

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

A Report on the Quality of Secondary Education in

**St Cenydd Community School
St Cenydd Road
Caerphilly
CF83 2RP**

School Number: 6764065

Date of Inspection: 27 November - 1 December 2006

by

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The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

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

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- * makes public good practice based on inspection evidence.

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

The inspection of St Cenydd Community School took place between 27/11/06 and 01/12/06. An independent team of inspectors, led by Julia Helen Cantle Longville undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. St Cenydd Community School is an 11-18 community school, maintained by Caerphilly County Borough Council. There are 1112 pupils on roll, slightly less than at the time of the last inspection in October 2000. Of these, 184 are in the sixth form, an increase of 19 since the last inspection. The school had been over subscribed for a number of years and in September 2005, the Unitary Authority (UA) limited the number of pupils being able to enter the school in year (Y) 7.
2. The school is situated on the western side of the town of Caerphilly. Most pupils come from the surrounding area. Thirty-five percent of pupils come from Abertridwr and Senghenydd, areas recognised as community regeneration area. A large proportion of the area is economically and socially disadvantaged. Pupils come from four primary schools. Nineteen percent of pupils are entitled to free school meals, compared to 16.6% nationally. Almost all pupils have English as their first language. No pupils speak Welsh as a first language. Approximately one percent of pupils come from minority ethnic heritages.
3. The school's intake includes the full range of ability. On entry, pupils' reading and numeracy skills are significantly lower than UA and national averages. There are more pupils of average and lower ability and few higher ability pupils. Sixty eight pupils have a statement of special educational need (SEN) and a further 100 pupils have been identified as needing some support. Twenty-four pupils have National Curriculum (NC) disapplications. The school is the unitary authority centre for physical impairment, sensory impairment and speech, language and communication. There are currently 43 pupils in this department.
4. The headteacher, appointed in January 1994, left the school in September 2006 to take up a new post in Caerphilly UA. A new headteacher has been appointed and will take up his post in April 2007. The two deputy headteachers are currently covering this work. Four out of five members of the Leadership Group were all in place at the time of the last inspection. The Leadership Group includes two deputy headteachers and three assistant headteachers.

The school's priorities and targets

5. The school has a comprehensive set of aims to promote pupils' academic, personal and social development within the school and the wider community. The school's vision is to provide a good quality of education for pupils of all abilities working within a caring environment for purposeful learning. The school aims are:
 - to enable all students to realise their individual talents to the full;
 - to prepare all students for the changing demands of future adult life;

- to encourage a view of education as an enjoyable, lifelong process;
 - to create a caring, supportive and safe environment where children can learn and feel secure, confident and happy;
 - to foster a sense of community and belonging;
 - to educate the whole person; and
 - to look outwards as well as inwards, valuing what we can share with other schools, both at home and abroad.
6. The school's four year development plan focuses on four main areas: raising standards of teaching and learning, school improvement and staff development, making healthy and active citizens and creating links and partnerships.
7. As a result of injury, Mr Peter Carter took on the role of Registered Inspector for the week of the inspection.

Summary

8. St Cenydd Community School is a very good school with a distinctively caring and inclusive ethos. There are many outstanding features in the quality of education it provides and in the effectiveness of its leadership and management. The care, support and guidance it provides its pupils and students are exceptional.
9. In the seven key questions the following grades were awarded.

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

Standards

10. The inspection team inspected the standards that pupils and students achieve in six subjects of the curriculum at Key Stage (KS) 3, KS4 and in the sixth form. The following table shows the grades awarded.

Grades for standards in subjects inspected

Standards in subjects inspected			
Subject	KS3	KS4	Sixth form
Welsh second language	2	2	1
Mathematics	2	2	1
Design technology	3	2	2
Modern foreign languages	2	3	2
History	2	1	2
Religious education	1	2	2

11. The following table shows the standards achieved by pupils and students at different stages in the six subjects inspected.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	17%	57%	26%	0%	0%
KS4	20%	68%	12%	0%	0%
KS3+KS4	18%	62%	20%	0%	0%
Sixth form	31%	69%	0%	0%	0%
Whole school	21%	63%	16%	0%	0%
These grades are based on observation of 73 lessons					

KS3 and KS4

12. These grades are very good when compared with the most recent figures for all inspections in Wales, the national target for 2007 and the grades awarded in the last inspection of the school. These figures are impressive because:
- they surpass, by a considerable margin, the Welsh Assembly Government (WAG) target for standards in 65% of lessons to be awarded grade one or grade two;
 - they exceed the national target for 98% of standards to be graded one, two or three;
 - they compare very favourably to grades awarded at KS3 and KS4 in inspections across Wales;
 - they are 20% better than the most recent figures for all inspections in Wales, when 60% of lessons were graded one and two;
 - the percentage of lessons in which the highest grade was awarded is almost double that reported in the last inspection; and
 - overall, they are significantly above the grades awarded at the time of the last inspection though the sample is different in size and nature.
13. The standards achieved by the large majority of pupils have good features and no important shortcomings. In almost all subjects, at both key stages, pupils achieve standards that match or exceed their agreed learning goals. In these subjects there are no significant barriers to learning. Pupils have appropriate opportunities to achieve well whatever their background or ability.
14. Pupils with additional learning needs receive very good support and generally achieve very good standards.
15. Attainment in the core subjects at KS3 is close to the average for similar schools where around 20% of pupils are entitled to receive free school meals. At KS4, the most recent General Certificate of Secondary Education (GCSE) results are mostly above the average for similar schools. In most cases girls outperform boys but the difference between their results is similar to those locally and nationally.
16. The standards achieved by pupils in the key skills of communication, numeracy and information technology (IT) have good features and no important shortcomings. Pupils' listening skills are outstanding. Very good progress has been made since the last inspection in the development of

pupils' key skills. This has had a positive impact on the standards they achieve across the curriculum.

17. All pupils study Welsh second language. The standard of their bilingual competence is good overall.
18. Across the curriculum pupils generally make very good progress whatever their ability. The progress they make by the end of KS4, in comparison with their abilities on entry to the school, is particularly good. Pupils are well motivated in lessons and respond positively to the tasks set. They show real interest in their work and the progress that they are making.
19. The behaviour of pupils is very good, both in lessons and around the school. They behave responsibly and show respect for each other, members of staff and visitors. This is an outstanding feature of the school.
20. The school makes good efforts to improve pupils' attendance. However, attendance at around 90% is below the WAG target of 92%.
21. Pupils make good use of the varied opportunities provided to help their spiritual, social, moral and cultural development. They show good awareness and understanding of moral issues, different lifestyles, beliefs and cultures. The assemblies provided by the school are of very good quality and contribute significantly to pupils' development in these areas.
22. Pupils develop very good personal, social and learning skills. They learn more independently as they make progress within and across the key stages. As a result, many acquire positive attitudes to lifelong learning.

The quality of education and training

23. Overall, the effectiveness of teaching, training and assessment is good with outstanding features. In a little over a third of lessons observed there were outstanding features in the quality of teaching and assessment across both key stages. In around half of all lessons teaching and assessment had good features and no important shortcomings. These percentages are exceptionally high.
24. In nearly all lessons teachers plan for and meet the needs of pupils of all abilities and backgrounds very well indeed. Almost without exception teachers create and maintain outstanding working relationships with pupils. Pupils are given purposeful and interesting tasks that motivate them to behave well, work hard and achieve success.
25. Teachers have very good subject knowledge and nearly all of them use up to date teaching strategies to ensure that pupils progress well. The innovative work of the School Improvement Group (SIG) has had a significant effect on raising the quality of teaching and assessment in the school.

26. Teachers often make outstanding use of a wide variety of teaching and assessment methods to support individual pupils. Many teachers make innovative use of resources, particularly Information and Communications Technology (ICT), to engage pupils actively in the work and to stimulate and challenge them to achieve their potential.
27. Assessment is embedded very well into planning and teaching and is an outstanding feature of teachers' work. Teachers monitor pupils' achievements and progress accurately and regularly. Assessment and feedback to pupils are generally thorough. Increasingly through the key stages, teachers involve pupils very well in evaluating their work and in planning improvements to it.
28. Reports to parents and carers are generally of good quality. There is however, some inconsistency in the breadth and depth of written comments and in setting targets that are linked explicitly to improvement in the subject.
29. Statutory requirements concerned with assessment, recording and accrediting pupils' achievements are met fully.
30. Learning experiences have good features, many of which are outstanding.
31. The curriculum meets the needs of all learners and enables pupils to achieve appropriate accreditation. The exceptional provision for pupils with special educational needs and pupils with disabilities makes a vast contribution to the development of all pupils.
32. There is insufficient time allocated for the in-depth coverage of the programme of study in design and technology at KS3.
33. The wide range of extracurricular activities includes visits to Europe and many other countries throughout the world. These experiences are celebrated, shared and contribute especially well to pupils' cultural development.
34. Assemblies and form tutorials are of a very high quality and are used very effectively to enrich pupils' spiritual and moral development.
35. Partnerships with parents, the community and other providers of education, particularly teacher education institutions, are exemplary.
36. Work Related Education and careers guidance at all transition stages are of high quality. Careers conventions are very well attended and pupils benefit enormously from access to a range of employers and higher education providers.
37. The quality of care, support and guidance given to pupils is exemplary. This is because of the:
 - exceptional way in which the school nurtures an atmosphere of self-respect amongst staff and pupils;
 - excellent interpersonal relationships at all levels;

- exemplary teamwork at all levels; and
 - consistent application of procedures that are understood clearly by pupils.
38. Pupils feel secure and valued in all aspects of school life and are proud of their school. Their behaviour in lessons and around the school is excellent. Pupils of all ages, abilities and disabilities integrate extremely well together and display a very high regard and respect for each other.
39. The highly effective way that the school works in partnership with parents, carers and the community is outstanding. Staff work very well as a team to monitor pupils' punctuality, attendance, behaviour and performance. Parents and carers are consulted and their views are taken into account. The procedures are highly successful in nurturing a very high quality environment for learning for all pupils.
40. Induction programmes and transition arrangements are of high quality. Outstanding arrangements are in place to enable pupils to settle well into Y7. In addition, pupils receive very good impartial guidance to assist their option choices from KS3 to KS4.
41. The provision for pupils with additional learning needs is outstanding in the way in which it:
- diagnoses individual needs and reviews them rigorously and regularly;
 - provides excellent support to meet the needs of pupils with sensory, physical and speech / language difficulties, as well as meeting effectively the needs of those pupils who experience learning difficulties; and
 - has highly effective strategies to support pupils with behavioural difficulties.
42. In the last twelve months prior to the inspection, no pupil has been permanently excluded from the school. There are highly effective strategies to re-integrate pupils who may be temporarily excluded from the school at any time.
43. The quality of provision for equal opportunities has many outstanding features that includes highly effective measures to:
- provide extra-curricular opportunities for all pupils including those with disabilities;
 - challenge gender discrimination;
 - address any form of oppressive behaviour; and
 - recognise and respect diversity.
44. The school's anti-bullying policy is exemplary and is highly regarded by pupils and parents.

Leadership and management

45. Leadership and strategic management are highly effective. The previous headteacher made an outstanding contribution to the leadership of the school and provided clear direction. He was supported well by a committed

Leadership Group who continue to work purposefully and successfully to implement the school's objectives. As a consequence of their efforts, the transfer of leadership responsibilities is managed smoothly, effectively and with minimal disruption.

46. The school's ethos is outstanding. It is both positive and distinctive and includes every member of the school's population. All staff and pupils feel valued and supported. A significant strength is the way in which the Leadership Group, governors and middle managers share clear and explicit aims and values which helps drive the school forward.
47. There are a number of other outstanding features of leadership and management. These include the:
 - clear direction provided by leaders and managers through the setting of ambitious but realistic targets and goals;
 - account taken of national priorities such as healthy living which has a very high profile within the school;
 - proactive work carried out by leaders in developing effective local partnerships, particularly for the 14-19 age group; and
 - very effective procedures, including performance management, to identify and address the professional development needs of all staff members so that standards and provision are improved.
48. Members of the Leadership Group have strong links with middle managers. The great majority of middle managers work very effectively with their teams to improve standards and quality. In a small minority of subjects, the leadership and strategic management undertaken by heads of department are less effective.
49. Governors contribute very effectively to the school's development. They are proud of their school, knowledgeable about its performance and well informed about the issues that affect it. Governors monitor standards and provision successfully and make suitable decisions in order to maintain and improve levels of performance.
50. Governors fulfil all of their legal responsibilities and duties very well.
51. There is an effective culture of self-evaluation which is based on well-established, systematic and shared procedures with many outstanding features. These include the:
 - strongly embedded and supportive culture of self-evaluation;
 - excellent knowledge of the school by the headteacher and the Leadership Group;
 - exceptional way in which the school seeks and takes account of the views of learners, parents, staff and other interested parties; and
 - highly effective targeting of resources which have resulted in significant measurable improvements.

52. In most cases departmental reviews and monitoring of performance are rigorous and effective in identifying strengths and areas for further development, with instances of outstanding practice. In a small minority of departments this is less well developed.
53. Self-evaluation in the vast majority of cases is used well to set clearly identified priorities for improvement. Resources are then allocated to these priorities. This good practice has led to identifiable and measurable improvements to the standards pupils attain and the quality of educational provision, including, improvements in academic performance, learning environment and healthy living.
54. The quality of staff is an outstanding feature of the school. Many teachers have been recognised as exemplary practitioners by external organisations. Highly capable and experienced support staff, including site managers, enables all aspects of the school to function efficiently and effectively.
55. Overall, the accommodation has good features and is sufficient for the number of pupils on roll. The provision for physical education and sports is exceptional
56. Staff development and training at all levels are exceptional. They provide a seamless transition from Initial Teacher Education and Training (ITET), through Newly Qualified Teacher (NQT) induction to Early Professional Development (EPD) and Continued Professional Development (CPD). Staff development is very well linked to school and departmental priorities.
57. The financial management of the school follows well established procedures and the spending decisions are very closely linked to the school's priorities for development and improvement. Overall the school uses its resources well and achieves very good value for money.

Sixth form

Standards

58. The standards achieved by students in the six subjects inspected are mainly good with no important shortcomings. The standards achieved in external examinations are good overall. They compare favourably to local averages although they have tended to be below national averages in recent years. The most recent results, achieved in summer 2006, are the highest the school has achieved.
59. Students achieve good standards in the key skills of communication and the use of number. Their skills in using IT have outstanding features and are applied effectively to inform and enhance their work. They make very good progress in problem-solving, improving their own performance and work with increasing independence. Students achieve outstanding performance when working with others.

60. The great majority of students make good progress towards meeting their learning and attainment targets. Students' progress and performance are monitored carefully. This helps them understand their potential, improve their work and achieve success.
61. In most classes students are encouraged to take initiative and responsibility for their own learning. They respond positively and with enthusiasm. As a result, they are prepared well for future learning beyond the school. Many progress to university.
62. Students gain in maturity during their time in the sixth form and make a valuable contribution to the school community. They have well-developed personal and social skills and are good role models for other learners. Many students seek and accept the responsibility of being a prefect in order to use their skills and experience to help younger pupils and members of staff.

The quality of education and training

63. Teaching has good features, some of which are outstanding. Approximately 45% of lessons observed had outstanding features and in a little over a half, there were good features and no important shortcomings in the quality of teaching and assessment. No lessons with important shortcomings were observed. These figures reflect excellent teaching and assessment.
64. Teachers are well qualified and up to date in their teaching and assessment strategies. They establish outstanding working relationships with students and plan very effectively to meet their individual needs. The range of teaching and assessment strategies is broad and teachers' innovative use of resources, particularly ICT, adds considerably to students' high quality of education.
65. Students are assessed rigorously and receive good, and often outstanding, quality feedback that helps them to attain well. Teachers monitor their progress closely. Students are involved very well in evaluating their work and in planning improvements to it. Reports are generally of good quality and most are helpful to students in informing them how to improve their work.
66. An outstanding feature of provision in the sixth form is the way in which the school works in partnership with five other educational institutions to provide curricular provision for sixth form students in the Caerphilly area. The arrangements provide very good and far reaching opportunities for students of all abilities enabling them to progress to employment or appropriate courses in further and higher education.
67. Students receive high quality support and guidance in the sixth form. They are provided with very good guidance in Y11 to assist them in their choice of subjects and there is a good quality induction programme at the start of Y12. Careers education is very effective in ensuring that students are well informed about opportunities available to them at the end of their time in the sixth form.
68. Strategies for encouraging good attendance and punctuality are very good.

Leadership and management

69. The leadership and management of the sixth form are very good. A committed, experienced and effective management team works very successfully to ensure educational provision of very good quality. The good and outstanding features of leadership and management identified at KS3 and KS4 are equally evident in the sixth form.
70. Self-evaluation is embedded strongly within the sixth form. Leaders and managers use a range of strategies to evaluate quality and standards rigorously in order to secure continuous improvement in the performance of students.
71. Overall the school uses its resources well in the sixth form and achieves very good value for money.

Progress since the last inspection

72. Good progress has been made in addressing all of the key issues identified in the last inspection report. There has been significant improvement in:
 - standards of achievement;
 - writing and speaking skills;
 - the effective use of assessment;
 - ICT facilities; and
 - the school environment, in particular the accommodation for physical education and sport.
73. The school meets statutory requirements for religious education in the sixth form and the daily act of collective worship throughout the school.

Recommendations

In order to continue to make progress the school should focus on the following:

- R1 Address shortcomings in subjects identified in this report.
- R2 Continue to improve attainment particularly at KS3.
- R3 Improve attendance in line with WAG targets.
- R4 Ensure that all teachers implement the outstanding practice in teaching and assessment strategies identified in this report.
- R5 Implement plans to improve the consistency of reports to parents and carers.

Aspects of the five recommendations are addressed in the school development plan.

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.

A copy of this summary is sent to every family with a child in the school. The full report can be obtained from the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

74. The grade awarded by the inspection team matches the grade awarded by the school in its own evaluation.

KS3 and KS4

75. The following table shows the percentages of grades awarded at each stage in the six subjects inspected.

(60 lessons)	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	17%	57%	26%	0%	0%
KS4	20%	68%	12%	0%	0%
KS3+KS4	18%	62%	20%	0%	0%

76. In around one lesson in five the standards achieved by pupils have outstanding features. The percentage of lessons in which the highest grade was awarded for pupils' standards of achievement is almost double that reported in the last inspection. In four fifths of lessons pupils achieve standards which have good features and no important shortcomings. These are impressive figures.
77. These grades surpass, by a considerable margin, the WAG target of standards in 65% of lessons to be awarded grade one or grade two. They also exceed the WAG target of standards in 98% of lessons to be awarded grades one, two or three.
78. These figures compare favourably to those awarded at KS3 and KS4 in inspections across Wales, as set out in the most recent report of Her Majesty's Chief Inspector of Education and Training in Wales, published in 2006. The percentage of lessons, across Wales in 2004-2005, where the top two grades was awarded for standards was surpassed, in this school inspection, by 20 percentage points.
79. In a fifth of lessons, good features outweigh shortcomings. In these lessons some pupils acquire knowledge in less depth and their understanding is not as well developed.
80. In the great majority of lessons pupils generally achieve standards that match or exceed their agreed learning goals. In these lessons there are no significant barriers to learning. Pupils have appropriate opportunities to achieve whatever their background or ability.
81. Pupils with additional learning needs receive very good support and generally achieve very good standards.

82. In 2005, attainment at KS3 in the core subjects of English, mathematics and science was close to the average for similar schools where around 20% of pupils are entitled to receive free school meals. Performance in all three subjects was above target expectations with the highest attainment occurring in English. In 2006 the highest attainment was in science. Overall, despite some year-on-year variation results show a trend of continuous improvement.
83. At KS4 in 2005, attainment was generally above the average for similar schools. The percentage of pupils who achieve five or more A*-C GCSE grades has risen steadily since the school was last inspected. In recent years performance has been in line with predictions and has exceeded the school's targets.
84. During the same period the percentage of pupils who achieve five or more A*-G GCSE grades has been significantly lower than the average for similar schools. The most recent results, however, achieved in summer 2006, are ten percentage points higher than those achieved in 2005.
85. The overall pass rate of candidates who took GCSE examinations in 2006 was significantly higher than both local and national averages.
86. At both stages girls tend to perform better than boys but the difference between their results is similar to the situation locally and nationally.
87. At both stages, the standards that pupils achieve in the key skills of communication, use of number and IT have good features and no important shortcomings. Pupils' listening skills have outstanding features. They listen with interest maintaining very good levels of concentration and show high levels of understanding of the instructions and information imparted by teachers. Very good progress has been made since the last inspection in the development of pupils' key skills.
88. Pupils' knowledge and understanding of Welsh culture and traditions through Y Cwricwlwm Cymreig is outstanding. The annual eisteddfod makes an important contribution to this. Although pupils do not practise their Welsh language skills in all lessons their knowledge of it, gained through studying Welsh second language, is good overall.
89. Across the curriculum, pupils generally make good progress whatever their abilities. Pupils with additional learning needs and those of average and above average abilities make particularly good progress. The progress pupils make by the end of KS4, in comparison with their abilities on entry to the school, is outstanding. Pupils make very good progress towards fulfilling their potential and moving on to the next stage of learning.
90. Pupils develop very good personal, social and learning skills. They are well motivated in lessons and respond positively to tasks set. They show good levels of interest in their work and the progress they are making. These well developed skills enable pupils to work very successfully with others and learn

more independently as they progress within and across the key stages. As a result most acquire positive attitudes to lifelong learning.

91. Pupils demonstrate a strong awareness of the importance of equality of opportunity. They are prepared well for effective participation in the community and the workplace.
92. The behaviour of pupils is very good, both in lessons and around the school. Pupils behave responsibly showing respect for each other, members of staff and visitors to the school. This is an outstanding feature and is due, to a large extent, to the school's positive, inclusive and caring ethos.
93. Pupils make good use of the varied opportunities provided to help their spiritual, moral, social and cultural development. They show good awareness and understanding of moral issues, different lifestyles, beliefs and cultures. Assemblies are of very good quality and contribute significantly to pupils' development in these areas.
94. The school makes good efforts to improve pupils' attendance. At around 90%, however, at the time of the inspection, it is below the WAG target of 92%.

Sixth form

95. The standards achieved by students in the six subjects inspected are mainly good with no important shortcomings. In some subjects there are outstanding features in the standards that students achieve. The following table shows the percentage of grades achieved in a relatively small sample of lessons.

(13 lessons)	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Sixth form	31%	69%	0%	0%	0%

96. The standards achieved in external examinations are good overall. They compare favourably to local averages although they have tended to be below national averages in recent years. The most recent results, achieved in summer 2006, are the highest the school has achieved in recent years.
97. Students achieve good standards in the key skills of communication and the use of number. Their skills in using IT have outstanding features and are applied effectively to inform and enhance their work. They make very good progress in problem-solving, improving their own performance and work with increasing independence. Students achieve outstanding performance when working with others.
98. A relatively high proportion of pupils in Y11 continue their education into the sixth form. Here, the great majority make good progress towards meeting their learning and attainment targets. Students' progress and performance are monitored carefully. This helps them understand their potential, improve their work and achieve success.

99. In most classes students are encouraged to take more initiative and responsibility for their own learning. They respond positively and with enthusiasm. As a result, they are prepared well for future learning beyond the school. Many progress to university.
100. Students gain in maturity during their time in the sixth form and make a valuable contribution to the school community. They have well developed personal and social skills and are good role models for other learners. Many students seek and accept the responsibility of being a prefect in order to use their skills and experience to help younger pupils and members of staff.
101. Attendance, at 94%, and punctuality in the sixth form are very good.

The quality of education and training

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

Grade 1: Good with outstanding features

102. This grade is one higher than in the school's self-evaluation. The school identified outstanding features in teaching and assessment, many in line with inspectors' findings, but were unsure whether they were sufficient to award a Grade 1 overall. The team's findings are that good and outstanding features significantly outweigh the shortcomings.

KS3 and KS4

103. The grades awarded for teaching at KS3 and KS4 were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
37%	49%	12%	2%	0%
These grades are based on the observations of 103 lessons				

104. In a little over a third of all lessons observed there were outstanding features in the quality of teaching and assessment across both key stages. In around half of all lessons teaching and assessment had good features and no important shortcomings. These percentages are exceptionally high.
105. Outstanding features of teaching and assessment are characterised by:
- the very exceptional working environment that is created and maintained in almost all learning situations across the school;
 - the wide variety of strategies used to engage pupils actively in the work and challenge them to achieve their potential;
 - the well planned and often innovative use of resources, particularly ICT, to stimulate pupils' interest; and
 - very good focused support for pupils and appropriate targets for improvement set for them.

Outstanding feature

106. Teachers have exceptionally good knowledge of the prior attainment of individual pupils. Their planning is based firmly upon this knowledge and work is given to pupils at a level that is challenging but achievable for them. Teachers seek pupils' views after lessons have taken place. Pupils are asked to write down features of the lesson that they enjoyed so that teachers might take account of them in planning other lessons. For example, pupils might mention the use of video clips or role-play that made the lesson interesting, exciting or stimulated their imagination; or a group activity and presentation to the class that helped them understand a difficult concept. Teachers supply pupils with clear criteria for the assessment of their work. Pupils assess their own and others work against these criteria and reflect upon how it might be improved. They sometimes set their own challenging targets for improvement. Pupils play an active role in their own learning, become more critical of their work and make very good progress.
107. Teachers are very well qualified and several are keen to further their own development. The work of the SIG has had a significant effect on raising the quality of teaching and assessment in the school. Its work is innovative and based on recent research and good practice. In most subjects assessment is embedded fully within teaching procedures and strategies and recognised by teachers as a vital part of their planning.
108. Teachers and, almost without exception, pupils show mutual respect for one another. Teachers are extremely good role models for pupils and promote equality of opportunity well.
109. Assessment is rigorous and is used well by most teachers to plan for and improve pupils' learning. For most teachers assessment is a major part of their teaching and they use it extremely well in planning and reviewing their lessons. It is used thoughtfully in supporting individual pupils very well indeed. Pupils are encouraged to re-draft work and present it for scrutiny by the teacher. They receive useful feedback that helps them to understand any errors they may have made and how to improve further.
110. Most teachers plan exceptionally well to monitor and review pupils' progress. Appropriate and innovative homework is given to pupils on a regular basis and many are involved fully in planning their own progress. Most pupils understand well the purpose of assessment.
111. Almost all of the teaching and assessment has the following good features:
- a very good awareness and understanding, by classroom assistants, of pupils' prior attainment and special needs, and of the objectives of lessons so that they can support the teacher and pupils well;
 - a lively pace, enthusiastic delivery and a very good rapport between the teacher and pupils that motivates pupils to behave and work well;
 - questioning that probes well for pupils' understanding and that reflects high expectations of them; and

- planned support at an appropriate level for the improvement of pupils' key skills.
112. In several lessons teachers greet their classes in Welsh and encourage pupils' use of incidental Welsh during the lesson. A minority of teachers converse in English and Welsh to support pupils' use of bilingualism. Overall, pupils' bilingual skills are put to limited use across subjects.
113. Shortcomings in teaching and assessment in a very small percentage of lessons are associated with:
- planning that does not take sufficient account of pupils' prior learning and attainment;
 - lengthy exposition that does not engage pupils actively in the work nor test their understanding sufficiently well;
 - questioning that does not probe sufficiently well to make sure that pupils understand underlying concepts; and
 - a lack of pace and insufficient support or appropriately challenging work for the needs of individual pupils.
114. Reports to parents or guardians are useful documents and of good quality. Several give good advice to pupils on how they might improve their work further. There is, however, some inconsistency in the breadth and depth of written comments and in setting targets that are linked explicitly to improvement in the subject.
115. Statutory requirements concerned with assessment, recording and accrediting pupils' achievements are met fully.

Sixth form

116. Overall grades for the quality of teaching in the lessons observed in the sixth form were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
45%	55%	0%	0%	0%
These grades are based on the observation of 20 lessons				

117. Overall, teaching in the sixth form is good with outstanding features.
118. In 45% of all lessons observed there were outstanding features in the quality of teaching and assessment across Y12 and Y13. In a little over half of all lessons teaching and assessment had good features and no important shortcomings. No lessons with important shortcomings were observed. These outcomes, and the percentages overall, reflect excellent teaching and assessment.
119. Teachers establish outstanding working relationships with students and plan very effectively to meet their individual needs. In many lessons the good and outstanding characteristics of teaching and assessment, identified in KS3 and KS4, are evident in the sixth form.

120. Other outstanding features include:

- teachers' reference to their own experiences to add weight to an argument or to bring further relevance to a topic being taught;
- direct and very good guidance on examination technique; and
- inspirational teaching that challenges students to think deeply about various issues and to come to considered opinions, judgements or conclusions.

121. Teachers are well qualified and up to date in their teaching and assessment strategies. They have a very good knowledge of their subject and motivate students by appropriate and well-considered tasks. Students are encouraged to work independently and co-operatively with other students. They all receive very good individual support and guidance.

122. The range of teaching and assessment strategies are broad and teachers' very good use of resources, particularly ICT, adds considerably to students' quality of education. In one or two lessons teachers talk for too long and do not test students sufficiently well through questioning to ensure their understanding.

123. Students are assessed rigorously and receive good, and often outstanding, quality feedback, both orally and in writing that helps them to attain well. Teachers monitor their progress closely. Students are involved very well in evaluating their work and in planning improvements to it.

124. Reports are generally of good quality and helpful to students in knowing how to improve their work. There is, however, a little inconsistency in the breadth and depth of targets for improvement across subjects.

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

Grade 1: Good with outstanding features

125. The grade awarded by the inspection team matches the grade awarded by the school in its own evaluation.

Outstanding feature

126. As part of the Caerphilly Basin Schools' Partnership (CBSP), the school works very effectively with five other educational institutions to provide outstanding curricular provision for post-16 students in the Caerphilly area. At present students can choose from 22 A level courses and 8 vocational courses, or a combination of both, and plans are well advanced to increase this provision in the future. Students from the various institutions speak very highly of the arrangements, both from an academic and social perspective. The partnership works well due to the strong commitment of the various management groups to collaborative arrangements such as transport and common timetabling. The arrangements provide very good and far reaching opportunities for students of all abilities enabling them to progress successfully to employment or appropriate courses in further and higher education.

127. There are many outstanding features in the way in which the school provides learning experiences that enables all pupils and students to progress.
128. The school's curriculum meets the needs of all learners and enables them to achieve appropriate accreditation. This includes:
 - exceptional provision for pupils with special educational needs and pupils with disabilities which contributes vastly to the social development of all pupils; and
 - the extensive curricular provision for post 16 students through the CBSP.
129. Pupils and students have access to a wide range of extra-curricular activities which includes visits to Europe and many other countries throughout the world. These experiences are celebrated, shared and contribute exceptionally well to pupils' cultural development.
130. A particularly outstanding feature is the way in which learners show great respect to each other, visitors and their teachers. This generates an excellent working environment in which all are valued and prosper.
131. Assemblies and form tutorials are of very high quality. These are used very effectively to enrich pupils' spiritual and moral development. Pupils also raise large amounts of money for a variety of charitable causes.
132. Partnerships with parents, the community and other providers of education and in particular teacher education institutions are exemplary.
133. Learning experiences meet legal and course requirements. These include religious education in the sixth form and daily acts of collective worship which were key issues in the last inspection report.
134. Another good feature of the school's provision is the success of strategies to improve key skills. Very good progress has been made since the last inspection in the development of pupils' key skills.
135. There is insufficient time to deliver in-depth coverage of the programme of study in design and technology at KS3. This is a shortcoming.
136. There are also outstanding features in the way the school responds to the needs of employers and the wider community.
137. Work Related Education (WRE) and careers guidance at all transition stages are very high quality. All pupils are registered with Careers Wales. Pupils benefit enormously from very well attended careers conventions which gives them access to a range of employers and higher education providers.
138. The provision for equal opportunities for all learners is exceptional. In particular pupils with physical disabilities have access to all learning experiences. Support for pupils with additional learning needs is outstanding.

139. Systems for transition at different key stages are excellent. Particularly outstanding features are:
- the very well-established links with local primary schools that enables pupils in Y7 to settle quickly into their new school;
 - the extent to which many subject departments have established coherent links with local primary schools;
 - the way in which information about pupils academic ability and the specific support they require is shared between schools; and
 - the support and advice provided to pupils and students as they progress through the school and on to higher education or the world of work.
140. The introduction of different learning pathways at 14 to 19 and the successful promotion of sustainable development issues equip pupils well for lifelong learning and community regeneration.
141. Education for Sustainable Development and Global Citizenship is embedded strongly in the culture of the school. The school has achieved the silver level of the ECO schools award and is pursuing currently the Green Dragon Award.
142. The School Nutrition Action Group (SNAG) has proved extremely successful in convincing the majority of pupils to adopt healthy eating options.
143. There is a good range of activities which contributes successfully to developing pupils' and students' bilingual competence. All pupils study Welsh in the curriculum. Bilingual signs and posters are used to good effect as is the increasing use of incidental Welsh.
144. Other good features include:
- experiences which promote Y Cwricwlwm Cymreig through subject provision, eisteddfodau, residential courses and the very successful involvement in the Welsh Heritage Award scheme;
 - the school's response to the needs of learners and employers through the introduction of appropriate vocational courses in KS4 and in the sixth form;
 - effective involvement with Careers Wales and with local business partnerships which provides visiting speakers and successful enterprise activities; and
 - effective strategies which reflect national priorities.

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

Grade 1: Good with outstanding features

145. The grade awarded by the inspection team matches the grade awarded by the school in its own evaluation.
146. There is outstanding practice in the quality of the
- care, support and guidance to learners;
 - provision for pupils with additional learning needs; and
 - provision for equal opportunities.

Outstanding features

147. The school nurtures an atmosphere of self-respect amongst staff and pupils that is exceptional. There are excellent interpersonal relationships at all levels. Systems are well embedded and are highly effective in supporting pupils in their personal, social and academic development. The quality of teamwork amongst all staff and carers is exemplary. All have a clear understanding of their roles and they work highly productively together to fulfil them in a sympathetic and caring manner.
148. As a consequence of the above the quality of daily life in the school is outstanding and this is displayed in many ways.
149. Pupils have a clear awareness and understanding of what is expected of them. They show a great pride in their school. Pupils of all ages, abilities and disabilities integrate extremely well together. They display a high degree of respect for the diverse needs of others and are highly polite in responding to school staff and visitors. Pupils' behaviour in lessons and around the school is excellent.
150. The effectiveness of school systems and policies ensures a highly conducive environment for learning and teaching where teachers enjoy teaching and learners enjoy learning. This is outstanding practice.
151. The quality of care, support and guidance given to pupils is exemplary. The staff of the school works highly effectively as a team to ensure that procedures are understood clearly by pupils and are applied consistently and fairly. As a consequence of this pupils feel secure and valued in all aspects of school life.
152. There are outstanding features in the way that the school:
- works highly effectively in partnership with parents, carers and the community;
 - provides very good impartial guidance to pupils to assist their option choices from KS3 to KS4;
 - has induction programmes and transition arrangements of high quality that enable pupils to settle well into Y7;
 - assists pupils in their personal and social development through excellent tutorials, assemblies and personal and social education lessons;
 - monitors rigorously pupils' punctuality, attendance, behaviour and performance;
 - is highly pro-active in assisting the healthy development, safety and well-being of all pupils; and
 - receives the views of pupils actively through the school council and responds to them to strive for improvement.
153. There is a strong ethos of mutual trust between staff and pupils of all ages and abilities. This is particularly transparent in the day-to-day running of the school

where pupils are happy and content and this is highly effective in promoting their personal, social and academic development.

154. Pupils are particularly proud of their school and the support that they are given by all staff. They speak very enthusiastically of this and also display a very high regard and respect for each other.
155. The quality of provision for pupils with additional learning needs is outstanding in the way in which it:
 - diagnoses individual needs and reviews them rigorously and regularly;
 - provides excellent support to meet the needs of pupils with sensory, physical and speech / language difficulties, as well as meeting effectively the needs of those pupils who experience learning difficulties; and
 - has highly effective strategies to support pupils with behavioural difficulties.
156. A team of dedicated and well qualified teachers and support staff ensures a high quality of teaching, and supports pupils with SEN very well in both discrete and mainstream classes. The staff works highly effectively together to ensure that the SEN process and procedures meet the SEN Code of Practice for Wales, and all statutory requirements.
157. Teachers use an impressive range of adapted and prepared resources, as well as a variety of teaching strategies to meet the needs of pupils with SEN, especially those with sensory difficulties.
158. There are very effective strategies to prevent pupils who behave badly from disrupting the work of other pupils. The staged response and referral procedure include the involvement of a Governor Pupil Committee and ensures that disruption is kept to a minimum. In the twelve months prior to the inspection, no pupil was permanently excluded from the school. There are also highly effective strategies to re-integrate pupils who may be temporarily excluded from the school at any time.
159. Some lessons provide appropriate extension work for pupils who are more able and talented. However this is inconsistent across all subjects and remains a shortcoming that the school has identified for improvement in its School Development Plan.
160. The school complies fully with the Disability Discrimination Act to ensure that all pupils have equal access to learning experiences.
161. The quality of provision for equal opportunities has many outstanding features that includes highly effective measures to:
 - provide extra-curricular opportunities for pupils with disabilities;
 - challenge gender discrimination;
 - address any form of oppressive behaviour; and
 - recognise and respect diversity.

162. The school provides a range of appropriate opportunities for pupils with sensory needs to participate in disability sports activities and a number of the pupils attend training for elite athletes and have represented Wales in international sporting events for the disabled. The use of a school minibus ensures extra curricular opportunities for pupils within the community and further afield, as well as at residential centres. These valuable experiences complement, extend and enrich pupils' school based activities.
163. A number of staff has been trained in the use of British Sign Language and this further aids pupils' communication skills and participation in lessons across all areas of the curriculum. This opportunity has also been taken up by pupils at the school to broaden their communication skills with their peers who may have a hearing impairment.
164. The school's anti-bullying policy is exemplary and is highly regarded by pupils and parents. Although pupils acknowledge that bullying exists they are highly positive about the procedures that try and address it. There are outstanding features in the process by which the school:
- seeks the view of pupils through annual questionnaires;
 - involves parents actively to address any incidents;
 - raises pupils' awareness of issues relating to bullying through the high quality of tutorials, assemblies and personal and social education lessons; and
 - ensures that pupils are confident to bring any issues to the attention of school staff.
165. Students receive high quality support and guidance in the sixth form. They are provided with very good guidance in Y11 to assist them in their choice of subjects and there is a good quality induction programme at the start of Y12. Careers education is very effective in ensuring that students are well informed about opportunities available to them at the end of their time in the sixth form.

Leadership and management

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

Grade 1: Good with outstanding features

166. The grade awarded by the inspection team matches the grade awarded by the school in its own evaluation.
167. The grade awarded for this key question is one grade higher than the grade awarded for key question one. This is because the inspection team judged that leadership and management are instrumental in enabling pupils and students to make outstanding progress in comparison with their abilities on entry.

Outstanding feature

168. Members of the Leadership Group, governors and middle managers share clear and explicit aims and values which pervade the work of the whole school and help drive its work forward. This generates a positive and distinctive ethos where every member of the school's population feels valued, supported and included. As a result, all individuals enjoy working together as a successful team in a conducive environment. The school's ethos is an outstanding feature.
169. There are a number of outstanding features of leadership and management. This is because leaders and managers:
- provide clear direction by setting ambitious but realistic targets and goals;
 - take account of national priorities such as healthy living which has a very high profile within the school;
 - work proactively in developing effective local partnerships, particularly for the 14-19 age group; and
 - use very effective procedures, including performance management, to identify and address the professional development needs of all staff members so that standards and provision are improved.
170. Leadership and strategic management are highly effective. The previous headteacher made an outstanding contribution to the leadership of the school and provided clear and purposeful direction. He was supported well by a committed Leadership Group who continue to work successfully to enable the school to achieve its objectives.
171. As a consequence of the efforts of the Leadership Group, the transfer of leadership responsibilities to a new headteacher, who takes up his post later in the school year, is being managed smoothly, efficiently and with minimal disruption to staff members' work or pupils' and students' education.
172. Members of the Leadership Group have strong links with middle managers. The great majority of middle managers work very effectively with their teams to improve standards and quality. In a small minority of subjects, the leadership and strategic management undertaken by heads of department are less effective.
173. The leadership and management of the sixth form are very good. A committed, experienced and effective management team works very successfully to ensure educational provision of very good quality. The good and outstanding features of leadership and management identified at KS3 and KS4 are equally evident in the sixth form.
174. Governors contribute very effectively to the school's development. They are proud of their school, knowledgeable about its performance and well informed about the issues that affect it.
175. The governing body operates through an appropriate range of sub-committees to monitor standards and provision. It takes effective and suitable decisions in order to maintain and improve levels of performance. Weekly meetings

between the chair of governors and members of the Leadership Group are particularly beneficial.

176. Governors fulfil all of their legal responsibilities and duties very effectively.

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

Grade 1: Good with outstanding features

177. The grade awarded by the inspection team matches the grade awarded by the school in its own evaluation.

178. The findings and judgements of the inspection team match closely those of the school. However, the school's evaluation of the effectiveness of teaching, training and assessment is one grade below that awarded by the inspection team. This is because the inspection team identified a number of outstanding features.

Outstanding feature

179. The extent to which the school reflects on all aspects of its work is outstanding. Self-evaluation has been strongly embedded in the school for some considerable time. There is a culture of self-evaluation that is linked to an ethos of reflective practice and continuous professional development and improvement at all levels. The way in which the school takes account of the views of learners, parents, staff and other interested parties through, for example, questionnaires, the Pupil Attitudes to Self and School (PASS) survey and the school council is exceptional. The information generated from these is used exceptionally well to produce a high quality self-evaluation report, based on the seven key questions of the common inspection framework. The comprehensive analysis of all aspects of the school that this provides is used exceptionally well to drive the school forward and to initiate continuous improvement.

180. Other outstanding features of how leaders and managers evaluate and improve quality and standards include the excellent knowledge of the school by the headteacher and the Leadership Group based on first-hand evidence and rigorous analysis of data. In addition, highly effective targeting of resources has resulted in significant measurable improvements in areas such as the academic performance of pupils and students, the quality of the learning environment, especially physical education and sport and ICT, and the healthy living initiative.

181. Subject departments are reviewed annually. A standard model of evaluation is used which clearly identifies strengths and areas for development. The review includes lesson observations by senior and middle managers. As a result of these reviews, appropriate and challenging targets for improvement are established. Other good features which make a positive contribution are:

- a well-established, supportive and effective Performance Management (PM) procedures which include all staff;
 - the thorough analysis of a range of relevant data which effectively informs staff of pupil performance and attendance;
 - the scrutiny of pupils' and students' work;
 - the introduction of successful initiatives such as the SIG; and
 - the use of external agencies including Investors in People (IIP), to review, inform and monitor the effectiveness of strategies to improve quality and performance.
182. In a small minority of cases planning for improvement tends to be less precise. These instances are identified by the school and appropriate action taken.
183. The school development plan has a number of good features. These are:
- areas identified for development are informed by departmental plans and shared across the school; and
 - responsibilities, resources and timescales are matched clearly to priorities.
184. The governing body is fully informed of developments and contributes to shared targets.
185. The school has made good progress in the following areas since the last inspection:
- standards of achievement;
 - writing and speaking skills;
 - the effective use of assessment;
 - the considerable investment in ICT facilities; and
 - a significant improvement in the school environment and in particular the accommodation for physical education and sport.
186. There is full compliance with the statutory requirements for religious education in the sixth form and the daily act of collective worship throughout the school.

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

Grade 1: good with outstanding features

187. The grade awarded by the inspection team matches the grade awarded by the school in its own evaluation.

Outstanding feature

188. Teaching and support staff have access to a carefully planned, well co-ordinated and relevant staff development programme. Staff development and training at all levels are exceptional. There is a seamless transition from ITET, through NQT induction to EPD and CPD. Staff training is linked closely to the school's priorities for improvement, performance management and to individuals' professional development requirements. This programme enables staff to improve their performance, share their experiences with other colleagues and provide pupils and students with high quality learning experiences

189. There are several outstanding features in the school's provision for staffing, learning resources and accommodation. These include:

- extensive and extremely good provision for physical education and sport;
- many high quality teachers recognised as exemplary practitioners by several educational establishments and organisations;
- the way in which all staff, including site managers, take a pride in their work, expect high standards and care about the school;
- the extent to which the school fully complies with the requirements of the Disability Discrimination Act (DDA) by providing full access for all pupils, students and visitors.

190. The number of staff is sufficient for the school to run efficiently and to enable the curriculum to be taught effectively. Teaching and support staff are very experienced, suitably qualified, knowledgeable and committed. They are deployed effectively and the great majority of teachers teach their specialist subject. Other good features include:

- the way in which teaching assistants are deployed effectively and efficiently in a wide range of activities that enhances pupils' learning;
- availability of well trained and competent technician staff and site managers; and
- highly capable and experienced members of the support staff who enable all aspects of the school to function effectively and efficiently.

191. Very good use is made of the available accommodation and learning resources. Many parts of the school have been refurbished successfully and provide a positive learning environment for staff, pupils and students. The good features in the provision for accommodation and learning resources include:

- the recently established behaviour support unit;

- regular, effective cleaning of rooms, halls and corridors;
 - bright and colourful displays of pupils' work and achievements which contribute positively to providing a stimulating environment;
 - modern restaurant facilities; and
 - substantial boundary fencing providing a very secure site.
192. There has been substantial recent investment to enhance the ICT facilities within the school. This includes a considerable increase in the number of computer suites throughout the school and interactive whiteboards in many classrooms.
193. Despite these good and outstanding features there are a few classrooms that are too small for the number of pupils in the class. The Learning Resource Centre (LRC) is well stocked with appropriate texts but is small for the number of pupils and students in the school.
194. Overall, the school is well resourced and this has a positive impact on teaching and learning. There are some outstanding features and numerous good features in the efficient and effective way the school manages its resources. Outstanding features include:
- systematic and very rigorous financial management to improve cost effectiveness in all aspects of school's expenditure and investment;
 - regular reviews, analysing in detail the utilisation of resources;
 - comprehensive long term planning of school buildings; and
 - strong direct links between Department Improvement Plans (DIP) and departmental budgets including very detailed and frequent monitoring of expenditure.
195. Despite relatively high staffing costs, the school manages its budget very well. There are close links between allocation of resources and identified priorities for improvement. The school seeks ways of raising additional funds continually and has been successful in securing numerous grants. This additional funding is used well to enhance opportunities for all pupils and students. Administrative staff, senior leaders and governors monitor spending decisions methodically and effectively.
196. Site management staff are responsible for the maintenance and security of the schools buildings and contribute very effectively to day-to-day procedures in the school.
197. Good features in the management, deployment and development of teaching and support staff are:
- effective planning of the implementation of the schools' agreed workforce restructuring plans for teaching and learning positions;
 - successful implementation of the arrangements associated with the workload agreement; and
 - efficient and effective allocation of resources for teachers' time for planning, preparation and assessment (PPA);

198. The school is formally acknowledged as an 'Investor in People', reaccredited every year since 2000.
199. Recommendations, all minor, of the most recent audit report have been fully addressed.
200. Given the standards pupils achieve, the quality of teaching and the quality of support and guidance provided, the school manages its resources effectively and efficiently to give very good value for money.

Standards achieved in subjects and areas of learning

Welsh second language

KS3 - Grade 2: Good features and no important shortcomings

KS4 - Grade 2: Good features and no important shortcomings

KS3

Good features

201. Pupils show a good understanding of familiar questions and are able to respond to them orally with some confidence. When practising in pairs pupils interact well with each other using set language patterns. Language activities are completed with enthusiasm.
202. Pupils understand short passages based on vocabulary already acquired and complete a variety of tasks which require information such as filling in grids and completing questionnaires. Listening tasks are completed correctly when specific information is needed.
203. Some pupils build on language patterns and attempt to extend their answers. Pupils discuss familiar topics and express likes and dislikes enthusiastically.
204. Reading skills are being developed and pupils are given opportunities to read aloud in class. They combine a number of language skills as a result of reading.
205. Sentence patterns learnt during lessons are accurately written and pupils produce a variety of work, expressing factual and personal information. A good variety of worksheets are used which contain suitable opportunities to consolidate oral work and related written tasks. Simple paragraphs, short dialogues and structured language exercises are completed fairly accurately.

Shortcomings

206. A minority of pupils lack confidence and their oral responses can be slow. Pupils are reluctant to make voluntary use of familiar phrases.

- 207. A small number of pupils have difficulty with enunciation and intonation and mispronounce familiar words.
- 208. Some of the work completed by the less able pupils is inaccurate and incomplete. The more able pupils do not always have enough opportunity to write extended pieces using a range of patterns and a wider vocabulary, especially as they proceed through the key stage.

KS4

Good features

- 209. Pupils listen attentively to the teacher and to each other. They work well in pairs and groups with the more able pupils using familiar sentence patterns accurately and confidently. They understand a range of topic-related language structures and use them meaningfully.
- 210. Pupils make good progress in reading and respond to the material by completing written tasks accurately. They read aloud with a good level of accuracy, fluency and understanding.
- 211. Pupils complete a good variety of written tasks based on the needs of the external examination. More able pupils are encouraged to complete well-planned, extended written tasks such as descriptive pieces using a range of sentence structures, vocabulary and phrases. They produce written dialogues on a good range of topics offering evidence to support their opinions.

Shortcomings

- 212. Some pupils lack confidence in their own ability and are hesitant when responding to oral questioning.
- 213. Recalling language previously learnt can be a problem for lower ability pupils. They understand more language than they can use.
- 214. Some written work is brief and contains a limited range of vocabulary and expression.

Sixth form - Grade 1: Good with outstanding features

Outstanding features

- 215. Students make very good progress in their language skills They use language confidently in both formal and informal situations to express opinions and give information.
- 216. All students understand Welsh delivered at a natural pace and are quite prepared to articulate and contribute confidently in oral work. They will ask pertinent questions in response to the ideas and information presented.

Good features

- 217. Students understand grammatical explanations and use their knowledge well when completing language exercises.
- 218. They show a thorough understanding of the texts studied and are developing their abilities to analyse and respond to them using the appropriate critical terminology.
- 219. Students use a range of language effectively to communicate their ideas and produce written material of a high standard.
- 220. Y13 students complete extended writing in their course work which shows a good command of structure, form and style. Effective researching skills are evident in these examples with students able to identify appropriate resources. They pay due attention to grammatical accuracy and good use is made of IT skills to present this information.

Shortcomings

- 221. A small number of students are not as confident speaking at length and confine themselves to brief answers.
- 222. A small number of students do not write with sufficient care and they make elementary mistakes which spoil otherwise good work.

Mathematics

KS3 – Grade 2: Good features and no important shortcomings

KS4 – Grade 2: Good features and no important shortcomings

KS3

Good features

- 223. Pupils make good progress in all aspects of the NC programmes of study. Most pupils work with enthusiasm at appropriate NC levels.
- 224. Pupils perform simple calculations mentally using the four operations of number. They manipulate fractions well and understand the relationship with decimals.
- 225. Pupils generate and handle simple data and plot suitable graphs. They interpret information from different graphs and express their findings in mathematical form.
- 226. Pupils solve equations in appropriate forms.

- 227. Pupils have good recall of a wide range of mathematical concepts and describe the properties in suitable language. They can assimilate new ideas quickly and answer testing questions well.
- 228. Pupils develop good work habits and raise their standards throughout the key stage.
- 229. Pupils with SEN achieve good standards across all attainment targets.

Shortcomings

- 230. A minority of pupils are unable to maximise their potential due to low attention spans.
- 231. Pupils have limited exposure to the ways in which their ICT capabilities can enhance learning in mathematics.

KS4

Good features

- 232. Pupils have good standards in the use of number and algebraic terms. They understand new ideas and extension work of increasing difficulty.
- 233. Pupils show good understanding of squares, square roots and approximations. They work carefully, quickly and accurately.
- 234. Most pupils can recall the equations of regular shapes and understand the relationship between cross-sectional area and volume.
- 235. Pupils show very good skills in preparing data and displaying it in accurate non-linear graphical form.
- 236. Pupils assimilate new ideas freely and develop suitable extension ideas.
- 237. Pupils show good improvement by the end of the key stage.

Shortcoming

- 238. A small minority of pupils performs the tasks mechanically without a lasting understanding.

Sixth form – Grade 1: Good with outstanding features

Outstanding features

- 239. Students have a very good command of concepts in mechanics and are able to apply their understanding to a variety of problems. They approach the tasks with confidence and accuracy, work at high standards at a very good pace.

240. Students are well motivated and focused on the task in hand. They assimilate new ideas quickly, dealing confidently with complex concepts of graphical transformations. They draw upon a very good grasp of a wide range of mathematical skills.
241. The standard of work is very high.

Good features

242. Students have good recall of a wide range of work in mathematics which they freely use in problem solving.
243. Students adapt comfortably to the introduction of new ideas and quickly see and develop extensions of basic principles.
244. Students are all well motivated, keep very good records and complete all modules at the appropriate time
245. Students regularly gain high grades in advanced level examinations

Design and technology

KS3 - Grade 3: Good features outweigh shortcomings

KS4 - Grade 2: Good features and no important shortcomings

Good features

KS3

246. Pupils develop their ideas into working solutions from design briefs given to them by their teachers. Most pupils' formal drawing and presentation skills are good.
247. Pupils plan well for making, and have a sound understanding of making processes but in a restricted range of materials. Overall, their making skills are good. Most have a well-developed knowledge and understanding of the materials and components that they use in their project work.
248. Pupils use ICT well for designing, computer aided design and making (CAD/CAM) and for the control of microprocessors.
249. Pupils have a sound understanding of basic structures and how triangulation is used to increase strength.
250. Lower-achieving pupils and those with SEN make good progress.

Shortcomings

251. Pupils do not fully understand the design process and therefore do not consistently apply it in their work. There are particular weaknesses in pupils'

construction of a design specification and in their understanding of its significance when evaluating their products.

- 252. Pupils' skills in making quick developmental design drawings are underdeveloped.
- 253. In project work, pupils show insufficient depth of understanding in their application of electronic control principles and mechanisms.
- 254. The highest-ability pupils have few opportunities to extend their ideas and produce individual and innovative solutions to design problems. The limited time available in the curriculum for design & technology is one of the factors influencing this.

KS4

Good features

- 255. Pupils understand the function of a design process and most apply it well in their project work. The overall presentation of project work is good.
- 256. In graphic products, pupils develop effective design specifications to guide their designing.
- 257. Pupils often develop their research well, especially when they use the Internet. They model their design ideas effectively, particularly in graphic products.
- 258. Pupils' making skills are consistently good and sometimes outstanding. There are innovative features in several pieces of their work. This is particularly so in graphic products.
- 259. Pupils who are motivated and work with determination have a good knowledge and understanding of materials and processes.

Shortcomings

- 260. Pupils' skill in making quick developmental design drawings is the weakest area of their designing.
- 261. The construction of design specifications is underdeveloped in resistant materials project work.

Sixth form: Grade 2: Good features and no important shortcomings

- 262. At the time of the inspection there are no Y13 students studying this subject and the Y12 have been following their course for less than a term.

Good features

- 263. Students' design work is good overall. Students research, analyse and produce design specifications to guide their product development.
- 264. Students' analyses of commercial products are thorough and detailed and well used to support their designing.
- 265. The projects produced to date have innovative features. The department has a history of producing project work that has been selected for exhibition in the national Innovation Awards sponsored by the Wales Assembly Government and the Welsh Joint Education Committee.
- 266. Students' project work displays good making skills in an appropriate range of materials. Effective use is made of CAD/CAM for manufacturing.

Shortcomings

- 267. Quick developmental drawing skills are weaker than other elements of designing.

Modern foreign languages

KS3 - Grade 2: Good features with no important shortcomings

KS4 - Grade 3: Good features outweigh shortcomings

KS3

Outstanding feature

- 268. Pupils are able to extend their responses and use more complex language when supported by excellent whiteboard presentations.

Good features

- 269. Pupils generally progress very well in line with their abilities. They listen attentively and repeat accurately and with good pronunciation.
- 270. Pupils are confident about understanding everyday classroom instructions and many of them use the target language themselves in familiar classroom situations.
- 271. Pupils generally have good recall of previously learnt vocabulary and phrases.
- 272. Most pupils are developing a good understanding of the grammar of the language and the more able apply language rules in new situations.

- 273. When writing pupils generally copy accurately and can produce simple sentences with support.
- 274. Most pupils progress well in their ability to write short paragraphs from memory.
- 275. The most able can write accurately and at greater length.

Shortcomings

- 276. A few pupils are not accurate in their pronunciation when speaking from memory.
- 277. A few pupils make less progress because their recall of vocabulary and structures is insufficient.
- 278. Some pupils are careless in their writing and fail to follow the teacher's advice and to redraft their written work.

KS4

Good features

- 279. Pupils consistently make good progress in French and show commitment to their studies.
- 280. Pupils in all classes generally listen attentively and show confidence in understanding the target language in line with their abilities.
- 281. They generally speak clearly with accurate pronunciation and read aloud with confidence. Some pupils in Y11 French have very good accents.
- 282. Pupils generally give straightforward spoken responses and take part in prepared conversations. The most able extend their responses and refer to previously learnt structures.
- 283. Pupils generally have good recall of vocabulary and phrases. They generally have a good understanding of the grammar of French and can apply the rules in familiar situations. The more able can apply their knowledge more widely.
- 284. Most pupils progress well with their reading skills.
- 285. Pupils generally make very good progress in writing in French on familiar topics.
- 286. In both French and Spanish there are examples of good work in which pupils write at greater length, paying attention to the quality and accuracy of the language used.

Shortcomings

- 287. A few pupils are hesitant about speaking; they are reluctant to respond and take part in pair work.
- 288. In Spanish some pupils have insufficient recall of vocabulary and simple phrases.
- 289. Some pupils have insufficient grasp of grammar and make errors in speaking and writing. In Spanish some pupils are particularly insecure in their knowledge of basic structures.
- 290. The lack of organisation of some pupils' folders in Spanish impedes their progress.

Sixth form – Grade 2: Good features with no important shortcomings

Good features

- 291. Students generally make good progress in line with their abilities. They show interest and enthusiasm and are motivated by the excellent whiteboard presentations, which are a regular feature of their lessons.
- 292. They generally have very good listening skills. Y13 students are practised in understanding the target language spoken at considerable speed.
- 293. Students generally have good reading skills. The more able can understand finer detail.
- 294. Students have good knowledge of the more specialist, technical vocabulary relevant to the topics they study and recall and use words, phrases and sentences they have learnt.
- 295. Students in Y12 and a few students in Y13 are confident to speak and discuss at greater length.

Shortcomings

- 296. A minority of students in Y13 are very hesitant about speaking and do not practise their spoken French sufficiently.
- 297. A minority of students generally still have an insufficient grasp of grammar, particularly verb forms and tenses and so continue to make errors in speaking and writing.
- 298. A minority of students do not read independently for interest and pleasure. The department has already recognised this shortcoming and has made independent reading in all key stages one of its current priorities.

History

KS3 - Grade 2: Good features and no important shortcomings

KS4 - Grade 1: Good with outstanding features

KS 3

Good features

299. In KS3 most pupils acquire and successfully develop a range of historical skills. They use subject specific vocabulary accurately, with understanding and in the correct contexts.
300. Throughout the key stage, pupils can describe and explain why events happened. In their study of the Battle of Hastings for example, they display an understanding that reasons for events are inter-connected and that some causes are more important than others.
301. From Y7 pupils develop a good sense of chronology. They use and construct timelines and can place events in the appropriate historical period. Relative to their ability, pupils are secure in their knowledge, understanding and recall of the topics, which have been studied.
302. In their work in Y8 on the death of the Princes in the Tower and in Y9 on living and working conditions in Merthyr, pupils appreciate that people in the past interpreted events in different ways. They also understand that historians offer differing explanations of past events.
303. Pupils present their learning in a variety of styles and formats such as essays, letters, newspaper reports, posters and PowerPoint presentations. They select relevant material and organise their arguments logically.
304. More able pupils produce examples of very good quality extended writing, which are carefully planned, well expressed and argued.
305. Most pupils of average and high ability have a good understanding of evidential work. They routinely extract information from visual and documentary sources and recognize the need to examine a source's provenance.
306. SEN pupils make good progress in their learning. From Y7 they examine pictorial sources carefully and draw valid conclusions from their observations. In their study of 19th century working conditions, SEN pupils can explain the causes of the Senghenydd mine disaster and show empathy for its impact on the local community.

Shortcomings

307. There are no significant shortcomings, however, the work of some pupils of average and below average ability is incomplete and contains some inaccurate spelling.

KS4

Outstanding features

308. Pupils build successfully on the range of skills acquired in KS3 and make very good progress, which is reflected in their GCSE results.
309. Their written work is of a high quality and reveals a growing maturity in the depth of their responses and their insights into the motivation and attitudes of people in the past.
310. As demonstrated in their coursework on Castell Morgraig, students have a firm understanding of historical interpretations. They are able to explain different interpretations of the past and produce valid explanations for these differences.

Good features

311. Through their study of the development of medicine, they demonstrate a sound understanding of causation and the process of change.
312. In their work on Jenner, they can describe the reasons for opposition to the use of vaccination and can explain why this was overcome. They can also make connections with the factors, which have promoted or prevented change at other points in the past.
313. They investigate historical questions effectively and can extract information from a variety of sources of evidence. In their study of opposition to America's involvement in Vietnam, students use more complex sources with confidence and competently test these for reliability, usefulness and bias.

Shortcomings

314. There are no important shortcomings, however, some students of average and below average ability do not include sufficient detail to support their written answers.

Sixth form - Grade 2: Good features and no important shortcomings

Good features

315. Students show considerable insight in reviewing their own progress; they accurately highlight their strengths and weaknesses and so develop the ability to improve their own learning.
316. Students produce written work of very good quality in which they:
 - develop and sustain an argument;
 - demonstrate a sound understanding of historical concepts; and

- use their background knowledge, independent reading and information drawn from primary and secondary sources to make considered and informed judgements.
317. In class discussion, students engage in debate, ask pertinent questions and express their views with confidence. When challenged, they defend viewpoints and substantiate their judgements with reference to relevant examples.
318. Students continue to develop the ability to evaluate the reliability and utility of a range of primary and secondary sources. They demonstrate skill in cross-referencing, recognize omissions and make inferences.
319. They develop good knowledge and understanding of historical debates and can successfully synthesise the views of historians as demonstrated in the work undertaken on the 'intentionalist' and 'revisionist' interpretations of the Terror under Stalin's regime.

Shortcomings

320. There are no important shortcomings.

Religious education (including religious studies)
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KS3 - Grade 1: Good with outstanding features

KS4 - Grade 2: Good features and no important shortcomings

KS3

Outstanding features

321. Pupils deal with issues such as circumcision and arranged marriages in a balanced and informed manner. The way in which they consider a range of perspectives in a knowledgeable and sensitive fashion is very often of outstanding quality.
322. They successfully evaluate, redraft and improve their work after considering the views of others.

Good features

323. Pupils have a very good knowledge and understanding of Christianity, Hinduism and Judaism. They accurately recall key information about these religions using religious terms in context, such as 'dharma', 'moksha', 'baptism' and 'bar mitzvah'.
324. Pupils engage in good quality research into, for example, individual and class knowledge of the Christian religion. They put together good quality presentations based on their research, for example 'Welcome to the Synagogue'.

- 325. Pupils are able to use the Bible to find information on topics such as the Last Supper and show a good understanding of the symbolism associated with the event. They understand how religions often express themselves through symbolism.
- 326. They effectively involve themselves in class discussions and in doing so draw on their own experiences of, for example, infant and believers baptism. They ask appropriate and sometimes searching questions and are aware of how beliefs affect lifestyles.

Shortcomings

- 327. There are no important shortcomings.

KS 4

Good features

- 328. In the GCSE religious studies short course, pupils show a good knowledge and understanding of the units they study covering contemporary moral and ethical issues from religious and secular perspectives.
- 329. They have a good recall of factual information and are able to make connections between the topics they study successfully.
- 330. They are able to use religious language appropriately when discussing and writing about topics such as marriage and divorce in Christianity and Judaism.
- 331. They engage productively in these controversial topics in a positive way and respond thoughtfully to questions, often drawing on their own experiences and knowledge of the world.
- 332. In the religious studies full course pupils display very good problem solving and questioning skills. In dealing with the perennial problem of suffering they often ask challenging and sophisticated questions. They engage with and address topics sympathetically.
- 333. They express, consider and reconsider their own views in the light of religious teachings, teacher information and their own research.

Shortcomings

- 334. There are no important shortcomings.

Sixth form - Grade 2: Good features and no important shortcomings.

Good features

- 335. Students have a good knowledge and understanding of the content of their course. They are able to highlight the main features of the philosophical movements and ethical theories they cover.
- 336. In lessons they regularly use key philosophical, religious and ethical terms correctly, such as logical positivism. Most are able to consider the merits and drawbacks of the propositions and theories they encounter effectively.
- 337. They structure their responses according to set criteria successfully and apply their learning to both real and imagined situations.
- 338. They articulate their views and refine these in the light of listening to others.

Shortcomings

- 339. A minority of students have difficulty fully appreciating the complexity of the topics they encounter, such as the nature of freedom.
- 340. Some students do not develop their evaluative comments in their written work sufficiently.

School's response to the inspection

341. The headteacher, staff and governors are delighted that the inspection team found St Cenydd School to be a very good school with a distinctively caring and inclusive ethos where everyone feels valued. It is also rewarding that they found that there are many outstanding features in the quality of education the school provides and in its leadership and strategic management.
342. It is very pleasing that the standards of achievement in Key Stage 3 and 4 were considered to be impressive with 80% of lessons achieving grade 1 and 2 hence being 20% better than most recent figures for inspections in Wales and 15% higher than the WAG targets; also that in the sixth form the standards of achievement were judged to be grade 1 or grade 2 in 100% of lessons.
343. We are equally pleased that the report acknowledges the outstanding features of teaching and assessments, with the quality of teaching in 86% of lessons in Key Stages 3 and 4 being awarded grades 1 and 2, and 100% of lessons in the sixth form. We also note that it has been recognised that teachers have outstanding working relationships with pupils and that an exceptional working environment is created and maintained for our pupils. The phrase 'teachers who enjoy teaching and learners who enjoy learning' has made us very proud.
344. The judgement that the quality of care, support and guidance which pupils receive, including its anti-bullying policy and practice, is exemplary, is of particular significance to us and we are especially pleased that it was felt that the quality of daily life was outstanding. We are also delighted that the inspection has found that equality of opportunity is exceptional and that support for pupils with additional learning needs is outstanding. These aspects of our school are close to our hearts.
345. It also gives us great pleasure that the inspection team judged the behaviour of our pupils to be excellent and that they are proud of their school, polite, enthusiastic, happy and content, and importantly that there is a strong ethos of mutual trust.
346. The inspection process was a rigorous yet valuable experience for all and has confirmed the belief that we have in ourselves and in what we do which is exemplified in our self-evaluation. The confirmation of the progress made since the last inspection and the endorsement of the work of all concerned with the school enables us to move forward with confidence, the recommendations already forming part of the school's improvement plan.
347. In conclusion St Cenydd wishes to acknowledge the professional, open and collaborative approach of the inspection team at all stages of the inspection process.

Appendix 1

Basic information about the school

Name of school	St Cenydd Community School
School type	Community
Age-range of pupils	11-18
Address of school	St Cenydd Road, Caerphilly CF83 2RP
Postcode	CF83 2RP
Telephone number	029 20852504

Headteacher	David Eynon
Date of appointment	1 January 1994 – 3 rd September 2006
Acting Headteacher	Peter Ramsey
Chair of governors/ Appropriate authority	Idris Thomas
Reporting inspector	Julia Helen Cantle Longville
Dates of inspection	27.11.06 – 1.12.06

Appendix 2

School data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	180	169	205	184	189	116	67	1112

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	62	4	64.8

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	18.4
Pupil: adult (fte) ratio in special classes	2.2
Average teaching group size	24
Overall contact ratio (percentage)	73%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole School
Term 1	92.9	88.9	88.6	90.5	83.7	95.3	96.3	89.8
Term 2	89.9	87.2	86.8	89.7	88.8	92.6	90.1	88.8
Term 3	90.9	87.7	86.3	89.1	70.5	92.3	95.8	85.9

Percentage of pupils entitled to free school meals	19.63
Number of pupils excluded during 12 months prior to inspection	68 (temporary) 0 (permanent)

Appendix 3

**National Curriculum Assessment Results
End of Key Stage 3:**

National Curriculum Assessment KS3 results: 2006																
Total number of pupils in Y9:																
Percentage of pupils at each level																
			D	A	F	W	1	2	3	4	5	6	7	8	EP	
English	Teacher assessment	School	0	0	1	0	1	4	13	26	30	21	4	0	0	
		National	0	0	1	0	0	2	8	21	35	24	8	0	0	
	Test	School	0	0	1	0	1	4	13	27	31	21	3.7	0	0	
		National	0	0	1	0	0	2	8	21	35	24	8	0	0	
Welsh	Teacher assessment	School	1	0	2	0	2	6	13	40	27	10	0	0	0	
		National	1	0	2	0	2	6	16	25	26	17	5	0	0	
	Test	School	1	0	2	0	2	6	13	40	27	10	0	0	0	
		National	1	0	2	0	2	6	16	25	26	17	5	0	0	
Mathematics	Teacher assessment	School	0	0	1	0	1	2	15	18	15	40	8	0	0	
		National	0	0	1	0	0	1	6	18	24	32	15	0	0	
	Test	School	0	0	1	0	1	2	15	18	15	41	8	0	0	
		National	0	0	1	0	0	1	6	18	24	32	15	0	0	
Science	Teacher assessment	School	0	0	1	0	1	0	9	19	38	20	11	0	0	
		National	0	0	1	0	0	0	6	19	33	27	12	0	0	
	Test	School	0	0	1	0	1	0	9	20	39	20	11	0	0	
		National	0	0	1	0	0	0	6	19	33	27	12	0	0	

- 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 Test	
In the school	51
In Wales	56

Public Examination Results:

For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ	
Number of pupils aged 15 on the school roll in January 2006	197
Average GCSE or GNVQ points score per pupil	40

The percentage of 15 year old pupils who in 2006:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	85	87	88
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	54	46	53
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	84	86	86
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	36	33	39
entered at least one Entry level qualification, GCSE short course or GCSE	92	96	97
attained one or more GCSE grades A*-C or the vocational qualification equivalent	79	72	76
attained one or more GCSE grades A*-G or the vocational qualification equivalent	92	93	93
attained no graded GCSE or the vocational qualification equivalent	9	7	7
attained one or more Entry level qualification only	1	2	3
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1	9	5	4
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2			

For pupils aged 16, 17 and 18, results in A/AS, GNVQs and NVQs	
Number of pupils aged 16, 17 and 18 in January 2006	155
Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2006	66
Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2006	0

	School	UA	Wales
Percentage of pupils entered who achieved 2 or more grades A-C	67	61	68
Percentage of pupils entered who achieved 2 or more grades A-E	97	93	94
Average points score per candidate entering 2 or more subjects	20	18	20
Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2			
Number of pupils who achieved a GNVQ Advanced or NVQ at level 3			

UA Unitary Authority

Appendix 4

Evidence base of the inspection

Fourteen inspectors, including the school's nominee, spent a total of 44.5 days in the school.

During the inspection, inspectors visited:

- 73 lessons or part lessons in the six subjects inspected;
- 30 lessons or part lessons taught by teachers in other subjects;
- acts of collective worship;
- form tutor periods; and
- a few extra-curricular activities.

Members of the inspection team met with:

- staff, governors and parents before the inspection began;
- senior managers, middle managers, teachers, support assistants and administrative staff;
- representatives of the community and other partners; and
- groups of pupils and students.

The team also considered:

- the school's self-evaluation report;
- 48 replies to the parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a range of pupils' work in all subjects across the curriculum from Y7 to Y13.

After the inspection, the registered inspector held meetings with the senior leadership group and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Julia Longville (Rgl) Peter Carter	Summary, Recommendations, Context, KQ1, KQ5
Alan Cooke	KQ2
Jeff Hanney	KQ3
David Williams	KQ4
Martin Rawle	KQ6 Religious education including religious studies
Kerry Jones	KQ7 Lay inspector
Glyn Williams	KQ4: SEN
Heulwen Jones	Welsh second language
Ron Graham	Mathematics
Irene Mackie	Modern foreign languages
Selwyn Gale	Design and technology
Gareth Barker	History
Jeanne Evans	Nominee

Acknowledgement

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

Contractor

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