

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

A Report on the Quality of Education in

**Ysgol Gyfun Garth Olwg
Campws Gartholwg
Main Road
Church Village
Pontypridd
CF38 1DX**

School Number: 674/4054

Date of Inspection: 19 March 2007

by

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Ysgol Gyfun Garth Olwg 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 Garth Olwg took place between 19/03/07 and 22/03/07. An independent team of inspectors, led by Ian Garth Higginbotham undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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 nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the school

- 1 Ysgol Gyfun Garth Olwg is a Welsh-medium school maintained by Rhondda Cynon Taf Unitary Authority (UA). It provides education for boys and girls aged from 11 to 18. There are 929 pupils on roll, including 156 students in the sixth form, numbers that have changed little in recent years. Welsh is the language of all teaching and learning. The pupil-teacher ratio is 17.5 : 1, slightly less favourable than the figures for Rhondda Cynon Taf (16.8 : 1) and for the whole of Wales (16.6 : 1).
- 2 Ysgol Uwchradd Rhydfelen opened in 1962 in the village of Rhydyfelin, near Pontypridd. In September 2007, the school moved to a new building in Church Village on the Garth Olwg campus. The great majority of pupils live in Pontypridd and the surrounding villages. Others travel from Gwaelod y Garth (in the City and County of Cardiff UA) and from Beddau, Tonteg and Llanilltud Faerdref. According to the school, a quarter of the pupils are neither privileged nor under-privileged but three-quarters of the pupils come from an economically disadvantaged area. The proportion of pupils entitled to free school meals is 12.5 percent; this is lower than the figures for Rhondda Cynon Taf (21.4 percent) and for the whole of Wales (16.0 percent).
- 3 About 92 percent of pupils come from homes where the main language is English and only eight percent from homes where Welsh is the main language. All pupils speak Welsh to first language standard. Only 0.7 percent of pupils come from ethnic minority backgrounds.
- 4 The previous attainment of pupils starting school in Year 7 covers the full range. There are eight pupils (0.9 percent of pupils) who have a statement of special educational needs. This figure is lower than that for Rhondda Cynon Taf (3.5 percent) and for the whole of Wales (3.3 percent). A further 9.5 percent of pupils with additional learning needs receive in-school support, while another 2.1 percent also receive help from other agencies. The school has disapplied part of the National Curriculum for one pupil.
- 5 At the time of the inspection, there was one pupil in the care of the UA.
- 6 The senior management team comprises the headteacher, the deputy headteacher and four assistant headteachers, one of whom is also head of the attached Lifelong Learning Centre.
- 7 The previous inspection of the school took place in the Spring term 2000.

The school's priorities and targets

- 8 The school aims to foster confident, well-balanced, bilingual young Welsh people, fit to become full and responsible citizens in contemporary Wales and the modern world.

- 9 In the development plan for 2006 to 2008, the main areas for development are:
- pupils' basic and key skills;
 - boys' attainment;
 - information and communications technology (ICT) across the curriculum and development of ICT networks;
 - vocational courses;
 - joint curricular projects with primary schools;
 - the cross-curricular provision of personal, social and health education (PSHE);
 - 14-19 learning pathways
 - community links through the Lifelong Learning Centre;
 - pupils' commitment to Welsh culture;
 - child protection;
 - budget monitoring; and
 - the staffing structure.
- 10 Where appropriate, managers set these priorities in the context of the priorities of the Welsh Assembly Government.

Summary

- 11 The school has many good features in every aspect of its provision and in the standards of the qualifications that pupils and students attain.

Table of grades awarded

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

- 12 The grades that we awarded match the grades in the school's self-evaluation report for six of the key questions. For key question 3, we awarded a grade that was lower than managers had awarded. The curriculum has some outstanding features but also some shortcomings.

Standards

Grades for standards in subjects inspected

Inspection Area	Key stage 3	Key stage 4	Sixth form
Welsh (first language)	2	2	2
English	3	2	2
Science	3	2	2
Electronics	-	2	2
Geography	3	2	2
Physical education	2	2	2

- 13 The following table shows the grades we awarded for the standards that pupils and students achieved in lessons in the six subjects we inspected. The table also shows comparative figures for standards achieved in the lessons that inspectors graded in the 37 secondary schools inspected during the year 2005-2006.

84 lessons	% Grade 1	% Grade 2	% Grade 3	% Grade 4	% Grade 5
Key stage 3	3	64	31	3	0
Key stage 4	0	92	8	0	0
Key stages 3 & 4	2	75	21	2	0
Sixth form	9	78	13	0	0
Whole school	4	76	19	1	0
Wales (2005-2006)	11	54	29	6	0

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

Key stages 3 and 4

- 14 Pupils achieve good standards. Overall, the standards are higher than the average for the 37 schools in Wales that were inspected last year. However, there is outstanding work in a smaller percentage of lessons than is the case throughout Wales. The standards meet or exceed the National Assembly of Wales' targets for standards across Wales.
- 15 The figure for the core subject indicator¹ in key stage 3 places the school just below the top quarter of similar schools. In key stage 4, the core subject indicator is well up in the top quarter of similar schools.
- 16 Standards in key stage 4 are higher than in key stage 3 in English, science and geography. Data analyses suggest that this pattern is repeated in several other subjects.
- 17 Pupils with special educational needs generally make good progress. The attainment levels of the few pupils from ethnic minority backgrounds are at least as good as those of other pupils.

¹The core subject indicator in key stage 3 is the percentage of pupils who gain level 5 or better in the core subjects of Welsh or English, mathematics and science; in key stage 4 it is the percentage of pupils who gain at least grade C in language (Welsh or English), mathematics and science in GCSE examinations.

- 18 Pupils have outstandingly good communication skills in Welsh; in English, their skills are good. There are some shortcomings, however, in pupils' writing, in both Welsh and English. Pupils' bilingual skills are outstandingly good. Their mathematical skills are generally good and most pupils have good practical computing skills.
- 19 There are outstanding features in pupils' personal, social and moral development. Pupils generally have a positive attitude towards learning. Their behaviour is very good. Their average attendance is 92 percent.

Sixth form

- 20 Students' overall attainment over the last three years has been much as might be expected in light of their GCSE results. In two of the last three years, students' examination results have been on a par with those of students throughout Wales. In the other year, they were slightly lower.
- 21 Students generally have good levels of competence in the key skills. They all gain at least one key skill qualification. Their mastery of English is good and that of Welsh is outstanding. They use computers confidently.
- 22 Students make an outstanding contribution to the school through their involvement in a wide range of school activities.

The quality of education

- 23 The following table shows the grades we awarded for the quality of teaching and assessment in all the lessons we inspected. The table also shows comparative figures for the quality of teaching in the lessons that inspectors graded in the 37 secondary schools inspected during the year 2005-2006.

119 lessons	% Grade 1	% Grade 2	% Grade 3	% Grade 4	% Grade 5
Key stage 3	10	62	24	3	0
Key stage 4	17	66	17	0	0
Key stages 3 & 4	13	63	22	2	0
Sixth form	12	81	8	0	0
Whole school	13	67	18	2	0
Wales (2005-2006)	17	52	26	5	0

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

Key stages 3 and 4

- 24 In over three quarters of lessons, the quality of teaching is good or outstanding. The profile of grades is better than the profile for Wales. The quality of teaching is much higher than at the time of the last inspection. Nevertheless, there is one or more significant shortcoming in just under a quarter of lessons. There is scope, therefore, for the quality of teaching to improve substantially if it is to display the characteristics of the best lessons.
- 25 At its best, teaching is rigorous, exciting and stimulating. Lessons move with pace and intent towards the goals teachers set at the start. There is rigour in teachers' explanations and in the quality of work that they expect from pupils.

- 26 Too little of teachers' marking precisely identifies the good features and shortcomings in pupils' work or shows pupils how to improve. Pupils do not have a clear enough grasp of the National Curriculum levels at which they are working or of what they must do to reach the next level. In several classes, teachers do not set out clearly enough the standards of work they expect. Generally, they do not involve pupils enough in assessing their own work. Written reports to parents do not give them the full picture or set targets for pupils.
- 27 Procedures to track pupils' attainment and detect when pupils are falling behind are working quite well.
- 28 The curriculum promotes an appropriate balance and breadth of study and progression of learning. However, only a small number of vocational courses are available in key stage 4. The curriculum has many strong features including the provision of good-quality work related education. There is an outstanding range of extra-curricular activities. There are some good opportunities for pupils to develop their key skills, but this aspect of the curriculum is not as strong as it might be. Schemes of work do not sufficiently identify opportunities for pupils to develop research strategies or acquire skills of independent learning.
- 29 There are strong partnerships with parents, but neither teachers nor pupils fully exploit the potential of the home-school contact book. Partnerships with a variety of institutions and agencies enhance the quality of provision for pupils.
- 30 The quality of care, support and assistance to pupils has outstanding features. The pastoral system is highly effective. All members of staff are well-trained concerning child-protection.
- 31 There is good provision for pupils with special educational needs. Individual educational plans are of good quality but not all teachers use them as effectively as they might. There is a strong ethos of 'equal opportunities for all' that pervades the practices of the school and all its teaching.

Sixth form

- 32 The quality of teaching is good. Teachers have a very good knowledge of their subject and share it enthusiastically with students.
- 33 The quality of assessment, recording and reporting of students' achievements is generally good. Teachers mark students' work in detail and write helpful comments.
- 34 There is a broad curriculum of Advanced level, Advanced Supplementary level, National Vocational and General National Vocational courses. All students gain accreditation in one of the key skills.

Leadership and management

- 35 Senior managers have a clear sense of purpose and provide effective leadership. The quality of departmental management is generally good. Managers have high expectations of the work of teachers and pupils. There are sound procedures to maintain high standards or bring about improvements.

- 36 Governors are wholeheartedly committed to the success of the school and have a thorough knowledge of every aspect of its provision and of the standards that pupils are attaining.
- 37 Senior and middle managers are well informed about the quality of provision within the areas for which they are responsible. In several areas, self-evaluation has led to improvements. In other cases, there is room to tackle more thoroughly the shortcomings that managers have identified. Developments are fully supported by the allocation of resources.
- 38 The self-evaluation report that managers prepared for the inspection presents a comprehensive list of good features and areas for development. However, it describes rather than assesses each feature, so that it is not clear how managers reach a judgement of the grade for each key question.
- 39 Teachers are appropriately qualified. They regularly attend in-service training courses in line with the priorities identified in development plans. Learning resources are outstandingly good and the accommodation has many outstanding features.
- 40 The school provides value for money.

Recommendations

- R1 Teachers should continue to raise pupils' standards of attainment by:
- addressing the shortcomings that the six subject reports identify;
 - presenting lessons that regularly incorporate opportunities for pupils to increase their competence in the full range of key skills;
 - planning work that motivates and challenges pupils, whatever their level of attainment; and
 - regularly setting purposeful and stimulating homework.
- R2 Teachers should improve pupils' understanding of their level of attainment and should set subject-specific targets that show them how they can improve.
- R3 Managers should continue to develop monitoring systems that present a clear picture of pupils' effort and attainment and quickly identify pupils who are achieving less than they might.
- R4 Managers should ensure that reporting systems give parents a clear understanding of their children's progress.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

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

Key stages 3 and 4

- 42 The following table shows the grades we awarded for the standards that pupils achieved in lessons in the six subjects we inspected. The table also shows comparative figures for standards achieved in the lessons that inspectors graded in the 37 secondary schools inspected during the year 2005-2006.

61 lessons	% Grade 1	% Grade 2	% Grade 3	% Grade 4	% Grade 5
Key stage 3	3	64	31	3	0
Key stage 4	0	92	8	0	0
Key stages 3 & 4	2	75	21	2	0
Key stage 3, Wales	11	52	31	6	0
Key stage 4, Wales	9	51	33	7	0

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

- 43 Standards in key stage 4 are much higher than in key stage 3. The percentage of lessons where standards are at least grade 2 is higher than throughout Wales, particularly in key stage 4. However, there are few lessons where standards are grade 1. The standards meet or exceed the National Assembly of Wales' targets for standards across Wales.

Pupils' success in attaining agreed learning goals

- 44 We evaluated pupils' performance in public examinations and national tests by comparing their attainment with:
- the attainment of pupils in all schools in Wales;
 - the attainment of pupils in similar schools throughout Wales, where between 10 percent and 15 percent of pupils are entitled to free school meals; and
 - the attainment of pupils in Welsh-medium schools.
- 45 In each case, we looked at pupils' performance over the last three years.
- 46 These comparisons present a mixed picture of good features and shortcomings. Overall, however, it is a picture of gradual improvement. The picture is significantly better in key stage 4 than it is in key stage 3.
- 47 In key stage 3, pupils' performance in mathematics is better than in three quarters of similar schools, whereas their performance in English is weaker than in three quarters of these schools. The figure for the core subject indicator places the school just below the top quarter of similar schools.

- 48 In key stage 4, the core subject indicator (54.4 percent) is well up in the top quarter of similar schools and just below the top quarter of Welsh-medium schools. The average point score² of pupils in their GCSE examinations is also at the level of the top quarter of similar schools. Overall, pupils' attainment at the end of key stage 4 is good, particularly in view of their weak verbal reasoning skills and low reading ages when they enter secondary school.
- 49 The number of pupils who gain grade A* to C in English is equal to the average figure for similar schools. The figure for science places the school close to the top quarter of similar schools and that for mathematics is well up in this top quarter. The figure for Welsh is one of the highest in the group of Welsh-medium schools.
- 50 Value-added data suggest that progress is very weak in all the core subjects in key stage 3, but is significantly above average in key stage 4. However, standardised tests of pupils' abilities appear to conflict with the data that form the base for the value-added scores and we therefore place little weight on these scores. The inspection findings indicate that pupils do better in key stage 4 than in key stage 3, but that the difference is smaller than the value-added data suggest.
- 51 The percentages of pupils who gain more than one GCSE grade A* to G and more than five such grades are both low compared to the corresponding figures in similar schools. The percentage of lower-attaining pupils who sit entry level rather than GCSE examinations is higher than in many other schools.
- 52 In most respects, the attainment of boys is lower than that of girls. The amounts by which the boys lag behind the girls are very similar to differences between the figures for boys and girls across Wales.
- 53 Pupils with special educational needs generally make good progress in most of the subjects they study. The support they receive improves their literacy skills and therefore helps them to understand the work better in every subject and to take part fully in lessons.
- 54 The school does not identify a group of more able and talented pupils. There are plenty of opportunities for such pupils to excel themselves in extra-curricular activities. A few lessons provide planned opportunities for these pupils to take on an additional challenge and they do so keenly.
- 55 The attainment levels of the few pupils from ethnic minority backgrounds are at least as good as those of other pupils.
- 56 Pupils' communication skills in Welsh are outstandingly good and they are good in English. Pupils' skills in listening and speaking are very good. These skills help them play a full part in lessons and learn quickly during class and group discussions. Pupils' skills are generally lower in key stage 3, however, than in key stage 4. This is a factor that contributes to the overall higher levels of achievement in key stage 4. Writing is the aspect of both languages that is weakest. For many pupils, these weaknesses are in spelling and grammar and in using mutations correctly in Welsh. For others, it is their skill in writing in different styles and for different audiences.

² 8 points for grade A*; 1 point for grade G.

- 57 Pupils' bilingual skills are outstandingly good. They can switch quickly from one language to the other as the need arises. They can assimilate information in one language and immediately present it in the other.
- 58 Pupils apply a range of mathematical skills in subjects across the curriculum and there are no important shortcomings. In key stage three, pupils have a good understanding of angles, interpret graphs and data competently and make appropriate use of calculators. In design technology, pupils in key stage 4 calculate dimensions and tolerances and demonstrate good spatial awareness. They use equations effectively in science. The skills of pupils in Years 7 and 8 who have difficulty with number improve as a result of the extra tuition they receive from a numeracy tutor and from sixth form students.
- 59 There is some particularly good use of computers to help pupils to compose music and to create innovative and imaginative work when using computer aided design and manufacturing software. Most pupils have good practical computing skills and are becoming skilled in using a broad range of computer software. Some pupils are developing sophisticated skills such as three-dimensional design and printing. In several lessons, however, pupils' skills do not develop because they do not have the opportunity to use computers to communicate and process information.
- 60 Pupils' skill in solving problems develops well by key stage 4, but is not so strong in key stage 3. Overall, this disparity reflects the different levels of challenge in the two key stages. In key stage 4, teachers have higher expectations of pupils and leave them with more to puzzle out for themselves. Faced with this challenge, pupils become more involved in their work and their overall standards rise.
- 61 Pupils have high levels of creative skills. Some of their work (for example in music, art and design technology) reflects enormous creativity.
- 62 Pupils work very well with others. They listen well and respect, challenge and build upon others' ideas.
- 63 Pupils have little experience in assessing their own work. Although they have an intuitive grasp of what is good and what is poor, they rarely work with sufficiently explicit ideas of all the criteria against which they can judge their standards. Their assessments tend to be rather simplistic and they lack the vocabulary they need to be more precise and evaluative.

Pupils' progress in learning

- 64 Pupils generally make good progress in learning; their progress is greater in key stage 4 than in key stage 3. We discuss the causes of this difference in several sections of the report. They lie in pupils' ability to use language – Welsh and English – precisely, as a tool to understand concepts and express ideas. For many pupils, this skill is underdeveloped at the start of key stage 3. Because of this weakness, teachers' expectations tend to be a little low and pupils do not spend enough time thinking deeply and imaginatively about how to tackle their work. In these early years in secondary school, pupils are not sufficiently aware of the quality of their work and do not know, in precise terms, what they must do to improve.

- 65 By the start of key stage 4, the literacy skills of all pupils, across the range of attainment, are much higher. The imminence of examinations gives pupils an added impetus. Teachers' expectations of pupils rise, and the pace and challenge of work increase.
- 66 By the end of key stage 4, pupils generally fulfil their potential. Their average attainment is above that of pupils in the three comparative groups of schools (see paragraph 44), substantially so in some respects. Pupils value learning and are ready to move on to education or training courses for sixteen-year-olds, in school or elsewhere.

The development of pupils' personal, social and learning skills

- 67 Most pupils have a positive attitude towards the school and to their learning. The majority are well motivated and sustain their concentration throughout the school day. In almost all classes, pupils work conscientiously.
- 68 Pupils' behaviour is generally very good. In class, the great majority of pupils are respectful and polite, working well with each other and their teacher. The relationships between pupils and with their teachers are outstanding in most classes. The lively younger pupils are at times rather boisterous, but, generally, pupils move around the school in an orderly manner and treat people and property with respect.
- 69 Over the last three terms, pupils' attendance has averaged 92.0 percent. This figure makes the school the second best attended secondary school in Rhondda Cynon Taf. Attendance is higher than in three quarters of similar schools throughout Wales. Absence is mainly for medical reasons, but pupils also take holidays during term-time and some instances of unnecessary absence are condoned by parents.
- 70 The vast majority of pupils are punctual to lessons.
- 71 There are outstanding features in pupils' personal, social and moral development. These include pupils':
- appreciation of equal opportunities issues and their respect for diversity in society;
 - commitment to develop good relationships, support charities and worthy causes; and
 - wholehearted participation in the social and cultural activities of the school.
- 72 The values and attitudes encouraged by the school and the good opportunities for pupils to learn about the community and workplace prepare pupils and students well for adult life.

Sixth form

- 73 The following table shows the grades we awarded for the standards that students achieved in lessons in the six subjects we inspected. The table also shows comparative figures for the 37 secondary schools inspected during the year 2005-2006.

23 lessons	% Grade 1	% Grade 2	% Grade 3	% Grade 4	% Grade 5
Sixth form	9	78	13	0	0
Sixth forms, Wales	16	68	16	0	0

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

Students' success in attaining agreed learning goals

- 74 Students' overall attainment over the last three years has been much as might be expected in light of their GCSE results. However, there are some significant differences between subjects. Students have attained particularly well in religious studies, Spanish, drama, physical education and in health and social care. In contrast, students have not, on average, lived up to their promise in biology, design technology, French, geography or music.
- 75 In two of the last three years, the average point score³ of students who entered two or more A level examinations was equal to the average for Wales (20 points, or grades of B, C, C). In 2005, it was somewhat lower (17 points).
- 76 Every student gains a qualification at level 2 or level 3 in at least one of the key skills. Generally, students have good levels of skill. Their mastery of English is good and that of Welsh is outstanding. In both languages, the weakest element is writing – the medium in which they communicate in most of their examinations. With the facilities available in the new building, students are using ICT more and more. They have a good level of skill across a range of different programs and applications. Students who have good GCSE qualifications in mathematics do not have opportunities to gain level 3 in the application of number.
- 77 Over 70 percent of pupils from Year 11 return to the sixth form. This is a high rate that shows that the school is responding well to students' aspirations.

Students' progress in learning

- 78 Students make good progress in their learning. They are becoming independent learners and generally show a high level of commitment to their work. They are well able to find information, assess its validity and relevance, process it in different ways and present it in a form appropriate for its intended audience. Students are gaining the skills and attitudes they will need for success in study at a higher level and in employment. Life in the sixth form equips students well to enjoy their leisure time and to become good citizens.
- 79 Students know how well they are progressing in each subject. Generally, they know the steps they need to take to improve their level of attainment.

The development of students' personal, social and learning skills

- 80 Students behave very well and have a positive attitude towards their work and school life generally. They make an outstanding contribution to the school through their involvement in a wide range of school activities. They supervise and befriend pupils

³ 10 points for grade A; 2 for grade E.

during their stay in Llangrannog at the start of Year 7 and, through the 'Cynllun Clust' project, they are available at any time to listen to and support younger pupils.

- 81 Students' attendance is 90.3 percent. This figure is lower than for other pupils. However, students do not have to be in school if they do not have a lesson and so are marked absent if their first lesson is after 10 o'clock. The attendance figure therefore understates students' attendance. (Students sign in, so their presence on the site is registered.)
- 82 Students embody the values that the school espouses. They are mature in their approach to both work and play. They are well prepared for further study and to play their part as citizens in the community.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

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

- 84 The following table shows the grades we awarded for the quality of teaching and assessment in all the lessons we inspected in key stages 3 and 4. The table also shows comparative figures for the quality of teaching in the lessons that inspectors graded in the 37 secondary schools inspected during the year 2005-2006.

93 lessons	% Grade 1	% Grade 2	% Grade 3	% Grade 4	% Grade 5
Key stage 3	10	62	24	3	0
Key stage 4	17	66	17	0	0
Key stages 3 & 4	13	63	22	2	0
Wales (including sixth-form lessons)	17	52	26	5	0

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

- 85 The profile of teaching grades is better than the profile for Wales. The quality of teaching is much higher than at the time of the last inspection.
- 86 In over three quarters of lessons, the quality of teaching is good or outstanding. At its best, the teaching is rigorous, exciting and stimulating. Teachers have excellent relationships with pupils and there is good use of humour to engage pupils and make their learning enjoyable. These best lessons are thoroughly planned to include different activities that give pupils opportunities to learn through talking, seeing and doing. There are adaptations so that pupils with special educational needs and those with particular talents all have an appropriate level of challenge. The lessons move with pace and intent towards the goals that teachers set at the start. There is rigour in teachers' explanations and in the quality of work that they expect from pupils. There are good opportunities for pupils to extend their proficiency in the key skills. Many questions require pupils to reason out their answers and justify them. Other pupils have the opportunity to respond to or extend the answers.
- 87 There is much good use of interactive white boards and computer displays. Even when teachers use them in the simplest ways, they improve the flow of the lesson, give pupils access to a much wider range of resources, convey the emotions behind a piece of writing, or allow the whole class to look in detail at a picture, the words of a poem, the parts of a plant or the workings of a complex piece of machinery. Teachers use them well to bring a level of professionalism to their lessons that pupils experience in other contexts and which entuses them to engage in learning.

- 88 There is scope for the quality of teaching to improve substantially to display the characteristics of the best lessons. In just under a quarter of lessons, there is one or more significant shortcoming. The commonest shortcomings are:
- insufficient rigour and challenge and a lack of pace;
 - a lack of clarity about the goals of the lesson and the standard of work expected;
 - little opportunity for pupils to recap what they have learnt;
 - a lack of opportunities for pupils to improve their key skills;
 - too little adaptation of the lesson for pupils of different ability;
 - a failure to correct errors or challenge work of low quality; and
 - the setting of homework that is undemanding.

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

- 89 Assessment procedures meet statutory requirements and the requirements of examining boards. They have good features, but there are also shortcomings, especially in key stage 3. School policies are appropriate.
- 90 Generally, teachers make helpful oral comments on the quality of pupils' work. However, there are weaknesses and inconsistencies in several other aspects of assessment. These weaknesses are in the extent to which teachers:
- regularly and thoroughly mark pupils' written work;
 - set out, at the start of a lesson, their expectations for pupils' work and the criteria they will use in assessing it;
 - write comments that relate to the criteria;
 - set targets that will raise pupils' level of attainment in relation to the criteria; and
 - involve pupils in assessing their own work and that of others, so that they become more aware of issues of quality.
- 91 Subject teachers regularly award grades for pupils' effort and attainment and for pupils' use of Welsh. In discussion with the pupils, they identify targets for improvement. However, there is inconsistency in how effectively these procedures operate. Not every pupil has a clear agenda for improvement, particularly in key stage 3.
- 92 While most heads of department monitor the quality of teachers' marking, assessment procedures are not rigorous enough in a few departments. Some departments have compiled portfolios of pupils' work across a range of National Curriculum levels. These are helping teachers to be consistent in their marking and are making teachers and pupils more aware of what pupils need to do to attain a higher level.
- 93 An electronic database holds details of pupils' performance in standardised tests and their attainment in each subject. This record helps teachers predict pupils' attainment by the end of the key stage. It allows teachers to identify pupils who are making too little progress. However, it does not visually highlight this underachievement in a way that immediately alerts teachers to an issue they must address with a pupil. Heads of years track pupils' academic progress across all subjects. They compare pupils' current achievements against the earlier predictions, and challenge and support pupils who are falling behind. Where there are grounds for concern, they inform parents.

- 94 After Year 7, personal tutors remain with their class for two years. They get to know their pupils well. Tutors talk helpfully to pupils about their academic and personal progress. Parents receive an interim report of pupils' grades for effort, attainment and use of Welsh in each subject. This report quickly and simply identifies where pupils have strengths and weaknesses, but it does not include any verbal judgements or set targets for improvement. Managers report that grading the use of Welsh is encouraging pupils to use Welsh more widely, but parents say they do not understand the basis for this grade. A parents' meeting takes place soon after parents receive the report so that they can discuss their child's progress.
- 95 Parents receive one full report each year. The report describes what a pupil knows, understands and can do in each subject. However, teachers compile the report from a bank of statements held on computer. Parents rightly feel that the report inevitably refers to a typical pupil rather than to their individual son or daughter. The great majority of targets for improvement that teachers write are too general and do not say what steps a pupil should take to improve attainment in that subject.

Sixth form

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

- 96 The following table shows the grades we awarded for the quality of teaching and assessment in all the lessons we inspected in the sixth form.

26 lessons	% Grade 1	% Grade 2	% Grade 3	% Grade 4	% Grade 5
Sixth form	12	81	8	0	0

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

- 97 The quality of teaching is good. Teachers have a very good knowledge of their subject and share it enthusiastically with students. They have high expectations that students will think rigorously and, in most cases, their thorough questioning and their setting of challenging tasks ensures that they do so. Teachers are aware of the levels at which students are working and they give good support to individual students. They use a broad range of stimulating resources very well. They help students understand how to answer examination questions in ways that will gain the highest marks. Thorough assessment of students' work feeds back well into lessons.
- 98 The greatest weakness is teachers' tendency to be over-directive and to allow students too little independence.

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

- 99 The quality of assessment, recording and reporting of students' achievements is generally good. Generally, teachers mark students' work in detail and write comments that help students work towards higher standards.
- 100 Teachers tell students the grade they should be aiming for. They record their attainments electronically. Tutors regularly monitor this record and discuss students' progress with them.

- 101 Students have good opportunities to evaluate the quality of their own achievement and to identify ways in which they can raise their standards. As they mature, they become more confident in setting themselves realistic and achievable targets.
- 102 Students receive one interim and one full report each year. In the interim report, personal tutors comment briefly on students' punctuality, commitment and general contribution to school life. However, there are no comments specific to each subject or targets for improvement. The full report identifies some strengths and weaknesses, but most targets are of little value in making students aware of how they can improve.

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

- 103 The grade we awarded does not agree with the grade 1 that the school awarded. The curriculum has some outstanding features but also some shortcomings.

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

- 104 The curriculum:
- meets pupils' learning needs and reflects the aims set out for pupils of statutory school age in the Education Act 1996;
 - promotes an appropriate balance and breadth of study and progression of learning;
 - provides equality of opportunity and access to all pupils and students;
 - meets legal requirements; and
 - provides personal, social and health education, work-related education and careers education and guidance in accordance with guidelines of the Welsh Assembly Government.
- 105 Good features of the curriculum include:
- provision in key stage 3 for all pupils to have drama lessons and to develop a broad range of ICT skills;
 - a broad range of Advanced level and Advanced Supplementary level courses in the sixth form; and
 - level 2 National Vocational courses in Year 12, established in partnership with other Welsh-medium schools.
- 106 In Year 7, pupils follow a 'foundation course'. They have the same teacher⁴ for Welsh, history, geography and religious education. This arrangement eases pupils' transition from primary school by reducing the number of teachers they have. The course also contributes to the development of communication and Welsh language skills. While the inspection did not focus on the foundation course, the teaching in all but one lesson was of good quality.

⁴ Two of the six groups have two teachers.

- 107 Only a small number of vocational courses are available in key stage 4. The projected budget for some years ahead may make it difficult for managers to implement their plans in relation to 'learning pathways'.
- 108 The school has gained the Basic Skills Quality Mark. Schemes of work in many subjects, including the PSHE programme, identify good opportunities for pupils to use their communication, number and ICT skills. All students in the sixth form gain accreditation in one of the key skills, and the school is planning internal accreditation for all pupils in the near future. Activities to develop pupils' wider key skills are not as well developed and their attainment in these areas is not recorded.
- 109 There is an outstanding range of extra-curricular activities that broaden pupils' experiences and promote their personal and social development. The activities involve a large number of pupils and students. There are opportunities to:
- join a wide variety of clubs during the lunch-hour and after-school;
 - represent the school in various sporting activities (in which many pupils have gained county and national honours);
 - take part in musical activities, have instrumental lessons, join choirs and orchestras and take part in the Urdd and national eisteddfodau;
 - take part in fieldwork;
 - visit local and national theatres, museums and historical sites; and
 - travel overseas to take part in curricular and social activities.
- 110 Pupils' spiritual, moral, social and cultural development has some outstanding features. The school is a happy and caring community. Pupils and students:
- have opportunities to reflect on some of life's great questions;
 - are polite, courteous and respectful to one another, and to adults;
 - have a mature awareness of issues such as prejudice, racism and the rights of the individual;
 - undertake responsibilities and cooperate very well with others;
 - display a strong affinity for Wales and its traditions;
 - are aware of other cultures and value diversity and other people's ways of life;
 - enrich their experiences and expand their horizons through their enthusiastic participation in school trips; and
 - show care towards others by raising funds for charities and good causes.
- 111 There are strong partnerships with parents, the local community, partner primary schools, employers, the Education Business Partnership, and other education providers, including teacher training colleges. The Lifelong Learning Centre, attached to the school, provides a focus for the community and strengthens the partnerships with the school's stakeholders.

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

- 112 There is good provision of work-related education. Activities are appropriately scheduled throughout both key stages within the PSHE programme. *Careers Wales* and the Education Business Partnership both support the programme well. There are well-organised programmes of work experience for pupils in Year 10 and students in Year 12. A few departments use pupils' experiences well as a focus for elements of

their curriculum. The entire work-related programme emphasises employers' needs and perspectives. Many employers enrich pupils' understanding by taking part in lessons, receiving pupils on visits to their companies and supporting enterprise and entrepreneurial activities.

- 113 Pupils and students have opportunities to take part in enterprise and entrepreneurial activities. Groups have achieved great success in the *Young Enterprise* competition, reaching the all-Wales final several times. Pupils in key stages 3 and 4 benefit from listening to the experiences of entrepreneurs through the *Dynamo Project*.
- 114 Pupils are proud to be bilingual. They are confident to use either Welsh or English, whichever is appropriate. The academic curriculum and a range of social activities provide a wide range of contexts for pupils to speak, read and write Welsh. The 'house' system creates other contexts for pupils to use Welsh, with sixth form students taking leading roles in organising events such as sports day and the eisteddfod. There is good planning for Y Cwricwlwm Cymreig in every subject.
- 115 The school effectively promotes pupils' awareness of sustainable development and global citizenship. Good features include:
- coverage of these issues in many subjects;
 - pupils' involvement in the recycling of paper, mobile phones and spectacles; and
 - students' participation in projects in the third world.
- 116 Pupils have recently established an eco-group that aims to make everyone aware of environmental issues and encourage them to behave in environmentally sustainable ways. To date, the school has gained no eco-awards.
- 117 Overall, the school has planned a curriculum that reflects the priorities of the Welsh Assembly Government. There are good features in planning for pupils' lifelong learning. However, there are shortcomings in the development of pupils' key skills, in identifying opportunities for pupils to acquire skills of independent learning, and in the range of vocational options.

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

Grade 1: Good with outstanding features

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

The quality of care, support and guidance for learners

- 119 The pastoral system is highly effective and plays an important role in promoting a happy and caring community. The school provides a secure social environment where mutual respect and support are valued. The quality of care, support and assistance to pupils has outstanding features, including:
- strong pastoral links with the feeder primary schools;
 - an excellent induction programme at the start of Year 7;

- valuable support offered to younger pupils by sixth form students; and
 - the school and year councils, which contribute actively to the life of the school.
- 120 Heads of year know the pupils well. They regularly monitor their progress and challenge and support them to attain higher standards. Personal tutors effectively fulfil their duties of monitoring pupils' academic progress, well-being and behaviour. Managers draw effectively on a number of agencies to provide specialist support for pupils. Some of these agencies deal with issues that arise out of school, but which, if unresolved, impede pupils' ability to progress in their work.
- 121 Teachers keep a close watch on pupils' attendance and punctuality and there are effective systems to promote good attendance. Pupils have good relationships with their teachers and feel able to approach them if they have academic or personal difficulties. There is an effective programme of careers advice and guidance and an extensive PSHE programme. There is accurate and straightforward guidance for pupils and students when they make their choice of courses for Year 10, the sixth form and further or higher education.
- 122 There are effective procedures for child-protection and regular training keeps teachers up to date with all safeguarding issues. There is a clear policy concerning matters of health and safety and effective procedures to maintain a safe environment for pupils and members of staff.
- 123 There are some good links with parents in relation to academic and social matters. However, for many pupils and their parents, the home-school contact book is not providing effective communication between home and school. Not all teachers use the book well to send messages to parents; nor do they have high or consistent expectations of how pupils should use it. Some pupils do not always carry the book with them and are not consistent in recording their homework.

The quality of provision for additional learning needs

- 124 The assessment of pupils at the end of Year 6, together with the school's own assessment, successfully identifies pupils who require additional support in literacy and numeracy skills.
- 125 The provision to support pupils with emotional and behavioural difficulties has a number of outstanding features. There is a high level of success in enabling pupils to come to terms with their difficulties and ensuring that their behaviour does not impede the learning of others. In providing the support that these pupils need, the school draws effectively on the support of other agencies.
- 126 There is good-quality provision for pupils with special educational needs. The provision is in line with the Code of Practice. There are close links with primary schools and generally a good flow of information about each pupil's learning needs. There is good support for pupils who have poor learning skills and are weak in literacy. They receive regular high-quality specialist help in small groups. There are suitable courses for them in key stage 4, but there would be advantages in offering some of the pupils who sit entry-level examinations the opportunity to take GCSE courses. Individual educational plans are of good quality. The plans are available to all the pupils' teachers, but there is variation in the extent to which teachers adapt

tasks for these pupils. Learning support and behaviour support assistants work effectively. Although pupils who are dyslexic receive good help to improve their literacy skills and organise their work, there is a shortcoming in that there are no arrangements to provide in-class support for these pupils.

- 127 Generally, teachers do not make the best use of the resources in the classrooms where pupils with special educational needs have their specialist lessons. The computerised learning system is not used as much as it might be and pupils cannot use it outside lesson times.

The quality of the provision for equal opportunities

- 128 The quality of provision for equal opportunities is outstanding. Managers recognise pupils' diverse backgrounds and provide a flexible curriculum. There are arrangements for a few pupils to study part of their course off-site. Managers and teachers ensure fair play for every pupil and have created a climate where there is no discrimination or unease. All aspects of the curriculum are available to every pupil; numbers of boys and girls in some subjects are more equal than is generally the case. The PSHE programme, assemblies and extra-curricular activities all successfully promote racial and social equality.
- 129 There are good procedures to make pupils aware of bullying, help them to avoid it and know how to respond if it occurs. Managers deal effectively and firmly with incidents. There have been no cases of racial bullying.

Leadership and management

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

Grade 2: Good features and no important shortcomings

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

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

- 131 Senior managers have a clear sense of purpose that underpins school developments and has led to gradual improvements over recent years. Their responsibilities match their talents and interests and they provide effective leadership.
- 132 The headteacher and deputy headteacher have skilfully managed the school through a difficult period and have successfully established it in its new buildings. Recently-appointed assistant headteachers have brought new energy to the team. They have responsibilities for aspects where strong developments could play a key role in helping the school build further on the good standards it is now achieving. One of the assistant heads is also head of the Lifelong Learning Centre, creating a link that, in the coming years, could foster innovative curriculum development.
- 133 New job descriptions for middle managers are helping them focus more strongly on pupils' academic progress.
- 134 Each member of the senior management team links with a number of departments. These links provide both challenge and support for the departments. Heads of department form the curriculum committee. They are considering a range of valuable strategies that, if implemented across all departments, could significantly improve the quality of teaching, learning and assessment.
- 135 In several subjects where we did not inspect standards, we held discussions with the heads of departments and inspected their planning and management procedures. Overall, the quality of departmental management is good. Managers have high expectations of the work of teachers and pupils and there are sound procedures to maintain high standards or bring about improvements. Strong management of the geography department has led to substantial improvements in pupils' standards of attainment over the past year. In the science department, there is room for better coordination of the work across the three sciences.
- 136 The setting of whole-school targets is not working well. Senior managers and governors are unsure how to interpret the conflicting evidence that comes from independent analyses of attainment data. In the old school building, poor electronic systems inhibited the collection and analysis of data across departments. In the new building, teachers are recording data more regularly. The heads of year for each year group are using the information to track pupils' performance. Managers now

need to use the data to set demonstrably achievable targets that drive departmental and school improvements.

- 137 Senior and middle managers work together effectively. They have planned and implemented improvement strategies to address low performance in departments and in individual classes.
- 138 Staff appraisal procedures work effectively. Teachers find the appraisal worthwhile and motivating. They attend in-service training courses in line with their individual needs and those of their departments. Whole-school training days have addressed an appropriate range of priorities.

How well governors meet their responsibilities

- 139 The governors are wholeheartedly committed to the success of the school and have a thorough knowledge of every aspect of its provision and of the standards that pupils are attaining. They receive regular reports on aspects of departmental and whole-school provision. They closely scrutinised the self-evaluation report that managers prepared for this inspection.
- 140 The governors carefully monitor every aspect of the school's work. They have a thorough understanding of the long-term financial position of the school and plan expenditure wisely, in line with the priorities in the school development plan.
- 141 The governors are particularly proud of the school's ethos, of its success in creating Welsh citizens and of its extra-curricular activities that promote the Welsh culture. They are keen to exploit fully the excellent facilities that the new building offers.
- 142 The governors meet regulatory and legal requirements.

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

Grade 2: Good features and no important shortcomings

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

How effectively the school's performance is monitored and evaluated

- 144 Senior and middle managers are well informed about the quality of provision within the areas for which they are responsible. In some instances, they have used their knowledge well to bring about improvements, such as in the provision of activities to promote pupils' key skills. However, there are aspects, such as the assessment of pupils' work, where self-evaluation has not led to substantial improvements.
- 145 Senior managers regularly evaluate the quality of provision. They have reviewed aspects such as key skills and the relative performance of girls and boys and, more recently, the performance of departments. Their lesson observation forms give a detailed critique of each lesson. These assessments lead to a departmental report

that perceptively assesses the good features and shortcomings in the work that managers have seen.

- 146 Heads of departments also occasionally inspect lessons but lesson observations by other members of staff, to spread the awareness of good practice, are rare. However, some teachers have benefited from opportunities to visit other schools where there are outstanding aspects of provision.
- 147 All departments have received training in self-evaluation techniques. Departments carry out the procedures well and write comprehensive assessments that deal with every heading in Estyn's inspection framework. There is some tendency for these assessments to report success rather than to identify strengths and shortcomings. They are therefore not as effective as they might be in identifying targets and strategies for improvement.
- 148 Senior managers and governors compiled a self-evaluation report that reflects their detailed knowledge of the school. It presents a comprehensive list of good features and areas for development. However, it describes rather than assesses each feature, so that it is not clear how managers reached their judgement of the grade for each key question.

The effectiveness of planning for improvement

- 149 The school development plan lists nine national and local priorities and identifies 14 areas for action that incorporate these priorities and other development needs. Departmental plans take their lead from the school development plan. Each one deals with the matters that have a bearing upon the subject. Developmental plans therefore stem only partly from self-evaluation. However, in practice, the needs that managers identify through self-evaluation generally match national priorities, such as improvements in pupils' key skills, closer curriculum links with primary schools and the development of vocational courses and 'learning pathways'.
- 150 Senior managers and heads of department implement their plans well. Senior managers support developments well with financial and material resources and staff training. Significant improvements are occurring in the English and geography departments. Links with other Welsh-medium schools are extending the range of vocational courses available for pupils and students. Teachers are becoming more proficient in using ICT effectively and in creating opportunities for pupils to do so. Pupils are gaining greater proficiency in key skills and are therefore learning more effectively. Links with primary schools are leading to better teaching and assessment in Year 7.
- 151 While items in the school development plan relate to aspects of teaching, learning and assessment, the plan does not explicitly support the national priority of an improvement in standards in key stage 3. Neither does it target the quality of assessment. The curriculum committee are identifying strategies that can address these issues but these have not reached the stage of development planning.

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

Grade 2: Good features and no important shortcomings

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

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

153 The school has enough teachers with generally the right qualifications to teach the curriculum it offers. The age profile of the staff is higher than average. The school therefore spends more than average on staff salaries and so has less to spend on other developments. A small number of teachers teach a few lessons out of their main specialism. This does not appear to limit pupils' attainment.

154 Learning support assistants work effectively with their allocated pupils and cooperate closely with teachers. There are, however, several lower-attaining pupils in mainstream classes in key stage 3 who also would benefit from extra support.

155 A newly-appointed librarian is establishing effective library services. She manages the library and its associated computer resource facility efficiently. There is good technical support for science and design technology and in the reprographics office. Members of the administrative staff effectively carry out a growing number of tasks. They run the office and reception areas efficiently.

156 Learning resources are outstandingly good. There are interactive white boards in every classroom. There are three computer suites and several class sets of laptop computers that can be taken from room to room. The design technology department has equipment of the highest quality. There is a good range of up-to-date textbooks. Materials produced in-house are of good quality. They are particularly valuable in cases where published Welsh-medium resources are unavailable.

157 There are too few library books and many of them are out of date. The wireless network for the laptop computers runs slowly, so pupils cannot easily access the Internet.

158 The accommodation has many outstanding features. Design technology rooms and science laboratories are designed to high specifications. The theatre studio is of a professional standard. The sports hall and all-weather surfaces are of a high quality. Each department's rooms are conveniently clustered together. Accommodation for the sixth form includes several rooms for individual study and a comfortable social area.

159 The building has an impressive design. It has a fresh and clean appearance and is efficiently lit and heated. Most teaching rooms are large and cater well for all but a few larger classes. There are good security systems: the buildings are scanned by closed-circuit television cameras and adults who use the Lifelong Learning Centre do not have access to the school. All parts of the building are accessible to pupils or adults who have physical disabilities.

160 Some of the grassed sports pitches are not drained well enough. The three lifts often do not work. Corridors are rather narrow and there are few places where pupils' work can be displayed.

How efficiently resources are managed to achieve value for money

161 Managers use resources efficiently. The bursar, the headteacher and the governing body's finance committee manage the budget well. They work closely with their Public Finance Initiative partner who owns the building. The allocation of funds to departments is open and fair. Managers seek to gain funding and grants wherever these are available. They have attended to matters raised in the recent Audit report.

162 Managers deploy members of staff well. In-service training for members of the teaching and support staff reflects priorities in the school development plan. Managers monitor the quality and influence of training courses. They provide good support for newly qualified teachers and student teachers.

163 New job descriptions for teachers focus appropriately on teaching and learning and on the standards that pupils achieve. Teachers have protected time for planning, preparation and assessment.

164 The school provides value for money by:

- helping pupils and students to attain good standards;
- providing a good quality of teaching;
- offering an appropriate curriculum, and
- providing very good care and support for all pupils and students.

Standards achieved in subjects and areas of learning

Welsh (first language)

Key stage 3:	Grade 2:	Good features and no important shortcomings
Key stage 4:	Grade 2:	Good features and no important shortcomings
Sixth form:	Grade 2:	Good features and no important shortcomings

Good features

Key stages 3 and 4

- 165 Pupils' listening skills are good. They respond well to each other in pair and group work.
- 166 The great majority of pupils speak with confidence and clarity, in some cases speaking at length and using language forms accurately. Pupils of all levels of attainment have an increasing understanding of linguistic registers and can use formal and informal language appropriately. They make good progress through key stage 3 and further progress in accuracy, syntax and vocabulary in key stage 4.
- 167 Standards of reading vary greatly from pupil to pupil but, overall, they are good. Most pupils read aloud fluently and expressively. In key stage 3, pupils read a good range of library books for pleasure. They gather information from various sources and adapt the wording to meet the needs of their task.
- 168 From Year 7, pupils complete a range of both formal and creative written tasks well. They use ICT to present information, showing good awareness of their audience. They respond well to literary and non-literary texts and higher-attaining pupils use a good range of literary terms effectively. In key stage 4, pupils build on this foundation to produce coursework of a good standard. The best writers use a range of different styles, producing portraits, creative stories, dialogues and scripts of a good standard.
- 169 Pupils with additional learning needs perform well in line with their ability. They speak with a good degree of fluency and perform group tasks well, expressing viewpoints and reporting back to the class. They read with expression and, with the assistance of a framework, write well.

Sixth form

- 170 Students apply themselves well to their work. They have completed some good-quality work and are making good progress.
- 171 Students generally speak maturely and at length in group and class discussions. Many of them can competently discuss literary texts from different periods. They generally use an appropriate range of vocabulary.
- 172 Students in Year 12 are learning to deal critically with twentieth-century poetry and can analyse the works well. They use a good range of literary terms.

- 173 Students in Year 13 understand challenging texts and well appreciate implicit meaning. In their best work, they offer mature, well-analysed views on themes, characters and literary styles. Their ability to cross-reference is developing well and they use the terms of literary criticism meaningfully.
- 174 Students are aware of the requirement of different linguistic registers and use the appropriate register for specific tasks. They confidently collect information from various sources, including the Internet.
- 175 Most students write carefully-structured essays that hold the reader's interest. The content is well-planned, original and lively. Much of the work of the highest-attaining students has a fluent and natural style.

Shortcomings

Key stages 3 and 4

- 176 Grammatical, spelling and mutation errors are common in the work of a significant minority of pupils in both key stages.
- 177 A small number of pupils lack fluency when answering questions and expressing viewpoints. Their responses are short and superficial and their vocabulary is limited.

Sixth form

- 178 A small number of students lack the confidence to discuss complex literary texts at length. They are reticent to speak in class and group discussions. When they do so, their remarks are superficial.
- 179 On occasion, grammatical errors and the wrong use of tenses hinder communication in the written work of a small number of students.

English

Key stage 3:	Grade 3:	Good features outweigh shortcomings
Key stage 4:	Grade 2:	Good features and no important shortcomings
Sixth form:	Grade 2:	Good features and no important shortcomings

Good features

Key stages 3 and 4

- 180 Pupils listen very well. They pay heed to the opinions of others and carry out directions promptly and accurately.
- 181 Most pupils, especially the boys, are willing to answer questions and to contribute to discussion. These pupils are often confident and unselfconscious when sharing their ideas. Many organise their thoughts well before expressing them.

- 182 Pupils know and understand their set texts well. They are making good progress in textual analysis. Pupils in key stage 4 recognise the characteristics of different genres and identify how an author uses language to convey meaning.
- 183 Pupils' writing is often lively and honest, reflecting a strong response to the stimulating teaching in most classes. Many pupils write at length and know how to write for various audiences. They can write in a number of different styles. In both key stages, pupils produce some imaginative and mature creative writing.
- 184 Many pupils re-draft their work well, focusing on acquiring new vocabulary, using more ambitious language and identifying incorrect grammar.
- 185 Pupils, particularly in key stage 4, know what they must do to improve their attainment. The boys who are likely to attain a GCSE grade D are beginning to respond to the department's imaginative strategies designed to suit boys' learning styles.
- 186 Pupils with additional learning needs make steady progress. Naturally for these pupils, they make better progress when they have individual support or work in small groups. The highest attaining pupils ably complete the extension work that teachers set for them.

Sixth form

- 187 Many students demonstrate a perceptive understanding of their texts and of contextual influences.
- 188 Students think clearly and coherently and contribute articulately to debates.
- 189 Students' writing is generally thoughtful and convincing.

Shortcomings

Key stages 3 and 4

- 190 Pupils in both key stages are content to use too much slang in their speaking. They are not sufficiently aware of the need to select a register that best suits the situation. This weakness detracts from the quality and fluency of their writing.
- 191 In key stage 3, too many pupils, of all levels of attainment, are careless in their spelling, punctuation and grammar.

Sixth form

- 192 The writing of a minority of students is not sufficiently perceptive or insightful.
- 193 Several students do not speak well or confidently enough in more formal situations.

Science

Key stage 3: Grade 3: Good features outweigh shortcomings
Key stage 4: Grade 2: Good features and no important shortcomings
Sixth form: Grade 2: Good features and no important shortcomings

Good features

Key stage 3

- 194 A small majority of the pupils of all levels of attainment have a sound knowledge and understanding of a wide range of topics.
- 195 Higher-attaining and a minority of average-attaining pupils can recall and apply scientific concepts well to solve a range of problems.
- 196 Generally, pupils use scientific terms correctly.
- 197 A small majority of pupils have a good understanding of some of the scientific principles they have studied in relation to healthy eating and how human activity affects our environment.
- 198 On the whole, pupils develop good practical skills. They record and analyse measurements appropriately and carry out their work safely.
- 199 A majority of pupils with additional learning needs make good progress.

Key stage 4

- 200 Pupils generally have a sound understanding of the more complex scientific principles they study.
- 201 The majority of pupils recall work well and apply their knowledge to help them understand key scientific concepts in a range of topics.
- 202 Many pupils develop a good understanding of the way that scientific developments have contributed to the development of industry, promoted or undermined sustainable development and influenced the economy.
- 203 The great majority of pupils complete investigational work to a good standard. Many use their knowledge and understanding to guide their planning and carry out appropriate preliminary work. Many pupils in the separate science groups produce outstanding work.
- 204 Most pupils make systematic observations and measurements, and many can identify where errors occur in experimental work and how they can be reduced.
- 205 A majority of pupils thoroughly analyse their results using appropriate graphs and numerical methods and comment on the validity of their findings. High-attaining pupils reflectively evaluate their work, critically commenting on their procedures and often suggesting sophisticated ways to improve the investigation.

206 Pupils with additional learning needs make good progress.

Sixth form

207 The majority of students make good progress.

208 Students generally have a good understanding and a ready recall of a wide range of scientific concepts and principles.

209 The majority of students communicate their knowledge and understanding well and use scientific terms accurately in most explanations and practical reports.

210 In practical work, the majority of students demonstrate a good understanding of the topic being investigated, carry out their work confidently, safely and systematically.

211 Many students can evaluate data accurately, and use the information to identify patterns of scientific behaviour and explain their predictions.

Shortcomings

Key stage 3

212 A significant number of average and lower-attaining pupils have an insecure recall and understanding of current and previous work.

213 These pupils are unsure of some scientific terms and how to apply concepts to help them answer questions and solve problems.

214 Pupils have only a limited ability to adopt an investigative approach to practical work.

Key stage 4

215 A minority of average and lower-attaining pupils do not have a secure understanding of certain scientific concepts. They therefore have difficulty applying them in either familiar or unfamiliar situations.

Sixth form

216 A minority of students in the biology and physics groups in Year 12 have found it difficult to master some of the concepts in the first module of the course.

217 A small minority of students have an insecure understanding of principles and so are unable to use them to reason their way through scientific problems.

Electronics

Key stage 4: **Grade 2:** Good features and no important shortcomings
Sixth form: **Grade 2:** Good features and no important shortcomings

Good features

Key stage 4

- 218 The majority of pupils are developing a good knowledge and understanding of terms relating to electronics.
- 219 They recall ideas well and apply their knowledge to explain how some basic electronic systems work.
- 220 The majority of pupils tackle practical tasks confidently.
- 221 In Year 10, the majority of pupils have a good understanding of Ohm's Law and use it to calculate voltages at different points in a range of circuits.
- 222 In Year 11, most pupils can explain how an operational amplifier works and can calculate the ratio of the output power to the input power for the system.
- 223 Many pupils use ICT effectively to solve problems in a range of electronic circuits.
- 224 Many pupils can explain in simple terms how electronic devices are used in security systems in the home.

Sixth form

- 225 The majority of students have a good understanding of the more complex principles they study.
- 226 Generally, students have a good recall of previous work, and can apply their knowledge to a range of electronic systems in both familiar and unfamiliar situations.
- 227 In Year 12, the majority of students can explain the function of diodes in electronic circuits and give examples where they are used in everyday appliances.
- 228 The majority of students in Year 13 are making good progress with their final projects. There are some examples of detailed planning, systematic development, the checking of sub-systems and detailed analysis of outcomes.
- 229 Most students carry out practical work confidently, often using ICT to check their solutions.

Shortcomings

Key stage 4

- 230 A minority of pupils are insecure in explaining how some electronic systems work.

Sixth form

- 231 A minority of students are not readily able to apply their knowledge to solve problems relating to different electronic circuits or in certain aspects of their final coursework projects.

Geography

Key stage 3:	Grade 3:	Good features outweigh shortcomings
Key stage 4:	Grade 2:	Good features and no important shortcomings
Sixth form:	Grade 2:	Good features and no important shortcomings

Good features

Key stage 3

- 232 Most pupils develop good geographical skills. They confidently use maps, photographs, textbooks, graphs and work sheets. They use ICT well to research and present their work.
- 233 Pupils have a good understanding of the major structural elements of the earth. They know about tectonic plates and understand how they are associated with earthquakes and volcanoes. Most pupils can name the regions of the world where these mainly occur.
- 234 Most pupils have a good understanding of major climatic patterns in different parts of the earth. They understand, for example the major causes of seasonal flooding in Bangladesh.
- 235 Pupils understand how natural events and disasters affect people's lives. They confidently and accurately describe how seasonal flooding influences people's health and work and how disasters such as earthquakes and tsunamis affect people's lives.
- 236 Pupils with additional learning needs generally complete work of a good standard. Their work on Italy, for example, shows a sound understanding and knowledge of various aspects of that country's geography.

Key stage 4

- 237 Pupils' geographical and map skills develop well.
- 238 Pupils demonstrate a good understanding of erosion and the changing shape of coastlines. They accurately label a diagram to explain the flat area of land often seen at the base of sea cliffs, and understand the formation of caves, arches and stacks.
- 239 Most pupils with additional learning needs achieve good standards. They are committed to their work and well understand the basic ideas of the topics they have studied.

- 240 Most pupils have a good knowledge and understanding of geographical terms. They use a sophisticated vocabulary securely in a range of situations and contexts.
- 241 Pupils have a sound grasp of processes and patterns in physical geography. They accurately explain the processes that determine weather patterns in the United Kingdom. They have a sound grasp of the elements of the weather and understand the weather patterns associated with areas of low and high pressure.

Sixth form

- 242 Students display a good knowledge and understanding of the subject and have good geographical skills. They record and organise their work well in their files.
- 243 Most students competently use statistical techniques, map skills and information technology to research, interpret and record data they collect during fieldwork. They confidently use complex geographical terms. They undertake thorough research and complete assignments to a good standard.
- 244 Through their study of Llangrannog, most students thoroughly understand how an inward movement of people can lead to changes in the population characteristics in rural villages. They understand that any movement of people can lead to conflict between the original inhabitants and the migrants.
- 245 Most students have a good understanding of the factors responsible for the climate in particular areas of the earth.

Shortcomings

Key stage 3

- 246 A minority of pupils do not understand geographical terms well or use them correctly.
- 247 The highest-attaining pupils do not consistently present work that fully reflects their ability.
- 248 A few pupils have a limited knowledge of the location of places.
- 249 The standard of work of a small number of pupils with additional learning needs is poor because they do not try hard enough to improve their presentational skills.

Key stage 4

- 250 A minority of pupils is insecure in their identification of landform features on ordnance survey maps.

Sixth Form

- 251 A small number of students are reluctant to take part in class discussions.

Physical education

Key stage 3:	Grade 2:	Good features and no important shortcomings
Key stage 4:	Grade 2:	Good features and no important shortcomings
Sixth form:	Grade 2:	Good features and no important shortcomings

Good features

Key stages 3 and 4

252 Pupils of all levels of attainment:

- understand rules and safety procedures and apply them consistently;
- work physically hard throughout the lesson and understand the importance of preparing the body for exercise; and
- have a good understanding of subject terms and use them confidently when they discuss or evaluate their work.

253 Pupils with additional learning needs take part enthusiastically in all aspects of the subject and many of them achieve good standards.

254 Many pupils take part in the wide range of good quality extra-curricular activities. Pupils of very different abilities gain great pleasure and satisfaction, keep fit, and achieve good standards.

Key stage 3

255 In Year 7 gymnastics, most girls can perform simple movements on the floor and apparatus. The higher-attaining pupils perform more complex skills to a high level of quality.

256 In rugby, most boys in Years 8 and 9 boys have a good level of skill. Pupils in year 8 can handle the ball confidently, even under pressure, and display very good attacking, supporting and rucking skills in a game situation.

257 In basketball, the majority of boys in Year 7 progress well in learning new techniques.

258 In health-related exercise activities, most girls in Year 9 control the body well and collaborate well with each other in completing a fitness circuit.

Key stage 4

259 Pupils develop their skills and knowledge well during lessons and display good tactical knowledge in the main team games.

260 In aerobics, most girls enjoy the challenge of performing quite complex step sequences with the support of the teacher.

261 In football, most pupils understand the importance of teamwork. They control the ball well with both feet. The majority of pupils make sound decisions during the game and display good attacking skills.

262 In the GCSE course, standards are good and often very good. Pupils in Year 11 confidently lead warm-up and practice sessions and understand game strategies and tactics well.

Sixth form

263 Students studying the AS and A level courses display a mature attitude towards their work and they progress well.

264 Students on the AS course know and understand the effect of exercise on the heart. They understand many ideas relating to the psychology of sport and they are acquiring a good level of skills. They recall ideas they have mastered and apply them well in new situations.

265 Students confidently use presentation software to explain their work to the class.

266 Students on the A level course competently research information, for example on the factors that affect performance in sport. Their written work is of a good standard.

267 In the leisure lesson, students are generally enthusiastic. They have gained good levels of skill in badminton.

Shortcomings

Key stage 3

268 In Year 7, a small percentage of pupils lack the basic skill and confidence to enable them to transfer movements from floor to apparatus, particularly when they use apparatus to promote flight, such as a springboard.

269 In Year 9 rugby, a minority of pupils are inconsistent when handling the ball under pressure from the opposition.

270 Pupils' analyses of their own and others' performances are often too superficial.

Key stage 4

271 A minority of pupils have difficulty in analysing their work in order to improve their performance.

272 A number of girls in Year 10 on the GCSE course do not yet have the necessary depth of knowledge to discuss nutrition and its effects on performance

273 A small amount of the written work of GCSE pupils is incomplete.

Sixth form

274 There is a small minority of students in Year 12 who do not have the confidence to answer more challenging questions.

School's response to the inspection

- 275 This inspection was undertaken at a particularly exciting moment in the school's development. Our move to the Garth Olwg campus has added a new dimension to the opportunities and experiences which we can offer our pupils. It is in this context, in particular, that we welcome our report. It serves as a heartening confirmation of the good and, indeed, outstanding features of the education provided here. It also maps out clearly areas for further improvement and development.
- 276 In the final analysis, our mission statement requires us to judge success in terms of the character of the pupils we help produce and of their response to the Welsh-medium education they have received. It was thrilling, therefore, to have our perceptions of the pupils confirmed by inspectors' comments. That pupil-teacher relationships in most classes are described as being of the highest order, and that there are outstanding features in terms of pupils' personal, social and moral development, is testimony to the combined efforts of the school community – governors, teachers, parents, support staff and pupils. Similarly, in light of the fact that 92 percent of pupils come from homes where English is the main language spoken, the description of both their Welsh language and bilingual skills as 'outstandingly good' is a source of real pride. In introducing the school to Year 6 pupils and parents, we refer to it as a place where there is abundant scope for a wide range of extra-curricular activity: the report fully justifies that claim. We also describe it as a caring school: the grade 1 awarded for Key Question 4, relating to care, guidance and support, has meant a good deal to us.
- 277 These positive aspects, however, are all the more satisfying in that they do no more than complement comments relating to successes in terms of qualifications gained. We are especially pleased that the inspection report has drawn attention to the steady academic progress made over key stages 3 and 4, and to our strong performance at GCSE in comparison with similar schools. It also notes that our 70 percent retention rates for sixth form entry are high. These strengths reflect the team's general findings in the areas of how well pupils achieve and of the quality of education and training, where national standards and averages have been judged to have been met or exceeded, and where much of the teaching is described as 'rigorous, exciting and stimulating'. The work of the six departments chosen for inspection of standards formed the basis for many of these observations, and it was good to have positive feedback on the work of middle management amongst those departments.
- 278 The thoroughness and professionalism of the inspection team has made us all the more ready to embrace the agenda implicit in the report's recommendations. In key stage 3, we will be seeking to introduce more challenge to the work and to bring key skills more sharply into focus. We recognise the need to respond to comments concerning assessment for learning and reporting to parents and to take fuller advantage of all the campus's resources. These will enable the senior management team to implement recommended improvements in our analysis of the school's academic profile and enable staff to monitor individual pupil performance, behaviour and attendance more effectively.

279 We feel that to have set and maintained the standards set out in the report so soon after the major upheaval entailed in our change of site has been a commendable achievement. Believing that only the best is good enough for the pupils entrusted to our care, we are wholeheartedly committed to moving the school further forward in the years that lie ahead.

Appendix 1

Basic information about the school

Name of school	Ysgol Gyfun Garth Olwg
School type	Secondary
Age range of pupils	11-18
Address of school	Campws Garth Olwg Main Road Church Village Pontypridd
Postcode	CF38 1DX
Telephone number	01443 219580/81

Headteacher	Mr Peter Griffiths
Date of appointment	1 January 2003
Chair of governors	Mr Emlyn P Jones
Reporting inspector	Dr Ian Garth Higginbotham
Dates of inspection	19-22 March 2006

Appendix 2

School data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	149	158	150	151	165	80	76	929

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	50	6	53.8

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	17.5 : 1
Average teaching group size	23.2
Overall contact ratio (percentage)	76.2%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole school
Spring 2006	93.0	93.1	90.5	91.5	89.1	92.0	85.6	91.2
Summer 2006	92.8	90.9	91.0	89.7	98.6	89.5	93.1	92.1
Autumn 2006	95.3	91.9	91.9	92.9	90.6	92.5	89.6	92.3

Percentage of pupils entitled to free school meals	12.5
Number of pupils excluded during 12 months prior to inspection	29

Appendix 3

National Curriculum Assessment Results End of key stage 3:

National Curriculum Assessment KS3 results: 2006														
Total number of pupils in Y9: 151														
Percentage of pupils at each level (teacher assessment)														
		D	A	F	W	1	2	3	4	5	6	7	8	EP
Welsh	School							8	21	41	28	2		
	Wales						1	4	19	35	30	10		
English	School						1	4	32	39	16	7	1	
	Wales						2	8	21	35	24	8		
Mathematics	School							7	13	26	33	21		
	Wales						1	6	18	24	32	15		
Science	School							7	20	40	23	10		
	Wales							6	19	33	27	12		

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

Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language)	
by Teacher Assessment	
In the school	67
In Wales	58

Public Examination Results:

For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ	
Number of pupils aged 15 on the school roll in January 2006	125
Average GCSE or GNVQ points score per pupil	49

The percentage of 15 year old pupils who in 20__ :	School	UA	Wales
entered for 5 or more GCSEs or equivalent	86	86	88
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	63	48	54
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	85	83	86
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	54	32	40
entered at least one Entry level qualification, GCSE short course or GCSE	97	97	98
attained one or more GCSE grades A*-C or the vocational qualification equivalent	81	72	77
attained one or more GCSE grades A*-G or the vocational qualification equivalent	92	92	93
attained no graded GCSE or the vocational qualification equivalent	8	8	7
attained one or more Entry level qualification only	0	3	3
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1	5		
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	64
Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2006	61
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	77	60	68
Percentage of pupils entered who achieved 2 or more grades A-E	98	91	94
Average points score per candidate entering 2 or more subjects	20	17	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

Fourteen inspectors (including the school's nominee) spent the equivalent of 47 days in the school.

We observed 119 lessons.

We attended one assembly and 11 registration periods.

We scrutinised the written work of pupils in the six subjects we inspected and the work in other subjects of a small cross-section of pupils from each year group. We also inspected pupils' work during our inspection of lessons.

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

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

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

Forty-three parents attended a meeting with the registered inspector before the inspection. We received 227 replies to our questionnaire. A few parents also wrote to the registered inspector.

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Ian Garth Higginbotham Registered Inspector	Key Questions 1, 2a, 5 & 6
Marian Donovan Lay Inspector	Contributions to Key Questions 1, 3, 4, & 5
Glyn Davies	Core Team Key Question 3 Contribution to Key Question 1 Sixth-form issues Science Electronics
Anne Newman	Core Team Key Question 2b Lessons across the curriculum
Heddwyn Evans	Core Team Key Question 4 Contribution to Key Question 3
David Michael Jones	Core Team Key Question 7 Contribution to science
Trefor Lewis	Welsh Contributions to Key Questions 1 and 3
Meiriol Meredith-Jones	English Contribution to Key Question 1
David Ivor Hughes	Contribution to science
Huw Llewelyn	Geography Contribution to Key Question 3
Paula Thomas	Physical education
Keith Hopkins	Lessons across the curriculum Contribution to Key Question 1
Gwyn Robert Jones	Lessons across the curriculum Contribution to Key Question 1
Dr Phil Ellis	Nominee

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Acknowledgement

We would like to express our sincere thanks to the headteacher, governors, staff and pupils of Ysgol Gyfun Garth Olwg for their cooperation with us throughout the inspection.