



Estyn

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INVESTOR IN PEOPLE

Inspection under Section 10 of the School Inspections Act 1996

Woodlands High School

**Cardiff
CF5 5AQ**

Report by H M Inspectors

School Number: 681 7006

Date of Inspection: 27-30 January 2004

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Year groups and key stages

Since 1989, schools have used a system of numbering year groups from the start of compulsory schooling to age 18 that eases communication among schools, governing bodies, parents and LEAs and emphasises the importance of continuity.

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

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

Key stage 1 of the national curriculum consists of Y1 and Y2; key stage 2 of Y3 to Y6; key stage 3 of Y7 to Y9; key stage 4 of Y10 and Y11 (which is the final year of compulsory education).

Grade descriptions

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

- 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

Contents	Page
Context	1
Summary	3
Recommendations	11
Standards	
Key question 1: How well do learners achieve?	12
The quality of education	
Key question 2: How effective are teaching, training and assessment?	15
Key question 3: How well do learning experiences meet the needs and interests of learners and the wider community?	17
Key question 4: How well are learners cared for, guided and supported?	19
Leadership and management	
Key question 5: How effective are leadership and strategic management?	22
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	24
Key question 7: How efficient are leaders and managers in using resources?	25
Standards achieved in subjects and areas of learning	27
English	History
Welsh	Art
Mathematics	Music
Science	Physical Education
Information Technology	Religious Education
Design and Technology	Drama
French	Personal and Social Education
Geography	
Sixth form annex	40
The school's response to the report findings	61
Appendix : Supporting information	62

Context

The school and its priorities

- 1 Woodlands High School is a co-educational day special school catering for 123 pupils with moderate and severe learning difficulties in the age range 11 to 19. In recent years, the nature and complexity of pupils' needs have changed significantly. In 1998, there were 97 pupils on roll in the age range 13 to 19, of whom 14 had severe learning difficulties. In 2004, 74 of the 123 pupils on roll have severe learning difficulties and there has been a significant rise in the number of pupils with increasingly complex needs, including behavioural difficulties.
- 2 In 2002, Cardiff LEA established resourced provision in the school for four profoundly deaf pupils whose needs could no longer be met by another special school. These pupils are fully integrated in the life and work of the school.
- 3 The school is situated in the Ely district of Cardiff in an area of high socio-economic disadvantage. Schools in this area work collaboratively in the Ely cluster group across all phases of education in support of educational inclusion. Woodlands High School is part of the Caerau Learning Centre based at Glyn Derw High School. While the catchment area of Woodlands is the whole of Cardiff, 22 pupils are from the immediate locality. Fifty-five per cent of pupils are entitled to free school meals.
- 4 In order to ease the transition between key stages 2 and 3, pupils in year 7 are taught in their own base classroom. In the remainder of key stage 3 and in key stage 4, there are two broad ability band classes in each year. Similarly, students in year 12, 13 and 14 are taught in broad ability groups.
- 5 The school's vision statement says: 'Woodlands High School is committed to offering a high quality education which enables pupils to achieve their fullest potential in a challenging, secure and supportive environment. Every effort is made to encourage and capitalise upon each student's individuality and talents. The school strives to be a community in which students, teachers, parents, governors and auxiliary staff work in partnership for their mutual benefit, learning to give and receive respect and recognition, regardless of class, colour, race, creed or gender. Positive achievement is recognised and rewarded throughout the school in all aspects of curricular and extra-curricular activity'.
- 6 Note: With the exception of year 7, pupils are taught in classes which broadly reflect needs and abilities i.e. moderate learning difficulties and severe learning difficulties. Judgements on standards refer generally to all pupils. Where a distinction is made, pupils are referred to as 'abler pupils' or 'less able pupils'.

Key Issues for Action from last inspection

1. To raise standards of achievement and the quality of teaching in music, information technology and aspects of design and technology.
2. To redefine the roles of the senior management team to ensure that all aspects of the school's management needs are adequately met.
3. To improve the consistency and quality of assessment throughout the school.
4. To provide and manage learning resources more effectively to meet the wide range of different learning needs amongst the pupils.
5. To develop an effective system of monitoring the quality of teaching and curriculum development.
6. To clarify the role of subject co-ordinators and to provide, with respect to this, appropriate professional development where necessary.

Summary

- 7 Woodlands High School has made good progress in addressing the key issues for action from the last inspection report.

The grades awarded for each of the key questions was as follows:

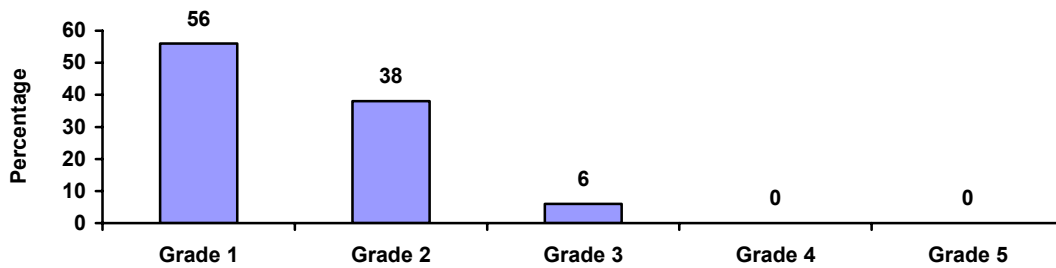
	Key Stage 3	Key Stage 4	Sixth Form
KQ 1: How well do learners achieve?	1	1	1
KQ 2: How effective are teaching, training and assessment?	1	1	1
KQ 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	1	1	1
KQ 4: How well are learners cared for, guided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

Standards achieved in subjects and key skills

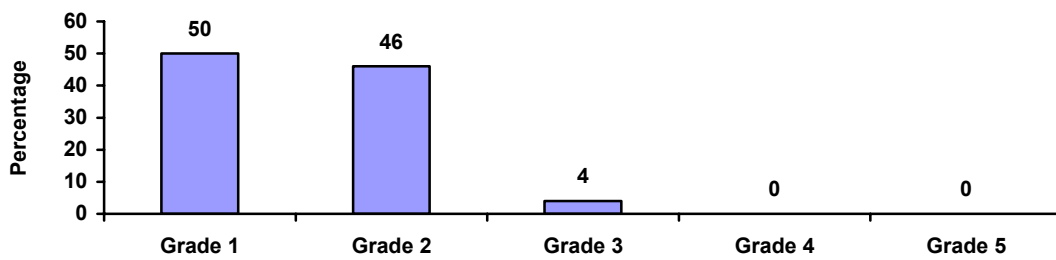
- 8 The team inspected standards in all subjects across key stages 3 and 4 and in the sixth form.

9 The following graphs show the standards of achievement across key stages 3 and 4, and the sixth form:

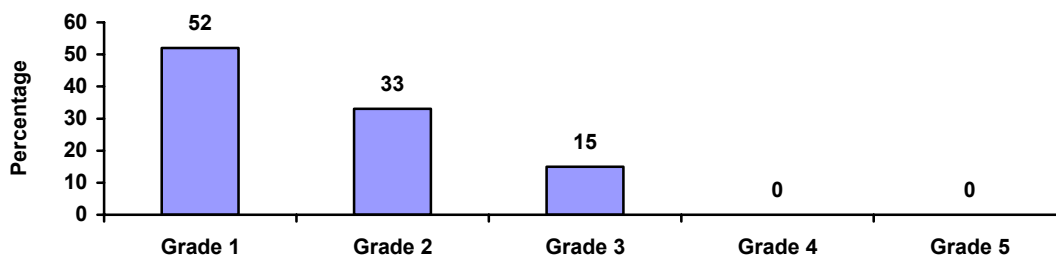
Overall



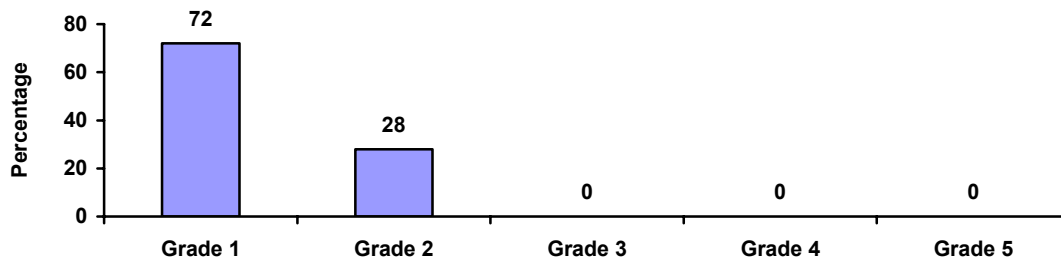
Key stage 3



Key stage 4



Sixth form



- 10 Pupils achieve high standards in communication skills. Pupils with hearing impairment and language difficulties develop their communication skills effectively through sign language and lip reading.
- 11 Standards in reading are generally very good. Less able pupils make good progress in early reading skills. Abler pupils read fluently and with good expression and understanding.
- 12 Less able pupils make good progress in early writing skills. Abler pupils develop their skills well through writing for a range of purposes. Many pupils achieve good standards in writing poems.
- 13 Pupils' numerical skills are generally good. Pupils develop these skills well in most curriculum subjects. Most pupils use information and communication technology (ICT) equipment confidently to help them develop as independent learners.
- 14 Most pupils respond positively to solving problems. In many lessons, pupils rise confidently to the challenge of thinking for themselves.
- 15 The way in which pupils work together and co-operate effectively is outstanding.
- 16 Pupils generally have very good knowledge of the world of work.
- 17 Wherever appropriate, pupils in key stage 3 are entered for national tests. All pupils undergo teacher assessment. Results reflect good achievement, and very good achievement in science.
- 18 In key stage 4, abler pupils take GCSE entry level courses in mathematics, English, history, food studies, life skills and art. Achievement over the last four years has been good. It was particularly good in English and history in 2003.
- 19 Pupils achieve well in a range of other courses including office skills, literacy, the Award Scheme Development and Accreditation Network (ASDAN) Youth Award Scheme, ASDAN Towards Independence, ASDAN Transition, and the Duke of Edinburgh Award Scheme.

The grades awarded for Standards of Achievement in individual subjects at each key stage were as follows:

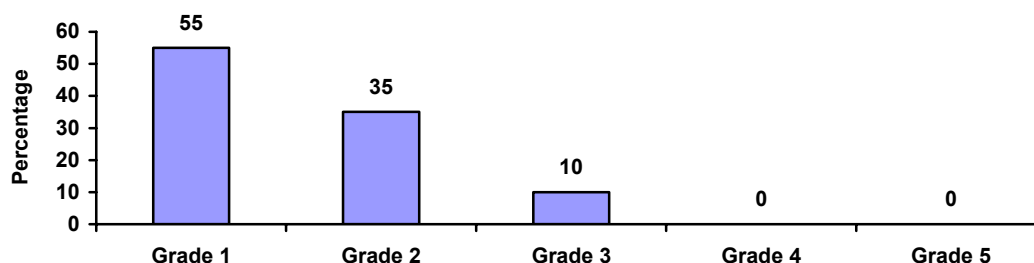
	Key Stage 3	Key Stage 4	Sixth Form
English	1	1	1
Welsh	1	1	n/a
Mathematics	3	3	2
Science	1	1	n/a
Information technology	2	2	2
Design technology	2	2	2
French	1	1	n/a
Geography	2	2	2
History	1	1	1
Art	1	1	1
Music	1	1	n/a
Physical education	2	2	1
Religious education	2	2	2
Drama	1	1	1
Personal and social education	1	1	1

- 20 Overall, the grades awarded by the inspection team closely match those of the school's self-evaluation. In most subjects the grades were the same. In science, French, music and personal and social education, the school awarded itself Grade 2 and the inspection team awarded Grade 1. In religious education the school awarded itself Grade 1 and the inspection team awarded Grade 2.

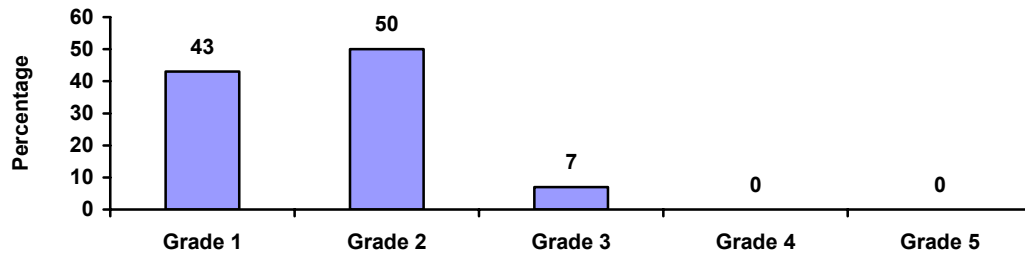
The quality of education

- 21 The following graphs show the quality of teaching across key stages 3 and 4 and the sixth form:

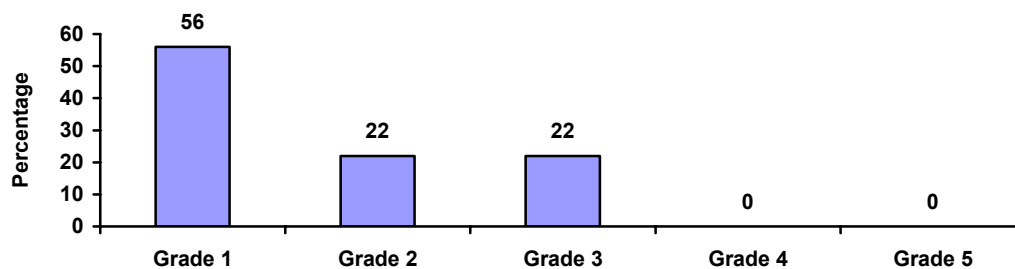
Overall



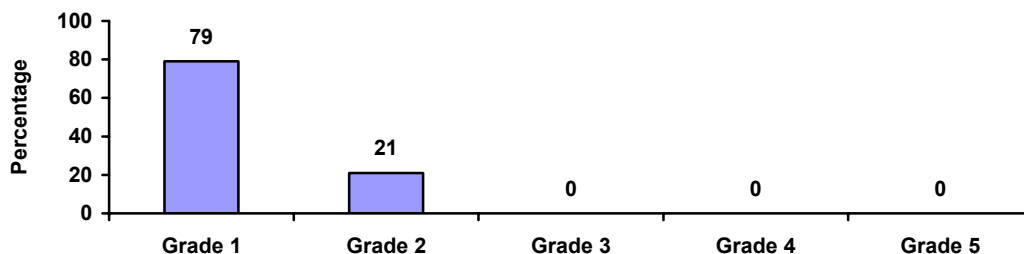
Key stage 3



Key stage 4



Sixth form



22 A very high proportion of teaching was good, much of it with outstanding features. There were no important shortcomings in teaching in the classes inspected.

23 The outstanding features of the teaching were that teachers consistently:

- present work in a stimulating way;
- ask open and probing questions;
- challenge the pupils' understanding of concepts in a positive way;
- encourage pupils to extend their contributions, develop their ideas, and express opinions;

- plan each lesson well;
 - give pupils coherent experiences and activities with purposeful progression and continuity;
 - use a wide range of effective teaching strategies; and
 - have very high expectations of what pupils and students are capable of achieving.
- 24 Support staff contribute substantially to the progress of those pupils who require additional support. Close relationships and the way lessons are organised promote equal opportunity for all pupils. All teachers make excellent use of resources.
- 25 The school's assessment policy is very good. Pupils' work is assessed accurately, using appropriate criteria. Teachers make excellent use of assessment information on the standards achieved by pupils to help determine future planning.
- 26 The curriculum for pupils in key stages 3 and 4 meets the aims set out for pupils of statutory school age in the Education Act 1996. The whole curriculum is accessible for all pupils, including those with moderate and severe learning difficulties, those with hearing impairment and those for whom English is an additional language.
- 27 The curriculum is appropriately broad and balanced. It provides effective continuity and enables pupils to make good progress between years and between the key stages.
- 28 The curriculum for sixth form students enables them to progress to further education, training or employment. There are outstanding opportunities for students to develop independence, to improve their basic and key skills and to learn the skills needed for employment.
- 29 The school is outstandingly successful in the way that it cares for, guides and supports pupils and students. Members of staff know the pupils very well indeed. They understand their individual personal and social needs, and provide effective support for them whenever it is required.
- 30 Pupils have a very positive attitude to learning. In all classes, pupils respond enthusiastically to the variety of challenging tasks that are set.
- 31 Standards of behaviour are generally very good. Pupils help each other readily. Movement around the school between lessons and at break times is orderly. In lessons, pupils move to different activity areas promptly, safely and with the minimum of fuss. Pupils are courteous and helpful.
- 32 Most pupils attend well. Overall figures for attendance are often below 90%. However these figures are skewed by the persistent poor attendance of a small number of pupils. Also, a small number of families take their holidays in term time.

Pupils arrive punctually to lessons. Most arrive punctually to school in the morning, unless buses or taxis arrive late.

- 33 Pupils are aware of different cultures, beliefs and lifestyles. They recognise and respect these differences.
- 34 Provision for the development of social, moral and cultural awareness is excellent. In relation to their learning abilities, pupils have a very good understanding of aspects of Welsh, British, European and African culture. The school's ethos encourages people to care for all individuals and to appreciate other people's values.

Leadership and management

- 35 The school's clear and appropriate aims and objectives are reflected in all aspects of its life and work. The head teacher, teachers and support-staff show a clear commitment to ensuring that all pupils reach their full potential.
- 36 The governing body is very supportive of the school. Governors have started to develop their roles as critical friends, holding the school to account for the standards and quality it achieves.
- 37 The school has successfully developed its capacity to reflect critically on its work and the way it can be improved. As a result, the school has achieved many significant improvements since the last inspection.
- 38 The head teacher and senior management team lead the school very well. They work effectively with teachers and support-staff. The management team and all staff have succeeded in developing and maintaining a vital and positive whole school ethos. The team works effectively to ensure the whole staff has common values and shared expectations about learning, behaviour and relationships. These values are firmly embedded in all aspects of the school's work. This is an outstanding feature of leadership and management at the school.
- 39 The school has enough qualified staff to teach all subjects of the curriculum.
- 40 Available resources are well used. The head monitors their use carefully. Teachers' lesson plans indicate clearly how and why resources will be used and deployed.
- 41 Very good use is made of outside resources to enrich the curriculum. The school has developed a range of curricular links with eight schools in Cardiff and further afield, and with a range of agencies representing commerce and the community. A particular strength of the school is its European links with schools in the Netherlands, Germany, Spain and Belgium.
- 42 Accommodation is adequate for most subjects. Classrooms are well organised and the quality of display and subject ambience is very good.
- 43 The facilities for indoor physical education are not good enough. This was noted in the last report. Accommodation for visiting specialist therapists is too limited. The

school currently has no quiet areas for the growing number of pupils with complex behavioural and learning difficulties.

- 44 The budget is well managed. Decisions on spending match the priorities in the school development plan. The head teacher carefully monitors spending, in conjunction with the LEA's link officer.
- 45 The head teacher knows her staff well and encourages them to develop their competencies in new and challenging areas of responsibility. The senior management team monitors the professional development training of staff and evaluates its impact carefully, especially in terms of raising standards.

Recommendations

- 46 In order to improve further, the school needs to:
- R1 raise standards in mathematics, while maintaining the good and very good standards in other subjects;
 - R2 use more incidental Welsh;
 - R3 improve attendance;
 - R4 improve accommodation for PE; and
 - R5 develop pupils' skills to enable them to evaluate their own work better.
- 47 The school, in consultation with the LEA, needs to:
- R6 secure better specialist support for pupils with speech, language and communication difficulties, and help from psychiatrists; and
 - R7 clarify the school's admission policy.

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

48 In its self-evaluation report, the school judged this aspect as Grade 2.

Pupils' success in achieving agreed learning goals

49 The team inspected standards in all subjects across key stages 3 and 4 and in the sixth form. Summary graphs showing standards of achievement appear in the summary section.

50 Wherever appropriate, pupils in key stage 3 are entered for Standards Assessment Tests. All pupils undergo teacher assessment. Results reflect good levels of achievement generally, and very good levels in science.

51 In key stage 4, abler pupils take GCSE entry level courses in mathematics, English, history, food studies and art. Results over the last four years have been good. They were particularly good in English and history in 2003.

52 Pupils achieve well in a range of other courses including office skills, literacy, the ASDAN Youth Award Scheme, ASDAN Towards Independence, ASDAN Transition, and the Duke of Edinburgh Award Scheme.

53 Pupils achieve high standards in communication skills. They are attentive and listen carefully to their teachers and learning support staff, and to one another. Pupils with hearing impairment and language difficulties develop their communication skills effectively through sign language and lip reading.

54 Pupils are keen to share their work and achievement. They respond confidently when appraising their own performance or that of other pupils, and can readily show how they could improve.

55 Standards in reading are generally very good. Less able pupils make good progress in early reading skills. Abler pupils read fluently and with good expression and understanding.

56 Less able pupils make good progress in early writing skills. They recognise and can form letters using a range of techniques. Abler pupils develop their skills well through writing for a range of purposes. They can sequence the events of a narrative accurately, and are beginning to write imaginatively. Many pupils achieve good standards in writing poems.

57 Pupils' numerical skills are generally good. Pupils develop these skills well in most curriculum subjects. Pupils develop and reinforce their knowledge and

understanding of number, money, measurement and time in a stimulating range of activities, both inside and outside the classroom.

- 58 Most pupils use ICT equipment confidently to help them develop as independent learners. They use a range of applications well. Able pupils can find files and websites through the school's server and create simple PowerPoint presentations that include text and pictures. Standards overall in ICT are good.

Pupils' progress in learning

- 59 Generally, pupils and students:
- make very good progress in gaining knowledge, understanding and skills;
 - are very attentive and work at a good pace;
 - take great pride in their achievement and are keen to share their work;
 - apply themselves diligently and respond positively to challenging tasks;
 - strive to improve their performance; and
 - celebrate and share their successes.

The development of pupils' personal, social and learning skills.

- 60 Pupils have a very positive attitude to learning. In all classes, pupils respond enthusiastically to the variety of challenging tasks that are set.
- 61 Standards of behaviour are generally very good. Pupils help each other readily. Movement around the school between lessons and at break times is orderly. In lessons, pupils move to different activity areas promptly, safely and with the minimum of fuss. Pupils are courteous and helpful.
- 62 Most pupils attend well. However, overall figures for attendance are often below 90%. These figures are skewed by the persistent poor attendance of a small number of pupils. Also, a small number of families take their holidays in term time. Pupils arrive punctually to lessons. Most arrive punctually to school in the morning, unless buses or taxis arrive late.
- 63 Most pupils respond positively to solving problems. In many lessons, pupils rise confidently to the challenge of thinking for themselves.
- 64 Pupils' ability to work together and co-operate effectively is outstanding. Pupils and sixth form students enjoy working in groups in a wide range of activities inside and outside the classroom. They help each other at break times and in the lunch hour. They respond positively to the many opportunities they are offered to take responsibility for themselves and their work, and to develop skills of independent living.

- 65 Pupils are aware of different cultures, beliefs and lifestyles. They recognise and respect these differences.
- 66 Pupils generally have very good knowledge of the world of work.

The quality of education

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

Grade 1: Good with outstanding features

67 In its self-evaluation report, the school judged this aspect as Grade 2.

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

68 Summary graphs showing quality of teaching appear in the summary section.

69 The outstanding features of the teaching are that teachers consistently:

- present work in a stimulating way;
- ask open and probing questions;
- challenge the pupils' understanding of concepts in a positive way;
- encourage pupils to extend their contributions, develop their ideas, and express opinions;
- plan each lesson well;
- give pupils coherent experiences and activities with purposeful progression and continuity;
- use a wide range of effective teaching strategies; and
- have very high expectations of what pupils and students are capable of achieving.

70 Support staff contribute substantially to the progress of those pupils who require additional support. Close relationships and the way lessons are organised promote equal opportunity for all pupils. Teachers generally make excellent use of resources.

71 Teachers' short-term planning is consistently good. The best plans give appropriate attention to the needs and ability of the pupils. Teachers regularly and thoroughly evaluate their lessons, making detailed notes on the achievements and needs of individuals and groups of pupils.

72 In a small number of lessons, teachers:

- give long introductions that lose the attention of some pupils;
- use worksheets that restrict the opportunity for pupils to develop life skills; and
- set tasks that do not match pupils' needs.

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

- 73 The school has a very good assessment policy. Teachers assess pupils' work accurately, using appropriate criteria. Teachers use assessment very well to plan pupils' work.
- 74 Teachers and co-ordinators set effective targets for individual pupils' literacy, numeracy and personal development. Subject leaders also agree targets for their subject, every half term. Although these targets are purposeful, there is sometimes unnecessary duplication within the two sets of targets.
- 75 Teachers mark work regularly and offer pupils helpful, constructive oral, and where appropriate, written comments. In the best cases, these clearly note how the pupils can improve their work. Pupils have opportunities to reflect and evaluate their own work. An outstanding example of pupils' self-evaluation involves the use of ICT in art as a means of recording pupils' oral and written evaluations.
- 76 Teachers' records provide a full picture of pupils' achievements and progress, both academically and socially. The assessment information is used to identify underachievement and to decide how best to group pupils within classes. Teachers also use appropriate standard tests to assess pupils' progress.
- 77 The annual reports to parents, which summarise pupils' achievements, conform to statutory requirements. There are good formal opportunities for parents to discuss their child's progress with the class teacher. The school is not always aware of the changes of responsibilities within the authority's social services department. This creates difficulties for the school when it conducts pupils' annual reviews.

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

Grade 1: Good with outstanding features

78 Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.

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

- 79 The curriculum for pupils in key stages 3 and 4 meets the aims set out for pupils of statutory school age in the Education Act 1996. The curriculum is accessible for all pupils, including those with moderate and severe learning difficulties, those with hearing impairment and those for whom English is an additional language.
- 80 The curriculum is appropriately broad and balanced. It provides effective continuity and enables pupils to make good progress between years and between the key stages.
- 81 The school has disapplied the National Curriculum requirement to study a modern foreign language for three hearing-impaired pupils in key stage 3. Appropriately, these pupils are timetabled instead to work with a qualified teacher of the deaf to develop their communication skills through lip-reading, listening and sign language. All other pupils in key stages 3 and 4 study the full National Curriculum, including Welsh as a second language and French.
- 82 Pupils in key stages 3 and 4 and sixth form students have opportunities to gain an appropriate range of awards and qualifications, including GCSE entry level qualifications, and a range of other appropriate awards and qualifications
- 83 The curriculum for sixth form students enables them to progress to further education, training or employment. There are outstanding opportunities for students to develop independence, to improve their basic and key skills and to learn the skills needed for employment.
- 84 The school provides excellent opportunities in all subjects for pupils and students to learn how to communicate and to work co-operatively with others. Pupils take pride in their work and concentrate well. Many pupils, especially those who are more able, are keen to solve problems and to co-operate in group activities.
- 85 Pupils and students have good opportunities to develop basic and key skills of literacy, numeracy and ICT in most curriculum subjects.
- 86 Provision for the development of social, moral and cultural awareness is excellent. In relation to their learning abilities, pupils have a very good understanding of aspects of Welsh, British, European and African culture. The school's ethos encourages people to care for all individuals and to appreciate other people's values.

- 87 Assemblies, tutorial work and some subjects, notably art, provide good opportunities for pupils to develop spiritual awareness.
- 88 The school provides outstanding opportunities for pupils and students to take part in local, national and European activities that enrich their learning. The Comenius project supports very productive links with schools in Holland and Germany, and enables pupils to develop their understanding of life in other societies. Pupils communicate regularly with pupils in a partner school in Holland by e-mail. During a visit to Holland, which included a joint sailing trip, pupils developed new skills of independence in unfamiliar situations and learned to communicate with new friends.
- 89 The school provides a wide range of extra-curricular activities in breakfast club, lunchtime and after-school clubs. These activities, which are well attended, include IT, signing, dance, African drumming, recorder, football, history and French.

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

- 90 The excellent links between the school, the community and local colleges and employers make an outstanding contribution to pupils' progress towards self-reliance.
- 91 The school provides excellent careers education and work experience, including a rich variety of links with local employers and good partnership working with Careers Wales. This prepares pupils very well for the next phase in their lives.
- 92 Several teachers have had placements in industry and commerce. This has deepened their knowledge of career opportunities for pupils, and built links that benefit the school.
- 93 Pupils enjoy learning Welsh as a second language and a few pupils use their Welsh at other times in school, for example to greet people. However, too few members of staff use Welsh around the school and so pupils do not have enough opportunities to hear Welsh spoken in school.
- 94 The school tackles social disadvantage very successfully, and ensures that all pupils and students have opportunities to take part in the full range of school activities.
- 95 There are very good opportunities for pupils to learn the importance of sustainable development. In geography, pupils learn about world problems of hunger and environmental pollution. They take part in an energy-saving project. The school has gained an award for its environmental awareness work.
- 96 The Team Enterprise venture is particularly successful in developing pupils' entrepreneurial skills. Pupils and sixth form students become skilled in designing and making goods for sale, and understand the fundamental principles of setting up and running a business. Sixth form students also run the tuck shop and breakfast club. This develops their knowledge of healthy eating, together with key skills of literacy, numeracy and communication.

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

Grade 1: Good with outstanding features

97 Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.

The quality of care, support and guidance of pupils

98 The quality of care, support and guidance of pupils is excellent. Members of staff know the pupils very well indeed. They understand their individual personal and social needs, and provide effective support for them whenever it is required. Pupils communicate confidently with members of staff about personal problems and know that their concerns will be dealt with quickly and sensitively.

99 The school works very effectively in partnership with parents and carers. They receive very good information from the school, including 'praise postcards' when their child achieves particularly well. The twice-yearly school newspaper is of outstanding quality. A high number of parents attend the annual governors' meeting to discuss the work of the school.

100 Many parents and carers also attend open evenings and annual review meetings to discuss their child's progress. The school provides parents and carers with full information about their child's progress and future learning goals before each annual review of their child's statement of special educational need. The reports that are provided at the open evening summarise progress well but do not contain enough information about pupils' own opinions of their progress.

101 The school works very closely with its associated primary school. There are very effective arrangements to support the transition of pupils from Year 6 into Year 7. The few pupils who join the school at other times receive very good support from members of staff to help them to settle down.

102 The school receives timely support and advice from a clinical psychologist to help members of staff to manage the challenging behaviour of a pupil. The school also receives valuable support from an educational psychologist. There is a very effective link between the school and a visiting teacher of the deaf. Community nursing services complement the work that the school does to care for its pupils.

103 The 58 pupils whose statements include speech and language therapy, and the several other pupils who would benefit from additional support to develop early communication skills, do not receive enough specialist support from the speech and language service.

104 The school has been unable to obtain LEA support to help it to identify and meet the needs of pupils with English as an additional language.

- 105 Pupils do not receive regular visits from a school medical officer. Pupils often experience excessive delays in securing help from other specialists such as child and adolescent psychiatrists.
- 106 There are good procedures for monitoring pupils' attendance, punctuality and behaviour. The head teacher and the education welfare officer act as vital links between home and school, and are working to reduce the number of family holidays taken in term time. The school takes appropriate steps to follow up unauthorised absence. The punctuality of some pupils is impaired by the late arrival of school transport. The school has good procedures for recording the late arrival of pupils. However, it does not keep records of the late arrival of transport as a means of bringing about an improvement in the service.
- 107 The school makes outstanding provision for careers education and guidance. This enables pupils to make informed choices about their future lives.
- 108 The school ensures the healthy development, safety and well being of all its pupils. Health and safety records have improved considerably since the last inspection, and procedures are now good.
- 109 There are clear and effective procedures for the protection of children and young people, and for responding to complaints. Senior members of staff are fully trained to deal with child protection issues.

The quality of provision for additional learning needs

- 110 The school provides very effective support for pupils and students with a wide range of additional learning needs, including those with moderate and severe learning difficulties, with hearing impairment and with challenging behaviour.
- 111 The school makes very good provision for pupils who have social, emotional or behavioural difficulties, including some whose behaviour is extremely challenging.
- 112 The school is starting to see an increase in the range and severity of additional learning needs, particularly in the younger pupils. The school has responded very well to the individual needs of the new intake of pupils. However, it is not yet able to plan fully for the needs of each new intake. This is because the criteria for admissions to the school are not clear. Also the role of the school in relation to the LEA's pattern of provision for pupils with special educational needs is not clear.

The quality of provision for equal opportunities

- 113 The school is highly effective in promoting racial harmony, gender equality and willing acceptance of life in a diverse community. Pupils are free from harassment, bullying and all forms of discrimination.
- 114 Provision for a small group of hearing impaired pupils who joined the school last year is of outstanding quality. These pupils receive additional support from a qualified teacher of the deaf and signing support assistants that enables them to have full

access to the curriculum. Other members of staff and pupils are learning to use sign language. The hearing impaired pupils are fully included in the life of the school.

Leadership and management

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

Grade 1: Good with outstanding features

115 In its self-evaluation report, the school judged this aspect as Grade 2.

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

- 116 The school's clear and appropriate aims and objectives are reflected in all aspects of its life and work. The head teacher, teachers and support staff show a clear commitment to ensuring that all pupils reach their full potential.
- 117 The school has successfully developed its capacity to reflect critically on its work and the way it can be improved. As a result, the school has achieved many significant improvements since the last inspection.
- 118 The school is very well led. The head teacher and senior management team work effectively with teachers and support-staff. The management team and all staff have succeeded in developing and maintaining a vital and positive whole school ethos. The team works effectively to ensure the whole staff has common values and shared expectations about learning, behaviour and relationships. These values are reflected in all aspects of the school's work. This is an outstanding feature of leadership and management at the school.
- 119 The school's policies on equality of opportunity and access are very effectively implemented. The school takes account of Welsh Assembly Government's priorities and works well with other providers of education in enhancing provision. The school's involvement with outside bodies in enhancing the curriculum is outstanding.
- 120 The school sets appropriately challenging and realistic targets. These are set for individual pupils, groups of pupils and for key stages. The targets reflect the high expectations which staff have in all aspects of pupils' achievement. These expectations help to raise pupils' expectations and achievement.
- 121 There are suitable arrangements for monitoring the performance of individual teachers and teams. The appropriate support and training which staff have received have had a positive impact on raising standards and improving provision. This aspect of management has improved significantly since the last inspection.
- 122 The day-to-day administrative procedures and routines are effective.

How well governors or other supervisory bodies meet their responsibilities

- 123 Governors understand their responsibilities and allocated duties. Matching subject leaders with governors keeps them well informed about developments and issues.
- 124 The governing body supports school activities well. Governors are developing their roles as critical friends effectively, holding the school to account for the standards and quality it achieves.
- 125 Governors are aware of the changing nature and complexity of the needs of pupils entering the school, and the resulting challenges that face the school in the near future. In order to make suitable provision for pupils, governors have appropriately requested that the LEA defines clearly the nature and scope of the school's SEN provision.
- 126 The governing body fulfils its legal duties effectively.

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

Grade 1: Good with outstanding features

127 In its self-evaluation report, the school judged this aspect as Grade 2.

How effectively the school's performance is monitored and evaluated

128 The school has a clear policy on monitoring performance, and has created a positive culture of self-evaluation. All staff contributed to the school's well-organised self-evaluation report. The outcomes of the self-evaluation programme are used to inform the priorities in the school development plan.

129 A questionnaire distributed to parents, staff and governors asking them to express their opinion on a wide range of aspects of the school's life provided a useful external perspective for managers. The responses received were carefully analysed and many of the recommendations were appropriately acted upon.

130 The head teacher evaluates the quality of teaching and standards effectively. She uses the information to agree targets for further improvement with the staff. In the process, they identify the training and resources needed to attain these targets.

131 Subject leaders' roles are clearly defined. They evaluate standards and quality of provision in their subjects well. Overall, subject planning is of a good quality. Subject leaders are well aware of the good features and shortcomings in the teaching of their subjects.

The effectiveness of planning for improvement

132 The quality of the school development plan is good. It sets clear priorities, which derive from the self-evaluation process. The whole school self-evaluation report is generally comprehensive and informative.

133 The school has made good progress in addressing all the key issues from the last inspection.

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

Grade 1: Good with outstanding features

134 In its self-evaluation report, the school judged this aspect as Grade 2.

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

135 The school has enough qualified staff to teach all subjects of the curriculum.

136 Learning support assistants work effectively with teachers and provide excellent support.

137 In most subjects, pupils use a good range of appropriate learning resources. Teachers use ICT resources well in all subjects. Staff and pupils use whiteboards confidently. Pupils use the library well. The English department carefully monitors the use of the library. A parent governor and learning support assistant work in the library every Thursday.

138 Teachers use outside resources very well to enrich pupils' learning. The school has developed a range of curricular links with eight schools in Cardiff and further a field, and with a range of agencies representing commerce and the community.

139 Accommodation is adequate for most subjects. Teachers organise their classrooms well. The quality of display is very good.

140 The facilities for indoor physical education are not good enough. This was noted in the last report. Accommodation for visiting specialist therapists is too limited. The school currently has no quiet areas for the growing number of pupils with complex behavioural and learning difficulties.

141 The school uses its resources well. The head monitors their use carefully. Teachers' lesson plans show clearly how and why teachers will use resources.

How efficiently resources are managed to achieve value for money

142 The budget is well managed. The head teacher bases spending on the priorities in the school development plan.

143 The head teacher carefully monitors spending, in conjunction with the LEA's link officer. As a result, the school can account for all its spending and the balance remaining.

144 The head teacher knows her staff well and encourages them to develop their competencies in new and challenging areas of responsibility. Staff undertake a good

range of professional development and training relevant to the school's priorities and to the development of their own specialist expertise.
The senior management team monitors the professional development of staff and evaluates its impact carefully, especially in terms of raising standards.

145 Overall, the school provides good value for money.

Standards achieved in subjects

English

Key Stage 3 - Grade 1: Good with outstanding features

Key Stage 4 - Grade 1: Good with outstanding features

Good and outstanding features

- 146 Pupils speak, or use an alternative way of communicating, confidently and clearly. Most pupils respond at length to questions and prompts, and are keen to share their thoughts and ideas. They express sensitivity to others' feelings well, and talk about their own feelings in response to stories and poems, or other stimuli such as pictures or music. Many pupils achieve excellent standards in communicating.
- 147 Pupils are very good listeners. Those with hearing impairment lip-read or read sign language to a very high standard. Pupils are attentive to their teachers and support assistants, and to one another. The consistently high level of attentiveness which pupils show is outstanding. Pupils remember stories and characters well from previous work. As a result, they are gaining a secure knowledge and understanding of new words, grammar, spelling and punctuation.
- 148 Pupils make very good progress in reading. Less able pupils are beginning to read and understand a range of signs and symbols, and to order them in appropriate sequence. Pupils who are beginning to read words and letters use ICT well to help their understanding. Abler pupils read well. Most read with good fluency and in a few cases with excellent expression and understanding. When pupils encounter new or difficult words, they respond positively and with perseverance until they succeed. Standards of reading in the reading group sessions with learning support assistants are also very good. Pupils have good recall and comprehension of the books and stories they have already read.
- 149 Less able pupils make good progress in developing early writing skills. They recognise and can form letters using a range of techniques. Abler pupils develop their skills well through writing for a range of purposes. They can sequence the events of a narrative accurately, and are beginning to write imaginatively. Many pupils achieve good standards in writing poems. Pupils express themselves clearly, when writing personal or business letters, or when empathising in an imaginary letter about various events or stories that they have read.
- 150 Pupils make good progress in spelling and aspects of grammar and punctuation. Abler pupils can spell common words accurately and also key words in various subjects.

Shortcomings

151 There are no important shortcomings.

Welsh

Key Stage 3 - Grade 1: Good with outstanding features

Key Stage 4 - Grade 1: Good with outstanding features

Good and outstanding features

- 152 Pupils listen very attentively. They respond promptly and accurately to a range of simple greetings and commands. Pupils are also highly responsive to a range of cues and signs which help them to understand new words or reinforce work already done. When working in groups, pupils listen carefully and are very supportive of one another. The consistently high standard that pupils achieve in listening is an outstanding feature.
- 153 Standards of speaking are very good. Pupils know a range of common words, numbers, phrases and greeting. They speak clearly and correctly. Pupils persevere diligently when challenged by new words and sounds, for example the consonant 'll', and take great pride when they succeed in saying them correctly. Pupils also sing clearly in Welsh, and know a good range of songs which reinforce and extend their vocabulary.
- 154 Pupils respond well to a range of signs and visual cues which help them to form and say simple sentences about themselves, for example describing their home. Pupils are able to follow a narrative using visual prompts, for example in a 'big book' about a visit to a doctor's surgery, and to talk about a range of ailments in simple sentences. Many pupils achieve outstandingly in this work.
- 155 Pupils are keen to speak Welsh in other lessons and during break times and the lunch hour. Pupils' knowledge and understanding of Welsh culture is very good.

Shortcomings

156 There are no important shortcomings.

Mathematics

Key Stage 3 - Grade 3: Good features outweigh shortcomings

Key Stage 4 - Grade 3: Good features outweigh shortcomings

Good features

- 157 Pupils make good progress in their understanding of numbers. In both key stages, a few abler pupils remember number facts and can count onwards from a specific starting point. Most of these pupils make simple calculations confidently and accurately, and use calculators to check their work.
- 158 When playing games, in more formal activities, and in outside visits to shops, pupils are able to handle money well. Older pupils use their knowledge well when collecting evidence to decide what should be sold in the school tuck shop.
- 159 In work across the curriculum, and especially in chronology and the pattern of the day, pupils develop effective measuring skills.
- 160 Most more able pupils have a sound understanding of the meaning of lighter, heavier and similar when weighing objects. A minority of older pupils are developing an understanding of how to use scales to measure grams and kilograms, when weighing different objects.
- 161 Younger pupils, in key stage 3, work well with one another when playing a variety of games, which develop counting and matching skills. These pupils are willing to take turns, encourage one another and support peers who have difficulty in completing tasks.
- 162 Younger pupils become familiar with the concept of shape by completing jigsaws. They experiment confidently with symmetry and geometric patterns in practical work in art and craft.
- 163 By the end of key stage 3, abler pupils can name two and three-dimensional shapes. In both key stages, a few pupils can discuss the properties of the shapes with confidence and use terms correctly to describe them.

Shortcomings

- 164 In some lessons, older pupils in key stage 3 and pupils in key stage 4 underachieve because the work is either too difficult or too easy.
- 165 Older pupils in both key stages have difficulty in solving problems. Their skills in investigative work are not as well developed as they might be.

Science

Key Stage 3 - Grade 1: Good with outstanding features

Key Stage 4 - Grade 1: Good with outstanding features

Good and outstanding features

- 166 All pupils undertake a good range of practical and experimental work confidently. They apply their understanding of basic concepts well and can give suitable explanations of the results of simple experiments. Pupils' careful and safe handling of equipment is an outstanding feature of their work.
- 167 In key stage 3, abler pupils understand the concept of a fair test.
- 168 Pupils in key stage 3 observe and describe accurately the properties of different materials. Abler pupils predict the changes that will occur when materials are heated, cooled and mixed.
- 169 The SATs results reflect the very good standards that more able pupils achieve in key stage 3. This is an outstanding achievement.
- 170 In key stage 4, pupils use switches to control electronic equipment. They understand the dangers of mixing water and electricity.
- 171 Pupils in key stage 4 recognise, understand, and can distinguish differences in human characteristics, such as height and eye colour. By recording their findings in science in simple tables and bar charts, pupils develop numeracy and ICT skills

Shortcomings

- 172 There are no important shortcomings.

Information Technology

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

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

Good features

- 173 Most pupils use information and communication technology (ICT) equipment and software confidently.
- 174 Pupils contribute well to the school website and on-line magazine.
- 175 Pupils are developing portfolios of their best work and storing them in the school's server. The work is of good quality.
- 176 Pupils make good use of computers and interactive whiteboards to enhance their learning in subjects and key skills.
- 177 Pupils who are unable to read text use a programme that enables them to highlight and listen to words or sentences. These pupils use this programme to help them find information on the school server and on the Internet. For example, abler pupils in key stage 3 can successfully search the Internet and school server for files and folders. They can select and confidently print pages from websites.
- 178 Abler pupils create effective presentations using PowerPoint. They create and use pictures and digital photographs to improve their presentations.
- 179 In key stage 4, abler pupils highlight and change the size, font and colour of text to illustrate the meaning of a poem.

Shortcoming:

- 180 Less able pupils sometimes lose interest in lessons because the work is not always well matched to their ability.

Design Technology

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

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

Good features

- 181 Pupils understand that materials have different features.
- 182 Pupils can select and use a range of tools and materials confidently and safely for a specific task. In key stages 3 and 4, pupils' produce good graphical work.
- 183 Able pupils have a good understanding of the design and making process. They investigate initial designs in detail, evaluate their work carefully and make appropriate improvements to their original plans. This work is often good and sometimes excellent. A few of the more able pupils write clear and concise evaluations of their work.
- 184 In food technology, pupils plan and make a range of products. Pupils develop a good understanding of the importance of hygiene and other aspects of health and safety. In all lessons, pupils work well with others, they show respect, care and concern and take on responsibility for their actions and their work.
- 185 Pupils' understanding of what constitutes a healthy diet is developing well. Pupils with more challenging needs have a clear sense of what the outcomes of their work will be, for example, when preparing kebabs.

Shortcomings

- 186 There are no important shortcomings.

French

Key Stage 3 - Grade 1: Good with outstanding features

Key Stage 4 - Grade 1: Good with outstanding features

Good and outstanding features

- 187 Pupils listen very attentively and respond promptly to a range of greetings, questions and commands. They have very good understanding of the many incidental French phrases that they hear throughout the lesson.
- 188 Standards of speaking are good. Pupils speak clearly and with generally accurate pronunciation. They know a good range of simple vocabulary
- 189 In one lesson, pupils in key stage 3 chose and ordered food and drink from a menu in an area of their classroom that had been temporarily converted to a French café. Pupils responded confidently to the tasks. They discussed their preferences and enjoyed a selection of French food. The standards of speaking and listening which pupils achieved in this work are outstanding.
- 190 Pupils respond promptly to a range of signs, symbols, illustrations and photographs of their own activities. These help pupils to recall words and phrases associated with particular events or trips that they have made to France, and to reinforce their understanding of the language and culture of France.
- 191 Pupils use a range ICT confidently and effectively to support their work. For example, working in small groups they record themselves speaking in French and play back the results, listening carefully and appraising their performances. Standards achieved in this work are outstanding.

Shortcomings

- 192 There are no important shortcomings.

Geography

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

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

Good features

- 193 Younger pupils have good recall of their experiences in visiting a local supermarket. They can name a variety of common foods and their country of origin.
- 194 Pupils can name a list of countries and highlight their position on a world map. Younger pupils can use an atlas to match accurately a country outline to a computer image.
- 195 Pupils' geographical enquiry skills are developing well. Pupils in key stage 3 used their prior knowledge to devise a set of questions to ask a visiting Spanish guest about her country. Pupils were able to read from prepared questions on an interactive whiteboard and used the knowledge gained to create role-play activities set in a Spanish café.
- 196 With appropriate support, abler pupils in key stage 4 can take photographic digital images of the school environment and transmit these images via email to their 'sister' school in The British Council Comenius project.
- 197 Pupils' knowledge of their sister school 'De Flint' in Holland and related features associated with Holland were developing well in preparation for their exchange visit.

Shortcomings

- 198 There are no important shortcomings.

History

Key Stage 3 - Grade 1: Good with outstanding features

Key Stage 4 - Grade 1: Good with outstanding features

Good and outstanding features

- 199 Pupils' chronological awareness and sequencing skills are very good. In key stage 3, pupils can describe the changing roles of the Welsh regiment over time and the development of equipment used.
- 200 Pupils' knowledge and understanding of the past is enhanced through a range of practical enquiry supported by various historical experiences in the form of visits and guest speakers. Pupils achieve excellent standards in this work.
- 201 In key stage 4, pupils demonstrate very good skills in historical enquiry and interpretation in a project on the Second World War. A visit to school by a Welsh evacuee focussed the pupils' attention to the experiences and feelings experienced by evacuees.
- 202 Pupils' use role play very well to reinforce their knowledge and understanding. For example, pupils have a secure knowledge of the daily life experiences of evacuees in the Second World War including dress, food rationing, the use of gas masks and moving to a strange home.

Shortcomings

- 203 There are no important shortcomings.

Art

Key Stage 3 - Grade 1: Good with outstanding features

Key Stage 4 - Grade 1: Good with outstanding features

Good and outstanding features

- 204 In all classes, pupils confidently choose what they will make and how they will make it. Pupils appraise their work and that of others effectively, and apply critical evaluation to improve outcomes through discussion and by using ICT.
- 205 The standard of pupils' achievement in appraising is outstanding.

- 206 In key stages 3 and 4, pupils experiment confidently with visual effects, such as line, tone, colour, pattern, construction, shape and form. They apply their knowledge well in making and refining objects and images. Pupils use a good range of materials, equipment and processes effectively. Their control of a number of techniques is well developed. Pupils draw and paint from observation and from memory. The quality of much of this work is outstanding
- 207 All pupils have a very good knowledge and awareness of the work of Welsh artists. They can imitate different styles by using a range of materials. Pupils can also explain the processes involved and discuss aspect of style, using simple terms to express their opinion of the completed work. Pupils' achievement in this work is outstanding.
- 208 Pupils can recognise differences and similarities between their work and the work of others, including that seen in visits to galleries and exhibitions. Pupils make clear and concise evaluations of their work and record them using ICT.

Shortcomings

- 209 There are no important shortcomings.

Music

Key Stage 3 - Grade 1: Good with outstanding features

Key Stage 4 - Grade 1: Good with outstanding features

Good and outstanding features

- 210 Standards of singing are often very good. Pupils sing with generally good control and enjoyment. Their attention to the importance of listening critically, ensuring correct posture and controlling breath when singing is outstanding. Abler pupils sing in tune and with clear diction. Pupils know a good range of simple songs, including Welsh songs, and perform them enthusiastically.
- 211 Standards in instrumental performance are very good. In rhythm work, with support, most pupils can maintain a steady beat. Pupils' performances on a range of tuned and untuned percussion are generally accurate and rhythmically correct. Abler pupils can read from signs and symbols. They play with good control and appropriate sensitivity. Standards of improvising simple melodies are outstanding.
- 212 When composing, pupils can select from a range of sound sources, and use them to create interesting effects. Pupils have a good understanding of the elements of music and can distinguish accurately between sounds that are high or low, loud or soft, and short or long. Abler pupils can distinguish between the pitches of simple patterns. This is an outstanding feature of the work.

- 213 Pupils appraise their own performances well, and strive to improve their standards of singing and playing. Older pupils can distinguish between the musical elements and can recognise and describe different styles in music such as popular and classical. Pupils can describe the different moods and atmospheres that music can evoke.

Shortcomings

- 214 There are no important shortcomings.

Physical Education

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

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

Good features

- 215 Pupils make good progress in developing a range of PE skills. In gymnastics, they can plan and develop a sequence of movements on the trampoline. In games, pupils control a hockey ball well through a series of obstacles.
- 216 In team games, pupils work well together. They develop ball skills well in a wide range of activities.
- 217 Pupils demonstrate good levels of confidence in their work and are keen to take responsibility. They can use PE equipment independently. They do so sensibly and safely.
- 218 Pupils learn to swim confidently. They make good progress in activities appropriately matched to their needs.

Shortcomings

- 219 There are no important shortcomings.

Religious Education

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

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

Good features

- 220 Pupils have good knowledge of local places of worship of different faiths and denominations.
- 221 Pupils recognise and know about a range of religious artefacts. For example, pupils in key stage 3 recognise a menorah and know its special significance to Jewish people.
- 222 In discussion, pupils show good understanding of Christianity, complemented by sound knowledge of important aspects of other religious traditions such as Islam and Sikhism.
- 223 Pupils know a range of stories from the Old Testament. For example, in key stage 4, pupils can retell the story of Moses and explain its relevance to Christian worship. They can also discuss its relevance for issues relating to behaviour in the modern world.
- 224 In role-play, pupils show a good understanding of biblical stories and the relevance of religious and moral issues in an everyday context.

Shortcomings

- 225 There are no important shortcomings.

Drama

Key Stage 3 – Grade 1: Good with outstanding features

Key Stage 4 – Grade 1: Good with outstanding features

Good and outstanding features:

- 226 In planning, performing and responding, pupils achieve excellent standards, overall.
- 227 In key stage 3, for example, pupils demonstrate good perception and understanding as they discuss and agree on the sets to be developed for a performance.

228 Pupils achieve high standards in performing. The quality of group discussion is outstanding. Pupils are making very good progress in developing sensitivity to the experiences of others, and sharing their feelings and perceptions.

Shortcomings

229 There are no important shortcomings.

Personal and Social Education

Key Stage 3 - Grade 1: Good with outstanding features

Key Stage 4 - Grade 1: Good with outstanding features

Good and outstanding features:

230 Pupils are developing a very good knowledge and understanding of important aspects of health education, sex education, road safety, substance abuse awareness, and keeping safe.

231 In key stage 3, pupils know which foods are healthy and unhealthy. They understand how to keep teeth healthy, and are developing good habits of cleanliness and hygiene.

232 Less able pupils in key stage 4 know how to keep their teeth, hair and skin clean.

233 Pupils make excellent progress in developing their independent living skills and skills for work.

Shortcomings

234 There are no important shortcomings.

Sixth form annex

Context

- 235 Woodlands High School is a co-educational day special school catering for 123 pupils with moderate and severe learning difficulties in the age range 11 to 19. Pupils in year 7 are taught in a transition class and have their own base classroom. In the remainder of key stage 3 and in key stage 4, there are two broad ability band classes in each year. Similarly, the 28 students in year 12, 13 and 14 are taught in broad ability groups.
- 236 Students are taught in classes which broadly reflect needs and abilities, that is moderate learning difficulties and severe learning difficulties. Judgements on standards refer generally to all students. Where a distinction is made, students are referred to as 'abler students' or 'less able students'.

Standards

Key Question 1: How well do learners achieve?

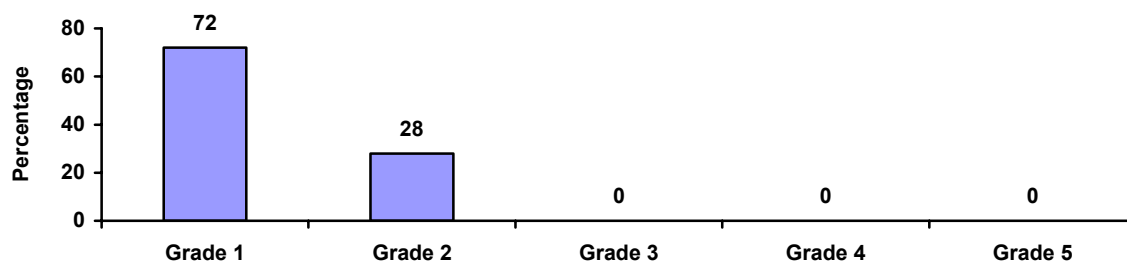
Grade 1: Good with outstanding features

237 In its self-evaluation report, the school judged this aspect as Grade 2.

Students' success in achieving agreed learning goals

238 The team inspected standards in all subjects across the sixth form.

239 The following graph shows the standards of achievement in the sixth form:



The grades awarded for Standards of Achievement in individual subjects in the sixth form were as follows:

	Grade
English	1
Mathematics	2
Information technology	2
Design technology	2
Geography	2
History	1
Art	1
Physical education	1
Religious education	2
Drama	1
Personal and social education	1

239 Students achieve well in a range of courses including office skills, literacy, the ASDAN Youth Award Scheme, ASDAN Towards Independence, ASDAN Transition, and the Duke of Edinburgh Award Scheme.

240 Students achieve high standards in communication skills. They are attentive and listen carefully to their teachers and learning support staff, and to one another.

Students with language difficulties develop their communication skills effectively through sign language.

- 241 Students are keen to share their work and achievement. They respond confidently when appraising their own performance or that of other students, and can readily show how they could improve.
- 242 Standards in reading are generally very good. Less able students make good progress in early reading skills. Able students read fluently and with good expression and understanding.
- 243 Less able students make good progress in early writing skills. They recognise and can form letters using a range of techniques. Able students develop their skills well through writing for a range of purposes. They can sequence the events of a narrative accurately, and are beginning to write imaginatively. Many students achieve good standards in writing poems.
- 244 Students' numerical skills are generally good. Students develop these skills well in most curriculum subjects. Students develop and reinforce their knowledge and understanding of number, money, measurement and time in a stimulating range of activities, both inside and outside the classroom.
- 245 Most students use ICT equipment confidently to help them develop as independent learners. They use a range of applications well and enjoy contributing to the school's website. Able students can find files and websites through the school's server and create simple PowerPoint presentations that include text and pictures.

Students' progress in learning

- 246 Generally, students:
- make very good progress in gaining knowledge, understanding and skills;
 - are very attentive and work at a good pace;
 - take great pride in their achievement and are keen to share their work;
 - apply themselves diligently and respond positively to challenging tasks;
 - strive to improve their performance; and
 - celebrate and share their successes.

The development of students' personal, social and learning skills.

- 247 Students have a very positive attitude to learning. In all classes, students respond enthusiastically to the variety of challenging tasks that are set.

- 248 Standards of behaviour are generally very good. Students help each other readily. Movement around the school between lessons and at break times is orderly. In lessons, students move to different activity areas promptly, safely and with the minimum of fuss. Students are courteous and helpful.
- 249 Students arrive punctually to lessons. Most arrive punctually to school in the morning, unless buses or taxis arrive late.
- 250 Most students respond positively to solving problems. In many lessons, students rise confidently to the challenge of thinking for themselves.
- 251 Students' ability to work together and co-operate effectively is outstanding. They enjoy working in groups in a wide range of activities inside and outside the classroom. Students help each other at break times and in the lunch hour. They respond positively to the many opportunities they are offered to take responsibility for themselves and their work, and to develop skills of independent living.
- 252 Students are aware of different cultures, beliefs and lifestyles. They recognise and respect these differences.
- 253 Students generally have very good knowledge of the world of work.

The quality of education

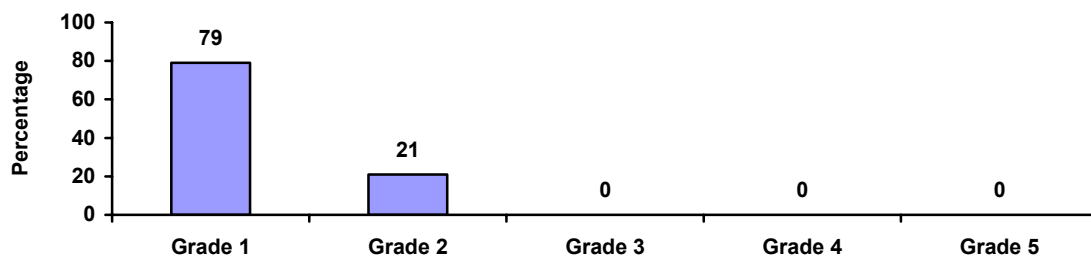
Key question 2: How effective are teaching, training and assessment?

Grade 1: Good with outstanding features

254 In its self-evaluation report, the school judged this aspect as Grade 2.

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

255 In the lessons observed, the quality of teaching in the sixth form was judged as follows:



256 The outstanding features of the teaching were that teachers consistently:

- present work in a stimulating way;
- ask open and probing questions;
- challenge the students' understanding of concepts in a positive way;
- encourage students to extend their contributions, develop their ideas, and express opinions;
- plan each lesson well;
- give students coherent experiences and activities with purposeful progression and continuity;
- use a wide range of effective teaching strategies; and
- have very high expectations of what students are capable of achieving.

- 257 Support-staff contribute substantially to the progress of those students who require additional attention. Close relationships and the way lessons are organised promote equal opportunity for all students. Teachers generally make excellent use of resources.
- 258 Teachers' short-term planning is consistently good. The best plans give appropriate attention to the needs and ability of the students. Teachers regularly and thoroughly evaluate their lessons, making detailed notes on the achievements and needs of individuals and groups of students.

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

- 259 The school has a very good assessment policy. Teachers assess students' pupils' work accurately, using appropriate criteria. Teachers use assessment very well to plan students' work.
- 260 Teachers and co-ordinators set effective targets for individual students' literacy, numeracy and personal development. Subject leaders also agree targets for their subject, every half term. Although these targets are purposeful, there is sometimes unnecessary duplication within the two sets of targets.
- 261 Teachers mark work regularly and offer students helpful, constructive oral, and where appropriate, written comments. In the best cases, these clearly note how the students can improve their work. Students reflect on and evaluate their own work well.
- 262 Teachers' records provide a full picture of students' achievements and progress, both academically and socially. The assessment information is used to identify underachievement and to decide how best to group students within classes. Teachers also use appropriate standard tests to assess students' progress.
- 263 The annual reports to parents, which summarise students' achievements, conform to statutory requirements. There are good formal opportunities for parents to discuss their child's progress with the class teacher. The school is not always aware of the frequent changes of responsibilities within the authority's social services department. This creates difficulties for the school when it conducts students' annual reviews.

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

Grade 1: Good with outstanding features

264 Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.

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

265 The curriculum for sixth form students enables them to progress to further education, training or employment. There are outstanding opportunities for students to develop independence, to improve their basic and key skills and to learn the skills needed for employment.

266 The school provides excellent opportunities in all subjects for students to learn how to communicate and to work co-operatively with others. Students take pride in their work and concentrate well. Many students, especially those who are more able, are keen to solve problems and to co-operate in group activities.

267 Students have good opportunities to develop basic and key skills of literacy, numeracy and ICT in most curriculum subjects.

268 Provision for the development of social, moral and cultural awareness is excellent. In relation to their learning abilities, students have a very good understanding of aspects of Welsh, British, European and African culture. The school's ethos encourages people to care for all individuals and to appreciate other people's values.

269 Assemblies, tutorial work and some subjects, notably art, provide good opportunities for pupils to develop spiritual awareness.

270 The school provides outstanding opportunities for students to take part in local, national and European activities that enrich their learning. The Comenius project supports very productive links with schools in Holland and Germany, and enables students to develop their understanding of life in other societies. Students communicate regularly with pupils in a partner school in Holland by e-mail. During a visit to Holland, which included a joint sailing trip, students developed new skills of independence in unfamiliar situations and learned to communicate with new friends.

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

271 The excellent links between the school, the community and local colleges and employers make an outstanding contribution to students' progress towards self-reliance.

272 The school provides excellent careers education and work experience, including a rich variety of links with local employers and good partnership working with Careers

Wales. This prepares pupils and sixth form students very well for the next phase in their lives. Last year, all sixth form students achieved progression to a college or to employment.

- 273 Several teachers have had placements in industry and commerce. This has deepened their knowledge of career opportunities for students, and built links that benefit the school.
- 274 The school tackles social disadvantage very successfully, and in ensures that all pupils and students have opportunities to take part in the full range of school activities.
- 275 There are very good opportunities for students to learn the importance of sustainable development. In geography, pupils learn about world problems of hunger and environmental pollution. They take part in an energy-saving project. The school has gained an award for its environmental awareness work.
- 276 The Team Enterprise venture is particularly successful in developing students' entrepreneurial skills. Students become skilled in designing and making goods for sale, and understand the fundamental principles of setting up and running a business. Students also run the tuck shop and breakfast club. This enterprise develops their knowledge of healthy eating, together with key skills of literacy, numeracy and communication.

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

Grade 1: Good with outstanding features

277 Overall, the findings of the inspection team match the judgement made by the school in the self-evaluation report.

The quality of care, support and guidance of pupils

278 The quality of care, support and guidance of students is excellent. Members of staff know the students very well indeed. They understand their individual personal and social needs, and provide effective support for them whenever it is required. Students communicate confidently with members of staff about personal problems and know that their concerns will be dealt with quickly and sensitively.

279 The school works very effectively in partnership with parents and carers. They receive very good information from the school, including 'praise postcards' when their child achieves particularly well. The twice-yearly school newspaper is of outstanding quality. A high number of parents attend the annual governors' meeting to discuss the work of the school.

280 Many parents and carers also attend open evenings and annual review meetings to discuss their child's progress. The school provides parents and carers with full information about their child's progress and future learning goals before each annual review of their child's statement of special educational need. The school receives valuable support from an educational psychologist. Community nursing services complement the work that the school does to care for its pupils.

281 Students do not receive regular visits from a school medical officer. Pupils often experience excessive delays in securing help from other specialists such as child and adolescent psychiatrists.

282 The school makes outstanding provision for careers education and guidance. This enables school to make informed choices about their future lives.

283 The school ensures the healthy development, safety and well being of all its students. Health and safety records have improved considerably since the last inspection, and procedures are now good.

284 There are clear and effective procedures for the protection of children and young people, and for responding to complaints. Senior members of staff are fully trained to deal with child protection issues. However, other members of staff also need this training.

The quality of provision for additional learning needs

- 285 The school provides very effective support for students with a wide range of additional learning needs, including those with moderate and severe learning difficulties, with hearing impairment and with challenging behaviour.
- 286 The school makes very good provision for students who have social, emotional or behavioural difficulties.

The quality of provision for equal opportunities

- 287 The school is highly effective in promoting racial harmony, gender equality and willing acceptance of life in a diverse community. Students are free from harassment, bullying and all forms of discrimination.

Leadership and management

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

Grade 1: Good with outstanding features

288 In its self-evaluation report, the school judged this aspect as Grade 2.

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

- 289 The school's clear and appropriate aims and objectives are reflected in all aspects of its life and work. The head teacher, teachers and support staff show a clear commitment to ensuring that all pupils reach their full potential.
- 290 The school has successfully developed its capacity to reflect critically on its work and the way it can be improved. As a result, the school has achieved many significant improvements since the last inspection.
- 291 The school is very well led. The head teacher and senior management team work effectively with teachers and support-staff. The management team and all staff have succeeded in developing and maintaining a vital and positive whole school ethos. The team works effectively to ensure the whole staff has common values and shared expectations about learning, behaviour and relationships. These values are reflected in all aspects of the school's work. This is an outstanding feature of leadership and management at the school.
- 292 The school's policies on equality of opportunity and access are very effectively implemented. The school takes account of Welsh Assembly Government's priorities and works well with other providers of education in enhancing provision. The school's involvement with outside bodies in enhancing the curriculum is outstanding.
- 293 The school sets appropriately challenging and realistic targets. These are set for individual students and groups of students. The targets reflect the high expectations which staff have in all aspects of students' achievement. These expectations help to raise students' expectations and achievement.
- 294 There are suitable arrangements for monitoring the performance of individual teachers and teams. The appropriate support and training which staff have received have had a positive impact on raising standards and improving provision. This aspect of management has improved significantly since the last inspection.
- 295 The day-to-day administrative procedures and routines are effective.

How well governors or other supervisory bodies meet their responsibilities

- 296 Governors understand their responsibilities and allocated duties. Matching subject leaders with governors keeps them well informed about developments and issues.
- 297 The governing body supports school activities well. Governors are developing their roles as critical friends effectively, holding the school to account for the standards and quality it achieves.
- 298 Governors are aware of the changing nature and complexity of the needs of pupils entering the school, and the resulting challenges that face the school in the near future. In order to make suitable provision for pupils and students, governors have requested that the LEA defines clearly the nature and scope of the school's SEN provision.
- 299 The governing body fulfils its legal duties effectively.

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

Grade 1: Good with outstanding features

300 In its self-evaluation report, the school judged this aspect as Grade 2.

How effectively the school's performance is monitored and evaluated

301 The school has a clear policy on monitoring performance, and has created a positive culture of self-evaluation. All staff contributed to the school's well-organised self-evaluation report. The outcomes of the self-evaluation programme are used to inform the priorities in the school development plan.

302 A questionnaire distributed to parents, staff and governors asking them to express their opinion on a wide range of aspects of the school's life provided a useful external perspective for managers. The responses received were carefully analysed and many of the recommendations were appropriately acted upon.

303 The head teacher evaluates the quality of teaching and standards effectively. She uses the information to agree targets for further improvement with the staff. In the process, they identify the training and resources needed to attain these targets.

304 Subject leaders' roles are clearly defined. They evaluate standards and quality of provision in their subjects well. Overall, subject planning is of a good quality. Subject leaders are well aware of the good features and shortcomings in the teaching of their subjects.

The effectiveness of planning for improvement

305 The quality of the SDP is good. It sets clear priorities, which derive from the self-evaluation process. The whole school self-evaluation report is generally comprehensive and informative.

306 The school has made good progress in addressing all the key issues from the last inspection.

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

Grade 1: Good with outstanding features

307 In its self-evaluation report, the school judged this aspect as Grade 2.

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

308 The school has enough qualified staff to teach all subjects of the curriculum.

309 Learning support assistants work effectively with teachers and provide excellent support.

310 In most subjects, students use a good range of appropriate learning resources. Teachers use ICT resources well in all subjects. Staff and students use whiteboards confidently.

311 Teachers use outside resources very well to enrich students' learning. The school has developed a range of curricular links with eight schools in Cardiff and further a field, and with a range of agencies representing commerce and the community.

312 Accommodation is adequate for most subjects. Teachers organise their classrooms well. The quality of display is very good.

313 The facilities for indoor physical education are not good enough. This was noted in the last report. Accommodation for visiting specialist therapists is limited. The school currently has no quiet areas for the growing number of pupils with complex behavioural and learning difficulties.

314 The school uses its resources well. The head monitors their use carefully. Teachers' lesson plans show clearly how and why teachers will use resources.

How efficiently resources are managed to achieve value for money

315 The budget is well managed. The head teacher bases spending on the priorities in the school development plan.

316 The head teacher carefully monitors spending, in conjunction with the LEA's link officer. As a result, the school can account for all its spending and the balance remaining.

317 The head teacher knows her staff well and encourages them to develop their competencies in new and challenging areas of responsibility. Staff undertake a good range of professional development and training relevant to the school's priorities and to the development of their own specialist expertise.

- 318 The senior management team monitors the professional development of staff and evaluates its impact carefully, especially in terms of raising standards.
- 319 Overall, the school provides good value for money.

Standards achieved in subjects

- 320 Note: In the sixth form, many subjects are incorporated into a range of course programmes and are not taught as discrete subjects. For ease of reference, they are set out separately in this annex.

English

Grade 1: Good with outstanding features.

Good and outstanding features

- 321 Students speak, or use an alternative way of communicating, confidently and clearly. Most students respond at length to questions and prompts, and are keen to share their thoughts and ideas. These students express sensitivity to others' feelings well, and talk about their own feelings in response to stories and poems, or other stimuli such as pictures or music. Many students achieve excellent standards in communicating.
- 322 Students perform confidently in role-play and in a range of drama activities. When presenting the annual pantomime to pupils in nearby Riverbank school, students express themselves confidently and with an appropriate sense of style.
- 323 Students are very good listeners. They are attentive to their teachers and support assistants, and to one another. Students remember stories and characters well from previous work. The consistently high level of attentiveness which students show is outstanding.
- 324 Students make very good progress in reading. Less able students are beginning to read and understand a range of signs and symbols, and to order them in appropriate sequence. Students who are beginning to read words and letters use ICT well to help their understanding. Abler students read well. When they encounter new or difficult words, students respond positively and with perseverance until they succeed. Standards of reading in the reading group sessions with learning support assistants are also very good. Students have good recall and comprehension of the books and stories they have already read.
- 325 Less able students make good progress in developing early writing skills. They recognise and can form letters using a range of techniques. Abler students develop their skills well through writing for a range of purposes. They can sequence the events of a narrative accurately, and are beginning to write imaginatively. Many students achieve good standards in writing poems. Students express themselves clearly when writing personal or business letters, or when empathising in an imaginary letter about various events or stories that they have read.

- 326 Students make good progress in spelling and aspects of grammar and punctuation. Abler students can spell common words accurately and also high frequency words across the subjects they study.

Shortcomings

- 327 There are no important shortcomings.

Mathematics

Grade 2: Good features and no important shortcomings

Good features

- 328 Standards in mathematics are good. Students can apply their mathematical skills and knowledge effectively to everyday situations such as shopping.
- 329 Students can use a calculator to work out their shopping budget and to help them decide on what they can and cannot afford.
- 330 Students are making good progress in developing their problem solving skills in a wide range of practical contexts.

Shortcomings

- 331 There are no important shortcomings.

Information Technology

Grade 2: Good features and no important shortcomings

Good features

- 332 Most pupils use ICT equipment and software confidently.
- 333 Students contribute well to the school website and on-line magazine.
- 334 Students make good use of computers and interactive whiteboards to enhance their learning in subjects and key skills.
- 335 Students who are unable to read text use a programme that enables them to highlight and listen to words or sentences. These students use this programme to help them find information on the school server and on the Internet.
- 336 Abler students create effective presentations using PowerPoint. They create and use pictures and digital photographs to improve their presentations.

- 337 Abler students highlight and change the size, font and colour of text to illustrate the meaning of a poem.

Shortcoming

- 338 A small number of students lack confidence in their use of IT.

Design Technology

Grade 2: Good features and no important shortcomings

Good features

- 339 Students following Award Scheme Development and Accreditation Network, Youth Award Scheme and Towards Independence schemes develop a wide range of life skills well, including in food technology, that prepare students well for adult life.
- 340 Students can describe the purpose of their work and the processes they use. They use a range of tools and equipment independently and safely.
- 341 Students have designed and made a range of high quality artefacts and products as part of their Team Enterprise activities. The school reached the national finals of the 2003 Team Enterprise Competition where it received a special award for the environment and another trophy for Team Work and Product Development.

Shortcomings

- 342 There are no important shortcomings.

Geography

Grade 2: Good features and no important shortcomings

Good features

- 343 Students' knowledge of their sister school 'De Flint' in Holland and related features associated with Holland are developing well in preparation for their exchange visit.
- 344 Students' knowledge and understanding of place is being developed well with cross-curricular links with design technology. Students achieve good standards is making 3-dimensional models of maps.
- 345 Students use ICT well to support their learning in geography. For example, they use digital cameras and e-mail effectively and confidently to communicate with and gather geographical data from their sister school in Holland.

Shortcomings

346 There are no important shortcomings.

History

Grade 1: Good with outstanding features

Good and outstanding features

- 347 Students develop their skills of practical enquiry effectively as part of a lifelong learning programme. They are making very good progress in extending their knowledge and understanding of the past and present.
- 348 Students develop and reinforce their knowledge and skills in history by communicating their findings orally and sharing data. They also use other means effectively such as role-play, video and tape recordings and project books to record and reinforce their knowledge and understanding.

Shortcomings

349 There are no important shortcomings.

Art

Grade 1: Good with outstanding features

Good and outstanding features

- 350 Students confidently choose what they will make and how they will make it. Students appraise their work and that of others effectively, and apply critical evaluation to improve outcomes through discussion and by using ICT. The standard of students' achievement in appraising is outstanding.
- 351 Students achieve high standards in a good range of two- and three-dimensional work. They also use ICT confidently to create colourful and interesting images.
- 352 Students have good knowledge and awareness of the work of Welsh artists. They can imitate different styles by using a range of materials. Students can also explain the processes involved and discuss aspect of style, using simple terms to express their opinion of the completed work.
- 353 Students can recognise differences and similarities between their work and the work of others, including that seen in visits to galleries and exhibitions. Students make clear and concise evaluations of their work and record them using ICT.

Shortcomings

354 There are no important shortcomings.

Physical education

Grade 1: Good with outstanding features

355 Students benefit greatly from the provision offered by the Duke of Edinburgh and Youth Award Scheme in sport and leisure. Students are highly motivated and achieve excellent standards of work.

356 Students are effectively developing practices which promote a healthy lifestyle and support lifelong learning.

357 Students develop their practical skills particularly well, through specialist coaching in specific practical sporting activities.

358 In activities such as skiing, students respond positively to challenging, achievable targets. Most students attain the Bronze level award.

Shortcomings

359 There are no important shortcomings.

Religious education

Grade 2: Good features and no important shortcomings

Good features

360 Students have a good knowledge of local places of worship of different faiths and denominations.

361 Students' understanding of Christianity is complemented by their sound knowledge of important aspects of other religious traditions such as Islam and Sikhism.

362 Students understand the ways in which charities can help people and animals and that there is variety of ways to support them.

363 Students have undertaken some good-quality research work into a selected charity as part of the Award Scheme Development and Accreditation Network.

Shortcomings

364 There are no important shortcomings.

Drama

Grade 1: Good with outstanding features

Good and outstanding features:

- 365 Students achieve high standards in performing. The quality of group discussion is particularly good. Students are making good progress in developing sensitivity to the experiences of others, and sharing their feelings and perceptions.
- 366 In a pantomime performance for the feeder school, students perform confidently and with a sense of style to a wider audience.

Shortcomings

- 367 There are no important shortcomings.

Personal and social education

Grade 1: Good with outstanding features

Good and outstanding features:

- 368 Students are developing good knowledge and understanding of important aspects of health education, sex education, road safety, substance abuse awareness, and keeping safe.
- 369 Students make excellent progress in developing their independent living skills and skills for work.
- 370 Students achieve excellent standards in first aid as part of their work in independent living skills. They also achieve very good standards of work in those aspects of personal and social education that are part of work-related education and the Duke of Edinburgh Award scheme.

Shortcomings

- 371 There are no important shortcomings.

School's response to the report findings

The head teacher, staff and governors welcomed the invaluable opportunity afforded to the school by participation in the pilot for the new Estyn Inspection framework.

All members of staff appreciated the professionalism with which the rigorous process of inspection was carried out and the opportunities offered for constructive dialogue between all staff and members of the inspection team.

The established process of self-evaluation as an integral part of continuous school improvement was acknowledged and will be further developed to incorporate pupil self-evaluation in the future in accordance with the recommendations of the team. The judgements and observations of the inspection team largely agree with the school's self-evaluation and recognition was given to the high standards achieved by pupils and staff in many aspects of school life.

The report echoes the concerns of the head teacher, staff and governors regarding the limited input from the multi disciplinary support services supporting an increasingly complex pupil population. Whilst the quality of support is good, the allocation of sessions is totally inadequate. This combined with limited accommodation presents a huge challenge for the continuous development of the school.

The head teacher, staff and governors are delighted by the outcome of the inspection. The report clearly acknowledges the high standards of learning and teaching, the outstanding teamwork, which facilitates learning, and the breadth of activities, which extend opportunities for all pupils at Woodlands.

Recommendations for further development highlighted by the inspection team will be addressed and acted upon by the school.

Appendix: Supporting Information

A. Basic information about the school

Name of school	Woodlands High School
Type of school	Maintained by the LEA
Age range of pupils	11-19
School address	Vincent Road, Ely, Cardiff
Post code	CF5 5AQ
Phone number	029 2056 1279
Head teacher	Mrs E A Dunne
Date of appointment	September 1989
Chair of governors	Mr M Clark
Lead inspector	Robert Swain HMI
Dates of inspection	27 – 30 January 2004

B. School data and indicators

Number of pupils in each year group									
Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Total
Number of pupils	12	17	21	19	17	9	21	7	123

Total number of teachers			
	Full-time	Part-time	Full-time equivalent
Number of teachers	18	4	19

Staffing information	
Pupil: teacher ratio (fte)	6.8
Average size of teaching groups	10
Number of learning support assistants	19.5
Pupil: Adult (fte) ratio	3

Attendance percentages for the three full terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14
Autumn 2002	94%	89%	88%	85%	88%	89%	84%	82%
Spring 2003	96%	92%	92%	88%	94%	91%	90%	82%
Summer 2003	90%	88%	87%	82%	90%	86%	82%	76%

Attendance percentages for the three full terms prior to the inspection				
	Key stage 3	Key stage 4	Y 12-14	Whole school
Autumn 2002	90%	86%	86%	88%
Spring 2003	92%	91%	88%	91%
Summer 2003	88%	85%	83%	86%

Number of pupils excluded during the 12 months prior to the inspection	Temporary: 3 Permanent: 0
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C. The evidence base of the inspection

Five inspectors spent a total of 18 inspector days at the school and met as a team before the inspection.

These inspectors visited:

- sixty-two lessons or part lessons;
- activities delivered off the school site;
- a cross section of registration or tutorial periods, acts of collective worship and extra-curricular activities; and
- sessions with visiting specialist teachers and therapists.

Members of the team had meetings with:

- the head teacher, governing body, parents and staff before the inspection began;
- senior and middle managers and a wide range of staff;
- incidental meetings with pupils and students representing each age group; and
- representatives of agencies linked to the school and the head of Riverbank Special School.

The team also considered:

- a selection of pupils' work and photographic records of achievement, ensuring an appropriate range in terms of age and ability;
- comprehensive documentation provided by the school both before and during the inspection;
- responses to a parents' questionnaire;
- responses from a wide range of outside agencies and charities, a range of schools both local and further a field, community and arts groups, and individuals all of which have well established, close links with Woodlands High School; and
- comments from a wide range of pupils about their school.

D. Composition and responsibilities of the inspection team

Name	Key question	Subjects
Robert Swain HMI	1, 7	English, Welsh, French, Music
Susan Willan HMI	3, 4	Science, IT, PSE
Arwyn Thomas HMI	2, 6	Mathematics, Design Technology, Drama
Alan Walters, Additional Inspector	5	Geography, History, PE, RE
Mrs Patricia Dodd-Racher, Lay Inspector		
Mrs E A Dunne	Nominee	