

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

**A Report on the Quality of Education in
St John Lloyd Catholic Comprehensive School
Havard Road
Llanelli
SA14 8SD**

School Number: 6694600

Date of Inspection: 5 - 8 March 2007

by

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Date of Publication: 10 May 2007

Under Estyn contract number: 1202706

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St John Lloyd Catholic Comprehensive 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 John Lloyd Catholic Comprehensive School took place between 05/03/07 and 08/03/07. An independent team of inspectors, led by Miss Glynis Owen 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 John Lloyd Catholic Comprehensive School is a mixed, 11-16, voluntary-aided school of 460 pupils, in the town of Llanelli. It serves a wide geographical area, which includes the towns of Llanelli, Carmarthen, Ammanford and Kidwelly, and the surrounding villages.
2. The school serves pupils from the Catholic parishes, who make up about 40% of the school population, and welcomes significant numbers of pupils from the Church in Wales, other Christian denominations and other faiths.
3. There are three main partner primary schools, but pupils come from another 24 primary schools. The number applying to the school has increased, year on year, recently.
4. Pupils come from the full range of socio-economic backgrounds. Sixteen per cent of pupils are entitled to free school meals currently, which is in line with the national average.
5. Pupils represent the full range of ability. There is a significant number of able pupils. There is also a higher than average proportion of pupils with special educational needs (SEN).
6. Few pupils speak Welsh as their first language. In the last four years, there has been an increasing number of pupils from minority ethnic backgrounds, and from countries which include the Philippines, Nepal and, more recently, Poland. Thirty-one pupils currently receive teaching in English as an additional language (EAL).
7. Since the last inspection in May 2001, there have been several changes in the leadership team. One deputy headteacher remains in post and two assistant headteachers were appointed to the senior leadership team in 2002, of which one is now a deputy headteacher. The headteacher took up his post in April 2005.
8. The school is developing partnerships with other providers in the area to broaden the range of vocationally-based courses.
9. The Catholic ethos of the school and religious education are inspected under section 48/50 of the Schools' Inspection Act and a separate report is published.

The school's priorities and targets

10. The school's mission statement is to be: "A Christian community which recognises the dignity and value of the individual and in which all members are encouraged to develop their potential in terms of knowledge, understanding, spiritual, moral, cultural and social awareness."
11. The three-year school development plan encompasses all areas – standards, teaching, curriculum, assessment, pastoral care, ethos, learning environment and self-evaluation.

12. The school also sets numerical targets for success at the end of each key stage, that, in 2007:
- 68% of pupils should reach at least level five, in teachers' assessments in all three core subjects combined, at the end of key stage (KS) 3; and
 - In the General Certificate of Secondary Education (GCSE) examinations, 64% should gain at least five grades A*-C, 90% gain at least five grades A*-G and 44% gain a grade A*-C in all three core subjects combined.

Summary

13. St John Lloyd Catholic Comprehensive School is a good school. It has made substantial progress since the last inspection and is working purposefully for continuing improvement.

Table of grades awarded

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

14. These grades match those of the school's self-evaluation report in all key questions. This is a good level of performance and consistency.

Standards of achievement

15. The percentage of pupils gaining at least level five in all three core subjects combined, at the end of KS3, has risen from 36% at the time of the last inspection, to 66% in 2006, compared to a rise nationally of 12%. Results in 2006 were above the national average and in the top quartile compared to those of similar schools.
16. At GCSE, the percentage gaining at least five grades A*-C has, similarly, risen, from 48% to 59% in six years, compared to a rise of 5% nationally. Results in 2006 were above the national average and in the top quartile compared to those of similar schools. The percentage of A*/A grades has also been above the national average in recent years.
17. However, the percentage gaining at least five grades A*-G was just below the national average in 2006, as was the percentage entered for and gaining a grade A*-G in the core subjects.

18. In the six subjects inspected, the following grades were awarded:

| Subject | KS3 | KS4 |
|--------------------------|------------|------------|
| English | 2 | 2 |
| Mathematics | 2 | 2 |
| Information Technology | 2 | 2 |
| Modern Foreign Languages | 3 | 2 |
| Geography | 1 | 1 |
| Art | 3 | 2 |

19. The following grades were awarded for standards of achievement in the 61 lessons observed in the six subjects:

| Key Stage | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--------------------|----------------|----------------|----------------|----------------|----------------|
| KS3 | 13% | 57% | 30% | 0% | 0% |
| KS4 | 17% | 61% | 22% | 0% | 0% |
| KS3 & 4 | 16% | 58% | 26% | 0% | 0% |

20. Whilst the size and nature of the sample are different from those of the last inspection, the overall figure of 74% of lessons graded 1 or 2 is a substantial improvement on the figure of 20% at the last inspection. It is above the Welsh Assembly Government (WAG) target of 65%, and well above the figure of 61% in all inspections in Wales, 2005-2006.
21. In no lesson were standards judged to be grade 4 or 5, a substantial improvement on the figure of 20% in the last inspection. Performance compares favourably with the current national target of 98%, and with performance in all inspections in Wales, 2005-2006, when 7% of lessons were graded 4.
22. Pupils have good key skills, in communication, numeracy and information and communications technology (ICT), and the school has received the Basic Skills Quality Mark. It is committed to developing bilingual skills and progress is being made but bilingual skills are less well developed than the other key skills.
23. Overall, pupils of differing abilities and backgrounds, both boys and girls, achieve well at the school. However, there is a measure of inconsistency between subjects and between classes in subjects, in the extent to which the most able are challenged and the least able are supported, and in the extent to which pupils with EAL make maximum progress across the curriculum.
24. A strength of the school is the development of pupils' personal, social and learning skills. Pupils are well motivated, co-operative and friendly. The school is a caring and orderly community in which pupils learn values and give generously to help those less fortunate. Their social and cultural development is good; their spiritual and moral development is very good.
25. The rate of attendance has improved and, last term, reached 92.7%, close to the national target of 93% and higher than in many schools. Pupils acquire good attitudes to learning, which prepare them well for opportunities post-16.

The quality of education and training

26. The following grades were awarded for teaching in the 61 lessons observed in the six subjects, and in the 26 lessons observed in other subjects:

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------|----------------|----------------|----------------|----------------|----------------|
| 6 subjects | 20% | 47% | 33% | 0% | 0% |
| Other subjects | 15% | 58% | 27% | 0% | 0% |
| Total | 18% | 51% | 31% | 0% | 0% |

27. Although the size and nature of this sample are different from those of the last inspection, these grades show substantial improvement. Sixty-nine per cent of lessons were graded 1 or 2, compared to 20% in the last inspection. No lesson was graded 4 or 5, compared to 20% in 2001.
28. The percentage of lessons graded 1 or 2 matches that of all inspections in Wales 2005-2006. Nationally, 5% of lessons were graded 4.
29. Relationships between teachers and pupils are very good. Teachers use a range of resources and activities to motivate pupils effectively and give generously of their time to help individuals. The emphasis on teaching and learning since the last inspection has resulted in a much larger measure of consistency in the planning and delivery of lessons. Meeting the needs of differing abilities, across the curriculum, is effectively embedded in the large majority of lessons, but not in all.
30. The assessment of pupils' work has improved through the use of data on prior attainment and through the introduction of whole-school systems. However, there is still some inconsistency in the quality of marking, diagnostic feedback and the setting of targets for improvement.
31. The curriculum meets statutory requirements, provides well for the development of key skills and offers a range of options at KS4. Partnerships with other providers are being successfully developed to enlarge choice at KS4, particularly for vocationally-based courses and individual learning pathways.
32. After-school and off-site extra-curricular provision is good for the size of the school. Visits to places of interest, in the United Kingdom and abroad, provide valuable experiences for pupils.
33. Work-related education is good, including work-experience opportunities for all at KS4 and placements for those who will benefit from a curriculum divided between school and the workplace.
34. The school's mission statement and values are at the heart of pastoral care and guidance. There is good teamwork among all involved in pastoral care, and links with outside agencies provide specialist support services. Transition arrangements are much improved since the last inspection and individual needs are diagnosed quickly.
35. Support for pupils with SEN is provided both in class and through withdrawal, to boost specific skills. Provision is suitably targeted to meet the needs of individuals. The quality of individual educational plans (IEPs) has improved since the last inspection, but not in every respect.

36. In particular, pupils with EAL, who have arrived relatively recently, have been helped and supported and are making good progress, However, the amount of targeted support available is limited, and pupils' progress is not yet tracked in detail, with a view to mentoring.
37. Strategies to improve attendance, in collaboration with parents, resulted in a significant increase in the level of attendance last term.
38. The school is an inclusive community which celebrates diversity and values individuals.

Leadership and management

39. The headteacher leads with vision and by example, in giving clear direction for the development of the school. He is working collaboratively with all those in the school and wider community, to implement that vision. Appropriate priorities have been identified and measurable progress has been made in the targets of the 2005-2008 development plan. There are clear values and a strong sense of teamwork within the school.
40. He is ably supported by the other members of the leadership team, who have been involved in school improvement since the last inspection. Their roles are clearly defined and they work effectively as a team. Each is appropriately linked to several middle managers, though formal meetings are not yet sufficiently regular to support the rate of progress in all areas.
41. The quality of leadership by most middle managers is good. However, there is some measure of inconsistency, particularly as there have been a few recent or continuing cases of long-term absence among middle managers.
42. Leadership by the governors is good. They act as critical friends of the school and are fully involved in strategic planning and in monitoring performance, by becoming increasingly linked to departments.
43. Administrative staff and all those who support learning make an effective contribution to the management and teaching in the school. They are of good calibre and are effectively deployed to offer good and, in some cases, innovative support to leaders and managers at all levels.
44. Self-evaluation and planning, at all levels in the school, have been relatively recently introduced. The exact match between the school's self-evaluation report and the grades given by the inspection team is evidence of the reflective culture and integrity at senior management level. At middle management level, most leaders draw appropriate conclusions from critical reflection on performance, but there is a measure of inconsistency.
45. Whole-school targets correspond closely to the findings from self-evaluation. At middle-management level, there is clear focus on improving standards, teaching and learning in most development plans, but not in all.
46. Teachers are appropriately qualified and deployed and continuing professional development (CPD) has been effective in improving the quality of teaching and learning. Workload reform and workforce remodelling have been effectively introduced.
47. The school is well resourced, in central ICT facilities and in subject departments but the library is too small to act as a learning resource centre.

48. Overall, the buildings are well maintained and provide a pleasant learning environment, with good display work. Whilst the accommodation currently is just adequate for the number on roll, there are shortcomings in the size of some classrooms, in the limited number of specialist rooms and in the storage facilities in some areas, in addition to the library.
49. Space is currently at a premium and, with increased numbers projected for the academic year 2007-2008, there will be shortages of accommodation.
50. The use made of available resources is good. The budget is carefully set, managed and evaluated and the school received a positive report from auditors.
51. All statutory and legal requirements are met.

Progress since the last inspection

52. The school has made substantial progress in the standards achieved, public examination results and the quality of teaching and learning. It has also made significant progress in each of the key issues from the last report, namely the:
 - standards in the subjects/key stages judged unsatisfactory in the last report, for standards are now good;
 - quality of teaching;
 - use of assessment across the school;
 - quality of leadership;
 - quality of self-evaluation and planning;
 - links with primary schools; and
 - provision for meeting statutory requirements.
53. Nevertheless, there is still a measure of inconsistency across the curriculum, in some of these on-going issues, and they remain a focus of attention.

Recommendations

In order to build on its current success, the school should focus on the following targets, among those of its comprehensive development plan:

- R1. Continue to improve standards and examination results and eliminate the shortcomings identified in this report.
- R2. Continue to improve the level of consistency in the quality of:
 - provision for pupils with EAL;
 - teaching and assessment;
 - self-evaluation and planning; and
 - leadership skills at middle management level.
- R3. Work with the Unitary Authority and the Diocese in enlarging the accommodation overall, and in the library in particular.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

54. This grade matches the school's self-evaluation grade.

Their success in attaining agreed learning goals

55. The percentage of pupils gaining at least level 5, in all three core subjects combined, has increased from 36% in 2000, to 66% in 2006. This is a substantial rise, compared to 12% nationally. Results in 2006 were 8% above the national average, and placed the school in the top quartile, compared to results in similar schools.
56. Results in English have also been in the top quartile in the last two years. Those in science and mathematics were in the top quartile in 2005, but dropped in 2006.
57. At GCSE, the percentage of pupils gaining at least five grades A*-C has risen from 48% to 59% in the last six years, compared to a rise nationally of 5%. Results in 2006 were 6% above the national average and placed the school in the top quartile, compared to those of similar schools.
58. The percentage of grades A*/A has also been above the national average in recent years.
59. The percentage of pupils gaining at least five grades A*-G has not been quite as successful. Results have been just below the national average in the last two years, and below average compared to results in similar schools.
60. Results in English and mathematics have been higher than those in science, at grades A*-C, and the percentage of pupils reaching this level, in all three subjects combined, has been above average, compared to results in similar schools. However, the percentage entered for and gaining a grade A*-G, in each of the three subjects, in 2006, was just below the national average.
61. In most years, virtually all pupils leave school with qualifications.
62. In the GCSE examination, results in geography are very good. There has been strong performance in English, mathematics and music in recent years, and, in 2006, there were improved results in design and technology, information technology and modern foreign languages.
63. There is no significant pattern in differences between boys' and girls' results. Boys' results are higher in one year and girls' in another.
64. In the six subjects inspected there are:

- outstanding features in geography at both key stages;
 - good features and no important shortcomings in English, mathematics and information technology at both key stages;
 - good features and no important shortcomings in modern foreign languages and art at KS4; and
 - good features which outweigh shortcomings in modern foreign languages and art at KS3.
65. In all of these subjects, there has been good improvement since the last inspection. In geography at KS3, in information technology at both key stages, and in modern foreign languages and art at KS4, there has been very good progress.
66. The following grades were awarded for standards of achievement in the 61 lessons observed in these six subjects:

| Key Stage | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------------|----------------|----------------|----------------|----------------|----------------|
| KS3 | 13% | 57% | 30% | 0% | 0% |
| KS4 | 17% | 61% | 22% | 0% | 0% |
| KS3 & KS4 | 16% | 58% | 26% | 0% | 0% |

67. Although the size and nature of the sample are different from those of the last inspection, these grades represent substantial improvement. In 2000, 20% of lessons were graded 1 or 2, compared to 74% now. The current figure exceeds the WAG target of 65% of lessons to be graded 1 or 2, and is well above the figure of 61% in all inspections in Wales, 2005-2006.
68. In this inspection, no lessons were graded less than 3, compared to 20% in 2000. This is also substantial improvement. The current position exceeds the WAG target of 98% and is above that for all inspections in Wales 2005-2006, when 7% of lessons were graded 4.
69. Pupils have good communication skills. Their listening skills are very good. When given opportunities, they use extended speech confidently, but the most able could be challenged to think for themselves more often. Reading skills are good, and those with reading difficulties have effective support, so that reading ages increase. Written work is good, in terms of variety, fluency and technical accuracy, relative to ability.
70. Pupils' skills in applying numbers are also good. Pupils are confident in using numbers in a range of subjects across the curriculum.
71. Standards in ICT have improved from unsatisfactory in the last inspection, to good. Standards in discrete lessons, improved facilities and co-ordination across the curriculum have resulted in pupils using ICT effectively.
72. Pupils work very well together and respond well to many opportunities for creative and problem-solving tasks. Their ability to improve their own learning is less embedded.
73. The school is committed to improving pupils' bilingual skills. There are good features, particularly in that all pupils have the opportunity to take a full-course GCSE qualification in Welsh second language. Lack of continuity in staffing

recently has adversely impacted on pupils' learning, and the proportion of pupils gaining qualification has dropped from above to below the national average.

74. Welsh is used in assemblies, in some lessons and tutor groups and is promoted through a number of strategies, so that bilingual skills are developing positively.
75. The school has set itself challenging targets, to improve performance. At KS3, these targets have been mostly met or surpassed in the last two years. At KS4, targets were met in 2006.

Their progress in learning

76. Overall, pupils of differing abilities and backgrounds do well at the school through much good teaching, and good attitudes to learning. However, whilst in most classes progress is good, there is a measure of inconsistency between subjects and classes within subjects, in the extent to which maximum progress is made. Where there is inconsistency, it is the extent to which the most able and the least able perform. The grades awarded for the six subjects show variation in the extent to which pupils are challenged and supported.
77. The most able achieve well in the teachers' assessments at the end of KS3 and at GCSE. The school has identified pupils who are gifted and talented and there are strategies in each subject to extend them. However, these are not yet firmly embedded in practice and pupils are not always required to use extended speech nor to think independently.
78. Pupils of average to lower ability do well. They have good key skills and good attitudes to learning. Both boys and girls achieve well, and there are no obvious differences in performance.
79. Pupils with SEN achieve well in the specific lessons to boost literacy, for which they are withdrawn. They also achieve well when there is in-class support. However, they do not always receive supportive worksheets which will help them to complete the tasks set.
80. Pupils with EAL, who have entered the school relatively recently, make good progress in EAL lessons, through which they are enabled to access the curriculum. In-class support is effective but provision is limited. There is evidence of pupils moving up through the sets, but strategies to enhance their progress are not yet embedded across the curriculum, and progress is not consistently good.
81. Pupils receive verbal and written feedback on their progress, to inform them how well they are doing. However, the quality of marking and feedback varies between and within departments. Targets for improvement are set, but are not always sufficiently subject-specific. Pupils are not fully aware of the means by which they can improve their own progress.
82. In the majority of subjects and classes, pupils engage in independent learning, but the library is too small to be a focus for research. The popularity of courses in information technology puts pressure on the availability of central ICT resources, as a regular source of information, for classes across the curriculum.
83. Nevertheless, pupils are well prepared for lifelong learning through the good study habits which they acquire, through concentrating in lessons, through the

development of good key skills and in being successful in public examinations, especially in the core subjects.

The development of their personal, social and learning skills

84. A strength of the school is the development of pupils' personal, social and learning skills. Their spiritual and moral development is very good; their social and cultural development is good.
85. Pupils are well-motivated, co-operative and friendly. They generally behave very well in class, and the school is an orderly community. Many pupils have good social skills and engage confidently with visitors.
86. The school is a caring community, in which pupils learn values. Their efforts to raise money for those less fortunate are regular and successful. The Gambar project, to help those in Nigeria, is a particularly good example of their awareness of the needs of others.
87. Attendance has improved, since the last inspection, from just below 90% to 92.7% last term, close to the WAG target of 93%. The school has become much more pro-active in raising awareness of the importance of good attendance.
88. The school is an inclusive community, which celebrates diversity and values individuals. Pupils feel that they are well known, and that they know others well. Several described the school as having a 'family' atmosphere.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

89. This grade matches the school's self-evaluation grade.

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

90. The following grades were awarded for the quality of teaching in the 61 lessons observed in the six subjects inspected and the 26 lessons observed in other subjects.

| | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------------|----------------|----------------|----------------|----------------|----------------|
| 6 subjects | 20% | 47% | 33% | 0% | 0% |
| Other lessons | 15% | 58% | 27% | 0% | 0% |
| Total | 18% | 51% | 31% | 0% | 0% |

91. These grades are significantly higher than those awarded in the school's last inspection, and represent substantial improvement, although the size and nature of the sample are different. At that time, only 20% of lessons were judged to be good and only one lesson was judged to be very good. Also, 20% of lessons seen then were judged to be unsatisfactory. In this inspection 69% of lessons were judged to be good or very good, which matches the percentage for all

inspections in Wales 2005-2006. No lessons in this inspection were graded 4, compared to 5% nationally.

92. An outstanding feature of the teaching is the very good relationships between teachers and pupils, which promote respect and courtesy and which enhance the quality of teaching and learning.
93. Teachers are well qualified in the subject they teach and their good subject knowledge is up-dated and reinforced by targeted continuing professional development. A wide range of teaching and learning strategies is a good feature of many lessons using individual, paired, group and whole-class activities which, combined with a brisk pace, have a motivating influence on pupils.
94. A good feature that enhances the teaching generally in the school is the 'Tweak of the Week' which is featured in the school bulletin and which encourages teachers to try out new teaching and learning approaches.
95. In the best lessons, teachers use:
 - questioning effectively to check and extend pupils' learning;
 - data projectors to share lesson objectives; and
 - praise, to encourage and motivate pupils.
96. Lesson planning is a positive feature of teaching and learning and the school's four-part lesson plan is evident in most lessons. Learning objectives are clear and are shared effectively with pupils. There is a good focus on key skills in most lessons but there are too few opportunities for pupils to develop their skills of extended speech.
97. Longer-term planning, in departmental schemes of work, is less consistent in quality, and does not provide effective guidance to teachers nor ensure consistency of practice, in some departments.
98. Incidental Welsh is used in some classrooms and around the school, in addition to the use of Welsh in assemblies and form periods. The use of different badges to indicate proficiency in Welsh is a positive development. However, the planning for meeting the bilingual needs of pupils is not yet fully embedded in subject departments.
99. Whilst teaching generally provides well for pupils to make progress, there is a measure of inconsistency in the extent to which more able pupils are challenged in lessons. Not all tasks are sufficiently open-ended for independent thinking. Also, the least able do not always have additional materials which will help them to complete the tasks set.
100. The teaching of the increasing number of pupils with EAL is good in some subjects, but is not yet co-ordinated across the curriculum. Teaching in specific language lessons enables pupils to make progress and access the full curriculum.
101. In general, teaching throughout the school successfully promotes equality of opportunity, so that pupils achieve regardless of their gender, ethnic background or educational need.

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

102. The school has a well-developed assessment tracking system, in which effective use of Cognitive Abilities' Tests (CAT) data is the basis for target-setting and for the monitoring of pupils. These are supplemented by regular assessments of pupils at Christmas, an interim assessment and an end-of-year assessment. These data are then compared to pupils' original ranking in the CAT test to identify underachievement, so that identified pupils can be monitored. All staff have access to this tracking data and some use it effectively to inform their teaching.
103. The role of the heads of learning and form tutors in monitoring academic performance is developing well in the school. Annual reviews of departmental examination results against predicted targets are rigorous and subsequent targets are written into departmental development plans.
104. Subject departments identify key pieces of work as their focus for assessment each year. Consistently good use is made of the assessment stamp, which indicates a mark or grade for attainment, presentation and effort. Formative marking, where subject-specific targets and comments are made on pupils' work, indicating how to improve, is not as effective in informing pupils.
105. The quality of marking and feedback to pupils varies between departments. There is not yet enough consistency in the use of grades, marks and subject-specific comments on how to improve. In some subjects, and for lower-ability pupils in particular, teachers' assessments are, at times, over-generous. Some departments use portfolios of pupils' work as exemplars of good practice and to increase consistency of assessment practice within the department.
106. Good use is made of self-assessment in most departments, where strengths and weaknesses are identified and up to three targets set for future work. Pupils have a developing understanding of national curriculum (NC) levels.
107. The school has a clear system for meeting parents and reporting to them through progress reports, interim reports and end-of-year reports. Most reports indicate targets for improvement. In the best reports, these targets are subject-specific and are succinct.
108. The school meets statutory requirements for assessment and reporting and fulfils the regulations of examination bodies.

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

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| Grade 2: Good features and no important shortcomings |
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109. This grade matches the school's self-evaluation grade.

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

110. The curriculum at KS3 is broad and balanced. It gives equality of opportunity and access to all pupils. There is good co-ordination, intervention and support arrangements for pupils with SEN and for those with EAL. Pupils with EAL are supported by provision, from the Unitary Authority (UA), of a peripatetic teacher for one and a half days per week.

111. The KS4 programme consists of the statutory core subjects and a range of subjects from three option columns, which include some vocational provision. One course is provided off-site at Coleg Sir Gar. In addition, a small number of pupils attends the courses called 'SMART', 'FACE' and 'Youth Access', provided by approved off-site agencies. These courses cater well for pupils who benefit from following a more vocationally-based programme.
112. The school is a member of the Llanelli Schools' 14 - 19 Learning Pathways Consortium. Plans to enhance the vocational curriculum, provide drama and increase the support for pupils with EAL in September 2007 are well advanced.
113. However, the timetable arrangement of three half-hour lessons in one Welsh second language class and two modern foreign languages classes, a small number of split classes and some non-specialist teaching are not conducive to promoting continuity and progression in pupils' learning. Also schemes of work, in a small number of subjects, are not sufficiently detailed to ensure continuity and consistency in the development of all subject-specific and key skills.
114. The school has been successful in gaining the Basic Skills Quality Mark. Key skills are becoming well embedded into the schemes of work of most subject areas. There are opportunities for pupils to improve their skills of communication, numeracy and ICT, as well as the wider key skills of working with others, creative and problem-solving skills and improving one's own learning. Opportunities are being identified for the accreditation of key skills in KS3 and KS4, with accreditation in ICT for the current Y9, this year.
115. The promotion of pupils' spiritual, moral, social and cultural development lies at the heart of the school's activities. Pupils' spiritual and moral development is enhanced by attending the well-planned, dignified assemblies held on a whole-school or year-group basis. However, on non-assembly days, whilst statutory requirements are met, pupils are not given enough time to pause in worship and to reflect on selected themes, in a number of tutor groups.
116. Pupils generally behave responsibly and show respect for adults and peers. They show concern for others by supporting and donating a substantial sum of money to a variety of charities and good causes. The relationship between pupils is good, demonstrating a strong sense of community within the school. The relationship between the teaching staff and pupils is a real strength of the school.
117. Pupils' awareness of different cultures is effectively developed through subject areas, the extra-curricular programme, its on-going link with the Gambar Diocese in Nigeria and support for Wales-Romania aid.
118. There is a wide range of extra-curricular activities which extend pupils' curricular programme. Pupils participate in organised sporting and musical activities, visits at home and abroad, religious retreats and overseas pilgrimages. The Duke of Edinburgh's Award group is a strong and flourishing aspect of the school's programme with a remarkable 88% completing the award (the highest percentage in Carmarthenshire).
119. Links with Carmarthenshire Youth and Children's Association have provided the school with holistic therapies, counseling and kick boxing. The weekly after-school computer maintenance and drama clubs, run in collaboration with Coleg Sir Gar, are well attended.

120. However, opportunities for more pupils to participate in extra-curricular activities are curtailed by the limited number of clubs meeting during lunchtime.
121. The school has established a strong working partnership with parents. The publication and distribution of appropriate documents, reports and newsletters ensure the cementing of a positive relationship between the parties. The school arranges separate parental meetings to aid families whose first language is not English.
122. Positive links have been established with Coleg Sir Gar, Gorseinon College and Bishop Vaughan School to facilitate pupils' transition from school to college or school at 16+.
123. There is also effective communication with the school's family of church primary schools and a number of other primary schools in the area. Established and developing transition programmes involving visits, subject-bridging links and joint in-service training (INSET) ensure the smooth transition of pupils from KS2 to KS3. Transition arrangements have been strengthened by the establishment of a head of learning for year (Y)7, which guarantees a permanent, designated, link teacher for all partner primary schools.

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

124. There is a good work-related education programme in both key stages, planned and delivered through the school's personal and social education (PSE) programme. Both follow the Qualifications and Curriculum Authority for Wales' (ACCAC) guidelines.
125. A positive working partnership exists with Careers Wales West, which supports the school in its delivery of an extensive careers and guidance scheme, of good quality. The strong partnership with Careers Wales West has resulted in the selection of the school to pilot a work-related, key-skills initiative. Pupils considering a career in engineering benefit from attendance at the Saturday Engineering Club, run in collaboration with Coleg Sir Gar. The school is actively pursuing the expansion of its business/industry networks through its recently established 'Employer Forum'. All pupils are trained in the use of the Careers Wales on-line website.
126. All Y10 pupils attend an appropriate and effective work-experience placement. The school is flexible in allowing pupils to choose their own work placements. Around 20%-30% of pupils take advantage of this opportunity, which helps to ensure that the placement is relevant and meaningful to the individual pupil. The experience provides pupils with a good understanding of the world of work.
127. With the exception of the good 'Tregwaith' initiative in Y9, pupils' experience of aspects of entrepreneurial education is limited. There are no opportunities for pupils in KS4 to gain entrepreneurial skills through enterprise days and projects.
128. Pupils have access to all areas of the curriculum, which is facilitated by the school's strong inclusion policy. All pupils can receive peripatetic music lessons free of charge, to ensure that no pupil is denied access, on the grounds of cost, to develop his or her musical talent. The ICT suites and the library are available for use by pupils, every lunchtime and after school.

129. The school successfully promotes bilingualism in many aspects of its work, for it:
- embraces the '*laith Gwaith*' initiative;
 - holds an annual eisteddfod;
 - uses Welsh in assemblies and masses, and in some registration groups;
 - provides full-course GCSE Welsh second language in KS4; and
 - uses Welsh incidentally.
130. However, there is no cross-curricular policy to develop pupils' bilingual skills in all aspects of school life.
131. A recent audit identified the aspects of the '*Cwricwlwm Cymreig*' covered in the curricular programme across the key stages. It is well embedded in a number of subjects' schemes of work, particularly in science, music and geography but provision in some other areas is not as well developed.
132. Education for sustainable development and global citizenship is highlighted in a number of subjects' schemes of work. Pupils are involved in a paper-recycling scheme, water conservation and a conservation project managed by the Duke of Edinburgh's Award group. However, there is no cross-curricular policy statement to focus whole-school engagement in the management and implementation of sustainable activities, conservation, development of healthy lifestyles and awareness of global issues.
133. The breadth and balance of the curriculum, equality of access for all pupils, the extra-curricular programme, the work-related education provision and the development of good key skills ensure that pupils receive the appropriate experiences to lay the foundations for lifelong learning.

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

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| Grade 2: Good features and no important shortcomings |
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134. This grade matches the school's self-evaluation grade.

The quality of care, support and guidance to learners

135. The school's mission statement and strong Christian values are at the centre of care and guidance of pupils. Pupils value the time and care which they receive from staff. They feel very well supported.
136. Recently appointed heads of learning work closely with their tutors. There is a strong team spirit.
137. The school has an open-door policy. Staff encourage parents and carers to work with them in the education of pupils. Heads of learning and the SEN Co-ordinator are in regular contact with parents and carers, and inform them well about pupils' progress.
138. The transition at Y6 is carefully planned. There are curricular links in a number of subject areas, shared INSET days, shared facilities and meetings with primary heads. There has been much improvement since the last inspection. Induction is effective in helping pupils to settle in quickly.

139. The recent appointment of the attendance clerk is having a marked impact on improving attendance, which is now at a level of 92.7%. An attendance panel, consisting of the Educational Welfare Officer (EWO), attendance clerk and the deputy head, meets with the parents of pupils whose attendance is below 80%. Every effort is made to encourage attendance, which has, similarly, improved since the last inspection.
140. Pupils interviewed value the regular PSE lesson. It is helping them reach informed decisions over a wide range of topics. However, there are shortcomings in:
- insufficient detail in the departmental handbook to enable staff to plan lessons effectively; and
 - lack of monitoring to ensure that the style of teaching is appropriate.
141. Pupils feel confident to speak to teachers about incidents of bullying, should these occur. The anti-bullying charter has been developed by the school council and is on the school network.
142. The school council has become increasingly involved in decision-making and pupils feel that they have had a voice in some of the school's improvements. Its profile is currently being enlarged, so that the council will be more involved in discussing the priorities of the development plan.
143. The child protection co-ordinator and school procedures are known to both teaching and non-teaching staff. However, there is no deputy, in case of absence. Records are kept and outside agencies informed when necessary.
144. All pupils receive advice on subject and career options. A well-produced booklet is available to inform pupils at KS3.
145. There are appropriate procedures for pupils who require medication. The administrative staff do much to ensure the health and safety of pupils. The promotion of healthy lifestyles, however, is not co-ordinated across the school.

The quality of provision for additional learning needs

146. Links with partner primary staff, appropriate testing and efficient use of data ensure that, in Y7, pupils who require extra support are identified early. This early identification at KS3 is improving pupils' levels of achievement.
147. Teaching assistants supervise workshops, for pupils with SEN, three mornings per week, during registration. Pupils work to improve literacy, numeracy and handwriting. The work is carefully matched to specific needs and pupils feel that it is benefiting them. Results show good progress, particularly in levels of literacy. Sensitive support from teaching assistants gives pupils confidence. However, there is no whole-school policy for the teaching of reading, and good practice is not sufficiently shared.
148. The code of practice is followed and outside agencies called upon to give support. There is a governor with specific responsibility for overseeing SEN.
149. Off-site facilities are available for pupils whose behaviour makes it difficult for them to attend school. Most of those pupils educated off-site succeed in completing their courses.
150. Pupils with SEN integrate fully into school life.

151. There is, however, a shortcoming related to the individual educational plans (IEPs). Whilst computer-generated IEPs have improved since the last inspection, there are still shortcomings, in that:
- pupils are unaware of their IEP targets;
 - they are not subject-specific; and
 - the style of language used in the IEP is not easily accessible to pupils and parents.

The quality of provision for equal opportunities.

152. The school is an inclusive school and aims to increase the involvement of all learners.
153. Pupils express their beliefs that it is a happy school, where all are helped to do their best.
154. There is full access for pupils with mobility needs.
155. The increasing number of pupils from ethnic minority backgrounds, some with EAL, requires greater provision in terms of adapted teaching strategies and in-class support. The school has begun to make the community links, which will strengthen communication between the school and community.
156. The Gambar Project is a focus for the school's celebration of diversity. Pupils have raised sufficient money to make a dramatic difference to the lives of children and adults in a community in Nigeria. Pupils are kept informed of this project through assemblies, lessons in religious education and tutor periods.
157. Pupils have also raised money for Wales-Romania aid and a number of other local, national and international charities. Each week, prayers for peace, including prayers of other faiths, form part of the acts of worship.

Leadership and management

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

Grade 2: Good features and no important shortcomings

158. This grade matches the school's self-evaluation grade.

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

159. The school has a strong sense of values and community. Pupils, parents and those associated with the school understand and are committed to these values. The atmosphere is inclusive and outward-looking, substantial progress has been made since the last inspection and there is a focus on continuing improvement.
160. The headteacher leads with vision and by example, in giving clear direction for the development of the school. He is working collaboratively with all those in the school and wider community, to implement that vision. Appropriate priorities have been identified in the school development plan 2005-2008 and measurable progress has been made in its targets.

161. He is ably supported by members of the leadership team, who have been involved in school improvement since the last inspection, to good effect. Their roles are clearly defined and progress has been made in each area of responsibility. Together with the headteacher, they work effectively as a team and set challenging targets for improvement.
162. Each member of the senior leadership team is linked to a group of middle managers and formal meetings are held to review the quality of examination results, self-evaluation and planning, in addition to informal communication. However, there are not currently sufficient, regular, timetabled meetings, between senior and middle managers, to support the rate of progress in all areas.
163. The quality of leadership by most middle managers is good. However, there is a measure of inconsistency in standards, teaching and the quality of written documentation. There have been a few recent or continuing cases of long-term absence among middle managers.
164. The school is outward-looking in building bridges with other providers, to enhance the range of opportunities for pupils. There are well-established links with Coleg Sir Gar. The school is part of the Llanelli Schools' 14-19 Learning Pathways Initiative, with well-advanced plans to develop vocational pathways, provide drama and increase provision for pupils with EAL, from September 2007.
165. The other WAG priorities have also been implemented, mostly to a good standard. There are good features in the development of:
- work-related education;
 - bilingualism;
 - PSE;
 - social inclusion; and
 - racial diversity.
166. However, there are shortcomings in the development of:
- entrepreneurial skills;
 - sustainable development;
 - healthy lifestyles; and
 - detailed planning and monitoring of the delivery of PSE lessons.
167. Workload reform and workforce re-modelling have been successfully introduced and have added to the effectiveness of management. Non-teaching staff contribute much to the development of initiatives, by, for example, their proactive use of the data which they process and their sometimes innovative strategies to support teachers and managers.
168. Senior managers and some middle managers have taken further professional qualifications, which have enhanced their ability to reflect critically on current performance and to plan for improvement. Continuing professional development is well tracked and the monitoring of provision has improved considerably since the last inspection.

169. The strong sense of teamwork, at all levels in the school, and good morale provide a climate in which best practice is shared and in which, overall, there is a large measure of consistency in practice.

How well governors or other supervisory bodies meet their responsibilities

170. Governors are fully involved in the strategic planning of the school. They know its priorities and are planning to extend its premises, in line with an increased number of pupils. Governors have been fully involved in addressing the issues from the previous inspection report.

171. They are increasingly gaining first-hand evidence, in the self-evaluation process. Their analysis of data and knowledge of the school, through access to information, are good and they receive presentations from members of staff. Governors are now being linked to departments, to gain additional insight into the working of the school. Governors were fully involved in the drawing-up of the self-evaluation report, for the inspection.

172. They also act as critical friends to the school, in asking pertinent questions of its performance and its use of resources.

173. In both its ethos and in its activities, governors are very supportive of the school.

174. The school also benefits from strong support from the UA Link Adviser.

175. All regulatory and legal requirements are met.

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

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| Grade 2: Good features and no important shortcomings |
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176. This grade matches the school's self-evaluation grade.

How effectively the provider's performance is monitored and evaluated

177. Self-evaluation is becoming increasingly embedded across the school. Senior managers and most middle managers are committed to ensure that self-evaluation is used effectively to make improvements. There is effective, continual dialogue between senior managers and staff to ensure that roles and responsibilities are understood. This is an on-going process and is continuing to be used effectively to strive for improvements.

178. The process of self-evaluation is comprehensive, systematic and makes good use of first-hand evidence. The school's self-evaluation report, prepared for the inspection, represents an accurate reflection of the school's performance. The inspection team concurs with the school's grades in all key questions.

179. The headteacher and senior managers are well informed about the strengths and aspects for further development. They meet regularly with middle managers to review progress and use this systematically to plan for improvement.

180. Good account is taken of the views of staff, pupils and parents. The headteacher, working closely with the support of senior managers, has established a culture where suggestions for improvement are welcomed from all stakeholders. This promotes an on-going, increasing rigour in the self-evaluation

process and has established an effective team ethos across many subjects in the school.

181. Pupils contribute their views well through the school council and questionnaires are used effectively with parents to seek their opinion. Self-assessment by individual pupils is used constructively in some subjects to evaluate their progress continually and to respond to their perceived needs. The school responds well to all suggestions for improvement.
182. Most middle managers have a good understanding of their role in self-evaluation. Many make good use of benchmark data to analyse and review the performance of pupils. They also reflect well on the quality of teaching in their areas and other matters that impact on learning. In spite of this, however, there is some inconsistency in the use and rigour of self-evaluation across subjects.

The effectiveness of planning for improvement

183. Clear targets for improvement are set for the whole school. The school development plan identifies appropriate priorities for improvement over a three-year period. Although these are reviewed annually, there remains some inconsistency in the effectiveness of the delivery of these in a few subjects.
184. Departmental development plans usually reflect well those in the school development plan. There is a standardised format used in all subjects. Targets for improvement are identified with appropriate time-scales and anticipated costing, where appropriate. In a minority of subjects, however, targets are sometimes unclear. They are not directed explicitly at improving standards of achievement nor always clearly demonstrable, in terms of their outcome.
185. Across the school, priorities for improvement are funded sufficiently and most set realistic time-scales for completion. The school is continually reviewing the process of allocating funding, to ensure that priorities identified in subjects match, closely, those of the whole school.
186. The school has made substantial improvements in addressing the key issues from the last inspection report. There is a significant improvement in standards and this is reflected well in the grades awarded in the six subjects inspected in this report. In the subjects/key stages judged unsatisfactory in the last inspection, standards are now good.
187. Since the last inspection, significant improvements have also been made in the:
 - quality of teaching;
 - use of assessment to improve pupils' achievements;
 - quality of leadership;
 - use of self-evaluation to monitor and improve learning, teaching and key skills;
 - links with primary schools; and
 - provision for the meeting of statutory requirements.
188. Self-evaluation and planning for improvement have been very successful in improving the performance of the school. This is particularly evident in the

improved standards of pupils' achievements and the quality of teaching that is provided for them.

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

Grade 2: Good features with no important shortcomings

189. This grade matches the school's self-evaluation grade.

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

190. There are sufficient, qualified, specialist teachers, who are supported in their work by a substantial number of teaching assistants and administrative staff.

191. The curriculum is well thought out at both key stages and is broad and balanced. A small number of pupils in Y10 benefits from vocational opportunities, which are provided at Coleg Sir Gar. Off-site curricular provision is made for a very few pupils in Y10 and Y11 on the 'FACE', 'SMART' and 'Youth Access' programmes.

192. Capitation levels have improved and subject areas have acceptable levels of books and equipment. There has been a substantial improvement in the availability of computer equipment. A service-level agreement provides effective support for the maintenance of computer hardware. There are now two well-equipped and well-used ICT rooms. Many classrooms have digital projectors and interactive whiteboards. All teaching staff are issued with laptops.

193. The library is staffed for three hours a day and is open to pupils at lunchtimes. An appropriate range of fiction/non-fiction is available together with a limited number of newspapers. Books are attractively displayed by the library assistant. Funding is now at a reasonable level of approximately £2,000 a year for books/newspapers. The library is part of the school development plan, but there is no policy for the use of the library, no targets for use by pupils or departments and no designated, link person in the senior leadership team.

194. Extra-curricular activities are varied and good opportunities exist for pupils after school. A strong feature is the commitment of non-teaching staff to the very successful Duke of Edinburgh's Award Scheme. Coleg Sir Gar provides experiences in drama and in computer maintenance. There are few lunchtime opportunities. Peripatetic music is very strong, with one hundred and twenty-five students benefiting.

195. Good use is made of the Llanelli leisure centre for physical education lessons. This allows pupils a wider access to a more varied range of facilities.

196. Buildings are well maintained and classroom and corridor displays support the pleasant learning atmosphere. There is little litter or graffiti, and these are quickly removed. Health and safety are effectively managed by a member of the administrative staff. Recommendations made in the last inspection report have been implemented but some rooms suffer from excessive heat. For those with a disability, there is access throughout the building and appropriate facilities.

197. Accommodation is at a premium and, despite effective management and the skills of the handyman, in creating additional teaching space, it does not provide sufficient:
- subject-specialist rooms for all departments and staff;
 - floor area in every classroom to meet the needs of the number of pupils;
 - storage in some classrooms and particularly in the sports hall; and
 - space in the library/learning resource centre.
198. The number of pupils continues to rise and there will be shortages in accommodation in the new academic year, 2007-2008, given the projected number for September 2007.
199. Toilet areas are now regularly checked to ensure that cubicles lock and that paper and soap are provided. Both parents and the school council wish to see that high standards of hygiene prevail.
200. The overall staff contact ratio is 74.5%, which is an improvement on the low figure of 73% noted in the last inspection report. There are plans to reassess the use of non-contact time in the next academic year.

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

201. Finances are very well managed by the bursar on a day-by-day basis and in the longer term. She advises both the headteacher and the governors on the current position at regular intervals. Very good working relationships, between the headteacher, governors and bursar, ensure that the budget is carefully set, tracked and evaluated. The latest audit report stated that, 'the management and administration of financial and administrative systems were considered, overall, to be good'.
202. Workload reform and workforce re-modelling have been successfully introduced, with the provision of planning, preparation and assessment time, absence cover and examination invigilators. Governors and the headteacher dealt sensitively and sensibly with staff issues, whilst at the same time meeting their legal obligations. Planning, preparation and assessment time is used well.
203. The curriculum is effectively managed with regard to staffing levels. Average group size is 21.7.
204. Pupils from ethnic minority backgrounds are helped and supported in making progress. The school ethos is supportive, but school strategies are not yet consistently established across the curriculum. There is:
- a lack of central direction and training for all staff;
 - a failure to link data on individual pupils to short-term targets;
 - insufficient tracking and mentoring for individual pupils; and
 - not enough provision of targeted support from teaching assistants.
205. Continuing professional development and performance management are linked to the school development plan. They are well managed by a deputy headteacher. The senior leadership team has done much to raise the profile of

teaching and learning, with a resulting improvement in standards. All staff, including non-teaching staff, are involved in CPD.

206. Newly-qualified teachers and those needing early professional development are carefully mentored and supported. The headteacher and the two deputies value the experience that the National Professional Qualification for Headship (NPQH) course has provided. Two staff are undertaking middle management training. The school is building an initial teacher training partnership with Swansea Institute. However, funding from the General Teaching Council for Wales is infrequently accessed.
207. All staff have been checked by the criminal records' bureau and the school keeps careful records.
208. The use of the budget reflects the priorities of the school development plan. Further refinements are planned for the way in which departments plan to bid for additional funding.
209. The school gives value for money.

Standards achieved in subjects and areas of learning

English

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

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

Key Stage 3

Good Features

210. In most cases, the standard of pupils' speaking and listening is good. Pupils listen attentively and many are able to speak with clarity in a range of situations.
211. The majority of pupils reads accurately, fluently and with expression. Many pupils have a clear understanding of a range of literary and non-literary texts.
212. Throughout the key stage, pupils become increasingly aware that language is used for a range of purposes and audiences. The more able pupils produce purposeful and sustained writing that is engaging, well organised and technically accurate.
213. Many pupils use ICT confidently for a range of purposes, including developing the writing process and researching topics related to texts such as Homer's 'Odyssey'.
214. Pupils with SEN and EAL make good progress.

Shortcomings

215. A small minority of pupils remains passive and does not participate fully in speaking and listening activities.
216. In a very few classes, there is not enough sustained writing. A small number of pupils does not always complete work.

Key Stage 4

Good Features

- 217. The majority of pupils speaks with confidence and expresses an opinion. More able pupils show an awareness of audience and justify points of view.
- 218. Many pupils read aloud with confidence and with appropriate expression. A number demonstrates highly-developed reading skills, such as the ability to skim and scan for relevant information. They read a good range of texts, including those reflecting the culture of Wales.
- 219. The majority of pupils writes extensively in a range of forms and for a variety of purposes. The best writing is carefully planned and drafted. It is often in response to literary texts.
- 220. Pupils research information effectively in order to gain understanding of the social, historical and cultural backgrounds of texts such as 'Of Mice and Men', 'Romeo and Juliet' and 'The Tell Tale Heart'.
- 221. Pupils with SEN and with EAL make good progress.

Shortcomings

- 222. A small number of pupils does not participate fully in speaking and listening activities.
- 223. In a small minority of classes, careless and often repeated technical errors affect written work. Some written responses are not sufficiently sustained nor structured effectively.

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| Mathematics |
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Key Stage 3: Grade 2 – Good features and no important shortcomings

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

Key Stage 3

Good Features

- 224. Most pupils display good standards of work in number, algebra, shape, measures and handling data. They have a secure knowledge and understanding of current work and are confident in their recall of previous work.
- 225. Pupils make very good progress in lessons. They work highly productively, both independently and with others, on various problems given to them and show high levels of interest and enthusiasm in carrying out tasks expected of them.
- 226. Most pupils have a good knowledge and understanding of number facts at levels commensurate with their ability. They calculate mentally with accuracy and speed and use calculators appropriately where required. Many make proficient use of mathematical terminology in explaining their reasoning, both in writing and in speaking.
- 227. More able pupils show a good knowledge and understanding of concepts in algebra. They manipulate algebraic expressions well and identify equivalent expressions presented to them, in different forms, confidently.

228. Pupils of average ability draw graphs of linear and quadratic functions competently. They identify features from their graphs and use them to solve appropriate problems, to sensible degrees of accuracy. Many recognize straight lines from their equations and identify features of them with good understanding.
229. Lower-ability pupils have a competent knowledge and understanding of the likelihood of an event. Most use this well to determine the probability of a simple event and show proficient use of fractions in their answers.
230. Pupils with SEN show a good knowledge and understanding of current work. Many make very good progress both in lessons and across the key stage.
231. Pupils with EAL complete set work competently with a good understanding of underlying concepts. They make good progress in the subject, often in a very short amount of time.

Shortcomings

232. Occasionally, a few pupils display some hesitancy and inaccuracy in their work. They make careless errors and do not always reflect on the reasonableness of their answers.

Key Stage 4

Good Features

233. Pupils work very well in lessons and many display a secure knowledge and understanding of current and previous work, across all attainment targets. They show good levels of mathematical reasoning and make good progress in lessons across the key stage.
234. Pupils of higher ability have a good knowledge and understanding of conditional probability and independent events. They construct tree diagrams competently and use them well to calculate the probability of a combined event.
235. Pupils of average ability are proficient in their understanding of various transformations. They draw images of simple shapes, after rotating them about different centres and identify features arising from their results. They write vectors in column form and make some pertinent generalisations based on their answers.
236. Pupils of lower ability have a sound knowledge and understanding of spatial concepts. They use protractors to measure angles accurately and have a good awareness of the angle properties of various polygons.
237. Pupils with SEN and those with EAL are secure in applying their mathematical skills well to tackle appropriate problems. Most make very good progress in lessons and throughout the key stage.

Shortcomings

238. Occasionally, a few pupils use techniques given to them with insecure understanding. They display some fundamental errors and misconceptions and do not think sufficiently about the appropriateness of their answers.

Information technology

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

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

Key Stage 3

Good Features

239. Pupils organise, amend and present information in a variety of ways, to a good standard. They are developing an understanding of audience and how to communicate information to meet both the intended purpose and the needs of the audience.
240. Pupils use spreadsheets to create simple models and simulations of real-life contexts. They understand how to use simple formulae to make calculations and can explore the effects of changing some of the variable data.
241. Pupils create simple data capture sheets to gather information into a database and use basic validation tests to make sure that the data they enter are correct.
242. Pupils produce a hypothesis and use lines of enquiry to test it against information in a database. They understand how to use comparative operative functions to develop their enquiries.
243. They integrate information from different sources to produce PowerPoint presentations to a good standard for their age and ability.
244. They are able to compare the advantages and disadvantages of the use of ICT with other manual methods. They are developing an understanding of the effects of ICT on society.
245. Pupils with SEN and with EAL make good progress.

Shortcomings

246. The skills, knowledge and understanding of Y9 pupils are not as well developed as those of Y7 and Y8 pupils.

Key Stage 4

Good Features

247. The examination results for 2006 show a significant improvement on previous results, with 88% of pupils entered gaining a grade A* - C.
248. Pupils demonstrate a sound understanding of presentation and they are able to integrate a range of information to suit the needs of the context, purpose and audience, to a good quality.
249. Pupils' initial ideas, to meet coursework requirements, are well annotated and they use well-reasoned justification for choice. Their final ideas are fully evaluated.

250. Pupils design spreadsheets and procedures to produce financial models, based on business contexts, to a good standard. They clearly understand the impact of changing a range of variables to meet identified needs.
251. Pupils design appropriate data-capture sheets to gather data and organise the data appropriately into a database. They understand the reasons for a range of validation checks and use them appropriately to check the correct input of data.
252. Pupils are able to use a range of media to present data-capture screens and databases effectively, for the purpose and the intended audience.
253. When starting coursework, pupils carry out an in-depth analysis of the needs of the business context. This ensures that the ideas they develop are fully explored and highly relevant to the context.
254. Pupils demonstrate a good understanding of the impact of ICT systems on the workplace and society and can explain a range of ICT systems in terms of use and impact for change.
255. Pupils with SEN and with EAL make good progress.

Shortcoming

256. A small minority of pupils produces coursework which is not complete in some aspects, and which lacks the depth and detail of work required for higher grades.

| |
|---------------------------------|
| Modern foreign languages |
|---------------------------------|

Key Stage 3: Grade 3 - Good features outweigh shortcomings

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

Key Stage 3

Good Features

257. Pupils understand a range of familiar vocabulary and structures spoken in French, including everyday classroom instructions.
258. They concentrate well, listen attentively and can repeat accurately and with good pronunciation. Many pupils are able to speak accurately from memory.
259. Pupils are keen to respond to the teacher in oral work and are able to undertake simple pair-work speaking activities.
260. Pupils generally have good recall of vocabulary and phrases, when listening and reading.
261. They begin to have a grasp of the grammar of the language and the most able apply the rules in different situations.
262. Throughout the key stage, pupils are generally able to write accurately with support. The most able write at greater length.

Shortcomings

263. A significant minority of pupils does not speak accurately nor read aloud accurately, because they do not practise sufficiently in class.

264. A significant minority of pupils has poor retention of vocabulary and structures because of insufficient practice in speaking.
265. Pupils rarely develop their responses when speaking.
266. Pupils rarely use the target language for everyday classroom interactions.

Key Stage 4

Good Features

267. Pupils listen attentively and with confidence and can understand the general gist of the language spoken by the teacher and on tape. The most able can pick out finer detail.
268. Pupils' reading comprehension skills are good across a range of short extracts and longer texts.
269. Pupils generally have good recall of the key vocabulary and structures in the topic being studied.
270. Pupils' pronunciation and accuracy in speaking are generally good in Y11. They take part in paired speaking activities with confidence. The more able can develop longer responses and can adapt language encountered in previous contexts.
271. In carefully prepared coursework, pupils write well in relation to their ability. They use a range of relevant vocabulary, structures and tenses. The most able write at length and with accuracy.

Shortcomings

272. A small minority of pupils in Y10 continues to have difficulty with pronunciation, particularly when reading aloud. They are hesitant and rarely speak at greater length.
273. A significant minority of pupils in Y10 has an insecure grasp of essential language structures and continues to make basic grammatical errors.

| |
|------------------|
| Geography |
|------------------|

Key Stage 3: Grade 1 - Good with outstanding features

Key Stage 4: Grade 1 - Good with outstanding features

Key Stage 3

Outstanding Features

274. Pupils' understanding of the physical conditions required to establish a reservoir is outstanding. They explain accurately the reasons why these conditions are a pre-requisite in any planning decisions to construct reservoirs.
275. The application of geographical terminology is outstanding, with the majority of pupils applying key words with accuracy, in their study of the weather and population migration in Brazil.

276. Nearly all pupils demonstrate an outstanding understanding and knowledge of the factors affecting the weather in Wales and across the United Kingdom. They interpret weather symbols and statistical data accurately to present a three-day weather forecast for Carmarthen.
277. Most pupils have an outstanding understanding of the rural/urban migration phenomenon as applied to Brazil. They understand the reasons for the movement of people into Brazilian cities such as Sao Paulo. They fully appreciate the poverty associated with Brazilian favelas and the reasons for the establishment of such settlements.

Good Features

278. Pupils understand the economic and social benefits of reservoirs, with reference to water supply and the leisure industry. They appreciate that the establishment of a reservoir in an area will result in conflict within a community, especially when large tracts of land are flooded.
279. Most pupils interpret maps, graphs, statistical information and symbols with confidence. They acquire a good range of subject-specific skills, which they apply positively in a variety of geographical contexts. Many pupils produce enquiry projects of very good quality, demanding high-level skills of research, interpretation and recording. They are secure in the use of a range of ICT applications.
280. Pupils with SEN and pupils with EAL produce work of a good standard. Their understanding of geographical ideas, introduced through their study of reservoirs and the weather, is good.

Shortcomings

281. There are no significant shortcomings.

Key Stage 4

Outstanding Features

282. Pupils demonstrate an outstanding grasp of the impact of natural hazards on the economic and social activities of mankind. They understand the characteristics and location of hurricanes. Their case study on the town of Pensacola on the Gulf Coast of the United States of America serves to reinforce their understanding of the planning and decision-making processes, in the event of a possible hurricane event.
283. Most pupils demonstrate an outstanding knowledge of geographical terminology. They apply complex vocabulary with increasing precision and accuracy to their studies.
284. Nearly all of the pupils show an outstanding knowledge of the location and characteristics of place. They can locate and identify relevant regions and cities with confidence on a sketch map of Brazil. They understand the efforts of the Brazilian Government to balance development throughout the natural regions in Brazil, such as the Amazon Basin and the Central Highlands.

Good Features

285. Pupils' understanding of patterns and processes in physical geography is good. Their coursework assignments, based on fieldwork on the river Morlais, demonstrate their sound grasp of the geographical skills of investigation, analysis, interpretation and recording.
286. Pupils with SEN and pupils with EAL have a sound understanding of geographical concepts and skills. They complete work of a good standard in relation to their ability and competence in the English language, on the development issues in Brazil.
287. Most pupils use maps, atlases, resource materials and photographs with confidence. They present their work accurately, using a variety of techniques, including graphs, sketch maps, spider diagrams and, where appropriate, with the use of ICT.

Shortcomings

288. There are no significant shortcomings.

| |
|------------|
| Art |
|------------|

Key Stage 3: Grade 3 - Good features outweigh shortcomings

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

Key Stage 3

Good Features

289. Pupils make good progress in understanding how to use the essential elements of line, tone, pattern, shape, form and space. They successfully exploit these elements in their own work, frequently using colour in a lively manner.
290. When drawing from objects, they know how to look and record with growing accuracy. A visit to the Botanical Gardens has inspired them to draw and paint imaginatively in the style of Rousseau.
291. They have a growing awareness and an appreciation of the differences of the art forms of other cultures.
292. They confidently use computers to research a range of artists' work.
293. Pupils with EAL achieve good practical craft standards because of the exemplar work to which they are exposed. Lower-ability pupils achieve well when painting icons that reflect Christian values and traditions.

Shortcomings

294. Not all pupils know how to use a computer as a creative tool.
295. Their understanding and awareness of historical and contemporary Welsh art and design are limited by their lack of visits to art galleries and their lack of opportunities to work with visiting artists.

Key Stage 4

Good Features

296. Pupils are developing well as independent artists. They successfully build on their previous experiences and experiment with new craft processes, working in a variety of scales and media. Accurate observational drawing continues to be a strong feature. Pupils confidently choose from traditional and new technology to achieve their aims. They show imagination, skill and understanding.
297. They continue to enrich their own work by the study of established artists. They achieve particularly well when using flat-paint techniques learnt from their study of Lichtenstein and Warhol.
298. Pupils show growing confidence in both two-dimensional and three-dimensional activities. They know how to use their sketchbooks to explore themes and to experiment with new processes. They are beginning to support their designs with useful notation.
299. Gifted and talented pupils make very good progress and take the GCSE art examination in Y10.

Shortcomings

300. When writing about art, too many pupils restrict themselves to factual or descriptive comments. They do not often enough express their personal thoughts and feelings.

School's response to the inspection

The school welcomes the inspection team's conclusion that St John Lloyd is a good school which has made substantial progress since the last inspection and which is working purposefully for continuing improvement.

The inspection team recognises that the school's Mission Statement and strong Christian values are at the centre of care and guidance of pupils and that their spiritual and moral development is very good. We are proud to be recognised as an inclusive and outward-looking community which celebrates diversity and values individuals.

The inspectors also note that an outstanding feature of the teaching is the very good relationships between teachers and pupils, which promotes respect and courtesy and which enhances the quality of teaching and learning. They commented that the school is a caring community with a family atmosphere in which pupils learn values and feel very well supported.

The school is pleased that the judgements of the inspection team endorse the school's own self-evaluation document and that the report comments that the exact match between the school's self-evaluation report and the grades given by the inspection team is evidence of the reflective culture and integrity at senior management level.

The report acknowledges that self-evaluation and planning for improvement have been very successful in improving the performance of the school and states that this

is particularly evident in the improved standards of pupils' achievements and the quality of teaching that is provided for them.

Recognition is given to the fact that the school has made substantial progress in the standards achieved, in public examination results and in the quality of teaching and learning and has also made significant progress in each of the key issues from the last report.

This progress is testimony to the dedication and hard work of the pupils and teaching staff and to the high quality of support provided by the non-teaching staff, governors, LEA Link Adviser and partners to the school. It also reflects the school's drive to raise standards, improve the quality of teaching and learning and meet the learning needs of pupils in our care.

The report acknowledges that our pupils receive appropriate experiences to lay the foundation for lifelong learning through the breadth and balance of the curriculum, equality of access, extra-curricular activities, work-related education and the development of good key skills.

An action plan will be developed to address the report's recommendations for further school improvement. In particular the school will continue to strive to improve standards and examination results, to improve the level of consistency in the quality of self-evaluation, planning and leadership skills at middle management level, and of teaching and assessment and provision for pupils with EAL.

The governors will work to address the shortage of accommodation caused by the significant increase in pupil numbers in recent years by initiating a building programme, which will provide extra classroom accommodation and facilitate the development of the library into a larger learning resource centre to support independent study.

The school appreciates the highly professional manner in which the inspection was conducted and is grateful for the professional dialogue, guidance and recommendations, which will inform our efforts to build on existing good practice and planning for further school improvement.

Appendix 1

Basic information about the school

| | |
|---------------------|---|
| Name of school | St John Lloyd Catholic Comprehensive School |
| School type | Voluntary-aided |
| Age-range of pupils | 11-16 |
| Address of school | Havard Road Llanelli Carmathenshire |
| Postcode | SA14 8SD |
| Telephone number | 01554-772589 |

| | |
|---------------------|------------------|
| Headteacher | Mr P.R.White |
| Date of appointment | 01.04.05 |
| Chair of governors | Mr A.L.Jones |
| Reporting inspector | Miss G.M.Owen |
| Dates of inspection | 5 – 8 March 2007 |

Appendix 2

School data and indicators

| Year group | Y 7 | Y 8 | Y 9 | Y 10 | Y 11 | Y 12 | Y13 | Total |
|------------------|-----|-----|-----|------|------|------|-----|-------|
| Number of pupils | 94 | 109 | 94 | 89 | 74 | | | 460 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 26 | 5 | 28.36 |

| Staffing information | |
|--|-------|
| Pupil: teacher (fte) ratio (excluding special classes) | 16:1 |
| Average teaching group size | 23 |
| Overall contact ratio (percentage) | 74.5% |

| Percentage attendance for three complete terms prior to the inspection | | | | | | | | |
|--|----|----|----|-----|-----|-----|-----|--------------|
| | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 | Whole School |
| Term 1 | 89 | 90 | 88 | 89 | 86 | | | 89 |
| Term 2 | 91 | 91 | 88 | 90 | 89 | | | 90 |
| Term 3 | 94 | 93 | 94 | 91 | 91 | | | 93 |

| | |
|--|---------------------|
| Percentage of pupils entitled to free school meals | 16% |
| Number of pupils excluded during 12 months prior to inspection | 18 temp. 0 perm. |

Appendix 3

| National Curriculum Assessment KS3 results: 2006 | | | | | | | | | | | | | |
|--|--------------------|----------|---|---|---|---|---|---|----|----|----|----|---|
| Total number of pupils in Y9: 88 | | | | | | | | | | | | | |
| Percentage of pupils at each level | | | | | | | | | | | | | |
| | | | D | F | W | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| English | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 1 | 15 | 49 | 26 | 8 | 0 |
| | | National | 1 | 0 | 0 | 0 | 2 | 8 | 21 | 35 | 24 | 8 | 0 |
| Mathematics | Teacher assessment | School | 0 | 0 | 0 | 1 | 0 | 5 | 25 | 25 | 32 | 13 | 0 |
| | | National | 1 | 0 | 0 | 0 | 1 | 6 | 18 | 24 | 32 | 15 | 0 |
| Science | Teacher assessment | School | 0 | 0 | 0 | 0 | 0 | 6 | 22 | 31 | 29 | 12 | 0 |
| | | National | 1 | 0 | 0 | 0 | 0 | 6 | 19 | 33 | 27 | 12 | 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 Teacher Assessment | | | |
| In the school | 66 | In Wales | 58 |

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 | 80 |
| Average GCSE or GNVQ points score per pupil | 41 |

| The percentage of 15 year old pupils who in 2006: | School | UA | Wales |
|---|--------|----|-------|
| entered for 5 or more GCSEs or equivalent | 86 | 88 | 88 |
| attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both | 59 | 57 | 53 |
| attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both | 85 | 87 | 86 |
| attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator) | 39 | 43 | 39 |
| entered at least one Entry level qualification, GCSE short course or GCSE | 93 | 96 | 97 |
| attained one or more GCSE grades A*-C or the vocational qualification equivalent | 76 | 80 | 76 |
| attained one or more GCSE grades A*-G or the vocational qualification equivalent | 91 | 94 | 93 |
| attained no graded GCSE or the vocational qualification equivalent | 9 | 6 | 7 |
| attained one or more Entry level qualification only | 0 | 2 | 3 |
| attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1 | - | | |
| attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2 | - | | |

Appendix 4

Evidence base of the inspection

Twelve inspectors spent a total of 37 days in the school and were joined by one of the school's deputy headteachers as nominee. They held a meeting before the inspection.

During the inspection, inspectors visited:

- 87 lessons, 61 in the six subjects inspected and 26 lessons in other subjects;
- registrations and assemblies;
- an off-site provider; and
- some extra-curricular activities.

Members of the inspection team met with:

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

The team also considered:

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

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

Appendix 5

Composition and responsibilities of the inspection team

| Team member | Responsibilities |
|------------------------|--|
| Miss Glynis Owen | Rgl: Context, Summary, Recommendations, KQ1, KQ5, Appendix |
| Mr Dylan Gwyer Roberts | Core: KQ2 |
| Mr Huw Llewelyn | Core: KQ3; geography |
| Mrs Ann Norbury | Core:KQ4 |
| Mr David Williams | Core: KQ6; mathematics |
| Mr Angus Dunphy | Core: KQ7 |
| Mrs Helen Adams | Lay Inspector contributing to all key questions |
| Mr Anthony Sparks | English |
| Mrs Jane Down | Information Technology |
| Mrs Irene Mackie | Modern Foreign Languages |
| Mr Eric Forster | Art |
| Mrs Glynis Richards | Peer Assessor contributing to all key questions |
| Mr Ashley Howells | Nominee |

Acknowledgement

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

Contractor

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