

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

**A Report on the Quality of Education in**

**Ysgol Gyfun Bryn Tawe  
Heol Gwyrosydd  
Penlan  
Swansea  
SA5 7BU**

**School Number: 670/4078**

**Date of Inspection: 29 January 2007**

**by**

**Ian Garth Higginbotham  
79675**

**Date of Publication: 2 April 2007**

**Under Estyn contract number: 1202806**

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Ysgol Gyfun Bryn Tawe 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 Gyfun Bryn Tawe took place between 29/01/07 and 01/02/07. An independent team of inspectors, led by Ian Garth Higginbotham 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:

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

"There are three types of inspection.

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

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

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

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

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

This school received a **full** 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 Gyfun Gymraeg Bryn Tawe was founded in September 2003 as the second designated bilingual comprehensive school in the Unitary Authority (UA) of the City and County of Swansea. It will provide education for boys and girls aged from 11 to 18. Welsh is the medium of teaching in every subject. The school opened with 94 pupils in Year 7. It is receiving one cohort of pupils each year and currently has pupils in key stage 3 and in Year 10. At the time of the inspection, there were 442 pupils on roll. The sixth form, which will open in 2008, will be part of a post-16 consortium in partnership with Ysgol Gyfun Gŵyr.
- 2 The school is located in north Swansea, in the former site of Penlan Comprehensive School. The UA has improved the buildings substantially. Pupils travel from areas across the city of Swansea and from places north of the M4, such as Felindre and Clydach. The majority of pupils come from areas that are neither economically prosperous nor particularly disadvantaged, although some of the eastern parts of the catchment area are in 'Communities First' areas and receive 'Objective One' funding. The proportion of pupils entitled to receive free school meals was 8 percent in 2006 and has now risen to just over 10 percent. The figure is lower than for the UA (18.5 percent) and for the whole of Wales (16 percent). Twenty-eight percent of pupils come from homes where Welsh is the main language. The other pupils speak English at home.
- 3 The previous attainment of pupils starting school in Year 7 covers the full range. There are 9 pupils (2.0 percent of pupils) who have a statement of special educational needs (SEN). The percentage is lower than that for the UA (3.2 percent). A further 22 percent of pupils with additional learning needs receive in-school support, while another 3.4 percent also receive help from other agencies. The school has disapplied the National Curriculum for two pupils.
- 4 There is currently one pupil who is in the care of the UA.
- 5 The senior management team comprises the headteacher, the deputy headteacher and the assistant headteacher.

### The school's priorities and targets

- 6 The school's mission is to provide an excellent quality of bilingual education. Its aims are:
  - to provide an education that responds to the needs of the individual;
  - to provide a curriculum that is relevant;
  - to prepare the pupil for adult life;
  - to nurture pupils' moral and spiritual values;
  - to nurture a love of and pride in Wales, the Welsh language and heritage; and
  - to appreciate the valuable contribution of parents and the community.

7 In the three-year cycle to 2009, the main aspects for development are:

- the quality of teaching and learning;
- accommodation and resources;
- staffing;
- curriculum and partnerships;
- self-evaluation to raise standards; and
- promoting the use of ICT to raise standards.

## Summary

8 There are outstanding features in every aspect of the school's work. The good quality education and the high standards that pupils are achieving derive from the visionary leadership of managers and governors and the skilled and enthusiastic work of members of the teaching and non-teaching staff.

### Table of grades awarded

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

9 The grades in the above table agree with those in the school's self-evaluation report in Key Questions 4 and 7. In the other five Key Questions, managers awarded grade 2. The self-evaluation report presents an accurate picture of the school's good features and areas for development. However, managers were not certain that provision and standards could fully meet the criteria for grade 1, when they were based, by and large, only on inputs and outcomes in key stage 3.

## Standards

### Grades for standards in the subjects we inspected

Inspection Area	Key stage 3	Year 10
Welsh (first language)	1	1
English	1	1
Mathematics	1	1
Science	1	1
Information technology	1	1
Design technology	1	1
Modern foreign languages	2	1
History	1	1
Geography	1	1
Art	2	2
Music	2	2
Physical education	2	2
Religious education (including religious studies)	1	2
Drama	2	2
Media studies		2
Business studies		1
CITB Construction		2
Electronics		2
Health and social care		2

- 10 The following table shows the grades we awarded for the standards that pupils achieved in lessons.

123 lessons	% Grade 1	% Grade 2	% Grade 3	% Grade 4	% Grade 5
Key stage 3	43	53	4	0	0
Year 10	58	40	3	0	0
<b>Combined KS 3 &amp; Y10</b>	<b>48</b>	<b>49</b>	<b>3</b>	<b>0</b>	<b>0</b>

(For an explanation of the grades, please refer to the start of the report)

- 11 These figures represent outstandingly good achievement.
- 12 With only one cohort of pupils having completed key stage 3, there are few figures to compare with national data. In Welsh, English and mathematics and in the core subject indicator<sup>1</sup>, pupils attained higher standards in 2006 than in about two-thirds of similar schools (where between 0 and 10 percent of pupils are entitled to free school meals). In science, however, pupils attained lower standards than in just over a half of similar schools. In comparison with Welsh-medium schools, pupils' attainment was better than in more than three quarters of other schools.
- 13 Tests show that pupils' overall ability has a profile similar to that of pupils across Wales. However, their level of attainment in key stage 3 in 2006 was far above the average for pupils in Wales.

<sup>1</sup> The core subject indicator in key stage 3 is the percentage of pupils who gain level 5 or better in the core subjects of Welsh or English, mathematics and science.

- 14 Pupils with SEN achieve well, mainly because lessons offer them good opportunities to take part and to be successful. Pupils who are gifted and talented also achieve well. Some of their work is of an exceptionally high quality.
- 15 Pupils' communication skills in both Welsh and English are outstanding. They also make outstanding progress in their bilingual competence. Their consistent use of Welsh, both formally and socially throughout the day, significantly benefits their bilingual competence.
- 16 Pupils have high levels of numeracy skills and they apply them well.
- 17 Much of pupils' use of information and communications technology (ICT) is of an outstanding standard. Several pieces of work displayed in classrooms are of professional quality.
- 18 Pupils relish solving problems. They have high levels of skill in working with others. Their skill in assessing the quality of their own learning is outstanding.
- 19 Pupils are well motivated and show outstandingly positive attitudes towards learning. They are well behaved and show respect for others. Their attendance is generally good.

### **The quality of education and training**

- 20 The following table shows the grades we awarded for the quality of teaching and assessment in the lessons we inspected.

123 lessons	<b>% Grade 1</b>	<b>% Grade 2</b>	<b>% Grade 3</b>	<b>% Grade 4</b>	<b>% Grade 5</b>
Key stage 3	43	52	5	0	0
Year 10	58	43	0	0	0
<b>Combined KS 3 &amp; Y10</b>	<b>48</b>	<b>49</b>	<b>3</b>	<b>0</b>	<b>0</b>

(For an explanation of the grades, please refer to the start of the report)

- 21 The quality of teaching and assessment is far higher than typical figures for schools in Wales (17 percent grade 1; 52 percent grade 2; 33 percent grade 3 and below).
- 22 Teachers have a thorough and up-to-date knowledge of their subject that enlivens their teaching. They often set imaginative tasks in interesting contexts relevant to pupils' everyday lives. They plan their lessons thoroughly. There is good support and challenge for lower-achieving pupils while activities also stimulate the highest-achieving pupils to use and extend their talents.
- 23 The quality of assessment, recording and reporting is outstandingly good. Assessment of pupils' work by the teacher and assessment of their own and others' work by pupils are central features of many lessons and form a natural part of the learning process. Written reports to parents are of good quality. They include targets for pupils and describe ways in which they could work better. There are effective systems to detect, support and monitor pupils who are achieving less than they should.

- 24 The curriculum provides appropriate breadth, balance and progression of study in most subjects, including a wide range of courses for pupils in key stage 4. There is good provision for information technology. However, there is rather too little time for the expressive arts subjects in key stage 3 and for the general physical education course in key stage 4. The curriculum is extremely effective in promoting pupils' key skills, their bilingual skills and their appreciation of Welsh culture and heritage.
- 25 There is an outstanding range of extra-curricular activities, enhanced by the Curriculum Enrichment Programme. There are a number of good and outstanding features in pupils' spiritual, moral, social and cultural development.
- 26 There are strong partnerships with parents, the local community, partner primary schools and other education providers.
- 27 The school provides effective care, guidance and support for all pupils. There are outstanding features in the quality of provision for pupils with additional learning needs.

### **Leadership and management**

- 28 Senior managers and governors share a vision of a school that provides an excellent quality of education through the medium of Welsh. Every member of staff, both teaching and non-teaching, shares this vision and plays his or her part in making it a reality.
- 29 The headteacher provides clear and strong leadership. The other two members of the senior management team work effectively. Together, the three leaders form a strong team. All middle managers are enthusiastic about their work and highly effective in their roles.
- 30 The School Improvement Plan is of good quality and takes full account of the priorities of the Welsh Assembly Government.
- 31 Governors bring a range of relevant expertise and experience to the school's management. They are enthusiastic for the wellbeing and success of the school and manage it well in support of the headteacher. They have played a leading role in guiding the development of the school. They manage the finances prudently.
- 32 The quality of self-evaluation by senior and middle managers is outstanding. Managers are thoroughly aware of the quality of provision in the areas for which they are responsible. Teachers engage wholeheartedly in reviews of aspects of their work and, in discussion with their managers, look for ways to improve the quality of their work and of their department's provision. The quality of self-evaluation is outstanding in several departments and is good in all others. Improvement plans set out clear courses of action.
- 33 The school is outstandingly well staffed. Managers provide well for teachers' professional development in line with the School Improvement Plan.
- 34 The quality of many of the resources is outstanding. Pupils and teachers have excellent access to ICT resources and use them well.

- 35 The accommodation is good with outstanding features. Displays in classrooms and corridors are of high quality and provide a stimulating learning environment. Teachers use 'language walls' well to immerse pupils in the specialist language of each subject.
- 36 The prudent financial decisions of senior managers and governors are well focused on curriculum needs and on educational priorities. Managers use resources efficiently and allocate money to departments fairly. The school provides good value for money.

## Recommendations

- R1 Managers should continue their efforts to help pupils improve their standards of attainment so that the school can reach its challenging targets for key stage 4.\*
- R2 Managers should ensure that the curriculum time for the expressive arts subjects in key stage 3 and for the general physical education course in key stage 4 is enough for pupils to gain a full range of experience in these areas.
- R3 Managers should ensure that pupils with SEN who attend out-of-class support sessions have enough in-class time to develop their skills in the expressive arts subjects.
- R4 Managers should refine the arrangements to monitor the quality of provision in mainstream classes for pupils with SEN.\*
- R5 Managers should continue their efforts to improve pupils' attendance.\*
- R6 Managers should seek to improve the range and quality of outdoor sports pitches.

\* Denotes an issue to which managers are already attending.

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 pupils achieve?

#### Grade 1: Good with outstanding features

- 37 The grade we awarded is higher than the grade 2 that managers awarded in their self-evaluation report. Managers accurately described the features of pupils' achievement but did not recognise that the standards fully met the criteria for grade 1.

#### Key stage 3 and Year 10

- 38 The following table shows the grades we awarded for the standards that pupils achieved in the lessons we inspected.

123 lessons	% Grade 1	% Grade 2	% Grade 3	% Grade 4	% Grade 5
Key stage 3	43	53	4	0	0
Year 10	58	40	3	0	0
<b>Combined KS 3 &amp; Y10</b>	<b>48</b>	<b>49</b>	<b>3</b>	<b>0</b>	<b>0</b>

(For an explanation of the grades, please refer to the start of the report)

- 39 Targets for the whole of Wales are that standards should be grade 3 or better in at least 98 percent of lessons and grade 2 or better in at least 65 percent of lessons. Pupils' achievement is far in excess of these targets.

#### Pupils' success in attaining agreed learning goals

- 40 It is appropriate to compare pupils' attainment with those of pupils in similar schools (where between 0 and 10 percent of pupils are entitled to free school meals) and pupils in Welsh-medium schools. Since only one cohort of pupils has completed key stage 3 and no pupils have completed key stage 4, however, there are very few results to compare with national data. Furthermore, the measure of standards in key stage 3 across Wales in 2006 was based on a mixture of test results and teacher assessments for which there was little external moderation. These data suggest that, in Welsh, English and mathematics and in the core subject indicator, pupils attained higher standards than in about two-thirds of similar schools. In science, however, pupils attained lower standards than in just over a half of similar schools. In comparison with Welsh-medium schools, pupils' attainment was better than in more than three quarters of other schools.
- 41 A further indicator is that standardised tests indicate that the pupils in Year 9 in 2006 had levels of general ability very similar to those for pupils throughout Wales. Their level of attainment in key stage 3 was far above the average for pupils in Wales.
- 42 On average, the standards that girls attain are higher than those of the boys. The difference is very similar to that between boys and girls across Wales.
- 43 Pupils with SEN achieve well, mainly because lessons offer them good opportunities to take part and to be successful. They have full access to the curriculum. In particular, they all follow a GCSE course in Welsh literature and show outstanding commitment.

- 44 Pupils who are gifted and talented achieve well. Activities in a range of subjects offer opportunities for work at different levels. Generally, these pupils accept the challenge to work at the highest level and their knowledge, understanding and skills develop rapidly. Some of their work is of an exceptionally high quality.
- 45 Pupils in the care of a UA who have remained on the school register for several years have attained good standards.
- 46 Pupils' communication skills in both Welsh and English are outstanding. They listen attentively and ask questions to clarify their understanding. They respond confidently to questions and offer articulate and accurate explanations. They take part in extended discussions, justifying their viewpoints with appropriate evidence. In subjects across the curriculum, they understand a wide range of technical terms and use them confidently.
- 47 Pupils read outstandingly well. They read a wide variety of material and read aloud fluently and with good intonation. They readily turn to a dictionary, thesaurus or their literacy handbook to clarify meaning and to express ideas precisely. When they undertake research, they can scan material quickly to gain information.
- 48 Pupils also write outstandingly well for a range of purposes and in a variety of extended forms. They spell and punctuate well and use grammatical constructions appropriately. They use figures of speech to create an impact or to persuade. They use ICT well to redraft their writing and present it attractively.
- 49 Pupils make outstanding progress in their bilingual competence. Pupils move easily between the Welsh and English. They learn specialist terms in both languages. They can source information in English from a book or a website and use it immediately in Welsh in their speaking or their writing. Pupils' consistent use of Welsh, both formally and socially throughout the day, significantly benefits their bilingual competence.
- 50 Pupils have high levels of numeracy skills and they apply them well. Across a range of subjects, pupils confidently use number, weigh and measure, read a variety of scales, apply the logical and mathematical functions on spreadsheets, draw and interpret graphs and charts, understand scale and change verbal expressions into mathematical formulae. They can represent three-dimensional shapes convincingly in two-dimensions.
- 51 Much of pupils' use of ICT is of an outstanding standard. In all subjects, pupils readily use the computer to enhance their work. Pupils research projects confidently using a range of electronic sources including the Internet. They are discerning in their selection of information to include in their presentations and they tailor these well to have the maximum impact on their intended audiences. They present their ideas effectively using a range of sophisticated software. Several pieces of work displayed in classrooms are of professional quality.
- 52 Pupils' have high levels of skill in working with others. They share responsibilities under the leadership of one member of the group and collaborate effectively to complete their task. They interact well, listening to each others' ideas respectfully but not being reluctant to challenge them.

- 53 Pupils' skill in assessing the quality of their own learning is outstanding. They can often be very hard on themselves because they realise they have not worked to the standard that their teacher has set for them. They are equally honest in assessing the work of others, but have the skill to express their judgements kindly and with respect. This aspect of pupils' work is an outstanding feature of school life.
- 54 Pupils relish solving problems. In subjects across the curriculum, teachers place pupils in positions where they need to weigh evidence, make decisions and reach balanced and justifiable conclusions. Pupils respond very well.

### **Pupils' progress in learning**

- 55 Pupils make good progress in their learning. The 'accelerated learning' approach makes them partners, with their teachers, in the conduct of lessons. They rise to the challenge this places on them. Their growing abilities in all the key skills underpin their learning and help to deepen their understanding.
- 56 The 'assessment for learning' strategy that operates in every class places a lot of responsibility on pupils to consider how well they are progressing. The detailed oral and written comments that their teachers make leave them in no doubt as to what they must do to improve.
- 57 The mature attitudes to learning that pupils are gaining equip them well for sixth form or college education and for learning throughout their lives.

### **The development of pupils' personal and social skills**

- 58 Pupils are well motivated and show outstandingly positive attitudes towards learning. They respond well to the various reward systems, and a large percentage of them achieve the highest level of commendation for good behaviour and respect for others.
- 59 Pupils' attendance over the past three terms has been generally good. The data sheet issued by the National Assembly for Wales shows that absence rates in the year 2004 to 2005 are lower than in well over three quarters of similar schools. Within this overall figure, however, there are a few pupils whose attendance is giving managers concern. They have been set targets for improved attendance. A high proportion of absence is a result of pupils going on holiday during term time. Pupils are rarely absent without authority.
- 60 Pupils arrive punctually at school and at their lessons.
- 61 Pupils have excellent learning skills. They work well both independently and in groups. Their growing mastery of learning skills equips them well for lifelong learning.
- 62 Pupils raise funds for charities and develop a good understanding of their responsibilities as young citizens. As part of their personal, social and health education (PSHE) course, they are developing positive attitudes towards the world of work.
- 63 All pupils take part in an hour's extra-curricular activity that follows on from the school day every Wednesday afternoon. They select a different activity each term. These

activities give them great enjoyment and satisfaction, cultivate personal and social skills and give pupils an appetite for participation in community activities.

- 64 Morning assemblies, the PSHE course, work in subjects across the curriculum and clubs such as Amnesty International all make pupils aware of issues of equal opportunities and promote an understanding and welcoming of diversity within society.

## The quality of education and training

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

#### Grade 1: Good with outstanding features

- 65 The grade we awarded is higher than the grade 2 that managers awarded in their self-evaluation report. Managers accurately described the significant features of teaching and assessment but did not recognise that the quality of the work fully met the criteria for grade 1.

#### How well teaching meets pupils' needs and the curricular or course requirements

- 66 The following table shows the grades we awarded for the quality of teaching and assessment in the lessons we inspected.

123 lessons	% Grade 1	% Grade 2	% Grade 3	% Grade 4	% Grade 5
Key stage 3	43	52	5	0	0
Year 10	58	43	0	0	0
<b>Combined KS 3 &amp; Y10</b>	<b>48</b>	<b>49</b>	<b>3</b>	<b>0</b>	<b>0</b>

(For an explanation of the grades, please refer to the start of the report)

- 67 The Annual Report of Her Majesty's Chief Inspector shows that in the 37 schools that Estyn inspected last year, the quality of teaching and assessment gained grade 1 in 17 percent of lessons and grade 2 in 52 percent, leaving 31 percent with lower grades. The quality of teaching and assessment in Bryn Tawe is far higher than the average in these 37 schools.
- 68 The quality of teaching is good in almost every lesson; in almost a half of lessons, it is outstandingly so. Only very rarely are there any significant shortcomings. The excellent relationships between teachers and pupils are a key factor that drives the quality of pupils' learning. Pupils want to do well. They gain satisfaction from doing so and enjoy the praise their teachers give them.
- 69 Minor shortcomings are more common in the lessons of supply teachers. These teachers have not had time to build close working relationships with their pupils. Their lessons do not always embody all the principles set out in the school's policies for teaching and learning.
- 70 Teachers have a thorough and up-to-date knowledge of their subject that enlivens their teaching. They often set imaginative tasks in interesting contexts relevant to pupils' everyday lives.
- 71 Teachers plan their lessons thoroughly, devising a variety of activities that engage pupils' active participation and allow them to learn in different ways. There is good support and challenge for lower-achieving pupils while activities also stimulate the highest-achieving pupils to use and extend their talents. In just a small number of lessons, teachers allow too much time for some tasks. Pupils' interest flags and they do not achieve as much as they might.

- 72 Teachers have adopted the principles of 'accelerated learning'. Most lessons follow a four-part structure. A revision activity reminds pupils of their recent learning and sparks their interest. The teacher sets out the objectives for the lesson and leads a discussion of how pupils will attain their goals and the quality of work they should be aiming for. Pupils undertake their work, individually or in groups, supported and challenged by the teacher to do their very best. Finally, pupils review their work, consolidate what they have learnt and appraise the quality of their own work and that of other pupils. Teachers use this lesson structure effectively to ensure that pupils' minds are focused both on their learning goals and on the quality of their work.
- 73 Teachers often display the opening task on the board as pupils enter the room, or may even set the task while pupils queue to enter the room, so that they are fully engaged in the lesson from the outset.
- 74 Teachers use resources well. They have produced a range of high quality materials for pupils of all levels of achievement. Good quality computer displays have a strong visual impact and help lessons to flow smoothly. Teachers promote pupils' involvement in lessons by imaginatively exploiting the facilities of the interactive whiteboard. Occasionally in art, a lack of time for an activity means that pupils do not use the full range of resources adequately.
- 75 Teachers are aware of equal opportunities issues. They plan lessons that allow boys to learn in ways they find most appealing and try to ensure that boys and girls take part equally.
- 76 Learning support assistants (LSAs) work effectively in some lessons, helping pupils of different ability to gain as much as possible from the work. However, teachers do not always plan this aspect of teaching sufficiently. As a result, LSAs sometimes do not use their time well.

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

- 77 The quality of assessment, recording and reporting is outstandingly good. Assessment of pupils' work by the teacher and assessment of their own and others' work by pupils are central features of many lessons and form a natural part of the learning process. The assessments give pupils a clear idea of how well they are progressing. Pupils assess their own work and that of their fellow pupils honestly, maturely and respectfully.
- 78 Teachers adapt the descriptions of National Curriculum attainment levels so that pupils can easily understand them in the context of the work they are doing. By matching their own work to the descriptions, pupils quickly realise what they have already achieved and what they must do to reach the next level.
- 79 Departments are building up portfolios of work that illustrate pupils' work at a range of National Curriculum levels. This work has made teachers keenly aware of the attainment levels and able to interpret them in relation to pupils' work in different contexts.
- 80 Assessment procedures fulfil statutory requirements. Teachers are gaining experience in assessing pupils' overall level of attainment at the end of key stage 3.

In a few departments, however, teachers seem to be making assessments that are too low.

- 81 Written reports to parents are of good quality. An interim report in the autumn term gives them a simple and clear picture of how well their children are progressing. These reports are an early and effective way of identifying pupils' underachievement. There is an oral report to parents in the spring term during a parent-teacher meeting. A full report in the summer term gives a highly detailed account of what each pupil has achieved. These reports include targets for pupils and describe ways in which they could work better.
- 82 A home-school contact book effectively keeps parents aware of their children's progress from day to day.
- 83 Pupils who underachieve in more than four subjects attend an interview with one of the three heads of progress or the assistant headteacher. They discuss the reasons for the pupil's poor performance and agree targets for improvement. The school involves parents and carers closely, either by letter or inviting them to school to discuss the matter. Managers closely monitor the pupil's subsequent progress.
- 84 An electronic monitoring record is available for teachers to use at any time. The system creates weekly reports. Managers take early action to address any poor work or inappropriate behaviour or attitude that the reports identify. Pupils who do not complete their homework must attend lunchtime sessions to catch up on their work.
- 85 Heads of subject are increasingly using electronic records to track pupils' progress, to set targets for individual pupils and for the whole department and to monitor any underachievement.

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

#### **Grade 1: Good with outstanding features**

- 86 The grade we awarded is higher than the grade 2 that managers awarded in their self-evaluation report. Managers accurately described the features of the school's curriculum but did not recognise that its quality fully met the criteria for grade 1.

#### **The extent to which learning experiences meet pupils' needs and interests**

- 87 The curriculum:
- meets pupils' learning needs and reflects the aims set out for pupils of statutory school age in the Education Act 1996;
  - meets legal requirements and provides PSHE, work-related education, careers education and guidance and an act of collective worship in accordance with guidelines of the Welsh Assembly Government; and
  - provides equality of access for all pupils to a wide range of courses and experiences.
- 88 The curriculum provides appropriate breadth, balance and progression of study in most subjects. In key stage 3, all pupils follow courses in drama and information

technology and all of them continue to study information technology in key stage 4 as an examination course. Pupils in key stage 4 are able to choose from a wide range of courses, including some provided in partnership with Ysgol Gyfun Gŵyr and Coleg Sir Gâr.

- 89 One shortcoming, however, is the lack of time allocated to some subjects. In art and music in key stage 3 and physical education course for all pupils in key stage 4, there is insufficient time for pupils to develop their skills sufficiently across the full curriculum.
- 90 The school has gained the Basic Skills Quality Mark. The quality of the planning of work that provides opportunities for pupils to develop their key skills is outstanding, both in schemes of work and in lesson plans. There is thus a regular focus on raising pupils' standards across all six of the key skills. A literacy handbook provides pupils with very good help in using language correctly and developing a wide and accurate vocabulary. It is excellent that pupils start their study of the GCSE information technology course in Year 9.
- 91 There is an outstanding range of extra-curricular activities, enhanced by the Curriculum Enrichment Programme for all pupils that runs during the last hour of the extended school day every Wednesday.
- 92 There are a number of good and outstanding features in pupils' spiritual, moral, social and cultural development. The outstanding features are that pupils:
- show great respect for one another, the staff and the environment;
  - have a clear sense of right and wrong;
  - show care and thoughtfulness towards others by fundraising for charities;
  - mix very well socially and work together well across the age range, for example in their tutorial groups; and
  - are extremely friendly and polite and always ready to help each other and visitors to the school.
- 93 The good features are that pupils:
- have opportunities to develop an understanding of beliefs and values in assemblies, religious education and many subjects across the curriculum;
  - are aware of sensitive issues such as prejudice, racism, and the rights of the individual; and
  - take pride in the heritage and cultures of Wales and appreciate the cultures of other nations.
- 94 There are strong partnerships with parents, the local community, partner primary schools and other education providers. Some of this work is of an outstanding quality.

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

- 95 Work-related education is developing; some useful introductory activities are included in the PSHE programme. There are some good links with local businesses and industries. Work experience is planned for pupils in Year 10 in the summer term.

- 96 The needs of employers are frequently emphasised in work-related activities in the PSHE programme. Pupils have taken part in an Entrepreneurial Day, organised by *Project Dynamo*<sup>2</sup>, during which they learned about the experiences of small and large employers.
- 97 Starting in Year 9, pupils take part in Enterprise projects. A competition in 2006 saw five in-house companies set up in business, with the most successful going on to gain one of the main awards in the *Menter Celtaidd* finals.
- 98 The curriculum is outstandingly effective in promoting pupils' bilingual skills and their appreciation of Welsh culture and heritage. Many pupils say that they feel this aspect of the school's provision is 'the best thing about the school'. Managers and teachers have created an environment in which Welsh is the natural medium of communication for everyone in the school at all times. This is an outstanding achievement, particularly since so many pupils come from English-speaking homes. It reflects the commitment of governors, teachers, pupils and parents to the development of pupils' bilingualism. Close links with the five primary schools promote planning for continuity in pupils' linguistic experience and the development of their bilingual competence. A strong emphasis on literacy in every classroom and regular use of the literacy handbook, both in school and at home, boost pupils' language skills and make them confident in using Welsh and English.
- 99 Pupils have further opportunities to develop their bilingual competence through residential courses, educational visits and by competing in eisteddfodau. Y Cwricwlwm Cymreig is a strong feature of the curriculum in all subjects.
- 100 The curriculum is effective in promoting pupils' awareness of sustainable development and global citizenship. The good practice stems from a high quality, detailed policy. A recent audit of provision shows that most subjects deal with these issues, with drama, the humanities, PSHE and science being particularly strong. Pupils take part enthusiastically in recycling projects. The eco-committee has promoted some good work, for which the school has gained a bronze 'Eco-Schools' Award.
- 101 Overall, the school has planned a curriculum that reflects most aspects of all the Welsh Assembly Government's priorities. The curriculum provides a broad range of experiences and lays a sound foundation for lifelong learning.

#### **Key Question 4: How well are pupils cared for, guided and supported?**

**Grade 1:** Good with outstanding features

- 102 The grade we awarded agrees with the grade that managers awarded in their self-evaluation report.

#### **The quality of care, support and guidance for pupils**

- 103 The school provides effective care, guidance and support for all pupils.

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<sup>2</sup> Project Dynamo Wales is a Welsh Development Agency project focused on changing attitudes towards entrepreneurship, and raising entrepreneurial skills.

- 104 There are excellent links with parents. Home-school contact books help teachers and parents to exchange messages readily with each other and to share any concerns. Managers and teachers are always ready to meet parents and carers.
- 105 Pupils receive helpful guidance when they choose their key stage 4 courses. A booklet gives information about each subject and parents, carers and pupils may attend an evening meeting with teachers to discuss courses. These arrangements serve the pupils well.
- 106 The school has good relationships with its five primary schools. There is close liaison on pastoral issues and growing curricular links that ease pupils' transition into secondary school work. There are outstanding arrangements for Year 6 pupils to get to know their new classmates, including extra-curricular activities and a residential course. There are also opportunities for pupils from the primary schools and their parents to visit Bryn Tawe during the day. The parents find these arrangements excellent.
- 107 There are good arrangements for PSHE. Pupils study themes in depth during half day sessions that replace the normal timetable. They then explore the ideas in registration sessions over the following weeks. The planned programme covers all aspects set out in the PSE Framework for Wales. Pupils discuss the issues maturely.
- 108 The School Council meets regularly and is guided by a member of the senior management team. The Council has been effective in promoting improvements to the school's environment, the development of a Study Club, and an improvement in the queuing system in the dining hall.
- 109 Managers carefully monitor pupils' attendance, punctuality and behaviour. There are sound procedures to promote good attendance and to challenge and support pupils who are not attending well. Attendance figures have improved over the last twelve months. An Education Welfare Officer serves the school well.
- 110 There is an effective Careers Guidance programme. *Careers Wales* staff organise appropriate courses and effectively support the school's provision. The school library holds an appropriate range of materials linked to Careers and the world of work.
- 111 The school has a sound health and safety policy. There are risk assessments for offsite activities. Two members of staff are qualified to administer first aid. A Breakfast Club provides a healthy start to the day for about ten pupils.
- 112 The school has appropriate child protection policies and procedures. Two members of staff are trained as Child Protection officers. Other members of staff know how to respond if they have concerns or if an incident occurs.

### **The quality of provision for additional learning needs**

- 113 The quality of provision for pupils with additional learning needs has some outstanding features. The provision is in line with the SEN Code of Practice.
- 114 Pupils' needs are assessed in accordance with the UA's policies. Liaison with primary schools ensures effective continuity of provision when pupils start in Year 7. Excellent links with several agencies help to give a clear overview of pupils' needs.

- 115 Individual Education Plans (IEPs) are of good quality. They include specific and measurable targets and identify the resources that will help the pupils learn effectively. In many cases, teachers make the IEPs more specific to their subject and adapt their lessons well to meet the needs of individual pupils.
- 116 An early morning group 'Dal-i-Fyny' provides good support for about 12 pupils from Years 7 and 8 who require additional help in basic skills.
- 117 There are, however, two shortcomings in the provision for pupils with SEN. One is that the withdrawal of pupils from lessons for individual work impairs pupils' experience and progress more significantly in subjects such as art, drama and music, which have only 50 minutes' curriculum time each week. The second is that, in a few lessons, teachers do not make the best use of LSAs to boost pupils' learning.
- 118 A recently-established working group to monitor the work and progress of pupils with SEN has the potential to improve further the experience of these pupils.
- 119 A Speech and Language Support Unit, funded by the UA, is based in the school. The qualified members of staff in the Unit work effectively and the pupils, including four from Bryn Tawe, make good progress. Their teachers closely monitor their development.
- 120 The school distinguishes between pupils whom it considers to be 'gifted and talented' and a smaller group who are 'more gifted and talented'. The nature of many classroom activities provides abundant opportunities for pupils in the first group to take on an enhanced challenge. There is growing provision in several subjects for pupils in the second group.

#### **The quality of provision for equal opportunities**

- 121 There is a sound anti-bullying policy and a staged series of responses to any incidents. Pupils are taught how to respond to bullying. They are ready to report instances and are confident teachers will respond appropriately.
- 122 Policies on equal opportunities and racial equality are good. The PSHE course promotes racial equality and an openness to other cultures. Managers record incidents where there is any hint of racial abuse and send an annual report to the UA.
- 123 The accessibility plan complies with statutory requirements. There is full access to all parts of the school for anyone with physical disabilities.

## Leadership and management

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

#### Grade 1: Good with outstanding features

- 124 The grade we awarded is higher than the grade 2 that managers awarded in their self-evaluation report. Managers accurately described the significant features of leadership and management but did not recognise that the quality of the school's management fully met the criteria for grade 1.

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

- 125 From before its opening in 2003, senior managers and governors have had a vision of a school that provides an excellent quality of education through the medium of Welsh. The desire to provide excellence within a Welsh ethos continues to drive the development of the school. Every member of staff, both teaching and non-teaching, shares this vision and plays their part in making it a reality. Enthusiasm for the task and a determination to succeed permeate every action by governors, managers and teachers. Pupils have a great pride in their school. By their attitudes and actions, they support and promote the Welsh ethos and engage with the drive for excellence.
- 126 The headteacher provides clear and strong leadership. He has fostered excellent working relationships with all members of staff and knows the pupils well. In such a small school, the deputy headteacher carries a wide range of responsibilities which he discharges effectively. The recently-appointed assistant headteacher also undertakes his duties competently. The three leaders form a strong team.
- 127 An outstanding strength of the school's management is that all middle managers are enthusiastic about their work and highly effective in their roles. They provide strong leadership. They incorporate school policies into the work of the department, closely monitor the work of teachers and pupils and set challenging but realistic targets for the department. They provide strong support for other members of staff, particularly for temporary or inexperienced teachers. Departmental portfolios are of high quality. They play a significant role in improving the quality of departments' provision.
- 128 The leaders of initiatives such as 'accelerated learning' and 'assessment for learning' are highly effective in informing others about the projects and in motivating teachers to adopt the approaches wholeheartedly. The coordinators for key skills have also been highly effective.
- 129 The School Improvement Plan is of good quality and takes full account of the priorities of the Welsh Assembly Government. In particular, managers have made the school a model of excellence in promoting bilingualism and have thorough plans for the introduction of Learning Pathways.
- 130 Performance management procedures work effectively. They operate alongside a regular monitoring of all aspects of the school's work and of the part that teachers play in them. The monitoring is both supportive and challenging.

131 Managers in the expressive arts subjects work effectively, but do not have the close liaison with colleagues that other managers enjoy.

### **The extent to which governors meet their responsibilities**

132 Governors bring a range of relevant expertise and experience to the school's management. They are enthusiastic for the wellbeing and success of the school and manage it well in support of the headteacher. The chairman has been a leading advocate of Welsh-medium education for many years. He supports the school very effectively.

133 The governors play a leading role in guiding the development of the school in its early years, ensuring that the growing school has good accommodation and resources and the right teachers to teach the expanding curriculum. They manage the finances prudently. Each governor has a link with one of the departments and therefore has a firm understanding of the realities of school life. They know about strategies such as 'accelerated learning' and 'assessment for learning' and are delighted at how well they are working. The governor with responsibility for pupils with SEN has a firm command of her role and works enthusiastically to maintain and improve provision for these pupils.

134 Governors carefully consider the targets that the school sets for itself and have closely scrutinised the first set of attainment levels for pupils in key stage 3.

135 The governors meet all their regulatory and legal requirements.

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

#### **Grade 1: Good with outstanding features**

136 The grade we awarded is higher than the grade 2 that managers awarded in their self-evaluation report. Managers accurately described the significant features of the self-evaluation procedures but did not recognise that the quality of the procedures fully met the criteria for grade 1.

#### **How effectively the school's performance is monitored and evaluated**

137 The quality of self-evaluation by senior and middle managers is outstanding. Managers are thoroughly aware of the quality of provision in the areas for which they are responsible. They are well informed about the best practice and current developments in education and are keen to apply these in the context of their own areas of responsibility.

138 During the past year, senior managers have allocated periods of several weeks to review five aspects of the school's provision. In order to help every department review their provision thoroughly, they have prepared a list of questions for them. Heads of department have used these questions as prompts to consider whether each aspect of their provision is as good as it might be. They discuss their emerging findings with teachers in their departments and with the senior manager who links

with the department. Reviews of pupils' books and inspection of lessons by each member of the department are regular features of these reviews.

- 139 Managers have audited several aspects of the school's provision, such as quality and standards in the key skills. Coordinators of these aspects prepare lists of good practice, and these help managers to examine their departments thoroughly. Senior managers regularly inspect lessons, concentrating on a particular focus such as the methodology of 'accelerated learning' or the suitability of the lesson content and presentation for the full range of pupils, both boys and girls. Teachers engage wholeheartedly in these reviews and, in discussion with their managers, look for ways to improve the quality of their work and of their department's provision.
- 140 These regular self-evaluative exercises lead naturally into the writing of departmental improvement plans. Since the foci for self-evaluation are determined by senior managers, it is natural that departmental improvement plans address the same issues as the School Improvement Plan. Everyone therefore focuses on the same important issues.
- 141 The quality of self-evaluation is outstanding in several departments and is good in all others. The processes are generally less formal in the one-teacher departments where there is no faculty structure.
- 142 The school's self-evaluation report is of good quality. It describes and assesses current practice, cites supporting evidence and identifies areas for development. The day-to-day self-evaluation processes in which managers engage placed them in a powerful position to write the report, based on assessments in which every member of staff had played a full part. Senior managers have sought the views of parents and the headteacher has conducted interviews with groups of pupils to understand how they perceive the school.
- 143 The overall findings of the school's self-evaluation report closely match those of the inspection team. In five of the seven Key Questions, however, managers were not certain that provision and standards could fully meet the criteria for grade 1, when they were based, by and large, only on inputs and outcomes in key stage 3.
- 144 The self-evaluations lead to good quality improvement plans. Each audit, for example, culminates in a report that identifies specific actions for each department to take. Development plans identify relevant issues and address them thoroughly. They include costs, timings and indicators of success. Managers ensure that the resources needed to support each development are available.
- 145 At this point in the school's development, the idea of continuous improvement has little meaning. The evidence of this inspection, however, is that the high and developing quality of provision is promoting very good standards of achievement.

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

#### **Grade 1: Good with outstanding features**

146 The grade we awarded agrees with the grade that managers awarded in their self-evaluation report.

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

- 147 The school is outstandingly well staffed. There is a very good balance between experienced and younger teachers, all of whom are well qualified in the subjects they teach. New and temporary teachers receive clear information and very good support from their managers. Technicians and administrative staff carry out their tasks competently. There is an adequate number of LSAs. Much of their work is highly effective but teachers do not always deploy them to best advantage. The site manager and caretakers contribute effectively to the maintenance and security of the school.
- 148 Arrangements to give staff protected time for planning, preparation and assessment time are working well. The flexibility with which teachers operate the system helps the school to run smoothly.
- 149 There are enough books and other learning resources in all subjects. The quality of many of the resources is outstanding. There are data projectors and interactive whiteboards in every room and teachers use these well. Teachers and LSAs have produced high quality materials to help pupils of different ability learn together effectively in the one lesson. Visits, field trips, residential courses and visiting speakers and drama groups all substantially enrich the curriculum.
- 150 The accommodation is good with outstanding features. It is adequate for the number of pupils on roll. Plans are in hand to extend the accommodation as the number of year groups increases. Classrooms are of an adequate size and are well set out so that pupils can undertake different activities in different parts of the room. Teachers use 'language walls' well to immerse pupils in the specialist vocabulary of each subject. Pupils have excellent access to ICT facilities, including the Internet. Departmental and faculty rooms are close to each other, though often spread across several floors.
- 151 There is an excellent range of good quality indoor accommodation for physical education. Outdoor facilities are more limited and some of the playing surfaces are in poor condition.
- 152 Displays in classrooms and corridors are of high quality and provide a stimulating learning environment. Toilets and changing rooms are well maintained. The buildings are clean and free of any litter or graffiti. The site is secure and well managed.
- 153 The prudent financial decisions of senior managers and governors are well focused on curriculum needs and on the educational priorities identified in the school and departmental development plans. The headteacher, senior staff and the governing body's finance committee manage the budget well. Managers have responded

positively to a small number of minor financial issues raised in the recent Audit Report.

- 154 Managers use resources efficiently. They deploy teachers well. They provide well for teachers' professional development in line with the School Improvement Plan and the needs of departments and individuals. Teachers evaluate the courses they attend and share what they have learned with other teachers. Teachers and pupils use ICT resources extensively and effectively.
- 155 Managers allocate money to departments fairly and flexibly. They maintain a reserve for more major projects that arise from time to time. They apply for grants and use the money well.
- 156 The school provides good value for money by:
- helping pupils attain highly;
  - providing very good quality teaching;
  - offering a broad and balanced curriculum; and
  - providing very good care and support for all pupils.

## Standards achieved in subjects and areas of learning

- 157 The evidence for our judgements of standards in key stage 4 is limited to the work of one cohort of pupils who have been in Year 10 for only half a year.

### Welsh (first language)

**Key Stage 3: Grade 1:** Good with outstanding features

**Year 10: Grade 1:** Good with outstanding features

#### Key stage 3 and Year 10

##### Outstanding features

- 158 In every class, pupils respond enthusiastically to the challenging targets set for the effective use of language in various settings. Pupils' progress in language skills is outstanding.
- 159 Standards of speaking are outstanding. Pupils use specialist and unfamiliar vocabulary within sound constructions constantly. They exchange ideas enthusiastically in discussions. They can reason and offer opposing arguments on controversial subjects intelligently. They use appropriate evidence when developing and justifying a point of view.
- 160 Listening standards are outstanding. Pupils demonstrate respect for one another and their teachers. In group or class discussion, they listen intently in order to move the discussion on expediently.
- 161 Reading standards are outstanding. Pupils read aloud with facility and meaningfully. Pupils can glean information from a range of sources for use in their oral and written work. They read a range of books independently and write reviews about them. The highest-achieving pupils in Year 10 undertake detailed research on the background of a set book, in order to offer perceptive comments on it within its historical context.
- 162 Standards of creative writing are outstanding. Pupils have the necessary language resources to produce impressive prose and poetry. Workshops with bards and litterateurs assist them to develop their talents.
- 163 Pupils with SEN make outstanding progress. By Year 10, they can discuss the characters of a set book enthusiastically, and they are able to express sound opinions, verbally and in writing, on the set poems.

##### Good features

- 164 Every pupil undertakes a variety of extended writing tasks for different purposes. Their work displays progress from year to year with regard to their grasp of syntax, grammar and vocabulary. They understand the linguistic needs of different audiences. Pupils use information technology regularly to re-draft their work, in order to present the results of class surveys and to create documents by combining images and text effectively.

165 Pupils' critical-review skills develop from year to year. Pupils display understanding and enjoyment when discussing set texts. They understand the author's intentions, and they can explain the characteristics of style. When pupils in Year 10 interpret a set piece within a group, they allocate responsibilities for different aspects of the work in a matter of fact way. Every individual reports back efficiently whilst the other members of the group record what was said, quickly and accurately.

### **Shortcomings**

166 At times, pupils do not attain the same outstanding standard in their written work as they do in their oral work.

<b>English</b>
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**Key stage 3: Grade 1:** Good with outstanding features

**Year 10: Grade 1:** Good with outstanding features

### **Key stage 3 and Year 10**

#### **Outstanding features**

167 All pupils listen carefully and constructively to their teachers, and to each other. They have developed mature listening skills and, as a result, respond outstandingly well to a wide range of stimuli.

168 Pupils participate in informal talk and collaborate exceptionally well in pairs and small groups. They can explain, offer ideas, question, support each other and negotiate findings.

169 All pupils evaluate their own writing with critical skill. Higher-achieving pupils make well-structured and extended responses to literature texts utilising textual references to support their arguments.

#### **Good features**

170 Pupils communicate clearly and effectively in oral situations. Their contributions are articulate and perceptive. They express opinions clearly and justify their points of view.

171 All pupils understand and use appropriate technical words. They use quotations to support their points of view effectively. Pupils in Year 10 have good analytical skills.

172 All pupils make good progress in reading. They read a wide range of demanding texts with understanding. All pupils are challenged to interpret and appreciate what they read so that they improve their higher reading skills.

173 Pupils read aloud fluently and accurately, quite often with good expression. In key stage 3, pupils improve their reading through the practice of a short period of quiet reading at the beginning of each lesson.

174 Pupils use a wide range of forms and style appropriately to produce a very good standard of writing. Most pupils write extensively. All of them improve their writing by

planning, drafting and assessing their work against given criteria using ICT as appropriate. The writing of the highest-achieving pupils is of an extremely high standard.

- 175 Pupils in Year 10 are producing excellent standards in coursework with well-crafted essays. They display their understanding and knowledge of set texts. Pupils make confident presentations to the class.
- 176 Pupils with SEN are well-supported and are progressing well. They show a clear understanding of what is required of them. They are confident and articulate in oral communication.

### **Shortcomings**

- 177 The written work produced by a minority of lower-achieving pupils is prone to errors in spelling and contains weak sentence constructions. These pupils fail to express their ideas clearly on paper.

## **Mathematics**

**Key stage 3:**    **Grade 1:**    Good with outstanding features  
**Year 10:**        **Grade 1:**    Good with outstanding features

### **Key stage 3 and Year 10**

#### **Outstanding features**

- 178 All pupils can calculate orally and in writing to an outstanding standard. They can all cope with mental work correctly, and as a result this sharpens their mathematical skills and deepens their understanding of basic principles.
- 179 The work that all pupils do in using ICT to enhance their mathematics is of an outstanding standard. They all have regular opportunities to use ICT in their work programmes, and they benefit greatly from them.

#### **Good features**

- 180 The standard of work the pupils undertake when forming geometrical shapes is good. Pupils also conduct research into the properties of these shapes to a varying degree according to their ability.
- 181 All pupils' work on algebra is developing well according to their ability. The most able pupils achieve work of a very good standard in this area.
- 182 All pupils can collect and display statistical data successfully in different ways. Also, the majority of pupils can interpret data in graph and chart form very well. The standard of work in probability is also very good.
- 183 Pupils achieve very good standards in work on calculating the area and volume of different shapes and solids. A high proportion of them can also apply Pythagoras' Theorem confidently and correctly.

- 184 Examples can be seen of pupils enjoying investigative mathematics and achieving work of a very good standard.
- 185 The use that all pupils make of calculators is appropriate, sensible, and of a very good standard. They all appreciate the need to estimate answers before using a calculator.
- 186 By means of the department's caring systems, pupils with special educational needs make very good progress, and they achieve work of a good standard.

<b>Science</b>
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<b>Key stage 3:</b>	<b>Grade1</b>	Good with outstanding features
<b>Year 10:</b>	<b>Grade1</b>	Good with outstanding features

### **Key stage 3 and Year 10**

#### **Outstanding features**

- 187 Nearly all pupils, of all levels of attainment, have a very good understanding of a wide range of topics.
- 188 Nearly all pupils recall and use concepts well to solve a range of scientific problems.
- 189 Through very detailed assessment by their teachers, the assessment of their own work and the setting of challenging targets for themselves, nearly all pupils complete work to a high standard in many aspects of the programme of study.

#### **Good features**

- 190 Many pupils use scientific terms accurately to explain concepts and when they evaluate their practical work.
- 191 The majority of pupils have a good understanding of some of the scientific principles used in topics such as healthy living, the environment and industrial processes.
- 192 Through a range of challenging tasks, many pupils complete investigational work to a high standard.
- 193 From Year 7 onwards, many pupils use their knowledge and understanding well to guide their planning and their preliminary work.
- 194 Most pupils take appropriate measurements, check accuracy and record their results clearly. They analyse their results with appropriate graphs and link their findings to their predictions.
- 195 Higher-attaining pupils evaluate their work very thoroughly, while many others can indicate ways to improve their investigation.
- 196 Many pupils with special educational needs make good progress overall.

197 Pupils become proficient in using ICT appropriately in several aspects of the programme of study.

### Information technology

**Key stage 3:**    **Grade 1**    Good with outstanding features

**Year 10:**        **Grade 1**    Good with outstanding features

#### Key stage 3 and Year 10

#### Outstanding features.

198 Nearly all pupils have outstanding practical computing skills. They have an outstanding knowledge of the theoretical aspects of their tasks and are able to explain and discuss their work using technical vocabulary fluently.

199 Pupils' GCSE coursework is all of a high standard. In the best cases, it is outstanding in its breadth of content, the care with which information is compiled and in the striking way it is presented.

200 Pupils use information obtained from a variety of electronic sources, including the Internet, outstandingly in all aspects of their computing work across the school.

#### Good features

201 Most pupils demonstrate high levels of confidence and competence in handling the computer. They have a good understanding of the concepts of computing and can identify and explain the specific advantages of various software packages.

202 Pupils communicate information using presentation software, art programs, word processing and desktop publishing applications very well. They use ICT to explore and present visual imagery confidently and competently.

203 Pupils can create a database and use the higher order facilities of the software to set up effective and efficient queries to search their data. They can model and process numerical data using spreadsheets and use the more complex logic functions effectively.

204 Pupils plan their work thoroughly and show good problem-solving and evaluation skills. Their knowledge and understanding of user interfaces allow them to interact productively with the hardware and software.

205 Pupils with SEN gain good levels of skill in all these areas. They work confidently and achieve good standards in relation to their potential.

## Design technology

**Key stage 3:**   **Grade1:**   Good with outstanding features  
**Year 10:**       **Grade1:**   Good with outstanding features

### Key stage 3 and Year 10

#### Outstanding features

- 206 Nearly all pupils make extensive and outstanding use of the computer to research and present their design ideas. They know and understand the design and making process well and use technical terminology fluently when discussing or explaining their work.
- 207 Pupils make or embellish some of their products using computer aided manufacturing equipment outstandingly.
- 208 Pupils show outstanding skill in freehand graphical communication to present their design ideas. They plan thoroughly for the making stage of their work and produce outstanding finished products in all the materials they use.

#### Good features

- 209 Most pupils apply a design process well in their project work and have a very good understanding of making processes in a wide range of materials. They thoroughly research their projects and produce design solutions that meet the required specifications. They clearly understand the link between design specifications and evaluation.
- 210 Pupils use two and three dimensional design software and computer aided manufacturing equipment well with a range of materials.
- 211 Pupils with additional learning needs make good progress in all these aspects and achieve well in relation to their potential.

## Modern foreign languages

**Key stage 3:**   **Grade 2:**   Good features and no important shortcomings  
**Year 10:**       **Grade 1:**   Good with outstanding features

#### Outstanding features

##### Year 10

- 212 In the Spanish beginners' GCSE class, nearly all pupils listen attentively and need hardly any clarification in their mother tongue. In a short time, they speak confidently, with good accents and intonation. They move easily in conversation between present and future time, adapting language patterns well to their own purposes.

## **Good features**

### **Key stage 3**

- 213 In French, most pupils listen well, and quickly grasp the relevant points of what they hear.
- 214 Many pupils speak with confidence, paying particular attention to accent and intonation. They also try, from Year 7 on, to speak in complete sentences rather than fragments. By Year 9, they can confidently keep up a conversation involving several exchanges.
- 215 Most pupils read a variety of written forms with a good level of understanding. They cope well with brief notes, instructions, or longer pieces of prose, such as letters. They can read material that is hand-written or printed, or displayed on a computer screen.
- 216 Most pupils in Year 7 write short sentences well. By Year 9, many are able to write good quality paragraphs in the past, present or future tenses.
- 217 Pupils with SEN usually keep up with their classmates, working to simplified, but still demanding targets.
- 218 In the “taster” lessons of Spanish, pupils make good progress: the vast majority listen well, read competently and use glossaries effectively. Most pupils speak well, and are developing good accents.

### **Year 10**

- 219 In their written work, most pupils taking GCSE French have a good vocabulary, use a good variety of language structures, and use appropriate tenses well.
- 220 Recordings of oral work indicate that pupils usually communicate the main points of their messages clearly.

## **Shortcomings**

### **Key stage 3**

- 221 A few pupils need to hear things repeated many times to identify the main details. They are also too dependent on hints from their teachers in order to keep up conversations, especially when these move beyond a clearly defined structure.
- 222 Some written work has many mistakes in word endings, genders and spelling.

### **Year 10**

- 223 Otherwise good written work of a few pupils is spoilt by some basic grammar and spelling mistakes.
- 224 Vocabulary slips, incorrect pronunciation and undue hesitation similarly detract from the oral work of a few pupils.

## History

**Key stage 3:**   **Grade 1:**   Good with outstanding features  
**Year 10:**       **Grade 1:**   Good with outstanding features

### Key stage 3 and Year 10

#### Outstanding features

- 225 Pupils contribute outstandingly to class and group discussions in extended responses. They use a wide range of subject-specific vocabulary accurately and in the correct context. A significant number of group discussions are insightful and of high quality.
- 226 Pupils handle sources of evidence confidently; they extract relevant information accurately from a wide range of complex historical sources and texts. They are confident in making meaningful links between the sources of evidence and their own knowledge of a topic or problem.
- 227 Pupils show growing maturity in considering the motivation and attitudes of people in the past. They are quick to identify the factors causing historical change, and recognise that past cultures and societies had values and beliefs that differ from their own. Pupils make outstanding progress in thinking as historians.
- 228 There are outstanding examples of extended writing by pupils in every year group. Higher-attaining pupils produce very well researched and sophisticated essays on a range of complex topics. Their independent project work is exemplary.

#### Good features

- 229 Pupils have good levels of background knowledge and understanding. They recall their previous learning accurately and have very good chronological awareness.
- 230 Pupils adopt good investigative approaches when examining challenging historical problems. They effectively use sources of evidence to compare and contrast differing interpretations of historical events and convincingly express valid explanations of change occurring over time.
- 231 Pupils read and analyse sources and texts of increasing complexity with growing confidence. They have good levels of comprehension and they evaluate the sources carefully, testing them for bias and for the operation of propaganda.
- 232 Pupils in key stage 3 can readily distinguish between the long-term and short-term causes of historical change.
- 233 Pupils in Year 10 successfully build upon the skills they acquired in key stage 3. Their approach is increasingly analytical. They evaluate sources of evidence effectively and use them to produce valid and balanced arguments.
- 234 Pupils with SEN make good progress. Their recall of historical facts is rather uncertain, but their ability to search out and use evidence develops well in relation to their ability.

- 235 Pupils' knowledge of the history and culture of Wales is very well developed. It is enhanced by a range of visits to sites of historical interest and by the access which they have to interesting and stimulating learning resources.

## Geography

**Key stage 3:**   **Grade 1:**   Good with outstanding features  
**Year 10:**       **Grade 1:**   Good with outstanding features

### Key stage 3 and 4

#### Outstanding features

- 236 Pupils demonstrate an outstanding knowledge and understanding of place. The work of pupils in Year 7 on the human geography of Wales shows their thorough grasp of the location of the major towns and cities in Wales. They understand the relationship between the number of urban areas and the pattern of population distribution.
- 237 Most pupils possess an outstanding knowledge of the world distribution of tectonic activity. They are confident in locating selected volcanoes and earthquakes in an atlas. They transfer the information accurately, with the appropriate labelling, to an outline world map.
- 238 Pupils have an outstanding understanding of geographical vocabulary. They apply key terms with precision in their study of a range of topics including tectonic activity, the weather and population migration.
- 239 Pupils with SEN complete work of outstanding quality in relation to their ability. They apply a range of geographical skills very successfully to complete set tasks.
- 240 The majority of pupils use booklets, maps, graphs, photographs, statistical information and ICT with confidence to gather, analyse, interpret and record information. Their atlas skills are outstanding.

#### Good features

- 241 Most pupils demonstrate a sound grasp of the elements of the weather. They describe and explain the instruments used to record the weather with a high degree of clarity.
- 242 The study of the migration of people from rural areas to urban regions develops pupils' understanding of the influence of environmental and economic factors on the activities of mankind. They have a thorough understanding of the factors that affect population migration.

<b>Art</b>
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<b>Key stage 3:</b>	<b>Grade 2:</b> Good features and no important shortcomings
<b>Year 10:</b>	<b>Grade 2:</b> Good features and no important shortcomings

### **Key stage 3 and Year 10**

#### **Good features**

- 243 From Year 7 onwards, the majority of pupils make appropriate progress according to their age and ability.
- 244 Pupils develop an understanding of art, craft and design from a range of periods and cultures, including Welsh examples, and use their understanding imaginatively to influence and enrich their own work. For instance, pupils in Year 7 make large scale three-dimensional models based on a study of Claes Oldenburg while, in Year 8, pupils create colourful interpretations of Aboriginal art.
- 245 Pupils show a developing appreciation of the language of art, such as line, tone, colour, shape and form, both in their own art work and in studying the work of others. This is exemplified with notable success in colourful textile panels that combine the contributions of individual pupils.
- 246 Pupils record images effectively from direct observation of the world around them as well as from memory, feelings and imagination to create expressive outcomes. For example in Year 9, they use observational drawings of the school buildings as a starting point for their own designs that echo the whimsical architectural fantasies of Hundertwasser.
- 247 Pupils collect, organise and use reference materials with growing success to develop ideas or themes of their own. They effectively organise images of nature from a variety of sources, including the Internet, to arrive at ideas for finished pieces in mosaic, textiles and furniture design.
- 248 Pupils develop increasingly perceptive critical skills as they review their work and modify it accordingly, using an appropriate art vocabulary that is both verbal and visual.
- 249 Collaborative work on display around the school, illustrating poems composed by the pupils themselves, is powerful and reflects the strong attachment of pupils to their Welsh culture and heritage. It shows confidence in the use of colour and also growing design capability in the way pupils modify images based on their chosen symbols.

#### **Shortcomings**

- 250 Pupils do not spend long enough exploring and experimenting with techniques, processes and ideas.
- 251 There is unfinished work in the sketchbooks of a small minority of pupils.

252 In some aspects of art, the skills of several pupils with SEN have not developed as well as they might.

## Music

**Key stage 3:**    **Grade 2:**    Good features and no important shortcomings

**Year 10:**        **Grade 2:**    Good features and no important shortcomings

### Good features

#### Key stage 3

253 Pupils in Year 7, including those with SEN, sing with a warm, pleasing tone and secure pitch. They give suitable attention to musical detail and expression. Year 8 and Year 9 pupils sing with enthusiasm and secure intonation.

254 Most pupils perform different instrumental pieces confidently and with a good degree of accuracy. They maintain secure ensemble when performing together.

255 Pupils compose in response to various suitable stimuli. Several sound-pictures and arrangements, including some that include backing tracks created from the keyboard's ICT facilities, show imagination when combining different sounds and ideas. A few short melodies, including improvisations, are well shaped and rhythmically interesting.

256 Pupils have a good awareness of musical elements. Most can identify instruments and basic features in recorded music. Higher attaining pupils make perceptive comments using suitable technical terms when appraising.

#### Year 10

257 The individual vocal and instrumental skills of the pupils are progressing well. Most pupils are able to maintain good ensemble when performing with others.

258 Several initial ideas for composing fanfares show promise. Many display interesting treatment of core ideas and a good awareness of style and structure.

259 Pupils can discern technical and expressive features well when appraising each other's performances.

### Shortcomings

#### Key stage 3

260 The quality of singing is not adequately refined in some Year 9 classes. A few pupils are unable to maintain a steady beat in ensemble performance.

261 Some compositions are limited in musical interest. In general, extended original melodic work is limited. Some pupils, when they appraise, are reluctant to respond or make superficial comments.

262 The progress of pupils with SEN is inhibited by inadequate contact time. They do not practise their musical skills regularly.

### **Year 10**

263 A few pupils, when composing, have difficulty in developing ideas without the support of the teacher. A small number of fanfares are limited in musical interest.

<b>Physical education</b>
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**Key stage 3:**    **Grade 2:**    Good features and no important shortcomings

**Year 10:**        **Grade 2:**    Good features and no important shortcomings

### **Key stage 3 and Year 10**

#### **Good features**

264 Pupils approach the work with interest and enthusiasm. They dress appropriately, listen attentively, and engage in tasks with energy and verve. Their discipline and behaviour are very good. Pupils at all levels of attainment, including those with SEN, make good progress. They work well, individually and in small groups, independently of the teacher.

265 Pupils communicate well using appropriate subject vocabulary. They use technical terms correctly during question and answer sessions and when they evaluate their own and each others' work.

266 Pupils understand the benefits of leading a healthy lifestyle, the short and long-term effects of exercise on the body, and the importance of safe warm-up and cool-down.

267 Pupils in Year 9, and those who follow the GCSE course in Year 10, have an outstanding understanding of the key principles underlying health and fitness.

268 Standards in the GCSE course are good. Pupils relate theoretical principles to practical activities, present well-reasoned arguments when discussing fitness programmes and can draw on personal experiences to aid understanding. Their files are of a good standard and include examples of independent research.

269 Pupils in Years 7 and 8 are gaining confidence in dance and make good progress in extending their movement vocabulary. They refine set patterns to improve the clarity of presentation and can apply a range of techniques in more open-ended tasks.

270 In gymnastics, pupils in Year 9 show good control and versatility of the body in action and in stillness. Higher achieving pupils perform complex agilities and tumbling sequences that show a mastery of technical skills.

271 Standards in swimming are good in Year 8. Pupils are confident in the water and display good technical efficiency in a range of strokes.

272 In games in Year 10, less physically-able pupils strive to improve their skills and team tactics. In badminton, they have developed a good range of skills and tactical awareness. In basketball, pupils are able to pass, receive and dribble a ball.

273 Pupils of all ages and abilities take part in a good range of extra-curricular sporting activities. There are notable team and individual successes at county, regional and national level.

### **Shortcomings**

274 In games, less able pupils find difficulty in maintaining control of the ball when under pressure, such as in competitive situations.

275 Over-eagerness by some pupils in gymnastics often compromises the quality and clarity of their work and their control of the body.

276 In dance, some pupils do not have sufficient accuracy or precision in their movement patterns.

### **Religious education (including religious studies)**

**Key stage 3:**     **Grade 1:**    Good with outstanding features

**Year 10:**       **Grade 2:**    Good features and no important shortcomings

### **Outstanding features**

#### **Key stage 3**

277 Pupils demonstrate outstanding knowledge and understanding of contemporary issues such as overpopulation and the influence of media on peoples' perception of religion.

278 In outstanding extended written work, pupils in Years 8 and 9 demonstrate they can investigate a complex moral and social issue of today, gather information from a variety of sources, analyse the issue and express a reasoned point of view that is often mature and perceptive.

### **Good features**

#### **Key stage 3 and Year 10**

279 In class discussions and written work, all pupils demonstrate a good knowledge and understanding of the units of study in the locally agreed syllabus.

280 Pupils, particularly in Year 10, have a developing awareness of how religious beliefs influence behaviour and lifestyle.

281 Pupils acquire a variety of skills that enable them to reflect on and independently explore some of the major questions of life and contemporary moral and social issues.

282 Many pupils in Year 10 are able to evaluate issues by offering arguments on both sides of a debate and give reasons to support their points of view.

- 283 In key stage 3, pupils of all abilities make good progress in their knowledge and understanding of the key features of world religions and can describe and explain the significance of religious ceremonies such as baptism and bar mitzvah.
- 284 In the GCSE course, pupils can relate the origin of Judaism and describe how and why Jews worship. They can identify and explain different traditions within the patterns of worship.
- 285 Pupils of all ability have a good range of key religious terms and use them correctly and appropriately in their speaking and writing.
- 286 Pupils can present their written work in a variety of formats, with the higher-achieving pupils offering extended responses.
- 287 Pupils with SEN make good progress across both key stages.

### **Shortcomings**

- 288 In key stage 4, a minority of pupils' written work lacks depth and detail especially in evaluation exercises.

<b>Drama</b>
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**Key stage 3:**    **Grade 2:**    Good features and no important shortcomings  
**Year 10:**        **Grade 2:**    Good features and no important shortcomings

### **Key stage 3 and Year 10**

#### **Good features**

- 289 Most pupils made good use of paired and small group work to discuss and plan presentations.
- 290 Pupils work constructively together, showing a developing self-discipline and an ability to support each other when evaluating work and performance.
- 291 When considering and discussing presentations, pupils use the technical language of the subject well.
- 292 Most pupils are able to interpret texts accurately using appropriate emphasis and with increasing confidence as they progress through the key stages.
- 293 Most pupils show an enthusiasm for the subject in their lessons, undertake independent research and draw upon their own experience and that of others to develop their dramatic skills.
- 294 Pupils show an increasing confidence in the use of voice, movement and gesture in their dramatic expression and performance.
- 295 Pupils with SEN achieve good standards of performance.

## Shortcomings

296 A small number of boys do not concentrate well on their tasks.

### Media studies

**Year 10: Grade 2:** Good features and no important shortcomings

We were unable to inspect any lessons. The report is based on a scrutiny of a sample of pupils' written work.

#### Good features

297 Pupils have a good understanding of a wide range of types of media.

298 Pupils are intrigued by the broad variety of issues that the course raises and fascinated by the contemporary nature of the issues they studying. They show progress and achievement in the short time that they have been studying the subject.

299 In both written work and folios, pupils demonstrate their developing knowledge of the media to extend their ideas and justify points of view.

### Business studies

**Year 10: Grade 1:** Good with outstanding features

#### Outstanding features

300 Nearly all pupils are building a secure understanding of a good range of business terms that embody quite complex concepts, and can apply a range of business principles in familiar and unfamiliar situations.

301 Nearly all pupils can identify a broad range of matters that work in favour of, or against, different businesses. They can carefully weigh the important factors to consider when deciding where to locate a business.

#### Good features

302 The majority of pupils have a good understanding of the principles of supply and demand. Many can identify the market forces that determine which goods and services are produced, and the price at which they are sold.

303 Many pupils can interpret price-quality graphs and explain the relevance of terms such as equilibrium price and excess supply and demand.

### CITB - Construction

**Year 10: Grade 2:** Good features and no important shortcomings

This is a new course offered in key stage 4 in partnership with the local College.

### **Good features**

304 Pupils are beginning to achieve good standards in a range of disciplines related to the building industry. They are able to engage with and analyse issues for themselves when addressing, for example, the layout of plumbing in a building:

### **Shortcomings**

305 A small minority of pupils have weak graphical communication skills and are not sufficiently rigorous in presenting and structuring their coursework.

## **Electronics**

**Year 10: Grade 2:** Good features and no important shortcomings

306 We scrutinised the written work completed by pupils since September. It was not possible to inspect a lesson.

### **Good features**

307 The majority of pupils have a good understanding of Ohm's Law and can apply it in a number of basic circuits.

308 The majority of pupils can calculate the voltage at different points in a circuit.

309 Just over half the pupils can explain accurately the function of certain components in simple sub-systems.

310 A small majority of pupils can use their knowledge and understanding to explain how some basic systems work.

### **Shortcomings**

311 A minority of pupils do not understand the behaviour of series and parallel circuits and so cannot calculate currents or voltages at different parts of the circuits. Their difficulty in explaining how some basic systems work reflects their weak grasp of the simple underlying principles.

## **Health and social care**

**Year 10: Grade 2:** Good features and no important shortcomings

### **Good features**

312 Pupils achieve good standards. They use the underpinning knowledge and skills they acquire on the course to:

- create well-designed questionnaires to gain information for their individual study of the health of a person they know;
- carry out practical tasks accurately, such as taking a pulse and measuring blood pressure levels;

- research a range of health topics and use presentation software to present their findings confidently to their peers; and
- use persuasive language to produce informative booklets on different health hazards.

### **Shortcomings**

313 On occasion, pupils do not provide sufficient detail to meet the requirements of the assignment.

## **School's response to the inspection**

The staff, governors and pupils of Bryn Tawe appreciate and are enthused by the main finding of the report, namely that there are outstanding features in every aspect of the school's work.

The fact that the inspection team have awarded grade 1 for each of the seven key questions, and judged that standards across all subjects are either good or very good with outstanding features in both key stages, bears witness to the many outstanding features that exist across the school and of the untiring work that the staff have contributed in establishing the school.

From the start, the school has established several agreed methodologies across every department, e.g. accelerated learning and assessment for learning, as well as detailed methods of monitoring our pupils' progress and responding to underachievement. The fact that 97 percent of the lessons observed were grade 1 or grade 2 (with 48 percent grade 1) is evidence of the school's notable achievements in the fields of learning and teaching.

The report consistently praises the positive attitudes of our pupils towards their education, towards the use of Welsh in formal and informal situations, and towards the development of pupils' skills in a variety of contexts. We are heartened by the positive comments about the behaviour and courtesy of our pupils and their contribution to and enthusiasm for activities in the school and beyond.

We appreciate the recommendations that the inspection team offers. The recommendations will be included in the post-inspection action plan and they will form part of the School Improvement Plan, if they do not already do so. The host of positive comments included in the report further strengthen our efforts to maintain our focus on raising standards and continuing to aim for excellence across the school.

We recognise the hard work of all the staff, the guidance given by the governing body and the support and interest of our parents, all of which contribute so much to the success of our pupils.

We also appreciate the thorough and detailed work of the inspection team during their visit to Ysgol Gyfun Gymraeg Bryn Tawe, as well as their courtesy and professionalism throughout the week. The staff thoroughly appreciated all their observations and advice.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Gyfun Gymraeg Bryn Tawe
School type	Secondary
Age-range of pupils	11-18 (currently 11-14)
Address of school	Heol Gwyrosydd, Penlan SWANSEA
Postcode	SA5 7BU
Telephone number	01792 560600

Headteacher	Mr David L Williams
Date of appointment	September 2003
Chair of governors/ Appropriate authority	Mr Heini Gruffudd
Reporting inspector	Dr Ian Garth Higginbotham
Dates of inspection	29 January – 1 February, 2007

## Appendix 2

### School data and indicators

Year group	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y13	Total
Number of pupils	104	138	103	97				442

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	29	5	30.7

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	14.39
Average teaching group size	22.7
Overall contact ratio (percentage)	65.5%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole School
Autumn 2006	94.3	94.2	93.0	93.7				93.8
Summer 2006	92.7	90.8	93.4					92.3
Spring 2006	91.4	91.0	91.5					91.3

Percentage of pupils entitled to free school meals	10.2 % (8 % in 2006)
Number of pupils excluded during 12 months prior to inspection	1 (temporary)

## Appendix 3

### National Curriculum Assessment Results End of key stage 3:

National Curriculum Assessment KS3 results: 2006														
Total number of pupils in Y9: 96														
Percentage of pupils at each level (teacher assessment)														
		D	A	F	W	1	2	3	4	5	6	7	8	EP
Welsh	School							1	16	28	42	13		
	National						1	4	19	35	30	10		
English	School							3	13	33	38	13		
	National						2	8	21	35	24	8		
Mathematics	School							6	9	23	46	15		
	National						1	6	18	24	32	15		
Science	School								17	26	28	28		
	National							6	19	33	27	12		

- 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	
In the school	79
In Wales	58

## Appendix 4

### **Evidence base of the inspection**

Eighteen inspectors (including the school's nominee) spent the equivalent of 48 days in the school.

We observed 123 lessons.

We attended one whole school and three year-group assemblies, and 11 registration periods.

We scrutinised the written work of a small cross-section of pupils from each year group in every subject. We also inspected pupils' work during lesson observations.

We held formal discussions with groups of pupils from each year group. We also spoke to pupils informally.

The registered inspector and a colleague met the governing body before the inspection week and reported the main findings to them after the inspection.

Before the inspection, the registered inspector and a colleague met members of the staff.

Twenty-one parents attended the meeting with the registered inspector before the inspection. We received 121 replies to our questionnaire. A few parents also wrote to the registered inspector.

Before, during and after the inspection, we scrutinised a wide range of documents about the school, including the school's self-evaluation report and data on pupils' key-stage test results.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Ian Garth Higginbotham Registered Inspector	<b>Key Questions 1, 2, 5 &amp; 6</b>
Dylan Jones Lay Inspector	Contributions to Key Questions 1, 3, 4, & 5
Glyn Davies	Core Team <b>Key Question 3</b> Science Business studies Electronics
Glyn Griffiths	Core Team <b>Key Question 4</b> Contributions to Key Question 1
Mary Crandon	Core Team Contributions to Key Questions 1 & 3 Welsh Health and social care
Anne Newman	Core Team <b>Key Question 7</b> History
Heulwen Jones	English
Emrys Price-Jones	Contributions to Key Question 1 Mathematics
Keith Hopkins	Contributions to Key Question 1 Information technology Design technology CITB - Construction
Huw Llewelyn	Contributions to Key Question 3 Geography
Martin Williams	Modern foreign languages
Gillian Figg	Art
Alan Wynne Jones	Music
Allan Caughter	Physical education
Nerys Wynn Cossey	Religious education Religious studies
David Michael Jones	Science
W Rhodri Jones	Drama Media studies
Graham Daniels	Nominee

**Contractor:** Atlantes Educational Services  
Technology House  
Lissadel Street  
Salford M6 6AP

### **Acknowledgement**

We wish to express our sincere thanks to the headteacher, governors, staff and pupils of Ysgol Gyfun Gymraeg Bryn Tawe for their cooperation with us at all stages of the inspection.