

**INSPECTION UNDER SECTION 10  
INSPECTION OF SCHOOLS ACT 1996**

**Ysgol Y Moelwyn  
Heol Wynne  
BLAENAU FFESTINIOG  
Gwynedd  
LL41 3DW**

**School number : 661 / 4031**

**Date of the Inspection : 8 – 11 April, 2002  
Art Inspected 13, 14 May, 2002**

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Registered Inspector : W019 / 17166  
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## **CURRICULUM AND KEY STAGES NOMENCLATURE**

A new nomenclature to describe pupils' progress through the school was introduced in 1989. It is intended that this system of numbering year groups from the start of compulsory education until the age of 18 should facilitate communication amongst schools, governing bodies, parents and LEAs and emphasise the importance of progression.

The term "Reception" (R) refers to the year group of pupils in a primary school (not a nursery class) whose fifth birthday will occur during the academic year. "Year 1" (Y1) is used for the year group of pupils whose sixth birthday will occur during the academic year and so on until Y13 - the year group whose 18th birthday will occur during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Age	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 (KS) 1 of the National Curriculum includes Y1 and Y2; KS2 includes Y3 to Y6; KS3 includes Y7 to Y9 and KS4 includes Y10 and Y11 (the last year of compulsory education).

## **GRADE DESCRIPTIONS**

The following five point scale is used to represent the main opinions in the report as follows:

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

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## 1. CONTEXT

### **The school and its priorities**

Ysgol y Moelwyn is a naturally bilingual community comprehensive school for pupils aged 11-16, maintained by the Local Education Authority [LEA] of Gwynedd Unitary Authority [UA]. There are approximately 400 pupils at the school. It is situated in the small post-industrial town of Blaenau Ffestiniog and services a wide catchment area. There has been an increase of approximately 30 pupils annually, from 308 in 1999, when it was at its lowest after the closure of Trawsfynydd power station.

Half the pupils come from rural areas and about half of them come from the town and the vicinity. According to the school, three quarters of the pupils come from economically disadvantaged areas and the remainder from areas which are neither prosperous nor economically disadvantaged. In addition, the school states that a significant number of the pupils are underprivileged. 20% of the pupils are registered as eligible for free school meals, which is above the county figure.

The school admits pupils of the full range of ability. 18 pupils (approximately 4.5% of Y7-Y11 pupils) have a statement of special educational needs [SEN]. In addition, 49 pupils (12%) are on stages one to four of the Code of Practice for SEN. The percentage of those with a statement is significantly higher than the national percentage, and the percentage of pupils on stages one to four slightly lower than the national figure. Six pupils are disapplied from the National Curriculum [NC].

76% of the pupils come from homes where Welsh is the main language and 23% come from homes where English is the main language. 96% of the pupils speak Welsh to first language standard and all pupils have Welsh lessons either as first or second language.

The school was last inspected at the beginning of October 1996.

The main priorities for the whole school during 2001-2002 are to:

- a) continue to raise standards of achievement in different departments, giving attention to pupils in the middle ability range;
- b) further develop the literacy strategy of the school as a tool to raise standards together with the provision of other core skills;
- c) promote numeracy across the curriculum as a means of raising subject standards;
- d) further develop the school ICT strategy and use it as a tool to raise standards across the age and ability range.
- e) continue to foster pupils' confidence and motivation.

The quantitative targets adopted by the school are:

- a) That the quality of teaching and standards in class are satisfactory or better in 95% of the lessons and good in at least 50% of them (the national targets).
- b) Quantitative targets for the school 2001-2002

<b>Key stage</b>	<b>Subject etc.</b>	<b>% at level 5 or higher in the school</b>	<b>County target(%)</b>	<b>Target for Wales (%)</b>
KS3	Welsh	70	70.8	70-80%
	English	70	70.8	70-80%
	Mathematics	70	70	70-80%
	Science	70	70.2	70-80%
	Core subject indicator	55	51	
KS4	5 GCSE subjects gaining grades A*-C	61	54	54
	5 GCSE subjects gaining grades A*-G	91	92	91
	Core subject indicator	61	46	50
	% leaving without qualifications	0	1	
	% unauthorised absences	0.75	0.1%	

## **2. MAIN FINDINGS**

### **The main findings of the report**

#### **Introduction**

This is a school that has taken substantial steps towards being a good school. Although some shortcomings remain, the quality of examination and external test results over three years has improved significantly. Social inclusion is high on the school's agenda and it makes a special effort to provide for all pupils, whatever their ability and background. As a result, the school is a civilised, caring and congenial Welsh community. The support and guidance for pupils is very good and the provision for pupils with SEN good. With specific exceptions, pupils' behaviour is good.

#### **Standards achieved by pupils in their subjects and in the key skills**

Standards were satisfactory or better in 98% of the lessons observed during the inspection, satisfactory in 54%, good in 39%, and very good in 6% of them. Only in 2% were lessons

unsatisfactory; this is a very low percentage.

Subject	Standards KS3	Standards KS4
Welsh (first language and including Welsh second language)	Good	Good
English	Satisfactory	Satisfactory
Mathematics	Good	Good
Science	Satisfactory	Satisfactory
Design and technology	Satisfactory	Satisfactory
Information technology	Satisfactory	Satisfactory
History	Good	Good
Geography	Good	Good
Modern Languages (French)	Good	Good
Art	Satisfactory	Satisfactory
Music	Satisfactory	Satisfactory
Physical education	Satisfactory	Satisfactory
Religious education	Very good	Good
PSE	Good	Good

Other subjects studied at KS4.

Subject	KS4
Religious studies	Very good
Business studies	Satisfactory
Drama	Satisfactory
Catering	Satisfactory

The standards achieved by pupils with SEN are at least satisfactory, and are good in many subjects.

The school's formal procedure for promoting key skills across the curriculum is satisfactory at KS3 and KS4. In Welsh and English across the curriculum, pupils' oral, reading and writing standards are satisfactory throughout the school and standards in listening are good. Standards in numeracy and ICT are also satisfactory throughout the school. Pupils' standards in problem-solving and their ability to improve their own learning are satisfactory. Their ability to co-operate is good.

### Examination results

At KS3 in 2001 in the NC statutory tests, results in Welsh, English, mathematics and science were significantly lower than the average for the LEA and Wales, and also lower than the school results for 2000 and 1999. In 2000 and 1999 results in Welsh were substantially better than the average for the LEA and Wales and met the national target for 2002. Results in mathematics were also better than the average for the LEA and Wales for these years. In the summer of 2001, 39% of the pupils succeeded in reaching the Core Subject Indicator [CSI]<sup>1</sup>. This is slightly lower than the

<sup>1</sup> CSI KS3, that is the percentage of pupils reaching level 5 or higher in a combination of either Welsh or English,

average for the LEA and Wales, but in 2000 and 1999 the results for the CSI were significantly better than the results for the LEA and Wales.

In 2001, in Welsh, English and science, the performance of the girls was substantially better than boys' performance, with nearly 30 percentage points of difference in languages. This does not reflect the pattern seen over the last three years; in science, the boys' performance was better in 2000. In 2000 and 1999 in mathematics boys' performance was better than girls. In Welsh, although there was gap between the performance of boys and girls over the past three years, the gap was not as evident as it was in the summer of 2001. In English, the gap between boys' and girls' performance has been consistently high in girls' favour over the past three years.

At KS4, in GCSE results for 2001, 53% of pupils succeeded in gaining 5 or more A\* - C grades. This percentage is higher than the percentage for Wales and lower than the LEA percentage. In 2000, the percentage of pupils succeeding in gaining 5 or more A\* - C grades was substantially lower than the results for the LEA and Wales; but in 1999 there was a similar pattern to 2001, namely that the results were better than the average for Wales but slightly lower than the LEA average. 83% of pupils gained grades A\* - G in five subjects and this is lower than the results for the LEA and Wales. The same pattern was seen in the summer of 2000, while in the summer of 1999 the percentage was higher than the percentage for the LEA and Wales.

In 2001 in Welsh and mathematics, the percentage of the cohort gaining GCSE grades A\* - C was substantially better than the results for the LEA and Wales, with results in English and science lower than the results for the LEA and Wales. This is similar to the pattern seen over the previous two years. 42% of pupils succeeded in reaching the CSI for KS4<sup>2</sup>. This was one percentage point above the average for the LEA and five percentage points above the Wales average. In 2000, 30% of pupils reached the CSI, and 40% succeeded in doing so in 1999. The average points score of pupils (based on GCSE grades gained by the pupils) was higher than the average score for Wales and slightly lower than the average score for the LEA.

When considering the usual performance indicators and the subjects Welsh, English, mathematics and science, the performance of girls was better than boys' performance at the end of KS4 in 2001. This reflects the pattern seen over the past three years.

### **Quality of teaching**

The quality of teaching was satisfactory in 38% of the lessons, good in 46% and very good in 12% of them. It was unsatisfactory in 4% of the lessons. Teaching is characterised by a very positive relationship with pupils, detailed planning and good support for them. A significant minority of subjects, such as history and religious education, succeed in using teaching methods that allow pupils to develop as independent learners but this is not true of the majority of subjects.

### **Management, leadership and self-evaluation**

Management and leadership of the school are good. The school succeeds in creating a purposeful work ethos. The school is very well led by a well-organised Head who has a clear vision and who gives priority to promoting standards. He does this by establishing procedures to promote social inclusion and to raise standards through the key skills, although there is still room for progress to ensure the success of the procedures at all times. This vision is shared by the deputy head, who is also a very good leader, by the remainder of the staff and by governors, who are very supportive

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mathematics and science in their statutory tests and assessments.

<sup>2</sup> CSI KS4, that is the percentage of pupils gaining grades A\*-C or higher in a combination of either Welsh or English, mathematics and science in their GCSE examinations.

of the school. This school is managed in an open and accessible way, and a whole school vision is developed by giving the staff clear guidelines about expectations, and by support to achieve them.

The school development plan [SDP] is of very good quality and prioritises educational developments that are important for the school. It is costed in detail. The school succeeds in correlating the SDP with the departmental development plans [DDP] and this gives unity of purpose and direction for the school's work. The school's priorities correspond to the LEA strategic plan and to the priorities of the Government and National Assembly of Wales. The Management Team [MT] evaluates the school's work carefully and monitors the standards, teaching and pastoral provision effectively. The MT observes lessons and evaluates the quality of teaching, and the departmental staff also take advantage of opportunities to observe lessons. All of this has led to improvement in pupils' achievement in many subjects since the last inspection. With some exceptions, departments or faculties are well led; the leadership of the humanities' faculty is very good. The quality of documents and departmental planning is generally good. Good attention has been given to developing effective self-evaluation procedures at whole-school level and these are well established. Self-monitoring by the departments and faculties themselves is also good. Human and financial resources are managed very effectively and efficiently and the school gives good value for money.

### **Response to the last inspection**

The school responded well to the key issues raised in the last inspection although its response to the requirement to develop strategies that promote pupils' independence as learners has been only partial. Consequently, this remains a key issue this time. This report notes progress in the quality of teaching and in the standards of achievement of pupils in a significant number of subjects.

### **The curriculum**

The school offers a balanced curriculum that conforms with statutory requirements. Satisfactory choices of subjects are offered at KS4 and good provision is made for pupils of different abilities. The curricular plans for individual subjects are good but the planning for developing the use of both languages as a teaching and learning medium across the school is insufficient. The curricular experiences of pupils are enriched by very good, varied extra-curricular provision, and very good opportunities are offered for pupils to take part in competitive sports.

### **Spiritual, moral, social and cultural development of pupils**

The spiritual, moral and cultural development of pupils is good and their social development is very good. Although the subjects and the acts of communal worship contribute significantly to pupils' spiritual development, the school does not conform to the statutory requirements with regard to providing daily acts of communal worship for all the pupils. Pupils show respect towards each other, their teachers and visitors. Pupils are prepared to take responsibilities within the school and to help each other. They co-operate well.

## **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

### **3.1 Standards achieved in subjects and areas of learning**

Standards were satisfactory or better in 98% of the lessons observed during the inspection, satisfactory in 54%, good in 39% and very good in 6% of them. Only in 2% of lessons were standards unsatisfactory; this is a very low percentage.

Standards in Welsh are good across the skills at both key stages. From Y7 on, the great majority of pupils are fluent orally; middle and lower ability pupils speak effectively but the oral contributions of a significant minority of pupils are short. Reading standards are good on the whole, and pupils of all ages and abilities write across a range of forms and for different purposes. The few pupils who follow second language programmes of study include recent latecomers and others who have studied the language for one or two years. This latter group achieves good standards across the skills.

At KS3 in English, reading and writing standards are satisfactory, with some good written work especially by able pupils. Oral work overall is satisfactory but the achievement of a group of boys of middle and lower ability is unsatisfactory, while the oral and listening work of other boys and girls across the range of ability is good. On the whole, listening is good. At KS4, work across the writing, reading, oral and listening skills is satisfactory.

Standards in mathematics are good throughout the school. Pupils can explain their work in an intelligent and logical way. Pupils are confident in investigative work, problem-solving and applying mathematics. Standards in number work, mental arithmetic and approximation are good and effective use is made of the calculator. Pupils' understanding of algebra, their familiarity with the properties of polygons and their work with angles is good. Pupils interpret statistical information accurately and they can deal confidently with the principles of probability. Pupils make good use of ICT within mathematics lessons to reinforce their understanding of mathematical concepts.

In science, standards of achievement are satisfactory at KS3 and KS4. The majority of able and a minority of middle ability pupils in both key stages have a sound knowledge and understanding of key concepts and ideas, and apply them in a range of different contexts. Some pupils with SEN make good progress in relation to their abilities. A significant number of average and lower ability pupils have a less secure understanding of current and previous work. Investigative skills are well developed for the majority of pupils at KS4; they are insufficiently developed at KS3.

Standards in design and technology are satisfactory throughout the school. Pupils make purposeful use of the processes of designing and making in all the materials. They show satisfactory skills when using tools and machines, and a satisfactory standard of design work is seen, with some good original examples. The evidence of Y11 work was limited.

Standards in IT are satisfactory throughout the school. Standards of pupils' work in presenting knowledge are good. Their ability to deal with databases and of spreadsheet modelling is satisfactory as is their knowledge of the effects of computers on society.

Standards in history are good at both key stages. In Y7 and Y9, pupils display a sound outline knowledge and good general understanding of the issues, events and personalities they study. Y8 pupils, who receive half the teaching time that is allocated to Y7 and Y9, show less depth and detail in their work. At KS4, many pupils produce much well-organised, well-presented work, including course work, underpinned by good knowledge and understanding.

In geography, standards are good throughout the school. At KS3, pupils develop their subject skills through investigation of a wide range of geographical matters. They use subject terms well. At KS4, they build strongly on the information learnt earlier. They show the ability to adapt this knowledge to unfamiliar situations.

Standards in modern languages (French) are good throughout the school. The standards of the most able Y7 pupils are very good in the four language skills. Otherwise pupils' standards in speaking, reading, listening and writing are good.

Standards of achievement in art are satisfactory at both KS3 and KS4. At KS3, pupils can create a sense of depth and mood, and understand how to achieve the effects of light and shade, but do not record images and ideas effectively. At KS4, pupils are well organised and use a good range of media, demonstrating a good understanding of the visual language; however, use of ICT is under-developed.

Standards in music are satisfactory throughout the school with Y7 pupils achieving well. Across the school, skills in instrumental performance are generally good with pupils performing together confidently and creating a good feeling of ensemble. Although Y8 to Y11 pupils make appropriate progress this year, standards in composing and evaluating are uneven owing to the limitations of previous experiences.

Standards in physical education are satisfactory at KS3 and KS4. Pupils develop the ability to plan, perform and evaluate work. They develop knowledge, understanding and physical skills by means of a range of activities in gymnastics, dance, athletics and games. Physical control and game skills are not always fully developed.

Standards in religious education are very good at KS3, where pupils across the ability range reveal a great deal of knowledge and understanding, contribute effectively and write at some length. At KS4, standards are good with pupils successfully considering current affairs and able to evaluate and reflect effectively.

Standards of PSE are good at KS3 and KS4. At KS3, they are honest in their discussions, understand the importance of healthy living and understand the medical effects of smoking and drug taking. At KS4, they show their awareness of moral aspects and develop effective communication skills. They have a good knowledge about careers.

Standards achieved by pupils with SEN are at least satisfactory and good in many subjects.

### **Examination results**

At KS3 in 2001 in the NC statutory tests, results in Welsh, English, mathematics and science were significantly lower than the average for the LEA and Wales, and also lower than the school results for 2000 and 1999. In 2000 and 1999 results in Welsh were substantially better than the average for the LEA and Wales and met the national target for 2002. Results in mathematics were also better than the average for the LEA and Wales for these years. In the summer of 2001, 39% of the pupils succeeded in reaching the CSI. This is slightly lower than the average for the LEA and Wales, but in 2000 and 1999 the results for the CSI were significantly better than the results for the LEA and Wales.

In 2001, in Welsh, English and science, the performance of the girls was substantially better than the boys' performance, with nearly 30 percentage points of difference in languages. This does not reflect the pattern seen over the last three years; in science, the boys' performance was better in 2000. In 2000 and 1999 in mathematics boys' performance was better than girls. In Welsh, although there was gap between the performance of boys and girls over the past three years, the gap was not as evident as it was in the summer of 2001. In English, the gap between boys' and girls' performance has been consistently high in girls' favour over the past three years.

At KS4, in GCSE results for 2001, 53% of the pupils succeeded in gaining 5 or more A\*-C grades. This percentage is higher than the percentage for Wales and lower than the LEA percentage. In 2000, the percentage of pupils succeeding in gaining 5 or more A\*-C grades was

substantially lower than the results for the LEA and Wales. However, in 1999 there was a similar pattern to 2001, namely that the results were better than the average for Wales but slightly lower than the LEA average. 83% of the pupils gained grades A\* - G in five subjects and this is lower than the results for the LEA and Wales. The same pattern was seen in the summer of 2000, while in the summer of 1999 the percentage was higher than the percentage for the LEA and Wales.

In 2001 in Welsh and mathematics the percentage of the cohort gaining GCSE grades A\* - C was substantially better than the results for the LEA and Wales, with results in English and science lower than the results for the LEA and Wales. This is similar to the pattern seen over the previous two years. 42% of pupils succeeded in reaching the CSI for KS4. This was one percentage point above the average for the LEA and five percentage points above the Wales average. In 2000, 30% of pupils reached the CSI, and 40% succeeded in doing so in 1999. The average points score of pupils (based on GCSE grades gained by the pupils) was higher than the average score for Wales and slightly lower than the average score for the LEA.

When considering the usual performance indicators, that is the percentage of pupils gaining five A\*-C grades, or five A\*-G grades, and the percentage reaching the core subject indicators for KS4, and the core subjects in this school, that is Welsh, English, mathematics and science, the performance of girls was better than boys' performance at the end of KS4 in 2001. This reflects the pattern seen over the last three years.

### **3.2 Standards in key skills**

The view expressed below on standards in language skills in Welsh is based on evidence of Welsh as a subject and also as a medium for teaching across the subjects. The view on language skills in English is based on evidence of English mainly as a subject, as the use of the great majority of pupils of English as a medium across the curriculum is scarce - apart from the few pupils whose first language is English and who follow their course through the medium of English.

Standards in oral work in Welsh are satisfactory across the subjects at KS3 and KS4. The most able speak extensively using clear, high quality language to express and justify points of view, but many pupils lack confidence when speaking and are slow to respond. They are unwilling to ask questions. This partly reflects a lack of opportunity to do so. The use made by pupils of appropriate subject vocabulary varies from very good in history and religious studies to satisfactory in the remaining subjects. Pupils' ability to express themselves in English is satisfactory; a small group of boys of average and lower ability have difficulty expressing themselves clearly and extensively using appropriate phraseology.

Listening skills are good throughout the school. Pupils listen carefully and with understanding which is reflected, at times and in some subjects, in their oral or written contributions.

Standards in reading are generally good in both languages. At KS3 and KS4, the standards of reading aloud of the most able are good in both languages. The standard of reading for information is good throughout the school. Standards of gathering information are satisfactory. Pupils' ability to read in English and express the content in Welsh is good. Reading for pleasure is satisfactory throughout the school in both languages.

Standards in writing at KS3 are satisfactory in Welsh and English. Pupils write extensively at times but spelling errors affect standards in both languages. Presentation of work and untidy handwriting also affect standards in writing. In Welsh, errors in mutation and English constructions affect the writing standards of pupils of middle and lower ability.

Standards in ICT are satisfactory throughout the school. Pupils' ability to present information is a strength. In subjects such as English, modern foreign languages and history, pupils produce publications and posters of good quality, incorporating text, pictures or clipart. KS4 pupils make satisfactory use of the ICT facilities available to enhance composition work in music. Standards in CAD-CAM in design and technology are satisfactory. The use of ICT sensory equipment in science is rare.

Pupils use the Internet in a significant minority of subjects to search for information; they choose it appropriately from this source and from CD-Roms. Standards in data work are satisfactory in geography, mathematics and science. Pupils have a basic knowledge of spreadsheets for recording data and for creating graphs but the use of a spreadsheet for modelling is not sufficiently developed. Often individuals at KS4 make good use of ICT and their home computers to present projects.

Standards in numeracy are satisfactory throughout the school. In mathematics standards are good and pupils can deal with numbers fluently and quickly. In addition, they use appropriate strategies when calculating mentally. Within this subject they use a calculator accurately and appropriately but the use of a calculator in other subjects is rare. Standards in dealing with numbers in business are satisfactory. In history, standards in using number patterns and estimating are good, and pupils can choose suitable ways of conveying and interpreting numerical and statistical data presented in different forms. Standards in data handling in geography are satisfactory at KS4, while standards are good at KS3. In a good number of subjects, pupils often do not choose the most appropriate kind of graph to present data meaningfully. In design and technology, standards in weighing and measurement, calculating costs, and working to scale accurately are satisfactory. In science, pupils' standards in measurement and their ability to calculate averages, deal with shape and convey graphical work are satisfactory.

Pupil's ability to work together is good; their ability to solve problems and to improve their own learning is satisfactory.

#### **4. ETHOS OF THE SCHOOL**

##### **4.1 Pupils' spiritual, moral, social and cultural development**

The school is a close, happy and caring community. Spiritual, moral and cultural development is good and the social development of pupils is very good.

The spiritual awareness of pupils is developed through work in religious education and in collective worship. A number of the NC subjects such as Welsh, English and music also contribute significantly to the spiritual dimension. Worship in the hall is well-organised and includes appropriate presentations by pupils and staff, together with a prayer. These are Christian in nature and the themes are effectively related to the life and work of the school. The time at the end of collective worship is used effectively to celebrate pupils' success in a range of school and extra-curricular activities. Appropriate guidelines are prepared for the collective worship held in classes. The best worship is characterised by the positive contribution of the teacher and meaningful contributions of the pupils. On one day a week there is no collective worship and this is contrary to the statutory requirements.

The school reinforces pupils' moral attitudes by giving them opportunities to co-operate in lessons and in cultural and social activities. There is a very good relationship between pupils and between pupils and their teachers, and they respect people and property. In subjects such as religious

education, English, Welsh, history and PSE, pupils discuss issues pertaining to prejudice, racism, honesty, freedom of choice and responsibility. Pupils express their opinions sensitively and honestly. Pupils show care for those less fortunate than themselves in the support given to a wide range of charities and fund-raising activities. These include supporting 'Operation Christmas Child' as well as local and national charities identified by the pupils.

Pupils' social awareness is developed through a number of activities in school, in the community and worldwide. In school, pupils are friendly and courteous. They work effectively in pairs, groups and when role playing. Across a wide range of activities, pupils show pride in representing the school in events, competitions and local and national sports. Pupils mix well socially and co-operate across the age range. The School Council, opportunities to act as prefects and work experience opportunities, all contribute to pupils' social development. Pupils from a number of different backgrounds are well integrated into school life.

The school ethos promotes pupils' awareness of the area, of Wales and its cultural heritage. The Curriculum Cymreig (Welsh Curriculum) is firmly established in the school and makes a good contribution to the school's cultural activities and the local community. Pupils benefit from a very good number of extra-curricular events, including Urdd activities, sports, concerts and visits to theatres, religious buildings and museums. Pupils' European awareness is developed through specific aspects of the curriculum and opportunities to visit different countries. The numerous noticeboards around the school record visits, activities and pupils' successes. They reflect the commitment of pupils and teachers to the life and values of the school.

## **4.2 Behaviour and attitudes**

The general quality of behaviour and attitudes of pupils is good.

The school is a caring community and pupils respond positively to staff who show trust in them and respect them. Pupils are polite to each other and to adults.

In lessons pupils take an interest in their work, they are eager to take part and they concentrate well. Pupils have disciplined attitudes in practical situations. Pupils with SEN make a good effort to concentrate on their tasks.

Behaviour is good on the corridors and around the school. The school has succeeded to a large extent in fostering a community of pupils who are proud of their school.

The policy for maintaining the behaviour and welfare of pupils at the school is current and practical. The anti-bullying policy states that bullying of any kind is unacceptable and notes the school's methods of dealing with any case of bullying. During the period of the inspection no cases of bullying, sexism, racism or discrimination were seen. Pupils are confident that any complaint will receive serious consideration.

During the past twelve months two pupils were permanently excluded. During the same period five pupils were temporarily excluded. These numbers are low. In each case the relevant guidelines were followed consistently and appropriately.

Very effective use is made of different agencies to offer support and guidance to a number of pupils who have difficulty accepting the practices and values of the school.

### **4.3 Attendance**

Pupil attendance is satisfactory.

Over the three terms prior to the inspection, the whole-school attendance rates were 91.8%. This is a significant increase since the last inspection. However, in some terms, the attendance rate of some years falls slightly below 90%.

The percentage of unauthorised absences was 1.1%. This is somewhat higher than the target of 0.75% set by the governors.

Attendance statistics for each class are published monthly noting which class is the champion of the month. Individuals who have succeeded in maintaining 100% attendance over the month receive a certificate to recognise this and there is a prize for the class at the top of the league at the end of the year. This spurs pupils to take attendance seriously. In general, they respond positively to the challenge.

A computerised system has been established for recording attendance data but the school does not have the human resources to make full use of it. Class tutors follow the appropriate system when recording attendance and parents are aware of school expectations with regard to attendance. The practice of contacting the home on the first morning of any absence has a positive effect on pupils' attendance.

The school followed the practice of recording Y11 pupils as present when they should have been recorded as authorised absent during the study periods of the summer term 2001. The school is now aware of the requirements of Circular 3/99 issued by the National Assembly.

The education welfare officer and leader of the enterprise group co-operate effectively with the deputy head, who is responsible for monitoring attendance throughout the school. Regular meetings are held to discuss pupils who cause concern to the school. Individual cases are reviewed and the procedures adapted as needed.

Punctuality at the start of the school day is generally good as is punctuality in lessons during the day.

## **5. QUALITY OF EDUCATION**

### **5.1 Quality of teaching**

The quality of teaching is one of the school's strengths. During the inspection, the quality of teaching was satisfactory or better in 96% of the lessons observed, good or better in 58% of them and very good in 12% of lessons. This means that only in 4% of the lessons was teaching judged to be unsatisfactory; this is a low figure. The best teaching was seen at KS3, where 63% of the lessons were good or better and 14% of them were very good.

The relationship between teachers and pupils is consistently good and allows learning to take place in a purposeful and orderly environment. Teachers readily use humour to maintain the friendly relationship and they have good knowledge of the pupils under their care. Teachers provide regular structured feedback to pupils through discussion and meaningful marking, though there are examples where the marking in exercise books is superficial or deficient. The quality of lesson planning is consistently good with comprehensive units of work and detailed planning to ensure coherent experiences for pupils. The majority of teachers have good knowledge and

understanding of the subjects they teach and often their enthusiasm for the subject stimulates and encourages pupils to enjoy their lessons.

Teachers use a wide range of techniques to promote learning including pair and group work. The sound structure of the lessons is of great assistance to less able and middle ability pupils in producing work of acceptable standard, but on occasions expectations are not sufficiently challenging. Insufficient opportunity is offered for pupils to take responsibility for their own learning so as to take full advantage of the energy, enthusiasm and hard work of the teachers. At times also, effective strategies to ensure the participation of specific cohorts of pupils are insufficient.

In several departments, as in French and religious education, teachers make good use of multimedia or computers resources in presenting. In Welsh, good use is made of audio resources. At times in science overuse is made of computer presentations and this leads to too much teacher talk.

On those occasions when the teaching is good a good number of the following features are seen. Teachers succeed in capturing the interest of pupils from the beginning of the lesson. They offer constructive support to pupils and respond positively to their contributions in class; a good teaching ethos is successfully created. There are clear aims and a definite structure to the lesson, which is well planned and well timed. Often teachers vary the activities and succeed in providing for pupils of different abilities within the class and there is a good pace to activities. When teaching is very good, teachers succeed in ensuring good or better standards through a purposeful combination of all the good features above, ensuring that pupils start to become independent learners.

Where teaching is satisfactory, a number of the above good features are seen but the tempo of lessons is slower, presentations are not so lively and tasks are not so challenging and extending. Techniques used to provide for pupils of different abilities within the class are limited.

In the few unsatisfactory lessons seen, the pace of activities is very slow and expectations are low. Teachers talk too long, over-direct and carry out tasks for the pupils. There is no specific focus for the tasks set and pupils do not have the resources or sufficient time to complete the tasks effectively. Some pupils fail to achieve standards that correspond to their potential and they do not receive sufficient challenge.

## **5.2 Assessment, recording and reporting**

The school's arrangements for assessment and the procedures for recording pupils' work are generally good; the quality of reports to parents is satisfactory.

The school assessment policy has appropriate principles and aims. Departmental policies for assessment, recording and reporting are in line with the main school policy.

The quality of marking of pupils' work, including homework, is generally good. It varies from very good in history and religious education to satisfactory in English, French, music and science. Where the quality of marking is good or better, the constructive and accurate marking includes helpful comments indicating pupils' strengths and weaknesses. In these subjects, realistic targets are set and pupils are provided with suitable strategies to raise the standard of their work. Where the quality of marking is satisfactory, day-to-day marking is variable but, on occasion, lacks the detail required and does not always give pupils a good idea how they can improve their work; on occasion, there are some inconsistencies within a subject. In several subjects, as a result of self-

assessment, pupils improve their understanding of how well they are achieving. Self-assessment is particularly good in English, French, history, mathematics, religious education and Welsh.

Teachers keep suitably detailed records of pupils' progress. Departmental records are generally complete and accurate and are monitored for consistency by the head and deputy head. There are good procedures for identifying pupils' underachievement and for monitoring pupils' academic performance. When underachievement is detected, a number of strategies are used to address the shortcomings; these include regular interviews with a form tutor, head of year or MT, assignment to a mentor, attendance at homework clubs, and regular contact with the home, with clear targets for improvement.

The school meets requirements for the assessment of pupils' progress in the NC. Pupils with SEN have appropriate individual education plans [IEP] in line with the Code of Practice. Statements are reviewed annually, ensuring suitable parental involvement in the process.

The school fulfils statutory requirements for reporting to parents. It issues two reports a year. An interim report includes an attainment level together with assessments of progress, homework, behaviour and effort. The full report provides information on a pupil's effort and attainment in the subject, the subject teacher's comments on overall progress during the year, together with targets for improvement. The form tutor comments on general academic progress, personal development and involvement in extra-curricular activities. A few subject reports give pupils specific targets for improvement. Others are too general, and do not provide sufficient information or advice on ways of improving achievement.

The well-organised system of Records of Achievement [ROA] very effectively celebrates and promotes achievement and emphasises the positive aspects of progress made by each pupil. Pupils use the ROA to summarise their achievements and activities in school and in the community. They include in their booklets such items as certificates awarded and a report on work experience. The records also contain pupils' personal statements and a personal career plan, and are valued by the pupils.

The school's analysis of data is detailed and effective. Teachers carefully analyse the useful assessment data available from junior schools at the end of KS2, to arrange appropriate learning programmes for pupils and to set provisional targets for future achievement. After the first interim report in Y7, end of key stage targets are set in each subject. This process is repeated at KS4, where target grades are given in each subject. Further analysis of data takes place after the issue of interim reports in Y8 to Y10. Pupils evaluate their progress and form tutors interview each pupil to confirm or set further targets. This is good practice.

### **5.3 Curriculum**

A number of the aspects of the school's curricular provision are good or very good but the provision for cross-curricular bilingual development is unsatisfactory.

The KS3 curriculum on the whole ensures good balance between the core and foundation elements and appropriate time is allocated over the key stage for the subjects. The time allocation for the humanities means that treatment of geography in Y7, history in Y8 and religious education in Y9 is more superficial; over the whole key stage, the time allocation is satisfactory. Time for physical education for pupils in KS4 who do not follow the examination course is also fairly limited.

Curricular planning of the substantial majority of departments across the school is of good quality and often very good, particularly in Welsh, history and religious education. A good number of the departmental handbooks offer particularly effective guidance for teachers, especially where teachers with less experience in the subject teach it. Documentation of the science department is not yet complete. It is only in Y8 that KS3 pupils have textile experiences and this, together with time constraints, limits the opportunity for pupils to develop sufficient competence for design and technology options at KS4.

Generally good preparations are made for transfer from one key stage to the next and valuable advice is available for pupils and parents about choices, including a clear options handbook.

At KS4 a very suitable pattern of options is provided with an appropriate number of subjects for a school of this size, including recently, business and a course in IT. The provision of a PSE lesson across the school and good provision for careers reinforces this. Numbers in teaching groups in general are very appropriate. Numbers choosing French in Y10 this year are fairly low but the Spanish distance learning club reinforces the provision for modern languages at KS4 for a small number of pupils during one lunchtime a week.

Provision of a special enterprise course, which includes a substantial period outside school, ensures the social and educational inclusion of a substantial number of pupils who would otherwise be in danger of losing interest or failing to conform.

The activities' week planned in collaboration with the School Council makes a very good contribution to pupils' cross-curricular experiences and is very much appreciated by them. Extra-curricular activities and competitions, such as taking part in the Wales Numeracy Championships contribute significantly to the self-reliance of a number of pupils. The official school curriculum is enriched by a good number of subject clubs. Homework makes a significant contribution in over half of the subjects, particularly in the core subjects, where good work on research and information retrieval beyond the confines of the lesson is set. Where homework more frequently means completing class or course work, it is more likely to be satisfactory. The school makes arrangements so that pupils have the opportunity to carry out their homework in homework clubs. Also, additional literacy and numeracy courses are organised during the holidays.

A very appropriate literacy policy is in operation and ensures considerable reinforcement of aspects of literacy through valuable bilingual vocabulary books and useful 'language mats'. However, though there are appropriate plans, there is a lack of deliberate structuring for the use of language across the curriculum in both languages, and in particular in English, and this impairs standards in oral and written work.

The system of setting and banding ensures flexibility for the great majority of subjects though this means that there are a high number of boys in the lower sets. A policy of inclusion is operated for examination entry and in the majority of the core subjects there is a drive to ensure that as many as possible sit examinations, including pupils with SEN.

The provision for pupils with SEN in small groups and through support lessons in subjects such as mathematics, often with ancillary staff or two teachers, is good. It is reinforced by support in Y8 for reading, which is provided by teachers and with the assistance of Y9 pupils.

If latecomers arrive as non-Welsh-speakers at the school, provision of bilingual materials is made to enable them to cope, and teachers use both languages in class, together with effective

partnering techniques, to support them. At times, the occasional pupil does not have appropriate materials, for instance maps in geography, but usually, early and effective access to the school curriculum is provided for latecomers.

The school fosters links with some departments in the nearby tertiary college so as to ensure curricular continuity between KS4 and Y12 and Y13, but the curricular link is not consistent or apparent in the great majority of subjects.

#### **5.4 Support, guidance and pupils' welfare**

The support, guidance and assistance provided for pupils is very good.

The school has successfully established in establishing a family community where everyone knows each other well and makes every effort to support each other. The relationship between teachers and pupils is open and friendly and they communicate naturally with each other.

A clear pastoral system has been established, based on class tutors and heads of year. Detailed job descriptions have been prepared that define and interpret their responsibilities clearly. The Heads of Year Handbook is a very effective and useful document. The school has a range of detailed and comprehensive policies on aspects such as equal opportunities, health and safety, sex education, PSE, careers education and work experience. These policies are implemented consistently and effectively.

The pastoral system is co-ordinated by a deputy head, who is also the child protection co-ordinator. In co-operation with the head, he visits tutorial periods so as to monitor the quality of the work and to ensure consistency in the operation of the school's policies and routines. Together with the heads of year, who also evaluate the quality of pupils' work, a close watch is kept on the effectiveness of the system.

The school identifies underachievement early and acts promptly to counteract it. This can occur in departmental discussions or, if there is a wider problem, through contacting the class tutor or head of year. From time to time, it can involve contact with the home. Pupils who need additional support to fulfil their potential are identified and specific provision is organised for them. This can mean additional sessions during the lunch hour or after school. This targeting improves pupils' attitudes and academic performance.

Discipline and behaviour problems are dealt with by using praise and punishment cards. These have a positive effect, particularly at KS3.

Staff are very aware of their responsibilities for pupils' health and safety. The education welfare officer and the nurse co-operate closely with teachers. In addition, a family doctor is present in school once a month. Pupils assert that they are ready and willing to turn to teachers, and to officers of the health and social services, for assistance and advice on personal matters. Reference was made to several occasions where the school had acted swiftly and responsibly to resolve pupils' personal problems.

The school has prepared a broad and varied PSE programme which is presented through tutorial periods and specific lessons from Y7 to Y11. It is a comprehensive programme, which meets pupils' needs at differing stages of their development. Though the occasional satisfactory lesson was seen, the standard of PSE lessons was generally good and prompted an appropriate response from pupils. To a substantial degree, the school succeeds in fulfilling the requirements of the Qualifications, Curriculum and Assessment Authority for Wales [ACCAC] Framework.

In addition to the contribution of the family doctor and school nurse, health and sex education receives appropriate attention in subjects such as science, food technology and physical education. The importance of cleanliness, healthy eating and aspects of health and safety in the workshops are emphasised. Through discussions in religious education, Welsh and English lessons, an effort is made to set sex education and drugs problems within the framework of family life, relationships and personal responsibility. There is close co-operation with relevant professional agencies.

The quality of the careers' education and guidance provided by the school is very good. The work is planned very thoroughly and in detail and pupils have a range of valuable experiences. They receive advice before choosing their subjects for Y10, and following this, they receive regular advice by means of careers' lessons and interviews with the school careers' officer and external officers. The school has developed good links with the world of work; local employers are invited to give talks on aspects of the world of work. Pupils make regular use of the school careers' library.

A week of work experience is organised for Y10 pupils during the final weeks of the school year. Up to 40 employers are ready to accept pupils, though some of them are a considerable distance from the school. Teachers visit pupils during their work experience, reports are received from employers and a period of feedback is organised following the experience. Pupils keep a record of their work experience, which is used as a stimulus for further work in subjects such as Welsh, English, business and catering. KS4 pupils follow the COMPACT scheme; 87% gained a certificate last year.

In an attempt to keep hold of pupils disaffected with its normal provision, the school organises an enterprise course for Y9 to Y11 pupils. Teachers refer pupils who are considered suitable for such provision. Others come voluntarily for support and guidance. Targets are set for each individual and they are expected to evaluate their progress regularly. Membership of the group is reviewed annually so as to ensure that only pupils who are committed take advantage of the provision. Outdoor work is arranged to develop the pupils' responsibility, inter-dependence and self-discipline. Over the three year period of the scheme, there are clear indications of an improvement in pupils' attitudes and a number of them have gone on to academic success. In addition to this very good example of social inclusion, the school makes a successful effort to assimilate newcomers from England and other countries. No examples of tension were seen during the inspection. In fact, several newcomers stated that they had settled in well.

Teachers' involvement in pupils' interests and their care for their progress and welfare are an obvious strength of the school. Pupils feel happy and safe in the school community.

## **5.5 Provision for pupils with special educational needs (SEN)**

The provision for pupils with SEN is good and the school's response to the Code of Practice is also good.

Several appropriate strategies are used to meet the needs of pupils with SEN. Pupils of lower ability are placed in small groups and are taught by subject teachers or by specialist SEN teachers. There is some flexibility in the groups and suitable opportunities are provided for pupils to move to a mainstream class. Y7 and Y8 pupils who have reading difficulties receive additional support during morning services. Six pupils are extracted from mainstream classes to receive the additional support specified on their statement and this is appropriate. Assistants support a number of pupils effectively in class. In some lessons, a teacher provides the support for the teaching and small groups are extracted to receive specific attention.

In the small groups that are organised across the subjects of the curriculum, pupils with SEN make good progress that is consistent with their ability. Lessons are well-planned to fit pupils' abilities and appropriate teaching strategies are used.

In a good number of mixed ability classes and in the small teaching groups, classroom assistants or experienced teachers provide good support for individuals or a small group of pupils with SEN. There are good examples of close co-operation with subject teachers, a record of the success of the support is kept and the information is shared with the co-ordinator. This is good practice.

The six pupils who are extracted from French lessons to receive additional literacy support achieve well and make regular and sound progress. They have relevant individual programmes that reflect their attainment. There is effective building on the literacy skills of 15 pupils through support in groups of from two to four pupils. The work is carefully targeted to ensure coherence with work in class.

Twenty one Y7 and Y8 pupils derive benefit from regular reading practice sessions at the beginning of the day. Pupils commit themselves energetically to their reading and make good progress in their literacy skills in Welsh and in English.

The subject departments are responsible for provision of appropriate work for pupils with SEN within their curricular area. Since the last inspection, good links have developed between the coordinator and the subject teachers. Regular meetings are arranged to discuss and share relevant information about individual needs and methods of differentiation in class. In addition, the co-ordinator distributes relevant information together with the Individual Education Plan [IEP] to the departments.

Seventeen of the pupils have a statement of SEN. The statements are reviewed effectively and there is consultation with parents, external agencies and the LEA according to need. 59 pupils have been noted as being on stages 2, 3 and 4 of the SEN register. The arrangements to identify pupils requiring support are good and the SEN register is reviewed regularly. Every pupil who is on stages 2 to 5 has an appropriate IEP. The plans relate well to the individual needs and subject contributions enhance them. However, the school does not share and discuss the targets with the pupil and with his or her parents.

The co-ordinator provides good guidance and is supported effectively in the work by the teaching staff, the MT and by the designated governor.

Since the last inspection the school has continued to improve its provision for pupils with SEN. It has ensured additional effective support for these pupils and a good number of departments have developed expertise in the field of SEN.

## **5.6 Partnership with parents and community, schools and other institutions**

These partnerships are all good.

Parents are happy with the frequency of parents' meetings and with the information included in the reports on their children, and are generally happy about the information that they receive from the school. The pre-inspection meeting with parents asserted that there was a welcome for them to come in to school and that their views were listened to. The percentage who attend parents' meeting is high, though a nucleus still do not respond to the school's good attempts to include them in the dialogue on the quality of their children's work. The 'Friends of the School' provide support through collecting funds and evenings are arranged occasionally for parents to receive information and discuss the curriculum. The governors' report to parents and the school handbook give useful information about the school.

The local community use the school extensively; the choir meets here any substantial local public performance is held in the hall. There are effective links with the leisure centre across the road and with the swimming pool on the site. Up until the period of the inspection the school house was used as a centre for community education and a location for the various courses of the local tertiary college; these courses are now held in the nearby community centre. There are good partnerships with the rugby and football clubs for coaching out of school hours and the school uses the rugby club's fields. The school organises concerts for the community and presentations for old age pensioners. The school also invites members of the community to share their expertise or experience in several subjects or curricular areas and there is good liaison with the local university. The university provides appropriate speakers, and an arrangement whereby the pupils follow specific courses, and on this basis early places at the university are offered to prospective students. In addition, the partnership with the teacher training department of the local university is also good. Links with chapels and churches and local charities are good. The School Council has been very proactive and was the stimulus to establish a wider youth forum across the area.

The school asserts that there has been good, regular pastoral liaison with the primary schools; termly meetings are held. The teacher with responsibility for liaison visits every school each year, together with the head and deputy. Curricular meetings are held regularly, but there are some subjects, including two core subjects, where progression is not yet as good. A teacher from the school and Y11 pupils after their examinations have been teaching French in the junior schools; support with physical education is given and there has been joint planning in a substantial number of other subjects such as information technology and the humanities. There are good arrangements for induction of new pupils on a day's visit, including 'taster' subject sessions. A high percentage of the catchment area pupils transfer to this secondary school. The subject links with other secondary schools in the consortium area are also good and at least one teacher contributes significantly to the cross-school provision in his field.

Links with the officers and support services of the Unitary Authority [UA] are effective; good support is received particularly from the buildings section and from a number of advisers. The services provided by the school nurse and by the welfare agencies are good; valuable multi-agency meetings are often arranged. Good support is received through the agency of ELWa and the local branch of Careers Wales, but the curricular and pastoral progression to the tertiary college to which the majority of students transfer at the end of Y11 is less developed.

## **5.7 Partnership with industry**

Partnerships with industry are good.

Arrangements for Y10 pupils' work experience are implemented and managed appropriately. Due attention is given to health and safety requirements and a team of teachers visits pupils during their period in the workplace. The school is in the course of presenting evidence for an award for the quality of the work experience that it provides. A number of subjects, such as Welsh, English, business and catering make appropriate curricular use of pupils' work experience.

Experienced staff provide very good quality careers' guidance. The school has gained an award for the quality of its careers teaching and guidance. Groups of KS4 pupils gained valuable experience through establishing and running business and enterprise companies. A group of pupils who are studying business run the school bank.

87% of Y11 pupils last year succeeded in gaining a COMPACT certificate. This is a high percentage.

A good number of local employers come to school to talk about their work with pupils and to offer advice on occasions such as a careers convention, subject option choice afternoons and the like.

The school arranges a number of activities to increase pupils' understanding of the place of business and industry in everyday life. Over a two-day period, Y8 pupils trial 'The Real Game'. This game places pupils in situations that force them to face the reality of daily life. They have to cope with problems such as illness, losing a job or financial constraints. In religious education lessons, the department makes good use of local companies to increase pupils' understanding of the importance of respect for the environment.

There are three programmes of varied activities for different cohorts of Y10 pupils. Those who are academic by nature follow a residential course at a local university. As a result, when they are in Y11, some of these pupils accept a conditional offer of places as university students. Under the sponsorship of the 'Go for it' scheme a number of disaffected Y10 pupils, including the Y10 cohort of the enterprise group undertake three days of activities. They spend time outside the school environment developing skills such as co-operation and problem-solving. For the remainder of Y10 an industry day is held with an emphasis on communication, use of ICT and similar skills.

Pupils are regularly reminded of the opportunities that exist in a modern apprenticeship. Officers of the Construction Industry Training Board [CITB] come to school regularly to hold tests to assess the suitability of pupils for training.

The school has succeeded in attracting a good number of grants to support various projects and activities.

Some staff have developed personal links with industry or have previous experience of working in industry, but there have been few formal work placements for teachers over the past two years

## **6. MANAGEMENT**

### **6.1 Quality of self-evaluation and planning for improvement**

The quality of self-evaluation and planning for improvement at a whole-school and at departmental level is good.

A culture of self-criticism has been established within the school with all the staff adopting a querying, self-evaluative attitude to their own work and the work of the school; they examine standards consistently and consider ways of developing and improving the educational provision.

The MT and the departments have put together detailed and comprehensive evaluations of the school's progress in response to the observations of the 1996 inspection report. These evaluations note a wide range of effective strategies adopted by the school to give attention to the observations arising from the report, together with the outcomes of these strategies.

The SDP is of very good quality; the success of the previous year's plan is evaluated before formulating the priorities for the current SDP. The process of self-evaluation has a prominent place in the SDP and in the whole-school policy are detailed the methods of operation to maintain standards and for self-evaluation. The functions and responsibilities of the MT, the heads of department and year, the teaching staff and the governors in relation to self-evaluation are noted clearly.

The MT sets clear leadership and detailed guidelines for heads of department as they complete departmental audits and self-evaluation in the form of a departmental development plan [DDP], and there is a good relationship between the DDP and the SDP. The SDP lays emphasis on raising standards, and the departments respond to the agreed criteria that relate to 14 aspects of their work. There is a detailed appraisal of departmental strengths and aspects to be developed further. In addition to this, every department formulates an action plan in order to carry through the current SDP priorities, together with bids for resources to accomplish this. A most supportive tool in the self-critical process is the written analytical response from the head to the first draft of the DDP.

Detailed job descriptions that set specific and challenging expectations give clear guidance for teachers. The MT undertake the responsibility of evaluating standards of learning and teaching within the school. They monitor progress and intervene purposefully to raise standards. Visits to lessons by the MT are crucial to the process of self-evaluation and sharing good practice. In addition, teachers observe each other's lessons within a number of departments and faculties. Scrutiny of pupils' books is also a regular and structured pattern within the school. Whole-school self-evaluation exercises are arranged using agreed criteria. Effective use is made of data analysis, benchmarking attainment against the performance of other schools locally and nationally. Reports are produced on the performance of each department, which form the basis of extended discussions between the MT and the heads of department. Detailed information on pupil performance is used to set challenging targets and ensure additional support for those who are in danger of underachieving.

The school's Quality Mark Strategy and the KS3 Raising Standards Strategy are based on a detailed evaluation of the school needs. Within the SDP, the school acknowledges the need to raise standards of achievement across the ability range, with the emphasis on middle and lower ability pupils, and particular attention has been given to this aspect. The school analyses data on pupil attendance, sets targets for some individuals and rewards classes that maintain a high level of attendance.

## 6.2 Leadership and efficiency

The school's leadership is good. Resources are managed effectively and efficiently.

A purposeful work ethos is successfully created by identifying clear aims and expectations. Teachers are set clear expectations and guidelines, and suitable support is ensured to attain these.

The governing body is very supportive of the school, knows it well and takes an interest in the curriculum. There is a good partnership between the governing body and the school MT. Governors receive a detailed report on examination results and they discuss them with understanding. They monitor pupils' standards of achievement through their contacts with the school staff. Governors manage finances carefully.

The school is very well lead by a well-organised head who is ready to listen to suggestions and complaints. The school is managed in an accessible and open manner. The head has a clear vision and the ability to analyse carefully. He gives priority to raising standards through promoting social inclusion and through raising the standards of pupils in the key skills, though there is quite some way to go yet in ensuring that systems are successful all the time. He shares this vision with his deputy, who is also a very good leader, and with the rest of the staff and the governors.

The very good quality SDP reflects educational developments that are important to the school, and is in line with the LEA's Strategic Education Plan and the priorities of the National Assembly for Wales. Governors and all the staff have an opportunity to contribute to it. It places an appropriate emphasis on raising standards, supporting the teaching and on development of key skills. There is a very clear connection between these developments and the financial resources available. The SDP is successfully linked to the DDPs and this gives a common direction and sense of purpose to the school's work. In addition, the school has quantitative and qualitative targets and strategies how to achieve them, together with expected outcomes.

The members of the MT work well as a team, sharing administrative and managerial responsibilities and fulfilling them successfully. The two succeed in monitoring the work of departments and individual teachers effectively, but yet in a supportive manner.

Monitoring includes direct classroom observation, evaluation of the quality of teaching and giving particular attention to supporting those who are new to the profession, whilst promoting the professional development of those who are more experienced. The head and deputy's links with departments are good. Specific guidelines are given on how to formulate the DDP. The head evaluates with a keen eye the first attempts by the departments to produce these. In their final forms the great majority of the DDPs are of good quality since they concentrate on how to raise standards.

With few exceptions, departmental or faculty leadership is good and in the case of the humanities, very good. Almost every department has good quality documentation and detailed and relevant schemes of work.

The budget is put together by the head and the governing body, and it is managed very effectively by the head and the administrative officer. Good advantage is taken of the interest and expertise of members of the governing body to monitor expenditure. The budget reflects the school's priorities. Cost-effectiveness is carefully evaluated. At the moment the school lives within its budget and the recent increase in pupil numbers has been of assistance to this end. In 2001-2002, 5% of the total received was retained in reserve and this corresponds to that which the Audit

Commission recommends. There has been judicious expenditure to meet specific needs, such as IT equipment and resources in general. The school has succeeded in attracting substantial sums of money for projects. The financial contributions received from parents have been sensibly used. A detailed eye is kept on day-to-day expenditure. There has been an appropriate response to the few matters raised in the financial audit by the UA in 1999.

Human and financial resources are managed effectively and efficiently. When the quality of life of the school, the quality of the education, standards of achievement of pupils in the classroom and the improvement in examination results and external assessments are taken into account, the school gives good value for money.

Day-to-day communication is clear, and the daily administrative routine is effective. In general, the school conforms with the statutory requirements and the recommendations of the National Assembly for Wales.

### **6.3 Staffing, accommodation and learning resources**

#### **a) Staffing**

The school has suitable staff to meet its curricular requirements, and on the whole their qualifications correspond well to the subjects that they teach. In a small number of subjects where teachers teach outside their specialism, they receive effective support. One third of the staff have five years' or less teaching experience and seven members of staff have less than two years experience, three of the seven are newly qualified teachers. These seven teachers have an appropriate programme of support from a designated mentor. Time is allocated weekly to monitor and discuss the work. All staff have an appropriate job description that notes their main responsibilities. Responsibilities and additional allowances are allocated appropriately within the finance available.

INSET is targeted appropriately across the departments, and in several departments an effective evaluation is provided of the experiences that have been received. There is an explanation of how training has influenced classroom practice. In some faculties and departments an opportunity is provided for teachers to attend each other's lessons and to undertake joint marking and discussion of pupils' work. This is an effective way of developing expertise and of developing the quality of teaching in the subjects. The school accepts student trainee teachers and mentors them carefully.

There is a sufficient number of clerical and technical staff for science and IT, and to administer and manage school finance. Ancillary staff make a key contribution to the effective daily running of the school.

In 2000 the school gained the 'Investors in People' award.

#### **b) Accommodation**

The condition of the buildings is generally good and they are kept clean and tidy.

The main entrance leads to a foyer that creates a welcoming and warm atmosphere. The school has invested heavily in creating a pleasant teaching environment of which pupils and staff can be proud.

Some teaching rooms have been upgraded and allocated to specialist purposes such as IT and music while other classrooms have been renovated to provide a good working environment. In the great majority of departments stimulating displays have been successfully created by combining the work of pupils and commercial material. The pleasant ethos of the school is augmented by a very attractive internal garden.

The school hall is in good condition and all the pupils can be accommodated in it. Good use is made of it for assemblies and for some practical lessons during the day. Both the external and internal provision for physical education is good.

It is impossible to ensure privacy in some of the boys' toilets since there are no bolts the doors, and some of the seats are broken or have been removed.

Regular attention is given to health and safety matters and advantage is taken of the annual visit of the county safety officer for this purpose. Even so, it is unsatisfactory that a number of dangerous chemicals that are not required as part of the present curriculum of the school remain under lock and key in the science department storeroom. Fire practices are held regularly and fire fighting equipment and electrical equipment is inspected annually.

### **c) Teaching Resources**

The provision and quality of learning resources are generally good across the subjects.

The school has responded well to departmental requests for additional and specialist resources. With rare exceptions, good use is made of the resources available.

The school library is well organised but is short of stimulating and interesting English fiction. There is a shortage of sensors and data recording equipment in science. There is insufficient variety of tuned instruments in music and the department is short of listening material for the new GCSE course.

At a school level, the provision of computer equipment is good. A good number of interactive whiteboards and projectors have been provided for teachers. However, problems arise with the hardware and software and all departments do not have direct access for pupils to the computers. In general, pupils and staff make good, or very good, use of the computer equipment that is available.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **7.1 Standards achieved by pupils**

#### **Welsh**

Standards are good across the skills at both key stages.

From Y7, the great majority of pupils are orally fluent. They offer spontaneous comments and express and support opinions. They listen well to others and respond appropriately in group activity. A substantial minority of pupils have a sound grasp of syntax and idiom and a wide vocabulary. Average and lower ability pupils speak effectively, especially when they find a topic that engages their interest. Pupils with SEN, respond well when given the opportunity to express an opinion.

Pupils' ability to reason and to offer counter-arguments develops at KS4 and this leads to effective interaction during group work. A good number of the older pupils discuss current issues with understanding and cite appropriate evidence when developing and justifying a point of view. Some individuals contribute eloquently on occasion, offering original and interesting ideas. Pupils' awareness of register is beginning to develop.

The oral contributions of a significant minority of pupils are short and superficial; English idioms and a lack of Welsh vocabulary impair their contributions. This is not unexpected bearing in mind that many of them come from non-Welsh-speaking homes, but are by now sufficiently versed in the language to follow the first-language programme.

Reading standards vary according to pupils' ability and background but are good on the whole. The most able pupils read widely for pleasure and knowledge. From B7, they discuss characters and sequence in a story and, by KS4, they analyse the feelings of different characters and their relationship with one another.

A high percentage of pupils read aloud effectively and meaningfully when handling texts at different levels of difficulty. Lower ability pupils read more slowly more deliberately, but they can decode unfamiliar words and sustain meaning when they read texts that match their ability.

By KS4, a good number of pupils respond well to the books they read. When discussing literary texts, they analyse style and its effects, as well as content and characterisation.

From the early years, pupils keep a record of the books they read and prepare simple reviews. By Y10 and Y11, the reviews are mature and analytical; the most able pupils compare and contrast various literary texts effectively.

Pupils of all ages and ability write across a range of forms and for different purposes. From Y7, pupils including pupils with SEN, produce stories, descriptions, monologues, diaries and pen-portraits. The work is organised and carefully planned according to the requirements of writing frames. Often, the content is interesting and original. When preparing personal projects, pupils have the opportunity to work more independently by combining personal and creative work with finding information on specific topics. On the whole, projects are of a good standard in content and format, and show effective use of word-processing skills. By Y10 and Y11, the factual work of the most able pupils is mature and perceptive; they cross-reference to different sources when expressing and defending a point of view. These pupils' language is rich and error-free. They vary style to match the requirements of the context and use similes and metaphors in their descriptive and expressive writing. Although the written work of lower ability pupils is more inaccurate, the content is often good. They communicate effectively although the work is shorter and the expression suffers from the influence of English vocabulary and syntax.

Very few pupils follow second language programmes of study. Some of them are recent late-arrivals and others are pupils who have studied the language for one or two years and intend sitting GCSE second language examinations. This latter group achieve good standards across the skills. They speak confidently on a range of topics and have a good grasp of Welsh vocabulary and syntax. They offer comments without prompting and interact effectively in pairs. The occasional individual pupil reaches a very good standard. These pupils write at length and use a range of patterns. Although the work contains some syntactical errors, pupils succeed in communicating clearly.

In 2001, in the NC assessment results, the percentage of pupils gaining level 5 or higher was slightly lower than the county percentage and almost ten points lower than the national figure. The pattern was similar in teacher assessment and test assessment. The department achieved its internal target, which was higher than the county forecast.

In the 2001 GCSE examination, the percentage of pupils gaining A\*- C grades was slightly higher than the county percentage but slightly lower than the figure for Wales. The gap between the performance of boys and girls was more than 30%. There was a decline in pupils' performance in Welsh literature caused by a substantial drop in the boys' results as compared with the previous year. Since figures are so small, second language results are not statistically significant.

## **English**

Standards are satisfactory across the school.

In the NC tests at KS3, figures were significantly lower than those for the county and nationally. There is up to 30% difference between the performance of boys and girls. The same pattern is reflected in the GCSE examinations where figures for the numbers of pupils gaining A\*-C are

again substantially lower than the county and national figures. A high percentage of the cohort sit the Literature examinations

At KS3, in their oral responses, the girls and about half of the boys are ready to respond and to discuss in groups and pairs. In Y7, they question each other satisfactorily. The response of a significant percentage of lower and middle ability boys is not as good, but there are exceptions in specific classes where there is a lively extended discussion with perceptive comments on alliteration and images. However, the oral contribution of a great number of boys is unsatisfactory as regards both content and frequency. The majority listen well, and generally, pupils understand clearly what is expected of them. However, specific groups in a minority of classes are too passive. On occasion, they turn too readily to Welsh rather than endeavouring to respond in English.

More able pupils and those of average ability can produce impressive narrative writing. Their ability to write in the role of a literary character is good. A substantial number can adopt an appropriate style for different genres of writing including discursive writing. Although their sense of audience is only satisfactory in their first drafts, they redraft successfully. Autobiographical writing, much of it quite extended, shows a sense of humour and the ability to appeal to an audience; the more able in Y9 can write particularly well for a wide range of purposes. A significant percentage, across the key stage, write hurriedly and briefly in their first drafts; as a result, their narrative is bald and factual. Although all can write paragraphs and punctuate, their work is impaired by careless punctuation and a lack of certainty of what to include in a paragraph. At its best, the presentation of work is satisfactory. Although the layout follows a fairly regular pattern, a significant number are untidy in recording dialogue or direct speech. On the whole, spelling is unsatisfactory across the key stage. Middle ability pupils in Y9, understand how to ensure paragraph and sentence sequence.

When they have the opportunity, ability to read aloud is sound, and pupils with SEN make good progress as a result of additional reading lessons. In the great majority of classes, pupils are effective in extracting factual information from text and also are successful in analysis of cause and effect. Their ability to describe feelings and implicit meaning is less effective, yet there are exceptions among pupils of all abilities and from different linguistic backgrounds. Their response to literary text is good on the whole, and better than the response to factual text, which is satisfactory. The range and frequency of reading outside the subject are limited, especially in Y9, but the majority derive much pleasure from set texts, including some of the classics, and they can discuss them with enthusiasm.

At KS4, in discussion, a great number give the simple or literal answer rather than penetrating to the expected depth, but the answers are accurate, and in a minority of instances are extended and perceptive. A significant number lack the range of vocabulary to express exactly what they intend to say. In group discussion, they respect each other's opinion, but again in mixed groups, a significant number, mainly boys, tend to leave it to others to do the work. A good number, from every ability level, give a clear and measured response showing much sensitivity.

Written work at KS4 continues to be satisfactory. Final versions of expository and transactional work can be good, especially where word-processing and desktop publishing are used to improve them. Here, the spelling errors that still litter the draft work of a significant number of pupils are not as prominent. On the whole, in first drafts, lack of care with secretarial aspects such as paragraphing, use of conjunctions, verb tenses and capitalisation impairs the imaginative and creative work that a great number of pupils produce. They are not sufficiently aware of how proficient writers create their effects, nor do they pay detailed enough attention to how language works. The writing of a significant group of Y10 pupils, although satisfactory within the detailed

frameworks provided for them, does not show sufficient variety or a characteristic personal style. Pupils' grasp of the need to vary the length and order of sentences and use of subordinate clauses is not as good as their quite effective use of striking adjectives, images and verbs.

In their reading, they can interpret text well and their understanding of the theme of poetry, the effect of imagery or character motivation is often sound. They can also annotate appropriately to select ideas from text and create notes, though their ability to express these in their own words is satisfactory. Their reading for pleasure is fairly limited, but their response to the set texts is sensitive, often showing the ability to identify themselves with characters and, among the more able in Y11, to understand and explain symbolism well.

## **Mathematics**

Standards of achievement are good at KS3 and KS4.

At KS3, the percentage of pupils gaining level 5 or higher in the statutory tests and assessments in 2001 was lower than county and national averages, although the results of the previous two years were higher than county and national results. GCSE results were very good in 2001, with the percentage gaining A\*- C grades being substantially higher than the county and national average, and CoEA results were consistently good over the past three years. There is no significant difference between the performance of boys and girls.

At KS3, pupils understand previous work and can recall key facts rapidly and accurately. Pupils can reason and explain the work to others in a logical manner, using the correct mathematical terms. Pupils' effective investigative work reinforces their understanding of mathematical principles, and they can apply appropriate methods to solve problems. Pupils use a wide variety of strategies for mental calculation, estimating sensibly to justify their findings. Pupils have a good understanding of number work, including negative numbers, ratios, percentages, decimals and fractions. Their understanding of algebraic work has developed well, with the great majority of pupils, according to their ability, being confident and logical in forming and handling expressions, linear and simultaneous equations, and inequations. They can apply these algebraic skills to solve problems and detect patterns. Their identification of the characteristics of polygons and their handling of angle work is good. Pupils interpret statistical information correctly and they can explain the principles of scatter diagrams. They can handle the principles of probability confidently, offering relevant examples from their own experiences.

At KS4, pupils make consistent progress across all aspects of the programme of study, according to their ability in the subject. They can convey their ideas clearly to others, both orally and in writing. Pupils in the upper sets are confident in handling the most complicated principles of the subject, applying previous knowledge when investigating unfamiliar contexts. Standards of number work are good. Pupils understand the importance of place value and they can handle ratios, fractions confidently. They can select the correct methods in applying trigonometric concepts and Pythagoras. They can factorise algebraic expressions and solve quadratic equations through algebraic and graphical methods. Pupils understand statistical principles in calculating mean, median, mode and range and they understand the principles of probability and independent events. Less able pupils can build on investigative work to identify patterns and to predict the general rules. They can handle the characteristics of shapes well, calculating area and volume correctly.

Across both key stages, pupils can respond rapidly and accurately to a variety of mental mathematical tasks, and this ability is reinforced by careful control of the use of calculators. Pupils make good use of ICT in mathematics lessons to reinforce their understanding of mathematical concepts.

## **Science**

Standards of achievement are satisfactory at KS3 and KS4.

At KS3, the percentage of pupils obtaining level 5 or above has been below national averages during the past three years. The majority of able and some average ability pupils have a secure knowledge and understanding of an appropriately wide range of topics covering all NC aspects.

They make good progress and have a good recall of key concepts and ideas; they apply their knowledge and understanding in a range of different contexts and applications in everyday life. A significant number of average and lower ability pupils make satisfactory progress in relation to their abilities. Many of these pupils have a less secure understanding of current and previous work, on which they can build. They frequently have difficulty in applying scientific knowledge to a range of problems. Some pupils with SEN make good progress in relation to their abilities. Practical skills develop from Y7 onwards, with the majority of pupils achieving satisfactory standards. Investigative skills are not fully developed in the key stage; standards are **satisfactory** as pupils do not regularly use the skills of planning, observation, analysis and evaluation.

At KS4, the percentage of pupils gaining A\*-C grades in the 2001 examinations was slightly below the national averages; in 2000 they were significantly below. **Pupils are able to follow courses in double and single award and CoEA science.** The majority of able and a minority of average ability pupils achieve good standards. They make good progress in most aspects of the courses and have a good recall of key concepts and ideas in them. They use their knowledge and understanding in scientific explanations and problem solving. Some pupils with SEN make good progress in relation to their abilities. The progress of a significant number of pupils of average and below average ability is satisfactory. They have a less secure recall of previously covered work, and their levels of understanding of key concepts limits progress. Investigative work is more fully developed at KS4, with a majority achieving good standards in most skill areas. The majority of these pupils use detailed scientific knowledge in the planning stage; their observations show an awareness of the importance of accuracy and pupils' analytical skills includes lines of best fit and links to scientific knowledge. More able pupils achieve good standards in the skill of evaluation. Lower ability pupils show shortcomings in parts of all skill areas; this prevents access to the higher marks.

At both key stages, a minority of pupils make good oral contributions in discussions and in response to questions. In a significant number of lessons, pupils do not ask and answer questions in ways that check and probe understanding. The quality of written work is satisfactory overall. However, good extended writing is found in a significant number of investigations at KS4. Pupils' scientific application of numerical skills is satisfactory at KS3; it is good at KS4. Pupils work safely and collaborate well during practical work, but make insufficient use of ICT to improve standards in science.

## **Design and technology**

Pupils' standards of achievement are satisfactory at KS3 and KS4.

At KS3, pupils take good advantage of experience of resistant materials, electronics, control, textiles and food, but the time allocated to food technology and textiles is insufficient to allow a good base for GCSE courses at KS4. Pupils have good knowledge of the design and make processes, and they apply these to all the materials. On the whole, pupils show satisfactory skill in using equipment and machinery. Generally, the standard of design work is satisfactory, with the occasional example of good, original design. Often, there is insufficient challenge in the teaching to extend pupils' knowledge and understanding, and as a result research work lacks sufficient depth, especially in the work of middle ability pupils. Unfinished work is seen across the different materials. Pupils use their number skills **satisfactorily** to measure, weigh, work out the cost of materials, and calculate the volume of different materials. They make appropriate use of computers for CAD/CAM and to control, but do not use them to research and to improve the appearance of the work sufficiently. They use specialist technical terms appropriately across the disciplines, and the skills of questionnaire design to collect the views of other people. At both key stages, pupils with SEN make satisfactory progress, especially when they receive appropriate support.

At KS4, pupils follow the resistant materials design and technology course or the recently introduced textile technology course. There was limited evidence of Y11 work, since a high percentage of the pupils had not returned their coursework to school after the Easter holidays. Standards of presentation are satisfactory, with the occasional good example in resistant materials. Pupils produce items that correspond to the appropriate planning brief, and they have experience of a suitable range of materials. When the work is of good standard, they make use of research information to produce original designs, but the research work is not detailed enough in the majority of folios. From what was seen, the practical items match the original intention well.

Pupils have suitable opportunity to model, and the making skills are satisfactory with some good examples. They make some use of the Internet to research information and of CAD/CAM to design and manufacture. In general, ICT skills are not used to improve subject knowledge and the presentation of the work. Currently, the lettering skills and graphical work have not been sufficiently developed. Illustrations are not consistently well presented, and the use of annotation and colour to enhance drawings is also inconsistent. Standards are satisfactory but there are rare examples of good standards. In the examples of good standards, the evaluation is meaningful and corresponds to the original specification. Pupils benefit from the teachers' regular monitoring. The percentage of pupils gaining GCSE grades A\* - C is higher than the national average.

Since the last inspection, GCSE results have improved, schemes of work have improved, the department has developed a successful system of monitoring the GCSE work of KS4 pupils, and it enhances the curriculum through offering design and technology, textiles as a new course.

### **Information technology**

Standards are satisfactory at KS3 and KS4.

In 2000, the percentage of pupils gaining grades A\* - C was much lower than the national and county percentages; in 2001, it was significantly better than the national percentage.

At KS3, pupils do good work in conveying information. Pupils produce publications that include clipart, imported photographs and text and present them to an audience. Pupils are also aware of the expectations regarding setting out different documents.

The standard of modelling with spreadsheets is satisfactory. Pupils can create spreadsheets with formulae to record data and draw graphs. In some instances, they use them for modelling and simple prediction, designing the formulae correctly. They possess the mechanical skills of entering and calculating data. Their understanding of the principles and concepts behind the process is still developing but is satisfactory.

Pupils can create a simple database and interrogate it skilfully; they can display the information in data or in graphical form. In general, pupils are aware of the special features of different types of software, although they have difficulty in using the correct subject terminology to explain this. Pupils are aware of the use of computers in society and know about their more common applications.

Standards are satisfactory in the GCSE and CoEA courses.

The standards of presenting information are good at KS4 with very good individual examples by the most able. Pupils' ability to handle information is satisfactory. The most able pupils' ability to model by computer is good; the ability of the middle ability and less able pupils to do so is satisfactory. Y11 pupils can control computer devices with various inputs and create purposeful procedures to accomplish these. Pupils have satisfactory ideas on the benefits and disadvantages of computers in society. They successfully combine different types of software such as databases, spreadsheets, word processors and desktop publishing within extended projects that are generally of a fairly conventional nature. The lower and middle ability pupils rely heavily on the teacher's support and detailed guidelines to assist them. In several instances, pupils' evaluation of their work is superficial. On the other hand, the best projects show good understanding of the subject's core concepts; they describe with detail and accuracy, and the pupils evaluate their work carefully.

## **History**

Standards are good at both key stages.

Over recent years the number of pupils sitting GCSE has ranged from two to six, which is a low figure. In 2001, three out of four pupils gained A\* - C Grades. Five pupils are sitting GCSE in 2002. The numbers opting for history are very much higher in Y10.

Standards are good in Y7 and Y9; they are satisfactory in Y8. In Y7 and Y9 pupils display a secure outline knowledge and good general understanding of the issues, events and personalities they study. The more able can link and compare developments from different periods. Many pupils undertake good historical investigations; they make effective use of a range of evidence to develop and sustain well-argued conclusions. Many pupils also develop a good awareness that the past is interpreted in different ways and can provide some basic explanations for this. However, they tend to confuse the difference between primary sources that give different versions of the same thing and the wider issue of its historical interpretation of it.

Pupils in Y8 share some of the positive features that are evident in other parts of KS3. They receive half the teaching time that is allocated to Y7 and Y9 and this has a significant impact on how much depth and detail they are able to bring to their accounts or the extent to which they can undertake broad enquiries. In a good proportion of the work pupils over-stress description and narrative at the expense of wider investigation and interpretation. There is seldom either sufficient background detail or wider context to enhance their basic findings.

At KS4, many pupils have a clear understanding and a sound outline knowledge of course topics. They consolidate this by considering a wider range of historical sources and applying their findings to key questions. Many achieve good standards in comprehending, evaluating and applying sources. Only a small minority consistently set these in a wider context. Written work is of a good, and sometimes very good, standard when describing and writing narrative. The standards are still good, but less consistently so, when work deals with broad explanations and varied interpretations. There is much well-organised, well-presented work, including course work. This is underpinned by good knowledge and understanding. The most able pupils combine this with carefully argued conclusions, drawing on clear and perceptive analysis. Many pupils do not provide sufficient depth and clarity to their overall judgements and conclusions.

## **Geography**

Standards are good at KS3 and KS4.

In Y7, pupils across the ability range develop their subject skills; they handle maps and atlases confidently. They expand their vocabulary and use terminology appropriately. They discuss aspects of the geography of Brazil well. The majority have a sound understanding of daily life in the rain forest, describing the vegetation and animals correctly. By Y8, pupils show their knowledge of the nature of foreign countries. Their reports on Italy and the extended writing, comparing North and South Italy are good. The vast majority talk and **theorise competently** on what they know. They use atlases with increasing accuracy and detail in investigating the world population. In Y9, they discuss the work of rivers imaginatively. They explain how the main features of the course of a river, such as a ravine, are formed. They can offer possible solutions to the problem of flooding on a local scale, as in Llanrwst. Across the key stage, some individuals of lower ability can recall information in the short term; the work of some is more descriptive and others are more confident orally than in writing.

There is little evidence of underachievement among KS4 pupils; some lower ability pupils show good progress. However, it appears that girls perform better than boys, although the number of girls choosing the subject is small. GCSE results have improved slightly over recent years, although the percentage gaining A\*-C grades is substantially lower than the county and national percentage. There is no doubt that the standards of achievement seen in the classes do not reflect the results; in general standards in the classroom are better. The majority of them can apply their knowledge on power supply, and there are logical explanations for the growth of towns. They show the ability to modify the theoretical knowledge to specific cases and to interpret models. They build strongly on the knowledge acquired in previous lessons.

There has been good progress during the year, and a successful response to the majority of issues noted in the previous report, such as extending pupils with SEN and pupil self-assessment.

## **Modern Foreign Languages**

Standards are good at KS3 and at KS4.

Although the percentage of pupils sitting GCSE French is below the national average, numbers have increased significantly over the last three years, though the uptake in the current Y10 is small. During the same period results at GCSE have been good or very good. Pupils often succeed better in French than in their other subjects.

Oral standards are good at KS3 and KS4. Pupils speak at reasonable length and their pronunciation is often good. Pupils can both ask and reply to questions, although sometimes they need help to do so; they express a range of simple opinions from Y7 onwards. They use good constructions and their vocabulary is good. From Y8 onwards they use an increasing range of verb tenses to good effect.

Standards of listening and reading are good at KS3 and at KS4. Pupils can follow authentic passages of French in print, in recordings or spoken by a native speaker and can note the main points and arguments in detail even in demanding passages. Standards of reading aloud are good. Standards of reading for pleasure are satisfactory.

Pupils' writing skills are good at KS3 and at KS4. Written responses are often extended. Pupils can produce lengthy answers using a variety of constructions, appropriate vocabulary and, when required, clear expressions of opinion and different tenses. Accuracy is good, though grammatical mistakes are sometimes evident, especially amongst the least able at KS3.

The standards of the ablest pupils in Y7 in all four language skills are very good. Good oral and written work comes from a sound knowledge of constructions and the ability to reuse the same content within different language skills. Good listening and reading skills derive from pupils' good understanding of grammar, an ability to give attention to detail and willingness amongst the ablest, especially in Y7 and Y8, to speak without prompting and to appreciate similarities between languages.

## **Art**

Standards of achievement are satisfactory at both KS3 and KS4. Standards at GCSE are good and consistently well above the LEA and Welsh average.

At KS3, pupils are enthusiastic and understand the use of colour and tone in order to create a sense of depth and mood. They are confident when mixing paint and they understand how to achieve the effects of light and shade. There are some good examples of sketching in Y9 and sketchbooks are generally used in an effective manner. Pupils do not record images and ideas effectively from direct observation, memory and imagination. There is an inappropriate balance between 2D and 3D tasks with the majority of tasks comprising of drawing or painting activities. Pupils have begun to use ICT in a satisfactory manner and have produced some creative outcomes.

At KS4, pupils are well organised as they undertake individual project work for their GCSE assessment. Y10 pupils use a limited range of mark making techniques and tend to rely on copying images from books, photographs and the Internet at the expense of developing a more creative approach. In Y11, pupils use a good range of media including clay, papier-mâché, copper, wood and photography to develop their ideas in an imaginative manner. They demonstrate a good understanding of the visual language as they produce their work. The use of ICT is underdeveloped at this level.

## **Music**

Standards are satisfactory at KS3 and KS4. There have been few candidates for the GCSE examinations in 2000 and 2001. In 2000, the grades of two candidates were B and C respectively, while the one candidate in 2001 was awarded a B.

The standard of the small amount of singing heard at KS3 was satisfactory. Pupils sing enthusiastically but not always with sufficient attention to musical detail and expression. On the whole, they achieve good standards in performing various pieces and their own compositions on class instruments and keyboards. Many of the pupils, including pupils with SEN, can play their own individual part with a good element of accuracy, creating a sound sense of ensemble when performing together. At KS4, the four Y10 pupils and the eight in Y11 make appropriate progress in vocal and instrumental performance and achieve good standards.

Standards of composing are satisfactory at KS3 and KS4. Recently, the stimuli for composing at KS3 have been extended, including opportunities to improvise. Y7 pupils achieve good standards. A number of the raps and sound-pictures show imagination. The standard of composing in Y8 and Y9 is satisfactory. Pupils' standards as they explore sounds and combine them in an imaginative manner are satisfactory. A little of the melodic work by some pupils is well shaped musically and a number of pupils show good understanding of the technique of composing a fanfare. The efforts of a minority of other pupils are not so successful. At KS4, Y10 pupils make appropriate progress in composing. Y11 pupils' standard of composing is uneven. Some pupils' compositions show personal imagination and initiative in their treatment of musical ideas. Other compositions are more basic with some initial ideas not yet developed sufficiently. Appropriate use is made of the department's new ICT resources to save and refine musical ideas, especially among KS4 pupils.

Standards of appraising music are satisfactory through the school. KS3 pupils can identify instruments and technical features in various excerpts of recorded music. They have also an appropriate awareness of musical elements. Since pupils' practical experiences have been limited prior to this year, their ability to evaluate their own music making and that of their contemporaries is not as good. At KS4, pupils' ability to identify technical and expressive features in excerpts of music of different styles and periods is uneven. The occasional individual achieves good standards but, despite receiving good guidance and support, other pupils' evaluation skills across different musical contexts are uneven.

Standards have been consolidated since the last inspection. The current scheme of work for KS3, recently prepared by the new head of department, provides pupils with a range of stimulating experiences and a sound base to ensure progress and enhancement of standards. Vocal and instrumental tuition, provided for one in eight of pupils on roll, and various extra-curricular groups of good, and occasionally very good, standard, enhance the work of the department. These, together with the very successful 'Seren Newydd' show held recently, make a substantial contribution to the life of the school and the community.

### **Physical education**

Standards of achievement at KS3 and KS4 are satisfactory. GCSE results in terms of A\*- C grades were 55.6%, which is lower than the national average.

At KS3, pupils benefit from the good planning in lessons and they develop and reinforce individual and group skills. They respond enthusiastically as they develop understanding and

physical skills. Game skills are satisfactorily introduced in soccer for boys and girls, and in rugby in Y7 they develop skills and an understanding of their role within the game. Control and awareness of space and support play have not been satisfactorily developed. In dance and aerobic movement, the girls move fluently and work together well as a result of good planning. They can compose and modify their group settings and improve their work to enhance the quality. In athletics, they build on previous experiences and the response is enthusiastic. In Y7 gymnastics, however, the work is uneven and the boys fail to concentrate. This leads to deficiencies in physical control, maintenance of tension and shape, and untidy and unfinished work as a result.

At KS4, pupils make satisfactory progress through developing physical skills, knowledge and understanding, and they repeat and refine movements with greater control and accuracy. They persevere and maintain effort in the fitness lessons. In netball in Y11, they handle well and develop an understanding of their role within the game. They do not concentrate as well in Y10 in football and there is inconsistency in the work. In the GCSE gymnastics course, pupils make an effort and compose sequences of movements on the floor and apparatus. The standard matches individual abilities and within some compositions they produce extended, neat work. Bodily tension, shape maintenance and link movements have not been fully developed though standards are satisfactory.

On the whole, there is a committed response at both key stages and pupils work well together within the groups. Pupils respond positively to teachers' feedback and those of lesser ability benefit from sensitive teaching. Physical skills and pupils' ability to observe and evaluate are satisfactory. Pupils dress appropriately, show respect for equipment and property and work in a safe environment.

The school provides a programme of extracurricular activities of good standard, which reinforces the curriculum. Pupils bring credit and honour to the school as a result of their success.

## **Religious education**

Standards of achievement are very good at KS3 and are good at KS4.

At KS3, pupils across the ability range, show very good knowledge and understanding of the units of work studied. They develop good knowledge of how and why believers from different religions worship, meditate and celebrate their faith. Visits to the buildings of the different religions reinforce and deepen their knowledge of the different methods of worship. In class discussion and pair work, they contribute effectively and middle and upper ability pupils expand substantially on their responses. They develop the skills of searching for information, organising it and presenting it in different ways, including some use of ICT. In their written work, they are beginning to gather information effectively from a range of sources. They write extensively to express their knowledge and understanding of religious traditions and of key figures in the history of religions. The most able reveal robust language and a good degree of accuracy as they investigate religions and express their own responses to issues raised in the process.

At KS4, an appropriate religious education course is provided that offers pupils knowledge and understanding of contemporary spiritual, moral and social issues and standards are good. In pair and group discussion they are honest, and on the basis of their knowledge they can generalise and

form an opinion, and where appropriate, defend a viewpoint. They successfully consider contemporary issues from different standpoints, including the religious standpoint. Pupils' ability to evaluate and reflect develops effectively and this leads to sensible discussion, with the individuals supporting their standpoints with relevant facts.

### **Religious studies**

Standards of achievement are very good. Over the past two years, the percentage of pupils gaining A\*- C grades in the GCSE examination is higher than the LEA average and the national average. These results are substantially higher than the GCSE results noted in the last inspection report and the number sitting an examination in the subject has also increased substantially.

Pupils have very good factual knowledge and understanding of the syllabus. In the course on Judaism in Y10, they make very good progress in their ability to master a range of words, terms and images, which enables them to discuss with understanding matters such as the importance of the Jewish festival, Pesach, and the Jewish way of life. In Y11, they extend their Christian awareness of the questions and issues raised by human relationships. In discussing issues such as racism, they respond critically and yet sympathetically to other people's beliefs and opinions, and often give valid reasons for their responses. All pupils complete a good range of written work. In extended tasks, such as coursework, they possess good skills in searching for information, interpreting and presenting it. The very good standards reflect the work of the teacher in analysing the needs of the course carefully, preparation of good materials and setting high expectations.

### **Personal and social education**

Standards of achievement are good at KS3 and KS4. Pupils follow a structured course on the study of relationships, study skills, healthy life style, sex education, ICT skills, awareness of drugs and alcohol, community and environmental issues.

At KS3, pupils develop their awareness and understanding of aspects of first aid and health education. They develop good knowledge of the steps to be taken in an emergency together with an awareness of the correct way to give artificial respiration and when to apply it. They discuss honestly the problems of transition from childhood to adolescence, sharing information and raising perceptive questions. They understand the importance of keeping fit and they have good knowledge of the medical effects of smoking and drugs, although the posters used for information do not give a sufficiently firm message. Throughout the key stage, PSE contributes well to the development of pupils' personalities, fosters confidence and raises an awareness of what is good and bad in society.

At KS4, pupils discuss a wide range of social, moral and cultural issues. They show their awareness of moral aspects by supporting local and national good causes. They develop personal skills of effective communication, of adjusting themselves to changing situations, and the solving of moral and emotional problems and issues. They have good knowledge on matters relating to careers, including appropriate selection of courses. In group work, they discuss confidently issues related to, and the nature of, local communities, Wales and beyond. They share their ideas effectively with others through pair and group work.

## **Business Studies**

Standards of achievement are satisfactory.

Results have been inconsistent over the recent two years. In 2000, 73% of candidates gained A\*-C grades, with half of these achieving A\*/A grades. In 2001, 44% were awarded A\*-C grades.

In the two teaching groups, pupils develop an understanding of the principles of the business world. Able pupils in Y10 can recognise the importance of marketing in the business world, and can understand the need for detailed consideration of the advertising methods needed for different groups of people. Their use of business terminology is good and they use them in correct context. Middle ability pupils are not so sure of their facts and experience more difficulty in using business terms and principles when solving problems.

In the Y11 group, a small minority understand the importance of the European Community. They develop an understanding of international trade, but are not so sure about the opportunities and threats facing businesses. Their recall of the historical development of the European Community varies considerably from the good to the unsatisfactory. In general standards are satisfactory. The projects of able Y11 pupils are good.

## **Drama**

Drama is introduced at KS4. Standards are satisfactory.

Pupils' contribution to class discussions, are satisfactory. They recognise various aspects when discussing a specific theme and exemplify well. However, pupils have little ability to extend their comments and develop a point of view. On occasion, linguistic deficiencies impair their contributions. Although they reveal good knowledge of the content of the plays studied, they are too dependent on the teacher's guidance.

In their extempore work, pupils successfully establish a range of different situations by working in pairs, but only a few individuals are able to sustain and develop characters. Pupils' use of voice and inflection is generally satisfactory and sometimes good, but their ability to use body posture and body movements has not developed sufficiently. With the occasional exception, pupils' use of props is rather unimaginative.

When working in pairs to present a scene from a play, pupils interpret, present and sustain characters effectively. However, on the whole, the presentations are undeveloped in terms of speech, movement and collaboration. Pupils' uncertain grasp of their lines impairs the presentations.

Overall, pupils' written work is satisfactory. After a rather superficial start in Y10, some development is seen in the work of pupils in Y11. When reviewing dramatic performances, they attempt to express and defend opinions and the occasional comprehensive, mature review is produced that reveals understanding of the play and good knowledge of the characters. However, several reviews disregard important aspects and tend to describe rather than evaluate. Linguistic errors impair the work of some individuals.

## **GCSE Catering**

Standards of achievement are satisfactory.

Pupils interpret practical tasks appropriately and organise and evaluate the work satisfactorily. They link the theory work successfully to the practical work and pupils develop a satisfactory understanding of the requirements of the catering industry. Pupils use their knowledge of nutrients to plan and prepare suitable courses and meals, and their knowledge of current legislation on safety and food labelling, and the purpose of additives in the manufacturing process, is satisfactory. During the course, pupils gain experience of serving in different situations. A high percentage of the pupils follow the GCSE course but a small number follow the CoEA course. No examples of work experience projects or Y11 course work folders were available during the inspection.

The percentage of pupils gaining grades A\*- C in the GCSE examination is lower than the national average, but the results match the pupils' ability.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the last inspection**

The school's response to most of the key issues noted in the last inspection has been good; in some subjects and aspects it has been satisfactory.

After the inspection in 1996, an action plan was drawn up, and the school, through regular evaluation, has implemented the greater part of this plan.

#### **Key issue 1**

Good progress has been made in raising standards at KS4, and GCSE results show steady improvement since the last inspection. Pupil achievement is carefully analysed and where pupils' underachievement is identified, a number of strategies are used to improve performance. Although there has been an improvement in the boys' test and examination results, there remains a significant difference between boys' and girls' results.

### **Key issue 2**

Generally good progress has been made. The management team has developed a system of monitoring to target the standards of achievement of pupils. Standards have improved, significantly so in history and mathematics and also in physical education, science and IT at KS4. Food skills and GNVQ courses are no longer offered in the curriculum.

### **Key issue 3**

Progress in improving attendance has been good since the last inspection, with attendance figures rising from 86% in the last inspection to 91.8% over the last three terms. The school works hard to improve levels of attendance. However, they remain unsatisfactory in some years, during some terms.

### **Key issue 4**

Good progress has been made to ensure that assessment is well used in most subjects to raise standards. In most subjects, marking is detailed with helpful comments indicating pupils' strengths and weaknesses. Targets are reported in interim reports, and these are monitored closely against end of key stage predictions for each subject.

### **Key issue 5**

Pupils' independence and self-discipline has been developed since the last inspection. Pupils contribute to the life of the school through the School Council, taking a leading role in preparations for the School Eisteddfod and charity events, supporting younger pupils and assisting in the school library. However in the majority of subjects, pupils are reluctant to develop as independent learners, and this aspect remains as a key issue.

### **Key issue 6**

Good progress has been made in developing closer relationships with parents, the local and wider community and the world of work.

The number of parents' meetings for pupils in Y9-11 has increased to two per year with a specific focus on raising standards of achievement. The attendance in all parents' evenings is very good.

There are now stronger links with feeder primary schools with regular visits undertaken by the MT, and there are established curricular links in French, mathematics, music and history.

The provision for careers' education and guidance is a strength of the school, with a well-organised work experience week. The school has recently gained a Quality Assurance Award for the provision.

## **8.2 Key issues for action**

The school needs to:

- raise standards in those subjects and aspects that are satisfactory at the moment by eliminating the weaknesses noted and maintaining the good standards, and lessen the gap that is seen in the tests, examinations and external assessments between boys' and girls' results;
- continue to develop the schools' system of promoting standards in the key skills;
- disseminate and develop further the teaching practices seen in some departments that enable pupils to develop as independent learners;
- build on the initial steps taken and continue to develop deliberate curricular planning for the use of both languages across the curriculum;

- ensure that the statutory requirements for communal daily worship for every pupil are fulfilled;
- give attention to the health and safety matters noted in the body of the report.

## **APPENDIX**

### **School data**

#### **A. Basic information about the school**

Name of the School	Ysgol Y Moelwyn
Type	Comprehensive, naturally bilingual, maintained by the LEA/Community
Age range of the pupils	11 – 16
Address of the school	Heol Wynne Blaenau Ffestiniog Gwynedd

Post-code	LL41 3DW
Telephone number	01766 830435

Name of the Headteacher	Mr Dewi Lake
Date of appointment	September, 1997
Chairman of the Governors	Mr Eifion Williams
Registered Inspector	Gareth Wyn Roberts
Date of the inspection	9 – 12 Ebrill, 2002

## B. School data and indicators

<i>Number of pupils in each year group</i>						
Year group	Y7	Y8	Y9	Y10	Y11	Total
Number of pupils	81	80	89	86	65	401

<i>Number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	1	28.1

<i>Staffing information</i>	
Pupil : teacher ratio, except for special classes	14.2 :1
Average size of classes	18.6

<i>Attendance percentages during the three full terms before the inspection</i>						
	Y7	Y8	Y9	Y10	Y11	The whole school
Summer 2001	93.5	86.9	92.3	88.5	95.1	91.0
Autumn 2001	95.1	94.1	89.3	91.9	92.0	92.04
Spring 2002	95.0	93.5	89.5	89.7	92.0	91.9

<i>Number of pupils excluded during the previous 12 months</i>	<i>5 temporary, 2 permanent</i>
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## C. Results of the NC assessments and public examinations

Results of National Curriculum KS3 Assessments : 2002													
Total Y9 pupils : 82													
Percentage of pupils at each level													
			D	A	W	1	2	3	4	5	6	7	8/EP
EN	Teacher Assessment	School	0	0	0	0	1.2	8.5	50.0	19.5	15.9	4.9	0.0
		National	0	1	0	0	3	9	23	33	21	9	0
	Test	School	0	0	-	-	-	13.4	35.4	29.3	14.6	6.1	-
		National	0	4	0	0	0	9	24	32	19	8	0
WE	Teacher	School	0	0	0	0	0	12.5	25.0	31.3	27.5	3.8	0

	Assessment	National	0	1	0	0	1	7	20	34	28	10	0
	Test	School	0	0	-	-	-	12.5	26.3	32.5	25.0	3.8	-
		National	0	2	0	0	0	6	21	35	26	9	0
MA	Teacher	School	0	0	0	0	3.7	11.0	30.5	18.3	30.5	6.1	0
	Assessment	National	0	1	0	0	1	11	23	26	25	12	1
	Test	School	0	2.4	-	-	-	13.4	31.7	15.9	30.5	6.1	-
		National	0	6	0	0	0	9	22	23	25	13	0
SC	Teacher	School	0	0	0	0	0	25.6	28.0	35.4	11.0	0	0
	Assessment	National	0	1	0	0	1	10	26	31	22	9	0
	Test	School	0	3.7	-	-	-	23.2	23.2	30.5	17.1	0	-
		National	0	4	0	0	0	9	27	27	22	9	0

Percentage of pupils achieving at least level 5 in mathematics, science and either Welsh or English			
according to teacher assessment		by test	
In the school:	40%	In the school:	39%
In Wales:	49%	In Wales:	46%

D - Pupils who have been disapplied under statutory arrangements from part or the whole of the National Curriculum

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

W - Pupils working towards level 1

EP - Exceptional Performance, where pupils in Key Stage 3 are performing above level 8

**GCSE, ELQ (1) and Equivalent Achievements**

**Number of pupils aged 15 who were on roll in January 2001: 60**  
**Percentage of pupils aged 15 who:**

	Entered 5 or more GCSEs	Achieved GCSE and vocational qualifications equivalent to five or more GCSE grades		Core Subjects	Average GCSE/GNVQ points
		A* to C	A* to G		
	or equivalent	Indicator (2)		score per pupil	
School 2000/2001	83	53	83	42	40
LEA Area 2000/2001	90	56	89	41	43
Wales 2000/2001	86	50	85	37	38
School 99/00/01	85	48	85	37	40
School 98/99/00	87	42	87	33	38

	Entered at least one ELQ (1) course GCSE or achieved equivalent	Entered one or more GCSE or achieved equivalent	Achieved GCSE and vocational qualifications equivalent to		Achieved at least 1 GCSE short course - grades A* to G or equivalent	Achieved no GCSE or equivalent	Achieved one or more ELQ(1) only	Did not achieve a GCSE short course equivalent
			One or more GCSEs at A* to C	A* to G				
School 2000/2001	97	97	75	97	0	3	0	3
LEA Area 2000/2001	98	96	83	95	8	5	2	2
Wales 2000/2001	96	94	73	92	40	8	3	5
School 99/00/01	99	95	76	95	0	5	3	2
School 98/99/00	100	95	71	94	0	6	6	1

**GCSE results in selected subjects**

**Percentage of pupils aged 15 who:**

	Entered any GCSE in	Achieved a GCSE grade		Entered any GCSE in	Achieved a GCSE grade	
		A* to C in <b>English (2)</b>	A* to G in		A* to C in <b>Welsh (2)</b>	A* to G in
School 2000/2001	85	45	85	95	65	95
LEA Area 2000/2001	92	55	91	92	68	92
Wales 2000/2001	89	54	88	61	35	60
School 99/00/01	86	41	86	93	63	93
School 98/99/00	89	38	88	91	60	91

	Mathematics (2)			Science (2)		
	Entered any GCSE in	Achieve a GCSE grade A* to C in	A* to G in	Entered any GCSE in	Achieved a GCSE grade A* to C in	A* to G in
School 2000/2001	85	65	85	83	45	83
LEA Area 2000/2001	91	48	89	92	52	91
Wales 2000/2001	89	44	86	89	47	87
School 99/00/01	85	59	85	85	40	85
School 98/99/01	87	49	86	87	35	87

(1) Entry Level Qualification : CoEA or CoA

(2) For information about which syllabuses are included in each subject area see Notes for Guidance.

#### **D. The evidence base of the inspection**

Fourteen inspectors spent a total of 43 inspection days at the school and 125 lessons or parts of lessons were observed. Because of exceptional circumstances, art was inspected on 13<sup>th</sup> and 14<sup>th</sup> May 2002, that is, after the inspection week. Information about the subject is included in the statistics and the judgements on the whole school. A cross-section of tutorial periods, morning services and extracurricular activities were observed. Interviews were arranged with members of the MT, heads of department and tutors, together with members of staff, including ancillary members of staff with specific responsibilities.

A cross-section of able, middle ability and less able pupils' work from Y7 to Y11 was inspected. Also, additional examples of pupils' work were seen when visiting classrooms, workshops and laboratories. Their work was discussed regularly with pupils and formal interviews were held with pupils selected to represent the different year-groups

All, the documentation presented by the school before and during the inspection was scrutinised and analysed. Pre-inspection meetings were arranged with the school MT, the staff, the governing body and the parents. 18 attended the parents' meeting and 53 parents' questionnaires were returned, together with 5 letters by parents.

#### **E. Composition and Responsibilities of the Inspection Team**

<b>Name</b>	<b>Role</b>	<b>Sections of the report</b>	<b>Subjects (section 7)</b>
Gareth W Roberts	Registered Inspector	1, 2, 3.1, 3.2, 6.2, 8.2, Appendix	Modern languages, IT
Griff Ch. Morris	Lay	4.2, 4.3, 5.7, 6.3 (resources, accommodation)	
Gareth Davies Jones	Core team	5.4	Welsh, Drama
Heddwyn Evans	Core team	4.1,5.5, 6.3(staffing)	Religious education, Religious studies, PSE
S Glyn Davies	Core team	5.2, 8.1	Science
Alwyn Evans	Core team	5.3, 5.6	English
Dewi Williams	Core team	5.1, 6.1	Mathematics
G. Briwnant-Jones			Design and technology
Alun Morgan			History
Elwyn Bowyer			Geography
Alan W. Jones			Music
Gwilym Williams			Physical education
Graham Edwards			Art
Margaret Robertson			Assisting with science

*The inspectors would like to express their thanks to the governors, headteacher, staff, pupils and parents of the school for their willing co-operation during the inspection.*