

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

A Report on the Quality of Education in

**Ysgol Gyfun Dyffryn Teifi
Heol Llyn y Frân
Llandysul
SA44 4HP**

School Number: 6674059

Date of Inspection: 16/04/07

by

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Ysgol Gyfun Dyffryn Teifi 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 Dyffryn Teifi took place between 16/04/07 and 19/04/07. An independent team of inspectors, led by Gareth Wyn Roberts undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** 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 sector:

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 sector:

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

Nature of the provider

1. Ysgol Gyfun Dyffryn Teifi, Llandysul is a naturally bilingual comprehensive community school for pupils and students aged 11-18. It is maintained by Ceredigion Unitary Authority Local Education Authority. A total of 527 pupils from Y7 to Y11, and 101 students in Y12 and Y13 (sixth form) are on roll. The number of pupils and students is increasing and it is envisaged that numbers will continue to increase gradually.
2. The school is located in Llandysul, Ceredigion, which is a small market town on the road between Carmarthen and Synod Inn. The majority of pupils and students come from a wide catchment area, namely from the rural areas of south Ceredigion and north Carmarthenshire, with approximately a quarter coming from the towns of Llandysul, Newcastle Emlyn and Cardigan. The vast majority of the pupils come from comparatively economically deprived areas. The areas of Llandysul and Capel Dewi are more underprivileged than other parts of Ceredigion and are 'Objective 3' areas, on the basis of multiple deprivation measures. Six per cent (6%) of the pupils are registered as being entitled to free school meals. Forty three per cent (43%) of sixth form students receive a maintenance grant. Almost all the pupils and students belong to the white ethnic group. No pupil is receiving support to learn English as an additional language. Five pupils are in local authority care.
3. The school admits pupils from the full ability range. Twenty three pupils (approximately 4%) have a statement of additional learning needs. This is quite similar to the national percentage (3.4%). The National Curriculum [NC] has not been modified for any pupil with a statement of additional learning needs. Six pupils have been disapplied from the requirements of the NC. In addition, 83 pupils (15.7%) are on 'school action' and 'school action plus' stages of the code of practice for pupils with additional learning needs.
4. Eighty three per cent [83%] of pupils come from homes in which Welsh is the main language and 17% from homes in which English is the main language. The vast majority have received a considerable proportion of their primary education through the medium of Welsh. The pupils come from up to 36 local primary schools. The school arranges an 'Acceleration Course' in Y7 to provide dedicated assistance in Welsh for pupils requiring support in the language. Ninety one per cent [91%] of pupils in the school speak Welsh as their first language or to a corresponding standard. All pupils have Welsh first language lessons. Welsh is the main medium of education in the school.
5. The school was previously inspected during the autumn term, 2001. The school received a 'short' inspection in April 2007. The standards in the individual subjects are not inspected in this type of inspection.
6. The current head teacher was appointed to his post in 2006. He is the fourth head of the school since 2002.

7. The school has formed a number of partnerships to help deliver education for pupils and students aged 14-19. Local further education colleges provide courses on aspects of an advanced subsidiary business course and construction course at KS4. A local company provides a level 1 and 2 course in engineering and also an advisory company in North Wales provides an advanced subsidiary and advanced level electronics course by means of video-conferencing. The school offers its own advanced subsidiary media course but also provides access to it for another school in the county by means of video-conferencing.

The school's priorities and targets

8. The school's main priorities for 2006-2007 are as follows:
- promoting self-evaluation and Performance Management processes;
 - drawing up a new development plan for the school (2007-2010);
 - continuing to raise standards, partly by showing initiative in pedagogy;
 - further developments in the curriculum of 14-19 pupils and students;
 - further improving day-to-day procedures as regards:
 - communication
 - reviewing policies
 - completing job descriptions as a consequence of staff restructuring;
 - renewing the 'Investors in People' accreditation.
9. The school's quantitative targets for 2007 are as follows:

Key Stage 3 indicators	% level 5 or above in the school
Welsh	82
English	74
Mathematics	75
Science	64
Core Subject Indicator	64

Key Stage 4 indicators	% gaining qualification
5 GCSE subjects at grades A*-C	67
5 GCSE subjects at grades A*-G	89
Core Subject Indicator	52
% leaving without a qualification	0
% unauthorised absences	0

Summary

10. This school is a safe, close knit community with a sense of 'family'. It reflects the local community's values and traditions in terms of language, culture, expectations, behaviour and attitudes.
11. It responds in an outstanding manner to the requirements of local pupils by providing an increasing range of vocational and practical subjects at KS4 and Y12 and Y13, as well as the traditional subjects.
12. However, shortcomings in mathematics and science specifically, affect the quality of external results – at KS3 mainly – but also to a significant extent at KS4.

A. Table of the grades awarded

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

13. The grades awarded by the inspection team for the seven key questions are lower in every instance than the grade the school awarded itself. Although the school had carried out a rigorous and honest self-evaluation of its strengths and weaknesses, not enough consideration had been given to the importance of pupils' standards of achievement and attainment when grading the majority of the key questions. It has also given some features different weighting to that given by the inspection team. This is particularly true in the interpretation of what is 'outstanding'.

B. Standards

14. As the school received a short inspection, no individual subjects were inspected. Therefore, no opinion is expressed on standards of achievement in individual subjects.
15. The inspection team looked at standards in the key skills and wider key skills. The findings of the team are in the following table.

Key Skill (including bilingual proficiency)	Key Stage 3	Key Stage 4	Sixth Form
Speaking	1 (Welsh) 2 (English)	1 (Welsh) 2 (English)	1 (Welsh) 2 (English)
Listening	2 (Welsh and English)	2 (Welsh and English)	1 (Welsh and English)
Reading	2 (Welsh and English)	2 (Welsh and English)	1 (Welsh and English)
Writing	2 (Welsh and English)	2 (Welsh and English)	1 (Welsh) 2 (English)
Numeracy / Application of number	2	2	2
Information and Communication Technology	3	3	2
Bilingual proficiency	1	1	1
Wider key skill			
Problem solving	2	2	2
Improving own learning and performance	3	3	2
Working with others	2	2	2

16. Pupils' and students' bilingual proficiency is outstanding, and there are good features in a number of other skills. Pupils' skills in information and communication technology and their ability to improve their own learning and performance are still developing, with good features outweighing shortcomings.

The quality of assessment, test and external examination results

17. The quality of KS3 test and assessment results places the school in the lowest quartile of similar schools¹ in Wales. Despite strengths in Welsh, there are weaknesses in results in science and mathematics.
18. The school's GCSE results are generally better than those for the whole of Wales, and are usually as good as those for the county of Ceredigion. There are strengths in Welsh and in pupils' average GCSE points' score². Results are not as good as those of many similar schools when comparisons are made against the 'Free School Meals' benchmarks. Comparative weaknesses

¹ This school is one of the 59 secondary schools in Wales where fewer than 10% of pupils are 'entitled to free school meals'.

² based on pupils' performance across the range of subjects

in science and mathematics results are the main reason for this. Boys do not always achieve results that are as good as those of the girls and, at times, the difference is striking.

19. Despite variation from subject to subject and from one year to the next, advanced level results are as good as, or sometimes better than those for Wales and the county.

Pupils' progress in learning

20. Value-added analyses³ show that KS3 pupils make good progress. The progress between KS3 and KS4 is often remarkably good. As a result, the pupils make enough progress by the end of KS4 either to look for work or to continue with their education or training at this school or at another educational establishment. Sixth form students, also, make the necessary progress to continue with their education or training.

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

21. There are a good number of outstanding features evident in the development of pupils' and students' personal, social and learning skills, particularly in their cultural, social and community values and in the pupils' and students' creative abilities. The majority of pupils display a good attitude towards learning but strengths outweigh shortcomings in the attitude of a small minority of pupils. Likewise, the ability of some pupils to work independently is still developing.
22. Pupils are well-behaved in the classroom and this creates good or very good learning conditions. The pupils and students respect each other, their teachers and visitors. Pupils' behaviour around the school is good and the behaviour of members of Y12 and Y13 is very good in the classroom and around the school.
23. Levels of attendance have improved during the past year. The school is close to achieving the target of 92% set by the Welsh Assembly Government for schools in Wales if one considers the two terms prior to the inspection.

C) The quality of education and training

24. The following table shows the distribution of grades awarded for the quality of teaching in the lessons observed throughout the school.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	64%	25%	2%	0%

25. The table shows that 9% of the lessons are outstanding and there are good features and no important shortcomings in another 64%, a total of 73% of the 58 lessons observed. This compares well with the national picture that Her

³ Statistics which show how pupils perform against their performance at previous stages in their school career.

Majesty's Chief Inspector reported on in her annual report for 2005-2006. Nationally, the quality of the teaching is good or better (Grade 1 and 2) in 69% of lessons.

26. The pupils and their teachers have a good and positive relationship, and the atmosphere in the classroom is supportive and friendly.
27. Amongst the outstanding features seen in the lessons where members of the team awarded grade 1 for the teaching are:
 - very high expectations in terms of standards of work;
 - lessons planned in fine detail to ensure that a number of the key skills are developed deliberately and effectively, and
 - teachers' lively delivery and incisive questioning which enrich pupils' understanding of the subject.
28. The good features of the teaching include:
 - good planning and preparation for individual lessons and those in a series;
 - a variety of very carefully timed activities;
 - use of a good range of teaching techniques;
 - deliberate use of pair and group work;
 - effective questioning, and
 - firm and constructive classroom management.
29. Some of the following shortcomings were a feature of some grade 3 or 4 lessons seen by the team:
 - lack of appropriate level of challenge in the tasks set;
 - work that is not sufficiently matched to pupils' ability as there is no differentiation of tasks for the whole ability range;
 - teachers' closed questioning;
 - use of a limited range of contemporary methods and resources, and
 - bad timing affecting the pace of a lesson.
30. The quality of the teaching varies across and within some departments and from key stage to key stage.
31. The school's assessment system shows good features and no important shortcomings.
32. The school satisfies the statutory requirements for the assessment of the National Curriculum at KS3, as well as the regulations of the examination boards at KS4 and in the sixth form.
33. The school conforms to the assessment requirements for pupils and students with additional learning needs.

D) The extent to which the education fulfils the needs of the range of pupils

34. The education satisfies the needs of the school's range of pupils and students well, and a few aspects of the curriculum are outstanding.
35. One outstanding feature of the curriculum is the manner in which different aspects of education from year 10 onwards are integrated by combining formal and informal elements. The school provides a wide range of opportunities for pupils and students of all abilities and allows them to combine traditional and vocational courses at appropriate levels. Some pupils opt to concentrate mainly on the learning core and more practical subjects. Through their outstanding experiences, these pupils become involved in their school work and set the foundations to become valuable members of society.
36. The work-related education provision is outstanding. There are also clear strengths in the school's partnerships with the community and the use made by the school of these links to extend and enrich the provision for its pupils and students.
37. Although there are some outstanding features in aspects of the school curriculum, it has not yet reached its full potential in terms of raising standards of achievement and attainment. The following are amongst the minor shortcomings:
 - planning how to meet all strands of information and communication technology across the school;
 - the half hour weekly slot allocated for the formal personal, social and health education (PSHE) lessons, and
 - some inconsistency in the quality and nature of homework.

E) The quality of care, guidance and support for pupils and students

38. The quality of care, guidance and support provided by the school for pupils and students is good. The teachers, pupils and students show respect towards each other. The school is a caring and very happy community.
39. The school provides well for a number of pupils with a wide range of learning difficulties, including sensory difficulties. The school uses a range of effective strategies to meet the needs of these pupils. The pupils respond positively and make progress which is often significant.
40. The school successfully promotes equality for all. All pupils, regardless of gender, are treated equally and given the same opportunities to study every subject and to participate in every extra-curricular activity. Pupils with physical, mental and sensory disabilities are included naturally in all aspects of the school's life, despite the nature of the campus.

F) Leadership and management

41. The grade awarded by the inspection team for leadership and management is higher than the grade it awarded for Key Question 1 as it identified a large number of very good management strategies and practices. However, the

current head only started in his post in September 2006 and members of the Senior Management Team (SMT) are also relatively new to their posts. Therefore, the new strategies have not had sufficient time, as yet, to have a positive impact on standards of achievement and attainment.

42. The head is drawing up a new School Development Plan (SDP) for 2007-2010. This plan takes full account of the SMT's and governors' vision, self-evaluation findings and county and national priorities. This document sets a clear strategic direction for the school, with a focus on raising standards.
43. The school has effective systems for setting challenging but realistic targets for achievement and attainment. The targets are determined on the basis of pupils' previous performance and standardised tests.
44. The targets are used effectively in some departments in order to promote and raise standards, however, the best practice is not common. There is insufficient focus in some departments on using progress targets in order to promote continuous improvement.
45. Overall, middle managers are effective in their roles. In most instances, there are detailed schemes of work, along with quality departmental handbooks. These are a firm foundation for the very good support given by subject leaders for teachers teaching outside their main area of expertise.
46. However, the the progress leaders' duties and responsibilities and the role of the class tutors, are not yet focused enough in terms of monitoring pupils' progress.
47. In addition, the annual self-evaluations compiled by middle managers within their areas of responsibility are not sufficiently developed. Their impact on strategic planning and on raising pupils' standards of achievement and attainment is not effective.
48. The school's governors possess very good knowledge of the school's work and good knowledge of its performance, and this allows them to participate fully in discussions relating to the school's strategic development.
49. The body has also coped well with the considerable changes in the school's SMT membership over recent years.
50. The governors have ensured that the school meets course and other statutory requirements. They have not ensured that the school follows the guidelines of the Audit Commission and the Welsh Assembly Government on the school's budget management, as the school is currently repaying a debt of £58,000 to the county.

G) Effective and efficient use of school resources and value for money

51. The school makes good use of its adequate number of well qualified staff. The quantity, quality and use of resources are also good.
52. The buildings have good features that outweigh shortcomings. There have been many improvements, some of them significant, since the previous

inspection. However, there are a number of shortcomings as regards the large campus and the nature of this site, and the quality and suitability of the current buildings. As pupil and student numbers are increasing, the space for them is confined.

53. The school provides value for money by:

- offering a good curriculum, particularly in the sixth form;
- providing a wide range of extra-curricular activities, and
- promoting good care and support for all pupils and students.

54. There are shortcomings in terms of value for money in:

- pupils' standards of attainment in assessments, tests and external examinations at KS3 and KS4 when they are measured against specific benchmarks⁴;
- the inconsistent quality of the buildings that limits learning experiences in some aspects of the curriculum, and the
- the financial debt to the authority.

H) How well has the school responded to the issues noted in the previous inspection?

55. The school has responded well to the key issues noted in the previous inspection report.

⁴ Namely the free school meals category

Recommendations

The school needs to:

- R1 Improve KS3 statutory assessment and KS4 examination results, specifically in mathematics and science, and close the gap between boys' and girls' attainments;*
- R2 Disseminate the outstanding and good teaching practices that occur in a number of lessons and ensure that they are implemented across the school;*
- R3 Ensure that subject leaders, progress leaders and class tutors actively use the targets set for pupils and students to impact positively on standards of achievement and attainment;*
- R4 Continue to develop self-evaluation and strategic planning at whole school and departmental level as an effective tool for raising standards;*
- R5 Ensure that the school budget is organised in accordance with the recommendations of the Audit Commission and the Welsh Assembly Government;*
- R6 Discuss the school buildings with the appropriate authorities, as regards:
 - quality
 - disabled access
 - sufficient facilities for the number of pupils and students.*

* The school has noted all the recommendations above as matters to be addressed either in its self-evaluation document or the current development plan or the draft version of its school development plan for 2007-2010.

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

Standards

Key question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

56. This grade is lower than the grade awarded by the school for the key question in its self-evaluation report, namely Grade 1. The school had not given sufficient consideration to pupils' standards of attainment which are reflected mainly in statutory assessments at KS3 and external GCSE examination results at KS4.
57. As the school had a short inspection, subject standards were not inspected and there are no subject reports.

A) Success in attaining agreed learning goals

Standards in the key skills and wider key skills at KS3 and KS4

58. The following table shows pupils' standards in the key skills and wider key skills. Standards are similar in both key stages. Pupils' standards in language skills in Welsh and English are very similar but pupils' oral skills in Welsh are outstanding.

Key Skills (and bilingual proficiency)	Key Stage 3	Key Stage 4
Speaking	1 (Welsh) 2 (English)	1 (Welsh) 2 (English)
Listening (Welsh and English)	2	2
Reading (Welsh and English)	2	2
Writing (Welsh and English)	2	2
Numeracy / Application of number	2	2
Information and Communication Technology	3	3
Bilingual proficiency	1	1
Wider key skill		
Problem solving	2	2
Improving own learning and performance	3	3
Working with others	2	2

59. The standards of pupils' oral language skills are outstanding in Welsh and are good in English. At their best, the pupils speak confidently; they question skilfully and provide extended oral responses. Pupils' oral language reflects the natural Welsh dialect of the area. Pupils listen well to their teachers and to each other. Standards of reading and writing are good. In written work at both key stages, there are relatively few errors of grammar and expression.

60. Pupils' estimation, measurement, data handling, calculation and application of number skills are good.
61. The standards in conveying information using information technology are good. Research work on the internet and CAD CAM⁵ work are good. Standards of information handling and computer modelling across the subjects show strengths which outweigh shortcomings.
62. The standards of pupils' problem solving and their ability to work together are also good. However, pupils do not always have such a good understanding of how to improve their own learning and performance. This could account to a certain extent for the quality of some of the external results and assessments.
63. Pupils' bilingual proficiency is outstanding. Although Welsh is the main medium of lessons, pupils can switch from one language to the other very well, and they are often familiar with specialist terms in both languages.

KS3 and KS4 external examination and test results

Key Stage 3.

64. There are good features but shortcomings in important areas of pupils' attainments at the end of KS3 when their results are compared with those of secondary schools with a similar percentage of pupils entitled to free school meals.

Good features

65. Results in Welsh have been above the median of 'Welsh' schools in two out of the last three years, but were below the median in 2005.
66. Between 2001 and 2005, the school succeeded in significantly closing the large gap between boys' and girls' results in both Welsh and English. This was noted as a shortcoming in the previous inspection report.

Shortcomings

67. In 2006, however, the gap between the boys' and girls' results in Welsh and English widened once again. In that year, it was significantly wider than the current gap between boys' and girls' results in Wales.
68. In 2004 and 2006, results in English were below the median for similar schools. In 2005, they were in the lowest quartile of similar schools.
69. Results in science and mathematics were in the lowest quartile of similar schools between 2004 and 2006. Likewise, the percentage of pupils achieving the core subject indicator⁶ was in the lowest quartile of similar schools.

⁵ CAD = Computer Aided Design; CAM = Computer Aided Manufacture

⁶ Gaining level 5 or above in a combination of either English or Welsh (first language), mathematics and science

70. When measured against the above benchmarks, KS3 results, with the exception of Welsh, have placed the school consistently either below the median or in the lowest quartile of similar schools, mainly due to results in science and mathematics between 2004 and 2006. This is a significant shortcoming.
71. There has been little change in the quality of KS3 results during recent years.

Key Stage 4

72. There are good features but shortcomings in important areas also in pupils' attainments at the end of KS4 when their results are compared against those of secondary schools with a similar percentage of pupils entitled to free school meals. However, the difference in attainments is not as evident when comparisons are made with the results of schools in the whole of Wales or with results of schools in the county of Ceredigion.

Good features

73. In 2006, the percentage of pupils gaining five or more GCSEs grades A*-C in their GCSE examinations, namely 63%, was slightly higher than the percentage for Ceredigion, and higher than Wales. Although results were not as good in 2005, the school's results were as good as those of Ceredigion and higher than those for Wales.
74. The school's entry level certificate results are good.
75. Results in some individual subjects in GCSE examinations are also good or very good.
76. When GCSE results are compared with those of similar schools, in terms of the percentage of pupils entitled to free school meals, the average points score⁷ of candidates has improved gradually since 2004. In that year, the school's average points score was below the median of similar schools. In 2005 and 2006, however, the candidates' GCSE average points score placed the school above the median of similar schools.
77. Results in Welsh have been very good over the same period, with the school, for example, in the highest quartile of 'Welsh' schools in 2006.

Shortcomings

78. In 2004, the percentage of pupils gaining five or more GCSEs grades A*-C placed the school in the lowest quartile of similar schools. In 2005 and 2006, the percentage placed the school below the median of similar schools.

⁷ Based on success across all GCSE subjects

79. There was an evident decline in the percentage of pupils gaining five or more A*-G grades between 2004 and 2006, from 94.1% to 88.9%. Consequently, the school fell from being above the median of similar schools to below the median in 2005. In 2006, there was a further decline due to special circumstances, and the school was in the lowest quartile of similar schools.
80. The percentage of pupils gaining grade A*-C in science and mathematics placed the school in the lowest quartile of similar schools in 2006.
81. In 2004 and 2006, the percentage of pupils achieving the core subject indicator⁸ for KS4 was in the lowest quartile of similar schools. In 2005, it was below the median.
82. There has been a large gap between boys' and girls' results at times at KS4. In 2006, the difference was striking with the girls performing much better than the boys. This reflected partly, at least, the large difference between the number of boys in Y11, namely 61, and the number of girls, namely 41, in that year. However, whilst the girls' results have often been better than those of the county and the whole of Wales, the boys' results in 2006 were significantly lower in several areas than county and national results, in particular in mathematics.

B) Pupils' progress in learning

83. Good features outweigh shortcomings in KS3 pupils' progress. The pupils make progress in their knowledge, understanding and new skills in Y7-Y9, regardless of their social, ethnic or linguistic background.
84. Pupils with additional learning needs make very good progress.
85. Pupils on the 'Acceleration Course' in Y7 make very good progress in Welsh.
86. Although standards of achievement in individual subjects were not inspected, the table at the beginning shows the progress made by KS3 pupils in their key skills and wider key skills.
87. The value-added analysis⁹ between KS2 and KS3 shows very good progress in Welsh, good progress in English, some progress in science but insufficient progress in mathematics.
88. Pupils make good progress between KS3 and KS4.
89. The table at the beginning of the section also notes the progress made by KS4 pupils in their key skills. The same grade has been awarded for standards of achievement in the key skills at KS3 and KS4. This means that pupils make the expected progress in standards of key skills between one key stage and the next.

⁸ Gaining grade A*-C in a combination of either Welsh (first language) or English, mathematics and science

⁹ Where pupils' progress is compared against themselves over a period of time by looking at their attainment in tests and statutory assessments.

90. The value-added analysis shows very good progress in the average points score, the percentage of pupils gaining five A*-C grades or five A*-G grades in their GCSE examinations. The increase in the percentage achieving the core subject indicator is good. This is confirmed by the WED analyses (Welsh examination results data base) which show positive residuals between KS3 and KS4 in 16 of the 18 subjects in 2006, and 14 of the 18 subjects in 2005.
91. The pupils are aware of their levels of achievement in the subjects. As a result of the teacher assessments, pupils have a good understanding of their achievements and they are aware of assessment criteria and external examination requirements. The pupils are often set targets to improve their work. They also set their own personal targets.
92. Y11 pupils achieve sufficiently well either to get a job or continue with their education or training course either in this school or in another educational establishment. As the school extends its curriculum to include more practical or vocational subjects for Y12 and Y13 students, the number of those returning to the sixth form increases. The number attending this school also reflects students' desire to continue with their studies through the medium of Welsh and to be educated close to home.

C) Students' success in attaining agreed learning aims

Standards in the sixth form

93. The following table shows students' standards in the key skills and wider key skills.

Key Skills (and bilingual proficiency)	Sixth Form
Speaking	1 (Welsh) 2 (English)
Listening	1 (Welsh and English)
Reading	1 (Welsh and English)
Writing	1 (Welsh) 2 (English)
Numeracy / Application of number	2
Information and Communication Technology	2
Bilingual proficiency	1
Wider key skill	
Problem solving	2
Improving own learning	2
Working together	2

94. The standards of students' oral and written language are outstanding in Welsh and are good in English. When students listen to their teachers and to each other in both languages, they display outstanding skills and their standards of reading in both languages are also outstanding.

95. Students' estimation, measurement, data handling, calculation and application of mathematics skills are good. Good standards in numeracy are reflected in the students' coursework.
96. Within information technology, standards of conveying information and modelling are good. Standards of information handling are also good with research work on the internet also a strong feature.
97. The standards of students' problem solving skills and also their ability to work together are good. By the sixth form, they have a good understanding of how to improve their own learning. The high standards in the three wider key skills contribute significantly to the skills students will need throughout their lives.
98. Students' bilingual proficiency is outstanding. Although Welsh is the main medium of the education, students can switch from one language to the other very well. This is evident in the students' practical and vocational work and also in more traditional subjects as students undertake individual investigation or discuss topical questions.

Y12 and Y13 students' results in external examinations.

99. The school's advanced level results are usually as good as or slightly better than those for Wales and the county in terms of the average score of students sitting advanced levels in at least two subjects. In 2006, 74% of students sitting advanced levels in two or more subjects gained grades A-C. This is higher than the county and national percentage, namely 68%. The school's results have been relatively consistent over the period spanning 2004-2006.
100. All students sitting advanced level examinations in two or more subjects in 2006 were successful in gaining at least a grade E in those subjects. This means that the school is achieving better than schools in the county and the whole of Wales in this respect.
101. In 2006, the boys' results were better than those of the girls. However, the percentage of girls gaining grades A-C was also better than county and national percentages.
102. However, there is some disparity in the quality of results in individual advanced level subjects. Due to the small number of candidates in some subjects in this school, it is difficult to draw any further conclusion.

D) Students' progress in learning

103. Students make good progress in their learning. Students of all abilities acquire new knowledge and skills. They understand what they need to do to improve and develop a high level of independence in their work. They develop outstanding creative, personal, social and learning skills.

104. The students are aware of their levels of achievement in the subjects. As a result of teacher assessments, students have a good understanding of their achievements and they are aware of assessment criteria and external examination requirements. The students are often set targets to improve their work. They also set their own personal targets.
105. Students achieve sufficiently well to leave school with the qualifications either to secure a job at 18 years old or to access further or higher education. Only a few students fail to complete the course they have started. Almost without exception, the students leaving school after completing an advanced level course are accepted at their first choice college or university.

D) Pupils' and students' personal, social and learning skills' development

106. Sixth form students display positive attitudes towards learning; they concentrate well and persevere very well with their work. This is often true of Y7-Y11 pupils. However, on occasion, some KS3 and KS4 pupils are passive learners. Motivation varies within and across subjects.
107. Pupils are well-behaved in the classroom which creates good or very good learning conditions. The pupils and students respect each other, their teachers and visitors. Pupils' behaviour around the school is good and the behaviour of members of Y12 and 13 is very good in the classroom and around the school. One permanent exclusion was made during the year prior to the inspection, and the number of temporary exclusions is relatively low. The school dealt appropriately with these.
108. The attendance level of statutory age pupils attending the school has improved during the past year. In previous years, it barely reached 90%. During the past two terms, however, it was close to 92%. When considering the attendance percentages over the past year, however, the school has not yet reached the target of 92% set for schools by the Welsh Assembly Government. On occasions over the year, the attendance of specific groups of compulsory school age pupils has fallen below 90%.
109. The arrangements for sixth form registration are the same as those for the rest of the school. The expectations in terms of attending school are also the same even though the students are older than the statutory school age.
110. Punctuality in the morning is occasionally a problem when buses are late. In addition, a small number of pupils find it difficult to get to lessons on time on a large campus, and some pupils are in no particular hurry to get to their lessons.
111. Pupils' and students' creative standards are outstanding. This is evident not only in their art work but also within subjects such as design and technology, drama, media, Welsh, English, music and physical education. Pupils' creative successes are often reflected in their achievements in local and national eisteddfodau across a wide range of competitions.

112. Pupils' ability to work independently is variable. When pupils are given the opportunity to do so, for example in project or coursework, standards are good. By the sixth form, students display maturity and very good ability to work independently. Students use problem solving skills and research skills as tools for effective independent work.
113. Pupils' and students' spiritual, social, moral and cultural development is outstanding.
114. Pupils and students work very well together and show respect, care and particular concern for others in the local and wider community. They are willing to take responsibility for their actions and their work and show sincere honesty and fairness in their involvement with others. Members of the sixth form undertake duties around the school and work very well as 'friends' for younger pupils.
115. Pupils and students respect each other's opinions and beliefs and views held by people who are different to them. They respect the diversity of social and cultural beliefs, attitudes and traditions. This is often reflected in their charity work.
116. Pupils and students benefit very well from a plethora of opportunities to familiarise themselves with the practices of the world of work. Pupils and students contribute regularly to community activities that enable them to develop presentation and performing skills and interact with people of different ages or social background.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

117. This grade is lower than the grade 1 the school awarded itself for this key question in its self-evaluation report. The inspection team has awarded grade 2 as the outstanding teaching practices across and within departments are not sufficiently consistent to justify awarding the higher grade. In addition, the assessment system across the school for monitoring pupils' progress is not always as effective as it potentially could be in order to promote and raise standards.

A) How well does the teaching and training meet the needs of learners and curricular and course requirements?

118. The following table shows the distribution of grades awarded for the quality of teaching in the lessons observed throughout the school.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	64%	25%	2%	0%

119. The table shows that there are outstanding features or good features and no important shortcomings in 73% of lessons. In 25% of lessons, good features outweigh shortcomings and in another 2%, representing only one lesson, there are some good features in the teaching but shortcomings in important areas.

120. These statistics compare well with the national profile that Her Majesty's Chief Inspector reported on in her annual report for 2005 – 2006. Nationally, the quality of the teaching is good or better (grade 1 and 2) in 69% of lessons. The teaching is grade 1, 2 or 3 in 98% of lessons nationally, which is exactly the same percentage as this school.

Key Stage 3 and Key Stage 4

121. The following table shows the quality of teaching at KS3 and KS4 in all the lessons observed.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Key Stage 3	11%	56%	33%	0%	0%
Key Stage 4	11%	56%	28%	5% (one lesson)	0%

122. In the lessons where the teaching is good with outstanding features at KS3 and KS4, the outstanding features of the teaching include:

- very high expectations in terms of standards of work which motivate and challenge pupils' thinking and develop their understanding;

- lessons planned in detail so that a number of the key skills are deliberately developed, and
 - teachers' lively presentations and incisive questioning which promotes the pupils' ability to think independently and elicits rational responses which enrich their understanding of the subject.
123. The atmosphere in class is supportive and friendly as a result of the good, constructive relationship between teacher and pupil. The teachers know their pupils well and they are willing to offer guidance and praise to all pupils, regardless of their sex, race or disability.
124. The teachers' subject knowledge is good across the school and they are familiar with new developments in their field. The departments provide very good support for a number of teachers teaching outside their main area of expertise.
125. In the lessons where the teaching is good with no important shortcomings at KS3 and KS4, the features of the teaching include:
- the sharing of lesson objectives at the beginning of the lesson, using them with pupils and reinforcing them at the end;
 - well-planned and well prepared individual lessons and sequences of lessons;
 - a range of activities with specified time limits that ensure a good pace to the lesson so that pupils make purposeful use of their time;
 - the use of a good range of teaching techniques that include effective use of the interactive white board;
 - planned use of pair and group work which encourages pupils to discuss their ideas and share their findings;
 - effective questioning to encourage pupils to think deeply;
 - pupils' active participation ensured in order to develop their thinking and practical skills;
 - effective feedback and support which promote pupils' motivation, and
 - firm and constructive classroom management.
126. The school meets the pupils' linguistic needs very well. Bilingualism is developed by providing frequent opportunities for every pupil to use Welsh and English. The features of the bilingual teaching include:
- outstanding opportunities that develop the skill of switching from one language to the other and translating;
 - the very effective provision of the 'Accelerated Course' to successfully support the language needs of 'learners' and integrate them to be fluent in Welsh;
 - introducing and using subject-specific terms in both languages;
 - using language mats to promote literacy skills.
127. Pupils with additional learning needs are well taught and there is effective collaboration between teachers and classroom assistants.

128. The shortcomings seen in the teaching include:
- lack of an appropriate level of challenge in the tasks set in order to develop and enrich pupils' work and extend their independent learning skills;
 - teachers asking closed questions, thereby limiting discussion and the thinking process;
 - no differentiation of tasks for the whole ability range;
 - using a limited range of current methods and resources to ensure the active participation of KS3 pupils mainly, and a lack of variety in terms of classroom organisation;
 - not setting specified time limits for tasks which affects the pace of lessons, and consequently insufficient time at the end of lessons to reinforce pupils' learning, and
 - allowing a small minority of pupils to disturb and disrupt other pupils.

The Sixth Form

129. The quality of teaching and assessment is good with no important shortcomings in the sixth form.
130. In the lessons inspected (13 lessons), the quality of the teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	92%	8% (one lesson)	0%	0%

131. Although the team did not award a grade 1 to any lesson in the sixth form, there were good features and no important shortcomings in 92% of lessons, and good features outweighed shortcomings in only one lesson observed.
132. Many of the good features are similar to those observed by inspectors in lessons at KS3 and KS4. The additional features of the good and outstanding teaching are:
- open questioning as a tool to measure students' understanding and depth of knowledge;
 - good opportunities for students to work independently and improve their own learning;
 - focussing on activities that enable students to develop new concepts when solving problems and promoting the development of their key skills;
 - complex subject concepts being clearly explained;
 - effective support and guidance from teachers to prepare students for forming their answers in external examinations;
 - success criteria being shared in a meaningful manner with the students, and
 - constructive opportunities for self and peer evaluation of work.

133. Teachers plan very good opportunities to meet the bilingual teaching requirements in the lessons and prepare students for a bilingual world of work and further and higher education.
134. In the only grade 3 lesson, there were a number of good features to which reference has been made, however there were:
- limited teaching techniques and students receiving knowledge passively for a large part of the lesson, and
 - limited opportunities for students to interact and discuss their work in order to enrich their understanding.

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

135. The school's assessment system has good features and no important shortcomings.
136. The school satisfies the statutory requirements for the assessment of the National Curriculum at KS3, as well as the regulations of the examination boards at KS4 and in the sixth form.
137. The school conforms to the assessment requirements of pupils and students with additional learning needs.
138. The good features in assessing and reporting include:
- a comprehensive assessment policy which offers very good guidance for departments on assessment, recording and reporting;
 - the use of end of key stage 2, 3 and 4 assessment results to set target grades for every pupil and student;
 - subject leaders, progress leaders and members of the SMT analysing external results in detail and considering national and county comparative data, identifying trends and contemplating courses of action for raising standards;
 - collating pupils' assessment data effectively at the end of the year and comparing effort and attainment grades with target grades;
 - identifying and targeting underachievement so that relevant pupils are mentored by a team of teachers;
 - the process and purpose of assessment understood by pupils and students;
 - some departments setting subject-specific assessments on a regular basis and using the assessment results to monitor progress and feed back to the teaching, the marking and the assessment;
 - sheets for monitoring the standards of sixth form students' work and effort, with a follow-up letter to parents commending or expressing concern, and
 - consistent opportunities for students to meet the sixth form head to discuss their progress and set targets for improvement.

139. Pupils' and students' work is marked regularly, fairly and accurately. In the best examples, marking is constructive, includes detailed feedback that promotes individual development and leads them to improve, particularly at KS4 and the sixth form. However, there is some inconsistency in the quality of the comments within and across departments. Consequently, assessment does not always provide sufficient feedback for pupils on how to improve their work.
140. Some departments make good use of 'Assessment for Learning' to promote higher standards by sharing success criteria with pupils and students, and encouraging self and peer-assessment of work. This good practice is not implemented consistently in every subject in order to raise pupils' and students' standards of achievement.
141. The whole school assessment system for monitoring pupils' progress against target grades is more effective at KS4 and in the sixth form. The link between subject departments, progress leaders and class tutors has not always been developed sufficiently in terms of the use made of assessment as a tool to promote and raise standards.
142. Parents receive a full annual report on their children's progress. Recently, Y11 reports have been revised and include attainment, effort and behaviour grades. At KS3, the criteria for the attainment grades are linked appropriately with NC attainment levels. Across the school, the quality of comments is good and evaluative in a number of subjects and they provide good guidance on how to improve. KS4 pupils and students contribute to their final reports by commenting on their work and targets, and the students have very good opportunities to discuss with their teachers. So far, KS3 reports have not allowed pupils the same opportunity to set personal targets and comment on their progress. Parents are appreciative of the information in the reports and take the opportunity to respond to the comments in them.
143. The school makes other effective arrangements to inform parents of their children's progress through contact books and annual parents' evenings.

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

Grade 2: Good features and no important shortcomings

144. This grade is lower than the grade 1 the school awarded this key question in its self-evaluation report. Although there are outstanding features in the manner in which the school has responded to the requirement to include vocational courses in its curriculum, the inspection team is of the opinion that the curriculum has not yet reached its full potential in terms of raising standards of achievement and attainment across the school's full range of subjects.

A) The extent to which learning experiences fulfil pupil and student needs and interests

145. The curriculum at Ysgol Gyfun Ddwyieithog Dyffryn Teifi:

- conforms to the requirements of current education acts;
- fulfils the statutory requirements in relation to the needs of pupils and students with additional learning needs, and makes outstanding arrangements to ensure full and equal access for them;
- meets the common requirements of the NC programmes of study and allocates appropriate time for teaching the subjects and offers drama as an additional subject at KS3;
- conforms to the requirements of the examination specifications at KS4 and in the sixth form;
- offers GCSE, ELC and CITB qualifications;
- offers a level 1 qualification in communication for a small number at KS4;
- offers advanced subsidiary, advanced level, and level 3 key skills' qualifications in Communication and some of the wider key skills, and also the First Skills qualification, in the sixth form;
- meets all the requirements of personal and social, careers, work-related, health and sex education programmes;
- pays outstanding attention to the *Curriculum Cymreig* (Welsh Curriculum) across a wide range of subjects;
- offers options that satisfy the interests and learning styles of all pupils and students and opportunities to study the vast majority of subjects, at all levels, through the medium of Welsh;
- is flexible in responding to the aspirations of pupils and students, and
- offers a very wide range of experiences through the formal and wider curriculum.

146. The school also:

- ensures that the School Council, comprising pupil and student representatives, has its own budget ;
- arranges personal interviews to give Y9 and Y11 pupils unbiased advice when they decide on their subject options so that individuals at KS4 and in the sixth form make choices that are sufficiently broad, varied and balanced;

- makes every attempt to be flexible and sensitive to pupils' and students' needs and those of its particular geographical area and community;
 - prepares clear, informative handbooks describing the school and its curriculum and relevant options handbooks, and
 - forges good links with different specialist services provided by both local education authorities and with other relevant agencies.
147. One outstanding feature of the curriculum is the manner in which different aspects of education from Y10 onwards are integrated through a combination of formal and informal elements. It provides a wide range of opportunities for pupils and students of all abilities to follow and combine traditional courses and vocational courses at appropriate levels. Some pupils opt to concentrate mainly on the learning core and subjects of a more practical nature. Through their outstanding experiences, these pupils become interested in their school work and prepare to become valuable members of society.
148. The vocational curriculum is given a very high status, particularly in the sixth form, and students of various abilities choose to combine vocational subjects with two or three more traditional subjects. They are also given special opportunities to become rounded and reliable citizens.
149. There are a wide range of curricular, cultural, sports and leisure activities during the lunch hour, after school hours, on Saturdays and during the holidays. Many teachers give generously of their time to support pupils and students and to broaden their horizons, providing them with opportunities in a rural and sparsely populated area. There is a strong awareness of local heritage. Folk dancing, choirs, art and drama are highly regarded. The school arranges numerous and varied visits and enters competitions in Wales, England, Ireland and Europe. Last October, approximately a third of the sixth form went on a trip to New York sponsored by many local businesses. This was very successful in raising the students' awareness of art, business, enterprise, culture and society.
150. Sports and outdoor activities linked to the Duke of Edinburgh's Award at KS4 are a strong feature of the school curriculum. The sports department has a strong commitment to rewarding pupils for their effort and dedication and ensuring equal opportunity when selecting members of school teams. This is conducive to physical fitness and good health. The school also celebrates individual achievement and endorses a wide range of activities, ensuring their high profile.
151. There are outstanding features in spiritual, moral and social education. On specific days each week, pupils and students belonging to different age groups worship collectively in the hall. They all recite the Lord's Prayer and sing hymns with conviction. A pleasant spiritual atmosphere also permeates some acts of worship within individual tutor groups. In lessons across the curriculum, there are good opportunities to study prejudice, racism, human rights and beliefs. The school makes very good use of morning sessions to reinforce aspects of global citizenship and social and moral awareness. There is currently a whole school campaign that extends beyond the confines of the local area to raise money towards *Médecins sans Frontières* to help the poorest children in the world.

152. The school has achieved the Basic Skills Agency's Quality Mark twice.
153. The school's Y7 to Y11 key skills' co-ordinator started to put her ideas in practice at the beginning of the current school year. There are a number of good features in the key skills' provision. Departmental contributions have been mapped. The process has been formalised in Y7 and Y8 with specific key skills' lessons and a very clear handbook for pupils to record their progress. The school makes dual use of these lessons by combining them with sustainable education in Y7 and citizenship education in Y8. The school has started to lay a very firm foundation for teaching the key skills and setting them in a meaningful context.
154. There are formal opportunities for students to gain level 3 qualifications in some key skills. However, those students who do not secure formal accreditation are given outstanding opportunities to develop their key skills through their involvement with younger pupils and adults through induction courses, the eisteddfod, school duties and event organisation.
155. The school has already responded very well to the proposed changes in 2008 to personal, social and health education (PSHE) by preparing a brand new curriculum with clear and very thorough guidance for those delivering the course. Subject contributions have been mapped, staff have been consulted as stakeholders and lesson content has been scrutinised and is being currently evaluated.
156. After Y7, the school sets pupils according to ability in the core and academic subjects. Numbers are higher in the top sets. Pupils and students with profound additional learning needs are given support and are taught in small sets in a number of lessons. The school is very successful in integrating these pupils.
157. Although the school has reintroduced a homework timetable this year, there is no strong awareness of it. There is, however, thorough understanding within some subjects regarding when homework is set and when it must be handed in.
158. The school is an integral and important part of its local community. A number of outstanding partnerships have been established, given its size and location. There are outstanding links with other establishments, such as the local theatre, and this enhances pupils' and students' experiences. Many individual departments are very skilful in planning, co-ordinating and timing a large variety of activities and visits which are relevant to their subject curriculum in the local community and beyond.
159. The various other good curricular links include:
 - contributions from two further education colleges;
 - providing a media course for another school by means of video-conferencing for the benefit of both schools;
 - investment in courses from several providers;
 - arranging to extend the distance learning provision in order to respond

- to students' aspirations;
 - smaller departments showing initiative by working informally with departments in nearby schools to improve the quality of their courses;
 - collaboration within CYDAG¹⁰;
 - attempting to secure prospective teachers from two university colleges.
160. Parents support the endeavours, aims and objectives of the school to a significant extent. The school has a very active and generous Parent, Teacher and Friends' Association.
161. The school has made pastoral transition arrangements with a large number of the primary schools in the catchment areas of both counties. It has curricular links with some of the 36 schools. Schools that are well placed to collaborate on a curricular basis plan jointly with Ysgol Dyffryn Teifi and undertake joint teaching activities.
162. Despite this very positive picture, the quality of experiences in the five learning domains¹¹ and in other aspects of learning, show some inconsistencies, namely:
- the lack of sufficient, detailed planning of how to meet all the strands of information and communication technology across the school;
 - relatively few choosing to study a modern language to GCSE level or above;
 - the variable quality and type of homework set in a few subjects, and
 - the half hour weekly session to deliver a formal PSHE curriculum.

B) The extent to which learning experiences meet the needs of employers and the wider community

163. Amongst the outstanding features related to the world of work are:
- business and leisure courses which are enriched by very close collaboration with local businesses to offer relevant and practical experiences;
 - construction courses that develop a range of practical skills under the guidance of a member of staff who is very well-acquainted with the requirements and practices of work;
 - a new purpose-built facility for engineering and construction courses.
164. In addition, the careful work experience arrangements and the close link with local business people across the curriculum strengthen the link with the world of work. The school arranges a very thoroughly planned week of work experience for Y10 and Y12 annually. Extended work experience is available for a small number of Y10 pupils and sixth form students.

¹⁰ Cymdeithas Ysgolion Dwyieithog dros Addysg Gymraeg (Association of Welsh Medium Schools)

¹¹ Mathematics, science and all aspects of technology; business and management; services for people; creative arts and culture, and humanities and language.

165. There is a long tradition of excellence in developing enterprise skills in the technology department, with teams from the department winning an international competition. Role models from the world of work are invited to the school to motivate KS4 pupils' sense of enterprise. Vocational groups in the sixth form had opportunities to demonstrate a great deal of enterprise and skill by arranging various ambitious activities.
166. Boys and girls are encouraged to follow elements that are traditionally linked with the other sex.
167. There are outstanding planned opportunities to develop extremely high bilingual skills in a number of subjects, and there are many opportunities to switch from one language to the other across the subjects.
168. The school pays increasing attention to aspects of sustainability in the curriculum and in terms of school practices. So far, this aspect has not been developed to its full potential.
169. The school also provides good opportunities to develop citizenship and the global dimension. Raising pupils' and students' awareness of the Japanese culture is a very good feature, with beginners' lessons in Japanese in the sixth form and a Japanese club which is open one lunch time a week for the remainder of pupils.
170. So far, the school has not formally asked employers about the relevance of the school's curriculum from their perspective. However, it is very aware of the demands of the local economy and staff in several departments have beneficial links with the world of work.
171. The school has an outstanding link with Careers Wales and they work together for the benefit of pupils and students and the local community to provide aspects of careers education and work-related education.
172. The school has addressed the Welsh Assembly Government's Learning Pathways 14-19 agenda with enthusiasm. This provides a good basis for lifelong learning. In addition, the school contributes well to community regeneration by allowing use of its facilities and through other close links with the community.

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

Grade 2: Good features and no important shortcomings.

173. This grade is lower than the grade 1 awarded by the school for this key question in its self-evaluation report. The grade awarded by the inspection team reflects the variability in the quality of monitoring progress in pupils' standards of achievement and attainment.

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

174. The quality of care, guidance and support provided for pupils and students is good. The school is a caring and very happy community. The teachers, pupils and students show respect for each other. Through the opportunities they have in pastoral periods, in formal lessons and in the informal activities, pupils and students make very good progress in their personal and social skills. The school co-operates effectively with Ceredigion and Carmarthenshire specialist services. The role and frequent visits of the Counsellor are an important element of the pastoral care in the school.
175. The progress leaders and class tutors fulfil their pastoral duties effectively. A caring and concerned ethos exists throughout the school and is evident in the morning periods and school assemblies which are of a high quality. However, the role and responsibility of the progress leaders as regards tracking progress have not yet been developed sufficiently. In addition, the links between the progress leaders and the class tutors have not been fully formalised so that monitoring progress is more effective.
176. Parents are very supportive of and work well with the school. The Parent, Teacher and Friends' Association is active and raises money for the benefit of the school. The parents bear testimony to the fact that the school is always welcoming and very willing to listen. The Contact Book, however, is not used to its full potential in every lesson.
177. The school is an important element in this close knit, local community. This includes good and effective links with employers, institutions and local schools and further education colleges in both counties.
178. The information handbooks for transition periods within the school are very comprehensive and present the range of available options. The guidance for making choices along with the careers guidance is a strength in the school.
179. Induction arrangements for Y7 pupils are good and members of staff visit the large number of feeder primary schools at least twice. Parents testify that their children settle in quickly and are happy in their new environment in the secondary school. A residential course is organised for Y7 pupils annually in one of the Urdd's centres. This course is extremely valuable in terms of uniting the year.

180. The PSHE programme has been carefully planned and is based firmly on the statutory framework. There are opportunities in these sessions to talk about relevant subjects and to discuss current aspects that are important to young people.
181. The school office staff help to record and analyse attendance. They do so under the supervision of a member of the school's SMT, who also has responsibility for punctuality and behaviour. Cases of concern are referred to county support officers and the more intense attention paid to attendance during this academic year has started to deliver results. Measures such as one-to-one support can ensure that pupils whose behaviour is challenging do not disrupt the education of their fellow pupils in the classroom. Careful supervision in every part of the large campus at break and lunch time reinforces the natural self-discipline of pupils and students.
182. The strong partnership between the school and the local Careers Wales branch ensures that pupils and students have high quality careers advice and guidance which is in keeping with the requirements. An enthusiastic member of staff is responsible for co-ordinating this aspect. Careers aspects are addressed at KS3. These foundations are built upon at KS4 and the sixth form. This provision includes:
- offering relevant work experience;
 - one-to-one careers advice and mock interviews with members of the business community;
 - a designated careers office which houses relevant articles and handbooks;
 - increasing use of Careers Wales' on-line resources, and
 - an annual careers conference in conjunction with another secondary school which results in better representation from the world of work and further education institutions.
183. The school has clear procedures to ensure the health and well-being of pupils and students, with the provision co-ordinated effectively by a teacher in charge. This includes:
- a detailed Health and Safety policy which sets direction for the work;
 - special arrangements to ensure that fire alarms are heard in every classroom, including temporary cabins;
 - regular inspection of school equipment by appropriate experts;
 - increasing emphasis on risk assessments;
 - placing risk assessment forms on the school's intranet to facilitate their use by members of school staff, and
 - appropriate supervision as buses come and go at the beginning and end of the day, and when crossing the road to reach the school's playing fields.
184. Although the process of accrediting the school as a "Healthy School" has not yet been officially completed, PSHE lessons include health promotion modules and the importance of physical fitness and activity is emphasised. In response to a request from pupils, the healthy eating options have been extended on the canteen menu.

185. The school fulfils its duties well to ensure effective procedures for child protection and has adopted a Child Protection policy which conforms to the county procedures. This means that a senior member of staff who is responsible for this aspect is informed rapidly of any child protection issue. Staff are aware of these procedures.

B) The quality of the provision for additional learning needs

186. The school makes good provision for a number of pupils who have a wide range of learning difficulties along with sensory difficulties. Good use is made of the data and screening results collated by the co-ordinator from all primary feeder schools in order to enable early identification of the needs and strengths of the pupils who are transferring. The co-ordinator and relevant assistant visit the primary school from where a statemented pupil will be transferring. This serves as an opportunity to meet parents and for the pupil to become familiar with some faces before coming to the secondary school. Primary school pupils are admitted from two counties, and there is inconsistency as both counties do not use the same standardised assessments.

187. The school uses a range of effective strategies to meet the pupils' needs. These include:

- teaching KS3 pupils who require additional support in small groups in some subjects;
- placing an assistant in the classroom to provide support according to the requirements of the statement, and
- effective use of assistants to improve literacy and numeracy skills in the Welsh, English and '*Dim Pwynt*' (numeracy) clubs that meet regularly.

188. Pupils with additional learning needs respond positively and make progress which is often significant.

189. The assistants are enthusiastic and know their children well. Four of the assistants also have a suitable qualification. There is close collaboration between the head of the support department and the assistants. Not all teachers plan sufficiently and deliberately to make effective use of the assistants in the classroom.

190. There are good links between the subject departments and the support department through the 'SEN Register' and the 'Strategy Handbook'. Information is distributed to all staff via the school's intranet, along with the Information Handbook which includes the targets of pupils who are causing concern. The majority of pupils achieve their targets and make good progress when moving from one key stage to the other. The relationship between the departments and support department has not been developed enough in order to provide the most effective support.

191. At KS4 the school has chosen to focus on encouraging and nurturing the independence of pupils with additional learning needs. The outstanding features of the provision include arranging:
- weekly work experience with local companies;
 - weekly tutorial lessons to give them opportunities to discuss work experience and other matters linked to being involved in their communities;
 - regular excursions and outdoor courses to reinforce their self-confidence, and
 - a wide range of suitable GCSE and Entry Level courses in the school, including Life Skills and First Skills.
192. The head of the support department is experienced and enthusiastic. She knows the pupils well and keeps thorough records of their development and progress. Despite the great difficulty in working with two counties which have different systems and criteria, the head of department has successfully maintained good and effective links with the support services of both counties.

C) The quality of the provision for equal opportunities

193. The equal opportunities' policy was formed with inclusion in mind in order to ensure no discrimination against any member of the school community. The school gives all boys and girls the same attention and opportunity to study every subject and to participate in all extra-curricular activities. Pupils with physical, mental and sensory disabilities are included naturally in all aspects of the school's life, despite its challenging campus.
194. The friendly and caring atmosphere in the school ensures a climate in which there is very little poor behaviour. There are strategies in place that stop pupils from disrupting the work of other pupils. Pupils and parents praise the school's friendly atmosphere and pupils are confident to approach adults or peers in exceptional cases of intolerant behaviour.
195. The school is proactive in dealing with bullying. The school nurse and an external counsellor call in regularly to support this aspect, along with other duties. A number of Y13 students have been trained to act as a point of contact for younger pupils. The school ensures that links between The Week's Focus, PSHE lessons and assembly themes reinforce these positive values.
196. On a large, difficult campus, set on different levels, the school does everything in its capacity to ensure equal access and treatment for all. A thorough accessibility plan has been prepared which shows that there is no wheelchair access to three parts of the school. The school makes good quality special provisions in response to individual pupils' requirements.

Leadership and management

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

Grade 2: Good features and no important shortcomings.

197. This grade is lower than the grade 1 the school awarded itself for this key question in its self-evaluation report. However, the grade awarded by the team is higher than the grade 3 it awarded Key Question 1. The team identified a large number of very good management strategies and practices, but they have not had sufficient time, as yet, to have a positive impact on standards of achievement and attainment.

A) How well do leaders and managers provide clear direction and promote high standards?

198. Since his appointment in September 2006, the head teacher has had a very positive impact on the school. He has a vision to drive the school forwards and has given priority to sharing this vision with the SMT, staff, pupils, parents and governors so that they can co-operate to achieve the school's aims and objectives.

199. The head and SMT are planning carefully to present and refine a number of appropriate issues with a view to improving standards and the quality of the educational provision. There is evidence that these measures are beginning to deliver results.

200. The current SDP has been produced for 2004-07 but is now a document which does not appropriately reflect the school's current priorities. The head teacher is drawing up a new SDP for 2007-10. This plan takes full account of the vision of the SMT and the governors, self-evaluation findings and county and national priorities. This document sets a clear strategic direction for the school, with a focus on raising standards.

201. The school is successful in promoting equality for all. There is a broad and appropriate curriculum for pupils of all abilities. It is the school's priority to add to the vocational subjects at KS4 and the sixth form. There are appropriate systems for support and guidance and there is a good provision for meeting the needs of pupils with additional learning needs.

202. The school takes full account of the Welsh Assembly Government's priorities. There is a clear focus, in documentation and the practice observed, on issues such as bilingualism, transition arrangements, racial equality, inclusion and sustainability.

203. The school has responded very well to the 'Learning Pathways 14-19' challenge.

204. The school has developed strong and numerous links with other institutions, including schools, further education colleges, higher education colleges, businesses and industry. These partnerships and links provide very good opportunities to enrich the formal and extra-curricular curriculum and effectively develop pupils' and students' learning.
205. The school has effective systems for setting challenging but realistic targets for achievement and attainment. The targets are determined on the basis of pupils' previous performance and standardised tests.
206. Some departments use these targets effectively in order to promote and raise standards. However, this best practice is not common. There is insufficient focus in some departments on using progress targets to promote continuous improvement.
207. Neither the duties and responsibilities of the progress leaders nor the role of class tutors are sufficiently focused in terms of monitoring and promoting pupils' progress.
208. The head teacher has given priority to reinforcing the link between the school's SMT and middle management. Members of the SMT are linked to specific subjects. They play a key role in the evaluation of test and external examination results and undertake regular and effective evaluations of pupils' work. This link role also ensures good quality consistency in the departmental handbooks. However, so far, the system has not focused enough on learning and teaching processes in the classroom in order to promote standards, or on supporting departmental self-evaluation practices.
209. Overall, middle managers are effective in their roles. Detailed schemes of work in the majority of instances, together with quality departmental handbooks are a firm basis for the very good support provided by subject leaders for teachers teaching outside their main area of expertise.
210. Although middle managers carry out thorough annual self-evaluations within their areas of responsibility as part of the annual review procedures, this practice has not developed sufficiently in order to have a positive impact on strategic planning.
211. There are effective procedures for identifying the developmental needs of teaching and ancillary staff, and the Performance Management system blends in well with the provision.
212. A good number of teachers have taken advantage of grants from the General Teaching Council for Wales in order to support their professional development, and simultaneously to promote teaching and learning developments. The school places increasing emphasis on arranging internal staff development training and activities and on disseminating the outcomes of training and good practices across the school.

213. In addition, this year, the school has responded to an analysis and evaluation undertaken by staff of the strengths of the school and areas for development by forming three internal working groups, each leading and co-ordinating improvements in those areas.
214. The school provides good and appropriate support for teachers who are new to the school and the profession. The head and deputy head teacher have completed the National Professional Qualification for Head Teachers.

B) How well governors and other supervisory bodies meet their responsibilities.

215. The governing body meets its responsibilities well.
216. The school has governors who possess very good knowledge of the school's work and good knowledge of its performance. This allows them to participate very actively in the discussions about the school's strategic development.
217. The body has also dealt well with the considerable changes in the membership of the school's SMT over recent years.
218. The governing body:
- is knowledgeable about pupils' and students' results in tests and external examinations;
 - is aware of how the school performs in comparison with Welsh schools and the county;
 - is aware of the performance of subject departments within the school;
 - is aware of differences in the results of different cohorts of pupils, and
 - welcomes representatives from the School Council and respects their contributions.
219. The governors are not as knowledgeable about the school's results in comparison with schools that are in the same benchmarking group, as regards the percentage of pupils entitled to free school meals.
220. The governors have ensured that the school meets course requirements and other statutory requirements but has not ensured that the school follows the recommendations of the Audit Commission and Welsh Assembly Government on the school's budget management. The school is currently repaying a debt of £58,000 to the county.

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

Grade 3: Good features outweigh shortcomings.

221. This grade is lower than the grade 2 the school awarded itself for this question in its self-evaluation report. Good features outweigh shortcomings in the quality of the school's self-evaluation as procedures are in place but the outcomes have not become sufficiently established.

A) How effectively is the school's performance monitored and evaluated?

222. The school's self-evaluation document, prepared for the inspection, is firmly based on first-hand evidence from school staff, pupils and students, governors and parents and on data analysis.

223. The document correctly and thoroughly analyses the strengths and shortcomings of the school. The head teacher has evaluated the different aspects fairly and analytically.

224. The grades awarded by the inspection team for the seven key questions are lower in every instance than the grades the school awarded itself. The school had not given sufficient consideration to the importance of pupils' standards in relation to the majority of the key questions. It has also given some features different weighting to the weighting given by the inspection team. This is true when interpreting what is 'outstanding'.

225. There is no direct link between the findings of the school's 2007 self-evaluation report and the SDP for 2004-2007, which was drawn up before the appointment of the new head. However, there is a clear link between the self-evaluation and the draft version of the new SDP for 2007-2010.

226. There are very clear expectations on every department as regards implementing self-evaluation arrangements. The SMT has set definite guidelines to promote the work.

227. All departments have undertaken a standard self-evaluation based on ESTYN's seven key questions. The quality of the departmental self-evaluation documents vary. The majority give a correct picture of the aspects that need to be improved. However, many of the departmental self-evaluation documents do not pay appropriate attention to subject standards and they are not based on sufficient first-hand evidence, such as lesson observation, and joint examination of pupils' work. In addition, the core subject departments have not analysed KS3 and KS4 assessment, test and examination results against the Welsh Assembly Government's benchmarks that are based on the percentage of pupils entitled to free school meals.

228. School based training on self-evaluation processes and data analysis has not yet improved the self-evaluation process sufficiently across all departments.

229. The school takes good account of the opinions of a number of its stakeholders. It has sought the opinions of its staff, parents, pupils and students. The school also considers the viewpoint of pupils carefully through the School Council. The school has used the information collected through questionnaires to improve pupils' and students' experiences. There has been a change in school uniform and the condition of some of the toilets has been improved.

B) The effectiveness of planning for improvement

230. The school's self-evaluation document is a firm basis for producing suitable departmental and whole school development plans.

231. The SDP for 2004-2007 includes the school's intentions and priorities over a three year cycle, culminating this year. It is currently a static document as it has not been updated annually. The departmental development plans follow the principles and headings of the SDP for 2004 -2007.

232. A number of departmental development plans are of a good quality. Others note matters to be developed but there is no comprehensive strategy on how to achieve the plans and no definite targets to evaluate progress.

233. As the departmental self-evaluations were produced in January 2007, there is no clear link between the findings of the departmental self-evaluation processes and the priorities highlighted in previous departmental development plans.

234. The school fully implements the Performance Management Scheme and teachers' targets inform the in-service training programme.

235. The school ensures sufficient resources to support its main priorities and objectives. It also provides resources or extra time to undertake new tasks or to deal with necessities that arise from time to time.

236. The school can show that a number of steps it has taken have improved the provision. However, with the exception of Welsh, standards of attainment in the core subjects have not demonstrated sufficient progress.

237. The school has responded well to the key issues noted in the previous inspection, including:

- a substantial improvement in standards in art;
- providing valuable vocational courses;
- improvements in the accommodation;
- appropriate time allocated for religious education lessons at KS4 and the sixth form, and
- improvement in developing numeracy and information technology skills across the curriculum.

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

Grade 3: Good features outweigh shortcomings

238. This grade is lower than the grade 2 the school awarded itself for this key question in its self-evaluation report.
239. Whilst the inspectors agree that there are a number of good features in this key question, there are shortcomings in the standards attained by pupils against a number of indicators, as outlined in key question 1, and also in the quality of the accommodation. The school has also negotiated a loan from the local authority and as a result has a financial deficit.

A) The adequacy, suitability and use made of staff, learning resources and accommodation

240. The **staffing** of the school is good with no important shortcomings. The number of staff is sufficient for the school to run efficiently. There are a number of good features which include:
- the good qualifications that almost all teachers possess in the subjects they teach;
 - the very good support given to non-specialist teachers;
 - the comprehensive information given to new and temporary staff and to teachers in training;
 - the good quality support provided by a team of learning support assistants for pupils with learning, sensory and behavioural problems, and
 - the very good service to aid learning provided by technicians, administrative and ancillary staff.
241. The school has ensured that each teacher is allocated appropriate planning, preparation and assessment time in line with current requirements. The school has evaluated its effectiveness and is of the view that it is beginning to contribute towards the raising of standards and more effective assessment. The head teacher has specified that the summer term's 'gained time'¹² will concentrate on departmental planning and self evaluation.
242. At present, the school does not employ a librarian. However, one member of staff undertakes this role during the lunchtimes.
243. The quality and quantity of **learning resources** are good overall. The good features include:
- a good range of textbooks and equipment in most subjects;
 - a good range of subject materials developed and produced in-house, including Welsh medium vocational resources;
 - a significant investment in computers to allow good access for most subjects;

¹² Time when teachers would previously have spent supervising external examinations

- an increasing number of interactive whiteboards and digital projectors that are used to enhance classroom teaching;
 - curricular enrichment by planning very good, wide ranging visits both locally and further afield, and
 - good use of a range of visiting speakers and specialists in their field, to enhance pupils' learning experiences.
244. There is one shortcoming. Although the library has a small suite of computers, the stock of reference books and fiction is rather dated. This limits opportunities for teachers to encourage further reading, independent learning and research.
245. The **accommodation** has good features that outweigh shortcomings. It is barely sufficient for the number of pupils and students currently on roll.
246. Since the last inspection there have been many improvements which include:
- a leisure centre and an all weather playing area;
 - a number of new cabins which house a science laboratory and general teaching rooms, and
 - a purpose-built facility for engineering and construction courses.
247. The school is free of litter and graffiti. Work of high quality produced by pupils is displayed in many rooms and corridors and celebrates their success in curricular and extra-curricular activities.
248. However, despite the above improvements, the school still has a tired, over-used and fragmented appearance. There are a number of shortcomings that include:
- the widespread location of many classrooms, resulting in a number of departments not being suited;
 - a number of classrooms which are too small to allow the full range of teaching activities, such as group and practical work, to take place;
 - a hall which is too small to accommodate whole-school meetings and doubles up as a canteen area;
 - no teaching room for physical education theory lessons;
 - no clear focus for the school to receive visitors, and
 - unsuitable accommodation for peripatetic music lessons.

B) How efficiently resources are managed to achieve value for money.

249. Overall, the school's management of resources achieves value for money through:
- the head teacher and assistant head teacher closely monitoring all developments;
 - the administrative officer's close monitoring of expenditure, and

- the support and expertise of the governing body's finance committee that meets regularly.
250. The deployment and management of staff has good features which include:
- the good use of the staff's teaching expertise and experience, and
 - the range of opportunities for the professional development of both teaching and non-teaching staff, even under the constraints of limited funding.
251. In recognition of the way the school develops its staff, the school has gained the 'Investors in People' award on three occasions.
252. The school's structure for the new teaching and learning responsibilities has been implemented after consulting all interested bodies.
253. The overall financial management of the school has good features which outweigh shortcomings. The good features include:
- financial decisions which are generally focused on curricular needs;
 - the equitable distribution of capitation to subject areas, with further opportunities to bid for extra funding to support curricular initiatives;
 - the efforts made in applying for grants and sponsorship that are available;
 - the immediate financial breakdowns and current balances the administrative officer provides for the head teacher and the subject leaders, and
 - the progress made in addressing the recommendations made in the last auditors' report.
254. Shortcomings in the financial management of the school are:
- the deficit of £58,000 in the school budget which the school has agreed with the unitary authority to eliminate over a period of three years;
 - the low teacher/pupil contact ratio at 76%.
255. The school does provide value for money. It does this by:
- offering a good curriculum, particularly in the sixth form;
 - providing a wide range of extra-curricular opportunities, and
 - promoting good pastoral care and support for all pupils and students.
256. On the other hand, there are features that prevent the school from offering better value for money. These are:
- the standards attained by pupils in teacher assessments at KS3 and examinations in KS4 when a comparison is made with a number of indicators, and
 - the varying quality of the accommodation which limits the learning experiences in some areas of the curriculum.

School's response to the inspection

The school welcomes the External Report of 2007 and wishes to pay tribute to the professional, fair, courteous and sensitive manner of the team.

We note that reference is made in the report to a plethora of strengths. We take pride in the main finding, where the school is described as a '...a safe, close knit community that has a sense of 'family'... and... reflects the local community's values and traditions in terms of language, culture, expectations, behaviour and attitudes'.

We also take pride in the fact that the pupils make good progress, which is often striking. It is also pleasing to have confirmation of the pupils' outstanding rounded spiritual, social, moral, cultural and creative development. Pupils' bilingual skills are outstanding, and this is an integral feature of our mission at Dyffryn Teifi.

The report confirms that the school has a very special ethos, in which teachers, pupils and students display respect towards each other. Consequently, the school is a caring and very happy community. It is pleasing to note the school's success in promoting equality for all pupils. Pupils with physical, mental and sensory disabilities are included naturally in all aspects of the school's life.

The school was deemed to have made good progress in the key issues noted in the 2001 inspection report. This is testimony to the commitment of the staff and governors, and their willingness to promote the school's core values, during a period of significant change.

We welcome the recommendations of the inspectors for further improvement and are satisfied that the school has identified these areas, without exception, in its self-evaluation report, or in the development planning documentation. The external perspective offered by the inspection reinforces our commitment to build on very firm foundations, so that together we can seek continuous improvement. We are fully committed to the principle of raising standards (where there is a perceived need) and are determined to disseminate best practices across the school to every subject area and with a view to achieving genuine excellence in all respects of school life.

The recommendations will be included in an appropriate Action Plan, and these steps will be integrated in the school's new Development Plan which will be operational from September 2007 onwards. This report will therefore provide the school with a further incentive and sense of direction so that we can build on existing good work.

Appendix 1

Basic information about the school

Name of school	Ysgol Gyfun Dyffryn Teifi
School type	Secondary
Age-range of pupils	11-19
Address of school	Heol Llyn y Frân, Llandysul Ceredigion
Postcode	SA44 4HP
Telephone number	01559362310

Head	Mr John Aeron Rees
Date of appointment	01/09/06
Chair of governors/Appropriate authority	Mr Richard Jones, (Care of the School) Education and community services department, County Office Glan y Môr Aberystwyth SY23 2DE
Registered inspector	Gareth Wyn Roberts
Dates of inspection	16/4/07 – 19/4/07

Appendix 2

School data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	107	104	126	93	97	50	51	628

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	41	3	42.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	15:1
Pupil: adult (fte) ratio in special classes	-
Average teaching size group	19
Overall contact ratio (percentage)	76

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole school (statutory age)
Summer 2006	93	93	92	82	84	-	-	89
Autumn 2006	94	91	92	89	86	94	86	90
Spring 2007	95	95	92	91	89	92	87	92

Percentage of pupils entitled to free school meals	6
Number of pupils excluded during 12 months prior to the inspection	6 temporary, 1 permanent, none from ethnic minorities

Appendix 3

National Curriculum Assessment Results End of key stage 3:

National Curriculum KS3 Assessment Results 2006															
Total number of pupils in Y9:93															
Percentage of pupils at each level															
			D	A	F	W	1	2	3	4	5	6	7	8	EP
English	Teacher assessment	School	0	0	0	5	0	0	1	17	33	33	12	0	0
		National	0	1	1	0	0	2	8	21	35	24	8	0	0
Welsh	Teacher assessment	School	0	0	0	0	0	3	2	17	27	36	15	0	0
		National	0	1	1	0	0	1	4	19	35	30	11	0	0
Mathematics	Teacher assessment	School	0	0	0	0	0	1	7	22	22	26	21	0	0
		National	0	1	1	0	0	1	6	18	25	33	15	0	0
Science	Teacher assessment	School	0	0	0	0	0	0	6	17	37	27	13	0	0
		National	0	1	1	0	0	1	6	19	33	27	12	0	0

- D Pupils excepted under statutory arrangements from part or all 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)			
according to teacher assessment		according to test	
In the school	63	In the school	57
In Wales	58	In Wales	*

* These tests were optional in Wales in 2006.

Public Examination Results:

For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ	
Number of pupils aged 15 on the school roll in January 2006	106
Average GCSE or GNVQ points score per pupil	50

Percentage of 15 year old pupils who in 2006:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	90	90	88
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	63	63	54
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	89	89	86
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	45	47	40
entered at least one Entry level qualification, GCSE short course or GCSE	96	99	98
attained one or more GCSE grades A*-C or the vocational qualification equivalent	83	84	77
attained one or more GCSE grades A*-G or the vocational qualification equivalent	92	96	93
attained no graded GCSE or the vocational qualification equivalent	8	4	7
attained one or more Entry level qualification only	4	2	3
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1	0	-	-
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2	0	-	-

For pupils aged 17, results in A/AS, GNVQs and NVQs	
Number of pupils aged 17 in January 2006	36
Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2006	33
Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2006	3

	School	UA	Wales
Percentage of pupils entered who achieved 2 or more grades A-C	74	68	68
Percentage of pupils entered who achieved 2 or more grades A-E	100	95	94
Average points score per candidate entering 2 or more subjects	22	21	20
Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2	0	-	-
Number of pupils who achieved a GNVQ Advanced or NVQ at level 3	0	-	-

UA Unitary Authority

Appendix 4

Evidence base of the inspection

Eight inspectors spent a total of 29 inspection days at the school and 58 lessons were observed, including a range of PSHE lessons. In addition, inspectors visited a cross section of registration periods, extra curricular activities during the lunch hour and morning acts of communal worship. Interviews were arranged with members of the Senior Management Team, subject leaders, progress leaders and class tutors, as well as other members of staff, including ancillary staff, with specific responsibilities.

A cross section of the work of able, average and low ability pupils from Y7 to Y11 and a cross section of Y12 and Y13 students' work was inspected. In addition, more examples of pupils' work were seen when inspectors visited classes, workshops and laboratories. Regular discussions were held with pupils about their work and formal interviews were held with pupils and students selected to represent their different school years, including members of the School Council.

Every document the school presented before and during the inspection was analysed. Pre-inspection meetings were held with members of the Senior Management Team, the staff, the governing body and parents. Twenty one parents attended the parents' meeting and 121 questionnaires were returned. Four letters and nine comments on questionnaires were received from parents.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Gareth Wyn Roberts (registered inspector)	The school and its priorities, summary, key question 1, contribution to key question 5, appendix.
John Roberts (lay)	Contribution to key question 1,3,4,7
Manon Siôn	Key question 2
Anna Roberts	Key question 3
Gwyn Griffiths	Key question 4
Neil Trevor Jones	Key question 5
Heddwyn Evans	Key question 6
Stephen Glyn Davies	Key question 7
Iona Davies	School nominee

There was no peer assessor on the team.

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Acknowledgement

The inspection team wishes to convey its gratitude to Ysgol Gyfun Dyffryn Teifi's governors, staff, pupils and students for their co-operation during the inspection.