In KS4 pupils make good progress in individual and group vocal and instrumental performing. Most perform confidently together in groups and maintain secure ensemble. A few singers achieve very good standards.
326. Work in composing often reflects the personal interest of the pupils in the choice of idioms. Compositions display imaginative treatment of ideas and are enhanced by effective use of ICT to layer strands and add colour. Much of the work has a good sense of style and structure.
327. More able pupils identify features well when appraising extracts of music from the different areas of study.

Sixth form

328. Students are able and experienced performers. Most perform with conviction and a very good sense of style. Some performances are outstanding.
329. Compositions display personal initiative and imaginative treatment of core material and effective use of ICT. Work in progress often demonstrates outstanding understanding of the chosen style and medium.
330. Students are acquiring good knowledge and understanding of the music in the different areas of study. Aural skills are developing very well.

Shortcomings

KS3

331. Certain middle and lower ability pupils in some KS3 classes are unable to play in time with others in instrumental group performance. In Y9 classes a lack of adequate keyboard fingering technique hampers the progress of a small number of pupils.
332. Some compositions are limited in musical interest. In general, the ability and experience of pupils in KS3 in exploring and combining different sounds imaginatively is limited. Many middle and lower ability pupils are reluctant to express opinions or only make perfunctory comments when appraising.

KS4

333. The appraising skills of a minority of pupils in KS4 are uneven. They are good in certain tasks but not always secure in others.

Physical Education

Key Stage 3:	Grade 3	good features outweigh shortcomings
Key Stage 4:	Grade 2	good features and no important shortcomings
Sixth form:	Grade 2	good features and no important shortcomings

Good and outstanding features

KS3 and KS4

- 334. In the major team games, pupils show good tactical understanding; they develop their skills and understanding well during lessons.
- 335. Passing and receiving skills are good and often very good, in rugby and football.
- 336. Pupils understand the need to warm up before physical activity, and can apply this understanding as they prepare for lessons.
- 337. Less able pupils, and those with SEN achieve well during lessons.
- 338. Pupils know, and readily accept and apply, the rules and laws of the major team games.
- 339. In all classes pupils work well together; they support and help each other.
- 340. In most classes pupils show enthusiasm and apply themselves energetically to practical activities and practices.

KS4

- 341. The higher-grade pass rate in the GCSE for 2004 is above the all Wales average. All pupils entered for this examination gained at least a pass grade.
- 342. Pupils studying for GCSE have a good understanding of the appropriate terminology and of the topics being studied. They are confident when answering questions during a lesson.
- 343. Pupils' files are well organised, and show care and accuracy in their completion.

Sixth form

- 344. At A level, the A-C grade pass rate in 2004 is above the average for Wales.
- 345. Students studying A level, AS level and those on the BTEC course are familiar with the terminology and concepts of the topics being studied.
- 346. Most students are very confident when working independently, and when working together to share ideas and solutions.
- 347. In the recreational lesson for Y12, students are mostly keen, with many demonstrating good skill levels in their chosen activities.

Shortcomings

KS3

348. In gymnastics, girls' awareness of space, shape and tension is underdeveloped.
349. Girls lack the appropriate technique when lifting and carrying mats and small equipment.

KS3 and KS4

350. Pupils do not evaluate their own work and that of others; their ability to plan and refine their own movements is therefore not well developed.

Sixth form

351. AS level examination results in 2004 were below the average for Wales.

Business Studies

Key Stage 4:	Grade 3	good features outweigh shortcomings
Sixth form:	Grade 2	good features and no important shortcomings

Good and outstanding features

KS4

352. A small majority of pupils have a good understanding of business terminology, and can apply a range of business principles to a cross-section of tasks.
353. In Y10, a minority of pupils has a good understanding of the importance of advertising and the factors related to the target audience, cost and frequency of exposure.
354. In Y11, a significant majority of pupils in one group has a good understanding of the importance of stock control in a business to meet the needs of customers, supply and demand and cost.
355. The quality of coursework is satisfactory overall. For a small majority of pupils, good standards are achieved with the effective use of primary and secondary data, detailed analysis and in-depth evaluation of information to promote a Theme Park.

Sixth form

356. A majority of students have a good understanding of business terminology.
357. They are able to apply a range of business principles to a variety of assignments.
358. In Y12, the majority of students have a good understanding of motivational theories, and are able to apply these principles to case studies.

359. In Y13, students have a good understanding of different methods of investment appraisal, and are beginning to understand the importance of evaluating the advantages and disadvantages of each proposal.

Shortcomings

KS4

360. A number of pupils have a less secure understanding of business principles when applying them to a range of tasks.
361. With a significant number of pupils in the coursework assignment, there is a lack of depth in the analysis and evaluation sections of the work.
362. In Y10, with a number of pupils there is evidence of incomplete work in their exercise books.
363. In one group in Y11, a minority of pupils make only satisfactory progress and are not fully focused on their studies.

Sixth form

364. A small minority of students has a less secure understanding of business terminology.
365. They are not always secure in their application of business principles to problems, case studies and past questions.

School's response to the inspection

366. The Governors, Head and Staff are delighted that the Estyn Report accurately reflects the school's assessment of itself based upon effective and broad-based self-evaluation processes.
367. The good standards achieved by pupils, reflect the high quality teaching, which is described as one of the school's strong features. The quality of teaching, which is supported by very good opportunities for continuing professional development, is described as exceeding Welsh Assembly targets with 79% being level 2 or better (50% Wales target) and 100% level 3 or better (95% Wales). Recognition is also given to the very good relationships between teachers and students, which allow learning to occur in a 'supportive and well structured atmosphere'. The school accepts the recommendation to refine the use of self-evaluation practices and to make better use of statistical and standardised data to further raise standards across all subjects.
368. Recent changes to the curriculum, to make it accessible to all pupils, including those with SEN, are reported as good features. Advice to further develop and integrate special, alternative courses will be given priority. The planning for the development of Key Skills and the on-going extension of Welsh, both as taught language and a key element in the school's cultural life, are rated as being good. We will continue to give these emphasis as one of the school's top priorities.

369. The quality of pastoral care, support, guidance and careers advice is given the highest praise and this reflects the school's strong commitment to its aim of giving every pupil the best level of care. The good behaviour of pupils, in classrooms and about the school generally, is commended, as are the school's systems of dealing with bullying and other forms of unacceptable behaviour. Better levels of attendance and the successful implementation of the Equal Opportunities Policy are cited as additional evidence of improvements in the ethos of the school. Targets will be set to further develop these positive aspects of school life.
370. Deficiencies in the resources available in some subject areas were identified. An action plan has already been agreed to remedy these as quickly as possible. However, changes in the provision of specialist teaching facilities will have to be tied in to plans related to the possible future merger with Q. E. Cambria.
371. The active and positive contribution of the Governing Body to the success of the school is acknowledged. However, the Governing Body accepts the recommendation to further develop its role of monitoring the school's attainments and where necessary, setting more challenging targets.
372. The Estyn inspection came at a crucial and unique moment in the history of the school. It occurred at a time of immense change and upheaval when the community of Maridunum was seeking to meet the many and challenging targets set out in the Merger Development Plan, agreed by both the Governing Bodies of the Queen Elizabeth schools, as a basis to prepare for a possible amalgamation in September 2005.
373. We are grateful to the inspectors for their sensitivity and high levels of professionalism in viewing the school in its current context while at the same time judging it against national standards. The recommendations given provide firm guidance to the school in meeting the challenges of the future, whatever the outcomes of the proposed merger.

Appendix A

Basic information about the school

Name of school	Queen Elizabeth Maridunum School
School type	UA Maintained
Age-range of pupils	11 -19
Address of school	Llansteffan Road Johnstown Carmarthen
Post-code	SA31 3NT
Telephone number	01267 237650

Headteacher	Dr W A Evans
Date of appointment	19 April 2004
Chair of governors/ Appropriate authority	Mr C Delaney
Reporting inspector	Mr Brian Medhurst
Dates of inspection	18 – 21 October 2004

Appendix B

School data and indicators

Year group	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y13	Y 14	Total
Number of pupils	95	69	108	108	108	65	35	n/a	588

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	37	5	41.72

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	14.5 : 1
Pupil: adult (fte) ratio in special classes	
Average teaching group size	19.8
Overall contact ratio (percentage)	73.3

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole School
Term 1	95	92	91	89	89	88	92	91
Term 2	94	91	90	87	92	89	91	91
Term 3	94	94	93	93	94	88	92	93

Percentage of pupils entitled to free school meals	13
Number of pupils excluded during 12 months prior to inspection	21

Appendix C

National Curriculum Assessment Results End of key stage 3:

National Curriculum Assessment KS3 results: 2004														
Total number of pupils in Y9: 108														
Percentage of pupils at each level														
		D	A	F	W	1	2	3	4	5	6	7	8	EP
English	Teacher assessment	School	0	n/a	0	0	0	12.6	12.6	41.7	26.2	1.9	0	0
		National	0	1	0	0	2	9	22	34	21	9	0	0
Mathematics	Test	School	0	1	0	n/a	n/a	12.6	13.6	35.0	28.2	9.7	n/a	n/a
		National	0	4	4	n/a	n/a	8	23	31	21	9	n/a	n/a
Science	Teacher assessment	School	0	n/a	0	1	0	6.8	11.7	29.1	32.0	16.5	0	0
		National	0	1	0	0	1	9	22	26	27	13	1	0
Science	Test	School	0	4.9	0	n/a	n/a	6.8	13.6	17.5	40.0	16.5	n/a	n/a
		National	0	6	2	n/a	n/a	8	22	23	27	12	n/a	n/a
Science	Teacher assessment	School	0	n/a	0	0	0	9.7	26.2	21.4	31.1	11.7	0	0
		National	0	1	0	0	1	9	22	32	24	10	0	0
Science	Test	School	0	2.9	0	n/a	n/a	9.7	23.3	21.4	32.0	10.7	n/a	n/a
		National	0	4	1	n/a	n/a	7	20	32	24	11	n/a	n/a

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

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

F Pupils who have failed to register a level for reasons other than absence

W Pupils who are working towards level 1

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

National figures are those for 2003

Percentage of pupils attaining at least level 5 in mathematics, science and English			
by Teacher Assessment		by Test	
In the school		In the school	
In Wales	54.4	In Wales	53.5

Public Examination Results:

For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ	
Number of pupils aged 15 on the school roll in January 2004	121
Average GCSE or GNVQ points score per pupil	41

The percentage of 15 year old pupils who in 2004:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	83	89	87
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	57	57	51
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	81	87	85
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	43	42	38
entered at least one Entry level qualification, GCSE short course or GCSE	88	96	97
attained one or more GCSE grades A*-C or the vocational qualification equivalent	72	80	75
attained one or more GCSE grades A*-G or the vocational qualification equivalent	86	94	93
attained no graded GCSE or the vocational qualification equivalent	14	6	7
attained one or more Entry level qualification only	2	2	3
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1	0	0	0
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2	0	0	0

For pupils aged 16, 17 and 18, results in A/AS, GNVQs and NVQs	
Number of pupils aged 16, 17 and 18 in January 2004	
Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2004	44
Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2004	7

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Queen Elizabeth Maridunum School – October 2004

	School	UA	Wales
Percentage of pupils entered who achieved 2 or more grades A-C	70	70	68
Percentage of pupils entered who achieved 2 or more grades A-E	93	97	95
Average points score per candidate entering 2 or more subjects	20	20	20
Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2	0	0	0
Number of pupils who achieved a GNVQ Advanced or NVQ at level 3	0	0	0

Appendix D

Evidence base of the inspection

Thirteen inspectors spent the equivalent of 41 days at the school.

117 lessons, including full and part-time sessions, were observed covering all curricular areas and a sample of PSE lessons was inspected.

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

Inspectors held many discussions with the headteacher, members of the school's leadership team, heads of department, some heads of year, staff with whole-school responsibilities, and members of support staff.

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

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

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

The registered inspector met the staff prior to the inspection.

Thirteen parents attended the pre-inspection meeting. 36 replies to the questionnaire were received and analysed. Some parents also wrote to the registered inspector.

Members of external agencies associated with the school met with the inspection team.

Comprehensive documentation, including the self-evaluation report, provided by the school, was scrutinised before and during the inspection.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr B W Medhurst Registered Inspector	Context Summary and recommendations Key Questions 1, 2, 5, 6 and contribution to Key Question 7
Dr M H L Snow Lay Inspector	Contributions to Key Questions 1, 3, 5
Mr S G Davies	Key Question 3; Science; Business Studies; Sixth form co-ordination
Mr T O'Marah	Key Question 7 and contribution to Key Question 1
Mrs L Bithell	Contribution to Key Question 1
Mr H Evans	Key Question 4 and contribution to Key Question 3
Mrs M Crandon	Contribution to Key Question 3, Welsh
Mr A Edwards	Contributions to Key Questions 1, 3
Mrs A Newman	Contribution to Key Question 4
Mr A W Jones	Music
Mr D Jones	Biology
Dr K Watson	Contribution to Key Question 1; IT
Mrs M Herbert	Contribution to Key Question 1
Mr G Roberts	School's nominee

Contractor: Atlantes Educational Services
Technology House
Lissadel Street
Salford M6 6AP

Acknowledgement

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