

REPORT

on the

**INSPECTION UNDER SECTION 10 OF
THE SCHOOL INSPECTION ACT 1996**

**RUMNEY HIGH SCHOOL
NEWPORT ROAD
CARDIFF
CF3 3XG**

School Number: 681/4030

Date of Inspection: 04 – 08 November 2002

By

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Registered Inspector W253/3508

Under Estyn contract number: T/11/02

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

Rumney High School is an 11 – 16 mixed comprehensive school, situated on the eastern side of the city of Cardiff. There are 1196 pupils on roll. It serves the communities of Rumney, Trowbridge and St. Mellons.

Pupils come from local contributory primary schools situated in the surrounding, mainly urban, areas. Virtually no pupils speak Welsh as a first language or to an equivalent standard. Very few pupils come from minority ethnic heritages. Eight pupils require support teaching in English as an additional language. The school describes its catchment as predominantly economically disadvantaged. This is the case and has been so for many years. Twenty-seven per cent of the pupils are registered as being entitled to free school meals; five per cent above the unitary authority (UA) average figure.

The school's intake represents the full range of ability, with unequal groups of able and less able pupils. There is a high proportion of less able pupils. Entry-level data confirms this. There are 32 pupils with statements of special educational needs (SEN). (23 boys; 9 girls) There are an additional 478 pupils on the school's special educational needs register on stages 1 to 4 of the SEN Code of Practice.

Welsh is taught and examined as a second language only. No subjects are taught through the medium of Welsh.

Attendance figures of 83.3 per cent, 82.4 per cent and 86.4 per cent over the previous three terms are well below national averages.

The school aims to become a pleasant, safe community in which all may experience success, feel valued and achieve their full potential, and where relationships reflect mutual respect and trust. In the school's comprehensive development plan (SDP) clear objectives are written to achieve this aim.

The headteacher was appointed in April 2001 and since that time, there have been many beneficial changes in the school's staff and its organisation.

The school has set challenging yet realistic targets for raising standards, and for improving attendance and behaviour.

2. MAIN FINDINGS

The main findings of the report

The school is well led by the headteacher who has clear understanding of the needs of the school and a vision of how to achieve continued success. He is well supported by his senior managers, the teaching and support staff, and the governing body. The school has the

capacity and the determination to achieve higher standards than those exhibited in its current accomplishments.

Since its previous inspection Rumney High School has experienced a period of uncertainty and disruption, caused mainly by many changes in staff at senior management level and elsewhere in the school. In consequence of such an unsettled period, the school has made less progress than it would have hoped for in addressing the key issues for action highlighted in the previous report and there has been no overall improvement in standards as reflected in results in external tests and examinations.

However, since the appointment of the current headteacher and the establishment of an effective school leadership team, the situation has improved considerably. Standards of achievement have improved and this improvement is recorded in the judgements that follow in this report.

Educational standards achieved by the pupils

Since the previous inspection there has been no overall improvement in national test and external examination results. However, the proportion of pupils achieving level 5 or better and at level 6 or better in the Key Stage (KS)3 tests in mathematics and science has increased. When the 2001 and 2002 KS3 test results are compared with those achieved by schools with similar socio-economic backgrounds, results in English, mathematics and science are well below average. In the years between the inspections, the percentage of pupils gaining at least five passes at grades A* to C in the General Certificate of Secondary Education (GCSE) rose to 31 per cent (equalling the highest figure achieved in the school). Currently, however, the proportion is again around 25 per cent, as was the case at the time of the previous inspection (well below both unitary authority and national averages). This figure is well below the average for similar schools in Wales.

Inspectors' findings indicate that standards achieved currently by the vast majority of pupils who attend school regularly are better than those represented by recent external assessments.

Owing to the good provision made for them, most pupils with SEN make good progress and achieve well.

Good features

- Standards were at least satisfactory in 92 per cent of classes observed and good or very good in 48 per cent.
- Standards observed in English, drama, geography, physical education and art were good throughout the school.
- Standards of achievement are very good in text processing and GCSE textiles.
- Most pupils with SEN make good progress and achieve well.
- The most able pupils are suitably challenged and achieve well in the majority of subjects.
- Many pupils listen attentively and respond accordingly, settling to work as required by their teachers.
- Standards of literacy and numeracy are satisfactory.

- Where good standards are achieved, the important factors in promoting these standards are the quality of teaching in the subjects, good assessment procedures and the attitudes to learning exhibited by the majority of those pupils who attend school regularly.

Shortcomings

- Too many pupils across the ability range fail to fulfil their potential by absenting themselves from school too often and/or for extended periods of time.
- Standards were less than satisfactory in eight per cent of classes observed.
- In a minority of classes, pupils underachieve because a number of them are disruptive and have unsatisfactory attitudes towards learning.
- Standards in information and communication technology (ICT) are unsatisfactory in KS3. Too few subjects make use of the technology available to them to raise standards.
- Standards achieved in music in KS4 are unsatisfactory. Recent changes in staffing and curriculum are already addressing the issue.
- The difference between boys' and girls' examination results is greater than the national difference in most subjects.

Standards in subjects

Subject	KS3	KS4
English	Good	Good
Mathematics	Satisfactory	Satisfactory
Science	Satisfactory	Satisfactory
Welsh (Second Language)	Satisfactory	Satisfactory
Design and Technology	Satisfactory	Satisfactory
Information Technology (IT)	Unsatisfactory	Satisfactory
History	Satisfactory	Satisfactory
Geography	Good	Good
Modern Foreign Languages	Good	Satisfactory
Art	Good	Good
Music	Satisfactory	Unsatisfactory
Physical Education	Good	Good
Religious Education	Satisfactory	Satisfactory
Personal and Social Education	Good	Satisfactory
Child Development	n/a	Satisfactory
Child Care	n/a	Satisfactory
Food Studies	n/a	Satisfactory
Business Studies	n/a	Satisfactory
Business and Communication Systems	n/a	Satisfactory
Text Processing	n/a	Very Good
Media Studies	n/a	Good
Drama	Good	Good

Standards in key skills across the curriculum

Key skill	KS3	KS4
Listening	Satisfactory	Satisfactory
Speaking	Satisfactory	Satisfactory
Reading	Satisfactory	Satisfactory
Writing	Satisfactory	Satisfactory

Numeracy	Satisfactory	Satisfactory
ICT	Unsatisfactory	Satisfactory
Working with others	Satisfactory	Satisfactory
Improving own learning	Satisfactory	Satisfactory
Creative and problem solving	Satisfactory	Satisfactory

Quality of Education

The quality of education is satisfactory overall. The school tries to ensure that all pupils are given every opportunity to achieve well. Teachers have at least good knowledge and understanding of the subjects they teach. They care about their pupils' welfare and progress, and work hard to help them achieve success. Often they provide extra help in their own time and make available a range of extra-curricular experiences to extend and/or broaden their pupils' education. Unfortunately, not all pupils respond appropriately and this is why teaching that is good in most respects results in satisfactory standards in many instances.

Good features

- Teaching was at least satisfactory in 95 per cent of classes observed. It was good or very good in 63 per cent of classes. These figures compare well with the national expectations for 2002 of 95 per cent and 50 per cent respectively.
- Procedures for promoting the well-being, health and safety of pupils are satisfactory.
- Teachers and support staff provide sensitive support to help pupils with SEN to achieve well.
- Teaching is good overall in most subjects. It is very good in GCSE Textiles Technology. Teachers' knowledge and understanding of their subjects are very good in geography and French.
- The arrangements made for careers education and guidance are good, and greatly appreciated by pupils.
- The school's partnerships with its partner primary schools, other institutions and industry are good and positively influence standards achieved by pupils.
- Pupils benefit from a good work experience programme.
- An alternative curriculum is proving beneficial for those pupils for whom it was designed.

Shortcomings

- Teaching was unsatisfactory in five per cent of lessons and was observed in a minority of subjects.
- Not all subjects make sufficient use of assessment information to promote higher standards.
- The planning for the development of all key skills, especially ICT, across the curriculum is insufficiently consistent within departments to be fully effective across KS3 and KS4.
- In a minority of classes, pupils become inattentive and disruptive, and thus they fail to make sufficient progress.

The Spiritual, Moral, Social and Cultural Development of Pupils

Good features

- Pupils' moral development is satisfactory. The school promotes clear values and instils positive attitudes in many of its pupils. Many pupils have a clear understanding of right from wrong, understand and abide by the school rules, and show respect for others.
- Pupils' social development is satisfactory. Relationships amongst the pupils who attend regularly and between teachers and pupils are often good.
- Pupils' cultural development is satisfactory.
- Most pupils feel confident that they can turn to their teachers with any problems.
- Y Cwricwlwm Cymreig is addressed well in Welsh, history, business studies and media studies.

Shortcomings

- Pupils' spiritual development is limited. Opportunities for spiritual development and the exploration of awe and wonder are generally not identified in subject schemes of work.
- The school does not meet statutory requirements for a daily act of collective worship.
- Too many pupils are absent from school for extended periods or and/or too frequently. This leads to underachievement.

Leadership, Management and Efficiency

The headteacher's leadership is successful and provides a clear direction for the school. The governing body and other members of the leadership team support him well. Members of the team share a common vision of higher standards, with an understanding of how these can be achieved.

Good features

- The school has refined and improved procedures for evaluating its performance and planning for improvement.
- The nature and range of objectives set for the school to improve are well considered and appropriate for current circumstances.
- The school manages its budget very well. It takes appropriate steps to ensure value for money. Financial decisions are taken in accordance with the school's educational priorities and objectives as identified in its SDP. The few recommendations of the last auditors' report have been implemented.
- The governors play an active and supportive role in the school. They are kept informed about the school's work and have a good awareness of its strengths and shortcomings. They have been actively involved in preparing suitable plans for improvement.
- The quality of departmental management is at least satisfactory in the majority of departments. It is good in nearly half of them. It is very good in English and geography.
- Heads of year and form tutors contribute positively to pupils' pastoral and academic development.
- The day-to-day administration of the school is efficient and effective. Administrative and other support staff in all areas make valuable contributions to the smooth operation of the school.

- Teachers' qualifications and experience match the requirements of the national and wider curricula. In most subjects, staff are deployed to ensure that individual teachers' knowledge and skills are used most effectively.
- The quality of resources for ICT is good.

Shortcomings

- Departmental monitoring and evaluation procedures are neither sufficiently consistent nor refined enough to be fully effective in improving teaching and learning.

The effectiveness with which the issues identified in the previous report have been addressed

Of the seven key issues for action that were identified previously, satisfactory progress has been made in addressing three of them and unsatisfactory progress in addressing the remainder.

- Pupils' investigative and problem solving skills have improved and in a number of subjects they apply them effectively. Satisfactory progress.
- The school has continued to develop strategies to improve attendance, even though pupils have not responded positively. Satisfactory progress.
- Initiatives are understood better by all staff and applied more consistently. Satisfactory progress.
- Pupils' conceptual understanding has improved slightly, but very few apply that understanding in a range of contexts. Unsatisfactory progress.
- The KS4 curriculum, although containing aspects of a more vocational nature and an alternative curriculum, does not fully reflect the needs of all pupils. Unsatisfactory progress.
- Although some departments are successfully monitoring and evaluating teaching and learning, too few are doing so currently. Unsatisfactory progress.
- The requirement for a daily act of collective worship is still not satisfied. Unsatisfactory progress.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Pupils' standards of achievement on entry to the school are generally below average. The proportion of less able pupils is greater than the proportion of those of higher ability.

The standards achieved by pupils, in relation to their ability, were at least satisfactory in 92 per cent of the classes observed. They were good, and occasionally very good, in 48 per cent. Standards in KS3 were slightly better than those in KS4. These statistics represent a satisfactory improvement on those recorded at the time of the previous inspection. The figure for satisfactory or better standards is greater at all stages, moving from around 80 per cent to ninety-two. The percentage of good or above standards has increased from around 30 per cent to 48 per cent.

In KS3, standards of achievement are good in English, geography, French, art, physical education, drama and personal and social education (PSE). Standards in ICT are unsatisfactory. In all other subjects standards are satisfactory.

In KS4, pupils achieve very good standards in text processing and GCSE textiles. Good standards are achieved in English, geography, art, physical education, media studies and drama. Standards of achievement are unsatisfactory in music. In other subjects, pupils achieve satisfactorily.

In the NC tests at the end of KS3 in 2002, 31 per cent of pupils gained at least level 5 in all three core subjects of English, mathematics and science, compared with the all Wales figure of around 50 per cent. Results in mathematics were closer to the 2001 national average for level 5 or above (48 per cent compared with 63 per cent) than were those achieved in science (45 per cent compared with 63 per cent) and English (43 per cent compared with 62 per cent). All three subjects were below the UA figures of 60, 61 and 62 per cent respectively. Girls outperformed boys overall.

These 2002 outcomes represent an improvement in standards since the previous inspection for mathematics and science. The 2001 results were better overall, being higher than those achieved in 1996 in all three subjects. When the results are compared with those obtained in 59 other secondary schools in Wales having similar socio-economic backgrounds, English, mathematics and science show as well below average.

Examination results at the end of KS4 have not improved overall since the previous inspection. The percentage of pupils gaining five or more GCSE grades A* to C in 2002 matches the figure for 1996 at around 25 per cent. On occasions, though, the outcomes were more favourable, especially when the school achieved a success rate of 31 per cent in 2000.

Over the same period, the figure for at least one grade A* to G has dropped from 91 to 78 per cent, owing mainly to pupils' unsatisfactory attendance and attitudes. The proportion of pupils who achieved grade A* to C success in all three core subjects in 2002 was 16 per cent, which was below both the 2001 national average of 37 per cent and the UA figure of 33 per cent.

At this level, girls outperformed boys in 2002, in excess of the national difference. Eighteen per cent of boys achieved five or more grades A* to C and the girls achieved a figure of 33 per cent. The corresponding 2001 national percentages are 45 per cent (boys) and 55 per cent (girls). When the 2002 GCSE results are compared with those achieved in similar schools in 2001, the school is well below the average figure for five or more A* to C grades, five or more A* to G grades, and for 1 or more A* to G grades.

It is worth noting that the pupils who achieved these results had experienced the major unsettled period in the school. The staffing changes and other influences adversely affected their performance for the whole of their secondary education.

Standards as observed in lessons and seen in pupils' work are, overall, better than those indicated in these recent examinations.

In a good number of subjects abler pupils make creditable progress and achieve well in both key stages. This is the case in English, mathematics, science, geography, history and drama. They also achieve well in the KS4 subjects of media studies and business studies, and in Welsh, French and PSE in KS3. Only in design and technology (DT) and ICT in KS3, and music in KS4 are standards unsatisfactory for these pupils. Otherwise, in all other subjects, they achieve satisfactory standards.

Where these able pupils are challenged to work independently, and to investigate and research, as, for example, in geography, history and mathematics, they do well, making good progress in knowledge and understanding whilst raising their skill levels. Situations of underachievement, which develop from teachers' and pupils' inappropriately low expectations of success, are present in classes within those subjects where able pupils' standards are unsatisfactory. In the subjects where able pupils' achievement is satisfactory, there are some shortcomings. Pupils are insufficiently challenged on occasions and are restricted in the amount of independent work provided for them.

Pupils of average ability make satisfactory progress and achieve satisfactory standards in the majority of subjects. In English, geography, physical education (PE), media studies and drama, text processing and PSE in KS3 they achieve good standards. In ICT in KS3, and music in KS4 standards are unsatisfactory for these pupils.

Where standards are good, as in media studies, pupils produce good coursework. In English they write well for a wide range of purposes. Pupils build up a good body of work and produce a variety of extended pieces. They are familiar with and benefit from the process of planning, drafting, editing and revising their writing.

On a number of occasions, across the curriculum, pupils of average ability are reluctant to participate in discussions without being prompted to do so by their teacher, as in French for example. Often, these pupils lack confidence. In other subjects, such as science, their recall and application of previous work is insecure. In their written work, many of these pupils neither present it sufficiently well, nor do they develop their arguments logically. This is the case in history for instance. Irregular attendance is also a major factor in causing underachievement with many of these and less able pupils.

Less able pupils make good progress and achieve well in English, PE, media studies and drama, and in religious education, French and PSE in KS3. Otherwise achievement is generally satisfactory. In language-based subjects, many of these pupils have difficulty coping with sophisticated vocabulary.

Many pupils with SEN achieve good standards, as in English, mathematics, history, DT, PE, childcare and drama throughout, and music and PSE in KS3. Appropriate emphasis is placed upon developing pupils' literacy so that they can access the wider curriculum as they progress through the school. The good learning environments provided by specialist staff, extra help with many aspects of learning all subscribe well to helping these pupils realise their potential.

KS3 ICT standards are unsatisfactory because pupils receive insufficient teaching of the programmes of study to develop knowledge, understanding and skills to apply across the curriculum. They are particularly weak in handling and modelling information.

Girls generally perform better than boys in KS4 external examinations in many subjects, as is the case nationally, but overall the gap in performances in school is greater than the national difference. In class, girls are often more conscientious, better motivated and better organised than boys. The school is aware that the difference between boys' and girls' achievement is a cause for concern, and various departmental strategies are in place to address the issue.

The standards achieved by a substantial minority of pupils, mainly those of average ability and below, are adversely affected by sporadic or extended absences. This is a major problem. Too many pupils in Y11, for example, fail to attend regularly enough to complete their coursework or to prepare themselves adequately for sitting their GCSE examinations.

3.2 Standards achieved in key skills across the curriculum

Speaking, listening, reading and writing

Standards in speaking, listening, reading and writing are satisfactory overall. All departments indicate in their planning when these and other key skills are to be used and developed in lessons.

Generally, pupils respond satisfactorily to a range of whole-class, pair and group opportunities to listen and speak, but they are not always confident in their contributions. In most subjects, they respond to teachers' questions, express views and explain their work, albeit with brief responses for the most part. Teachers' emphasis upon the correct terminology of their subjects, sometimes through lists of key words, enables pupils to develop appropriate vocabulary. Pupils of higher ability are usually comfortable and confident in making extended replies or when presenting their work to classmates. Most others are reluctant and need encouragement to develop their answers. Less able pupils are quite enthusiastic but often have limited vocabulary and are unable to express their ideas with precision.

Most pupils are attentive in lessons; they follow instructions and listen carefully to teachers' expositions. They listen well to recorded presentations in subjects like English and media studies. They are generally polite in listening to their classmates, though in some lessons, their attention wanders. However, there are occasions when pupils are inattentive and/or they interrupt others, thus spoiling lessons and impeding progress for themselves and other pupils.

Pupils' reading skills are for the most part equal to the demands made upon them by the material with which they come into contact in school. In many subjects they can extract information and react to what they have experienced. These skills are more prevalent among more able pupils. In history and geography, for example, they are able to read material for information to support their answers to questions. Average and below average pupils' reading is often stilted and hesitant. Pupils have limited opportunities to read aloud and their reading is often hampered by some unfamiliarity with vocabulary.

Written work is generally well presented, though pupils across the ability range have difficulty keeping their writing tidy and even. Higher achieving pupils usually write well, as in history, where they record their learning and develop convincing arguments. Standards of spelling and English expression in a range of subjects are insecure among average and less

able pupils. These pupils also fail to develop fully the points they wish to make. The coursework requirements in KS4 of subjects like history and geography, as well as English, ensure that pupils plan and produce extended work. Much of pupils' writing is limited, however, to notes, short answers and responses to worksheets. Some writing is left incomplete, and absence often affects the depth and detail of written work.

Numeracy

Pupils who attend regularly develop good skills of numeracy in their mathematics lessons. They benefit from the time devoted to teaching numeracy and from regular practice of mental mathematical skills. Most able pupils use calculators sparingly and appropriately, but many others use them too readily for simple calculations.

Standards are satisfactory overall. In business studies for example, pupils regularly use well-presented graphs and charts and use statistical data to answer questions. In science, they use formulae and handle data successfully, but graphical work is underdeveloped. In PE, pupils measure pulse rates, score in games and time activities accurately. Other subjects, too, make use of appropriate aspects of mathematics.

At present, however, the range of pupils' mathematical experiences throughout the school is not recorded, nor is there any planned consistency of terminology or practice. A whole school policy is required to guide practice so that there is a measure of uniformity in the teaching and use of mathematics across the curriculum.

Information and communication technology

Standards of achievement in ICT across the curriculum are unsatisfactory in KS3 and satisfactory in KS4. Pupils in KS3 receive insufficient IT teaching of the programmes of study to develop knowledge, understanding and skills to apply across the curriculum. They are particularly weak in handling and modelling information. Most members of staff are aware of how ICT can be used within their subjects and have planned accordingly in their schemes of work. However, planning is not yet fully realised in all subjects' practices.

In DT in KS3 and KS4, pupils use ICT to a good standard for CAD/CAM, design, control, research and presentation. In KS4 geography, business related subjects and media studies, ICT is used well for a range of appropriate applications. In English, history, MFL and art, satisfactory standards are achieved in a range of applications, including the use of the Internet. In science, satisfactory standards are achieved in measuring. The overall use of ICT for lower ability pupils and those with SEN is good.

Pupils have good access to ICT facilities at lunchtime and after school, but their use of computers at these times tends to have little impact on standards in most subjects.

Working with others

Pupils' ability to work with others is satisfactory overall. In many classes, pupils are given opportunities to work with classmates, for example, engaging in group discussions, sharing ideas and preparing presentations. Most pupils respond well on these occasions. In many

subjects, pupils across the ability range collaborate well, working in pairs and/or larger groups.

Improving own learning and performance

In many classes, teachers tell pupils what is expected of them, and what they should achieve in lessons and over time. Because of this and from information provided through good marking in a number of subjects, pupils are often able to gauge their own achievement and make decisions about what needs to be done to make progress. Pupils, especially the more able, respond well and take the initiative in this process, and standards are satisfactory overall. Unfortunately, though, a sizeable minority of pupils do not take advantage of the opportunities afforded by teachers to improve their own learning through research and investigation. They either fail to complete their research or they wait to be told what to do at every stage of learning, and fail to take any initiative.

Creative and problem solving skills

Pupils' creative and problem solving skills are satisfactory overall. Good examples include composing dance and gymnastic sequences in PE, preparing posters and container designs in business studies and solving 'real life' problems via group work in mathematics. Elsewhere in the curriculum, although opportunities exist for pupils to use their skills in these areas, they do not provide sufficient challenges to raise standards.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The provision for pupils' spiritual, moral, social and cultural development is satisfactory overall. The school meets its aim to create a community where relationships reflect mutual respect and trust, and pupils are enriched by the quality of their experiences both within and outside the curriculum. There is, however, no explicit school policy on spiritual, moral, social and cultural development nor have contributions made by departments in these aspects been audited.

Opportunities for pupils' spiritual development are limited. Pupils attend two assemblies each week in their year groups and are otherwise with their form teachers for registration and pastoral time. In pastoral time there is no act of collective worship even in the form of a "thought for the day" or time for reflection. Assemblies do not, generally, provide time for prayer and reflection and so do not constitute acts of collective worship. They offer opportunities for a strong moral, social and cultural experience – in the inspection week for example there were some well-prepared and powerful presentations about Remembrance Day. Otherwise, however, assemblies were used for pastoral purposes such as the celebrating of pupils' achievements. Opportunities for spiritual development and the exploration of awe and wonder are generally not identified in subject schemes of work, except in religious education (RE) and to an extent in history.

Pupils' moral development is satisfactory. The school emphasises respect and consideration and values honesty in its daily life and routines and in relationships in the classroom. The

schemes of work in RE, PSE and the pastoral programme explore moral issues. In science and in geography there is some consideration of the moral aspects of environmental issues. In English, drama and media studies pupils have appropriate experience exploring moral issues in literature and the media. In history, there is an emphasis on examining source material to determine the truth behind events, and considering right and wrong. Otherwise, however, subjects' schemes of work are entirely focused upon subject specific matters.

Pupils' social development is satisfactory. Relationships between teachers and the majority of pupils, and among the pupils themselves, are positive. Pupils have the opportunity to undertake responsible roles in the life of the school. In many subjects they take responsibility for their own learning and write assessments of their own work. Pupils develop their social skills in many subjects, working successfully in pairs, groups and teams. In PSE, business studies, geography, history and careers, pupils develop an understanding of the way society works. A range of extra-curricular activities and clubs gives good opportunities for socialising. Pupils studying the GCSE Dance course participate in out of school cross-phase community performances and the Cardiff Schools Evening of Dance. At present, though, pupils have limited opportunities to broaden their social and cultural experiences through such productions and performances. A number of individual pupils exhibit challenging behaviour that can disrupt their peers' learning and affect the social ethos.

Pupils' cultural development is satisfactory overall. In English and drama pupils explore their literary heritage and enjoy the experience of writers and performers visiting the school. In modern foreign languages pupils explore the culture of France and have the opportunity for visits abroad. In geography pupils compare and contrast life in other countries. In art, there are good opportunities for raising awareness of art forms in other cultures, through work in the classroom and visits to art galleries. Although Y Cwricwlwm Cymreig is promoted through an eisteddfod and in the schemes of work of some subjects, the department of Welsh could more actively promote it throughout the school. The history of Wales is well represented in the history scheme of work. Pupils visit local places of worship in RE. In business studies, pupils focus on local and regional matters, visit local businesses and have visits from local business speakers. In a number of subjects, incidental illustrations are drawn from local or national sources. However, multicultural awareness is not promoted strongly in the school, other than through geography and art.

The school ensures that all pupils are treated as equals, regardless of racial heritage or social background.

There are individual examples of good practice. The school seems to have made a little progress since the previous inspection in promoting pupils' spiritual, moral, social and cultural development, but there is need for a school wide audit and review of provision.

4.2 Behaviour and attitudes

Overall standards of behaviour and attitudes to learning are satisfactory.

The majority of pupils are polite, courteous and respectful to one another, teachers and visitors. They are attentive and work diligently. A significant minority are periodically challenging, disrespectful and disrupt classroom activities. Their behaviour significantly

hinders the overall progress of others in class. Parents' comments, received prior to the inspection, confirm this.

Dealing with this disruptive minority has resulted in a very high number of temporary exclusions from school. Exclusions are made as a last resort; they are the culmination of extensive due procedure and follow extensive counselling, which includes discussion with parents. The school makes good efforts to provide work for excluded pupils at home but on their return to school there is an added burden to teachers and classmates in the need for additional support to compensate for missed work.

The school has recently introduced a well-regarded positive behaviour management scheme. Whilst it is too early to assess the effectiveness of these procedures in Rumney, they provide a much-needed coherent and unified strategy for promoting good behaviour as an integral part of the overall education package provided in school. In conjunction with the developing social inclusion unit, the school is now well equipped to deal with unacceptable and disruptive behaviour without removing culprits from school.

The school has clear policies for dealing with discrimination, including bullying, sexism and racism. Pupils commented that any instances that do occur are swiftly and satisfactorily resolved.

4.3 Attendance

Attendance in school over the past three terms was around 84 per cent and is unsatisfactory. A high level of unauthorised absence is also a matter of concern.

A small number of pupils with very low attendance are effectively beyond the reach of the school and are the active concern of educational support services. There is also a substantial cohort of pupils who show regular intermittent absence and contribute significantly to the statistics. Although the school has several appropriate strategies, such as a rigorous first day response to absence, well-organised follow-up procedures and the services of a pro-active Educational Welfare Officer (EWO) these have had no discernible positive effect in recent years. The need for regular attendance is appropriately emphasised in the home/school agreement signed by both parents and pupils, and the importance of good attendance is reiterated to parents when their children are absent without reason. However, many pupils seem to remain unaware of the link between attendance and achievement and the significance of their periodic days off, or of the impact absences of their classmates may have on progress of the class.

Targets for improved attendance are realistic.

Pupils' punctuality at the start of the day and to individual lessons is satisfactory, and there are reliable procedures for recording lateness when it occurs.

Registration procedures, collation of statistics and liaison with the LEA and Education Social Work Services fully comply with National Assembly Circular 3/99.

5. QUALITY OF EDUCATION

5.1 Teaching

Good teaching is a predominant feature of the school. It has a positive influence on pupils' learning and attitudes, and is a major contributory factor to the standards achieved by those pupils who attend school regularly.

Teaching was at least satisfactory in 95 per cent of classes observed, good in 55 per cent of these and very good in a further 8 per cent. These figures compare favourably with the national expectations for 2002, which are 95 per cent satisfactory or better and 50 per cent good or better. The higher quality of teaching in KS4 was equal to that in KS3 overall, with 63 per cent good or better in both key stages.

Teaching is good in both key stages in English, mathematics, geography, history, French, art, PE, PSE, and drama. It is also good in KS4 RE, KS3 Welsh, KS3 music, and the KS4 subjects of business studies and media studies. Only in ICT in KS3 is teaching unsatisfactory. It is satisfactory in science, DT, child development, KS3 RE, KS4 Welsh, KS4 ICT, and KS4 music.

Monitoring of teaching and learning, along with regular reviews of techniques and strategies, is having a positive impact on standards of teaching and learning in a minority of departments. Best practice is not yet widespread.

Most teachers have at least good knowledge and understanding of the subjects they teach. This is particularly so in geography and French where they are very good. Many of them communicate this knowledge and understanding to their pupils effectively and this helps to promote higher standards. Often their enthusiasm for their subjects, and lively attitudes motivate and encourage pupils to enjoy their learning.

Planning to use the 50-minute lessons effectively is a good feature in many classes. Often pupils are given tight schedules to complete aspects of the work within a good variety of activities. This assists in moving learning forward at a good pace. Frequently, pupils are informed of the learning objectives at the beginning of a lesson and at the close they review the main features of the session, thus determining what they have learned and what progress they have made. This is good practice.

Most teachers organise and manage their classes well. They use an appropriate range of teaching methods and strategies that are usually successful in maintaining pupils' interest in their work and in ensuring that they make progress. In mathematics, for example, lessons often begin with a series of well-designed mental mathematical activities that help pupils consolidate previous learning and improve their basic skills. Nevertheless, instances occur where pupils' inappropriate and disruptive behaviour negates teachers' good efforts to teach well.

Teachers' expectations of pupils' achievement and progress are appropriately high in most classes. These expectations are often communicated to pupils and realised in suitably challenging tasks that are matched to pupils' abilities and prior attainment. Hence, many pupils receive opportunities to achieve their full potential. This is not the case in every

subject. In science and some DT, for example, there is insufficient variety in the tasks presented and they do not challenge all pupils adequately.

In many classes, teachers use well-designed questions to test pupils' recall and understanding and to encourage them to think deeply about their answers before responding. Such practices do much to aid progress in lessons and extend pupils' learning.

In the majority of classes, relationships between teachers and pupils are good, allowing learning to occur in a purposeful environment. Expectations of good behaviour are made clear to pupils and the majority of them respond well. However, in a range of classes across the curriculum, pupils' challenging behaviour disrupts learning and causes pupils to underachieve. The school has adopted behaviour management strategies to handle such occurrences.

Teachers have good knowledge of pupils with SEN and they provide good teaching, care and support for them. They use individual education plans (IEPs) effectively to provide work appropriate for their needs. Learning support staff also provide good care for pupils with statements of SEN, and others with SEN, and help them to achieve well.

Teachers make appropriate use of some very good displays of pupils' work on classroom walls and in corridors to motivate pupils to learn well. This is particularly so in most mathematics and business studies rooms.

In most subjects, teachers make every effort to match the learning activities to pupils' needs. They complement these with appropriate procedures to measure progress and to provide feedback to pupils on how to improve. Not all subjects, however, are equally successful in doing this.

In many subjects, a proportion of the teaching, although being good in many respects, has a few shortcomings. For example, lessons occasionally lose pace and pupils do not achieve all they should. In a few subjects, one or two lessons are not planned well and are too heavily dominated by teachers, giving pupils insufficient opportunities to participate. In music, teachers' expectations are occasionally too high and lessons' objectives are not realised because tasks are too demanding and pupils cannot complete them.

Most teachers help pupils to consolidate and extend their learning by setting homework of appropriate challenge and interest. There are instances, however, when the work is tedious and does little to extend pupils' learning. A substantial minority of the parents who completed the questionnaire prior to the inspection commented upon this. In many subjects, teachers help pupils to make progress through the use of constructive marking that shows them how to improve. However, not all homework is sufficiently challenging or suitably well marked. For example, although marking is often supportive and encouraging, written feedback does not highlight where work can be improved.

Many teachers give generously of their time outside lessons to help individuals and to offer extra-curricular activities to extend and broaden pupils' learning.

In the majority of subjects, insufficient attention is given to incorporating the use of ICT in their teaching.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is satisfactory overall. There is a comprehensive school policy that is currently under review by an assessment task group with a view to improving current practice and bringing greater consistency across subjects.

Most subject departments have a clear and comprehensive policy on the assessment of pupils' work, which identifies the criteria for levels of attainment. Pupils' work, including homework, is generally well marked. Marking is usually regular, consistent and accurate, identifying pupils' strengths and weaknesses and offering constructive comments on points for improvement. Subject leaders seek to ensure consistency and the accurate levelling of assessments across year groups, and the teachers involved, through departmental discussion and scrutiny of work. Across the curriculum there is, however, some inconsistency in the choice of systems for summarising assessment, particularly in KS3. Pupils' self-assessment is developing well in most subject areas.

Teachers keep suitably detailed records of pupils' progress. Departments systematically compile progress records that inform pupils' reports and the process of monitoring and target setting, and compile portfolios of examples of pupils' work to meet Welsh curriculum requirements. A programme of review meetings enables senior managers to discuss, with subject leaders, pupils' attainment and progress and analyse results in public examinations. The progress of pupils with special educational needs is monitored well, in accordance with the requirements of the Code of Practice and annual reviews of statements properly undertaken.

There is a well-established system for the compilation of pupils' Records of Achievement. Pupils' achievements in school and in the community are summarised and celebrated, supported by the inclusion of certificates awarded and the reports of their work experience.

The school meets statutory requirements for reporting to parents. There is a timetable of formal assessments throughout the school year and twice-yearly reports – a progress report, and an end of year report which is followed by individual pupil progress interviews. The pastoral support team monitors pupils' progress and achievement, setting targets for improvement informed by negotiation with subject teachers. Reports contain assessments of attainment and attainment targets, and an assessment of personal and social qualities. The school reports are specific and identify pupils' strengths and weaknesses, with a helpful summary comment, although the KS3 reports currently express the level of attainment achieved in a variety of styles, while the KS4 reports use GCSE or Certificate of Educational Achievement (CoEA) grades.

The school is in the process of creating a whole-school database of pupils' performance, incorporating entry data, examination results, value-added information and in-school assessment.

5.3 Curriculum

The curriculum in KS3 is satisfactory. It meets the statutory requirements for the teaching of National Curriculum (NC) subjects and religious education. As at the time of the previous

inspection, the number of lessons allocated in French and Welsh for the SEN groups across the key stage limits progress.

In KS4, the quality, breadth and balance of the curriculum overall are satisfactory. In addition to the core subjects of English, mathematics, science and Welsh, together with physical education, PSE and religious education, pupils can now in Y10 choose from four option columns, consisting mainly of GCSE courses. New subjects available include courses in dance, media studies, food studies, child development, text processing, business studies and information technology. The introduction of a wider range of vocationally orientated subjects has been considered, but this area continues to be underdeveloped. The curricular arrangements for Welsh are unsatisfactory, with a substantial number of pupils being entered for the full GCSE course after being taught for only three lessons per fortnight. Twelve pupils in Y10 follow an Alternative Curriculum course that includes studying a vocational course organised by the Cardiff Consortium of Schools for one day per week, two days on work placements and two days in school. In Y11, a similar number of pupils have work experience placements, with two days at school following courses which meet NC requirements.

The curricular provision for pupils of all abilities is satisfactory. Although there are still restrictions for pupils with SEN in time allocations in some subjects in KS3, access to GCSE courses has been improved in KS4. No pupils are disapplied from the NC.

Planning for the development of key skills in KS3 and KS4 is satisfactory. In schemes of work, opportunities for the use of key skills have been identified, but the impact across the curriculum at present is limited. The lack of the appointment of co-ordinators to develop literacy and numeracy strategies has hindered progress. The planning for Y Cwricwlwm Cymreig and multicultural education is well developed in a small number of subjects.

The arrangements for teaching PSE are satisfactory in KS3 and KS4. Only pupils in Y7 have a timetabled lesson every week. This is in addition to a tutorial period, which is arranged for all pupils at the start of one day per week. The PSE programme is based on National Assembly guidelines and includes elements relating to personal, social, physical, emotional, health and careers education. The majority of pupils value the course, but the impact of the provision, with the exception of careers education, is limited because there is not a timetabled lesson for all pupils. Also, because there are few outside speakers, the provision does not give pupils a sufficiently broad experience.

In the majority of subjects, schemes of work are suitably detailed and provide good guidance for teaching and learning. Homework is set regularly in the majority of subjects, but in a significant number of subjects, especially in KS4, there is evidence of a considerable number of tasks not being completed. All pupils have a pupil planner. The effectiveness of its use varies considerably across the two key stages and ability range. At present there is insufficient regular monitoring to ensure that this important vehicle of communication between school and the home is fully effective in assisting to raise standards of achievement.

Continuity in the curriculum between key stages within the school is good. Curricular links with primary schools are good. In science, the 'Passport to Science' project is well established and provides good progression between the KS2 and KS3. There are also positive developments in geography and Welsh; this has not been extended to other subjects in the

curriculum. A well-organised programme of work experience is provided for all pupils in Y10.

Extra-curricular provision is satisfactory overall. There are some visits off-site for fieldwork, museums and places of interest both in this country and abroad. However, the lack of opportunities to develop drama and musical skills in performances and productions limit the learning experiences of pupils.

5.4 Support, guidance and pupils' welfare

The quality of the support and guidance offered to the pupils is satisfactory overall.

On entry to the school, pupils are placed in ability tutor groups, organised after the analysis of KS2 test results, pupils' reading ages and information from feeder primary schools. Pupils stay with the same form tutor from Y7 to Y11. Form tutors know their pupils well and have responsibility for developing their personal and academic development. On days when there is no year assembly or a PSE session, time is spent on a variety of tasks that include checking pupil planners, administration of the merit system, monitoring the class diary and at specific times during the year updating information for the Record of Achievement. Pupil reviews take place following annual examinations in Years 7 to 10 and interim assessments in Years 7 and 10. This process helps to identify targets for improvement, but the lack of data linked to NC levels and GCSE grades restricts the impact of the review process in monitoring academic progress. Also, the lack of an on-going review programme at other times during the year limits the overall effectiveness of the form tutor.

Heads and assistant heads of year, under the guidance of a member of the senior leadership team (SLT) oversee the pastoral provision throughout the school. Regular meetings between the assistant headteacher and heads of year, and with tutorial teams ensure that communication is effective. Heads and assistant heads of year provide good support for form tutors in the execution of their role, assisting with the PSE programme and overseeing the class diary. However, opportunities to review and monitor pupils' progress are limited. Again, the lack of data restricts the effectiveness of this process. A mentoring system has been introduced in years 10 and 11, with members of staff meeting a group of pupils on a regular basis. Pupils to be mentored are identified after KS3 tests with their progress being reviewed at specific times during the GCSE courses. Further strategies are now being considered to ensure that there is a sharper focus in identifying pupils on the C/D boundary in GCSE courses.

One of the aims of the school is to recognise achievement both within and outside school. In KS3, pupils can be awarded merits for improvements in any area of the school's monitoring system, for very good pieces of work and for services to the school. Certificates linked to certain criteria are presented in year assemblies and in the school's annual prize giving. All pupils in Y11 are presented with a Record of Achievement that summarises achievement over the five school years in all activities. The pupils value this.

The programme of PSE, which gives good support for pupils' guidance and welfare, is taught in a timetabled lesson each week for pupils in Y7, and in an extended registration period for all years on one morning per week. The programme is comprehensive and covers the guidelines set out in the Qualifications, Curriculum and Assessment Authority for Wales

(ACCAC) framework for PSE. During KS3 and KS4, pupils follow a structured programme of study covering relationships, study skills, a healthy lifestyle, sex education, drug and alcohol awareness and community and environmental issues. A few subjects also make valuable contributions to the PSE programme.

There is a good and comprehensive careers and guidance programme which is well planned and effectively co-ordinated. In Y9, careers education forms part of the PSE programme with input from form tutors and the school's careers adviser. Pupils are well prepared for making their choices of subjects for KS4. In KS4, all pupils have a weekly careers lesson supported by an individual interview with the careers adviser. Pupils in Y10 undertake a two week work experience placement for which they are well prepared, the placements being found and risk assessments being carried out by Careers Wales. A team of staff aims to visit all placements and provides a written report in addition to the report from the employer. Pupils include these reports in their Record of Achievement. In 2001, the school gained the South-East Wales 'Quality in Careers' Award.

The governing body has approved a suitable range of policies that include: anti-bullying, health and safety, sex education and drugs and substance abuse. The school has clear guidelines for child protection, which comply with National Assembly requirements. The headteacher is the nominated person in charge of child protection. There is close liaison with specialist support and external agencies. The school has a part-time nurse and arrangements for dealing with medical needs are effective.

Procedures for promoting pupils' and staff's health and safety are satisfactory. Risk assessments are undertaken regularly. The health and well-being of pupils are further assured by having eleven qualified first-aiders on the staff. However, some health and safety issues were reported to the headteacher during the inspection.

Links with contributory primary schools are good. During Y6, the head of year visits all primary schools to prepare pupils for the smooth transition to secondary education. Induction days are arranged, with pupils being able to sample lessons in all areas of the curriculum. Further links are established through the partnership project at Rumney Learning Centre.

5.5 Provision for pupils with special educational needs

The school's provision for pupils with special educational needs is good.

There are 478 pupils on the school's register of pupils with special educational needs, which represents forty per cent of the school's roll and is above the average for Wales. Thirty-two of these pupils have statements of special educational needs, which, as a proportions of the school's roll, is broadly in line with the average.

All pupils with special educational needs have access to the same curriculum as their peers. No pupil is identified as having been disapplied from the national curriculum.

Pupils with special educational needs are carefully identified, before they arrive at the school, through liaison with primary schools and by the use of standardised tests when they enter the school. They are placed at the appropriate stage according to the new Code of Practice. IEPs

are created through the use of a computer program, identifying targets to match pupils' needs, and subject departments are invited to add subject specific targets if required.

Pupils' progress is carefully monitored both informally and through regular assessment and there is a clear programme of six-monthly reviews of IEPs and pupils' placement on the register. Teachers are well supplied with information and the special educational needs handbook clearly explains sound policy and practice.

The teaching provision is good. In KS3 pupils with the most acute special educational needs are taught in a separate class in each year except in physical education. English, mathematics and history are taught by special educational needs teachers – other subjects are taught by subject specialists with classroom support where possible. Pupils with special educational needs who are not taught in the separate classes are supported by setting arrangements and the provision of suitably modified courses and materials. The timetable allocation for Welsh in KS3 for the separate class is limited, however, and generally the banding arrangements limit the potential for movement between classes by pupils with special educational needs. In KS4 pupils with special educational needs join their peers in the setting arrangements for core and option subjects though the separate class taught by special educational needs teachers remains for English and mathematics. Where possible, in the light of achievement in the national tests at the end of KS3, pupils move into mainstream English and mathematics. Main school subject teachers generally make good use of the information made available about pupils with special educational needs and those identified as gifted and talented. Schemes of work and teaching strategies are modified accordingly and extension tasks provided for the most able in English, mathematics, history, modern foreign languages, music and media studies.

A variety of effective strategies ensures that pupils with special educational needs make good progress. Setting arrangements, small classes, in-class support by both special educational needs teachers and well-qualified learning support assistants, withdrawal for individual tuition, and a literacy and numeracy intervention programme in Y7 and Y8. There is specialist teaching for pupils with specific learning difficulties (dyslexia). The special educational needs department generally makes good use of computerised learning programs, although at present there is no use made of the computer integrated learning system on the school information and communication technology network despite the school's significant investment in licences for its use.

The extent of the provision of learning support assistants is adequate for pupils with the most acute special educational needs. However, it is limited by budgetary requirements across the school as a whole, although the UA funds the provision of learning support for three identified pupils and there is weekly support for pupils with emotional and behavioural difficulties by a visiting specialist. There was no support for pupils in modern foreign languages and little in music, geography and science.

The special educational needs co-ordinator monitors the progress of the quite significant number of pupils in the school who have English as an additional language, whose language competence is assessed annually by the UA. A small number of pupils receive weekly support teaching from a visiting language specialist but the great majority of pupils in the school who have English as an additional language have fully functional language skills.

The school is mindful of its responsibilities to include pupils with SEN in the wider life of the school, in accordance with the recommendation of the ‘Building Excellent Schools Together’ document. Pupils with special educational needs have access to the same curriculum as their peers and the same opportunity to participate in extra-curricular activities. In KS3, pupils do physical education with their peers, and in KS4, they are in option groups with their peers. However, they remain in separate form tutor groups, and for core and many foundation subjects, in the SEN department. This provides a secure environment but limits their opportunities to mix informally with a wide range of other pupils.

There are good arrangements for liaison with outside agencies and with parents. Annual reviews are carried out in accordance with the Code of Practice though they are not well attended by parents.

Progress since the previous inspection is good – there are new documents, the new Code of Practice is in place and there are new individual education plans.

5.6 Partnership with parents and community, schools and other institutions

Overall these links make a satisfactory contribution to pupils’ overall development and standards of achievement.

Parents receive extensive information about the school’s pastoral and social aspects through a clearly written prospectus and newsletter. They are less well informed about curriculum organisation and content, and a significant proportion of parents expressed dissatisfaction with the information they receive. The annual report of the governors provides a useful overview of the progress of the school as a whole and well-organised parent evenings and regular reports adequately inform on individual pupils’ progress. Opportunities for parents to contribute to school life are limited.

The school maintains a central role in the community as an adult education centre and by providing vacation play-schemes for younger children supported by Y10 pupils. Other sections of the community benefit from charity collections, Harvest Festival gifts and entertainment with drama productions. A range of visits to and visitors from the local community enhance pupils’ development and education.

Liaison with primary schools and further education colleges is good. Close association and regular meetings of the primary school cluster group, and reciprocal visits between staff from several departments have laid the foundations for developing useful curricular links across all core subjects based on a current well-regarded project in science. A range of visits, taster days and collaborative events ease transition from KS2 to KS3. Similar cluster-group exchanges between neighbouring secondary schools and local FE colleges, brokered through the careers education programme, provide good information about alternative curriculum opportunities for Y10 and Y11, and inform school leavers of a wide range of apposite courses available locally and further afield.

The school has established links with initial teacher training institutes, and several students are scheduled to work in school next term. These trainees help broaden the range of teaching styles and experiences of pupils.

The school is part of a specially funded consortium of ten learning centres based at Cardiff schools. The Rumney Learning Centre (RLC), with its fully equipped ICT facility, is well managed and provides good opportunities for pupils and members of the wider community to support and/or extend their learning. The good quality of this provision has been recognised nationally by being awarded Quality in Study Support (QiSS) status.

5.7 Partnership with industry

The partnership with industry is good.

There is an effective policy. Work-related education is initiated in KS3 with a useful exploration of personal attributes in relation to employment requirements. In KS4 pupils gain a deeper understanding of the relationship between personal, social and academic education and employment. This is achieved through a high quality careers education programme, and a well-structured and beneficial work-experience placement. At appropriate times, several subject departments enhance work-related education with focused visits or projects linked to the workplace or by the use of personnel from industry as speakers and mentors.

Constructive and informative relationships with an Educational Business Partnership and a careers advisory company ensure provision of relevant and up-to-date advice and guidance, and help in the organisation of the work-experience programme.

Overall the work-related education provides focus and meaning to curriculum based education and generally enhances learning and personal development.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The school has good procedures in place for evaluating its performance and planning for improvement, but best practice is not yet widespread amongst all departments. Hence, the effectiveness of current practice is satisfactory overall. The school works closely and successfully with the UA's support services in its quest to focus upon improving teaching and learning.

The school operates a line-management system, where members of the leadership team are associated and work closely with certain departments. Through this structure and from a range of other sources of information, the headteacher, governors and senior managers have a good awareness of the school's strengths and shortcomings. The governors are also actively involved in keeping the school's performance under regular review through receiving regular reports.

The school's current development plan for 2002/2003 is suitably based on the analysis of the school's good features and shortcomings. It rightly focuses upon five main areas of perceived priority. The stated aims are to implement fully the monitoring system to improve the quality of teaching and learning, to improve continuity between KS2 and KS3, to implement an effective system of reviews of pupils' progress, to extend the positive behaviour management

structures and to continue to improve the environment. In the SDP, responsibilities are clearly defined and an appropriate timescale is provided. Most heads of department know the strengths and areas for development in their subjects. Departmental planning for improvement is closely linked to the school's main priorities for development.

The headteacher and senior staff carefully analyse pupils' test and examination results, and other data, making comparisons with UA, similar schools' and national figures. They discuss their findings with heads of subject departments, and use the results of NC tests and other data to discuss challenging but achievable targets for departments and for pupils. Heads of department are also required to record individual pupils' examination targets and these, along with the other assessment data are stored and analysed effectively using a central computerised system.

Most departments have procedures in place for reviewing standards of teaching, learning and achievement in their subject areas. The quality of practice is not consistent though. It is very good in English and geography, and good in history, PE and drama. It is satisfactory otherwise. Departments have good opportunities to discuss how to raise standards further and to consider ways of improving teaching and learning, because they have been provided with timetabled curriculum time to do so. Most are making good use of this time. Through providing informative documents and in-depth discussions, the leadership team is successful in making teachers aware of the need to share good practice, improve teaching and learning styles and to set suitably challenging targets for improvement.

Regular and formal observation of lessons by senior and middle managers is not yet an established feature of the school's self-evaluation processes. Where it does occur, as in English and geography, it is proving to be most beneficial. In a few departments, teachers have participated in observing their colleagues teach and this too is has informed ongoing discussions about teaching and learning strategies.

The school uses in-service education and training (INSET) days and other occasions effectively to review aspects of its work and the priorities in the SDP and departmental improvement plans.

6.2 Leadership and efficiency

The school is led well by the headteacher, governors and senior staff.

The school's brief but expressive mission statement, "opportunities and success for all" summarises its vision that all in the community are capable of learning and achieving. The school has a clear vision and sense of direction. All concerned work hard to provide for all pupils' academic and personal development in a challenging and supportive atmosphere.

The headteacher provides very good leadership and this has been a major factor in improving standards achieved at the school. He has a thorough understanding of the strengths and shortcomings of the school and he has very clear ideas of how the school can continue to improve the quality of education it provides. He receives good support from the other senior staff, who join with him to form an active and effective school leadership team.

There are clearly defined management roles for all senior staff and individuals' strengths are used to best effect in running the school. The school is an orderly community for the most part. Staff are aware of the school's policies and organisational systems, and regular and frequent briefings for staff are effective in maintaining good channels of communication.

The governors are supportive of the school. They know the school well and carry out their duties effectively and efficiently. They have valuable expertise, which they use to the school's advantage. They are involved in aspects of planning and evaluating the school's performance, especially through the work of a range of appropriate committees. Consequently they are fully aware of the school's strengths and shortcomings, and the strategies to be employed for improvement, as seen within the school's development plan. The governors carry out all their statutory responsibilities with the exception of ensuring that all pupils have the opportunity to attend a daily act of collective worship.

The quality of departmental leadership and management is satisfactory overall. It is very good in English and geography, good in history, RE, French, art PE and drama, and satisfactory otherwise. In the best departments, delegation of responsibilities is very good, monitoring of standards, teaching and learning is effective, good use is made of assessment data to inform curricular planning and financial management is good. In most departments, many of these good qualities of leadership and management are to be found. Often there is good liaison between teachers in departments, and a willingness to share good practice with a view to raising pupils' standards of achievement further. Planning for progress and continuity within the curriculum is good in most departments. Nevertheless, there are a few shortcomings. These include unsatisfactory planning for the use of ICT, spending more time at departmental meetings on administrative matters rather than on issues of teaching and learning, and insufficient use of available data.

Financial planning and management are good. Governors and senior staff work well together to achieve this. The school handles its income of around £3.6 million prudently and efficiently. The budget is set by correct reference to the planned curriculum and the consequent staffing, accommodation and learning resource requirements. The governing body also exercises careful oversight of the school's finances, staffing provision and appointments. Daily management of finances is very efficient, and spending decisions are taken only after proper consideration of the school's agreed priorities for development, and then the personnel concerned take particular care to ensure that best value for money is obtained. The latest auditors' report received by the school contained a few recommendations. The school responded positively to these. The school maintains a sensible surplus year on year as a contingency fund for planned and unexpected costs.

Expenditure per pupil on books and equipment is well in excess of the national figure. Capitation is awarded to departments by an equitable formulaic system with an opportunity to bid for extra necessary funds, and in most cases the allowances are adequate or better, enabling subjects to provide well for their pupils.

Day-to-day organisation and administration are efficient and effective. Administrative and support staff in all areas make a positive and valuable contribution to the smooth running of the school.

6.3 Staffing, accommodation and learning resources

Staffing

The level of staffing is appropriate for the curriculum that the school provides. There are 70 full-time teachers including the headteacher and 5 part-time teachers giving a full-time equivalent of 72.1. This results in a pupil to teacher ratio of 16.5 to 1, which is very close to the all Wales average of 16.6 to 1. The average class size is 24.3 pupils, which is above the Wales average of 21.3. The teacher to class ratio is 68 per cent which is below the national average for a school of this size.

Almost all teachers have graduate qualifications, and 17 have experience of working in industry. Staff are deployed to best advantage. Specialist staff teach the majority of lessons; very few lessons are taught by non-specialists. The teaching staff has a good range of experience and the appointment of some new members has ensured a beneficial flow of new ideas and practices into the school. There are four newly qualified teachers (NQTs) who are supported well by the school's effective and well-planned induction programme. They receive appropriate support from senior and middle managers and their other colleagues.

The allocation of additional salary points is appropriate for a school of this size and this helps maintain staffing costs in line with the national average. There is a fair gender distribution of posts carrying responsibility. The distribution of non-teaching time is appropriate to the level of responsibility in most cases.

Most members of staff take full advantage of opportunities provided for professional development. In-service training needs are identified in departmental development plans, which are linked to school priorities.

The school benefits from the support it receives from a good range of committed administrative and ancillary staff. They provide effective support across a wide range of duties and responsibilities, and are appreciated by those with whom they work.

Accommodation

The accommodation is adequate for the number of pupils on roll and the curriculum provided, and the quality of specialist accommodation is predominantly good. Overall it provides a good environment for learning.

Since the previous inspection, there have been many improvements in the facilities available. The Rumney Learning Centre, for instance, is now a feature of the school and it is used well by a minority of pupils and the members of the wider community to enhance their learning through using the ICT facilities it provides. The facility is also used well before school and for homework clubs in the evening. Well-resourced ICT rooms are available, and they are used well to raise standards in the subject and in some, but not all, other areas of the curriculum.

The school has been able to arrange most subjects in suites of rooms. This enables effective communication and the sharing of resources to take place. Many classrooms in the school are enhanced by interesting displays creating a subject identity and providing a pleasant

environment for learning. They are particularly good in mathematics, business studies, French, geography, history and Welsh.

The internal fabric of the accommodation is good overall, with a few corridors and rooms in need of redecoration. There is little evidence of graffiti on walls and on desks. There is, however, a considerable amount of litter around the school, which is quickly cleared by site maintenance staff.

During the week of the inspection a small number of health and safety issues were reported to the headteacher.

Learning resources

The adequacy of learning resources is good overall. Only in art are the quality and quantity of resources unsatisfactory.

The level of funding for textbooks, materials and educational resources is above the average for schools in Wales, and this results in most departments' capitation allowances being at least adequate for their needs. In music though, the allowance is low and this means that there are insufficient untuned percussion instruments, and there is a shortage of keyboards and reference books. In Welsh there is a shortage of reading books.

In other areas, such as modern foreign languages, resources are good. Classrooms are well equipped with overhead projectors, tape recorders, televisions, and good quality books and worksheets. In many subjects, although textbooks are good and plentiful, pupils are often not allowed to take them home for fear of damage or loss. Unless other arrangements are made for work at home, absence of texts can lead to underachievement.

The ratio of pupils to computers is good at 6.0 to 1 and most of these computers are less than five years old. However, there is a shortage of ICT resources in many curricular areas. There are also difficulties in gaining access to some computer rooms, which limits the development of ICT across the curriculum.

The number of books in the learning resource centre (LRC) is very modest and below the number expected per pupil for a school of this size. There are insufficient books to support the curriculum in business studies and modern foreign languages, and there are not enough reading books for Welsh.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

English

Standards in English are good in KS3 and KS4.

Good features

KS3 and KS4:

- Pupils respond to structured opportunities for speaking, and work sensibly and productively in pair and group oral activities.
- Generally pupils listen actively and are engaged by lessons.
- Pupils' reading skills are equal to the demands of the texts they study and wide reading is encouraged by paired reading, reading records and the timetabled use of the LRC in KS3.
- Pupils have awareness of their capabilities and undertake regular self-assessment.
- A wide range of writing is undertaken. Pupils build up a good body of work and produce a variety of extended pieces. They are familiar with and benefit from the process of planning, drafting, editing and revising their writing.
- Pupils use ICT effectively, producing quite sophisticated documents incorporating pictorial material in KS3. They are familiar with word-processing and desktop publishing, and in KS4 word-process some coursework.
- Pupils develop the capacity to use ICT sources for research.
- Pupils with SEN are well supported and make good progress.
- Relationships in the classroom are good and generally pupils respond well to teachers' expectations.
- The study of literature and the discussion of issues contribute to pupils' social, moral and cultural development.
- Pupils make good progress and the great majority is entered for both language and literature at GCSE – a higher proportion than nationally.
- The relatively small proportion of pupils who cannot meet the demands of the GCSE is able to gain a qualification through the Certificate of Achievement in English.
- Few pupils leave the school without any certificate in English.

Shortcomings

KS3 and KS4:

- In the national tests at the end of KS3 in 2002 attainment was well below the Welsh average, with 43 per cent of pupils gaining level 5 or above.
- At the end of KS4, attainment in GCSE was well below the Welsh average, with 40 per cent of pupils entered achieving grades A* to C in language and 46 per cent achieving grades A* to C in literature.
- Absenteeism affects pupils' progress.
- Boys' attainment is significantly lower than that of girls.
- Pupils are often reticent in open discussion and need encouragement to contribute.

Good progress has been made since the previous inspection. There is more emphasis on wide reading and extended writing and the great majority of pupils is entered for both GCSE language and literature.

Mathematics

Standards of achievement are satisfactory in KS3 and KS4.

Good features

KS3

- Pupils in top sets in Y9 are achieving standards in excess of national expectations.
- Able pupils in particular make good progress from Y7 to Y9. This can be seen clearly in the good quality work in their exercise books. Most work is well organised and complete. Many pupils have a good work ethic.
- Many pupils recall and apply a wide range of previous work, not just the most recent.
- Pupils with SEN make good progress and achieve good standards.
- Less able pupils and those with SEN often work logically and methodically, thinking well about what they are doing, not just guessing answers.
- Pupils' basic numerical skills are generally good. Their mental mathematical skills are developed well during regular practice sessions.
- In many classes, pupils can explain clearly what they are doing, and show that they understand the mathematical concepts involved.
- In top sets, they occasionally ask questions to confirm understanding and suggest alternative methods of solution, using correct terminology.
- Most pupils make appropriate and accurate use of electronic calculators.

KS4

- Pupils in top sets in Y10 and Y11 are achieving standards in excess of national expectations.
- As in KS3, most pupils use calculators well and appropriately.
- Many pupils provide extended reasoned answers to questions that indicate a good depth of understanding of the topics involved.
- In many instances, pupils work systematically and methodically, in groups too, when undertaking investigational work. More able pupils cope well with rigorous, very demanding tasks.
- In a few classes, pupils challenge their teachers with demanding questions to confirm their understanding of topics.

Shortcomings

KS3

- Results in the 2002 KS3 national tests at level 5 or above were below the average achieved in similar schools.
- For a substantial minority of pupils, intermittent and/or long-term absences cause considerable underachievement.
- Challenging and disruptive behaviour occasionally hinders progress for many pupils.
- A few less able pupils sometimes find basic number facts and properties difficult to remember. They also use calculators inappropriately.
- A sizeable minority of pupils lack confidence in their own ability. This leads to a measure of underachievement because they constantly refer to teachers for guidance, rather than thinking about what they are doing.
- A minority of pupils work without understanding, repeating learned procedures without thinking what's happening mathematically.

KS4

- In 2002 the GCSE results for grades A* to C and A* to G were below national and local averages.
- For a substantial minority of pupils, especially in Y11, intermittent and/or long-term absences cause considerable underachievement.
- Challenging and disruptive behaviour occasionally hinders progress for many pupils.
- Pupils sometimes rely inappropriately on calculators for simple arithmetic operations that should be performed mentally.

Since the previous inspection, standards in external tests and examinations have not improved, but current achievement, especially amongst more able pupils, is better. The quality of teaching has improved. The use of ICT within mathematics lessons is still underdeveloped.

Science

Standards of achievement are satisfactory in KS3 and KS4.

Good features

KS3:

- In KS3, more able pupils have a good understanding of a wide range of topics covering all aspects of the National Curriculum.
- They have a good recall of key concepts and ideas and apply them to a range of problems and applications in everyday life.
- A small number of average ability pupils make good progress in a range of tasks across the three attainment targets.
- A minority of below average ability and pupils with SEN make good progress when they are given opportunities to apply basic principles to a range of tasks. There were examples where scientific terminology was used well.
- Pupils develop satisfactory and, with a number of classes, good practical skills.
- Pupils work safely and collaborate well during practical work.
- National test results show an improvement since the previous inspection.

KS4:

- A significant majority of able pupils make good progress and have a good understanding of complex principles developed in the key stage in life processes and living things, materials and their properties and physical processes.
- More able and a small minority of average ability pupils can apply their understanding to a range of problems, many related to the application of science in everyday life.
- The quality of investigations is satisfactory, overall. More able and a small number of average ability pupils complete investigations of a good standard in all skill areas.

Shortcomings

KS3:

- A significant majority of average and lower ability pupils have a less secure recall and understanding of current and previous work. They often have difficulty in applying scientific principles to a range of applications in everyday life.
- With a significant number of pupils, there is evidence of a considerable amount of incomplete work in class and homework tasks.
- The standard of investigative skills is satisfactory, overall. A minority of classes are making good progress in planning and observing. These features are not extended across all classes.
- The progress of some pupils is affected by the unacceptable level of disruption caused by other pupils in a minority of classes.
- The percentage of pupils obtaining level 5 and above in the national tests in 2001 and 2002 were significantly below the national average.

KS4:

- The majority of average and below average ability pupils make satisfactory progress, with a significant number unsatisfactory progress. With these pupils, progress is seriously

hindered through the irregular attendance of a number of pupils, a considerable amount of incomplete work and disruptive behaviour in some classes.

- A significant number of average and below average ability pupils have a limited understanding of basic scientific principles and have difficulty in recalling scientific facts and applying them to a range of tasks.
- In some investigations, the lack of scientific knowledge and preliminary work in the planning stage, the drawing of inappropriate graphs and the absence of units, and the lack of detailed evaluation, prevent access to the higher marks.
- In both key stages, because there is a lack of rigorous and consistent assessment, marking is often superficial, and pupils are not aware of how they can improve the standard of their work.
- The percentage of pupils gaining grades A* to C in 2001 and 2002 GCSE examinations was substantially below the national average, and was lower than the 2000 figure for the school.
- In both key stages, the use of ICT is under-developed.

Since the previous inspection, the department has made satisfactory progress and there has been an improvement in results in KS3. However, a number of significant weaknesses remain.

Welsh second language

Standards of achievement are satisfactory in KS3 and in KS4.

Good features

KS3:

- The majority understand the Welsh spoken by the teacher, and pupils are enthusiastic when answering questions.
- Listening skills are being developed, and most pupils listen carefully and respond well to listening exercises. Pupils of higher ability are able to identify some detail in recorded language, and have a good recall.
- The majority of pupils understand the written texts prepared for them in the course book and on work sheets and they are developing reading comprehension skills relative to their ability.
- Many pupils write interesting sentences, on a variety of themes including home, pastimes, likes and dislikes and are able to use the present tense accurately.
- Pupils with SEN are effectively supported and make some progress in lessons that integrate all the three attainment targets.

KS4:

- Pupils in high sets take part in dialogues prepared for the GCSE examination, and respond appropriately to teachers and pupils, using a fair range of vocabulary and idiom.
- Understanding of authentic texts is developed, and pupils are able to identify main points and details.
- Most basic constructions and tenses are used correctly when writing for GCSE folios.

- Pupils with SEN cope well with simple tasks organised by the teacher, which correspond to pupils' learning needs.

Shortcomings

KS3:

- A significant number of pupils have difficulty in responding to questioning, and have to resort to their worksheets or booklets before attempting an answer.
- Many pupils experience difficulties with their reading, and encounter problems with pronunciation.
- A number of pupils are unable to extend their talk beyond the patterns introduced in the lessons, and there is a reluctance to use patterns and constructions learnt earlier in oral and written work.
- Some middle and lower ability pupils in some classes are not always fully focused on their tasks and make only limited progress.
- Pupils with SEN only have half of mainstream provision as their peers; in consequence they do not cover the same range of work.

KS4:

- The majority of pupils in KS4 are timetabled for the GCSE short course, but entered for the full course. This limited contact time has contributed to the high percentage of pupils gaining grades below the national average.
- A number of pupils fail to develop sufficient grasp of new language patterns to be able to use them naturally and they rely to a great extent on the support of work sheets.
- A proportion of written work is very brief; an analysis of pupils' exercise books shows insufficient opportunity for extended writing.
- Pupils do not have adequate access to authentic reading materials, and very few pupils read for pleasure.
- Inattention in class, a poor record of attendance and constant chatter when listening is required, hampers the progress of some pupils.

Standards of achievement at both key stages are similar to those at the previous inspection. The new head of department is introducing strategies that aim to raise standards, and recent developments bode well for the future.

Design and technology

Standards in KS3 are satisfactory. In KS4, standards are very good in GCSE textiles technology; good in industrial technology and satisfactory in resistant materials, food technology and systems and control.

Good features

KS3:

- Pupils have a sound understanding of a design process and its application is satisfactory.
- In project work pupils understand and develop specifications to guide their designing.
- The generation of ideas is satisfactory overall but varies widely across modules. It is good in textiles.

- Making skills using an appropriate range of materials are good and sometimes very good. Pupils work accurately and produce a good finish to their products.
- Good use is made of a wide range of ICT skills in Computer Aided Design/Computer Aided Manufacturing (CAD/CAM), design applications, computer control and general applications, including appropriate use of the Internet.
- Mechanical and electronic control principles are understood, and appropriately embedded in design and make projects.
- Knowledge and understanding of materials and components and their applications are satisfactory.
- Less able pupils and pupils with SEN make very good progress.

KS4:

- Design work is very good in textiles technology.
- Making skills are good in all courses. Pupils work accurately and produce a good finish to their products.
- ICT is well used for general design, presentation, research, and CAD/CAM.
- Understanding of materials, their properties and working characteristics is good.
- Project work in textiles is experimental and innovative.
- Industrial technology pupils integrate CAD/CAM effectively into the manufacturing processes they apply.
- GCSE examination results in 2002 for textiles technology were well above national averages for grades A* to C

Shortcomings

KS3:

- Aspects of designing, and in particular, the generation of ideas and their development in the majority of modules, are underdeveloped.
- The link between specification and evaluation is inconsistently applied.
- Quick drawing skills and graphic presentation skills are underdeveloped in most modules.
- Structures work lacks sufficient emphasis on load failure calculations.
- Over-structured projects and workbooks limit more able pupils' progress in Y8 and Y9.
- There are insufficient links between modules across and between year groups to ensure continuity and enhance standards.

KS4:

- Design work in resistant materials, food technology and systems and control is often over prescribed and lacks creativity and innovation.
- Design drawings are underdeveloped other than in textiles.
- Sketching skills are sometimes weak.
- Research work is often related to a preconceived solution rather than an exploration of possibilities.
- Intermittent and prolonged absences result in too many pupils not completing their course work.
- The 2002 GCSE results in resistant materials and food technology were below the national average.

Since the previous inspection, standards in KS3 and KS4 have remained satisfactory overall.

Information technology

Pupils are taught IT across the curriculum in KS3. Standards of achievement are unsatisfactory. Standards of achievement in KS4 are satisfactory.

Good features

KS3:

- Most pupils' general management of a computer is satisfactory.
- Most pupils confidently use word processing and desktop publishing in their work across the curriculum.
- Most pupils are able to access the Internet confidently and to download information.

KS4:

- Portfolio work in communicating information is good. Pupils confidently communicate information for a variety of purposes and audiences.
- Design work demonstrates an ability to combine different communicating information packages that are pertinent to the problem being solved.
- Appropriate use is made of the Internet to research and download relevant information.
- Most pupils in Y11 are developing a sound understanding of handling information techniques using databases. The best work demonstrates effective data capture, sorting and interrogation skills.
- Where project work is based on real-life contexts, research, analysis and problem solving skills are developing well.
- Pupils have a satisfactory understanding of theory.

Shortcomings

KS3:

- Pupils have limited understanding of, and competence in, data handling using a database.
- Understanding and use of spreadsheets and the modelling of number are underdeveloped.
- Pupils insufficiently consider social, economic, ethical and moral issues related to the use of ICT.

KS4:

- Pupils are insecure in their understanding and use of spreadsheets and in modelling number using a spreadsheet.
- In some classes pupils are insufficiently involved in self-assessment to understand what they have to do to improve.
- Intermittent and long-term absence seriously affects the standards of a substantial number of pupils.
- Projects created from imagination lack depth of research and problem solving content.
- In 2002 examinations results were well below national averages for both grades A* to C and A* to G and often lower in IT than in other subjects.

Since the previous inspection, standards in KS3 have regressed whilst in KS4 they remain satisfactory. Many problems were the consequence of serious and protracted staffing difficulties that have now been resolved.

History

Standards of achievement are satisfactory in KS3 and KS4.

Good features

KS3:

- Pupils have secure levels of background knowledge and their recall skills are satisfactory.
- Pupils have good levels of chronological awareness and show growing confidence in extracting accurate information from a variety of sources of historical evidence. They use the sources effectively to develop a more secure understanding of historical problems, and they record their learning appropriately.
- Pupils are successful in distinguishing between fact and opinion and can recognise the operation of bias in interpretations of historical events.
- Pupils use subject-specific vocabulary accurately and in the correct context. They have a sound understanding of key words and key concepts.
- Pupils generally have a sound understanding of the operation of change in the historical process. Average and above average ability pupils are confident in identifying a variety of causes for change and many can distinguish between long-term and short-term factors making for change. A significant number of these pupils work together and successfully adopt an investigative approach to historical problems.
- They produce essays and project work that are logically organised, cogently argued and carefully researched.
- Above average and some average attaining pupils recognise that historical events can bear more than one interpretation. Their oral presentations in lessons are soundly argued and confidently conducted.

KS4:

- Pupils develop a secure understanding of how to test sources of evidence for bias, reliability and usefulness. They learn to compare sources effectively and can successfully recognise and explain propaganda in source material, for instance, in sources related to Prohibition in the USA of the 1920's and in the growth of Nazism in 1930's Germany.
- They make sound progress in further developing an independent approach to investigating historical problems. They develop a conscientious approach to compiling useful and full sets of notes for future reference.
- Many above average and average ability pupils produce well-planned pieces of extended writing; they draft and re-draft their work appropriately in order to raise their performance.

Shortcomings

KS3:

- Standards of presentation of written work by a number of average and below average ability pupils vary widely. Standards of spelling, punctuation and English expression are often insecure among this group of pupils; they make limited written responses to historical questions and their work lacks adequate range and depth

KS4:

- Unsatisfactory levels of attendance at school by a significant number of pupils have a negative impact on the standards achieved at the end of KS4.
- In 2002, 42.9 per cent of the pupils who opted to study history at GCSE gained grades A* to C; this is below the national average.
- A number of pupils of average and below average ability do not always make sufficient effort to complete their set tasks and homework exercises; this hampers their ability to raise their standards of achievement.

The department has made good progress in addressing the issues raised in the previous inspection.

Geography

Standards of achievement are good in both KS3 and KS4.

Good features

KS3:

- Pupils make good progress in acquiring the skills of geographical enquiry, benefiting from a programme of extra-curricular visits and making good use of information from a range of sources.
- They show good knowledge of patterns and processes in physical and human aspects of the subject and make good use of local examples to extend their understanding in regions further afield; their grasp of Y Cwricwlwm Cymreig is improving.
- They increase their subject vocabulary of key words, which they apply with increasing precision.
- Their key learning skills of communication, numeracy and the use of ICT are enhanced by regular opportunities to make use of them in classroom activities.
- Across the key stage, pupils' understanding of theoretical aspects of the programme of study is enhanced by the study of actual situations such as the earthquake at Gujarat in India and the inequality in the standard of life of the local populations in less economically developed countries such as Brazil.

KS4:

- Pupils have good recall and understanding of previously acquired information, which they apply effectively to their units of study both in class and in their coursework that is often of a high standard and reflects effective independent research and constructive evaluation.
- Viable explanations are offered for the occurrence of earthquakes and volcanoes in certain parts of the world and why the migration of vast numbers of people across continents can be the result of both negative and positive factors; they are aware that there are areas of 'haves' and 'have nots'.
- Pupils demonstrate their literacy skills in extended writing. Numeracy and graphical skills are well used. Pupils work productively as individuals and in small groups to solve problems.

- They speak and write with increasing accuracy and can collect, represent and interpret data in maps and graphs; they respond to the high expectations of their teachers and work productively as individuals and in small groups.
- In recent years, results in external WJEC examinations have been significantly above UA and national figures at the higher A* to C grades and show a 100 per cent pass rate. This represents positive progress for the candidates.

Shortcomings

KS3 & KS4:

- Whilst achieving standards commensurate with their abilities, a poor record of attendance, a short span of concentration in class and a failure to recall information from previous lessons diminish the standard of some pupils' work.
- The use, spelling and meaning of more complex terminology are difficult for some pupils.
- On rare occasions, the anti-social behaviour of a small minority of pupils hinders not only their progress but also that of their classmates.

The department has made good progress since the previous inspection. The standard of pupils' work has improved, examination results are significantly better and the majority of concerns identified in the previous report have been overcome.

Modern foreign languages (French)

Standards of achievement are good in KS3 and satisfactory in KS4.

Good features

KS3:

- Pupils hear fluent French spoken by their teachers and develop good listening skills.
- They respond with enthusiasm to the range of activities prepared for them.
- The majority speak with a good accent and are confident when holding a short conversation with a stranger.
- Comprehension of texts in the course-book is good.
- By the end of Y9 the majority of pupils use the past, present and future tenses effectively. More able pupils write using a range of vocabulary and idiom.
- Pupils produce interesting projects presented using ICT.
- Despite restricted time pupils with SEN make good progress in listening and speaking skills throughout KS3.

KS4:

- Pupils understand the main points in language spoken at a natural pace.
- They speak well on topics prepared for the GCSE examination.
- Reading comprehension is good; pupils have the opportunity to access authentic texts on the Internet.
- More able pupils produce well written coursework; writing with increasing accuracy.
- In 2002 all pupils entered for the GCSE examinations achieved a grade A* to G.

Shortcomings

KS3:

- A minority of pupils of average ability underachieve because they do not concentrate fully in class.

KS4:

- Pupils are hesitant when speaking in unrehearsed situations. They confine themselves to short answers and do not use the language to ask for information or explanations.
- A small number of disaffected pupils do not achieve their best despite every effort to involve them in a variety of language activities.
- Repeated absence hinders progress for a significant minority of pupils.

Since the previous inspection examination results have improved and there has been good progress in developing ICT skills.

Art

Standards of achievement are good in KS3 and KS4.

Good features

KS3:

- In the most recent end of KS3 tests the majority of pupils achieved or exceeded the expected level.
- Pupils are developing good drawing and painting craft skills.
- They know how to use correct clay techniques to support their imaginative three-dimensional work.
- Pupils are beginning to use sketchbooks successfully.
- They are able to demonstrate their understanding of Celtic art and art of other cultures in practical work.
- They know how to use computers to generate creative graphic design.
- They have an understanding of how an artist works from working with practising artists.

KS4:

- In the most recent GCSE textile examination, results were better than the national average and all pupils achieved a grade A* to C.
- Pupils are able to produce imaginative three-dimensional figurative clay sculpture.
- They are able to use surface printing and screen-printing techniques to produce bold images.
- Pupils produce very creative and sophisticated work in textiles to a very high standard that shows much individual flair.
- They support their experimental textile research books with very informative notes.
- When drawing from the model they produce figure drawings of a very high standard.
- They are able to use their computer skills to successfully design Internet web pages.

Shortcomings

KS3:

- Pupils do not speak about art with any confidence and restrict themselves to single word answers.
- When writing about art they do not describe what they see or say what they think.

KS4:

- Results in the most recent GCSE art examination, while improving, were below the national average. Boys did less well than boys nationally.
- When writing about art or artists pupils regularly present copied work and do not develop personal opinion or judgement.
- Poor attendance, particularly by boys, results in unfinished work and a quantity of work less than expected for successful examination results.
- In Y11, both boys and girls show a poor response to art homework tasks.

The subject has made good progress since the previous report due to good leadership. Previous shortcomings have been successfully addressed. All lessons are now well supported by thorough lesson plans and a new electronic tracking system has been developed to monitor pupils' achievements.

Music

Standards in KS3 are satisfactory; in KS4 standards are unsatisfactory.

Good features

KS3:

- Standards in performing, composing and appraising music are satisfactory, overall.
- Pupils in all classes sing with enthusiasm. Y7 pupils and pupils in the Y8 SEN class sing with secure intonation and clarity of diction.
- Pupils develop a good awareness of rhythm and pulse by using body-percussion. Most pupils perform individual parts on classroom instruments and keyboards with a good degree of accuracy. More able pupils and those in SEN classes maintain good ensemble when performing together.
- In composing, improvisations by more able pupils are rhythmically and melodically interesting and have a sense of shape and style.
- Pupils have some awareness of musical elements and are able to identify instruments and basic features in various recorded extracts. Pupils with SEN make constructive suggestions for refining their own music making.

KS4:

- Pupils in Y10 make suitable progress in the three elements of the course.
- Across the key stage most pupils make suitable progress in vocal and instrumental performing, especially as individual performers, and achieve satisfactory standards, overall.

- Initial ideas for composing by a few pupils in Y10 display interesting treatment of chords and rhythmic and melodic motifs.
- A few more able pupils have a basic knowledge and understanding of technical musical terms and are able to discern features in recorded extracts.

Shortcomings

KS3:

- Pupils in certain Y8 and Y9 classes do not always sing with sufficient attention to musical detail and expression.
- Certain pupils in middle and lower ability classes are unable to play in time with others and fail to adjust the volume of their playing to match the needs of the ensemble.
- In composing, certain improvisations are insecure and lack direction. In general, the ability and experience of pupils to explore sounds and combine them effectively in an imaginative manner are limited.
- Pupils' ability to appraise their own practical work is under-developed.

KS4:

- Many pupils are less experienced and secure in group performance.
- Standards of composing are unsatisfactory. Certain pupils in Y10 and most pupils in Y11 find composing difficult. They are unable to develop ideas without considerable assistance from the teacher. Y11 pupils have yet to start their individual coursework. The use of ICT as an aid to enhance work in composing is under-developed.
- The appraising skills of most Y11 pupils are weak and standards are unsatisfactory. Their knowledge and understanding of musical terms, devices and styles are insecure.
- Results in GCSE examinations in recent years have been well below the national average.

Standards have not improved since the previous inspection. Overall, because of staffing difficulties, the amount of good work has decreased. However, units of work, recently produced by new members of the department, provide a firm foundation for progress and raising standards.

Physical education

Standards of achievement in KS3 and KS4 are good.

Good features

KS3:

- Pupils respond enthusiastically and positively in all activity areas and make good progress.
- They work well as individuals, in pairs and in groups and co-operate effectively in practice and games situations to develop team work in rugby, football and netball.
- They understand the importance of rules and work within the parameters of the tasks and in the spirit of fair play in competitive situations.
- Pupils understand the effect of exercise on the body and the need to prepare for action; they work hard on their performance and persevere to improve the quality of their work.

- Pupils are able to perform, repeat and refine actions and they use teacher feedback in a positive manner.
- They develop the ability to observe and evaluate performance and to suggest areas for improvement.
- Gymnastics skills on floor and apparatus are performed with accuracy and precision; apparatus is used safely and sensibly; partner work enhances the experiences.
- There are examples of very good individual performances in all activities.

KS4:

- Pupils are able to repeat and refine actions with greater control and accuracy and demonstrate increased efficiency and fluency to achieve technical competence.
- Pupils have an increasing knowledge and understanding of skill development and health related issues and can accurately identify targets for improvement.
- In basketball, netball and football pupils successfully transfer their skills from group practices into the game situation and demonstrate an understanding of role play within the game.
- Badminton skills with boys in Y 10 and Y 11 are introduced successfully and technique and tactical play are developed satisfactorily.
- In their GCSE Dance course work, pupils create and re-arrange dance sequences to convey intentions, ideas, feelings and expressions in response to music. They make very good progress.
- Most pupils display a positive attitude towards their course work. Written work is completed with varying degrees of success, with achievement in line with individuals' ability.
- There are examples of very good individual performances in both practical work and in the written assignments.
- Pupils respond enthusiastically and positively in all activity areas and make good progress.

Shortcomings

KS3:

- A minority of pupils display limitations in body management skills.
- Y9 pupils receive only one lesson each week, which is insufficient for them to fully develop knowledge, understanding and high skill attainment.

KS4:

- Some limitations are evident in body management skills and quality in movement.
- Some written assignments in GCSE course work are incomplete.
- GCSE examination results in the past two years have been below the national average.

There is a wide range of well-organised curricular activities through school clubs, inter-school fixtures and visits that enhance and enrich the curriculum. Many individual and team successes bring credit to the school through county and national recognition.

Since the previous inspection standards have been maintained and improved upon where necessary.

Religious education

Standards of achievement are satisfactory in KS3 and KS4.

Good features

KS3:

- Pupils across the ability range have a satisfactory knowledge and understanding of the units of work studied, which reflect the requirements of the local Agreed Syllabus.
- Pupils recognise the distinctive features of religious traditions and understand the symbolism offered.
- Pupils' project work demonstrates the skills acquired in researching information, organising and presenting it.
- Oral responses are fluent and confident, and pupils benefit from well-constructed pair and group work.
- Pupils are aware of contemporary questions and issues and make use of their own experiences to deepen their understanding.

KS4:

- Of pupils who were entered for the GCSE short course in religious education 60 per cent achieved A* to C grades with little difference between boys' and girls' results.
- Pupils make a good effort to explore the ideas and beliefs surrounding many themes.
- Pupils' oral contribution is good and demonstrates self-reliance, respect and concern for others and their beliefs.
- Pupils have a growing understanding of ways in which people's lifestyles are affected by their beliefs.

Shortcomings

KS3:

- In some cases, pupils' beliefs and opinions expressed orally are not reproduced sufficiently well in their writing, which tends to be rather superficial.
- Pupils are unable or lack confidence to use ICT in more than a limited range of simple applications.
- Irregular attendance by a significant minority of pupils adversely affects standards for these pupils.

KS4:

- An awareness of the religious context and the significance of belief and practice are not always developed as well as pupils' social interpretation of the issues.
- Extended written work in statutory religious education is often insufficient.
- A small minority of pupils are less forthcoming in their responses; they have difficulty maintaining their concentration and in approaching the material constructively.

Standards have improved since the previous inspection and significant development to the schemes of work is apparent. However, time allocation continues to affect standards achieved

by pupils in Y7, Y8 and KS4 as it prevents some aspects of the Agreed Syllabus and Short Course Religious Education to be studied in sufficient depth.

Personal and social education

Standards of achievement in personal and social education are good in KS3 and satisfactory in KS4.

Personal and social education is taught as part of the pastoral programme in an extended weekly form tutor session, and is also taught to Y7 in a discretely timetabled period. The programme of study is comprehensive and pays due regard to the ACCAC PSE framework.

Good features

KS3 & KS4:

- Pupils develop good understanding of their own physical and emotional development.
- Pupils develop an awareness of the nature of personal relationships, and of the influences and pressures upon them.
- They learn about citizenship and the problems in society, such as bullying, racism and anti-social behaviour.
- They gain good understanding of the hazards to health.
- Pupils develop an understanding of the world of work and the way in which society operates.
- Pupils learn to work cooperatively in pairs and groups, exploring issues and developing the skills of speaking and listening through opportunities for role play and discussion.

Shortcomings

KS3 & KS4:

- Some pupils are reluctant to contribute to discussion or participate wholeheartedly in role-play activities.
- A few pupils fail to appreciate the value and relevance of the work and seek to interrupt lessons.

Since the previous inspection the arrangements for the management and delivery of PSE have changed, with discrete PSE lessons timetabled for Y7. The PSE programme has a new coordinator, and is being progressively modified in the light of the ACCAC PSE framework.

Child Development (GCSE)

Standards of achievement are satisfactory in this KS4 subject.

Good features

- Pupils make good use of ICT for a variety of purposes including research, data analysis and to improve presentation.

- The planning and carrying out of an appropriate activity to undertake with a child in order to promote development in a particular area e.g. physical development through ball games is well executed.
- Pupils can study a child and assess his/her stage of development with reference to accepted normal parameters of development
- Examination results in 2002 show an improvement on previous years and are approaching the national average.

Shortcomings

- Pupils are over dependent on the teacher and many are unwilling to think for themselves.
- A significant number of pupils have only a short concentration span when listening to the teacher and are slow to begin set tasks.

Child Care (CoEA)

Standards of achievement are satisfactory in this KS4 subject.

Good features

- Pupils carry out some good investigative work e.g. testing fabric samples for their suitability for making a child's toy.
- The work is well presented, includes good use of colour and drawings are well annotated.
- Good use is made by pupils of the on site playgroup to develop subject knowledge and understanding.

Shortcomings

- The poor behaviour of some pupils in year 10 hinders progress.
- Poor attendance prevents a significant number of pupils achieving their potential.

Food Studies (CoEA)

Standards of achievement are satisfactory in this KS4 subject.

Good features

- Practical outcomes are good
- Pupils display a good knowledge of the food industry in their work.
- Food hygiene is well-understood including, food hazards, temperature controls, assessing risks to food safety and food safety legislation.
- A few pupils show initiative in carrying out independent research and experimental work when completing units of work.

Shortcomings

- Poor attendance has an adverse affect on the standards achieved by many pupils on this course.
- Pupils generally do not display good independent learning skills and are over reliant on teacher input to direct their response to set tasks.

Business studies

In this KS4 subject, standards of achievement are satisfactory.

Good features

- Pupils have a good understanding of the different sectors of business activity in the locality and can explain why changes have occurred.
- They can competently identify strengths and weaknesses in the methods used by business to promote their products.
- The majority of pupils acquire an appropriate knowledge and understanding of how the main types of business are controlled, organised and operated.
- They recall work in adequate detail and use business terms appropriately when offering explanations.
- More able pupils can apply their knowledge and understanding to solve problems in a variety of contexts.
- They also are able to provide well-reasoned justifications for their opinions.
- Greater precision is displayed in the analytical work of many pupils as they move through the key stage.
- Satisfactory examination results are achieved with the majority of pupils achieving GCSE grades commensurate with their capabilities.

Shortcomings

- Absenteeism and the failure to complete work that has been missed results in slow progress being made by a significant minority.
- A minority of pupils have a superficial understanding of key concepts and cannot always answer questions based on previous work.
- A significant proportion of average and lower ability pupils have a limited understanding of financial and budgetary control.
- Lower ability pupils describe rather than analyse their work.

Since the previous inspection standards of achievement and the quality of teaching have improved.

Business and Communication Systems

Standards of achievement are satisfactory in this KS4 subject.

Good features

- Of pupils in Y11 whose attendance is regular, overall standards are good.
- Pupils have a sound understanding of issues related to the office environment and demonstrate an ability to evaluate and propose solutions to problems.
- Pupils have a good understanding of human resource issues including recruitment, job applications and personnel criteria.
- Pupils are able to demonstrate the ability to apply appropriate computer applications in the context in which they are working.
- Vocational applications are well understood.

Shortcomings

- Intermittent and poor attendance is affecting the standards of nearly half the group.
- GCSE examination results in 2002 were below national averages and school expectations but in line with pupils' performance in other subjects.

This is a new course since the previous inspection.

Text Processing

Standards of achievement are very good in this KS4 subject.

Good features

- Standards of keyboarding are very good. Pupils are confident in their correct use of the keyboard and generally work accurately.
- Pupils apply the correct layouts for letters, etc.
- Pupils have the ability to check work accurately and to carry out amendments correctly.
- Pupils display very good overall management of a word processing package.
- Pupils have a sound understanding of the vocational applications of text processing.
- Examination results in 2002 resulted in all the pupils who completed the course gaining a distinction in initial text processing and many moving on to gain distinctions and passes at higher levels.

Shortcomings

- There are no substantial shortcomings

Media studies

Standards achieved in this KS4 subject are good.

Good features

- Pupils show good understanding of the subject in their lessons and in their coursework.

- Pupils make good progress in the skills of textual analysis and pre-production work.
- They write with increasing focus and make use of relevant terminology.
- They consider, discuss and grasp increasingly demanding concepts, and their practical work is good.
- Most pupils make good progress in their extended writing during the course, some achieving a good level of written analysis.

Shortcomings

- Examination results are below the national average.
- Absence, and the failure of some pupils to take the examination, has affected GCSE results adversely.
- Pupils' evaluation of their own work is not always developed fully.

This subject was not reported upon at the time of the previous inspection.

Drama

Standards of achievement in drama are good in KS3 and KS4.

Good features

KS3 & KS4:

- Pupils work well together planning and preparing responses to stimulus ideas, texts and materials. They cooperate with each other and show their appreciation of each others performances.
- Pupils generally perform quite confidently and without inhibition, improvising dialogue, moving comfortably and sharing the awareness of the use of space, light and music.
- Through KS3 pupils progressively develop drama skills, are able to mime, improvise and develop a dramatic narrative response to the text.
- A weekly drama club enriches pupils' experience in Y7 and 8.
- In KS4 pupils develop the capacity to respond critically to drama texts and performances and to develop their own extended performance pieces.
- Pupils have an awareness of their capabilities and are able to assess their own work and that of their peers.
- Group work, study of play texts and the exploration of issues foster pupils' social and cultural development.
- GCSE results in 2001 were broadly in line with the national averages at grades A* to C

Shortcomings

KS3 & KS4:

- Absenteeism adversely affects pupils' progress.
- Some pupils in KS4 have difficulty meeting the writing requirements without considerable teacher support.
- Some pupils are not confident speakers and are reluctant to contribute to group performances.

- GCSE results in 2002 were below the national averages at grades A* to C.

Progress since the previous inspection is good. GCSE drama is an increasingly popular KS4 option.

8. SCHOOL IMPROVEMENT

8.1 Progress since the previous inspection

Key Issue 1 Deepen pupils' conceptual understanding and improve their ability to apply that understanding in a variety of contexts, particularly in the case of pupils of lower and middle ability.

Unsatisfactory progress. Although the school has adopted the principles contained in the 'Cardiff Learning and Teaching Policy' with a view to raising standards, there is insufficient evidence to show that progress has been made, especially in respect of the pupils identified in the key issue.

Key Issue 2 Improve pupils investigative and problem solving skills.

Satisfactory progress. In many subjects, the more able pupils in particular, demonstrate adequate investigative and problem solving skills.

Key Issue 3 Review and restructure the KS4 curriculum more adequately to reflect the needs, aptitudes and aspiration of all pupils.

Unsatisfactory progress. Even though an alternative curriculum has been developed as part of a unitary authority initiative and a specially designed course is used to extend provision for less able, there has been insufficient change in the KS4 curriculum over the past five years.

Key Issue 4 To continue to develop strategies to improve attendance.

Satisfactory progress. Strategies have been developed and implemented, but with no impact on overall figures. Work is continuing to refine these strategies and it is hoped that initiatives in learning and teaching, and developments in the curriculum will be effective in future.

Key Issue 5 Ensure that heads of department systematically monitor and evaluate the quality of teaching and learning and build upon good practice.

Unsatisfactory progress. A few departments operate effective and efficient self-evaluation systems, but this good practice is not widespread.

Key Issue 6 Ensure that initiatives are understood and consistently applied by all staff.

Satisfactory progress. A full school calendar is published on an annual basis. Communications have improved via 3 briefings each week. An Assistant Head (operations) has been appointed to oversee internal communications.

Key Issue 7 Meet statutory requirements with regards to the daily act of worship.

Unsatisfactory progress. Although pupils continue to attend an assembly twice a week, which can incorporate an act of collective worship, there is no provision for a daily act of worship for all.

8.2 Key issues for action

1. Continue to raise standards in **all** subjects, but particularly in those where standards of achievement are currently assessed as satisfactory or unsatisfactory by:
 - extending and embedding firmly in the school's regular procedures the best practice in monitoring and evaluating teaching and learning;
 - improving pupils' behaviour and attitudes to learning through implementing fully and consistently positive behaviour management arrangements;
 - making full use of all available assessment data to inform curricular planning and to inform pupils more fully about their targets for future success.
2. Improve the use of ICT across the curriculum, particularly in KS3, so that all pupils have equal opportunities for using ICT to raise standards in all subjects.
3. Although the school has worked hard to improve pupils' attendance, it remains unsatisfactory. Efforts to combat poor attendance must continue.
4. Comply with the statutory requirements for the provision of religious education and acts of collective worship for all pupils.

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.

APPENDIX

A. Basic information about the school

Name of School	Rumney High School
School type	Comprehensive
Age -range of pupils	11-16
Address of school	Quarry Hill Newport Road Cardiff
Post-Code	CF3 3XG
Telephone Number	029 2079 2751

Headteacher	Mr D Marshall
Date of appointment	May 2001
Chair of Governors/ Appropriate Authority	Mr D Bevan
Registered Inspector	Mr B Medhurst
Dates of inspection	04 – 08 November 2002

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Total
Number of pupils	231	238	248	251	228				1196

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	71	8	75

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding special classes)	16 to 1
Pupil:adult (fte) ratio in special classes	2 to 1
Average teaching group size	22.5
Overall contact ratio	68%

<i>Percentage attendance for three complete terms prior to the inspection</i>								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole school
Term 1	91.3	87	86	85	82			86.4
Term 2	87	85.4	86	83	74			83.3
Term 3	84.3	81.4	81	76	89.3			82.4

Percentage of pupils entitled to free school meals	26.3
Number of pupils excluded during 12 months prior to inspection	432 temporary 7 permanent

C. Results of National Curriculum assessments and public examinations

National Curriculum Assessment KS3 results: 2002

Total number of pupils in Y9: 259

Percentage of pupils at each level

			D	A	N	B	W	1	2	3	4	5	6	7	8+
EN	Teacher assessment	School	0	1.2	0.4	0	0	0.4	5.6	8.8	27.9	40.6	11.5	3.6	0
		National	0.1	1.5	0.9	0	0	0.2	2.9	9.1	2.6	33.1	22.1	9.1	0.4
	Test	School	0	6.3	1.9	3.2	n/a	n/a	n/a	11.2	34.2	30.2	8.8	4	n/a
		National	0.1	4.5	1.8	2.5	n/a	n/a	n/a	8.5	20.5	31.3	19.7	11.2	n/a
MA	Teacher assessment	School	0	0.4	0	0	0	0.4	2.8	15.1	35.9	21.9	17.5	6	0
		National	0.1	1.9	0.6	n/a	0.2	0.2	1.7	9.2	21.9	24.8	24.7	14.4	0.3
	Test	School	0	8.8	0.8	2.4	n/a	n/a	n/a	11.5	29	19.9	22	5.6	n/a
		National	0.1	7.5	1.8	0.5	n/a	n/a	n/a	8.2	21.5	21.3	25.7	13.5	n/a
SC	Teacher assessment	School	0	0.4	0	0	0	0.4	12.8	31.1	36.3	17.2	2	0	
		National	0.1	1.2	0.3	n/a	0.1	0.1	1.1	10.1	24.9	28.1	23.1	10.8	0
	Test	School	0	8.8	0.8	0	n/a	n/a	n/a	10.8	34	24.7	16	4.4	n/a
		National	0	4	1	1	n/a	n/a	n/a	9	22	29	24	10	n/a

Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language)

by Teacher Assessment		by Test	
In the school:	34	In the school:	31
In Wales:	51	In Wales:	50

National figures are for 2001

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

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

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

W - Pupils who are working towards level 1

B - not entered for the tests because they are working outside the levels of the tests.

For pupils aged 15, results in GCSE, CoE, GNVQ and NVQ			
Number of pupils aged 15 on the school roll in January 2002: 202			
The percentage of 15 year old pupils who in 2002:			
	School	UA*	Wales*
were entered for 5 or more GCSEs	71		
achieved 5 or more GCSE grades A*-C	25	45	50
achieved 5 or more GCSE grades A*-G	65	81	85
achieved GCSE grades A*-C in each of mathematics, science, English or Welsh first language)	16	33	37
entered at least one CoE, GCSE short course or GCSE	85	95	97
achieved one or more GCSE grades A*-C	49		
achieved one or more GCSE grades A*-G	78		
achieved no graded GCSE	22		
achieved one or more CoE only	6		
achieved a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1			
achieved a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2			
achieved at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	25		
achieved at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	65		

* UA and Wales figures are 2001 data

D. The evidence base of the inspection

- 19 inspectors spent the equivalent of 56 days at the school.
- 240 lessons, including full and part time sessions were observed covering all curricular areas and PSE.
- Inspectors attended assemblies, 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 met with the governing body prior to the inspection week.
- Work across the curriculum, from representative pupils from each year group was examined. Pupils' work was also scrutinised during lesson observations.
- Nineteen parents attended the pre-inspection meeting. 211 replies to the questionnaire were received and analysed.
- The registered inspector met with members of a university research team who had investigated the school's management structure.
- Comprehensive documentation provided by the school was scrutinised before and during the inspection.

E. Composition and responsibilities of the inspection team

Team member	Subject responsibilities	Aspect responsibilities
Brian Medhurst	Maths	Context, Main Findings, Standards, Key Skills, Attendance, Teaching, Self Evaluation, Leadership and Efficiency, Resources, Progress, Key Issues
Graham Leech	English, Drama, Careers, PSE	SMSC, Assessment, SEN,
Glyn Davies	Science	Curriculum, Support & Guidance
Selwyn Gale	DT, ICT, Business and Communication Systems, Text Processing	
Mike Snow (Lay)		Behaviour, Links with Community and Industry
Pat Swinnerton	DT, Food Studies, Textiles	
David Jones	Science (Biol.)	
D. Charles	Science (Chem.)	
H. Adler	Welsh	
Alan Edwards	Maths	
Ann Newman	History	
Elwyn Bowyer	Geography	
Gill Holland	MFL	
Eric Forster	Art	
Alan Wyn Jones	Music	
Gwilym Williams	PE, Dance	
Rob Newsome	RE	
Liz Hinkley	English, Media	
Dawn Williams	Business Studies	