

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

**St David's High School
St David's Terrace
Saltney
Chester
CH4 OAE**

School Number: 664/4013

Date of Inspection: 7-10 February 2005

By

**Mr J Emlyn James
W098**

Date: 14 April 2005

Under Estyn contract number: T/17/04

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St David's High School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of the summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of St David's High School took place between 7-10 February 2005. An independent team of inspectors, led by J Emlyn James undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

Year groups and key stages

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

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

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. St David's High School is a well-established 11-18 comprehensive school situated on the outskirts of the city of Chester and maintained by Flintshire County Council (LEA). Although 11-16 numbers have fallen slightly, there are 631 pupils on roll, with slightly more girls than boys, compared with 606 at the time of the previous inspection in April 1999, the increase being due to a greater proportion of pupils choosing to enter the school sixth form. The proportion of pupils choosing to remain in full-time education, about 70%, compares very favourably with other schools, as does the retention rate for students completing sixth form courses.
2. Post 16 education in the area is provided by the Deeside Consortium, which consists of St David's, two other high schools and a local college of further education. Teaching is shared. Students are based at their own school and travel to whichever establishment is providing a particular course subject.
3. Most pupils come from the two neighbouring, but dissimilar, small towns of Saltney and Broughton, and a few over the border from parts of the city of Chester, who have expressed a preference for the school. All pupils come from homes where English is the dominant language. There are no pupils who speak Welsh as a first language or to an equivalent standard. There are very few pupils from ethnic minority backgrounds.
4. Pupils are drawn from the full range of economic and social backgrounds. Most parents are in employment, many close to home. Most pupils are from neither prosperous nor economically disadvantaged homes, although there are distinct areas of acknowledged deprivation within the catchment. The school has evidence within the intake, of a number of socially disadvantaged and behaviourally challenged pupils, although the proportion of pupils registered for free school meals which is fairly stable at 13.6 %, is slightly smaller than nationally.
5. Pupils come from the full range of ability. The intake is fully comprehensive, although it contains a relatively high proportion of pupils of mainly average ability and below, as measured on entry to the school. Seven pupils have statements of special educational need (SEN). There are an additional 64 pupils on the school's SEN register for school action (SA) or school action plus (SA+). These figures indicate that about 13% of the school's pupils present aspects of SEN.
6. All but one of the five members of the senior leadership team (SLT), of headteacher, deputy headteacher, assistant headteacher and senior teachers have been appointed since the headteacher took up post in September 2003.

The school's priorities and targets

7. The school's published philosophy, aims and values include providing a high quality pupil-centred education to enable achieving full potential for all, equal value and respect for all members of the school community, maintaining a well disciplined and supportive learning environment, developing partnerships with pupils, employers and the local community, preparing for adult and working life and ensuring that the school's actions match its belief that young people are of equal worth regardless of age, ability or background. In addition, the school also publishes clearly the expectations and responsibilities resting on the pupils themselves in this respect.
8. The current school improvement plan, (SIP) produced by the SLT after detailed whole staff, faculty and pastoral consultation, identifies seven whole school priorities, success criteria and performance targets. Faculty and pastoral improvement plans clearly reflect these priorities, tying in and focusing their particular contribution, where appropriate, with individual plans following a common format to enable an overall coherent summary. Outcomes are measured through monitoring, evaluation and review (MER).

Summary

Tables of grades awarded

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

9. In its self-evaluation report, the school awarded itself a Grade 3 for key questions 2, 5, 6 and 7. The inspection team came to the considered judgement that each question merited a Grade 2 award overall. The team judgements agree with the school's other self-evaluation grades.

Standards

Standards in subjects inspected			
Subject	KS3	KS4	Sixth Form
Mathematics	2	3	2
Welsh second language	3	3	-
Design and technology (DT)	3	2	-
Modern foreign languages	2	2	2
Art	2	1	2
Physical education	3	3	2

10. The team inspected the standards that pupils achieve in six subjects. In KS3 good features outweigh shortcomings in three of these subjects and three subjects include good features and no shortcomings in important areas.
11. In KS4 standards are good with outstanding features in one subject, in two subjects there are good features and no important shortcomings. Good standards outweigh shortcomings in three subjects.
12. Sixth form standards in each subject have good features and no important shortcomings.
13. The following table shows the standards that pupils and students achieved in the six subjects inspected:

60 lessons	% grade 1	% grade 2	% grade 3	% grade 4	% grade 5
KS3	3	53	37	7	0
KS4	6	50	33	11	0
Sixth form	0	100	0	0	0
Whole school	3	56	34	7	0

14. Pupils achieved well in the 2004 KS3 national assessment tests in English, mathematics and science. The proportion achieving level 5 and above in mathematics and science is well above national figures. English results match national averages. Usually, the proportion gaining level 5 is above average, and below at higher levels 6 and 7, giving some indication of under-representation in the school of the highest achievers, and is confirmed by levels and standardised tests on entry to the school.
15. Usually, in recent years, science results have been well above national figures and school targets. Mathematics results have shown steady improvement following school action. Boys outperformed girls in mathematics and science, but in English level 5 and above was gained by 75% of girls and 50% of boys, holding down the core subject indicator (CSI) – the proportion gaining level 5 or above in all three subjects. Although standards achieved in KS3 tests have improved greatly since the last inspection, the CSI has only held steady, around national figures.

16. Achievements in GCSE examinations have also shown general improvement over 5 years. The proportion of pupils gaining 5 or more GCSE grades A*-C rose from 38% in 2000 to 48% in 2003. In 2004 it fell to 42%, a decline predicted by the pupils' scores on entry to the school and in the 2002 SATs. The proportion gaining 5 or more grades A*-G is consistently higher than national averages.
17. There is no great difference between the performance of boys and girls.
18. Pupils who present a range of SEN, make very good progress. They respond and achieve very well to the quality of the school provision, which is a strength.
19. Performance data analysis over the years, shows that the majority of subjects consistently add residual value as pupils progress from KS3 through KS4.
20. Post-16 in the Deeside Consortium, the average points score for students taking at least two GCE A level examinations has been consistently below the national and local averages as in the proportion of students gaining A-C awards. Differences in performance between boys and girls are smaller than those nationally.
21. Value added data analysing outcomes from GCSE to A level shows, overall, that students from the school attain their expected outcomes.
22. Progress is mainly even in subjects across the school. It is better in KS3 than in KS4. Pupils also make good progress in acquiring and developing their key skills in virtually all lessons.
23. The overwhelming majority of behaviour in lessons and around the school is of a high standard. All pupils understand well the school's expectations for good behaviour. Relationships in school are very good. There is a strong ethos of mutual respect. Pupils move around school in a sensible fashion. In the playground they relax as a happy, integrated community. Overall attendance for KS3 and KS4 over the last year, at 90%, was on a par with national figures.
24. Standards in speaking, listening, reading and writing are good. Writing skills are good overall. Problem solving skills are good. There is good co-operation, negotiation and mutual support. Creative skills are also good. In some subjects, pupils use strategies well to improve their own learning.
25. Overall, the standards of pupils' numerical skills through the school are good. ICT skills are good. Pupils confidently use computers and produce good quality work.
26. Sixth formers are well behaved, with healthy attitudes to their work, role and responsibilities.
27. At 97%, their overall attendance for 2004 was excellent, although attendance between subjects varies.

28. Sixth form students also make good progress, applying their knowledge well to move forward.

The quality of education and training

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

100 lessons	% grade 1	% grade 2	% grade 3	% grade 4	% grade 5
KS3	3	59	32	6	0
KS4	10	61	24	5	0
Sixth form	0	100	0	0	0
Whole school	5	64	27	4	0

30. There are no important shortcomings in the teaching in 69% of classes. This greatly exceeds the WAG targets of 50% to match this criterion. The WAG target for 95% of teaching to achieve grade 3 or better is met.
31. The quality of teaching in the six subjects inspected, was predominantly judged to have good features and no important shortcomings.
32. Good quality teaching is one of the school's strengths. It has a positive influence on pupils' learning, behaviour and attitudes. Teachers know their pupils well and take full account of individual pupils' differing needs.
33. The school has recently established an effective system for collating and analysing assessment data.
34. Assessment is generally accurate and fair; the regularity and quality of marking are inconsistent within and between subjects.
35. The quality of the targets which are set to challenge pupils to raise their standards varies within and between subjects. There are some good examples of well focused, subject specific and measurable targets.
36. All records of pupils' performance are kept in their Record of Achievement folders which build up a useful profile of a pupil's achievements.
37. The curriculum is accessible for all pupils, including those with SEN. Pupils have opportunities to gain an appropriate range of GCSE and vocational qualifications. Access to the sixth form is open to all students. The curriculum is appropriately broad and balanced in each key stage.
38. In KS3 and KS4, the school has taken strides to develop pupils' basic and key skills. Progress has been made in the development of literacy across the curriculum and including ICT in each pupil's programme. Numeracy is not fully developed in all subjects. Sufficiently rigorous systems for co-ordinating and monitoring the delivery of key skills are not fully developed. An audit has been carried out to evaluate how the five aspects of Y Cwricwlwm Cymreig are addressed across the curriculum.

39. A wide range of extra-curricular activities is available for all years. Pupils and students benefit from the range of activities available, which broaden their experiences and promote their personal social development.
40. Pupils have a clear sense of right and wrong. They show respect for each other, adults, the school environment and resources. Pupils are co-operative and work well together in lessons and other activities. Relationships throughout the school are good.
41. The school provides comprehensive and helpful information for parents. Open dialogue about school provision or pupils' concerns is strongly encouraged and good opportunities are given for discussion at parents' evenings.
42. The partnership with the community is extremely productive. A range of local enterprises provide curricular, extra-curricular and pastoral support for pupils.
43. Very well organised and constructive links facilitate easy transition from primary schools.
44. The school provides very effective work-related education. A comprehensive and progressive course of careers education and guidance is closely integrated with well-focused work-related education in the PSE programme.
45. Expertise amongst the governors, good local community knowledge, college and workplace links and close collaboration with professional advisers ensures the school is well aware of the needs of employers, both locally and nationally.
46. Good teaching strategies in many areas of the curriculum provide ample opportunities for pupils to develop problem solving and decision making abilities.
47. The breadth and quality of the curriculum, extra-curricular opportunities and work-related education ensures that the learning experiences reflect national priorities and lay the foundation for lifelong learning.
48. The school has been successful in establishing a caring and congenial community that is inclusive for pupils from different backgrounds. The supportive quality of the relationship between the teachers and the pupils is based on good knowledge of each other.
49. The provision for pupils with SEN is good.
50. Social inclusion measures are particularly pro-active with much additional support for those pupils considered to be at risk.
51. Good IEP and Individual Behavioural Plans (IBP) are prepared. They relate well to the needs of the individual and, where appropriate, the statement.

Leadership and management

52. The school has a clear, published philosophy, together with statements of aims and values, which are understood by all. In addition, it publishes clearly the expectations and responsibilities resting on the pupils in this respect. A consistent range of appropriate policies and position statements is in place to reflect and facilitate the coherent attainment of these aspirations.
53. The headteacher and senior managers provide very effective leadership. Together, they have a thorough understanding of the school's many strengths and, through the outcomes of the in-depth self-evaluation process initiated by the new headteacher, the insights and awareness of areas for development and the common concern to effect improvement. This has been underpinned by appropriate restructuring of management roles. All pupils and staff are known, respected and valued. Monitoring, evaluation and review systems are fit for purpose and inform planning for improvement at individual and whole-school levels.
54. The school's self-evaluation report is an excellent working document. It honestly, realistically and comprehensively addresses the seven key questions of the common inspection framework. The monitoring, evaluation and review (MER) programme has developed rapidly since the appointment of the headteacher in 2003 and has proved a valuable exercise for all concerned. The report findings of the inspection team largely match those of the school's self-evaluation report, which is an accurate analysis of the important strengths and areas for development in the school.
55. The SIP covers seven whole school umbrella priority headings identified in the self-evaluation process and was put together after detailed whole staff, faculty and pastoral consultations. Faculty and pastoral improvement plans clearly reflect these priorities, breaking down, tying in and focusing their particular contributions, where appropriate. Individual plans follow a common format, which enables an overall coherent summary and overview to be established, and matches responsibilities, time scales, targets, success criteria and resource implications in terms of finance and staff time. Although the budget has increasing constraints, careful budgeting ensures equitable funding for priorities. Outcomes are measured through the cycle of monitoring, evaluation and review.
56. Leadership has a clear vision and overview for the school's direction, which is shared by the staff, who have ownership of the progress of many initiatives through membership of working groups. Self-evaluation and development planning have, in the short term, led to measurable improvement in a number of aspects and the culture is now prominent.
57. The school is well staffed to meet the needs of the curriculum and learning needs of pupils. The everyday life of the school is enhanced by its skilled non-teaching and support staff. The professional development of all staff is good.
58. Overall, the provision of resources is such that good features outweigh shortcomings, although basic available capitation budget is low for a school of

this type. Very good use is made of any additional grants or funds to supplement provision. The provision of computers is above average. When not used for timetabled lessons, the suites are heavily booked for use by subjects across the curriculum.

59. The accommodation is sufficient for the number of pupils currently on roll. A number of rooms are small and cannot comfortably accommodate the larger classes, especially of older pupils. Accommodation for the number in the sixth form is limited.
60. There has been refurbishment of rooms in food technology and textiles but in rooms used for science and resistant materials, there is urgent need for similar upgrading.
61. The standard of decoration in rooms throughout the school has improved of late and is good in sections. Many displays are bright and colourful, providing a stimulating learning environment. The school and grounds are clean and well maintained.
62. The governing body is both effective and supportive. Individual governors provide a wide range of expertise and a useful familiarity with national and local issues that impinge on the school.
63. The school has made good progress in addressing the key issues identified for action in the previous report.
64. The school manages its budget efficiently and effectively, although fixed commitments leave little room for manoeuvre. The educational objectives identified in the SIP are clearly reflected in budget proposals. The budget is planned and processed with the informed involvement of the governing body's finance committee. Expenditure is properly reviewed and evaluated.
65. The school achieves good value for money.

Recommendations

66. The school has established an impressive process of self-evaluation and development. In order to improve further, it needs to:
 - R1 Maintain the positive recent developments and the consistency of teaching and learning. Review, share and disseminate existing identified best practice to all, in order to extend the range of teaching and learning styles and strategies.
 - R2 Continue to raise standards, especially in those areas where shortcomings have been highlighted.

- R3 Continue to develop the current whole school assessment policy, to ensure the consistency of day-to-day marking, that pupils are set challenging and realistic individual targets, understand their strengths and weaknesses and what they must do in order to improve.
 - R4 Further develop and implement initiatives for the coordination and monitoring of key skills throughout the school.
 - R5 Continue to work closely with the LEA to secure identified refurbishment and updating of the buildings.
 - R6 Ensure that all classes have access to a daily act of worship.
67. The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving this report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

68. This grade is in agreement with the school's own self-evaluation grade.
69. Pupils achieved well in the 2004 KS3 national assessment tests in English, mathematics and science. The proportion achieving level 5 and above in mathematics and science is well above national figures. English results match national averages. Usually, the proportion gaining level 5 is above average, and below at higher levels 6 and 7, giving some indication of under-representation in the school of the highest achievers, and is confirmed by levels and standardised tests on entry to the school.
70. Usually, in recent years, science results have been well above national figures and school targets. Mathematics results have shown steady improvement following school action. Boys outperformed girls in mathematics and science, but in English level 5 and above was gained by 75% of girls and 50% of boys, holding down the core subject indicator (CSI) – the proportion gaining level 5 or above in all three subjects. Although standards achieved in KS3 tests have improved greatly since the last inspection, the CSI has only held steady, around national figures.
71. Achievements in GCSE examinations have also shown general improvement over 5 years. The proportion of pupils gaining 5 or more GCSE grades A*-C rose from 38% in 2000 to 48% in 2003. In 2004 it fell to 42%, a decline predicted by the pupils' scores on entry to the school and in the 2002 SATs. The proportion gaining 5 or more grades A*-G is consistently higher than national averages. Attainment in the higher grades for the CSI has also improved, to be in line with national figures, although this figure has been depressed to some extent by results in mathematics. There is no great difference between the performance of boys and girls.
72. Pupils who present a range of SEN, make very good progress. They respond and achieve very well to the quality of the school provision, which is a strength.
73. Performance data analysis over the years, shows that the majority of subjects consistently add residual value as pupils progress from KS3 through KS4.
74. The following table shows the standards that pupils and students achieved in the six subjects inspected:

60 lessons	% grade 1	% grade 2	% grade 3	% grade 4	% grade 5
KS3	3	53	37	7	0
KS4	6	50	33	11	0
Sixth form	0	100	0	0	0
Whole school	3	56	34	7	0

75. The team inspected the standards that pupils achieve in six subjects. In KS3 good features outweigh shortcomings in three of these subjects and three subjects include good features and no shortcomings in important areas.
76. In KS4 standards are good with outstanding features in one subject, in two subjects there are good features and no important shortcomings. Good features outweigh shortcomings in three subjects.
77. Standards in each of the subjects inspected in the sixth form have good features and no important shortcomings.
78. Standards in speaking, listening, reading and writing are good in KS3 and KS4. Most listen attentively to the teachers, to each other and to video. They show respect for each other's views in class discussion and many give extended and thoughtful responses. Most pupils are confident and articulate speakers. There is good use and understanding of subject terminology. Relationships are very good so that there is particularly effective collaboration in pair and group work.
79. Reading skills are good. Those with reading difficulties have effective specialist support when withdrawn from lessons and by the use of Successmaker. Good progress is made. Most pupils read with fluency and accuracy and there is good understanding of a range of texts including pictures, films, graphs and the Internet. Pupils demonstrate good standards in retrieving information. There is effective use of the library and Y12 students offer good support to develop reading for pleasure in KS3.
80. Writing skills are good overall. Most pupils produce well structured extended writing for a variety of audiences and purposes. Written work is usually well presented. Standards in spelling and punctuation are in line with abilities but not all pupils revise and redraft effectively so that in some cases, errors persist.
81. Overall, the standards of pupils' numerical skills throughout the school are good. There is a general policy and each mathematics teacher acts as a 'consultant' to a particular subject. However, further progress is being hindered by the absence of a specific coordinator. In the subjects inspected, there was good evidence of the use of a range of mathematical techniques in calculations, measurement and drawing, graphs to analyse and illustrate data, and formulae in spreadsheets. A number of subjects effectively apply numeracy to situations in everyday life.
82. ICT skills are good. In KS3, the Discovery programme in Y7 and the discrete ICT lessons in Y8 and Y9, provide skills and experiences that are effective and useful. In KS4, most pupils gain GCSE qualification. The use of ICT by subjects

across the curriculum is restricted by difficulties with access. Despite these difficulties, a range of applications enable pupils to make good use of their skills. However in art, pupils do not have the opportunity to enhance their learning using ICT.

83. Pupils confidently use computers and produce good quality work using text and graphics. They are able to record, save and analyse data using spreadsheets and databases. Pupils competently and effectively use computers for data-logging, design and to accurately operate equipment.
84. They use computers well to gather information from a variety of sources including the internet. Most pupils make good use of ICT to enhance the presentation of their work. There is no formal strategy to collate pupils' ICT progress and achievement across the curriculum.

Sixth form

85. Post-16 in the Deeside Consortium, the average points score for students taking at least two GCE A level examinations has been consistently below the national and local averages as is the proportion of students gaining A-C awards. Differences between the relative performance of boys and girls are less than national figures.
86. Value added data analysing outcomes from GCSE to A level shows, overall, that students from the school attain their expected outcomes.
87. Standards in each of the subjects inspected in the sixth form had good features and no important shortcomings.

Pupils' progress in learning

88. Progress is mainly even in subjects across the school, with progress that is better in KS3 than in KS4. The school uses an increasing range of analyses and data to determine targets and to benchmark whole school and departmental progress. Many pupils are involved in assessing their own progress. Actual performance indicates that pupils generally make good progress towards their potential in acquiring new subject knowledge, understanding and skills.
89. Pupils also make good progress in acquiring and developing their key skills in virtually all lessons.
90. Problem solving skills are good. In a number of subjects such as media, design and technology, drama, discovery and Welsh, pupils respond enthusiastically to a range of open ended tasks.
91. In many lessons and in whole school initiatives such as the Buddy Scheme, pupils and students collaborate well together in pairs and small groups. There is good co-operation, negotiation and mutual support,

92. Creative skills are also good. Pupils are often imaginative and creative in their ideas, writing, composition, design and performance. Good examples are particularly evident in the work in English, drama, art, media and music. There is also imaginative use of computers to support the development of creative skills.
93. In some subjects, pupils use strategies to improve their own learning. For example, they rehearse and evaluate their own work and that of others in drama. In English many draft their writing for improvement. In a few subjects pupils are regularly given targets but there is inconsistent use of target setting by teachers to improve the performance of individual pupils.

Sixth form

94. Sixth form students also make good progress, applying their knowledge well to move forward. They are aware of their goals and learning needs. They understand their strengths and areas for development. Experience of the different cultures of each establishment within the Consortium provides valuable insights for life beyond school.
95. Sixth form students are polite and confident when they communicate with fellow pupils, students, teachers and visitors. At all times, they are outstandingly respectful in their relationships with others. Reading skills are good and they frequently engage in effective research. Writing is in line with abilities. Written work indicates progress over time, a growing confidence and maturity of style although not all are competent in spelling and punctuation.
96. They work very well with one another in lessons and there are examples of very good collaboration with other pupils and students to organise events and to support the learning of others.
97. Most students are mature and effectively engage in problem solving, improving their own learning and a range of creative activities. In some cases, students tend to be reliant on teachers and can lack confidence in independent approaches to learning.

Development of pupils' personal, social and learning skills

98. The vast majority of behaviour in lessons and around the school is of a high standard. All pupils understand well the school's expectations for good behaviour and the consequences that wayward behaviour may have on themselves and others. There are good procedures for promoting good behaviour and for dealing with potentially disturbing misbehaviour. There is a very small minority who occasionally exhibit challenging behaviour in class but rigorous monitoring and good pastoral support prevent poor behaviour having an adverse effect on pupils' progress.
99. Relationships in school, both between pupils and with teachers, are very good. Pupils are considerate and courteous, teachers are friendly and understanding. There is a strong ethos of mutual respect.

100. Pupils move around school from lesson to lesson in a sensible and comradely fashion. In the playground they relax as a happy integrated community, with no evidence of conflict. Although pupils acknowledge that a limited amount of verbal bullying occurs, they are confident that this is swiftly dealt with; none was seen during the inspection.
101. Overall attendance at school for KS3 and KS4 over the last year, at 90%, was below the LEA average but on a par with national figures. Attendance dipped after the previous inspection but, thanks to the school's strategies, now matches the overall figures although KS3 attendance has improved a little whereas in KS4 it has declined. Unauthorised absence, under 1%, is low. There is a small group of persistent non-attenders but most absence is due to sickness and family holidays in term-time.
102. Pupils' punctuality to school and to lessons is good. The introduction of an immediate 15 minute detention at lunchtime for any unreasonable lateness has secured a considerable improvement since the last inspection.
103. Procedures for registration, identification of absentees and initiatives to secure improved attendance are appropriate and take full account of NAW Circular 3/99. The Education Welfare Services are only available to the school on two days weekly. Although rigorously used, this support is insufficient to bring about reliable improvement in attendance and requires liaison for cross border pupils.

Sixth form

104. Students are well behaved, with healthy attitudes to their work, role and responsibilities. They know that they are responsible for their own actions and conduct themselves maturely and demonstrate a good level of independence. Their approach to learning and problem-solving also embraces collaboration, teamwork, and mutual reliance, where appropriate. They have a well developed sense of right and wrong and show respect to each other and to adults.
105. Attendance is monitored through the Consortium database. At 97%, overall attendance for 2004 was excellent, but a matter of concern is the variation of attendance between subjects.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

106. In its self-evaluation report, the school judged this key question as Grade 3. The inspection team judged the quality of teaching, training and assessment to be Grade 2 because there are no important shortcomings overall.

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

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

100 lessons	% grade 1	% grade 2	% grade 3	% grade 4	% grade 5
KS3	3	59	32	6	0
KS4	10	61	24	5	0
Sixth form	0	100	0	0	0
Whole school	5	64	27	4	0

108. There are no important shortcomings in the teaching in 69% of classes. This greatly exceeds the WAG targets of 50% to match this criterion. The WAG target for 95% of teaching to achieve grade 3 or better is met.

109. In KS3 and KS4 the quality of teaching in the six subjects inspected was judged to have good features with no important shortcomings or better in 65% of lessons. In art, DT, mathematics and modern foreign languages, the great majority of lessons had good features and no shortcomings. In physical education and Welsh, the majority of lessons had good features which outweighed shortcomings. Outstanding features were judged in a small number of lessons in art, DT and mathematics. Important shortcomings were judged in a very small number of lessons in art, physical education and Welsh.

110. Good quality teaching is one of the school's strengths. It has a positive influence on pupils' learning, behaviour and attitudes. It contributes significantly to the good standards achieved by the majority of pupils.

111. Teachers are suitably well qualified, and have good knowledge and understanding of the subjects which they teach. This secure base of knowledge, often kept up-to-date through continuous professional development, enables them to plan appropriately challenging work which is well matched to the needs of all pupils.

112. Relationships between teachers and pupils are very good, allowing learning to take place in a friendly and caring environment. There is an obvious ethos of mutual respect and courtesy.
113. Teachers know their pupils well. They prepare work carefully, and take full account of the differing needs of individual pupils and their prior attainment. Teachers often use a range of teaching strategies to ensure that pupils apply themselves with purpose and self-confidence.
114. In most lessons, pupils are made aware of the objectives at the beginning of the session, and at the close they are required to summarise what they have learned and evaluate the progress they have made. Most teachers also take every opportunity to indicate the links between current and previous learning.
115. Where lessons are well structured and tasks are tightly timed, the pace of lessons is brisk and purposeful and pupils know what is expected of them. Most teachers use well-considered questioning to test understanding and develop oral skills. In a small minority of lessons where shortcomings are identified, pace is slow, pupils are not clear what they are expected to do, and brief and one-word answers are accepted.
116. In most subjects, teachers plan well to develop learners' key skills as well as skills in the key elements of the subjects concerned. Some subjects, though, have yet to develop numeracy and the use of ICT fully within their curriculum. In some subjects, teachers use strategies to encourage investigative approaches to learning, this is underdeveloped in some with teachers relying on a more directed approach to learning.
117. Most teachers have high expectations of success and behaviour for their pupils. Pupils are made well aware of these and most respond positively to the challenging tasks provided.
118. Teachers help pupils consolidate and extend their learning by setting homework of challenge and interest in most subjects. These homework tasks often encourage pupils to develop their problem solving, investigative and creative skills. In a very small minority of subjects, homework is not set regularly and lacks sufficient challenge.
119. Teachers and classroom learning assistants work well together. The co-operation between them provides valuable support to help pupils make appropriate progress.
120. Teachers make good use of displays of pupils' work in many classrooms and in some corridors to help motivate pupils. Many teachers give generously of their time outside lessons to help individuals in revision clubs and extra-curricular activities to extend and broaden pupils' learning.

121. There is consistent implementation of the school's policy for equal opportunities. Pupils' social, educational, ethnic and linguistic backgrounds are considered to ensure progress.
122. Teachers monitor and review pupils' progress systematically and employ a good range of support procedures to help pupils gain success. In most subjects, pupils are aware of the appropriate targets which have been set. The teaching and support for pupils with SEN is good with the work closely matching the targets identified in their IEPs.

Sixth form

123. In all the sixth form lessons observed, teaching was adjudged to have good features and no important shortcomings.
124. Good and consistent quality teaching is one of the school's strengths. It has a positive impact on students' learning.
125. Teachers have very good working relationships with their students and are sensitive to their needs.
126. Teachers have good subject knowledge. They ensure that their lessons not only help students meet examination requirements but also encourage students to consider relevant issues, which enhances their understanding.
127. The planning of lessons is good and takes into account previous learning. Overall teachers set challenging tasks appropriate to the abilities of individual students.
128. Teachers encourage students to become independent learners. In some lessons, teachers promote original and innovative responses from their students by engaging them in quality discussions and questioning.
129. Resources and stimuli material are well chosen and varied. Teachers make use of a range of resources, including the interactive whiteboard, to improve student learning.
130. Lessons are conducted in an atmosphere of mutual respect and tolerance where all students, irrespective of gender, race or disability are encouraged to achieve to the best of their ability.
131. Teachers within the consortium monitor progress and performance carefully and regularly. Using a review system after the completion of substantial assignments of work, individual students who may not be achieving their minimum target grade are identified so that they may be given additional support.

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

132. The school has recently established an effective system for collating and analysing assessment data. Pupils' progress is regularly monitored and graded in all subjects. The data collected is regularly shared with teachers, pupils and their parents so that individual performance can be tracked and areas requiring improvement can be addressed. This system has already proved to be effective in addressing areas of concern relating to Y11 pupils, but is not fully embedded in other year groups.
133. The school meets statutory requirements for assessing and reporting pupils' achievements.
134. Assessment is generally accurate and fair; the regularity and quality of marking are inconsistent within and between subjects. Where there is good practice, teachers' comments on assignments are informative and helpful, but in other cases there is insufficient information on how pupils can improve their standards.
135. The quality of the targets which are set to challenge pupils to raise their standards varies within and between subjects. There are some good examples of well focused, subject specific and measurable targets, but in other cases the targets are too broad and do not provide pupils with sufficient guidance on the next step forward in their learning.
136. The school provides pupils and their parents with two reports which are compiled after monitoring exercises. These are useful in tracking pupil progress and in identifying underachievement. Parents are also presented with a full annual report which explains the criteria for success in each subject and generally contains advice on how pupils can raise their standards of achievement.
137. The school encourages pupils to evaluate their own performance and to identify areas of their work which require further attention. However, the quality of pupils' self assessment is inconsistent and remains an area for further focus. All records of pupils' performance are kept in their Record of Achievement folders which build up a useful profile of a pupil's achievements in both key stages.

Sixth form

138. Assessment is well used to monitor students' progress. Good quality marking of written work, using detailed and informative comments helps students identify ways of improving their standards.
139. Students are made fully aware of the minimum target grade which they are expected to achieve. Their progress is regularly and carefully monitored; records of students' progress are recorded on a data base. Regular interim progress reports provide students and parents with clear and helpful indications

of areas of strength and weakness in subject areas. They contain detailed advice on how improvements can be achieved in the quality of work.

140. Students are encouraged to evaluate the quality of their own achievement and to identify ways in which they can raise their standards. As they mature, they become more confident in setting themselves realistic and achievable targets.
141. Parents receive a full report on academic and personal progress annually. Reports contain accurate and well focused information on standards achieved as well as clear advice on how students can raise their standards to meet their target grades.

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

Grade 3: Good features outweigh shortcomings

142. This grade is in agreement with the school's self-evaluation grade.

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

143. The curriculum overall successfully meets the needs of all pupils and reflects the aims set out for pupils of statutory school age in the Education Act 1996.
144. The curriculum is accessible for all pupils including those with SEN. Pupils have opportunities to gain an appropriate range of GCSE and vocational qualifications. Access to the sixth form is open to all students; they have opportunities to gain qualifications at A, AS, GCSE and in vocational courses.
145. The curriculum is appropriately broad and balanced in each key stage. It provides effective continuity and progression between years and key stages.
146. Overall, the curriculum in KS3 meets the requirements of the NC and religious education. Pupils have the choice of studying either French or German in the key stage. All pupils have the opportunity of developing a range of skills through studying drama and ICT throughout the key stage. A good feature of the Y7 curriculum is the cross-curricular Discovery Programme which supports the NC and reinforces pupils' basic skills. In DT, the majority of elements in the programme of study are covered, however electronics is not taught due to staffing and resource constraints.
147. Pupils in KS4 continue to study the statutory core subjects in addition to a programme of optional subjects with all pupils following an ICT course. A small number of pupils follow an effective alternative curriculum at the local college for one session per week.
148. In the sixth form, students can choose from an extensive programme of AS and A2 courses organised through the Deeside Consortium. At present, they have access to a modest vocational programme.
149. In KS3 and KS4 the school has taken strides to develop pupils' basic and key skills and has been successful in gaining the Basic Skills Quality Mark. Progress has been made in the development of literacy across the curriculum and including ICT in each pupil's programme of study. However, numeracy is not fully developed in all subjects. Sufficiently rigorous systems for co-ordinating and monitoring the delivery of key skills in different subjects, including the wider key skills are not fully developed.

150. In the sixth form, key skills are delivered through a well designed general studies programme. At present the school does not have a clear accreditation strategy.
151. A wide range of extra-curricular activities is available for all years. In addition to a number of clubs that meet during the lunch-hour and after school, there are visits off-site to places of interest, and to venues such as galleries and theatres.
152. A large number of pupils represent the school in a range of activities with considerable success. A number of visits abroad take place for a range of valuable curricular and social purposes. Pupils and students benefit from the range of activities available, which broaden their experiences and promote their personal and social development.
153. Pupils' spiritual development has good features which outweigh shortcomings. A number of subjects contribute to pupils' spiritual development by giving pupils opportunities to gain an understanding, and a feeling of curiosity in reflecting on creative work, poetry and the natural world.
154. Year collective acts of worship give pupils the opportunities to reflect on respect, care for others and contemporary moral and social issues. When pupils are not in a Year assembly the school has prepared a 'thought for the day' for the tutor groups. However, in a minority of groups there was no act of collective worship and the school does not therefore meet statutory requirements.
155. Pupils' moral, social and cultural development has good features and no important shortcomings.
156. Pupils have a clear sense of right and wrong. They show respect for each other, adults, the school environment and resources. Pupils show their concern for others by initiating and enthusiastically supporting events that raise substantial amounts of money to support local and national charities.
157. Pupils are co-operative and work well together in lessons and other activities. Relationships throughout the school are good. In the school council and many other activities they show maturity when participating in decision making or when supporting younger pupils.
158. Cultural development is well reflected in aspects of the curriculum and extra-curricular activities in a number of subjects. Pupils benefit from cultural visits to theatres and practical involvement with local artists and dance companies. Pupils have a good understanding of the cultural aspects of Wales, Britain, Europe and other world countries such as India, Africa and America.
159. The school provides comprehensive and helpful information for parents. Open dialogue about school provision or pupils' concerns is strongly encouraged and good opportunities are given for discussion at parents' evenings. The contributions of the parent-governors effectively inform management planning and guide support for learning. Parents and extended families gave excellent support for the Fiftieth Anniversary celebrations. A large number of

questionnaires were returned to the inspection and these indicated a high level of satisfaction with the school.

160. The partnership with the community is extremely productive. Governors are active, knowledgeable and effective representatives of the community. Activities are extremely well co-ordinated by the school's public relations officer who ensures that links provide beneficial support to the curriculum wherever possible. The good management of links also successfully maintains the school as a focus for lifelong learning. Many local enterprises provide curricular, extra-curricular and pastoral support for pupils. Local employers provide good support for work-related education and opportunities within the broad vocational curriculum.
161. Very well organised and constructive pastoral links with primary schools facilitate easy transition from KS2 to KS3. Joint INSET for teachers and cross phase projects in core subjects helps curriculum continuity. A useful partnership with several local schools (the Deeside Consortium) enables the provision of a broad sixth form curriculum. Good knowledge of local college provision ensures that school leavers can select appropriate educational options as they finish KS4.
162. There are established links with three teacher training institutes and the school regularly offers a wide range of opportunities for students. Trainees bring variety and innovation to the classroom and broaden the experiences of pupils.
163. The curriculum overall meets legal requirements with the exception of an act of worship in a minority of tutor periods. The programmes for personal, health and social education, work related education and careers education and guidance meet ACCAC guidelines and are well planned in the guidance programme.

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

164. The school provides very effective work-related education.
165. A comprehensive and progressive course of careers education and guidance is closely integrated with well-focused work-related education in the PSE programme. A professional careers adviser, available in school on two days of the week, provides individual guidance to pupils in Ys9-11 to develop their personal career plans. Local companies provide extensive and supportive mentoring for KS4 pupils. Pupils have a useful opportunity to assess a range of possible careers at a biennial Careers Fair.
166. Y10 pupils undertake a useful, well monitored, 2-week work-experience. An outstanding feature of this is a requirement that all pupils are interviewed by employers prior to the work experience. The work experience is a useful basis for classroom studies in some departments, particularly in English. Y12 students pursuing vocational courses are expected to undertake a similar work experience.

167. An audit has been carried out to evaluate how the five aspects of Y Cwricwlwm Cymreig are addressed across the curriculum. The activities are identified in schemes of work. Most departments contribute to the annual eisteddfod which is an important event in the school calendar.
168. The insufficient time allocated to Welsh at KS3 highlighted in the last inspection remains. This does not provide a sound base for pupils to choose to study the full GCSE course. At KS4 all pupils follow the GCSE Welsh short course, with a high percentage achieving A*-G grades.
169. Welsh is not immediately visible around the school with the exception of the physical education and DT departments. Good practice was observed in a KS4 ICT lesson where pupils created a bilingual information system.
170. The school is successful in enabling pupils of all abilities equality of access to the curriculum. All pupils are encouraged to achieve success in each key stage and to participate fully in the life of the school.
171. Pupils' awareness and understanding of the concepts of sustainable development and global citizenship are well developed in several subject areas including geography, science, DT, music and PSE. They are encouraged to become involved in a number of practical projects in the school, including the recycling of paper, cans, mobile phones and ink cartridges. Pupils' understanding is enhanced by the focus on global environmental problems and conservation initiatives in a number of curricular areas.
172. Expertise amongst the governors, good local community knowledge, college and workplace links and close collaboration with professional advisers ensures the school is well aware of the needs of employers, both locally and nationally.
173. Good teaching strategies in many areas of the curriculum provide ample opportunities for pupils to develop problem solving and decision making abilities. Outside lessons these entrepreneurial skills are well nurtured in all key stages through activities like the Dynamo Project, Environmental Projects, and events such as the Storytelling Week and Enterprise schemes run by local employers.
174. The school is successful in ensuring that pupils acquire the appropriate knowledge, understanding, skills and attitudes to progress. Through a range of activities and experiences they are developing as independent learners.
175. The breadth and quality of the curriculum, extra-curricular opportunities and work-related education ensures that the learning experiences reflect national priorities and lay the foundation for lifelong learning.

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

Grade 2: Good features and no important shortcomings

176. This grade is in agreement with the school's self evaluation grade.
177. The school has been successful in establishing a caring and congenial community that is inclusive for pupils from different backgrounds. The supportive quality of the relationship between the teachers and the pupils is based on good knowledge of each other and mutual respect.
178. Pupils and parents respond positively to the care they receive and pupils feel safe and confident. The pastoral system is successful in developing pupils' personal welfare and their academic development and achievement.
179. Links with parents are good. Parents receive a comprehensive range of essential information about the school. Parents value the home-school contact book as an effective means of communication.
180. The school has a clear defined pastoral care system. Heads of Year have a good profile of the performance of individual pupils across the subjects and effectively identify pupils who are showing a change to their pattern of standards in achievement, effort or behaviour.
181. The system for recording attendance and punctuality is administered accurately. The system is very effective and enables staff to scrutinise individual or family patterns. Any such examples causing concern receive immediate action, although recently illness and the time allocation for the ESW has affected promptness of the service.
182. Good induction programmes are provided to help pupils transfer from one key stage to the next. In Y9 and Y11, pupils are well supported and offered appropriate guidance to help them choose the course that is right for them. The work of the Careers Wales adviser is well integrated into the school curriculum and pupils and students value the advice they receive.
183. In KS4, a good number of pupils receive additional support in subjects. In addition, in Y11 underachieving pupils receive structured and useful support from individual mentors. A number of mentors come from local business and industry and become good role models for the pupils.
184. Support for sixth form students is good. They are well supported by subject teachers and the head of the sixth form. There is regular review of their progress and realistic action plans set. However, in a minority of classes, there is variation in attendance.

185. The leadership team, heads of year, and other teaching and support staff are successful in sustaining outstanding standards of behaviour throughout the school. Pupils respond positively so that relationships between adults and pupils are good and a spirit of partnership prevails. There were no permanent exclusions in the three terms preceding the inspection.
186. Correct procedures are followed in the few cases where pupils were excluded temporarily for unacceptable behaviour. Good support, including the use of outside agencies, is provided for these pupils when they return to school.
187. Health and safety issues and risk assessments are undertaken conscientiously. A few minor health and safety issues were brought to the attention of the headteacher during the inspection week.
188. Child protection procedures operate effectively, and all staff have received training and written instructions on how to respond to issues or incidents that might arise.

The provision for additional learning needs

189. The provision for pupils with SEN is good with no important shortcomings.
190. The LSAs provide outstanding support to individual pupils and to a group of pupils. There is close collaboration with SENCO and subject teachers and they have developed good specialism in the work.
191. One hundred and twenty KS3 pupils successfully follow Successmaker. The good records kept show that overall good progress is being made by the pupils in improving their literacy skills. An LSA coordinates the work very well.
192. Over 30 sixth form students listen to Y7 and Y8 reading on a regular basis. The Y7 and Y8 pupils appreciate the provision; they are improving their reading fluency and their enjoyment of reading different books.
193. Fifty pupils are withdrawn from mainstream classes to receive additional help with their literacy skills. Pupils' work is well matched to their educational needs and ability, and they are making good progress.
194. When pupils are withdrawn from mainstream classes, the school has endeavoured successfully to minimise the disruption to pupils' learning and their achievements in those subjects.
195. The school achieves a good level of success in enabling pupils with emotional behaviour to come to much better terms with their SEN. Staff work closely together and with parents to ensure appropriate support.
196. Social inclusion measures are particularly pro-active with much additional support for those pupils considered to be at risk. Rewards and sanctions are appropriate and contribute to improvement in behaviour.

197. The arrangements to identify the pupils in need of assistance are effective. Useful links with primary schools ensure that the support is in place for the beginning of Y7. Close liaison between SENCO, Heads of Faculty and Heads of Year ensures an effective ongoing process of identification and support.
198. Statements of SEN are reviewed effectively with good involvement of parents and outside agencies where relevant.
199. Good IEPs and IBPs are prepared. They relate well to the needs of the individual and, where appropriate, the statement. Pupils know their targets and most achieve considerable success.
200. The school meets the requirements of the Code of Practice. The SEN coordinator offers good guidance and has established good links with subject teachers and outside agencies.

The quality of provision for equal opportunities

201. The school is successful in encouraging pupils to have appropriate expectations. All courses are open to all pupils. The school has successful strategies to promote gender equality and to challenge stereotypes.
202. The school has been successful in creating a climate where pupils are free from harassment and discrimination. Parents and pupils are confident that the school would respond promptly to such instances.
203. The school makes every effort to promote good race relations. The few pupils attending school from ethnic minority groups are happy and well integrated. Within a number of subjects there are good opportunities for pupils to learn about racism and human rights.
204. There are effective measures to eliminate bullying or any oppressive behaviour. There are outstanding relationships with an extensive range of outside agencies.
205. The school works closely with Social Services to provide effective support for pupils who are looked after by the LEA.
206. Disabled pupils have access to all parts of the building, although the stairlifts are cumbersome to use on the narrow staircases.

Leadership and management

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

Grade 2: Good features and no important shortcomings

207. In its self-evaluation report, the school awarded itself Grade 3 for this key question. The inspection team came to the judgement that there are no important shortcomings overall.

How well managers provide a clear direction and promote high standards

208. The school has a clear published philosophy, together with statements of aims and values, which are understood by all. In addition, it publishes clearly the expectations and responsibilities resting on pupils in this respect. A consistent range of appropriate policies and position statements is in place to reflect and facilitate the coherent attainment of these aspirations.

209. Its aims, values, objectives and targets were highlighted in the external Investor in People audit.

210. Daily staff briefings and a weekly bulletin ensure very good communication, raise awareness and continually reinforce shared values, common purpose and a corporate ethos. Membership of working groups maintains a tangible sense of ownership and involvement.

211. The comprehensive SIP drives the school's progress, having been carefully produced following the outcomes of extensive consultation and analysis. Both the overview and individual detail of this document provide helpful reference for all colleagues.

212. The headteacher and senior managers provide very effective leadership. Together, they have a thorough understanding of the school's many strengths and, through the outcomes of the in-depth self-evaluation process initiated by the new headteacher, the insights and awareness of areas for development and the common concern to effect improvement. This has been underpinned by appropriate restructuring of management roles. All pupils and staff are known, respected and valued. Monitoring, evaluation and review systems are fit for purpose and inform planning for improvement at individual and whole-school levels.

213. Good, transparent arrangements for performance management successfully ensure coherent links with professional development as well as improvement planning.

214. Proper account is taken of guidelines, policies and priorities, published by WAG and other organisations and agencies, nationally and locally.
215. The school enjoys healthy links with the LEA and the Deeside 16-19 Consortium and benefits from generous opportunities provided by local business and industry. There are beneficial links with higher education.
216. The governing body is both effective and supportive. Individual governors provide a wide range of expertise and a useful familiarity with national and local issues that impinge on the school. They understand their roles in school management and are centrally involved in strategic planning. There is an appropriate range of sub-committees to deal with specific areas of responsibility and these and the whole body meet regularly.
217. Comprehensive reports from the headteacher keep the governors informed about school performances and needs. These data are analysed effectively by governors with reference to the school aims and objectives and their agreed SIP, and used to set realistic but challenging targets for the future.
218. The governors provide a sense of direction for the school and communicate this clearly to staff and to parents through their detailed annual reports.

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

Grade 2: Good features and no important shortcomings

219. In its self-evaluation report, the school awarded itself Grade 3 for this key question. The inspection team came to the judgement that there are no important shortcomings overall.

How effectively the provider's performance is monitored and evaluated

220. The school's self-evaluation report is an excellent working document. It honestly, realistically and comprehensively addresses the seven key questions of the common inspection framework. The monitoring, evaluation and review (MER) programme has developed rapidly since the appointment of the headteacher in 2003 and has proved a valuable exercise for all concerned. The report findings of the inspection team largely match those of the school's self-evaluation report, which is an accurate analysis of the important strengths and areas for development in the school.

221. Leaders and managers are well informed about what is going on in classrooms and faculties, through SLT monitoring reports, lesson observations and regular discussions with team leaders on progress towards reaching published targets. The monitoring system is coherent, MER feeds directly into the process of school improvement planning. Faculty systems track pupil progress and achievement.

222. Good records are kept. Faculty and year heads report regularly to governors, who are also attached to subjects.

223. Procedures for professional development and performance management are well structured and coherently linked. Involvement in working parties is carefully nurtured to raise awareness.

224. Careful analysis and use are made of a wide range of data, which is shared to predict and set targets, often with the involvement of pupils.

225. Views of parents were sought in a questionnaire in January 2004, the results of which have been incorporated into planning. The views of the elected school council representatives are also sought and valued.

226. Good practice is confirmed in various LEA advisers' written and oral feedbacks on a range of aspects. Use is made of external surveys such as by ELWa for the sixth form, by Basic Skills Training Initiative and by Investor in People audit.

227. Pupils who were interviewed expressed great satisfaction. Parents are very supportive of the school's progress.
228. The effectiveness of improvement planning is evidenced in the positive outcomes of the high quality self-evaluation report and a range of initiatives which have been implemented over the past two years, and in the resulting comprehensive, coherent SIP.

The effectiveness of planning for improvement

229. The SIP covers seven whole school umbrella priority headings identified in the self-evaluation process and was put together after detailed whole staff, faculty and pastoral consultations. Faculty and pastoral improvement plans clearly reflect these priorities, breaking down, tying in and focusing their particular contributions, where appropriate. Individual plans follow a common format, which enables an overall coherent summary and overview to be established, and matches responsibilities, time scales, targets, success criteria and resource implications in terms of finance and staff time. Although the budget has increasing constraints, careful budgeting ensures equitable funding for priorities. Outcomes are measured through the cycle of monitoring, evaluation and review.
230. Targets for examination and test results, agreed with the LEA, provide a realistic level of challenge, which is based increasingly on available data.
231. Leadership has a clear vision and overview for the school's direction, which is shared by the staff, who have ownership of the progress of many initiatives through membership of working groups. The use of temporary management allowances for 'task and finish' functions has proved advantageous. Self-evaluation and development planning have, in the short term, led to measurable improvement in a number of aspects and the culture is now prominent and is being increasingly promoted and embedded at all levels in the school.
232. The school has made good progress in addressing the key issues identified for action in the previous report:
- Target setting has developed well and continues to be identified as a priority for further development. A senior teacher post for student progress has been created.
 - The majority of Y11 pupils enter GCSE Welsh, about 80% gain A*-G grades.
 - A cross-curricular ICT working group is well established. The use of ICT across the curriculum and its key skills development, have been regularly and systematically monitored. Staff expertise is greatly improved.

- IEPs are in use in all subjects to aid pupils' progress. The 2004 LEA audit made no recommendations for change, concluding that IEPs were of a good standard.
- A consistent trend of improvements has been noted in mathematics. Results in KS3 level 5 and above are much greater than national figures. More active teaching and learning approaches and ICT use have been adopted and are robustly monitored. Target GCSE grades are set for all GCSE pupils and mathematics classes.
- Steps were taken to meet identified shortcomings in statutory requirements. Two assemblies each week are arranged for Y7-11. Sixth form students attend upper school assembly. A "thought for the week" is provided for the use of all form teachers. There are now two specialist religious education teachers in the sixth form general studies teaching team.

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

Grade 2: Good features and no important shortcomings

233. In its self-evaluation report, the school awarded itself Grade 3 for this question. The inspection team came to the judgement that there are no important shortcomings overall.
234. The school is well staffed with an equivalent of 37 appropriately qualified teachers and a pupil:teacher ratio of 17.5 to 1 to meet the needs of the curriculum and learning needs of pupils. There is an effective balance between experienced teachers and those new to the profession. They teach all aspects and subjects of the curriculum in KS3 and 4, and in the sixth form, in line with the requirements of the consortium. Overall, the deployment of teachers is good and effective. In DT, the specialist qualifications of teachers present an imbalance between the teaching of resistant and compliant materials. In other subjects, non-specialists have very good support, on the one occasion when they are used.
235. Supply teachers and teachers new to the profession are well supported.
236. The everyday life of the school is enhanced by its skilled non-teaching and support staff.
237. The professional development of all staff is good and is in line with performance management, the SIP and the needs of individuals. An outstanding feature is the high percentage of staff, both teaching and non-teaching, that have been successful with European Computer Driving Licence (ECDL) and its advanced qualification.
238. Overall, the provision of resources is such that good features outweigh shortcomings, although the basic available capitation budget is low for a school of this type.
239. The supply of textbooks and equipment overall is adequate in KS3 and KS4. In the subjects inspected, provision was good apart from shortcomings in mathematics and art.
240. Sixth form learning resources are good overall but there are shortcomings in art.
241. The provision of computers is above average in comparison with similar schools. These are located in three main suites and are used mainly in the teaching of the Y7 Discovery programme, and in discrete ICT in KS3, KS4 and the sixth form. When not used for timetabled lessons, the suites are heavily booked for use by subjects across the curriculum, although there are difficulties of access. All classrooms have a networked computer which can be used for teaching, assessment records and study for the ECDL.

242. There are small banks of computers in humanities, DT and science but many are old and have limited use. The library assistant supervises the regular use by pupils of a small bank of networked computers. The music department has gained a grant to install a bank of 15 computers to be used for composition. Teaching is being enhanced with an increasing number of electronic whiteboards and interactive projectors.
243. In order to enhance the presentation of their work, four lap-top computers are available on loan for sixth form students.
244. The accommodation is sufficient for the number of pupils currently on roll and meets the academic and pastoral needs of the curriculum. As far as possible, rooms for subject areas are suited together. A small number of lessons are taught in non-specialist rooms, mainly in science. For most subjects, the classrooms provide good learning environments and teachers use them well. A number of rooms are small and cannot comfortably accommodate the larger classes, especially of older pupils.
245. There has been refurbishment of rooms in food technology and textiles but in rooms used for science and resistant materials, there is urgent need for similar upgrading.
246. There is a problem maintaining an effective, balanced level of heating throughout the school. The southern elevation, which has been double glazed, becomes very hot, whereas the northern elevation with metal single glazed windows is cold.
247. The standard of decoration in rooms throughout the school has greatly improved of late and is now good in sections, as a result of a carefully planned rolling programme of decoration.
248. The quality of the displays of subject material and pupils' work in classrooms and corridors varies throughout the school. Many displays are bright and colourful providing a stimulating learning environment. Several areas are less attractive.
249. The library is adequate in size with room to seat one full class. Library stock is regularly updated and is sufficient for a school of this size. It has a bank of 4 networked computers. The library is well used by pupils at break and lunchtimes. During lessons, groups of pupils from classes use the library freely and sensibly for research.
250. Accommodation for the number of students in the sixth form is limited. They have a common room but have to use the library or empty classrooms for private study. Discussions are taking place with the LEA to improve library facilities with a shared community building.
251. The school is clean and well maintained by the cleaning staff and caretakers.

252. The grounds are well maintained and kept free of litter. The attractive, grassed quadrangle has greenery and a pond. However, the tennis courts are in a very poor condition and are unsafe to use for any activities.

How efficiently resources are managed to achieve value for money

253. The headteacher has a clear view of the priorities for the school's development. Governors support these developments.

254. The school manages its budget efficiently and effectively although fixed commitments leave little room for manoeuvre. Very good effect is made of any additional grants and funds which supplement provision. The budget is planned and processed with the informed involvement of the governing body's finance committee. Expenditure is properly reviewed and evaluated. The educational objectives identified in the SIP are clearly reflected in budget proposals. The most recent LEA financial audit gave the highest rating.

255. The school achieves good value for money.

Standards achieved in subjects and areas of learning

Mathematics

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

Good features

KS3 and KS4

256. Most pupils across the age and ability ranges answer questions orally with clarity, understanding and accuracy. They have a sound knowledge of number, vulgar fractions, decimal fractions and percentages and the relationship between them.
257. Pupils have spatial awareness and understand the concepts of the area of plane figures and volumes of regular solids using the appropriate units.
258. Pupils with SEN make good progress.
259. Most pupils use calculators appropriately.

KS3

260. In the end of KS3 NC tests, the proportion of pupils gaining at least level 5, has improved over recent years and in 2004 was at its highest. In 2004, the standards of achievement of the boys were better than those of the girls.
261. Pupils understand simple practical and theoretical probabilities, have a sound knowledge of basic algebraic expressions and can solve simple equations.

KS4

262. More able pupils have a sound knowledge of Pythagoras' theorem and can apply it to everyday situations.
263. Pupils have a good understanding of the equation of a straight line and can apply it to solve problems.

Sixth form

264. Y13 students have a very good understanding of a range of concepts in pure mathematics, mechanics and statistics. They can adapt this knowledge to solve associated questions.
265. Y12 students are making progress in understanding the basic concepts of pure mathematics, and mechanics.

266. Students' learning is enhanced by readily available extra support.

Shortcomings

KS3 and KS4

267. A small minority of pupils lack confidence in their mathematical abilities.

268. Pupils do not always present their work in a neat, logical way and do not always correct work that is wrong.

269. A small number of pupils are content to achieve as little as possible.

KS3

270. Not all pupils enhance their mental numerical skills with regular practice and reinforcement during lessons.

KS4

271. In recent years, GCSE results for grades A* - C have fluctuated and in 2004 they were comparatively low.

272. A number of pupils have an adverse attitude to homework and this affects achievement.

Sixth form

273. No important shortcomings were identified.

Welsh second language

Key Stage 3 Grade 3: Good features outweigh shortcomings

Key Stage 4 Grade 3: Good features outweigh shortcomings

Sixth Form Welsh is not studied in the sixth form

Good features

KS3

274. Good progress is made in all language skills through the key stage. Standards improve as differentiated resources provide a suitable challenge for pupils in mixed ability classes.

275. Pupils understand the consistent use of Welsh by the teachers in lessons. They are attentive and participate well in both oral and written tasks.

276. In pair work, most pupils are able to ask questions and respond briefly to each other.

277. The majority of pupils remember and recall language learned in previous lessons well.

278. Listening skills are good. Pupils extract information well from taped conversations. More able pupils record the information on a grid quickly and accurately.
279. Pupils produce extended writing in a variety of formats. When working in groups on a variety of tasks centred around leisure activities, Y9 can adapt their writing to suit different audiences, for instance when producing a radio script, sending e-mail messages requesting information or producing a flyer to advertise the activities available at a leisure centre.
280. Pupils make effective use of ICT to redraft their work to improve its accuracy and to enhance its appearance for a range of purposes such as greetings cards, formal letters, advertisements and extended projects.

KS4

281. All pupils follow the GCSE short course. A high percentage achieve grades A*-G.
282. Pupils complete a wide range of written tasks and achieve good standards. The majority of more able pupils structure their written work effectively and redraft purposefully to produce an accurate final copy. They use a good range of language patterns varying the tenses of the verbs effectively. They write conversations accurately for role-play situations which many perform expressively. In both creative and factual writing pupils' work displays an awareness of purpose and style.
283. Pupils extract information well from taped conversations and texts. Able pupils read fluently with good expression.

Shortcomings

KS3

284. A significant minority of pupils cannot hold a short conversation effectively in Welsh.
285. Many pupils often do not pronounce words as well as they should.
286. Few pupils read aloud with good intonation and expression, which is linked to insecure pronunciation.
287. In both written and oral work, lower ability pupils are reluctant to extend beyond short responses using familiar vocabulary and phrases.

KS4

288. Pupils generally are unwilling to extend conversation to show that they can move a discussion forward, being more comfortable within structured situations on familiar topics such as school and hobbies.
289. Some writing contains basic grammatical and spelling errors.

Design and technology

Key Stage 3	Grade 3: Good features outweigh shortcomings
Key Stage 4	Grade 2: Good features and no important shortcomings
Sixth Form	Currently there are no students from this school taking this subject

Good features

KS3

290. Pupils are very creative in all material areas. They generate a good range of design ideas in response to the briefs they are given. Colour is used effectively. Some outstanding work was observed in Y9 textiles when pupils used the theme of graffiti to generate designs for tee shirts.
291. The use of modelling to explore develop and communicate design ideas is outstanding.
292. Pupils acquire good practical skills by working with a range of tools and materials. They work safely, hygienically and co-operatively.
293. The elements of the design process are well understood and implemented by pupils to solve design problems.
294. Computers are used confidently as a tool in the design and manufacture of some products CAD/CAM.

KS4

295. Standards are very high in resistant materials and this is reflected in GCSE results.
296. Design work is good overall, with a design process used effectively to guide the work.
297. Coursework folios are well structured including good use of ICT for a range of purposes. These include research, presentation of research findings including graphs, design and manufacture and improving presentation.
298. In resistant materials, pupils make high quality ingenious products which display their creativity.
299. Pupils have excellent problem solving skills, write good specifications for their products and refer back to these in final evaluations.
300. Good use is made of third parties to carry out independent and unbiased evaluations of products made by pupils.

- 301. Pupils understand manufacturing processes related to their products and can explain in depth how their product could be batch or mass produced.
- 302. Understanding of materials, their properties and working characteristics is good.
- 303. Pupils can work independently, confidently and productively, particularly in practical lessons, when the vast majority of pupils remain totally focused on their tasks throughout the lesson.
- 304. Y10 pupils are very articulate and show above average knowledge and understanding in class discussions. They were observed evaluating their own ingenious products thoroughly in response to a brief to design and make a miniature leisure chair.

Shortcomings

KS3

- 305. Achievement is not as high in food technology as in other areas.
- 306. Electronic control principles are underdeveloped and are not used in the making of products.
- 307. There is an over-reliance on catalogue cut out and paste as a method of research.

KS4

- 308. No important shortcomings were identified.

Modern foreign languages

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

Good features

KS3

- 309. Pupils listen carefully, and understand most of what they hear in French or German.
- 310. They do not usually need much repetition.
- 311. When they speak, their meaning is clear and they answer questions competently.

312. Listening, speaking, reading and writing skills develop in a well balanced fashion.

313. Pupils work and speak together particularly well in pair and group activities.

314. Pupils with SEN achieve as well as their classmates.

KS4

315. Pupils listen well and follow most of what they hear in exercises and in general classroom instructions and explanations.

316. They intelligently deduce the meaning of many new words from the context of what they hear and read.

317. Pupils' responses to questions are usually unambiguous. They use a good range of appropriate vocabulary.

318. The most able adapt and use complex language competently in speech and in writing. In French especially, they are keen to make conversation.

Sixth form

319. Students speak clearly with good accents and intonation.

320. They quickly learn to manipulate and re-use new vocabulary and structures to say and write what they intend.

321. They have a good sense of appropriate language register.

Shortcomings

KS3

322. Pupils do not readily initiate conversations in the foreign languages.

323. Unless prompted, they tend not to use the languages to meet routine needs by the end of the key stage.

KS4

324. Few pupils are very confident in starting conversations in German.

Sixth form

325. Some students continue to make simple slips, for example in adjective agreements or verb endings.

Art

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

Good and outstanding features

KS3

326. Boys and girls make equally good progress. The majority show that they understand and can apply the essential elements of line, tone, colour, pattern and texture, with better-than-average skill in two-dimensional elements. Pupils with SEN achieve as well as their classmates.
327. Pupils draw well, looking and recording accurately. In their sketchbooks and homework research, they show imaginative and expressive personal responses.
328. Pupils are acquiring and using an art vocabulary. They know how to record technical notes accurately and are learning how to express their own personal responses when writing about art.
329. Pupils have a growing knowledge and awareness of the work of a range of artists, that includes Welsh artists. In their own Aboriginal paintings and 'dream-catcher' sculpture, pupils demonstrate an appreciation and understanding of the art of another culture.
330. Some pupils are experienced in producing a ceramic mural that celebrates local culture. Those pupils who work with an artist-in-residence develop good skills and understanding of how to design and work with clay in a real-life project.

KS4

331. Pupils regularly achieve outstandingly better results in examinations than the national average at the higher grades. By adhering to deadlines, their work is regularly completed and they amass a better than average body of high standard work.
332. Boys and girls demonstrate outstandingly good observational drawing skills. Working with a limited range of materials and processes, they are able to develop formal study into very creative and imaginative personal responses in two-dimensional forms.
333. They know how to use their sketchbooks to collect and record their research findings, regularly supporting their visual work with useful annotation. When writing about art, they express their own opinions and judgements confidently.
334. Pupils demonstrate a good awareness and appreciation of local Welsh architecture and the environment in their own original drawings. They are

developing a greater awareness of the work of a wide range of artists by visiting art galleries.

Sixth form

335. Male and female students are developing well as independent creative artists. They make good progress in developing new skills and in furthering their understanding of art.
336. They can select from, and skilfully experiment with, a range of new techniques in drawing and painting, often developed from their detailed study of the work of well-known artists.
337. They know how to use their sketchbooks with flair, when recording and collecting visual resources. They can record facts accurately and express personal opinions when writing about art.
338. Students are broadening their understanding and awareness of historical art by study-visits to local art galleries.

Shortcomings

KS3 and KS4

339. Pupils are not experienced in using computers to create or research art.

Sixth form

340. Some students rely too much on copying from images found in their study of fantasy illustrators, which results in their drawings lacking originality.

Physical education

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

Good features

KS3

341. The majority of pupils are well motivated and listen carefully to instructions and teaching points.
342. In lessons, pupils work together well on collaborative tasks in pairs and small groups to achieve specific learning outcomes.
343. In basketball, the more able perform the set shot and lay-up accurately with a good level of success.

344. In dance, most girls are able to create and perform a basic sequence. The more able display a good level of fluency and body control. They show sensitivity when working with others.

KS4

345. In GCSE lessons, pupils are attentive and willingly contribute to class discussion.

346. Most pupils in examination groups, can explain the rationale underpinning a specific physical training programme. More able pupils can utilise precise terminology related to anatomy and physiology.

347. In badminton, pupils have a good understanding of the rules. The majority can maintain a rally and most can demonstrate a variety of shots. More able pupils can utilise space effectively and select an appropriate winning shot.

Sixth form

348. Students are enthusiastic and suitably motivated.

349. They contribute well in class discussion. They give articulate and confident responses to questions.

350. Written work is appropriately planned and well presented.

Shortcomings

KS3

351. A minority of pupils, mainly girls, fail to listen carefully or act on instructions. As a consequence, they do not perform skills consistently well or to the best of their ability.

352. Less able pupils find it difficult to perform skills with accuracy and quality.

353. Pupils' ability to transfer, apply and evaluate skills and performance across activities is underdeveloped.

KS4

354. Many pupils in GCSE lessons are unable to give extended responses to questions.

355. In badminton, average and less able pupils fail to show appropriate shot preparation and execution.

356. In rugby, a majority of pupils lack the knowledge and understanding to transfer skills into a competitive situation.

Sixth form

357. No important shortcomings were identified.

School's response to the inspection

358. The staff and governors welcome this report and acknowledge the positive contribution the inspection process will make to further school improvement at St. David's.
359. It is pleasing to note that the findings of the inspection team reflect the self-evaluation report produced by the school prior to inspection and that recognition is given to the high standards achieved in so many areas of the school.
360. We are particularly pleased that St. David's High School has been recognised as a caring school with very high standards of student behaviour and excellent student - teacher relationships.
361. The inspection report confirms our belief that the quality of teaching is a major strength of the school and greatly exceeds WAG targets. We will continue to share and disseminate the good practice identified within the school in order to extend the range of teaching styles and learning strategies.
362. We accept the inspectors' view that assessment for learning needs further improvement. This is already a priority in the school improvement plan for 2004-5. In response to the inspection team's recommendations for further improvement, we will establish more consistent procedures for monitoring and assessment. For the most part, this will involve the development and sharing of existing good practice in terms of using data to set clear, challenging targets for individual student achievement. In essence, targets will become more specific, challenging and individualised.
363. We welcome the positive comments about the development of key skills throughout the curriculum and we accept that we need a greater degree of co-ordination of key skills.
364. The focus of the forthcoming school improvement plan (2005-6) will be to raise students' aspirations and attainment throughout the age and ability ranges. The inspection team was highly complimentary about the quality of our existing plan (2004-5) and the efforts we are currently making to improve levels of attainment. The report will encourage us to aim even higher.
365. We welcome the positive judgements concerning our effective use of resources for learning. We were particularly pleased to read the comments on the clean, well-maintained condition of the school buildings and the improvements which have been introduced over the past two years in order to provide students with a greatly improved environment for learning. Nevertheless, we recognise the need to work very closely with the LEA in order to improve and refurbish certain areas of the school.
366. We are pleased and encouraged to read that effective leadership is provided by the headteacher, senior managers and governors. The degree of progress the school made since the previous inspection is recognised as good.

367. Most importantly, the inspection report confirms that we are achieving our aim to make St. David's High School a well managed, stimulating and secure place in which students can grow in confidence and independence and achieve good results.
368. The school appreciates the professionalism and expertise with which the inspection was carried out and the opportunities for feedback throughout the week. The report gives us a valuable external audit and provides a firm base from which to move forward.

Appendix A

Basic information about the school

Name of school	St David's High School
School type	Community comprehensive
Age-range of pupils	11-18
Address of school	St David's Terrace Saltney Chester Flintshire
Postcode	CH4 0AE
Telephone number	01244 671583

Headteacher	Mr T Davidson
Date of appointment	September 2003
Chair of governors/ Appropriate Authority	Mrs M Mackie
Reporting inspector	Mr J Emlyn James
Dates of inspection	7 – 10 February 2005

Appendix B

School data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	93	118	116	95	130	49	30	631

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	33	6	36.98

Staff information	
Pupil:teacher (fte) ratio (excluding special classes)	17.5:1
Average teaching group size	23
Overall contact ratio (percentage)	75

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole School
Term 1	93.6	90.9	91.2	87.8	84.3	95.6	96.8	90.0
Term 2	92.2	87.7	87.5	88.2	90.8	96.2	95.4	90.0
Term 3	93.7	92.4	90.1	88.0	90.0	96.2	96.4	90.8

Percentage of pupils entitled to free school meals	13.6
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results - End of Key Stage 3

National Curriculum Assessment KS3 results: 2004

Total number of pupils in Y9: 98

Percentage of pupils at each level

		D	A	F	W	1	2	3	4	5	6	7	8	EP
English	Teacher assessment		0	0			0	1	31	43	20	5	0	0
		National	0	1	1		2	9	22	34	22	9	0	
	Test	School		2	0			6	29	36	16	11	0	
Mathematics	Teacher assessment		3	2	2			8	21	31	23	10	0	
		School						2	27	33	34	5	0	
	Test	National	1				1	8	2	25	29	14	0	
Science	Teacher assessment		5	2				4	22	27	38	8	0	
		National						7	19	21	32	14	0	
	Test	School						8	32	41	14	5	0	
Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language)	Teacher Assessment		1				1	8	21	32	25	11	0	
		School	5					4	12	49	27	3	0	
	In Wales	National	4	2				6	19	31	25	14		

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

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

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

W Pupils who are working towards level 1

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

Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language)	
by Teacher Assessment	by Test
In the school	In the school
49	50
In Wales	In Wales
57	57

Public Examination Results:

For pupils aged 15, results in GCSE, Entry Level Qualifications, GNVQ and NVQ	
Number of pupils aged 15 on the school roll in January 2004	123
Average GCSE or GNVQ points score per pupils	33

The percentage of 15 year old pupils who in 2004:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	92	91	87
attained at least 5 GCSE grades A*-C, the equivalent vocational qualifications or a combination of both	42	53	51
attained at least 5 GCSE grades A*-G, the equivalent vocational qualifications or a combination of both	88	90	85
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	24	40	38
entered at least one Entry level qualification, GCSE short course or GCSE	98	97	97
attained one or more GCSE grades A*-C or the vocational qualification equivalent	77	79	75
attained one or more GCSE grades A*-G or the vocational qualification equivalent	96	95	93
attained no graded GCSE C or the vocational qualification equivalent	4	5	7
attained one or more Entry level qualification only	2	2	3

For students aged 16, 17 and 18, results in A/AS, GNVQs and NVQs	
Number of students aged 16, 17 and 18 in January 2004	52
Number of students entered for 2 or more GCE A level examinations or equivalent in 2004	24
Number of students entered for fewer than 2 GCE A levels or equivalent in 2004	6

	School	UA	Wales
Percentage entered who achieved 2 or more grades A-C	42	66	68
Percentage entered who achieved 2 or more grades A-E	88	94	95
Average points score per candidate entering 2 or more subjects	14	20	20

Appendix D

Evidence base of the inspection

The school was inspected by a team of twelve inspectors who spent 40 inspection days in school collecting evidence, covering all subjects and curriculum areas. Inspectors observed 100 lessons in full or in part. All teachers present were seen teaching, most on a number of occasions, especially in the six subjects reported on. Planned discussions were held with the majority of teachers, including members of the leadership team, faculty heads, subject leaders, pastoral staff, with non-teaching staff and the chair of governors. An informal lunchtime meeting was held to which a range of members of the local community and professional and visiting agencies to the school were invited. The registered inspector met staff some weeks ahead of the inspection. In a meeting with the registered inspector, members of the governing body discussed their role in action which had been taken since the last inspection and their views on the seven key questions.

All the work of a representative sample of pupils from each year group was examined and planned discussions were held subsequently with these pupils. Pupils' records, past work, work during lessons and displays around the school were scrutinised. Inspectors spoke informally with many more pupils and examined their work during class visits. The inspectors visited many tutorial and registration periods and all assemblies, together with a range of out-of-school activities, homework clubs and meetings, and met representatives of the school student council. Pupils were observed at lunchtimes, travelling to and from lessons, and coming to and from the school.

The school helpfully provided a range of informative documentation which was analysed before and during the inspection. The inspection team carefully considered written contributions and responses made by 255 parents to questionnaires distributed before the inspection and the comments by parents at the pre-inspection meeting conducted by the registered inspector.

Appendix E

Composition and responsibilities of the inspection team

Team Member	Responsibilities
JE James Registered inspector	Context, summary, recommendations, appendices, key questions 1,5,6,7
Dr MHL Snow Lay inspector	Contributions to key questions 1,3,4,5,7
SG Davies Core team	Key questions 2, 3, sixth form coordination
AV Edwards Core team	Mathematics, key question 7 and contribution to key question 1
H Evans Core team	Key question 4 and contributions to key questions 1,3
A Newman Core team	Key question 2 and contribution to key question 3
L Bithell	Contributions to key questions 1,3,4
M Crandon	Welsh, contributions to key questions 1,3
E Forster	Art
GW Jones	Physical education
P Swinnerton	Design and technology
M Williams	Modern foreign languages
J Growcott	School nominee

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Acknowledgement

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