

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

A report on the quality of education in

**Ysgol Gyfun Gymraeg Plasmawr
Pentrebane Road
Fairwater
Cardiff
CF5 3PZ**

School number: 6814072

Date of inspection: 23 November 2009

by

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Introduction

Ysgol Gyfun Gymraeg Plasmawr 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 Gymraeg Plasmawr took place between 23/11/09 and 25/11/09. An independent team of inspectors, led by William Gwyn Thomas 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below explains the terms that Estyn uses to indicate quantities. The table is for guidance only.

| | |
|-------------------------|--------------------------|
| Nearly all | with very few exceptions |
| Most | 90% or more |
| Many | 70% or more |
| A majority | over 60% |
| Half/around half | close to 50% |
| A minority | below 40% |
| Few | below 20% |
| Very few | less than 10% |

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 **short** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 Ysgol Gyfun Gymraeg Plasmawr is an 11-18 mixed, designated Welsh-medium school maintained by Cardiff Unitary Authority (UA). There are currently 950 pupils on roll with 179 in the sixth form, compared with 744 at the time of the last inspection in November 2003 when there were 146 students in the sixth form.
- 2 The school is situated in the Fairwater area of Cardiff and serves the western side of the city and has a very large catchment area. About a third of the pupils come from the most socially deprived area of Cardiff, with a further third coming from the prosperous residential areas of the city. The remaining pupils come from areas that are neither prosperous nor economically disadvantaged. Pupils who attend the school wish to take advantage of a Welsh-medium education.
- 3 Nine point four per cent of pupils are eligible for free school meals (FSM). This figure is well below the UA and national average.
- 4 Pupils of all abilities are received by the school. There are 20 pupils with a statement of special educational needs (SEN) and a further 147 have been identified as needing some support. The percentage of compulsory age pupils currently on the SEN register is 21.4%. This figure is close to the national average of 20.9% for 2009. No pupil is disapplied from the National Curriculum (NC). One pupil is "looked after" by the local authority and one pupil is dual registered.
- 5 About 22% of the pupils come from homes where the predominant language spoken is Welsh. Seventy-five per cent of pupils come from homes where English is the predominant language. No pupils receive support teaching in English as an additional language. All pupils study examination courses through the medium of Welsh.
- 6 The headteacher, who was the deputy headteacher in the school, was appointed to the post in September 2008 and a new deputy headteacher was appointed in January 2009. The composition of the leadership team (LT) includes the headteacher, one deputy headteacher, two senior assistant headteachers and four assistant headteachers. Most members of the LT have developed in their leadership roles as the school developed. The school has refined its leadership structure resulting in the appointment of several progress leaders and deputy leaders who took up their new posts of responsibility in September 2009. However, nearly all these leaders had been in other management positions within the school.

The school's priorities and targets

- 7 The school's commitments are set out clearly in the school handbook and prospectus. The school's priority is to enable pupils of all abilities and backgrounds to achieve their full potential-academically, socially and personally-within the context of a Welsh-medium comprehensive school. The school's aims are to establish a hardworking community based on respect, which is Welsh in its language and culture, disciplined in its demeanour, broad in its horizons and technological in its skills. The school is a community which gives equal value to all of its members.

- 8 The detailed school improvement plan (SIP) for 2009-2012 identifies five areas for development. These include raising standards in key stage (KS) 3/4, staff development and resources, teaching and learning, thinking / key skills and developing the emotional aspects of learning.
- 9 The school also sets numerical targets for success at the end of KS3 and KS4. In 2010, 90.1% of pupils should reach at least level 5 in teachers' assessments in all core subjects combined at the end of KS3 (English 87.4%, Welsh 88.7%, mathematics 95.4% and science 90.1%).

Performance in external examinations at the end of KS4

- 10 In 2010, the following are the percentages of 15 year (Y) old pupils targeted to achieve:

| | |
|--|-------|
| Level 1 threshold (a volume of qualifications at level 1 equivalent to 5 General Certificate of Secondary Education (GCSE) grades A*-G) | 92.7% |
| Level 2 threshold (a volume of qualifications at level 2 equivalent to 5 GCSE grades A*-C) | 76.2% |
| Level 2 threshold including English or Welsh first language and mathematics (a volume of qualifications at level 2 equivalent to 5 GCSE grades A*-C including English or Welsh first language and mathematics) | 68.9% |
| Core subject indicator (CSI) English/Welsh first language, science and mathematics combined | 65.9% |
| Leaving full time education without a recognised qualification | 0% |
| Average wider points' score (AWPS) | 491 |

- 11 The percentage of 17 year olds targeted for 2010 is:

| | |
|---|------|
| Level 3 threshold (a volume of qualifications at level 3 equivalent to 2 Advanced (A) level grades A-E) | 100% |
| AWPS | 832 |

Summary

- 12 Ysgol Gyfun Gymraeg Plasmawr is a good, happy and outstandingly caring school which is moving forward strongly under the leadership of the headteacher and his leadership team. The school has responded well to the key issues noted in the 2003 inspection report, especially with regard to developing the management and self-evaluation skills of departments. There are outstanding features in key questions, 3, 4, 6 and 7. The inspection team agrees with five of the grades made by the school in its self-evaluation report.

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? | 1 |
| 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? | 1 |
| 7 How efficient are leaders and managers in using resources? | 1 |

Standards

- 13 Results in tests, statutory assessments and examinations are good in KS3 and outstanding in the sixth form. They are good in many subjects in KS4. However, results in mathematics and science are not as good as those in other subjects. Pupils' performance in external examinations is above local and national averages in most indicators in KS4 except for science. The Welsh Baccalaureate Qualification (WBQ) and vocational courses make a significant contribution to students' overall standards of achievement in the sixth form. In 2009, based on prior attainment, attainment levels in KS4 are below the expected levels due to the impact of the two core subjects. The grades awarded for the six key skills are:

| STANDARDS IN KEY SKILLS | KS3 GRADES | | KS4 GRADES | | SIXTH FORM | |
|--|------------|---------|------------|---------|------------|---------|
| | Welsh | English | Welsh | English | Welsh | English |
| Speaking | 1 | 1 | 1 | 1 | 1 | 1 |
| Listening | 1 | 1 | 1 | 1 | 1 | 1 |
| Reading | 1 | 1 | 1 | 1 | 1 | 1 |
| Writing | 2 | 2 | 2 | 2 | 1 | 1 |
| Numeracy | 2 | | 2 | | 1 | |
| Information and communication technology (ICT) | 2 | | 2 | | 2 | |
| Creative & Problem Solving | 1 | | 2 | | 1 | |
| Improving Own Learning | 2 | | 2 | | 1 | |
| Working With Others | 1 | | 1 | | 1 | |

- 14 Standards in all key skills have at least good features and no important shortcomings (grade 2). Where a grade 1 was awarded, standards are good with outstanding features. The table for standards in key skills clearly identifies the grades awarded to each key skill at each key stage.
- 15 Learners' bilingual skills are outstanding. All learners are able to transfer their linguistic skills from one language to the other with confidence and ease.
- 16 Pupils with SEN make very good progress in relation to their ability.
- 17 The standard of pupils' spiritual development is good. The standard of learners' moral, cultural and social development is outstanding.

- 18 The school is a very civilized community in which all pupils are courteous and respectful. All pupils behave in an outstanding manner. A high priority is given within the school to respect for one another. Learners value the opportunities that the school provides for them on a daily basis and take pride in the quality of the buildings' interior.
- 19 Pupils are proud to be members of the school. Nearly all pupils are punctual to lessons. Attendance levels have been consistently high. They are well above the all-Wales attendance figure of 91% for 2009.

The quality of education and training

- 20 Teaching is good overall, with 22% of all lessons being good with outstanding features. The combined proportion of grade 2 and grade 1 lessons is very high. The quality of relationships between teachers and pupils is outstanding. All pupils appreciate these relationships and the advice given by staff. Pupils listen very attentively and members of staff have high behavioural expectations. There is mutual trust between members of staff and pupils.
- 21 In many instances there is pace and challenge in lessons and a good range of resources of quality are used well. Most teachers have a firm grasp of their subject and there is effective use of group work to stimulate discussion.
- 22 The quality of teaching in all the lessons observed by the inspectors is higher than the national average as reported in Estyn's annual report. The grades are shown in the grid below:

| 63 lessons observed | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------------------|----------------|----------------|----------------|----------------|----------------|
| | 22% | 72% | 6% | 0% | 0% |
| All-Wales 07/08 | 17% | 58% | 22% | 3% | 0% |

- 23 The school has established a new system for tracking pupils' progress and identifying underachievement. It is good and is being developed further. The target-setting process is sometimes insufficiently rigorous. The school does not check departments' quantitative targets rigorously enough, especially in KS4. The reporting system is detailed and informs parents well. Subject comments are detailed, but in some cases, targets for improvement on reports to parents are not always consistently subject-related. The quality of marking is variable across some subjects. There is some detailed subject-specific guidance to pupils on how to improve but pupils are not aware of their quantitative targets in every subject.
- 24 The school's curriculum offers an outstanding range of subjects, including vocational courses, to its learners in KS4 and the sixth form. Several courses are provided through collaboration. The curriculum is accessible to all and provides very good appropriate opportunities for pupils to gain qualifications. The development of learners' entrepreneurial skills is good in KS3 and outstanding in KS4 and the sixth form. The provision of work-related education is very effective. The school's curriculum satisfies legal requirements for pupils of statutory school age.
- 25 Partnerships with other organisations are outstanding. There are good links with parents. Businesses provide work-experience opportunities and outside speakers enhance the spiritual and moral development of pupils through the outstanding personal and social education (PSE) programme. The Careers service contributes effectively to the work-related education (WRE) programme within the

school. Pupils' personal developments are enriched by the outstanding range of extra-curricular activities which are provided by the school. Many pupils also benefit from the school's well-promoted wide range of cultural activities.

- 26 The school contributes outstandingly to the well-being of its pupils. It promotes healthy eating and healthy lifestyles. The school is on phase 5 of the Healthy Schools' initiative. The canteen provides a daily menu of healthy foods. The wide range of physical activities is well supported. The school's involvement in sustainable development and global citizenship issues is developing well.
- 27 The quality of care, support and guidance provided for pupils is outstanding. Pupils and students are very happy in the school. They are appreciated and supported by all adults. There is very effective liaison with external agencies.
- 28 The school has an outstanding pastoral system which provides care and support of high quality for pupils. Children settle into the school quickly because of the outstanding induction procedures. Transitional arrangements are outstanding.
- 29 The provision for pupils with SEN is outstanding. The special educational needs' co-ordinator (SENCO) works extremely well in partnership with all staff in the learning support centre and in departments.
- 30 The school's provision for equal opportunities is outstanding. No discrimination or unpleasant behaviour is tolerated. Child protection procedures are well established.
- 31 The school council makes an effective contribution to the life of the school. The school listens well to its views and often acts upon its recommendations. Two members of the council make good contributions to governing body meetings.

Leadership and management

- 32 The headteacher provides strong leadership to the school. He leads with vision and gives strong direction to the school. He works very well with his leadership team which includes the SENCO. The roles of the progress leaders and several leaders in the science faculty have not been fully embedded as they are new to their positions of responsibility. The quality of middle management leaders is good.
- 33 The management of departments is undertaken well. However, there is insufficient focus on raising standards within a very few subjects, especially in KS4. There are times when there is insufficient challenge to ensure standards continue to rise. The development of national initiatives and the professional development of staff are outstanding features.
- 34 The work and expectations of the leadership team and senior and middle management leaders are clearly defined. Self-evaluation is rigorous and well developed. All members of staff are involved and the views of all interested parties are taken into account. The planning for improvement is an outstanding feature.
- 35 The governing body's role as critical friend is very effective. The contribution of this body to the effectiveness of the school is outstanding. Links between the governing body and departments are through the presentations given to the sub-committees or to the full governing body meetings.

- 36 The school has a sufficient number of well-qualified staff to meet curricular and administrative needs. The learning support assistants (LSAs) make an outstanding contribution to the development of the pupils they support. The work-force remodelling has been completed successfully. The very few teachers who teach outside their own speciality receive good support.
- 37 Overall, the quality of the accommodation is very good. The provision of appropriate and up-to-date ICT resources has impacted positively on standards and the quality of teaching. There are shortcomings in the facilities available to the physical education department and in the school's dining area.
- 38 Due to the outstanding support for pupils, a wide range of extra-curricular activities, exemplary behaviour of all pupils, breadth of the curriculum, quality of the headteacher's leadership and good teaching, the school provides good value for money.
- 39 The comprehensive education and opportunities provided by the school ensure that its provision effectively meets the needs of the range of pupils well within the school.

Recommendations

In order to achieve its objectives, the school should focus on the following priorities:

- *R1. Raise pupils' expectations and standards in mathematics and science, especially at KS4, to ensure that these subjects contribute significantly to improving the CSI and all threshold indicators in KS4.
 - *R2. Ensure greater consistency in the rigour with which the leadership team and middle-management leaders challenge subject departments to achieve the highest possible standards.
 - *R3. Ensure that quantitative targets set by departments and pupil tracking procedures are sufficiently rigorous to secure early recognition of underachievement.
 - *R4. Continue to work closely with the UA to provide improved:
 - facilities for the physical education department; and
 - dining facilities to meet the school's dining needs.
- * The SIP addresses all of these recommendations.

The governing body is responsible for amending its current improvement 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

40 This grade matches the school's self-evaluation grade.

KS3 and KS4

Pupils' success in attaining agreed learning goals

- 41 Results in teachers' assessments at the end of KS3 have been good or better over the last three years. In 2008, results in all core subjects and the CSI were in the top quarter of results in comparison with those of similar schools in Wales, based on the FSM's indicator in the 10-15% range. Results in the majority of the non-core subjects were in the top quarter of results in comparison with those of similar schools in Wales.
- 42 Attainment had improved in all the core subjects and the CSI in 2009 compared with the previous year. However, because the school's FSM had changed to the 0-10% range, the school did not compare as well with those of similar schools in Wales.
- 43 Overall, attainment at KS3 was above what was expected in 2009, based on prior attainment, in the three core subjects combined, Welsh first language and mathematics. It was below in English and science.
- 44 The percentage of pupils achieving level 5 or more in the CSI, Welsh first language, English, mathematics and science was above the family, local and national average in 2009. The school was very well placed in nearly all these indicators compared with the family of ten schools in 2009.
- 45 The overall performance of pupils in external examinations in KS4 over a three-year period, in particular 2007 and 2008, placed the school mainly above the average performance of similar schools in Wales.
- 46 Pupils' performance in external examinations in KS4 in 2009 in many subjects is good and results in these subjects compare well against local and national averages.
- 47 However, in comparison with 2007, the school's performance in several key indicators and in the two core subjects of science and mathematics has declined in 2009. The decline in pupils' performance in science and mathematics had a significant negative impact on the CSI and both threshold level 2 indicators in 2009. In comparison with its family of ten schools, Ysgol Gyfun Gymraeg Plasmawr has performed below the family average in both threshold level 2 indicators, the CSI, Welsh first language, mathematics and science.
- 48 However, pupils' performance in English, mathematics, CSI and the threshold levels 1 and 2 indicators placed the school above the local and national averages for 2008 and 2009.
- 49 The school's performance in 2009 resulted in:
- ninety-eight per cent of pupils achieving the level 1 threshold ;
 - sixty-seven per cent of pupils achieving the level 2 threshold, and
 - fifty-four per cent of pupils achieved the level 2 threshold including mathematics and English or Welsh first language.

- 50 The school is placed in the bottom quarter of results for both threshold level 2 indicators and for science and mathematics in comparison with those of similar schools in Wales when placed in the 0-10% FSM benchmark group. It is in the top half for threshold level 1 and the AWPS.
- 51 About 23% of pupils gained the A*/A grades in the GCSE examinations in 2008. This is above the national figure of 19% that gained successes at A*/A grades in 2008.
- 52 Attainment at KS4 in 2009 was well below what was expected, based on prior attainment at KS3.
- 53 In the end of KS3 assessments in 2009, girls outperformed boys in the CSI, English, Welsh first language, mathematics and science.
- 54 At KS4, performance in external examinations by girls in 2009 resulted in girls outperforming boys in threshold level 2, English and Welsh first language and the AWPS. However, boys' performance in all indicators is well above UA and national averages.

Their progress in learning

- 55 Pupils' progress in nearly all lessons is good in KS3. Pupils' progress is not as good in KS4.
- 56 In KS3 and KS4, all key skills have standards which are at least good with no important shortcomings.
- 57 Nearly all pupils have communication skills which are outstanding in both languages and they listen very well to their teachers. When given the opportunity, they use extended speech confidently. Reading skills are very good and those with reading difficulties are supported so that reading ages are increased. Written work is good, in terms of fluency and technical accuracy, relative to ability.
- 58 Pupils' bilingual skills are outstanding. The Welsh language is used constantly throughout the school on all occasions. All pupils spoke to one another and to inspectors to very good standards. They spoke very confidently.
- 59 Nearly all pupils work exceptionally well in pairs or larger groups throughout both key stages. Standards during group activities are high and pupils are constantly on task.
- 60 Pupils' creative and problem-solving skills in KS3 are outstanding and good in KS4. There are high standards of work in design and technology and art on display. Decision-making exercises of quality were frequently observed in lessons.
- 61 Standards in the skill of improving one's own learning in both key stages have good features and no important shortcomings. Self-assessment processes are being developed well in KS3 and KS4. Most pupils in KS3 and KS4 understand what they are doing and how well they are progressing. Most pupils in KS4 are clear on what they need to do to improve and this is impacting positively on the standard of their work.

- 62 The standard of nearly all pupils' application of number skills is good. Nearly all pupils are confident in using number in a range of subjects across the curriculum.
- 63 The standard of all pupils' ICT skills is good. Nearly all pupils use word-processing skills and simulation packages well.
- 64 All pupils with SEN make very good progress in relation to their ability. In KS3 and KS4, many pupils of low ability achieve well. However, some middle and lower ability girls do not achieve their potential.
- 65 In a few subjects in KS4, pupils make limited progress towards their targets.

The development of their personal, social and learning skills

- 66 Pupils' behaviour is exemplary in KS3 and KS4. This was clearly visible during some very inclement weather conditions during the inspection. Pupils were very courteous, orderly and respectful. Pupils understand the high expectations which the school has of them in terms of their behaviour and attitudes.
- 67 The school is an orderly, caring and an inclusive community. During the last academic year, 45 pupils were temporarily excluded, but no one permanently.
- 68 The attendance level for 2008/09 was 93.5%. This is well above the all-Wales figure of 91% for 2008/09. It is also above the UA average of 90.5%. Attendance has been consistently high over the last three years. Nearly all pupils are punctual to lessons. These are good features.
- 69 The standard of pupils' spiritual development is good.
- 70 Standards of pupils' social, moral and cultural development are outstanding. The Welsh cultural dimension is also an outstanding feature.
- 71 In KS3, pupils are prepared for participation in the workplace and community to good standards and to very good standards in KS4.

Sixth form

Students' success in attaining agreed learning goals

- 72 Overall, standards of attainment have risen consistently from 2007 and are mainly outstanding in two of the last three years (2007-2009).
- 73 Results at A level are above those recorded in the previous inspection in two of the last three years. Students' successes at 2A level grades A-C have been above local and national averages for two of the last three years.
- 74 The WBQ results compare very favourably with national averages. When these successes are included, the school performs outstandingly in the sixth form.
- 75 Performance in external examinations is very good. Successes in levels 2 and 3 vocational qualifications have contributed very well to this overall success.
- 76 In 2008 (98%) and 2009 (100%) of students achieved the level 3 threshold. These results are above the local (94% and 96%) and well above the national averages (94% and 96%).
- 77 In 2009, students' AWPS of 875 points was well above the local (665) and national average (688).
- 78 Boys outperformed the girls in the AWPS in 2009.

- 79 In September 2009, 72% of Y11 pupils returned to the sixth form and about 15% continued their studies in Further Education. Less than one-per cent of 15 year old pupils left full time education without a qualification. Nearly all students leaving Y13 entered university.

Their progress in learning

- 80 Most students make good or better progress during their period of study in the sixth form. All students gain qualifications in the six key skills in the sixth form. In five out of the six key skills, standards are outstanding. Standards in ICT skills have good features and no important shortcomings.
- 81 Outstanding levels of communication through the medium of both English and Welsh are evident in class discussion. Students' writing skills are strong with evidence of accurate extended work available in files. In general, Welsh was the only language spoken by nearly all students in conversations amongst students around the school and in free time in the study centre. Linguistic skills of high quality were also evident when discussions were held with members of the school council. Students' bilingual skills are outstanding.
- 82 The standard of students' application of number skills is outstanding. The work evidenced in files and the 100% success rate at level 3 gained by the WBQ students is exceptional.
- 83 The standard of students' ICT skills is good as is evidenced in their project work and class presentations. Students use their communication skills to improve the standard of their presentations when using PowerPoint to highlight aspects of their work. They work outstandingly in pairs or larger groups when delivering these presentations. They work very well together when engaged in class group work.
- 84 Most students have an understanding of their levels of achievement and what they have to do to improve.

The development of their personal, social and learning skills

- 85 Standards of students' personal, social, moral, cultural and learning development are outstanding. Their attitude to learning is very good. The standard of their spiritual development is good.
- 86 Many students organise their work well, without supervision in readiness for university life. They prepare to the best of their ability and use study facilities appropriately.
- 87 They accept responsibility and work well as groups to raise money for charity. Nearly all students have a strong social conscience.
- 88 Nearly all students are very good role models for younger pupils and for one another. Their leadership skills are very good. The relationships between senior and junior pupils are strong. Senior students support younger pupils experiencing difficulties, socially or academically. All students work effectively in the school's buddy scheme. The school's vertical pastoral system positively encourages older students to support others. Outstanding relationships exist amongst the students.

- 89 Students demonstrate very responsible behaviour and respect towards one another and towards all members of the school community. This is an outstanding feature.
- 90 Students are able to express views openly and honestly. They listen carefully to the view of others.
- 91 The ability to work outstandingly both with one another and independently contributes significantly to students' outstanding problem-solving skills. These skills have prepared them very well for Higher Education (HE).
- 92 Attendance is monitored sensibly and students are developing good working habits. Nearly all students have adopted a very mature approach to registering their presence in school. Attendance and punctuality to lessons are good.
- 93 Students gain much from their sixth-form experiences, in their academic, personal, social, moral and wider development.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 94 The school awarded itself a grade 1 in its self-evaluation report. The grade awarded by the inspection team is one grade lower because there are insufficient examples of outstanding teaching practices within and across departments.

KS3 and KS4

How well teaching and training meet the needs of learners and the curriculum or course requirements

- 95 The following table shows the quality of teaching in all lessons observed in the school in KS3 and KS4.

| Quality of teaching 48 lessons observed | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--|----------------|----------------|----------------|----------------|----------------|
| KS3 | 24% | 69% | 7% | 0% | 0% |
| KS4 | 21% | 74% | 5% | 0% | 0% |
| KS3 and KS4 | 23% | 71% | 6% | 0% | 0% |

- 96 The 94% of lessons awarded a grade 1 or 2 is significantly higher than the national picture in 2007-2008 where 75% of lessons were awarded a grade 1 and 2. In 6% of lessons, good features outweigh shortcomings. The school exceeds the 'Vision into Action' secondary target for 2010 that the quality of teaching should be grade 2 or better in 80% of lessons.
- 97 A very strong feature in the school is the progressiveness of the learning and teaching working party in promoting and developing pedagogical practices. The lesson observations that are central to the school's self-evaluation include a culture of sharing good practice throughout the school and ensuring the accountability of teachers at every level with regard to promoting the learning of each pupil and student.

98 In 23% of the lessons, outstanding features were seen in the quality of teaching. In lessons where teaching is good with outstanding features, the outstanding features of the teaching include:

- very high expectations with regard to standards of work that motivate and challenge pupils;
- use of a variety of inspiring resources to create a stimulating atmosphere and promote learning;
- emphasis on developing pupils' thinking and learning skills; and
- a variety of purposeful learning strategies that provide opportunities for pupils to learn in different ways.

99 An outstanding feature of the teaching is the working relationship between teachers and pupils. Teachers know their pupils well and readily offer guidance and praise to each pupil whatever their gender, race or disability in a class environment that is supportive and friendly. Pupils appreciate the commitment and support offered by their teachers.

100 Many of the good features of the teaching include:

- lively presentations by teachers that deepen pupils' understanding of their subject;
- sound subject knowledge and good questioning techniques;
- effective use of the interactive whiteboard to promote learning;
- appropriate pace and timing involving a variety of tasks; and
- effective use of group and pair work to encourage pupils' discussions.

101 These lessons are carefully planned so that a number of key skills are developed well. Lesson objectives are shared, used and reviewed at the end.

102 In some lessons, the shortcomings include insufficient challenge in the activities, slow pace to the lesson and mis-timing.

103 Pupils with SEN are taught well and there is extremely effective collaboration between teachers and the LSAs across the subjects. A strategy to identify more able and talented pupils has been implemented and this is being developed further.

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

104 The quality of assessment, recording and reporting shows good features and no important shortcomings. All statutory requirements with regard to assessment and reporting on NC subjects are met. All the arrangements fulfil the requirements of the examination boards. The school conforms to the assessment requirements for pupils and students with SEN.

105 Since the previous inspection, the school has established a new computerised assessment system that collates a wide range of information for operating the target-setting and monitoring processes. Currently, the school does not monitor individual departmental quantitative targets rigorously enough, especially in KS4, in order to guarantee quality, consistence and accountability throughout the school.

106 In KS3, the procedures of the majority of departments for standardising the quality of pupils' work have developed consistently well. These assessment developments, together with the innovative transition procedures between KS2 and KS3, promote a better understanding of standards, by ensuring consistency in the assessment process.

107 The good features of the assessment procedure include:

- sharing success criteria so that pupils are aware of what they can do;
- sharing NC attainment level/grade descriptors so that pupils understand them in the context of their work;
- consistent feedback, whether oral or written, with clear comments and targets that lead the individual to make good progress;
- helping pupils to assess their own work and the work of their peers to improve their understanding of their work; and
- recording progress and effort consistently on the school's intranet system.

108 In some cases there is a lack of consistency in the quality of comments within and across departments, and the assessment does not always offer pupils sufficient advice on how to improve their work. There are gaps and some unfinished work in the work of some pupils.

109 Pupils understand the process and purpose of assessment. There are good examples of pupils assessing their own work and that of their peers in lessons, and this good practice is developing effectively across the school. Not all pupils are aware of their quantitative targets in every subject.

110 There are good practices with regard to identifying underachievement and intervention strategies are used to ensure improvement. The procedures for monitoring progress against target grades are not yet sufficiently rigorous or embedded to have a significant impact on standards.

111 The reporting system provides a full picture of pupils' academic and personal development and informs parents well through an interim report and a detailed annual report. Subject comments are detailed, but in some cases, targets for improvement do not include sufficient subject-specific details. They are too general. The reports do not record pupils' subject-target grades.

112 Parents can contribute to the report through written responses and annual parents' evenings are held. The self-evaluation process is good practice, when pupils have the opportunity to evaluate their own work and their contribution to school life. The quality of targets identified for improvement is inconsistent.

Sixth form

How well teaching and training meet the needs of learners and the curriculum or course requirements

113 The following table displays the grades awarded to the quality of teaching in all lessons inspected in the sixth form:

| Quality of teaching | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|----------------------------|----------------|----------------|----------------|----------------|----------------|
| 15 lessons observed | 20% | 73% | 7% | 0% | 0% |

114 Ninety-three per cent of lessons were judged to be good or better. There are a number of good and outstanding features of teaching in the sixth form. The most notable are:

- lesson plans of a high quality;
- good pace and timing of activities with challenging tasks set by teachers;
- promoting students' key skills;
- penetrating questioning;
- emphasis on students taking responsibility for their own learning; and
- teachers' thorough subject-knowledge.

115 The shortcomings evident in some of the lessons include a lack of challenging questioning in order to probe and extend students' comments further, a tendency to answer for the students rather than letting them think and take responsibility for their own work, and a slow pace to lessons.

116 Pupils' linguistic skills are developed outstandingly. The school ensures that students are prepared bilingually for the world of work and Further and Higher Education through very innovative subject and extra-curricular opportunities.

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

117 Recently the school introduced a very effective procedure to ensure an accurate overview of students' achievement in order to track progress and respond to underachievement. Although this procedure is not yet fully embedded, the good features include:

- interviews with students by the personal tutors and progress leaders;
- consistent monitoring of students' progress and effort; and
- a system to identify and deal effectively with underachievement.

118 Assessment of students' work is good with some departments, for example English, providing clear written feedback that identifies specific areas for improvement. However, in some departments, the comments are less analytical. Students receive good opportunities to evaluate their own work, although, currently, there is some inconsistency with regard to students' awareness of their estimated individual subject-grades.

119 There are good links with parents. Interim and annual reports are distributed to students annually. In the best examples, the subject comments are detailed and clearly identify students' strengths in line with course requirements. When targets are good, subject-specific targets are clearly identified. However, there is some inconsistency in the quality of comments and targets. Students' target grades are not clearly identified on the reports.

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

Grade 1: Good with outstanding features

120 This grade matches the school's self-evaluation grade.

121 There are many outstanding features in the school's curricular provision. A few examples are the:

- quality of transition links with primary partner schools;
- the innovative delivery of key skills in Y7;
- large number of students gaining the Duke of Edinburgh's Award at bronze, silver or gold level; and
- provision for PSE.

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

122 At KS3, all the NC subjects are taught to pupils and the curriculum is broad and balanced. Part of the curriculum is delivered in a thematic way, embracing a number of different subjects and skills.

123 At KS4, the school offers a wide range of courses from which learners can choose their individual learning pathways to gain qualifications. All pupils follow the short or full GCSE course in religious education and ICT. Vocational subjects are offered as part of the Welsh Assembly Government's (WAG) 14-19 Learning Pathways' options' menu in partnership with the local schools' cluster and colleges.

124 The number of subjects available to pupils exceeds the WAG's requirements for 2009 as agreed by the UA and is on line to do so for 2010. The learning core and the five domains for non-vocational courses and three for vocational subjects are already exceeded. This is very good provision.

125 A few learners in KS4 follow a modified curriculum. All pupils gain qualifications at Entry level, level 1, or for the large majority, level 2.

126 Currently, there are no opportunities for assessment and accreditation of key skills in KS3 and KS4. However, the school is considering the introduction of the WBQ at KS4.

127 In the sixth form, students select from a wide range of subjects at advanced supplementary (AS) and A level, vocational courses and the WBQ. They gain qualifications at level 2 and level 3 and about a hundred pupils and students, in total at the various levels, annually gain the Duke of Edinburgh's Award. This is exceptional.

128 Liaison with primary partner schools is outstanding. There is a close association and the induction programmes and transition links are extensive and highly effective, including curricular progression. The school has won the UK Leading Aspect Award in this respect.

129 The school's provision to develop key skills is outstanding. Key skills are firmly embedded in the planning for all subject areas and in the pastoral curriculum. Their delivery in all subject areas in KS3 and KS4, both within and in extra-

curricular activities, is monitored and audited closely. All students in the sixth form follow the WBQ requirements.

- 130 An exceptional feature is the Friday period 6 lesson for Y7 pupils. This session focuses in an innovative way on developing healthy lifestyles and two key skills. There is also an emphasis on socialising through the medium of Welsh.
- 131 The school has good provision for the delivery of basic skills to identified pupils' needs in KS3. It has been awarded the Basic Skills Quality Mark.
- 132 The provision for effective enrichment through extra-curricular activities is outstanding. There is a very wide range of physical, cultural and other opportunities available to learners which extends the school day to provide out-of-hours experiences. Large numbers of learners participate from across the whole school. Often, pupils and students take responsibility for organising and running these activities. The impact of these activities upon their personal, social and skill development is considerable. The contribution from members of staff is significant.
- 133 The promotion of learners' personal development is very good. The programme is based on the WAG's PSE Framework and is delivered through five themes. Each member of staff elects to contribute to one of the PSE thematic teams, which capitalises upon their individual specialisms and strengths. This is a very good feature.
- 134 There are strong and close links with a range of partners, who are exceptionally supportive of the school. Careers Wales, for example, has presented the school with its Most Valued Partner Award.
- 135 There are good links with parents. There is a home-school agreement and the parent-teacher association (PTA) is active and contributory. There are strong and close links with the local community. A wide range of initiatives with local employers fosters positive relationships.
- 136 Links with HE and local initial teacher training (ITT) institutions are strong. Trainees are taken on annually and the quality of their contribution, care and induction is good.
- 137 Provision for learners' moral, social and cultural development is outstanding and good for learners' spiritual development.
- 138 Statutory requirements are met in full, including those for a daily act of collective worship and religious education in the sixth form.

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

- 139 The school provides very effective work-related education, which follows the national Framework through pastoral and subject areas.
- 140 At KS4, there are positive links with Careers Wales and learners are prepared exceptionally well for the world of work. There is virtually 100% success rate with work-experience placements for all Y10 pupils and there are significant experiences for all pupils who follow the vocational courses.

- 141 Close and positive links with local employers ensure that their needs are met. The school has selected specifically to offer vocational courses that are related directly to local employer needs. This is a strong feature.
- 142 A number of enterprise activities foster very effectively understanding of economic development.
- 143 The school promotes the Welsh language and culture extremely well. One exceptional feature is the link with a nearby Welsh-medium secondary school, where students organised their own rock festival and were able to link up with other young Welsh-speaking people.
- 144 Progress is being made towards the promotion of sustainable development and global citizenship. The school has strong links with a school in Lesotho. The new buildings and initiatives such as recycling bins ensure that the school is acting in a sustainable way. Pupils who contribute to the Eco-council work well together.
- 145 The school promotes equality of access and opportunity to all and tackles social disadvantage very well. Youth workers make a significant contribution to the school. The school has recently achieved a number of anti-bullying awards.
- 146 The school takes very good account of WAG priorities in many ways. Pupils are learning to be responsible for and how to improve their own learning and are developing the necessary ICT skills. There is excellent transition from the primary schools and provision for 14-19 learners exceeds requirements. All pupils have highly competent use of the Welsh language and appreciation of Welsh culture.

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

Grade 1: Good with outstanding features

- 147 This grade matches the school's self-evaluation grade. The grade accurately reflects the many outstanding features the school has in relation to the care, support and guidance for learners.
- 148 The outstanding features include the:
- effective approach to planning and managing care and support arrangements;
 - very positive working relationships with parents and carers;
 - transition arrangements;
 - comprehensive and relevant PSE programme;
 - high quality management and provision for pupils with SEN;
 - effective deployment of LSAs and use of specialist support services; and
 - comprehensive and relevant policies that are fully implemented.

The quality of care, support and guidance for learners

- 149 The senior assistant headteacher's (social inclusion) vision underpins the work of the very efficient and effective pastoral team. This team promotes an environment in which learners thrive. Pupils of all ages appreciate the quality of practice established by the school in this area of their work, which has been recognised by the UA as best practice.

- 150 Managers have developed strong and effective links with a number of external agencies to provide specialist support for pupils. Members of staff's wider knowledge of pupils and their families help ensure that the school is a happy and caring community.
- 151 An outstanding feature is the way in which the pastoral team and SEN department work in partnership with parents and carers in supporting individual needs. There is a very effective and active PTA.
- 152 Learners have regular opportunities to voice their views and opinions and this is done confidently through the school council. Members represent the council on the school's governing body and the council contributes to the school's self-evaluation process. The council actively contributes in a very positive manner to the life and development of the school.
- 153 Learners receive impartial personal advice and guidance of good quality to help them make appropriate choices at the end of KS3 and KS4. This is reinforced by information booklets, parents' evenings and input from Careers Wales. The school's partnership with Coleg Glan Hafren is very positive.
- 154 The school has comprehensive and outstanding transition arrangements. The very strong pastoral links with the primary partner schools ensure a smooth and effective transition for pupils.
- 155 Year 7 pupils settle in quickly. Curricular bridging units of a very high standard have been prepared and these contribute further towards effective progression from KS2 to KS3. The school was awarded a Leading Aspect Award for its transition projects with its primary partner schools. The induction programme for Y6 pupils and for students entering the sixth form is well embedded and is a strength of the school's provision. Pupils relatively new to the school are well supported during the settling in process and make new friends quickly.
- 156 Provision for personal support and guidance for learners is outstanding. The high quality PSE programme drawn up in line with national recommendations permeates the life of the school and provides learners with a variety of rich learning experiences.
- 157 The school has achieved outstanding success in supporting pupils experiencing emotional and behavioural problems. The school received a national Leading Aspect Award in 2008 for its innovative emotional literacy support programmes. Outstanding use is made of UA behaviour support specialist teachers and the school counsellor's expertise. The pastoral team effectively monitors learners' behaviour and work efficiently.
- 158 The quality of the school's monitoring of attendance, punctuality and performance is good. Pastoral managers monitor attendance patterns regularly and follow up any unexplained absences. The school works closely with the education welfare officer (EWO). Teachers deal effectively with the very few pupils who arrive late to school.
- 159 There is a highly effective careers' guidance programme. The assistant headteacher (KS4) received the Most Valued Partner Award from Careers Wales. Advice on decision-making skills in Y9 makes an important contribution to choosing the appropriate learning pathway. Pupils make good use of Careers Wales on-line.

- 160 There are very good procedures to ensure learners' health and well-being. The school is on phase 5 of the Healthy Schools' initiative. Pupils eat healthily and the peer-mentor system and school council encourage learners to lead healthy lifestyles. Pupils' health is also promoted through a range of 5x60 and extra-curricular activities. The school's arrangements to promote health and safety lifestyles are reflected by the national recognition and awards the school has received.
- 161 There are robust child protection procedures and arrangements in place. All existing and new members of staff to the school have received training and exercise due diligence.

The quality of the provision for additional learning needs

- 162 The quality of provision for and management of SEN are strengths of the school.
- 163 The school's processes towards early identification of pupils with SEN are secured through its well-established links with its primary partner schools. The secondary school is well informed of the individual needs of pupils transferring from Y6 and the Y7 pupils receive the SENCO's full support on entry, both pastoral and academic. This is very good practice.
- 164 The SENCO provides clear vision and direction, together with a sense of purpose, for all staff working at the learning centre and in the school.
- 165 The school complies fully with the SEN Code of Practice and the statutory framework for inclusion. All statutory requirements are met.
- 166 There is outstanding individual support for learners with visual impairment both from the sensory communication team and the learning support team. The provision for pupils with sensory impairment is very good.
- 167 The learning support centre contributes substantially to ensuring that pupils with a wide range of SEN reach their potential. There is individual and group support of very good quality for learners who are experiencing specific learning difficulties from a specialist teacher. Adult volunteers offer support of high quality to KS3 pupils with their reading in both the Welsh and English language. Peer mentors from Y9/10 and Y12 assist pupils with their reading and numeracy skills.
- 168 Outstanding help is given to pupils and students by LSAs. They support individuals and groups of learners in mainstream classes and at the learning support centre. Their knowledge of their pupils is outstanding and they co-operate closely with subject and specialist teachers.
- 169 Individual Education Plans (IEPs) are in place for all pupils with SEN. They are shared with parents and carers; reviewed regularly and made available to departments.
- 170 Annual review procedures fully meet requirements. The learning support centre has exemplary working relationships with all parents of pupils with SEN.
- 171 Pupils with SEN enter a caring, efficient and informed school. They make very good progress and are exceptionally well behaved.
- 172 Arrangements and support for pupils with behavioural difficulties are outstanding.

The quality of provision for equal opportunities

- 173 The school is an inclusive school that has high expectations of all its pupils. All members of staff show sensitivity and empathy in meeting pupils' needs.
- 174 The school monitors and compares the results of boys and girls. Every subject is available to both boys and girls at KS4 and in the sixth form. The school challenges stereotyping effectively.
- 175 Issues of racial equality are covered well in PSE, religious studies and assemblies. Pupils are sensitive to the issues raised. Pupils support a wide range of local and national charities.
- 176 There is very little oppressive behaviour in the school and any incidents that may occur are dealt with effectively. There are effective strategies to discourage any form of bullying, discrimination or harassment within the school. The school provides outstanding support through trained pupil mentors. The school was the first to receive the Cardiff anti-bullying award and recently was awarded the platinum award in 2009 for the second time.
- 177 Very good arrangements are made to secure the equal treatment of disabled pupils and to welcome disabled visitors to the school. Good quality documentation, including a three-year Accessibility Plan and Disability Scheme, demonstrates the school's commitment to ensuring equality for disabled pupils.
- 178 Diversity is recognised, respected and celebrated throughout the school. Equality for all is firmly embedded in the school's ethos and learners value and respect the contributions of others. This is an outstanding feature.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 179 The school awarded itself a grade 1 in its self-evaluation report. The grade awarded by the inspection team is one grade lower because there were insufficient outstanding features to award a grade 1.

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

- 180 In-service training (INSET) for all members of staff is an outstanding feature. The school ensures the professional development of teaching, administrative and technical staff according to individual and school needs. The outcomes of training are shared within departments, and where appropriate, on a whole-school basis. There have been many internal promotions as a result of very good succession planning.
- 181 The school has successfully developed several national priorities. There are very good features in the development of the skills' framework and the school's effective response to WAG's initiatives on pedagogy and emotional literacy. The school strongly supports the collaborative 14-19 Learning Pathways' agenda. The school has successfully delivered the advanced WBQ in the sixth form and this has raised standards appreciably for several years.

- 182 Partnerships with other providers and establishments are very strong. The school has received national recognition for its outstanding transition work.
- 183 The aims and expectations of the school are made clear to all. These aims and objectives are operational in the life of the school.
- 184 Leadership team, staff, departmental and pastoral team meetings are held regularly. Clear levels of communication exist between members of staff and the LT. Management and pastoral meetings are held on a formal and informal basis.
- 185 The school is led very well by the headteacher. He leads with vision, giving clear strategic direction and is very influential in promoting school values by example. He is ably supported by his deputy headteacher, assistant headteachers and SENCO. They maintain high standards by their presence around the school. However, some of the assistant headteachers have other managerial duties and high teaching commitments which limit their effectiveness in their roles.
- 186 The headteacher and his LT are moving the school further forward. However, some of the responsibilities of senior and middle managers have not been fully developed to enable these new developments to be fully effective.
- 187 Each member of the LT is linked to a group of departments and these management links are mostly effective. Members of staff within departments and across departments monitor one another's teaching both formally and informally. Although monitoring of departments and teaching is good, there is insufficient rigour to ensure enough focus on raising standards within a few subjects, particularly in KS4.
- 188 The school actively promotes equality of opportunity for all. Everyone in the school is treated with respect and has a contribution which is valued.
- 189 The school has a firmly established system of performance management which applies to all members of staff. The programme for the induction of newly-qualified teachers (NQTs) and new teachers is very well organised and managed.
- 190 Currently, progress targets are not shared consistently with learners by subject teachers. Neither do departments set end-of-key-stage targets which are realistic and challenging. There is often a mismatch between the targets set and outcomes.
- 191 The school's target-setting and tracking procedures are being refined effectively to enable progress leaders to have a clear overview of pupils' and students' progress. The role of these new progress leaders is to ensure that the impact of the target-setting procedures raise pupils' academic standards further in all key stages.

How well governors or other supervisory bodies meet their responsibilities

- 192 The governing body makes an outstanding contribution to the leadership of the school.
- 193 It is a very able and experienced group that makes a rich contribution to discussions and the leadership of the school. Their individual professional expertise is used effectively. The two representatives from the school council contribute effectively to discussions.
- 194 The governors' philosophy of respect for all and partnership working with senior and middle management leaders and staff are key factors in improving standards.

- 195 The governing body has high expectations of the school. All members have a clear understanding of the school's main priorities through the effective working of the sub-committee structure.
- 196 The chair of governors and chairs of the sub-committees are very knowledgeable and are in regular discussion with the headteacher. They ensure that these committees work productively for the benefit of the school.
- 197 The governors clearly understand their roles and act as critical friends in a very effective manner. They are well informed on all aspects of school performance and receive regular verbal and written reports.
- 198 Governors are fully involved in the strategic management of the school. The quality of their strategic management and involvement in the evaluation processes are outstanding features. Discussions are detailed and challenging. They also act as sounding-boards to the headteacher.
- 199 Governors hold themselves accountable for the effectiveness, appropriateness for purpose and value for money of all procedures and practices. Reserves are kept to a bare minimum. Governors ensure that resources are used appropriately.
- 200 Governors regularly attend UA governor training sessions as well as internal training held by the LT. Both avenues of training provide valuable experiences.
- 201 The governing body has very productive links with officers from the UA.
- 202 The school prospectus contains all the required information.
- 203 All regulatory requirements are met.

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

Grade 1: Good with outstanding features

- 204 This grade matches the school's self-evaluation grade. The outstanding features are the:
- sharing of good practice arising from the whole-school thematic reviews;
 - quality of the detailed whole-school SIP produced by senior and middle managers;
 - involvement of all interested parties in the school's review process; and
 - close link between the thorough school and departmental self-evaluation and the rigorous SIP.

How effectively the school's performance is monitored and evaluated

- 205 The inspection team agrees with the findings of the school's self-evaluation in five of the seven key questions. The team awarded a lower grade in two of the seven key questions because there were insufficient outstanding features to warrant a grade 1.
- 206 The quality of the link between members of the LT and departments is very good. They provide support both formally and informally to the department and subject leaders and have very good understanding of the important issues within each department. They have expertise in their areas of responsibility and work

well as a team. Their support in departmental analysis of examination results and in formulation of Departmental Improvement Plans (DIP) is good.

- 207 The school's self-evaluation report is a detailed document outlining the school's performance against Estyn's seven key questions.
- 208 It is thorough and evaluative, clearly noting the strengths and areas for development within each key question. All areas of the school produce a self-evaluation report.
- 209 The school's self-evaluation is based on first-hand evidence. Monitoring of departments by the LT and middle management leaders is good. Although monitoring of departments and teaching is good, there is insufficient rigour to ensure enough focus on raising standards within a few subjects, particularly in KS4.
- 210 Members of developmental working parties conduct whole-school focused reviews. Every member of the groups is given the opportunity to take part in the monitoring. This is very good practice. The outcomes of the monitoring are collated by the headteacher and shared amongst the staff and noted in the staff handbooks as exemplars of good teaching. This is an outstanding feature.
- 211 Departmental reviews occur twice yearly. Department leaders monitor each member of their department using a template provided by the LT. This is a good feature.
- 212 Department leaders formally sample pupils' books at various times and discussion of pupils' work is on the agenda of departmental meetings. This is a good feature.
- 213 The quality of departmental, pastoral and working parties' self-evaluations is outstanding. They are all thorough, evaluative documents which give the school a clear picture of strengths and areas for development.
- 214 Departments are given a wide range of relevant data to quantify examination results. The school has invested in developing departmental confidence in data analysis. An outstanding "aide-memoire" to help in producing a thorough analysis has resulted in departmental examination analysis of high quality.
- 215 Pupils', parents' and teachers' views are actively sought by the school at regular intervals. In-depth questionnaires and the work of the effective school council impact positively on the SIP. This is an outstanding feature. The knowledge and understanding of the monitoring and review process by the governing body are very good.

The effectiveness of planning for improvement

- 216 Detailed analysis of data, priorities of the developmental working groups (DWG), the views of all interested parties, and the areas for development noted in the school self-evaluation, as well as local and national priorities are used to inform planning and development across the school and feed into the SIP. This is an outstanding feature.
- 217 The SIP is based on a three-year cycle. The quality of the SIP is very good. Each element notes implementation strategies, time-scales, success criteria, and costings. Annual plans are outlined and the most important are set out in an abbreviated document which becomes a focus for departmental discussions and

the work undertaken by the DWGs. The use of the abbreviated document as a working brief is outstanding practice.

- 218 Departmental improvement plans reflect whole-school priorities as well as subject-specific needs and areas identified through self-evaluation. In the best examples, DIPs contain challenging targets, success criteria and are thoroughly costed. In these examples, the DIPs are active documents in the monitoring of teaching and learning.
- 219 The work of the DWGs impacts positively on the quality of teaching and learning within the school and staff contribute regularly by delivering whole-school training.
- 220 The level of resourcing to ensure school objectives are met is outstanding.
- 221 Progress since the last inspection has been good. The use of data in self-evaluation has developed well. The links between the DIPs and the SIP have been strengthened. The support of the UA in providing suitable buildings for the 21st century has been an outstanding feature. The statutory requirements for collective worship are met fully. However, standards in science and mathematics at KS4 have not been maintained since the last inspection.

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

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|--|
| Grade 1: Good with outstanding features |
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- 222 This grade matches the school's self evaluation grade.
- 223 It is one grade higher than the grades given to key questions one and five. The inspection team considered that there were sufficient outstanding features to award the highest grade.
- 224 The outstanding features are the:
- management and deployment of the learning support staff;
 - commitment of the teaching staff to provide for the individual pupil;
 - standard and deployment of resources;
 - phased development of the building in partnership with the UA;
 - management and control of the budget; and
 - investment and management of the continuing professional development of staff.

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

- 225 Teaching members of staff are appropriately qualified. They show an outstanding commitment to providing the individual pupil with an educational experience of the highest standard. There is a very good balance of age and experience amongst the teaching staff that are deployed efficiently and effectively to ensure the best possible use of time, specialism and experience. The vast majority of teachers teach within their subject areas. The minority of teachers who teach outside their area of expertise receive the appropriate support from subject leaders.

- 226 The school employs 11 LSAs who work very closely with the teaching staff in the planning and implementing of individual learning programmes. They make an outstanding contribution to raising standards for those pupils who require additional support. The appointment of a 'learners' counsellor' has made a significant contribution in supporting 'at risk' pupils to succeed during a difficult and insecure period in their lives.
- 227 The implementation of the workforce remodelling agreement has allowed the school to substantially reduce the clerical and administrative workload of the teaching staff. The team of support staff provides an efficient and highly-valued service for both teachers and pupils.
- 228 However, the school is further evaluating and reviewing the role of the support team in order to fully meet the needs of the teaching staff and to fully utilise the recent developments in the school building.
- 229 The range and standard of resources are outstanding. They fully meet the needs of all learners. Both teachers and learners make good use of a variety of available facilities and opportunities within and beyond the school.
- 230 The provision for ICT is outstanding with five networked rooms, inter-active whiteboards in most teaching classrooms, digital projectors and a video-conferencing facility. All classrooms benefit from the provision of a networked computer. The provision is enhanced by the availability of three trolleys containing twenty laptops. The use of on-line learning resources including "Moodle" is developing rapidly.
- 231 The school has purchased specialist resources for pupils with SEN including those with sight and hearing disabilities. These resources are available through the medium of Welsh. This is an outstanding feature.
- 232 The outstanding close working partnership with the UA has realised the establishment of new purpose-built accommodation which allows the school to accommodate its expanding pupil numbers. The school provides a very positive and stimulating learning environment enhanced by the displays high quality of pupils' work in the classrooms and corridors.
- 233 The school buildings and grounds are very well maintained by a team of caretakers, groundsmen and cleaners. The school provides a safe and secure environment for all its learners with appropriate quiet areas which pupils use effectively.
- 234 However, despite the considerable investment in the school's infrastructure a number of shortcomings are apparent including:
- the lack of facilities for the physical education department; and
 - inadequate dining facilities to meet the needs of an expanding pupil population.

How efficiently resources are managed to achieve value for money?

- 235 The management and control of the budget by the headteacher and the bursar are outstanding. The budget is carefully planned to ensure it meets the strategic priorities highlighted in the SIP.

- 236 The sixth form is self-financing. This, along with its contribution and support to the general life of the school and the local community, ensures it provides outstanding value for money.
- 237 The arrangements for the monitoring and identification of the professional development needs of all staff are outstanding. All teaching and support staff are part of the performance management programme. This has encouraged staff to share and discuss good practice to the benefit of individuals and the whole school. This is an outstanding feature.
- 238 The provision for NQTs, those in the early years of teaching and those new to the school is outstanding. An effective programme of support and training is provided for all ITT students in partnership with a number of Welsh universities.
- 239 The school has provided 10% of the teaching time for staff planning, preparation and assessment. This time is used effectively. It is reflected in the high percentage of lessons which are good and those which are good with outstanding features.
- 240 Criminal Records Bureau (CRB) checks have been completed for all teaching, support and volunteer staff working in the school.
- 241 The school regularly monitors and reviews the use of its resources to ensure good value for money.

School's response to the Inspection

Governors and staff at the school are very proud to receive the report and the acknowledgement that Ysgol Gyfun Gymraeg Plasmawr is a good, happy and particularly caring school that is moving forwards strongly under the leadership of the headteacher and the Leadership Team.

We are very happy that the inspection team has recognised a host of outstanding features in our school which is a tribute to the untiring efforts and commitment of all members of the school community. It is good to note that the inspectors have concluded that the pupils are proud to be pupils at Ysgol Plasmawr and have noticed the positive ethos that permeates all aspects of school life.

When the school was opened just over ten years ago, it was set aims that would be integral to the development of the school. It is good to note that the inspection has identified excellences relating to those aims, which proves that the school continues to be true to its original aims.

We are proud that the inspectors acknowledge that the school is a civilised community where all pupils are courteous and show respect to each other and that all pupils' behaviour is outstanding. Inspectors praised the outstanding relationship between the teachers and pupils which is also a source of pride to staff at the school.

It was noted that there were many outstanding features to the school's curricular menu including the quality of the transfer from the primary schools, the innovative way that skills are presented in Y7, the sixth form provision, the success of the Duke of Edinburgh Award and PSE. It was identified that all the school's extra-curricular activities enriched pupils' learning experiences and were an outstanding aspect of school life.

Much attention was paid in the report to the outstanding care, support and guidance given to pupils within the school's pastoral system, including pupils with additional learning needs. The school is a caring, orderly and inclusive community with all members of staff displaying sensitivity and empathy in meeting pupils' needs. The principles of equal opportunities have permeated all aspects of school life and are recognised as an outstanding feature.

Another feature of the inspection that is a source of great pride is the high standard of lessons seen. Ninety-four per cent of lessons were judged to be good or very good, which is substantially higher than the national percentage. The majority of grades for teaching the key skills across the key stages are grade 1 which is testament to the strength of the teaching and learning across all departments at the school.

We are very proud that the inspectors have found that the school offers good value for money as a result of the outstanding support given to learners, pupils' outstanding behaviour, the breadth of the curriculum, the quality of the teaching and leadership of the LT.

We are very proud of our school and determined to see that it continues to flourish, develop and improve over the coming years. As a school we shall respond positively to the inspectors' recommendations and all the recommendations have already been included in our SIP. Responding to the recommendations will be a key part of our strategic planning. A copy of the improvement plan will be available to parents and the governors' annual report to parents will outline the progress we are making in order to realize the recommendations.

We appreciate the thorough and detailed work of the inspection team during their visit and thank them for their report.

Appendix 1

Basic information about the school

| | |
|---------------------|---|
| Name of school | Ysgol Gyfun Gymraeg Plasmawr |
| School type | Secondary |
| Age range of pupils | 11-18 |
| Address of school | Pentrebane Road Fairwater Cardiff |
| Postcode | CF5 3PZ |
| Telephone number | 02920-405498 |

| | |
|---------------------|---------------------|
| Headteacher | Mr John Hayes |
| Date of appointment | 1 September 2008 |
| Chair of governors | Mr Dan Roberts |
| Reporting inspector | Mr W Gwyn Thomas |
| Dates of inspection | 23-25 November 2009 |

Appendix 2

School data and indicators

| Year group | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 | Total |
|------------------|-----|-----|-----|-----|-----|-----|-----|-------|
| Number of pupils | 170 | 165 | 149 | 125 | 162 | 96 | 83 | 950 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 57 | 6 (3.8) | 60.8 |

| Staffing information | |
|--|-----------------|
| Pupil: teacher (fte) ratio (excluding special classes) | 950/60.8=15.7:1 |
| Pupil: adult (fte) ratio in special classes | - |
| Average teaching group size | 24.08 |
| Overall contact ratio (percentage) | 66.65 |

| Percentage attendance for three complete terms prior to the inspection | | | | | | | | |
|--|------|------|------|------|------|------|------|--------------|
| | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 | Whole school |
| Term 1 | 97.3 | 92.4 | 95.8 | 94.1 | 93.5 | 91.1 | 100 | 94.6 |
| Term 2 | 96.1 | 93.5 | 95.3 | 94 | 89.2 | 89.1 | 100 | 93.6 |
| Term 3 | 93.6 | 89.8 | 91.1 | 89.9 | 97.4 | 87.1 | 97.4 | 92 |

| | |
|--|-----|
| Percentage of pupils entitled to free school meals | 9.4 |
| Number of pupils excluded during 12 months prior to inspection | 45 |

Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

Ysgol Gyfun Gymraeg Plasmawr
Cardiff

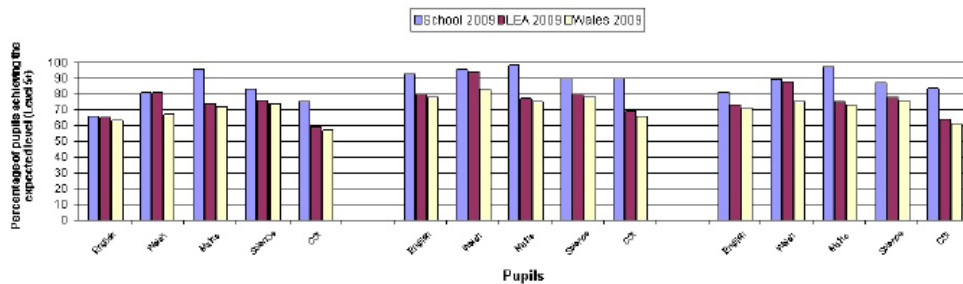
LEA/School no: 681/4072

School comparative information: National Curriculum Assessments 2009 with benchmarking

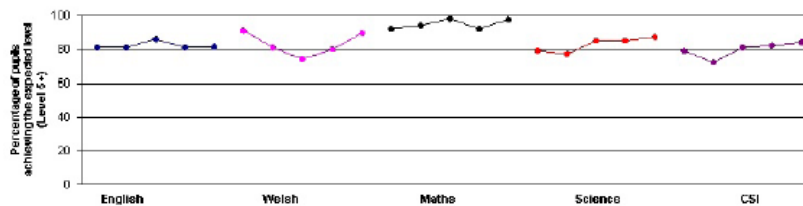
Key Stage 3

Percentage of boys, girls, and pupils achieving at least the expected level (Level 5+):

| | Boys | | | Girls | | | Pupils | | |
|---------|-------------|----------|------------|-------------|----------|------------|-------------|----------|------------|
| | School 2009 | LEA 2009 | Wales 2009 | School 2009 | LEA 2009 | Wales 2009 | School 2009 | LEA 2009 | Wales 2009 |
| English | 66 | 65 | 63 | 93 | 80 | 78 | 81 | 73 | 71 |
| Welsh | 81 | 81 | 67 | 96 | 94 | 83 | 90 | 88 | 75 |
| Maths | 96 | 74 | 72 | 99 | 77 | 75 | 96 | 75 | 73 |
| Science | 83 | 76 | 74 | 90 | 80 | 78 | 87 | 78 | 76 |
| CSI | 75 | 59 | 57 | 90 | 69 | 66 | 84 | 64 | 61 |



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

| | | |
|------------|---|---------------------------------------|
| Quartile 1 | School is in the top 25 per cent. | Free School Meal Group |
| Quartile 2 | School is in the top 50 per cent but not the top 25 per cent. | |
| Quartile 3 | School is in the bottom 50 per cent but not the bottom 25 per cent. | Less than 10 percent eligible for FSM |
| Quartile 4 | School is in the bottom 25 per cent. | |

| | Quartile 4 | Lower Quartile Boundary | Quartile 3 | Median Boundary | Quartile 2 | Upper Quartile Boundary | Quartile 1 |
|---------|------------|-------------------------|------------|-----------------|------------|-------------------------|------------|
| English | | 78 | 81 | 82 | | 88 | |
| Welsh | | 72 | | 79 | | 88 | 90 |
| Maths | | 78 | | 83 | | 88 | 98 |
| Science | | 83 | | 87 | | 90 | |
| CSI | | 69 | | 76 | | 80 | 84 |

Notes:

- Figures for Welsh refer to attainment in Welsh first language only.
- CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 5 in both Mathematics and Science and either English or Welsh first language.
- If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Report by William Gwyn Thomas
Ysgol Gyfun Gymraeg Plasmawr, 23/11/09

This report uses data for 2009 for LEA and Wales comparative information

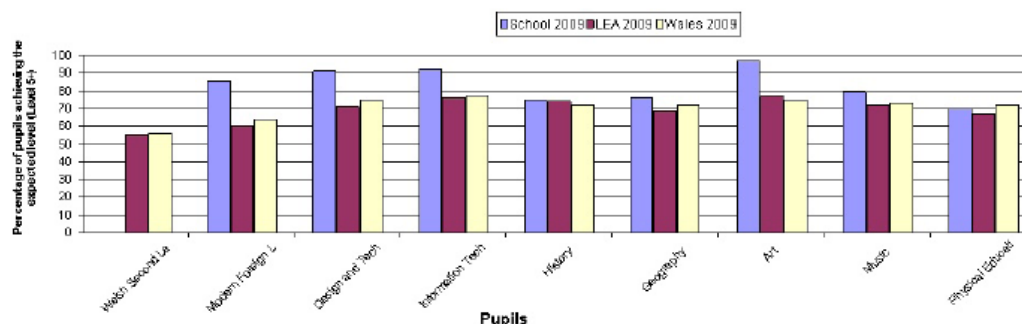
Ysgol Gyfun Gymraeg Plasmawr
Cardiff

LEA/School no: 681/4072

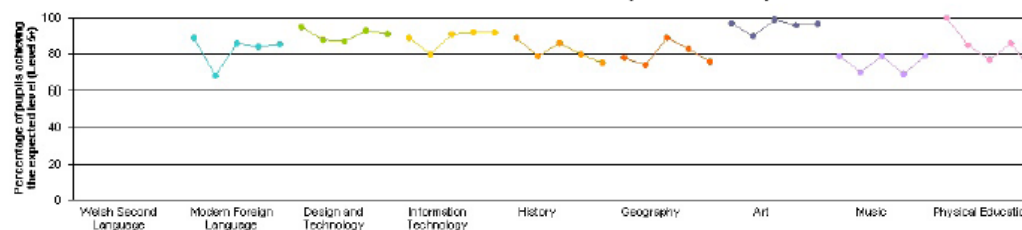
School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 3

Percentage of pupils achieving the expected level (Level 5+)

| | Boys | | | Girls | | | Pupils | | |
|-------------------------|-------------|----------|------------|-------------|----------|------------|-------------|----------|------------|
| | School 2009 | LEA 2009 | Wales 2009 | School 2009 | LEA 2009 | Wales 2009 | School 2009 | LEA 2009 | Wales 2009 |
| Welsh Second Language | . | 44 | 46 | . | 66 | 66 | . | 55 | 56 |
| Modern Foreign Language | 74 | 50 | 55 | 94 | 69 | 73 | 85 | 60 | 64 |
| Design and Technology | 81 | 64 | 68 | 99 | 77 | 83 | 91 | 71 | 75 |
| Information Technology | 83 | 70 | 72 | 99 | 81 | 83 | 92 | 76 | 77 |
| History | 64 | 69 | 66 | 83 | 80 | 78 | 75 | 74 | 72 |
| Geography | 70 | 64 | 67 | 80 | 75 | 77 | 76 | 69 | 72 |
| Art | 94 | 68 | 66 | 99 | 85 | 85 | 97 | 77 | 75 |
| Music | 60 | 64 | 66 | 93 | 79 | 81 | 79 | 72 | 73 |
| Physical Education | 92 | 69 | 72 | 54 | 65 | 72 | 70 | 67 | 72 |



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Less than 10 percent eligible for FSM

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

| | Quartile 4 | Lower Quartile Boundary | Quartile 3 | Median Boundary | Quartile 2 | Upper Quartile Boundary | Quartile 1 |
|-------------------------|------------|-------------------------|------------|-----------------|------------|-------------------------|------------|
| Welsh Second Language | | 63 | | 68 | | 80 | |
| Modern Foreign Language | | 67 | | 75 | | 84 | 85 |
| Design and Technology | | 80 | | 88 | 91 | 93 | |
| Information Technology | | 84 | | 89 | 92 | 93 | |
| History | 75 | 79 | | 87 | | 91 | |
| Geography | 76 | 80 | | 85 | | 89 | |
| Art | | 81 | | 87 | | 92 | 97 |
| Music | | 79 | | 84 | | 89 | |
| Physical Education | 70 | 76 | | 82 | | 86 | |

Notes:

1. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Pupils aged 15

Number of pupils aged 15 who were on roll in January 2009 : 133

Percentage of pupils aged 15 who :

| | entered at least one qualification | achieved the Level 1 threshold | achieved the Level 2 threshold | achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics | Core Subject Indicator (2) | Average wider points score per pupil |
|------------------|------------------------------------|--------------------------------|--------------------------------|---|----------------------------|--------------------------------------|
| School 2008/09 | 100 | 98 | 67 | 54 | 51 | 445 |
| LEA Area 2008/09 | 100 | 87 | 59 | 44 | 43 | 367 |
| Wales 2008/09 | 99 | 88 | 61 | 47 | 46 | 379 |
| School 07/08/09 | 100 | 93 | 69 | .. | 54 | 430 |
| School 06/07/08 | .. | .. | .. | .. | 56 | 424 |

Number of boys aged 15 who were on roll in January 2009 : 53

Percentage of boys aged 15 who :

| | entered at least one qualification | achieved the Level 1 threshold | achieved the Level 2 threshold | achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics | Core Subject Indicator (2) | Average wider points score per pupil |
|------------------|------------------------------------|--------------------------------|--------------------------------|---|----------------------------|--------------------------------------|
| School 2008/09 | 100 | 100 | 66 | 57 | 57 | 435 |
| LEA Area 2008/09 | 100 | 85 | 55 | 43 | 42 | 355 |
| Wales 2008/09 | 98 | 86 | 55 | 43 | 43 | 357 |
| School 07/08/09 | 100 | 93 | 67 | .. | 56 | 418 |
| School 06/07/08 | .. | .. | .. | .. | 54 | 407 |

Number of girls aged 15 who were on roll in January 2009 : 80

Percentage of girls aged 15 who :

| | entered at least one qualification | achieved the Level 1 threshold | achieved the Level 2 threshold | achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics | Core Subject Indicator (2) | Average wider points score per pupil |
|------------------|------------------------------------|--------------------------------|--------------------------------|---|----------------------------|--------------------------------------|
| School 2008/09 | 100 | 96 | 68 | 53 | 48 | 452 |
| LEA Area 2008/09 | 100 | 89 | 62 | 46 | 44 | 380 |
| Wales 2008/09 | 99 | 91 | 66 | 51 | 50 | 401 |
| School 07/08/09 | 100 | 93 | 70 | .. | 52 | 440 |
| School 06/07/08 | .. | .. | .. | .. | 57 | 443 |

Ysgol Gyfun Gymraeg Plasmawr

SSSP

Summary of Secondary School Performance (1)

LEA/School No. 681/4072

Pupils aged 15

| | Percentage of pupils aged 15 who : | | Percentage of boys aged 15 who : | | Percentage of girls aged 15 who : | |
|------------------|------------------------------------|--|-----------------------------------|--|-----------------------------------|--|
| | achieved one or more ELQ (3) only | Left full time education without a qualification (4) | achieved one or more ELQ (3) only | Left full time education without a qualification (4) | achieved one or more ELQ (3) only | Left full time education without a qualification (4) |
| School 2008/09 | 0 | 0.8 | 0 | 0.0 | 0 | 1.3 |
| LEA Area 2008/09 | 2 | 1.4 | 3 | 1.4 | 1 | 1.4 |
| Wales 2008/09 | 2 | 0.9 | 3 | 1.0 | 1 | 0.8 |
| School 07/08/09 | 0 | .. | 0 | .. | 0 | .. |
| School 06/07/08 | 0 | .. | 0 | .. | 0 | .. |

Pupils aged 17

| | Number of pupils aged 17 who were on roll in January 2009 : 67 | | Number of boys aged 17 who were on roll in January 2009 : 30 | | Number of girls aged 17 who were on roll in January 2009 : 37 | |
|------------------|--|---|--|---|--|---|
| | Percentage of 17 year old pupils entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold | Average wider points score for pupils aged 17 | Percentage of 17 year old pupils entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold | Average wider points score for pupils aged 17 | Percentage of 17 year old pupils entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold | Average wider points score for pupils aged 17 |
| School 2008/09 | 100 | 875 | 100 | 936 | 100 | 825 |
| LEA Area 2008/09 | 96 | 665 | 96 | 651 | 96 | 677 |
| Wales 2008/09 | 96 | 688 | 95 | 656 | 97 | 715 |
| School 07/08/09 | .. | 830 | .. | 861 | .. | 800 |
| School 06/07/08 | .. | .. | .. | .. | .. | .. |

Ysgol Gyfun Gymraeg Plasmawr
School Type: Comprehensive 11-18
Linguistic Delivery: Welsh medium

LEA/School No. 681/4072

Number of SEN Unit/Special Classes: 0

Number of Pupils on Roll in NCY 11: 133

Percentage of compulsory school age pupils eligible for FSM 2008/09: 7.8

Percentage of compulsory school age pupils eligible for FSM 07/08/09: 9.4

Percentage of compulsory school age pupils on SEN register: 17.9

Percentage of 15 year old pupils on SEN register: 20.3

Level of Welsh Bacallaureate Offered:

| | Advanced for Post-16 Pupils | Intermediate for post-16 Pupils | Pilot Foundation for post-16 Pupils | Pilot Intermediate for pre-16 Pupils | Pilot Foundation for pre-16 Pupils |
|---|-----------------------------------|---------------------------------------|--|---|---|
| Welsh Bacallaureate Offered: Yes | Yes | Yes | No | No | No |

Appendix 4

Evidence base of the inspection

Inspectors spent a total of 29 days in the school and were joined by the school's deputy headteacher as nominee. They held a meeting before the inspection.

During the inspection, inspectors visited:

- 63 lessons;
- registrations and assemblies; and
- some extra-curricular activities.

Members of the inspection team met with:

- staff, parents and governors before the inspection;
- senior managers, middle managers, teachers, support assistants and administrative staff;
- groups of pupils representing each year group;
- representatives of the school council; and
- business and other school partners.

The team also considered:

- the school's self-evaluation report;
- 53 replies to the parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection;
- samples of pupils' reports; and
- a range of pupils' work.

After the inspection, inspectors held meetings with senior managers and governors.

Appendix 5

Composition and responsibilities of the inspection team

| Team member | Responsibilities |
|---------------------|---|
| William Gwyn Thomas | Rgl KQ1 and KQ5, context, summary, recommendations, appendix. |
| Gwynoro Jones | Lay Inspector and contributing to all key questions. |
| Manon Wyn Sion | KQ2 |
| Delyth Williams | KQ3 |
| David B Morgan | KQ4 |
| Bethan Whittall | KQ6 |
| Huw Llewelyn | KQ7 |
| Hefina Thomas | Support, contributing to all key questions. |
| Menna W Jones | Support, contributing to all key questions. |
| Martyn L Williams | Support, contributing to all key questions. |
| Geoffrey Howell | Peer assessor, contributing to all key questions. |
| Edward Jones | Nominee |

Acknowledgement

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

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