

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

**Ysgol Bryn Alyn
Church Street
Gwersyllt
Wrexham
LL11 4HB**

School Number: 6654033

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by

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17193**

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

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

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- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
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Ysgol Bryn Alyn was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ysgol Bryn Alyn took place between 08/05/06 and 11/05/06. An independent team of inspectors, led by Terence Andrew O'Marah undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection."

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Ysgol Bryn Alyn is an English-medium, 11 to 16 years, community comprehensive school, situated in the village of Gwersyllt. The school serves several village communities to the north west of Wrexham. An increasing number of pupils opt to travel to the school from other areas. Excellent links have been established to support pupils' transition from primary to secondary school.
2. In January 2006 there were 769 pupils on roll, compared to 671 pupils at the time of the previous inspection in September 2000. Recently, a number of residential developments have commenced within the area served by the school, which are likely to increase the school population further.
3. Pupils are drawn from the full range of socio-economic backgrounds, although there are distinct areas of disadvantage within the school's catchment area. Currently, 21% of pupils are registered as eligible for free school meals, which is above the national average and represents an increase since the previous inspection. The full range of ability is represented in the school population. The school has resourced provision for pupils who have moderate learning difficulties. Currently, the school has 28 pupils who have statements of special educational need and 60 pupils who receive additional support through School Action or School Action Plus. Six pupils are in the care of the local authority.
4. Although the school is proud of its Welsh heritage, English is the predominant language spoken at home and there are very few pupils from ethnic minority backgrounds.
5. In addition to the formal curriculum, the school affords pupils a rich variety of additional cultural and sporting opportunities, including residential trips within Wales and abroad.
6. Although the school places great emphasis upon the quality of the learning environment, the school's accommodation is in need of modernisation and refurbishment. In order to complement the extensive playing fields, and adjacent community leisure centre / swimming pool, a project to enhance the school's external PE facilities is currently underway. The Unitary Authority is formulating plans to re-model and extend the school's accommodation.
7. The school has received a number of prestigious national awards in recent years, including the All Wales Quality Award for Careers Education and Guidance, Basic Skills Quality Mark, Health Promoting Schools' Award and Investors in People Status. In addition, the quality of the school's work has been recognised by the Welsh Secondary Schools' Association on several occasions, notably for the strength of the transition arrangements between primary and secondary school, and the school has received the Diana, Princess of Wales, Gold Award in recognition of its work in developing a range of peer education and anti – bullying initiatives.

The school's priorities and targets

8. The school's motto 'Nothing Without Effort' ('Dim Heb Ymdrech') reflects the values which are present within the school community.
9. The school places great emphasis upon supporting each individual pupil to fulfil his/her academic potential. Within the school community it aims to promote high aspirations, encourage all pupils to exercise self-discipline and to make positive use of their leisure time, through the provision of a range of enrichment activities.
10. The school is committed to the maintenance of strong partnerships, involving pupils, their parents, teaching and non – teaching staff and the wider community. Staff seek to know each pupil as an individual, celebrating his/her achievements and promoting a strong sense of self worth, underpinned by traditional values. The school encourages all to strive for excellence across the wide spectrum of school life.
11. Ysgol Bryn Alyn has established challenging targets for all aspects of the school's work and is committed to the continuing professional development of all staff. The school seeks to provide a rich and meaningful curriculum, complemented by learning and teaching experiences of a high quality.

Summary

12. Ysgol Bryn Alyn is a good school that has improved its examination results significantly over recent years. It has particular strengths in the way it cares for and supports pupils with a wide range of academic and personal needs, some features of which are outstanding.

Table of grades awarded

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

Standards

Grades for standards in the six subjects inspected:

Subject	Key Stage 3	Key Stage 4
English	3	2
Welsh second language	3	3
Mathematics	2	3
History	2	2
Physical education	2	2
Religious education	1	2

(For an explanation of the grades, please see the beginning of the report)

13. When compared to the previous report, standards in these subjects have shown improvement.
14. The following table shows the grades awarded for the standards that students achieved in the six subjects inspected in detail:

70 lessons	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Key stage 3	9%	48%	38%	5%	0%
Key stage 4	4%	54%	42%	4%	0%
Combined	7%	50%	39%	4%	0%

(For an explanation of the grades, please see the beginning of the report)

15. With 57% of classes having no important shortcomings, and 96% having good features which outweigh shortcomings, the school does not yet meet the Welsh Assembly Government (WAG) targets for 2007, which are 65% and 98% respectively.
16. Whilst the full range of ability is represented in the intake, the overall ability of pupils as they enter the school in Y7 is below the national average.
17. The attainment of the pupils in the school is good with no important shortcomings. The main features are:
 - in key stage 3, there has been a gradual and consistent improvement in test results over the past five years. Currently performance matches both national and local norms.
 - In key stage 4, there has been a trend for improvement in GCSE results over the past three years, although the overall results are still below the averages for all schools in Wales.
 - For both key stages, the school now compares well with similar schools, and for many performance indicators is in the top quarter of these schools. Three years ago it was placed in the bottom quarter for most of these indicators.
18. Pupils with special educational needs make good progress relative to their ability, and the school makes good provision for the whole ability range of pupils at the school.

19. Some 50% of lessons seen had good features and no important shortcomings. In these lessons pupils:
 - had good re-call of their previous work and were well motivated;
 - answered questions well and could give reasons for their answers;
 - listened attentively and had a good understanding of their work; and
 - had good understanding of vocabulary and subject terminology.
20. In the small number (7%) of lessons which had outstanding features, pupils had the above attributes and in addition they:
 - had the ability to justify and explain their answers in detail;
 - had an excellent understanding of the subject content and concepts;
 - were capable of accurate independent research; and
 - sustained their concentration and positive attitudes throughout the lesson.
21. Just over 40% of lessons were judged to have good features which outweigh shortcomings. A number of pupils in these lessons:
 - frequently engaged in unacceptable talking, which also disrupted the work of their classmates;
 - could not work independently;
 - had spelling errors and their work was poorly presented; and
 - had a poor attitude to their work, and had incomplete work in their books.
22. In a very small number of lessons, these had a marked effect on standards and became important shortcomings.
23. Most pupils have good communication skills, although these are better in key stage 4 than in key stage 3. Their reading and writing skills are generally good. Some pupils lack confidence in putting forward ideas and opinions.
24. Their numerical ability is variable. Whilst some pupils have good skills, others lack the confidence to apply them in everyday situations.
25. Pupils gain good IT skills in the discrete lessons in key stage 3, but these are not always used to enhance their learning across the curriculum.
26. The school is making progress in developing pupils' bilingual skills. All pupils study Welsh at key stage 3 and key stage 4. However, incidental Welsh is rarely used in classes or around the school and the profile of the Welsh culture within the school is limited.
27. Most pupils behave well, both in class and around the school. Their attitudes to learning are good and they intend to achieve well. There are a few pupils whose behaviour is challenging and disruptive in lessons.
28. Overall attendance at school is well below local and national averages and is a cause for concern. The missing of class-work makes it difficult for individual pupils to progress, and the efforts teachers make to help them catch up is detrimental to the teaching of others. The school has established appropriate procedures and staff work hard to try to improve attendance.

29. Across the school, pupils mostly work well together. Where opportunities occur, most respond positively to open-ended tasks and construct well reasoned solutions.

The quality of education and training

30. The following table shows the grades awarded for the quality of teaching and assessment in all the lessons observed during the inspection. All teachers at the school were observed teaching.

109 lessons	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Key stage 3	14%	52%	33%	1%	0%
Key stage 4	13%	49%	33%	5%	0%
Combined	14%	50%	33%	3%	0%

(For an explanation of the grades, please see the beginning of the report)

31. The above figures show an improvement in the overall quality of teaching since the previous inspection.
32. Where the teaching was judged to have good features and in some lessons outstanding features, it was because teachers:
- have detailed and secure subject knowledge, and deliver lessons where the pace and challenge is maintained throughout the lesson;
 - have high expectations and establish positive working relationships with the pupils which promote an atmosphere of mutual respect and creates a classroom atmosphere for learning;
 - pose questions which challenge and probe pupils' understanding; and
 - give a clear explanation of learning objectives at the start of a lesson, and consolidate pupil learning in plenary activities.
33. In around one-third of lessons it was judged that good features outweighed shortcomings: The shortcomings included:
- teaching which is over-prescriptive and which gives limited opportunities for pupils to work in groups, to share experiences and collectively reach decisions;
 - teachers giving pupils limited opportunities to develop independence; and
 - teachers not applying the school's positive discipline policy with sufficient consistency or rigour.
34. The school has good marking and assessment practices. Records are good and there is detailed analysis of data to help teachers plan lessons and give advice to pupils. Most pupils are aware of their own strengths and weaknesses.
35. Whilst there are some good examples of pupil self-assessment it is not as yet widespread across the school, and not all pupils are aware of what they need to do in order to improve.
36. Overall, the curriculum, which is broad and balanced, allows pupils of all abilities equality of access.

37. Pupils' moral, social and cultural development is good, and pupils take responsibility and work well together. They show concern for others and are aware of other cultures and respect diversity. Pupils respond well to the school's work in ensuring that issues of equal opportunities are fully addressed. Whilst they are given opportunities to acquire an understanding of a range of beliefs and faiths, their spiritual awareness is underdeveloped.
38. Many pupils' learning and social experiences are enriched by a varied programme of extra-curricular activities. A significant number of teachers give generously of their time after-school and during holiday periods to support the comprehensive revision programme. The programme for sporting activities is a particular strength.
39. Pupils' learning is also enriched by positive partnerships with parents, the community, primary schools and other education providers. The links with the community are of outstanding quality and there are many good features in other links.
40. Work-related education, careers guidance, and partnerships with business are all well developed and contribute valuably to pupils' education. Pupils are well prepared for their next stage in education or training.
41. The school actively promotes sustainable development, healthy eating, and entrepreneurial skills.
42. The school is a caring community. The quality of care, support and assistance for pupils is one of the school's particular characteristics and has some outstanding features. These include the management of the care system, highly effective links with other agencies, the role of the School Council and the way the school responds positively and constructively to the needs and concerns of parents.
43. The school has very good partnerships with its main primary schools and there are very effective arrangements to help pupils as they transfer from primary to secondary school. There is also good advice and support provided to pupils as they move from key stage 3 to key stage 4, and when they leave school to move to further education.

Leadership and management

44. The head-teacher provides the school with good leadership and, by his enthusiastic commitment to the pupils and the school, he provides an excellent role model for his colleagues. He is well supported by the members of his senior management team.
45. The school is well led and managed at both senior and middle management levels. Examples of this are:
 - the achievement of good standards and good quality of teaching;
 - clear aims and a shared sense of purpose for the school;

- accurate and comprehensive self-evaluation procedures, leading to clear planning;
 - effective work to improve the performance of teachers and other staff; and
 - efficient and effective financial management, and an effective and committed governing body.
46. There are some aspects of management which need further development if the school is to continue to improve;
- whole-school self-evaluation lacks the detailed structure needed to gain greatest benefit from monitoring activities; and
 - self-evaluation and planning is not fully developed in a small number of departments.
47. The school is active in meeting national priorities and has, for example, developed very good transition arrangements between schools and key stages, and effective partnerships with the local community, other schools, colleges and agencies.
48. The school has not yet developed an appropriate policy for the promotion of sustainability and global citizenship.
49. Governors are fully committed to supporting the school as critical friends. They successfully provide a sense of direction for the school. They have not ensured that all pupils engage in a daily act of collective worship.
50. Variable progress has been made in addressing the Key Issues identified in the previous inspection report. Many have been fully resolved and are now good features of the school. Some issues are partially met with developments still in progress. Two of the Key Issues, the provision of a daily act of collective worship and the effective use of time in tutor periods are still important shortcomings.
51. The school is well staffed by suitably qualified teachers, who are well supported by 14 learning support assistants, administrative and caretaking staff and technicians. There is a shortage of technician support in science.
52. The overall quantity and quality of resources for learning are no more than adequate. Whilst there are sufficient text-books for class-work, pupils cannot always take them home to support home-work. There is a good level of IT equipment although some of it is ageing. The library is well organised and well used even though its book stock is below recommended levels.
53. Overall, the accommodation is just sufficient to meet the needs of the curriculum, and most rooms are of a good size. Displays in classrooms and corridors provide a stimulating environment for pupils. Some science lessons have to be taught outside laboratories, which affects standards. There is a significant backlog of repairs and maintenance.
54. Financial management is good, and the school gives good value for money.

Recommendations

In order to continue to raise standards the school should:

- R1: continue to improve examination results in key stage 4;
- R2: further develop marking and assessment practice to ensure that all pupils are fully involved and understand their own strengths, weaknesses and how to improve;
- R3: further develop pupils' abilities in the key skills of literacy, numeracy and Information communications technology across the curriculum;
- R4: further develop pupils' independent learning skills;
- R5: further improve the monitoring and self-evaluation procedures to ensure consistency of rigour and better quality whole-school information;
- R6: ensure consistency in the application of the school's positive discipline policy;
and
- R7: continue to work to improve attendance.

Two Key Issues from the September 2000 inspection report have not been fully resolved. These therefore remain Key Issues to be addressed by the school:

- "Meet statutory requirements for a daily act of collective worship".
- "Improve the organisation and conduct of tutor periods so time is used effectively".

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

55. In its self-evaluation report the school awarded itself a grade 3. The inspection team judged that the achievements of pupils are good with no important shortcomings.
56. The following table shows the standards achieved in the six subjects that were inspected in detail.

Subject	Key Stage 3	Key Stage 4
English	3	2
Welsh second language	3	3
Mathematics	2	3
History	2	2
Physical education	2	2
Religious education	1	2

(For an explanation of the grades, please see the beginning of the report)

57. When compared to the previous report, standards in these subjects have:
- improved in both key stages in Welsh and physical education;
 - improved in key stage 3 in mathematics, history and religious education; and
 - been maintained in all other cases.
58. The standards that pupils achieved, at the different stages, in the six subjects inspected were:

70 lessons	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Key stage 3	9%	48%	38%	5%	0%
Key stage 4	4%	54%	42%	4%	0%
Combined	7%	50%	39%	4%	0%

(For an explanation of the grades, please see the beginning of the report)

59. For these subjects, the school does not yet meet the targets set by the Welsh Assembly Government for standards in lessons by 2007. These are that standards will be grade 3 or better in 98% of classes and grade 2 or better in 65% (the school achieves 96% and 57% respectively).

Pupils' success in attaining agreed learning goals

60. Whilst the full range of ability is represented in the intake, the overall ability of pupils as they enter the school in Y7 is below the national average.
61. The attainment of pupils in the school in key stage 3 shows some good features:

- results in core subjects (English, mathematics and science) shows a gradual and consistent trend for improvement and are all at, or slightly above, national and local averages; and
 - teachers' assessments of pupils' attainment in non-core subjects indicates that all are comparable with national averages.
62. Examination results in key stage 4, whilst showing significant trends for improvement over the past three years, are not yet at national or UA levels. The main features are:
- since 2003, there has been a trend for improvement in the proportion of pupils gaining five or more grades A* to C at GCSE. At 38% in 2005 this is still below the Wales average of 42%;
 - attainment of the CSI has improved so that in 2005, for the first time, it now exceeds the Unitary Authority (UA) average. It is still below the Wales average;
 - for the proportion of pupils gaining five or more A* to C grades in 2005, there was a relatively small gap between the results gained by boys and girls; and
 - a value-added analysis of examination results shows that whilst most pupils attain predicted results, overall performance at key stage 3 is not yet fully reflected in results in key stage 4.
63. The school compares well to similar schools (based on the proportion of pupils entitled to free school meals):
- National Curriculum test results for the CSI, English and mathematics place the school in the top quarter, and science is in the top half;
 - for GCSE results, the proportion of pupils gaining five or more A* to G grades, A* to C in science and the CSI are in the top quarter;
 - the proportion gaining five or more GCSE A* to C grades, and higher grades in English and mathematics are in the top half; and
 - the average GCSE points score per pupil is just below the mid-point.
64. In 2003, for most of the above indicators, the school was placed in the bottom quarter of comparable schools.
65. Across the school, pupils with special educational needs make good progress and achieve well for their ability. Pupils at the school succeed regardless of their social, ethnic or linguistic background.
66. The school sets targets for attainment in agreement with the UA. For 2005, the school achieved or exceeded the targets set for key stage 3, but failed to meet about half of the targets set for key stage 4. The targets recently agreed for 2008 have been set following more rigorous analysis of data and represent challenging but attainable targets for both key stages.
67. In key stage 4, pupils' skills in communication have good features and no important shortcomings but in key stage 3 good features outweigh shortcomings.
68. Most pupils listen attentively and respond to questions to show a good knowledge and understanding of their work. In many lessons there is good use and understanding of subject vocabulary. However, many lack confidence in

putting forward ideas and opinions, making presentations to an audience and working in a group.

69. Reading skills are generally good in relation to abilities. Most pupils read aloud with accuracy and fluency. There is a clear understanding of what is read. Most pupils can scan texts for information and use computers for research. Pupils with special educational needs respond well to supportive programmes and good progress is made.
70. Writing is usually extended and well structured when required. Able pupils in both key stages achieve good standards. Pupils understand that there are different forms of writing and that they must adapt style and tone to suit their audience and purpose. Presentation is usually good and technical skills reflect abilities. In most cases writing is improved by planning and drafting. However, in key stage 3 in particular, a small but significant number of pupils do little in the lessons and leave work unfinished. They do not draft their work effectively therefore errors are left unchecked.
71. Overall, students' numerical skills have good features which outweigh shortcomings. In key stage 3 and key stage 4 there is some evidence of good standards. A small minority of students in both key stages have limited numerical skills. They lack confidence in using and applying these skills in everyday situations.
72. Whilst opportunities to reinforce numeracy have been highlighted in schemes of work, due to changes in staffing, this work on numeracy has not been extended. As a result, there is no school policy for numeracy. The development of a policy and the co-ordination of numeracy in subjects across the curriculum is an identified school priority.
73. Pupils gain good ICT skills in taught lessons in key stage 3, but do not always use these skills to enhance their standards across the curriculum. In religious education in key stage 3 outstanding use is made of ICT and there are good features with no important shortcomings in key stage 4. In the other subjects inspected in both key stages, good features outweigh shortcomings. There is good access to computers after school hours but less so at lunch times. On only a few occasions were pupils observed using computers to carry out teacher-directed assignments outside lessons. Good use is made of ICT to support pupils with special education needs.
74. The school is making progress in developing pupils' bilingual skills. All pupils now study Welsh at both key stages. An increasing number of pupils opt for the full GCSE course at key stage 4.

Pupils' progress in learning

75. In the 50% of lessons where standards were good with no important shortcomings, pupils made good progress and:
 - had good re-call of their previous work;
 - answered questions well and could give reasons for their answers;

- listened attentively;
 - had a good understanding of their work;
 - had good understanding of vocabulary and subject terminology; and
 - were well motivated.
76. There were 7% of lessons which were good with outstanding features. In these lessons, pupils had the above attributes and also they:
- had the ability to justify and explain their answers in detail;
 - had an excellent understanding of the subject content and concepts;
 - could make accurate decisions about their own learning needs;
 - were capable of accurate independent research; and
 - sustained concentration and positive attitudes throughout the lesson.
77. In the 43% lessons which were judged to have good features which outweighed shortcomings, some pupils had under-developed independent learning skills and:
- they could not make informed decisions about their own work;
 - were often 'off-task', which slowed the pace of their progress;
 - frequently engaged in unacceptable talking, which also disrupted the work of their classmates;
 - had incomplete work in their books; and
 - had spelling errors and their work was poorly presented.
78. In a small number of lessons, these weaknesses had a marked effect on standards and became important shortcomings.
79. In most of their subjects, pupils are aware of the school's predictions for their attainment at the end of each key stage, and are knowledgeable about their current level of progress. They are less able at identifying what they need to do to improve.
80. The majority of pupils are working to their potential and therefore make appropriate progress, and are well prepared for the next stage in their education or training.

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

81. Most pupils behave well, both in class and around the school. They understand and willingly abide by the school's expected code of conduct. They respect each other, and are courteous to teachers and visitors. Their attitudes to learning are good and they intend to achieve well.
82. There are a few pupils, spread across many classes in both key stages, whose behaviour is challenging and disruptive to lessons. Their negative attitude impedes the progress of all.
83. Overall attendance at the school is well below local and national averages and is a cause for concern. Y7, in their exciting first autumn term achieve respectable attendance rates, but these then steadily decline until the spring term of Y11 when impending examinations encourage pupils, too late, to try harder. The

missing of class-work makes it difficult for those individuals to progress, and the efforts teachers make to help them catch up is detrimental to the teaching of others.

84. The school works very hard, with increasing success recently, to encourage regular attendance. Teachers are now well supported by an education support officer with a settled local mandate, and two administrators dedicated to tackling this important issue.
85. There are good features in the development of pupils' personal, social and learning skills but there are shortcomings in important areas. On the whole, most pupils:
 - have a positive attitude towards their school and school work;
 - listen to the best of their ability and take part in tasks and activities;
 - have respect for diversity of lifestyles, beliefs and other cultures;
 - understand the importance of equality of opportunity in society;
 - have a good understanding of the demands of the workplace and the responsibilities of living in a community; and
 - respect their environment.
86. There are shortcomings in pupils' progress in developing personal, social and learning skills because a significant minority of pupils:
 - do not attend school regularly;
 - do not always complete written work;
 - do not always complete coursework assignments on time;
 - work at a slow pace in some lessons, so that they do not always make effective use of their time; and
 - lack confidence and experience in making presentations to an audience, working in a group and working independently.
87. The ability to work with others is mainly good. In most lessons the majority of pupils co-operate sensibly and productively in pair, group and whole class activities.
88. Pupils' abilities in problem solving and creative skills vary significantly. Where opportunities occur most pupils respond positively to open-ended tasks and construct well-reasoned solutions. There are a minority however, who are reluctant to think for themselves and rely heavily on their teachers for ideas.
89. Whilst pupils demonstrate a good level of flair and imagination in art there is less evidence in a number of other subject areas.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

90. Overall for this question, the judgements of the inspection team match those provided by the school in its self-evaluation report.

Key Stage 3 and Key Stage 4

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

91. The following table shows the quality of teaching and assessment in the key stage 3 and key stage 4 lessons observed during the inspection: All teachers at the school were observed teaching.

109 lessons	% grade 1	% grade 2	% grade 3	% grade 4	% grade 5
KS3	14%	52%	33%	1%	0%
KS4	13%	49%	33%	5%	0%
KS3 & KS4	14%	50%	33%	3%	0%

(for an explanation of the grades, please refer to the beginning of the report)

92. Since the previous inspection, there has been an improvement in the number of lessons judged at grades 1, 2 and 3. The number of lessons judged to have some good features, but shortcomings in important areas (grade 4) has decreased from around 10 per cent to 3 per cent.
93. Where the teaching was judged to have good features and in some lessons outstanding features, it was because teachers:
- have detailed and secure subject knowledge;
 - deliver lessons where the pace and challenge is maintained throughout the lesson, and the teacher has high expectations of the pupils;
 - have positive working relationships with the pupils which promote an atmosphere of mutual respect and create a classroom ethos for learning;
 - pose questions which challenge and probe pupils' understanding;
 - carefully plan and structure lessons using a range of activities and resources;
 - give a clear explanation of learning objectives at the start of a lesson, and consolidate pupil learning in plenary activities; and
 - give experiences for all pupils to ensure equality of opportunity and to raise awareness of the diversity of life skills, cultures and beliefs.
94. In around one-third of lessons it was judged that good features outweighed shortcomings: The shortcomings were:
- limited opportunities for pupils to work in groups, to share experiences and collectively reach decisions;

- teaching which is over-prescriptive, giving pupils limited opportunities to develop independence;
- teachers not applying the school's positive discipline policy with sufficient consistency or rigour;
- lack of detailed planning and missed opportunities for more in-depth questioning and probing understanding; and
- teaching which only occasionally provides opportunities for pupils to develop their bilingual skills.

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

95. The procedures and practices for the assessment, recording and reporting of pupils' achievements have good features that outweigh shortcomings because heads of department and teachers:
- produce policies to complement school procedures;
 - are familiar with the school's data base which includes results of key stage 2 and cognitive tests, reading ages and information on attendance, behaviour, effort and on pupils with special educational needs. There are predicted levels and grades for each pupil in each subject;
 - use the data base effectively to set pupils in some subjects and to ensure appropriate support for pupils with special educational needs;
 - compile a departmental data base in each subject, which is updated each term and used to monitor every pupil's attainment against that which is predicted;
 - identify underachieving pupils, and take action such as referral to learning mentors or the learning coach for pupils in key stage 4 and to relevant 'catch up' programmes;
 - usually give good verbal feedback to pupils;
 - analyse results in external examinations and, with the leadership team, discuss and set realistic yet challenging targets for improvement for year groups, class groups and individuals;
 - review pupils' progress and complete helpful annual subject reports and interim reports for parents and carers; and
 - ensure that the requirements of examination boards, National Curriculum and the special educational needs code of practice are met.
96. There are variations in the quality of aspects of assessment. For example, not all teachers and departments:
- explain the objectives of learning and assessment criteria to pupils in a language that they understand. This is particularly evident in key stage 3;
 - write comments on pupils' day to day work which are related to objectives and which identify strengths and set targets for improvement so that pupils know how far they have met the criteria for success and how they might improve;
 - set out for pupils in key stage 3 simple descriptions of work at the different National Curriculum levels so that pupils might know what they need to do to reach the next level;
 - involve pupils in self and peer assessment so that they understand criteria, their own strengths and areas where they need to improve;

- write specific learning targets for improvement in annual reports which inform parents of aspects of the subject that pupils need to improve; and
 - use what they learn from assessments to help them plan more effective lessons and, if necessary, modify schemes of work.
97. Heads of year and tutors summarise achievement in annual reports but they are not regularly and frequently involved in the monitoring of progress. They are insufficiently involved in talking to individual pupils about progress in subjects and setting targets for improvement with them.
98. Members of the leadership group led the preparation of an appropriate whole school policy and marking strategy to guide departmental practice. They use their link role to support departments and to monitor practice. They organise a large team of volunteer teachers to successfully mentor pupils who are underachieving in key stage 4 and have appointed effective learning mentors and a learning coach. An effective strategy is the compilation of comprehensive data that is available and accessible to subject teachers and pastoral staff. In addition to the provision of annual and interim reports, they inform parents of pupils in Y10 of predicted grades in all subjects based on an externally provided analysis of test and examination data. Advice is given on how pupils can either meet or exceed their grades. This is good practice. The leadership group also identify good practice in departments and use the information as a basis for whole school development and in-service training.

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

Grade 3: Good features outweigh shortcomings

99. In its self-evaluation, the school awarded itself a grade 2 for this question. The findings of the inspection team match most of the judgements made by the school. However, the school does not provide a daily act of worship in all tutor group sessions. This is deemed to be an important shortcoming.

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

100. The school generally meets pupils' learning needs and reflects the aims set out for pupils of statutory school age in the Education Act 1996.

101. Overall, the curriculum allows pupils of all abilities equality of access. Pupils are encouraged to achieve success in each key stage. Pupils in key stage 4 have opportunities to gain qualifications at GCSE and Entry level and in some vocational courses.

102. The curriculum is generally broad and balanced and has some good features:

- all pupils in key stage 3 study information technology as a discrete subject;
- in key stage 4, pupils can choose from a wide selection of courses; and
- there is an appropriate alternative provision in key stage 4 to meet the needs of a small number of pupils at risk of disaffection.

103. There are some shortcomings:

- drama is not taught as a discrete subject in key stage 3, although it is integrated into the English scheme of work; and
- although a number of opportunities are taken, through time-table suspensions and special projects, there is insufficient time for the teaching of personal, social and health education in Y7 and Y10.

104. In addition, a number of time-tabling and curriculum issues were identified during the inspection:

- a number of classes in key stage 3 are taught by more than one teacher, which affects continuity and standards; and
- the time allocated for the tutorial programme is not used productively in many tutor groups.

105. There are some good features in the development of basic and key skills:

- the school has been successful in gaining the Basic Skills Quality award;
- many key skills are identified in schemes of work; and
- a 'Skills Group' was established in 2005, (to build on work started after the previous inspection) to advise and support developments.

106. There are some shortcomings which have limited progress:

- the school does not have a permanent key skills co-ordinator;
 - policies have not been completely updated; and
 - key skills have not been audited and mapped out to show progression across key stages.
107. Many pupils' learning and social experiences are enriched by the varied programme of extra-curricular activities offered by the school. Many teachers give generously of their time after-school and during holiday periods to support the comprehensive enrichment revision programme. The programme for sporting activities is a particular strength, with many pupils gaining considerable success. Pupils also benefit by visiting galleries, theatres, field studies and curricular and social visits abroad.
108. The pupils' moral, social and cultural development has good features and no important shortcomings. The good features are that the majority of pupils:
- take responsibility and work well together;
 - mix well socially and co-operate confidently across the age range;
 - show concern for others by raising considerable sums of money for a number of charities and good causes;
 - are caring and helpful;
 - take part in a good number of extra-curricular activities;
 - take part in public performances, including musicals, concerts and eisteddfodau; and
 - are aware of other cultures and respect diversity.
109. There is an effective and active School Council to which pupils are elected by their peers.
110. A small minority of pupils is disruptive in some classes and shows a lack of respect for other pupils and their teachers.
111. The pupils' spiritual development has good features which outweigh shortcomings. The good features include;
- pupils being given opportunities to develop an understanding of beliefs and values in assemblies; and
 - spiritual development is promoted in a number of subjects.
112. There is one important shortcoming:
- the school does not ensure that all pupils have the opportunity to participate in a daily act of collective worship, and consequently the school fails to conform to statutory requirements.
113. Pupils' learning is enriched by positive partnerships with parents, the community, primary schools and other education providers. The expected liaisons are in place, the links with the community are of outstanding quality and there are many good features in other links.
114. The outstanding features in the partnership with the community are:
- the high level of adult education provision offered on site; and

- the very substantial level of support from local business for career education and guidance, pupil mentoring and in providing opportunities for pupils within the vocational and alternative curriculum.
115. The good features in other partnerships are:
- the quality of information given in newsletters, and by questionnaire survey;
 - the support given by the Friends of Ysgol Bryn Alyn;
 - the consortium arrangements with primary schools which ensures effective transition and include both pastoral and curriculum continuity elements;
 - close liaison with Careers Wales and local Further Education providers enables pupils to make fully-informed career choices; and
 - links with initial teacher training institutes are well established and pupils benefit from the diversity of learning opportunities that students provide.
116. The programmes for personal, health and social education, work-related education and careers education and guidance meet national guidelines.

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

117. Work-related education has good features and no important shortcomings. The good features are:
- the well-managed work experience for Y11 pupils and a range of useful supporting events and activities across all years;
 - the strong emphasis given in the career education and guidance programme to relating work experience to option choices and pupils' career aspirations;
 - a good awareness of the opportunities offered within subject teaching to illustrate and explore the work-place; and
 - the programme of speakers and mentors to support a range of work-related activities in key stage 3 and key stage 4.
118. The school is making progress in developing pupils' bilingual skills. All pupils study Welsh in both key stages. Increasing numbers follow the full GCSE course in key stage 4. Extra-curricular activities such as the school eisteddfod and residential courses are arranged. There are bilingual signs and displays throughout the school. However, incidental Welsh is rarely used in classes or around the school and the profile of Welsh culture within the school is limited.
119. Y Cwricwlwm Cymreig is embedded in schemes of work of some subjects. This is not consistent across the curriculum.
120. There are some good features in promoting the awareness of sustainable development and global citizenship. These include:
- good coverage in the art, English, geography, personal, social and health education and science schemes of work;
 - pupil involvement in the Groundwork 'Community Project';
 - pupil involvement in community recycling schemes and organised 'litter picks';
 - the landscape gardening course; and

- the school has been successful in gaining parts 1 and 2 of the Health Promoting Schools award.
121. There are some shortcomings:
- there is no policy for sustainable development and global citizenship; and
 - the school has not gained any eco-awards at local or national levels.
122. The school has a good awareness of the needs of the work-place through its governors, its partnership with professional advisers, and its particularly close and supportive links with local employers that support a wide range of initiatives in school.
123. There are some well-directed opportunities for pupils to develop entrepreneurial skills. The positive elements are:
- time-tabled skills and team-building events e.g. Industry and Enterprise days in key stage 3 and key stage 4;
 - talks by entrepreneurs through the Dynamo Project; and
 - opportunity to take part in Young Enterprise schemes.
124. The school provides for the full range of pupils' needs. It is generally successful in ensuring that most pupils acquire the appropriate knowledge, understanding, skills and attitudes to make good progress. At present, there are limited opportunities for pupils to develop as independent learners.
125. The curriculum overall, extra-curricular opportunities and work-related education ensures that learning experiences reflect national priorities and lay the foundation for lifelong learning.

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

Grade 1: Good with outstanding features
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126. Overall for this question, the judgements of the inspection team match those provided by the school in its self-evaluation report.

The quality of care, support and guidance for learners

127. The school is a caring community. Relationships between the school, parents and the community are very strong.

128. The senior managers, teachers and support staff are dedicated to providing the highest standard of care for the pupils. As a result, the quality of care, support and assistance to pupils is one of the school's particular characteristics and has some outstanding features which include:

- a clearly defined and effective pastoral care system;
- very effective co-operation with external agencies;
- the positive welcome extended to parents who wish to discuss any concerns. At the meeting for parents arranged for this inspection, parents stated their confidence that the school will respond constructively to any issues; and
- the School Council which actively contributes in a positive manner to the life of the school.

129. The good features in the quality of care, support and guidance are:

- heads of year and form tutors who fulfil their duties effectively as they monitor the well-being and behaviour of the pupils in their care;
- the prompt and sympathetic way any instances of bullying are dealt with;
- the guidance to the pupils provided by teachers and careers officers;
- the induction programme for new pupils and the relationships with the primary schools;
- the valuable support offered to younger pupils by those senior pupils who have been trained by outside specialists in counselling;
- the detailed monitoring of pupils' attendance;
- the school's pastoral work which is enhanced and supported by the personal, social and health education programme;
- the clearly documented procedures for assuring pupils' well-being and health and safety; and
- the effective procedures to deal with child protection issues.

130. A small number of minor issues related to health and safety were reported to the school during the inspection.

The quality of provision for additional learning needs

131. The assessment of pupils at the end of Y6, together with the school's own assessment, successfully identifies pupils who need additional educational or behavioural support.
132. The provision to support pupils with emotional and behavioural difficulties has a number of outstanding features which include:
 - success in enabling pupils to come to better terms with their special educational needs and to ensure that their behaviour does not impact upon other pupils' progress;
 - the use of a wide range of strategies and external agencies; and
 - the integrated support from the inclusion officer, youth worker, the two learning mentors, learning coach, NSPCC counsellor and the learning support assistants.
133. The quality of the provision for pupils with additional educational learning needs has many good features which include:
 - providing mainstream teachers with good quality information in order to aid their planning;
 - good basic literacy and curricular support for pupils with specific learning difficulties; and
 - making effective use of a computer programme and other reading strategies to develop literacy skills.
134. There is a shortcoming in the provision. The best use of the LSAs' expertise and time can not be made when they are linked exclusively to an individual pupil.
135. The school's response to the requirement of the Code of Practice has good features which include:
 - individual educational plans (IEPs) and individual behavioural plans (IBPs) that accurately reflect pupils' identified needs and set realistic targets;
 - successful monitoring and review procedures for the IEPs and the IBPs;
 - the pastoral support programmes;
 - good relationships with parents; and
 - effective review of pupils' statements of special educational needs.
136. The staff of the department, supported by the senior management team and the school governor with responsibility for special educational needs, offer good support to all the pupils on the school's register of special educational needs.

The quality of the provision for equal opportunities

137. The quality of the provision for equal opportunities has good features and no important shortcomings.
138. The school recognises the pupils' varied social backgrounds and provides a broad and flexible curriculum for them.
139. The school monitors and compares the results of boys and girls. Every subject is available to both boys and girls at key stage 4 and the school tries hard to challenge stereotyping when advising pupils on subject choices.

140. Every pupil is given sensitive and effective support if problems arise in school or in the community. The school is successful in ensuring that no pupil suffers from less favourable treatment than others.
141. The school provides very good support and guidance to the pupils who are in the care of the local authority. There are outstanding working relationships with a wide range of external agencies. All the pupils have relevant education and social plans that reflect outstandingly close working partnerships between carers, social services and the school.
142. The pupils attending the school from ethnic minority groups are happy and well integrated.
143. The school's policy and procedures for dealing with oppressive behaviour are well implemented.
144. Members of staff know the pupils very well. Pupils are confident that any issues such as bullying or racial abuse would be dealt with quickly and effectively. Pupils interviewed were appreciative of the support given by teachers and non-teaching staff.
145. Currently there are no pupils with physical disabilities in school. There has been an audit and some adaptation to the building has been made.

Leadership and management

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

Grade 2: Good features and no important shortcomings

146. Overall, for this question the judgements of the inspection team match those provided by the school in its self-evaluation report.

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

147. The head-teacher provides the school with good leadership and, by his enthusiastic commitment to the pupils and the school, he provides an excellent role model for his colleagues. He is well supported by the members of his senior management team.

148. In 2004, all teaching staff participated in a review of the school's 'vision statement', and agreed on the priorities for the future development of the school. This process will be repeated in 2006. The current plan addresses four appropriate aspects:

- pupils and attainment;
- management;
- the curriculum; and
- the premises and the ethos of the school.

These inform development planning and decision making, and ensure that all staff are aware of, and share in the aims and purposes of the school.

149. Most subject departments are well led and managed and have:

- accurate and comprehensive self-evaluation procedures;
- effective planning;
- realistic target setting based on detailed analysis of available data; and
- good systems to promote improvements in teaching and learning.

150. A small number of departments do not reach these good standards.

151. The requirement of the school's monitoring process requires subject departments to continuously check their progress against their own and the school's development plans, which ensures that all teachers are aware of priorities for improvement and the actions being taken to address them.

152. There are clear and publicly displayed policies on behaviour and associated rewards and sanctions, and there are clear guidelines on effective teaching and learning.

153. The school has effective policies for equal opportunities issues and actively promotes the equal value of all pupils, regardless of ability, race or gender.

154. The school successfully implements many national priorities:
- there are highly effective transitional arrangements between the local primary schools and Ysgol Bryn Alyn, supported by close co-operation between the schools in a range of teaching and learning issues;
 - there is a successful key stage 3 to key stage 4 transition project that helps pupils adapt to examination courses;
 - heads of department work collaboratively with colleagues in the other schools in the UA to share good practice and identify joint initiatives;
 - the school works in partnership with other secondary schools, although some activities are limited by the distances between schools; and
 - there is effective co-operation with the local post 16 college.
155. Whole school targets are set following increasingly detailed analysis of examination results and the results of standardised tests that also provide a prediction of future attainment. The targets set for 2005 examinations were exceeded in key stage 3, but were not all met in key stage 4. Targets for 2008, recently agreed with the UA, if achieved, would represent good progress by the school.
156. There are effective processes in place to monitor the performance of departments. Performance Management is well established and is central to the identification of training needs of teachers for both personal development and to meet school needs.
157. The parents of pupils in Y10 receive a personal letter from the school, giving details of the school's predictions for their child's attainment in all their GCSE subjects. There is a helpful meeting arranged for them at which the meaning and implications of the data are explained. Subject and tutorial staff discuss the data with the pupils.
158. Support is provided to pupils to help them meet or exceed their targets in key stage 4. The school organises 'top-up' twilight and school holiday sessions to help pupils revise and prepare for their examinations.
159. Senior staff support and monitor the progress of the departments they are linked with, and advise and support them in meeting their subject targets.
160. There is a detailed annual analysis of all examination and test data that includes:
- analysis of whole school data at individual pupil level;
 - analysis of performance data at subject level;
 - reporting performance to governors; and
 - an agreement on priorities for improvement arising out of the analysis of the data.

How well governors meet their responsibilities

161. Governors understand their role in school management. There is an appropriate range of committees that focus on particular school issues and meet regularly. Detailed reports from the head-teacher keep governors well informed of school

achievements and lead to appropriate and effective decision making. Full minutes of meetings are recorded and these inform new members of past deliberations.

162. Governors are fully committed to supporting the school as critical friends. They successfully provide a sense of direction for the school. They accept responsibility for implementing regulatory and legal requirements, but currently have not ensured that all pupils have the opportunity to engage in a daily act of collective worship. They keep parents fully informed through their annual report.

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

Grade 2: Good features and no important shortcomings

163. Overall, for this question, the judgements of the inspection team match those provided by the school in its self-evaluation report.

How effectively the school's performance is monitored and evaluated

164. The school's self-evaluation report, prepared for this inspection, is an accurate reflection of the main strengths and shortcomings of the school.

165. The school has conducted self-evaluation for many years, using a model developed by the UA; this addresses all the aspects within the Estyn Framework for Inspection. Senior managers have an accurate understanding of the strengths and shortcomings in the school.

166. Members of the senior management team play a central role in self-evaluation. They:

- are linked to subject departments;
- meet their heads of department regularly; and
- monitor progress and the delivery of their departments' development plans.

167. Heads of department have important roles in the monitoring of progress. Most carry out these responsibilities effectively. It is their responsibility to:

- observe colleagues teaching as part of Performance Management;
- observe and support newly qualified teachers, supported by a senior manager;
- review pupils' work;
- analyse performance data and identify priorities for improvement;
- meet regularly with their representative from the senior management team; and
- prepare reports for governors.

168. Where they are available, subject advisory staff from the UA are involved in the self-evaluation process giving a helpful external view on progress. They also provide support in the development of the subject.

169. There is a published time-table for the self-evaluation process, which:

- is completed by heads of department for the end of the summer term;
- includes identification of evidence;
- includes identification of priorities for development;
- requires individual meetings between the head-teacher and each head of department; and
- leads to agreement in the autumn term on development plans.

170. The self-evaluation procedures cover all the required and important aspects of the school's work. This is an effective programme that produces useful information that allows the school to identify areas for development accurately.
171. There are, however, some shortcomings. The current process has insufficient detail to give impetus to further improvements. It lacks;
- a sufficiently detailed and structured programme for the direct monitoring and evaluation of classroom quality by heads of department and senior managers;
 - planned and managed reviews of pupils' work to provide whole school information as well as subject information; and
 - sufficient rigour in all cases to identify shortcomings, such as low level disruption and the quality of work in tutor groups.
172. Whilst all teaching staff are involved in the self-evaluation process, as yet there is only limited involvement of non-teaching staff.
173. The school analyses a wide range of performance data in detail. This includes:
- examination and tests results;
 - subject assessments;
 - standardised tests and predictive data;
 - comparative data for other schools both in the UA and in Wales;
 - attendance data; and
 - records of pupils' behaviour.
174. There are meetings between the head-teacher and individual heads of department to further analyse the data at pupil level, and to agree priorities for development.
175. The school regularly seeks the views of parents and pupils on the performance of the school, and on developments. The parents who returned the questionnaire sent out as part of this inspection, were strongly supportive of the school. The School Council is a well established body; pupil members are enthusiastic about its value and its democratic operation.

The effectiveness of planning for improvement

176. The school evaluation process directly informs the preparation of both subject development plans and the school development plan. The current school plan, which is clear and which addresses appropriate priorities identifies:
- objectives;
 - the tasks necessary to achieve the objectives, and a time-table for completion;
 - resources needed;
 - the appropriate evidence arising out of self-evaluation where this is appropriate;
 - the person(s) with the responsibility to lead the development; and
 - the performance indicators that will be used to measure success.

177. The plan also contains a useful summary of the additional subject department development plans.
178. Most development plans prepared by subject departments are clear and appropriate, and reflect the priorities in the school development plan.
179. Variable progress has been made in addressing the Key Issues identified in the previous inspection report.
180. Outstanding progress has been made in raising achievement in key stage 3.
181. Good progress has been made in:
 - developing the role of senior management, middle managers and governors in self-evaluation;
 - the monitoring and evaluation of teaching and learning;
 - the use of data to inform target setting;
 - targeting professional development to improve teaching;
 - developing the strategic nature of the school development plan;
 - the quality and range of resources for learning; and
 - providing effectively for the teaching of Welsh.
182. Progress has been made, but further development is still required in:
 - increasing the proportion of pupils gaining five or more GCSE grades A* to C;
 - pupils' skills in literacy, numeracy and ICT;
 - pupils' independent learning skills;
 - the use of assessment to improve lesson planning and differentiation;
 - the use of assessment and marking to improve advice to pupils on how to improve;
 - provision for the spiritual development of pupils; and
 - promoting high levels of attendance.
183. Insufficient progress has been made in ensuring consistency in:
 - meeting statutory requirements to provide all pupils with a daily act of collective worship; and
 - improving the organisation and conduct of tutor periods so that time is used effectively.

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

Grade 2: Good features and no important shortcomings

184. This grade awarded by the inspection team agrees with the grade awarded by the school in its own self-evaluation report.
185. The staffing of the school has good features and no important shortcomings.
186. Overall, the number of staff is sufficient for the school to run efficiently and effectively. Nearly half the teachers have ten years experience or less, including five newly qualified teachers. The good features can be summarised as:
- all teaching staff are appropriately qualified to meet the needs of the curriculum;
 - the senior administrative officer ensures that the office, reception and reprographics areas run effectively and efficiently;
 - the director of finance and premises, who is responsible for the development of the site and its maintenance, and the caretakers contribute effectively to the daily routines of the school;
 - technician support in design and technology, including textiles and food technology, and art is good;
 - the technician for information communications technology is responsible for both the hardware and software used on the systems and provides very good support to staff from all subjects;
 - the 14 learning support assistants give good support to the pupils with learning and behavioural problems. They work effectively with teachers;
 - the two learning mentors effectively support the pupils who have learning difficulties; and
 - the librarian ably promotes, co-ordinates and supervises the use of the library.
187. The one shortcoming in school staffing is the limited technician support in science. Although the present support is effective, it is insufficient for the size and location of the science facilities.
188. The quality and quantity of learning resources are no more than adequate and the good features outweigh shortcomings.
189. Overall, the capitation is well below the average for schools of a similar size. The good features include:
- a range of text books and equipment throughout the subject areas;
 - a good range of subject materials produced in the school;
 - the recent provision of IT equipment which caters effectively for discrete lessons and is used well in other subjects across the curriculum;
 - each classroom has an Internet point that can be used to enhance their teaching;
 - the good use of resources out of school to enrich the curriculum, such as visits to museums, galleries, theatres, and field trips; and
 - a wide range of visiting speakers enhance students' learning experiences.

190. The shortcomings that restrict learning opportunities include:
- pupils not being able to take text books home. This has a limiting effect on the variety of homework tasks that can be set;
 - the older IT equipment, based in departments, has a low performance and is inadequate for the curriculum requirements in design technology;
 - the limited access to IT equipment at lunch times with the exception of the library; and
 - the shortage of interactive white boards to enhance teaching methods;
191. The library is small for the number of pupils on roll and its book stock is under the recommended levels. However, it makes very good use of the schools' library service. It is well used by subject departments across the curriculum and by pupils for independent learning. The library has ten computers and these are used by pupils for research on the Internet. On two evenings of the week, it is open until 4-30 p.m.
192. The school occupies a large site with interconnected buildings and extensive grounds. The overall state of the buildings is poor with a backlog of repairs and maintenance amounting to an estimated £1.2 million.
193. At present, the accommodation is just sufficient for the numbers of pupils currently on roll. It meets the pastoral and academic needs of the curriculum and has the following good features:
- most rooms are adequate in size and cater for the majority of classes;
 - good facilities for textiles and food technology;
 - the sports hall and the swimming pool are a very good resource;
 - in classrooms, displays of pupils' work and subject information are bright and colourful and provide a stimulating learning environment;
 - the corridors, although narrow, have good displays and are well maintained;
 - the school has a rolling programme for the decoration of classrooms; and
 - the school grounds and buildings are kept clean, well maintained and litter free.
194. The shortcomings identified include:-
- a minority of rooms are too small for some of the larger classes time-tabled to use them; this restricts the variety of teaching method; a small minority of lessons are taught in non-specialist rooms;
 - insufficient number of laboratories for the size of the school, which affects standards;
 - lack of a drama studio;
 - lack of outdoor facilities for tennis and netball;
 - the dated facilities for the teaching of resistant materials;
 - practice rooms in music are not sound-proofed; and
 - at times, some rooms become hot and learning is affected adversely by excessive sunlight, which makes the use of videos, projectors and other visual teaching aids impracticable.
195. There is a public footpath which runs along the edge of the school field. There is some inappropriate use of this by members of the public.

196. The school is working with the UA and other external agencies to plan the development and improvement of buildings and facilities.

How efficiently resources are managed to achieve value for money

197. Overall, staff are managed and developed effectively and the good features are as follows:
- the training and professional development of staff is well co-ordinated in line with the school development plan, Performance Management, and the needs of departments and individuals; courses attended are thoroughly evaluated and used to benefit the school; and
 - the programmes to support newly qualified teachers, teachers new to the school and for initial teacher training students are detailed and comprehensive.
198. The deployment of teaching staff is less effective with several classes at key stage 3 in English and mathematics being taught by more than one teacher. On occasions, the deployment of the learning support assistants does not make good use of their time, expertise and experience.
199. The head-teacher and senior management team have completed their plans to restructure the new teaching and learning responsibilities with the approval of all concerned parties.
200. The school has fully implemented its strategy for the work load agreement. There is provision in the time-table for teachers' planning, preparation and assessment.
201. The financial management of the school is good. The head-teacher, the director of finance and premises, and the governing body's committee for finance effectively manage the available budget.
202. The budget for the school, in terms of average allocation per pupil, is the lowest of the secondary schools in the County Borough of Wrexham. It is also well below the national average for a school of this size.
203. The following good features are evident:
- the finance sub-committee meet regularly and it receives detailed up to date reports from the head-teacher;
 - financial decisions are well focused on the curriculum needs and the educational priorities identified in the school development plan;
 - the school pursues all grants and sponsorship that are available and uses them to very good effect;
 - the administrative officer is responsible for the day to day running of the finances through the UA; and
 - the senior administrative officer provides the head-teacher and heads of department with immediate breakdowns and current balances and they effectively monitor their spending.
204. Overall, the school uses its finances and resources efficiently and achieves good value for money.

Standards achieved in subjects and areas of learning

English

Key Stage 3: Grade 3: Good features outweigh shortcomings

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

Good features

Key Stage 3

205. Many pupils listen attentively. They recall previous learning and demonstrate good knowledge and understanding of their work in response to teachers' questions. Able pupils put forward ideas and justify opinions. Most collaborate well in pairs to problem solve and develop basic skills.
206. All pupils, including those with special educational needs, read a wide range of fiction, non-fiction, drama and poetry. They demonstrate a good understanding of challenging texts. All recognise and interpret imagery. They understand the use and effects of devices used by authors. Most read aloud with accuracy and fluency. Many read with expression. The least able are well supported in developing reading skills and good progress is made.
207. Pupils write in a range of forms and show understanding of audience and purpose by adapting language and tone. Portfolios of best written work demonstrate that pupils can improve by planning and drafting. Presentation is usually good. Able pupils structure their work well and produce particularly effective narrative writing.

Key Stage 4

208. Many pupils listen well, sustain concentration and respond to questions. The most able are confident. They put forward opinions and pose questions. They engage readily in class discussions, putting forward counter arguments and referring to texts to justify their views.
209. All read a wide range of texts. Most use a variety of devices to analyse and respond to texts of increasing complexity and have a clear understanding of characters, plots and themes. Able pupils demonstrate a good understanding of literary and non-literary devices such as irony as well as the understanding of the codes and conventions of stage directions and media texts.
210. Standards of writing are usually good in relation to abilities. Following a process of drafting, most pupils produce final coursework which represents good progress. All sustain writing and respond to guidance on structure. Able pupils have good skills of critical analysis, especially in response to poetry.

Shortcomings

Key Stage 3

211. A small but significant number of pupils of middle to lower abilities lack motivation and concentration.

212. A minority of pupils do not always extend their writing and leave work unfinished.
213. Some pupils do not draft effectively so that errors persist.

Key Stage 4

214. In a small but significant number of cases pupils are not fully engaged in lessons and do not make productive use of their time. The completion and quality of coursework is affected by the irregular attendance of a small number of pupils.

Welsh second language

Key Stage 3: Grade 3: Good features outweigh shortcomings
Key Stage 4: Grade 3: Good features outweigh shortcomings

Good features

Key Stage 3

215. Pupils respond well when taught at a brisk pace and there is good integration of language skills.
216. In the majority of lessons pupils listen well to their teachers and each other and respond to questions. When they listen to audio tapes they extract short items of information well to use in written work.
217. Standards in reading are commensurate with ability. More able pupils read confidently with good intonation. They read short passages on familiar topics and use the information in written and oral work.
218. The majority of pupils, including those with special educational needs, collaborate well in pairs to create simple dialogue. More able pupils sometimes show their initiative to produce lively conversation.
219. Pupils write short paragraphs and dialogues using simple sentence structures. By Y9 more able pupils write in more extended format showing a sound grasp of tenses.
220. Pupils use ICT effectively to produce a range of display materials.

Key Stage 4

221. In GCSE full course classes:
- pupils are able to hold short conversations using language accurately and with good pronunciation. More able pupils speak with increasing fluency;
 - the majority of pupils understand a selection of reading materials. When reading aloud, the more able read poetry and prose expressively; and
 - pupils structure their written work effectively. They produce extended coursework tasks where they express opinions with a good degree of accuracy.

222. On the short course:

- pupils respond to the structured situation in class using language introduced in the lesson; and
- they understand short listening and reading tasks and complete short written exercises accurately.

Shortcomings

Key Stage 3

223. Pupils are often unsure of their pronunciation of familiar words.

224. Very few pupils recall language learnt previously to use in a new context.

225. Pupils make too many errors of grammar and spelling in their written work.

226. A significant number of Y7 pupils are not sufficiently on task in lessons to improve their language skills.

Key Stage 4

227. Some pupils on the full course are reluctant to make oral contributions outside the sentence patterns and vocabulary currently taught to generate language freely. They show little spontaneity when responding to visual prompts.

228. A significant minority of pupils on the short course show only partial understanding of the language and make limited oral and written responses.

Mathematics

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

Key Stage 4: Grade 3: Good features outweigh shortcomings

Good features

Key Stage 3 and Key Stage 4

229. A majority of pupils across the age and ability ranges answer questions orally with clarity, understanding and accuracy.

230. They have a sound knowledge of number, vulgar fractions, decimal fractions and percentages and the relationship between them.

231. Pupils have spatial awareness and understand the concepts of the area of plane figures using the appropriate units.

232. Most pupils use calculators appropriately.

233. Most pupils with special educational needs make good progress.

Key Stage 3

- 234. Most Y7 pupils have a sound knowledge of the basic rules in algebra and can extend this knowledge to substitution into expressions.
- 235. They understand the concepts of axes in co-ordinate geometry and can use co-ordinates to draw plane shapes.
- 236. Y8 pupils understand how to use ratios to compare various quantities.
- 237. They have a good basic knowledge of the structure and presentation of investigational work.
- 238. Most pupils in Y9 can use brackets and the four operations of number in the evaluation of numeric expressions.
- 239. Less able pupils in Y9 understand the concept of rounding numbers and are able to use this process to estimate answers to simple calculations.

Key Stage 4

- 240. Most pupils in Y10 understand the concept of volume and can apply this knowledge to regular shaped objects such as cubes, cuboids and cylinders. They use appropriate units.
- 241. The more able pupils in Y10 can use formulae to calculate the volumes of spheres, cones and pyramids.
- 242. Most pupils in Y11 can apply their knowledge of three figure bearings to examples taken from everyday life situations.
- 243. The more able pupils in Y11 have a good, basic understanding of vectors and can apply this knowledge to solve problems.

Shortcomings

Key Stage 3 and Key Stage 4

- 244. The more able pupils in a majority of classes do not fulfil their potential.
- 245. A minority of pupils do not always complete and present their work in a neat, logical way.
- 246. A small number of pupils do not always correct work that is wrong.
- 247. A minority of pupils lack confidence in their mathematical abilities and are too dependent on teacher support.

Key Stage 4

- 248. A small number of pupils have a poor attitude to their work and therefore make little progress.

History

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

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

Good features

Key Stage 3 and Key Stage 4

249. Pupils have good levels of knowledge and understanding. They recall their previous learning successfully and use subject-specific vocabulary appropriately.
250. Pupils have good chronological awareness and they can extract relevant and accurate information from a wide variety of sources of historical evidence. As they mature, they grow confident in making meaningful links between the source of evidence and their own background knowledge of a topic.
251. From Y7 onwards, pupils develop good investigative approaches when examining historical problems. They use sources of evidence effectively to compare and contrast differing interpretations of historical events and developments. As a result, most pupils are successful in providing convincing reasons to explain the process of change over time.
252. By Y9, pupils are confident in distinguishing the differences between long-term and short-term causes of change.
253. Pupils make good progress in testing the sources of evidence for bias, reliability and usefulness. They ask appropriate questions of the sources, evaluating them effectively and using them to produce well balanced oral and written arguments.
254. The majority of pupils achieve good standards in selecting, organising and communicating information through a wide range of written tasks.
255. Pupils with special educational needs make appropriate progress.
256. In key stage 4, pupils exhibit a growing maturity in the depth of their response to challenging problems. They are increasingly aware of differences in the interpretation of sources and problems. They are well focused upon providing satisfying explanations for the motivation and attitudes of people in the past by asking more complex questions of the sources.
257. Written work is generally well organised and well presented. The majority of pupils make good progress in their extended writing skills by the end of key stage 4.
258. Pupils' knowledge of the history and culture of Wales is well developed and is further enhanced by the effective use of the local environment.
259. Pupils make good use of their knowledge and understanding from other curricular areas to extend their information-seeking skills.

Shortcomings

Key Stage 3 and Key Stage 4

- 260. A minority of pupils, in both key stages, do not include sufficient depth and detail in their written work in order to explain the points which they make. Presentation of written work and spelling are areas which require further development for a minority of pupils.
- 261. A minority of pupils do not regularly complete their written work.
- 262. In a minority of cases, pupils lack the confidence to provide extended oral responses to questioning during lessons.

Physical education

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

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

Good features

Key Stage 3 and Key Stage 4

- 263. Pupils understand the purpose of a warm-up and a warm-down. Individual pupils are able to lead the stretching exercises and when questioned are able to use the correct terminology.
- 264. Participation rates are high. Pupils are appropriately attired, listen attentively and work at the tasks set. Most pupils work consistently throughout the lesson and have a positive attitude to their work.
- 265. Pupils work co-operatively with others and are aware of health and safety issues across a range of activities.

Key Stage 3

- 266. In indoor tennis, the higher ability pupils are able to play a modified game activity. They are able to select appropriate shots in the game situation and make good decisions, anticipating the movements of others on the court.
- 267. Most pupils challenge themselves in athletics when completing a 200 metre run. They run with commitment and are able to sustain their effort.
- 268. When pupils are introduced to throwing the discus they listen attentively to the teacher's feedback and are able to make some improvement to their technique.

Key Stage 4

- 269. In high jump, pupils make progress and concentrate on improving their technique.

270. In swimming at GCSE level, pupils persevere to improve their towing skills and are able to make decisions about the appropriate action to take in different situations.
271. In GCSE theory lessons, pupils use subject specific terminology appropriately and are able to recall information from previous lessons.

Shortcomings

Key Stage 3 and Key Stage 4

272. A small number of pupils do not sustain their concentration through the lessons, resulting in lower standards.
273. Pupils' evaluative skills are under-developed and they need to be guided in order to identify targets for improvement.

Key Stage 3

274. In games activities, some pupils repeat their actions without making sufficient progress. These pupils lack control and precision.

Key Stage 4

275. In some GCSE theory and practical lessons, there are some limited responses to questions. Pupils' answers lack development.
276. In core physical education lessons, some pupils do not fully understand the short term and long term effects of exercise on the body

Religious education (including religious studies)
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Key Stage 3: Grade 1 – Good with outstanding features

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

Good and outstanding features

Key Stage 3

277. Pupils across the ability range have outstanding knowledge and understanding of the units of work studied, which reflect the requirements of the local agreed syllabus.
278. Through visits to religious buildings, pupils develop a sound knowledge and understanding of the importance of artefacts and symbolism in religion.
279. Y7 pupils have outstanding knowledge of the mosque and give very good explanations of its significance to the Islamic religion.
280. By the end of the key stage pupils have an outstanding grasp of the difference between the main world religions and Christianity.

281. Pupils with special educational needs make good progress in their knowledge and understanding of the religions they study and most make good contributions to the oral part of the lessons.
282. Pupils are developing outstanding understanding of some of the ethical and religious dilemmas associated with wealthy nations' trade with the Third World.

Shortcomings

283. No significant shortcomings were seen.

Good features

Key Stage 4

284. Pupils made mature responses to the issues they are studying, for instance they argue clearly whether the Iraq war was just, and present arguments for and against with confidence.
285. They respond thoughtfully to moral, social and cultural issues.
286. They start to understand that religions raise moral and social questions within different communities. In responding to this, they respect beliefs which differ from their own.
287. Less able pupils contribute regularly in lessons and display good basic knowledge of the issues discussed.
288. In the GCSE course, pupils have secure knowledge and understanding of Christianity, and of the way Christians celebrate their faith.
289. They develop skills that enable them to investigate Christianity, and analyse and interpret the information to reach appropriate conclusions.

Shortcomings

290. The standard of written work of some of the middle ability boys does not always reflect the standards of the oral discussions in the lessons.
291. The most able do not always work on sufficiently challenging tasks to extend their understanding of the text.

School's response to the inspection

The Governing Body and staff welcome the report and acknowledge the contribution that the Common Inspection Framework makes to school improvement. It is recognised that the inspection process has afforded the school a valuable external audit of its performance and the progress made since the last inspection.

We acknowledge the inspectors' judgement that 'the school is a caring community' and that 'the provision to support pupils has a number of outstanding features'. We believe that this positive ethos, and commitment to equality of opportunity, underpins the school's successes, which the inspection team has recognised.

We are pleased that the inspection team has judged that, since the last Estyn inspection in September 2000, significant improvements have occurred in pupils' attainment, as measured by examination results, and in the quality of teaching. We note that we now compare well to similar schools in terms of pupils' attainment and that, for many indicators, we are placed in the top 25% of similar schools nationally. Governors and staff are strongly committed to building upon these improvements.

We welcome the judgement that the links with the community served by the school, are of outstanding quality. We value greatly the support provided by parents, primary schools, other education providers and the community, including local businesses. The very high level of parental support for the school, as represented in the analysis of the large number of questionnaires returned, is appreciated greatly.

The school notes the inspectors' judgement that 'the school's self evaluation report is an accurate reflection of the main strengths and shortcomings of the school'. We value greatly this strong endorsement of the school's procedures, and are encouraged to invest time and other resources to further refine these arrangements.

We recognise that effective leadership at all levels within the school has enabled the school to make progress. We pay tribute to the support provided to the school by governors and LEA Advisers, which have assisted us in securing these improvements.

It is encouraging to note that the school is judged to use the resources at its disposal effectively, and that the school achieves good value for money.

It is gratifying to note that each of the recommendations which the inspection team made were incorporated into the school's development plan at the commencement of the academic year. The school accepts these recommendations and will continue to work purposefully to address each of these areas for development.

The Governing Body, staff and pupils recognise the professionalism with which the inspection was conducted and appreciate the developmental feedback which was provided throughout the inspection process. The school recognises the significant benefits arising from the involvement of the school's nominee in the inspection process.

Appendix 1

Basic information about the school

Name of school	Ysgol Bryn Alyn
School type	Community
Age-range of pupils	11 to 16
Address of school	Church Street, Gwersyllt. Wrexham
Postcode	LL11 4HB
Telephone number	01978 720700

Headteacher	Mr R. J. Davies
Date of appointment	01/09/2000
Chair of governors/ Appropriate authority	Mr A. Jones
Reporting inspector	Mr T. O'Marah
Dates of inspection	8 th to 11 th May 2006

Appendix 2

School data and indicators

Year group	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y13	Total
Number of pupils	155	144	169	152	149	-	-	769

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	42	4	44.55

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	17.3:1
Pupil: adult (fte) ratio in special classes	
Average teaching group size	22.5
Overall contact ratio (percentage)	76.6%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole School
Term 1	89.3	87.9	87.1	85.6	93.3	-	-	88.5
Term 2	92.7	89.7	89.9	88.3	90.7	-	-	90.3
Term 3	90.5	88.2	88.4	87.0	87.5	-	-	88.3

Percentage of pupils entitled to free school meals	21%
Number of pupils excluded during 12 months prior to inspection	72

Appendix 3

National Curriculum Assessment Results End of Key Stage 3:

National Curriculum Assessment KS3 results: 2005																
Total number of pupils in Y9: 150																
Percentage of pupils at each level																
			D	A	F	W	1	2	3	4	5	6	7	8	EP	
English	Teacher assessment	School		0.7	0.7				4.7	22.7	48.0	20.0	3.3			
		National	0.4	0.8	0.5	0.2	0.4	1.7	8.1	21.3	33.6	23.5	9.4	0.2	0	
Mathematics	Test	School		2.0					4.7	20.0	46.7	21.3	5.3			
		National	0.5	3.5	2.7	n/a	n/a	n/a	7.5	20.4	32.6	22.7	10.1	n/a	n/a	
	Teacher assessment	School			0.7					4.7	24.0	31.3	28.7	10.7		
		National	0.3	0.6	0.5	0.2	0.2	0.9	6.8	18.9	25.7	31.6	13.7	0.3	0	
	Test	School			3.3					4.0	21.3	26.7	38.0	6.7		
		National	0.3	5.1	1.4	n/a	n/a	n/a	5.1	17.2	19.9	36.0	15.0	n/a	n/a	
Science	Teacher assessment	School			0.7				2.7	21.3	44.7	26.7	4.0			
		National	0.3	0.7	0.6	0.2	0.1	0.4	6.0	20.1	32.8	27.1	11.6	0.1	0	
	Test	School			2.7					5.3	22.7	36.0	30.0	3.3		
		National	0.3	0.4	0.8	n/a	n/a	n/a	4.7	16.6	32.5	28.2	13.0	n/a	n/a	

- D Pupils exempted under statutory arrangements from part of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1
EP Exceptional Performance, where pupils at Key Stage 3 perform above level 8

Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	60%	In the school	61%
In Wales	58%	In Wales	58%

Public Examination Results:

For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ	
Number of pupils aged 15 on the school roll in January 2005	133
Average GCSE or GNVQ points score per pupil	31

The percentage of 15 year old pupils who in 2005:	School	UA	Wales
Entered for 5 or more GCSEs or equivalent	89%	84%	87%
Attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	38%	42%	52%
Attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	87%	83%	85%
Attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	32%	31%	38%
entered at least one Entry level qualification, GCSE short course or GCSE	92%	98%	97%
attained one or more GCSE grades A*-C or the vocational qualification equivalent	62%	67%	76%
attained one or more GCSE grades A*-G or the vocational qualification equivalent	90%	89%	93%
attained no graded GCSE or the vocational qualification equivalent	10%	11%	7%
attained one or more Entry level qualification only	2%	6%	3%
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1	-	-	-
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2	-	-	-

For pupils aged 16, 17 and 18, results in A/AS, GNVQs and NVQs	
Number of pupils aged 16, 17 and 18 in January 2005	–
Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2005	–
Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2005	–

	School	UA	Wales
Percentage of pupils entered who achieved 2 or more grades A-C	–	–	–
Percentage of pupils entered who achieved 2 or more grades A-E	–	–	–
Average points score per candidate entering 2 or more subjects	–	–	–
Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2	–	–	–
Number of pupils who achieved a GNVQ Advanced or NVQ at level 3	–	–	–

UA Unitary Authority

Appendix 4

Evidence base of the inspection

Prior to the inspection, full discussions were held between the registered inspector and the head based on the school's self-evaluation report and the report of the previous inspection in September 2000. In addition, meetings were held with the staff of the school, with parents and with the governors. 192 questionnaires were returned by parents and analysed by the inspection team. Whole school and appropriate subject documents were collected and reviewed by inspectors. All of this information was used to inform the organisation of the inspection and the deployment of inspectors.

During the inspection six subjects of the curriculum were inspected in detail and a total of 109 lessons were observed. All teachers at the school were seen teaching at least once. Formal and informal interviews were held with pupils and the full daily life of the school was observed. The inspection team reviewed pupils' work in exercise books and folders and looked at pupils' work diaries and the school reports sent to their parents.

During the week the inspection team saw 20 tutor group registration periods and three assemblies, and visits were made to a wide range of clubs and activities. Interviews were held with appropriate heads of department, and with those teachers and managers holding positions with whole school responsibilities.

The performance of the school in public examinations and tests was analysed in detail so that trends in performance over time, and comparisons to local and national data could be identified and accounted for.

Appendix 5

Composition and responsibilities of the inspection team

Team Member	Responsibilities
Terence A O'Marah	KQ1: KQ5: KQ6
Dr Michael H L Snow	Lay Inspector: Behaviour: Attendance: Work Related Education: Partnerships with Industry.
D Lynn Bithell	<i>English</i> : Literacy: Assessment: Personal and social education.
Alan V Edwards	KQ7: Mathematics : Numeracy.
S Glyn Davies	KQ2: KQ3 : General observations.
Heddwyn Evans	KQ4: Religious education : Spiritual, moral, social and cultural development.
Anne Newman	<i>History</i>
E Mary Crandon	<i>Welsh</i> : Bilingualism.
Sheila R Steer	<i>Physical education</i> .
Selwyn I Gale	General observations: Information technology.
Margaret E Herbert	General observations: Personal skills.
Susan L Williams	General observations.
Brian Whiteley	Nominee

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Acknowledgement

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