

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

**Lampeter Comprehensive School
Peterwell Terrace
Lampeter
Ceredigion
SA48 7BX**

School Number: 667/4041

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by

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- * pupil referral units;
- * independent schools;
- * further education;
- * adult and community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
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Lampeter Comprehensive School 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 Lampeter Comprehensive School took place between 02/05/06 and 05/05/06. An independent team of inspectors, led by Ian Garth Higginbotham undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a standard inspection."

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the school

1. Lampeter Comprehensive School is a naturally bilingual community school maintained by Ceredigion Unitary Authority (UA). It provides education for boys and girls aged from 11 to 18. At the time of the inspection, there were 700 pupils on roll. This is much the same as four years ago, although numbers rose to 755 in 2004. There are about 120 students in the sixth-form. The ratio of boys to girls is about 55:45 in key stages 3 and 4 but about 45:55 in the sixth-form.
2. The school is situated near to the town square in the market town of Lampeter. About a quarter of pupils live in or around the town; others live in the surrounding rural areas. The school is close to the border between Ceredigion and Carmarthenshire and about a third of the pupils live in Carmarthenshire. The local area receives *Objective One* funding and, in the words of the school, is neither economically prosperous nor entirely disadvantaged. The proportion of pupils entitled to receive free school meals is about 14.9 percent; this is above the figure of 10 percent for Ceredigion and similar to the all-Wales figure of 15 percent.
3. Just under half the pupils come from homes where Welsh is the main language and about half from families that speak mainly English. About half the pupils speak Welsh to first language standard. Pupils learn through the medium of English and Welsh according to their fluency in Welsh. In each year group, two classes have 60 percent of their lessons in Welsh, one class has a 40 percent Welsh-medium curriculum and two classes of Welsh learners study only Welsh and physical education through the medium of Welsh (i.e. about 20 percent of curriculum time). Every school activity takes place bilingually and is therefore available to all pupils. Just over three percent of pupils have ethnic minority heritages. None of these requires support teaching in English as an Additional Language (EAL).
4. The previous attainment of pupils starting school in Year 7 covers the full range. There are 26 pupils who have a statement of special educational needs (SEN) and a further 168 pupils who have SEN. The percentages of pupils in both these categories are about one and a half times the average percentages for schools in Wales. The UA finances *Canolfan y Bont*, a Unit for pupils with profound and multiple needs, located on the school site. Currently, there are seven pupils in the Unit. The school manages the Unit from day to day. The National Curriculum is disapplied for four pupils in the school and is modified for two pupils in *Canolfan y Bont*.
5. There are 11 pupils who are in the care of the UA.

6. The headteacher, two deputy headteachers and two assistant headteachers make up the senior management team (SMT). There are three heads of school, for key stage 3, key stage 4 and the sixth-form.
7. The previous inspection of the school took place in the Autumn term 2000.

The school's priorities and targets

8. The school aims to promote excellence and provide equality of opportunity. It strives to make sure that pupils and students:
 - fulfil their academic potential;
 - acquire a wide range of knowledge, skills, abilities and attitudes that equip them for life and employment;
 - use language and number effectively; and
 - can work on their own and with others,
9. and that pupils and students understand and appreciate:
 - industrial and economic matters;
 - their environment;
 - issues of citizenship and of their Welsh and European heritage; and
 - other races, religions and ways of life.
10. The school aims to develop a caring community that promotes physical health, moral and spiritual values, honesty, integrity and service to others. It helps pupils to communicate in both Welsh and English.
11. Over the next three years, the goals that managers have set themselves are:
 - to maintain and improve the standards that pupils achieve;
 - to reduce the difference between the attainment of boys and girls;
 - to improve links with primary schools so that pupils who enter Year 7 have higher levels of skill and are better prepared for secondary school education;
 - to implement changes to teachers' contracts and conditions of service that will further strengthen teachers' focus on teaching and learning; and
 - to improve the quality of the buildings.

Summary

12. There are outstanding features in almost every aspect of the school's provision and in the standards that pupils and students achieve.

Table of grades awarded

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

13. The grades in the above table agree with the grades in the school's self-assessment for key questions 1, 4, 6 and 7. In key questions 2 and 5, the grades are one grade higher than managers awarded, and in key question 3, the grade is one grade lower.

Standards

Grades for standards in the subjects we inspected

Inspection Area	Key stage 3	Key stage 4	Sixth-form
Welsh (first language)	2	2	1
English	2	2	1
Science	1	2	2
History	2	2	1
Art	3	2	2
Economics	n/a	2	1

14. The following table shows the grades we awarded for the standards that pupils and students achieved in lessons in the six subjects we inspected.

63 lessons	% Grade 1	% Grade 2	% Grade 3	% Grade 4	% Grade 5
Key stage 3	12	72	16	0	0
Key stage 4	6	88	0	6	0
Combined KS3 & 4	10	79	10	2	0
Sixth-form	29	71	0	0	0
Whole school	16	76	6	2	0

Key stages 3 and 4

15. These figures for pupils' achievement are well above national targets. In every aspect of work, standards have either remained high or have improved since the last inspection.
16. We compared pupils' performance in tests and examinations with those of pupils throughout Wales and of pupils in similar schools. In most respects, pupils' performance is better than the average performance of pupils in the comparison groups, and is outstandingly better in several respects. The strongest features are:

in key stage 3:
 - the average level of attainment of all pupils in science;
 - the average level of attainment of pupils in the predominantly Welsh-medium stream in English and mathematics; and
 - the percentage of all pupils who gain at least level 5 in each of mathematics, science and Welsh or English;
and in key stage 4:
 - the average level of attainment of all pupils in mathematics; and
 - an average grade for all pupils in their examinations that is nearly half a grade higher than that gained by the group of pupils throughout Wales who attained equally well in their key stage 3 tests.
17. Strong features for the pupils who learn mainly through the medium of Welsh include:
 - their average level of attainment in science;
 - the average points they score in their GCSE examinations; and
 - the proportion of these pupils who gain at least five awards at grades A* to C.
18. When we compare pupils' attainment with the levels they attained in the previous stages of their education, we find that every group of pupils – girls and boys of below average, average or above average attainment – make good progress, in excess of the averages for pupils throughout Wales. Pupils who have SEN do well and so too do pupils who are gifted and talented. In almost all respects, the girls achieve higher standards than the boys.
19. Pupils communicate well in both Welsh and English and their bilingual competence is good. They have good number skills and use computers competently. Pupils have the ingenuity and patience to solve problems and their ability to work together is outstanding. They also learn to work independently.
20. Pupils display outstandingly positive attitudes towards learning. Their attendance is generally good and there is very little unauthorised absence. Almost all pupils behave well.

The sixth-form

21. In A level examinations, students' average point score is substantially above that for students throughout Wales. The percentage of awards at grades A to C is also much higher.
22. Students' standards of communication skills in both Welsh and English are outstanding, as are their numerical skills. Students are competent in solving problems and often highly creative. They are gaining very good skills as independent learners and their attitudes to learning are outstandingly good.

The quality of education

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

93 lessons	% Grade 1	% Grade 2	% Grade 3	% Grade 4	% Grade 5
Key stage 3	36	46	18	0	0
Key stage 4	21	75	0	4	0
Combined KS 3 & 4	30	58	10	1	0
Sixth-form	42	54	4	0	0
Whole school	33	57	9	1	0

Key stages 3 and 4

24. These figures for the quality of teaching are well above national targets and show a substantial improvement since the last inspection. The teaching has many outstanding features. Teachers have high expectations of what pupils can achieve, and pupils live up to them.
25. The quality of assessment is good. Teachers, heads of year and senior managers all play an important part in ensuring that assessment informs pupils and their parents of the progress they are making and makes departments aware of how effectively they are working. There is room to make pupils more aware of what they need to do to achieve higher standards.
26. The curriculum ensures breadth and balance in pupils' study and is highly effective in promoting pupils' communication skills in both Welsh and English. There is a suitable range of courses in key stage 4. The curriculum is outstanding in the ways it promotes pupils' spiritual, moral, social and cultural development. However, not enough time is available to deal adequately with every aspect of the personal, social and health education (PSHE) programme in key stages 3 and 4. There is an outstanding range of extra-curricular activities and good quality work-related education.
27. There are strong partnerships with parents, the local community, partner primary schools and other education providers, including Initial Teacher Training (ITT) colleges.

28. The quality of care, guidance and support for pupils has outstanding features. The quality of the provision for pupils with additional learning needs also has several outstanding features.
29. *Canolfan y Bont* is a happy and caring community that provides very well for each of its pupils and students.

The sixth-form

30. The figures in the table above are well above national targets and are a significant improvement on the figures in the last inspection. Typically, the teaching is rigorous, stimulating and motivating.
31. The arrangements for monitoring students' performance and the quality of the guidance that students receive are outstanding. Teachers thoroughly understand students' strengths and weaknesses and give them detailed and helpful guidance on how to improve.
32. The curriculum offers a wide range of courses at AS and A levels. There is also a range of one-year courses, but no students are currently enrolled for these. There is an effective partnership with *Careers Wales* and a well-planned careers-guidance programme.

Leadership and management

33. The leadership and management of the school have many outstanding features. The headteacher, governors and staff share a vision of excellence in every aspect of the school's work. Senior staff and governors offer clear leadership and perform their duties effectively. Governors make a substantial contribution to strategic planning. Each department has a strong and effective link with a governor.
34. The annual cycle of performance management works extremely well. It gives senior and middle managers a clear view of quality and standards in the areas for which they are responsible and a structure within which they can bring about improvement. Every member of staff is involved in these procedures that offer both challenge and support.
35. The quality of self-evaluation is outstanding. The outcomes of the self-evaluation report are very similar to the judgements in our report. The school seeks the views of staff, pupils, parents and other interested parties. All managers write detailed self-evaluation reports and these inform the process of development planning. Improvement planning takes good account of Welsh Assembly Government (WAG) priorities.
36. Staffing arrangements are good in all areas except art, where the head of department does not have the assistance of a full-time colleague. The quality and quantity of learning resources in the six subjects we inspected are good. However, there are times during the day when pupils do not have ready access to computers. The accommodation has good features, but there are

shortcomings, particularly in art and in the number of lessons that take place in demountable classrooms.

37. The adequacy, suitability and use of staffing, learning resources and accommodation at *Canolfan y Bont* are good with outstanding features, but there is no provision for speech therapy.
38. Managers and governors manage the budget well. The school provides good value for money.
39. The school has made good progress in dealing with the key issues of the previous inspection. Boys are achieving much better than at the time of the last inspection and are generally fulfilling their potential. Nevertheless, their test and examination grades are, in several aspects, still quite a lot lower than those of the girls.

Recommendations

- R1 Every member of staff should work to maintain high standards across the subjects of the curriculum, address the minor shortcomings that we identify in the subject reports and continue to help both the boys and the girls to fulfil their potential.
- R2 Teachers should make pupils more aware of the level at which they are working and of what they need to do to improve.
- R3 Managers should enhance the curriculum arrangements for personal, social and health education.
- R4 managers should continue to work with officers of the UA to make substantial improvements to the school buildings. As a matter of urgency, they should improve the accommodation for art.

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

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

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

Key stages 3 and 4

41. The following table shows the grades we awarded for the standards that pupils achieved in lessons in the six subjects we inspected.

42 lessons	% Grade 1	% Grade 2	% Grade 3	% Grade 4	% Grade 5
Key stage 3	12	72	16	0	0
Key stage 4	6	88	0	6	0
Combined KS 3 & 4	10	79	10	2	0

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

42. Targets for the whole of Wales are that, by 2007, standards should be grade 3 or better in at least 98 percent of lessons and grade 2 or better in at least 65 percent of lessons. Overall, in the six subjects we inspected, pupils' achievement is in line with the first of these national targets and is far above the other. Pupils' standards have improved substantially since the last inspection.

Pupils' success in attaining agreed learning goals

43. We evaluated pupils' performance in public examinations and national tests by comparing their attainment with:
- the attainment of all pupils in Wales; and
 - the attainment of pupils in similar schools throughout Wales.
44. In selecting similar schools, we used:
- the group of schools where between 10 percent and 15 percent of pupils are entitled to free school meals (we call this the FSM group); and
 - the group of Welsh-medium schools (we call this the Welsh-medium group).
45. For comparison with the Welsh-medium group of schools, we considered:
- the performance of all pupils in Years 9 and 11; and
 - the performance of pupils in the mainly Welsh-medium stream in Years 9 and 11 (about 40 percent of the pupils).

46. On nearly all these measures, pupils' attainment in key stage 3 tests and in GCSE examinations is good and, in many cases, outstandingly so.
47. We considered pupils' results in 2004, since this is the last year for which national figures are available. We also compared pupils' attainment in 2005 against the Welsh results in 2004.
48. We found that in key stage 3 in 2004:
 - pupils in Lampeter did better than pupils in three-quarters of other schools in the FSM group;
 - pupils in Lampeter did better than pupils in about two-thirds of other schools in the Welsh-medium group; and
 - pupils' attainment in science and in the core subject indicator¹ was outstandingly high in relation to both groups.
49. In 2005 in key stage 3:
 - pupils' attainment was lower than in 2004 in English and science and therefore in the core subject indicator, but was still better than in over half the schools in the FSM group; and
 - pupils' attainment in English, mathematics and science was, on average, higher than that of pupils in other schools in Ceredigion UA.
50. Furthermore, the attainment of pupils in the mainly Welsh-medium stream:
 - was better than in three-quarters of schools in the Welsh-medium group; and
 - was outstandingly good in English, mathematics, science and in the core subject indicator in comparison with this group of schools.
51. Pupils' attainment in the Welsh test (58 percent of pupils gaining level 5 or better) is significantly lower in Lampeter than in other schools in Ceredigion UA (72 percent) and throughout Wales (75 percent). This outcome is a result of schools' different policies for entering pupils for the Welsh or the Welsh second language tests. We discuss this issue in key question 3. Pupils in the mainly Welsh-medium stream attain more highly than pupils in three quarters of Welsh-medium schools.
52. In key stage 4 in 2005:
 - pupils in Lampeter did better than pupils in about two-thirds of other schools in the FSM group;
 - pupils attained outstandingly well in GCSE mathematics;
 - pupils in the mainly Welsh-medium stream did better than pupils in over half the other schools in the Welsh-medium group; and

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

- in comparison with this group of schools, pupils attained outstandingly well in GCSE mathematics and science, in the average points that they scored in all their GCSE examinations and in the proportion of them who gained five or more awards at grade C or better.
53. The only indicator on which pupils in Lampeter attain relatively poorly compared to other schools is the percentage of pupils who gain five or more awards at grade G or better. This rather low figure is a consequence of the curriculum of a number of pupils, who enter only four GCSE examinations. We discuss this issue in key question 3.
 54. In their GCSE examinations, pupils score, on average, over 0.4 of a grade higher in every subject than pupils throughout Wales who attained equally well in their key stage 3 tests. This is an outstandingly good performance.
 55. On average, the standards that girls attain are far higher than those of the boys. In key stage 3, the core subject indicator figure for the girls is 73 percent, compared with 56 percent for the boys. In key stage 4, the percentages of girls who attain grade C or better in Welsh, English and science are all about 40 percentage points higher than the percentages of boys. In mathematics, however, boys and girls achieve equally well.
 56. Comparisons of pupils' attainment with their performance in earlier stages of their education show that every group of pupils makes good progress – better than the average progress of pupils throughout Wales. These 'value-added' figures are much the same for girls and boys, and for all pupils regardless of their earlier attainment. Pupils who have SEN do well. Pupils who are gifted and talented also do well, but, on average, the girls make better progress than the boys.
 57. While the levels of pupils' attainment have naturally fluctuated from year to year, the figures show that, in the six years since the last inspection, the school has maintained high standards in some aspects and in other aspects standards have risen.
 58. Pupils communicate well in English. They speak confidently and understand well the specialised words they need to use in connection with each subject. Pupils listen carefully to their teachers and to each other. They read well and with understanding. Most pupils write well. They express their thoughts clearly and concisely or, when appropriate, develop an idea at length.
 59. Pupils also communicate well in Welsh, at a level appropriate to their fluency in the language. In Welsh-medium lessons, the standards of spoken Welsh are outstanding, with many pupils speaking fluently and articulately. Pupils' understanding of concepts develops well as they give thoughtful answers to searching questions or justify an idea they have put forward. Pupils read well with good intonation, communicating both meaning and sentiment. They have good research skills. Many pupils read widely for pleasure. Pupils write well for a range of purposes and use technical terms correctly. Their writing has a sound structure and a style that suits the audience.

60. Pupils' bilingual competence is good in relation to their competence in Welsh and English. Pupils who are fluent in both languages can research a topic in one language and write about it in the other. In many classes, pupils deepen their understanding of an idea by learning and using technical terms in both languages. Several pupils who are newcomers to Wales have learnt Welsh well since they have arrived.
61. Pupils in *Canolfan y Bont* achieve high standards in communication skills. Pupils who are able to speak make outstanding progress in expressing themselves clearly and other pupils learn to communicate effectively through signing, the use of symbols and other non-verbal means. Pupils listen very well.
62. Pupils' standards in numeracy are good. A 'Buddy System', in which pupils in Year 10 support some pupils in Year 7 in their numeracy work, is very successful in helping the pupils use number more confidently. Across many curriculum subjects, pupils are able to:
 - apply the rules of number effectively;
 - enter numbers into formulae and calculate values with an appropriate degree of precision;
 - use spreadsheets in a sophisticated way to process data;
 - deal with statistical information;
 - draw appropriate graphs well to represent findings; and
 - measure accurately, draw to scale and visualise things in three dimensions.
63. Almost all pupils have good general computing skills and they apply these with little teacher support. They readily select the software they need for any task and use the various features of the programs confidently. They communicate effectively using text, pictures, graphs and presentation graphics and can combine information from a variety of sources. They can access the Internet independently and quickly find the information they are looking for. In design and technology, work involving computer aided design and manufacture is outstanding.
64. Pupils' ability to solve problems is good. They persevere well with questions where there is no single correct answer. Generally, pupils have good analytical and evaluative skills and can:
 - apply knowledge well in unfamiliar situations;
 - formulate well-reasoned solutions;
 - identify better ways of doing things;
 - competently analyse the complex language of poetry; and
 - think out imaginative designs and find ways to bring them into being.
65. Pupils' ability to work with others is outstanding. In many different settings, pupils cooperate sensibly and productively. They engage in well-focused debate and show great consideration and respect for other pupils and the ideas they put forward.

66. Pupils are highly creative in the development and presentation of their ideas. In art, English, music, textiles and Welsh, pupils show much inventiveness and their creations are imaginative and interesting. In design and technology in particular, pupils show an outstandingly high level of flair and originality.

Pupils' progress in learning

67. Pupils make outstandingly good progress in their learning. They gain knowledge and skills quickly and thoroughly, and apply them effectively in the next learning task they meet. In almost every subject, pupils' GCSE grades are higher than those they might reasonably expect in the light of their earlier attainment – in many subjects by over half a grade, and in a few cases by more than a whole grade.
68. Assessments give pupils a good idea of how well they are getting on. Almost all of them respond well to teachers' comments on their work, and take appropriate steps to review and advance their own performance. By the end of each stage of learning, pupils have the knowledge, skills, attitudes and level of maturity that they need to do well in the next stage.
69. Pupils in *Canolfan y Bont* make outstanding progress in their learning towards the targets in their Individual Education Plans (IEPs).

The development of pupils' personal and social skills

70. Pupils display outstandingly positive attitudes towards learning. Almost all of them arrive at class punctually and bring the equipment they need. They concentrate well and persevere with their work. Pupils from different linguistic, social and cultural backgrounds are all well motivated. Pupils are able to work independently and they also work very effectively together.
71. In general, attendance in the last three terms before the inspection was not quite as good as in the terms before the last inspection. Low figures for Year 11 and Year 13 in the summer term reflect the non-attendance of pupils after their examinations. In other year groups, attendance is generally above 90 percent, close to the national target of 92 percent but below the school's own target of 94 percent. There is very little unauthorised absence.
72. The behaviour of almost all pupils is good with some outstanding features, such as their high degree of self-discipline and the respect they show for the school buildings and property. Their courtesy and cooperation make a significant contribution to the quality of the learning environment and general orderliness within the school. There are a small number of pupils, mainly in Year 8, whose attitudes do not reflect those of other pupils. These pupils occasionally undermine the quality of learning in classes.
73. Pupils show a caring attitude towards other people in the local community and beyond. They respect one another's opinions and beliefs and engage with the views and feelings of people who differ from themselves in their beliefs, attitudes and social and cultural traditions. They show concern for others, both at home

and abroad. Overall, pupils' level of social awareness and concern is an outstanding aspect of their development.

74. Through the personal and social education and work-related education programmes, pupils are developing the skills they need to maintain lifelong learning and to participate effectively in the workplace.
75. The development of pupils' personal and social skills in *Canolfan y Bont* is very good. Pupils have an outstanding attitude to work and are developing a good understanding of what is right and wrong.

The sixth-form

76. The following table shows the grades we awarded for the standards that students achieved in lessons in the six subjects we inspected.

21 lessons	% Grade 1	% Grade 2	% Grade 3	% Grade 4	% Grade 5
Sixth-form	29	71	0	0	0

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

Students' success in attaining agreed learning goals

77. In the last two years, the proportions of A level results at grade C or better have been 84 percent (2004) and 78 percent (2005). These figures are outstandingly better than for students in the UA (73 percent and 71 percent) and throughout Wales (68 percent). In both AS and A2 examinations last year, the proportion of awards at grades A to E was 100 percent in all but one subject. Students' average points score rose to 24 (the equivalent of grades B, B, B). This was above the average for students throughout the UA (22 points) and the whole of Wales (21 points, equivalent to grades B, B/C, C).
78. In A2 examinations in Year 13, students achieved higher grades, on average, than students throughout Wales in 15 subjects (in four cases, by more than one grade) and achieved lower grades, on average, than other students in four subjects (in one case, by more than 1 grade).
79. Students' standards of communication skills in both Welsh and English are outstanding. They display their oral skills particularly strongly in class discussions, where they present persuasive arguments and cite a wide range of evidence to support their line of reasoning. Students' written work is well-researched; they argue their points closely and present their material in an appropriate and attractive format.
80. Students' numeracy skills are also outstanding. Their work is accurate and they present it well. Across several subjects, they:
 - deal competently with statistical information;
 - process a variety of data in appropriate ways; and
 - deal effectively with complex calculations.

81. Students are competent in solving problems and often highly creative. Across subjects as diverse as art, design and technology, English, science and Welsh, students' ideas, solutions, written work and practical activity are innovative and well-reasoned.

Students' progress in learning

82. Students are gaining very good skills as independent learners. They respond well to the oral and written comments of their teachers and thus make good progress. Their courses equip them well for study at a higher level.

Development of students' personal and social skills

83. Students' attitudes to learning are outstandingly good. Their ability to work with others is an outstanding feature of lessons across every subject. Students collaborate well, support each other and show a sensitive appreciation of each other's opinions. Very good relationships between students and teachers are a strong feature of life in the sixth-form.
84. Students take part enthusiastically in a range of activities, both in school and in the local community. They voluntarily take on various duties. They act as trained counsellors for younger pupils and support pupils with learning difficulties in a range of activities.
85. Over the last three years, the average percentage of pupils who have stayed on into the sixth-form has been 58 percent. Of the students who enter Year 12, almost every one of them completes a two-year course. Over 90 percent of students go from school into university courses; the others enter vocational training or start work.

The quality of education

Key Question 2: How effective are teaching and assessment?

Grade 1: Good with outstanding features

86. The grade we awarded is one grade higher than managers awarded in their self-evaluation report. The effectiveness of teaching in a very high proportion of lessons is an outstanding feature of the work of the school.

Key stages 3 and 4

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

87. The following table shows the grades we awarded for the quality of teaching and assessment in all the lessons we inspected in key stages 3 and 4.

67 lessons	% Grade 1	% Grade 2	% Grade 3	% Grade 4	% Grade 5
Key stage 3	36	46	18	0	0
Key stage 4	21	75	0	4	0
Combined KS 3 & 4	30	58	10	1	0

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

88. Targets for the whole of Wales are that, by 2007, the quality of teaching should be grade 3 or better in at least 98 percent of lessons and grade 2 or better in at least 65 percent of lessons. Overall, the quality of teaching meets the first of these national targets and is well above the second. The quality of teaching has improved substantially since the last inspection.

89. The teaching has many good and outstanding features. For example:

- almost all teachers know their subject well and communicate their knowledge and understanding enthusiastically;
- teachers plan their lessons thoroughly and present them at a good pace, so pupils use their time well;
- lesson plans take account of the full range of pupils in the class so that pupils with SEN and others who are gifted and talented all have an appropriate level of challenge;
- there is a variety of learning activities, so pupils keep up their interest and can learn in different ways;
- teachers help pupils master the skills of each subject;
- there are frequent opportunities for pupils to use and improve their literacy skills;
- teachers use data projectors well to enliven and enrich lessons;
- teachers have high expectations of what pupils can achieve, and pupils live up to them;

- teachers capitalise on pupils' ability to use both Welsh and English;
 - questions are challenging and teachers expect detailed and accurate answers;
 - teachers offer pupils suitable praise and encouragement;
 - there are excellent relationships between teachers and pupils; and
 - many lessons are good fun, so pupils enjoy learning.
90. There are about 10 percent of lessons where there are good features but also some important shortcomings. It may be that:
- tasks are not challenging enough, the pace of the lesson is slow and pupils start to lose interest;
 - teachers ask superficial questions and accept rather weak answers;
 - teachers do not make time to consolidate pupils' learning;
 - there is little adaptation of tasks to make them suitable for pupils with different levels of attainment, including pupils with SEN; or, very occasionally, that
 - a minority of pupils in a class are disruptive, take little part in the lesson and disturb other pupils.

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

91. Assessment is an integral part of the teaching and learning process. There are clear procedures for the assessment, recording and reporting of pupils' achievements.
92. Practice is good because teachers:
- ensure that lessons and courses fully meet the requirements of the National Curriculum and examination boards;
 - prepare activities that allow pupils with SEN to achieve the targets in their IEPs;
 - in most cases, record achievements fairly, accurately and regularly;
 - consistently implement school policies;
 - analyse examination results each September with the headteacher, and agree new targets for the department;
 - write two subject reports each year for parents and carers that include targets for pupils to work towards;
 - meet parents and carers to discuss pupils' progress;
 - use annual parents' evenings, letters and comments in pupils' 'contact books' to keep parents and carers up-to-date on pupils' progress;
 - take part in a thorough process to produce the accredited progress file;
 - (in four of the six subjects we inspected) write helpful comments on pupils' work that identify strengths and weaknesses and include targets for improvement; and, in the Welsh department
 - collate portfolios of pupils' work in key stages 3 and 4 that exemplify work at different levels and help teachers to mark to a consistent standard.

93. In addition, the heads of year:

- discuss the progress of individual pupils with teachers and heads of departments;
- analyse data to form an accurate overview of progress;
- identify when pupils are achieving less than they should, inform their parents, and carefully monitor their subsequent progress;
- recognise good progress through a 'tick and cross' system; and
- write an overview of the pupils' achievement in the annual report.

94. Members of the SMT:

- work with the departments they manage and monitor their assessment procedures;
- analyse pupils' examination results to gain an overview of progress in each department; and
- encourage the departments to set realistic but challenging targets for pupils for the following year.

95. There are a few shortcomings in assessment, recording and reporting, because:

- the system for tracking pupils' progress is not as effective as it might be;
- not all pupils are sufficiently aware of what they need to do to improve in all subjects;
- too many teachers' comments on pupils' work do not get to the heart of what the weakness is, and how the pupil could put it right;
- some of the targets that teachers write in pupils' reports are not sufficiently pertinent or precise;
- teachers in some subjects miss opportunities for pupils to evaluate their own and each other's work; and
- day-to-day assessments designed to improve pupils' standards of work, which are good or outstanding in some departments, are not working effectively in a number of other departments.

96. Assessment in *Canolfan y Bont* is thorough, accurate and meets statutory requirements. Teachers write IEPs that are detailed and include targets for pupils' development that reflect their individual needs.

The sixth-form

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

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

26 lessons	% Grade 1	% Grade 2	% Grade 3	% Grade 4	% Grade 5
The sixth-form	42	54	4	0	0

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

98. These figures are well above national targets and are a significant improvement on the figures in the last inspection.
99. Many of the good and outstanding features are similar to those in lessons in key stages 3 and 4. In addition, to help students with their examination preparation, teachers:
- explain complex matters with great clarity;
 - emphasise how students can shape their answers to get the highest marks;
 - help students appreciate the strengths and weaknesses in each other's written answers;
 - stimulate students to think precisely and analytically;
 - use striking metaphors in order to make points stick firmly in students' minds;
 - use stimulating visual materials; and
 - motivate students to undertake research and become effective independent learners.

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

100. Overall, the arrangements for monitoring students' performance and the quality of the guidance that students receive are outstanding.
101. The assessment of students' work is rigorous because teachers:
- agree targets with students every term;
 - share with them the objectives for learning, the criteria for success and the examination requirements;
 - tell students the grades they believe they can achieve;
 - have outstanding knowledge of students' strengths and weaknesses, and carefully plan activities to help students improve the weaker aspects of their work;
 - offer good and often outstanding oral and written comments that are detailed and helpful; and
 - write reports that identify the subject knowledge and skills in which students are particularly strong or weak, and that set clear targets for improvement.
102. In addition, the head of sixth-form, with the support of the sixth-form tutors:
- analyses assessment data every half-term, in order to gain an accurate overview of students' achievement and effort;
 - holds regular interviews with students and sets them targets for improvement;
 - mentors those students who are not attaining the grades they ought to;
 - informs parents and carers of students' progress and achievement;
 - provides an overview of students' attainment in the twice-yearly report; and
 - ensures that the students regularly assess their own performance against specific criteria.

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

Grade 2: Good features and no important shortcomings

103. The grade we awarded does not agree with the grade 1 that managers awarded. Our grading reflects shortcomings in some aspects of this key question.

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

104. The curriculum:

- meets pupils' learning needs and reflects the aims set out for pupils of statutory school age in the Education Act 1996;
- meets legal requirements;
- promotes an appropriate balance and breadth of study;
- provides PSHE, work-related education and careers education and guidance in accordance with WAG guidelines; and
- provides equality of opportunity for all pupils and students.

105. An outstanding feature of the curriculum is the way in which it promotes pupils' competence in Welsh. Nearly all pupils follow a full GCSE course in Welsh in key stage 4. Native Welsh speakers and other pupils who speak Welsh fluently study 60 percent of the curriculum through Welsh. They study Welsh as a first language. Welsh learners who have reached a good standard and can study 40 percent of the curriculum through Welsh also take the Welsh first language course. This gives them a worthwhile challenge and improves their competence in Welsh far above that which they would achieve by studying the Welsh second language course. Pupils who have little or no command of Welsh when they start in the school, study only Welsh and physical education through the medium of Welsh and follow the Welsh second language course. This is excellent provision. Other good features are that:

- all pupils in key stage 3 take a course in information and communications technology (ICT);
- there are courses in both French and Spanish in key stage 4;
- there is an option for pupils in Year 10 to complete a GCSE course in astronomy; and
- the key stage 4 curriculum of GCSE, Entry Level and National Vocational Qualifications (NVQ) courses is able to provide suitable programmes for pupils with different aptitudes.

However:

- there is not enough time allocated for the PSHE programme in key stages 3 and 4; and
- there is no drama course in key stage 4.

106. Pupils who take the NVQ courses also follow GCSE courses in Welsh, English, mathematics and science. This is good provision for these pupils. (However, these pupils cannot, therefore, gain five GCSE grades, and this lowers some of the school figures in the comparison statistics in Appendix 3 of this report.)
107. *Canolfan Y Bont* provides a broad curriculum for pupils with SEN. Learning experiences closely match the needs of individual pupils and students.
108. The school has gained the *Basic Skills Quality Mark*. Schemes of work identify good opportunities for pupils to improve their communication, number and other skills. However, some departments miss opportunities for pupils to improve their ICT skills. There is no opportunity for sixth-form students to gain accreditation in key skills.
109. There is an outstanding range of extra-curricular activities, which broadens pupils' experiences and promotes their personal and social development. The activities involve a large number of pupils and students. There are opportunities to:
 - represent the school in sporting and musical activities;
 - take part in competitions;
 - travel overseas; and
 - visit theatres, galleries and exhibitions and undertake field studies.
110. The curriculum is outstanding in the ways it promotes pupils' spiritual, moral, social and cultural development. Whole-school assemblies are dignified and reverential and give pupils an outstanding experience of collective worship. The content is thought-provoking and there are good opportunities for pupils to reflect on what they see and hear. On days when classes do not take part in a whole-school assembly, they start the day with a 'thought for the day'. Generally, this is a worthwhile experience, but, in a few cases, there is not enough time for pupils to pause in worship and to reflect on the theme for that day.
111. There are strong partnerships with parents, the local community, partner primary schools and other education providers, including ITT colleges. Some of this work is of an outstanding quality.

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

112. There is good quality work-related education. Good features include:
 - an effective partnership with *Careers Wales*;
 - a well-planned careers-guidance programme that receives good support from local businesses;
 - a flexible work-experience programme that satisfies most pupils' needs and interests;
 - the systematic evaluation of work experience by pupils, teachers and employers; and

- vocational courses in the key stage 4 curriculum.
113. These features also give managers a good understanding of the needs of employers. Managers encourage employers to comment on any issues that arise from the work experience programme and invite local businesses to become involved in the careers programme. Enterprise days, competitions and projects help pupils to gain entrepreneurial skills. However, there are no opportunities for pupils to take part in long-term business ventures.
 114. Welsh language and culture are at the centre of school life. An extensive programme of activities promotes pupils' appreciation of the language and the culture. Y Cwricwlwm Cymreig strongly influences the curriculum in every subject.
 115. Several schemes of work include many references to sustainable development and global citizenship. Pupils are involved in some recycling activities and an 'eco-group' has had its first meeting. A number of students are to spend time taking part in projects in an economically developing country.
 116. Overall, managers have planned a curriculum that takes good account of WAG priorities. Pupils' broad range of experiences lays a sound foundation for lifelong learning.

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

Grade 1: Good with outstanding features
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117. The grade we awarded agrees with the grade that managers awarded in their self-evaluation report.

The quality of care, support and guidance for learners

118. The quality of care, support and guidance has many outstanding features, including:

- the strong links that the school has with parents;
- managers' willingness to seek out and respond to the views of parents and pupils;
- very good arrangements for the transfer of pupils from primary schools;
- the excellent support that students, trained in counselling, provide for younger pupils;
- the prompt and effective way in which managers deal with bullying;
- the effective way year and class tutors monitor pupils' progress, well-being and behaviour;
- contributions of the school council to the life of the school;
- close monitoring of pupils' punctuality, attendance and behaviour; and
- good pastoral arrangements that have led to no pupils being permanently excluded in the last twelve months.

119. Good features in the quality of care, support and guidance include:

- the effective use that managers make of various support services;
- helpful guidance for pupils and students when they transfer to Year 10, the sixth-form and further or higher education;
- the 'contact books' that facilitate a regular rapport between home and school;
- the useful information in the parents' handbook;
- the way in which the PSHE programme links with the pastoral programme;
- procedures to promote pupils' well-being, health and safety; and
- effective child protection arrangements.

The quality of provision for additional learning needs

120. The quality of the provision for pupils with additional learning needs has a number of outstanding features, which include:

- extensive and effective deployment of Learning Support Assistants (LSAs);
- effective use of a computer program and of 'paired reading' to improve pupils' literacy and numeracy skills;
- good links with parents and the primary schools from which pupils transfer;
- a process that identifies pupils who need extra assistance; and

- help for pupils with emotional and behavioural difficulties to come to terms with their SEN; and
- measures that ensure that pupils with emotional and behavioural difficulties do not affect the progress of other pupils.

121. There are also a number of good features, which include:

- effective implementation of the Special Needs Code of Practice;
- provision, for teachers, of information about pupils' individual needs, so that they can plan suitable work;
- strategies to improve the literacy and organisational skills of pupils with specific learning difficulties;
- opportunities for pupils to gain accreditation;
- the use of various agencies to provide specialist expertise; and
- close monitoring of IEPs and individual behaviour plans.

Canolfan y Bont

122. *Canolfan y Bont* is a happy and caring community that provides very well for each of its pupils and students. The teachers and support staff:

- provide the highest standards of care and support;
- maintain close links with parents and with the school; and
- provide programmes of personal and social education so that learners receive appropriate guidance in health and sex education.

The quality of provision for equal opportunities

123. The quality of provision for equal opportunities has a large number of outstanding features, including:

- provision of a flexible curriculum that recognises pupils' varied aspirations;
- provision for pupils with a full range of previous attainment levels;
- opportunities for pupils who come from non-Welsh-speaking homes to learn Welsh and become full members of the local community;
- extra care and support for the eleven pupils who are in the care of a UA;
- natural integration with their peers, of pupils and students from ethnic minority groups;
- the promotion of pupils' appreciation of racial and social equality issues through PSHE lessons, extra-curricular activities and acts of collective worship;
- a learning ethos where learners can expect to be free from harassment and discrimination;
- teachers' quick response to any unfairness, discrimination or abuse suffered by pupils; and
- suitable adjustments to ensure full access to the curriculum for wheelchair users.

124. Good features in the quality of provision for equal opportunities include:

- the range of strategies used to improve boys' examination results;
- good working relationships with a wide range of external agencies; and
- effective strategies to promote gender equality and to challenge stereotypes.

Leadership and management

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

Grade 1: Good with outstanding features

125. The grade we awarded is one grade higher than managers awarded in their self-evaluation report. We gave a greater weighting than had managers to the effectiveness of the annual performance management cycle and the thoroughness with which middle managers have embedded the procedures into the work of their own departments.

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

126. The leadership and management of the school have many outstanding features. These include:

- the enthusiasm and single-mindedness of the headteacher in pursuit of his vision of excellence in every aspect of the school's work;
- the sharing of the same vision and values by all members of staff and governors;
- the influential leadership of governors and the part they play in the school's management;
- the dedicated leadership and unstinting work of all members of the SMT;
- the challenging and supportive work of each senior manager with three or four departments with which they link;
- the clear vision of heads of department for the direction of developments within their area of responsibility;
- the links between individual governors and departments;
- the effectiveness of the annual management cycle in improving the quality of education;
- the thoroughness with which middle managers engage in this annual cycle and the commitment they show in managing their departments;
- the high expectations that senior and middle managers have of themselves and of others, and the support they provide for those whose work they lead; and
- the respect that managers show for their staff and the good humour in which they conduct the daily work of the school.

127. Senior managers and governors have set challenging aims and objectives for the school. They pursue these vigorously and have created an environment in which pupils:

- achieve highly in their academic work, vocational studies and cultural pursuits;
- have opportunities to explore issues of morality and reflect on life's questions and mysteries; and

- acquire the skills they need to play a full part in local, national and international society.
128. The organisation of classes ensures that all pupils have equal opportunities and support to achieve highly. No pupil is disadvantaged on the grounds of their linguistic or cultural background. Everyone has fair play within a system tailored to meet their own needs.
129. In improving the school's provision, managers have taken good account of WAG priorities. The school is outstanding in its efforts to promote pupils' bilingualism. There is also some very good work building links with local primary schools. Several projects are underway, boosting the quality of provision for pupils, particularly in Years 6 and 7, and helping primary and secondary-school teachers within the local family of schools to learn from each other, to plan more interesting and challenging lessons and to organise stimulating activities for pupils.
130. Within the annual performance management cycle, there is a thorough review of the quality of the work of departmental teams and of the individuals within them. Managers build their confidential reviews of teachers' work into this cycle. The development needs that these reviews identify, help shape departmental development plans, and these, in turn, influence the school development plan (SDP). These systems of appraisal and monitoring work well because they are supportive and so encourage teachers to engage with them fully. The high and improving standards that pupils achieve and the good quality of many aspects of the school's provision demonstrate that the systems are working effectively.
131. These systems are working less well in the art department, where the head of department works with four non-specialist teachers in Years 7 and 8, all of whom have line managers in other departments.
132. The SDP focuses appropriately on five priorities. These match very closely the aspects we recommend for development in this report. Governors make sure that the school's spending is in line with these priorities. One of the priorities is the restructuring of the workforce and the allocation of teaching and learning responsibilities. These developments are well-advanced. They have the support of the staff. The organisation of planning, preparation and assessment time is flexible and highly effective.
133. The teacher in charge of *Canolfan y Bont* provides outstanding leadership. She works with the support staff to ensure that:
- there is a positive and inclusive ethos;
 - there are high expectations of pupils' achievement and behaviour; and
 - quality of teaching and standards of achievement have remained high since the last inspection.

The extent to which governors meet their responsibilities

134. The governing body is made up of a good cross-section of the local community. Its members have a good range of appropriate skills, experience and interests and are well informed about educational issues. They share the vision of the headteacher for their school and have high aspirations for its teachers and pupils. They have a thorough knowledge of every aspect of the school's work and are also well aware of the needs of the local community. They give a strong lead and outstanding support to the headteacher and managers and to all aspects of the life and work of the school.
135. Governors critically monitor the work of the school through their work on the various governing body committees. Each of them is linked to a school department and this gives them a detailed understanding of the quality of education, the standards pupils are achieving and the difficulties and pressures that members of staff face.
136. Governors make a substantial contribution to strategic planning. They help shape the SDP and closely monitor the progress of the school towards the goals set out in the plan. They have played an important role in the school's self-evaluation procedures over many years and influenced the content of the self-evaluation report that the school prepared for this inspection. They carefully oversee the allocation of the school's budget and make sure that money is spent in pursuit of the school's priorities for development.
137. The governing body meets its statutory obligations.

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

Grade 1: Good with outstanding features
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138. The grade we awarded agrees with the grade that managers awarded in their self-evaluation report.

How effectively the school's performance is monitored and evaluated

139. The arrangements that managers have set up to monitor how well the school is performing have many good and outstanding features. These include:

- the involvement of everyone in a system that combines the development needs of the individual with those of the whole school;
- evaluations based on first-hand information gleaned during the routine monitoring of departments by senior staff and through teachers observing one-another's lessons;
- reviews that concentrate on the quality of teaching and learning in the classroom;
- a rigorous analysis of pupils' national test and examination results by senior and middle managers;
- a monitoring project that has looked at a day's experience for pupils in five classes from Year 7 to Year 11 and has sought to understand pupils' perceptions of the school;
- the commissioning of an extensive survey of the perceptions of teachers, support workers, pupils, parents and others involved with the school;
- taking note of the views of pupils expressed through the school council;
- the thorough involvement of governors in self-evaluation; and
- the thoroughness of the whole-school and departmental self-evaluation reports and the way in which these inform development plans.

140. Senior and middle managers have a thorough and accurate understanding of the quality of provision in the areas for which they are responsible and know the standards that pupils are achieving.

The effectiveness of planning for improvement

141. There is a strong culture of improvement throughout the school. In-service training addresses the aspects of provision that managers seek to improve. Managers encourage teachers to improve their teaching and to have the courage to try new ways to engage pupils in learning. Where possible, they give teachers the resources and training they need to introduce these changes.

142. The improvements in the standards that pupils achieve and in the quality of teaching since the last inspection show that senior and middle managers are managing change effectively.

143. The school's self-evaluation document is of high quality. It is detailed and perceptive. It draws on departmental self-evaluation reports that are of similar high quality. All these reports look in depth at each of the seven key questions in the Estyn Framework. In each key question, they:
- cite a long list of sources from which managers took their evidence;
 - ask, and seek to answer, what are the best aspects of standards or quality of provision; and
 - identify aspects that need to be improved.
144. *Canolfan y Bont* has a well-established culture of self-evaluation and improvement. All members of staff play a full part in the process. The report provides an accurate appraisal of the strengths of the Unit and of areas for development.
145. The conclusions that the self-evaluation report reaches about the school is similar in almost all respects to the judgements we make in this report. The document usefully sets out, for all members of staff and governors, what the school does well and in which respects it needs to develop. However, it does not attempt to categorise each strength as a good or an outstanding feature, and is therefore ambiguous, in several key questions, about whether to award grade 1 or grade 2. This is a detail of little importance to managers, since they constantly seek to improve all aspects of provision.
146. The findings of the school's self-evaluation report and of the inspection team match each other closely. Our grading was the same as that of the school in four key questions. However, in key questions 2 and 5, managers were uncertain whether the strength of the good features merited the award of grade 1. We judged that it did. In key question 3, we judged the quality of the curriculum to be good rather than outstanding, as managers had judged, and awarded grade 2.
147. The school has made good progress in dealing with the key issues of the previous inspection. Boys are achieving higher standards but their test and examination grades are still quite a lot lower than those of the girls.

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

Grade 1: Good with outstanding features
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148. The grade we awarded agrees with the grade that managers awarded in their self-evaluation report.

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

149. The **staffing** of the school is good with outstanding features. Over 70 percent of the staff have ten years or more experience. New and temporary members of staff receive clear information and good support. The good and outstanding features are that:

- all teachers are well qualified in the subjects they teach;
- staff attendance is outstanding;
- there are enough technicians and administrative staff and they provide very good support to aid learning;
- the site manager contributes effectively and efficiently to the maintenance and daily routines of the school; and
- LSAs provide good support for pupils with learning difficulties.

150. One shortcoming in staffing is that teaching by four non-specialists in the art department in Years 7 and 8 limits the quality of learning experiences for some pupils in key stage 3.

151. Arrangements to give staff protected time for planning, preparation and assessment time are working well. Teachers have agreed that the timetable periods protected for these activities may vary from week to week. The flexibility that this agreement affords contributes to the effective running of the school.

152. The quality and quantity of **learning resources** in the six subjects we inspected are good. The good features include:

- the good supplies of books and equipment in departments;
- the increasing number of teachers who use computer projectors to enhance their teaching;
- the high quality of materials that teachers and LSAs have prepared to support pupils' learning;
- the outstanding resources in the design and technology department, including a sophisticated laser cutter; and
- visits, field trips, residential courses, speakers and drama groups to enrich the curriculum.

153. Shortcomings in resources are that:

- there are not enough resources in the art department to meet National Curriculum requirements at key stage 3; and
- because of the large number of pupils who study information technology, pupils in other subjects do not always have ready access to computers.

154. The **accommodation** has good features that outweigh shortcomings. It is adequate for the number of pupils currently on roll. Its good features include:

- a new design and technology block that meets the curriculum requirements;
- the multi-purpose play area and storage space in the physical education department;
- improved toilet facilities for pupils;
- an extended dining hall that provides a comfortable eating area;
- a new bus park that promotes pupils' safety; and
- a school that is clean and free of graffiti.

155. The shortcomings in accommodation are that:

- accommodation in the art department is inadequate and unsuitable to meet key stage 3 curriculum requirements, especially in Year 7;
- a few rooms are rather too small for the number of pupils in the class;
- a few A level science classes work in classrooms rather than laboratories;
- some laboratories are old-fashioned;
- classes in several departments work in demountable classrooms;
- there is a lack of space and equipment for independent study; and
- there are many stairs, so it is difficult for wheelchair users to move around the building.

156. The adequacy, suitability and use of staffing, learning resources and accommodation at *Canolfan y Bont* are good with outstanding features including:

- effective use of LSAs across a range of activities to support learners;
- a wide variety of resources, including ICT; and
- the excellent quality of the accommodation.

157. There is a shortcoming in staffing at *Canolfan y Bont* as there is no provision for speech therapy.

158. The prudent financial decisions of senior managers and governors are well focused on the curriculum needs and the educational priorities identified in the departmental and school development plans. The headteacher, an assistant headteacher and the governing body's finance committee manage the budget effectively. The assistant headteacher and an administrative officer monitor the budget effectively from day to day.

159. The school has responded positively to a number of minor financial issues raised in the recent Audit Report.
160. Managers allocate finance to departments fairly and flexibly. Money is available to meet special requirements that arise from time to time.
161. The school manages the canteen and the cleaning services. There have been substantial savings and improvements in the service across these areas.
162. Managers apply for all available grants and use the money well.
163. The school provides good value for money by:
 - helping pupils and students to attain highly;
 - providing a very good quality of teaching;
 - offering a good curriculum; and
 - providing very good care and support for pupils and students.

Standards achieved in subjects and areas of learning

Welsh (first language)

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

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

Sixth-form: Grade 1: Good with outstanding features

Good features

Key stages 3 and 4

164. Standards in speaking are outstanding. Pupils possess a wide vocabulary and show a sound grasp of syntax and idiom. They use dialect expressively. They make measured statements during discussion to justify a viewpoint. In role-play, they respond with humour and delightful enthusiasm to questions from peers
165. All pupils listen attentively and respectfully to the teacher and to each other. They collaborate well in pairs and small groups to share ideas. Their conversations are lively and expressive.
166. Pupils in both key stages read to a good standard. They use good intonation. Most pupils read a range of books for pleasure and are well able to look up information. They demonstrate good skills of interpretation. They understand authors' intentions and the effect of literary devices such as simile and metaphor.
167. All pupils undertake a wide range of written tasks. They understand the language requirements of different audiences and purposes. The highest achieving pupils write well-structured compositions that have mature modes of expression and show good technical skills. Standards in creative writing, both poetry and prose, are good.
168. Pupils use computers competently to present their work effectively.
169. Pupils assess their own work and the work of their peers against examination criteria. These activities hone their skills of criticism and make them aware of what they do well or not so well.
170. Pupils with SEN, well supported by teachers and LSAs, achieve good standards. They speak freely on familiar topics and produce a good variety of written work.

Sixth-form

171. Students' oral skills are outstanding, illustrating their celebration of the joy and creativity of language. They make fluent and articulate contributions in good quality discussions on very complex issues. They justify their viewpoints with appropriate evidence.
172. Students read extensively to complement their understanding of texts they have studied. They cross reference and compare the literary styles of different authors and poets.

173. In written work, students demonstrate a thorough understanding of language register. They write good analytical essays in which there is perceptive comment and coherent argument.
174. Students' creative writing is outstanding. Those with the most competent linguistic skills write with style and sophistication to achieve very impressive results.

Shortcomings

Key stages 3 and 4

175. Pupils' written work is less skilful and accurate than their oral work. They make too many spelling and mutation errors.
176. A small number of pupils are reluctant to contribute to class discussion.

English

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

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

Sixth-form: Grade 1: Good with outstanding features

Good and outstanding features

Key stages 3 and 4

177. All pupils make good progress in speaking and listening.
178. Many pupils express their ideas fluently and confidently. They have clear recall and use information well. Boys and girls contribute equally to discussions.
179. Pupils develop a firm awareness of the purposes of using language and how they must adapt their own language to suit their audience.
180. Pupils in key stage 3, including those with SEN, make discernible progress in reading. They respond positively to the reading strategies and support implemented by the department.
181. Pupils in key stage 4 develop a sound understanding of citizenship and the diversity within society through the range of reading materials. Their reading of Anglo-Welsh writers and articles further enhances their appreciation of these issues.
182. All pupils progress well in acquiring the skills of skimming and scanning.

183. In both key stages, pupils are acquiring an increasingly broad and relevant technical vocabulary and many are assured in their understanding of the use and effect of language.
184. By the end of key stage 3 and throughout key stage 4, most pupils, according to their attainment levels, analyse texts accurately. They offer original interpretations of characterisation, setting, and structure.
185. Pupils in key stage 3 make good progress by the end of Year 9 in writing in a wide range of styles. They use particularly appropriate registers when writing autobiographical, persuasive and reporting pieces.
186. In key stage 4, many pupils build successfully on these skills, demonstrating good higher-order skills when they compare and contrast texts and evaluate the work of a variety of writers.

Sixth-form

187. Students make very good progress. They regularly demonstrate confidence in textual analysis and evaluation, and some have developed a sophisticated approach to literature.
188. They display perceptive and mature understanding of works such as *Dr Faustus* and *King Lear*, and apply these skills well when they compare these works with those of different writers.
189. Students employ their listening skills intelligently, and confidently participate in group discussions. There are students in both year-groups who offer original, well-considered ideas, and articulate their opinions thoughtfully. These are outstanding features of their work.
190. Many students research their texts discerningly, using both electronic and printed sources.
191. Most students write fluently and convincingly, using textual references effectively.

Shortcomings

Key stages 3 and 4

192. Although pupils in key stage 3 begin to draft their work and develop their drafting technique, a few pupils in key stage 4 remain careless with spelling and punctuation when presenting their finished piece. Not all pupils use ICT to full effect to aid their drafting.

Science

Key stage 3: Grade 1: Good with outstanding features
Key stage 4: Grade 2: Good features and no important shortcomings
Sixth-form: Grade 2: Good features and no important shortcomings

Good and outstanding features

Key stage 3

193. Most pupils have an outstandingly secure knowledge and understanding of a wide range of topics.
194. Pupils have a sound appreciation of the importance of healthy living and of how human activity is affecting our environment.
195. Pupils generally use scientific terms accurately. They recall and apply concepts well to solve a range of problems and understand situations where scientific principles come into play.
196. Pupils develop good practical skills. They work safely and record measurements with appropriate precision.
197. Many pupils with SEN make outstanding progress.

Key stage 4

198. Pupils generally have a sound understanding of the more complex principles that they study.
199. Pupils recall work well and apply their knowledge to understand a range of natural phenomena and man-made devices.
200. Pupils develop a good understanding of the way that scientific developments have contributed to the development of industry, influenced the economy and helped to shape society.
201. Most pupils carry out investigations competently, work systematically and write good quality reports. They use their knowledge and understanding well to guide their planning and carry out quick preliminary work to check they are working along the right lines.
202. Pupils analyse their results using appropriate graphs or numerical methods and most of them can assess the validity of their findings. A few pupils evaluate their work in great depth, critically commenting on their procedures and suggesting ways to improve the investigation.

Sixth-form

203. The majority of students make good or very good progress, particularly in the Year 12 physics and Year 13 biology courses.

204. Students generally have a good understanding and ready recall and of concepts and principles.
205. The majority of students are able to apply their understanding well in their answers to examination questions. Their work in analysing data, explaining phenomena and solving problems is of a good standard.
206. Students competently carry out independent research to gather background information and to obtain data to support their investigative work.

Shortcomings

Key stage 3

207. A few pupils' recall and understanding of facts and ideas are not secure enough.

Key stage 4

208. A minority of average and below-average attaining pupils have not mastered ideas thoroughly enough. This leaves them unable to tackle several scientific problems and puts them at a disadvantage when they meet new concepts that are based on ideas they have studied earlier in the course.
209. In reporting their investigative work, a number of pupils concentrate on describing their work and do not address the areas of planning, analysing and evaluating in enough depth.

Sixth-form

210. A minority of students do not have a sufficiently secure knowledge and understanding of some of the topics they have studied. As a result, they are unable to apply some of the more complex principles to explain phenomena or solve problems.

History

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

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

Sixth-form: Grade 1: Good with outstanding features

Good and outstanding features

Key stages 3 and 4

211. Pupils have good levels of knowledge and understanding and they recall their previous learning successfully.
212. Pupils have well-developed oral skills. They speak fluently and articulately in Welsh and English, using a wide range of subject-specific vocabulary accurately.
213. Pupils have good chronological awareness and they can extract information from a wide range of sources of historical evidence. They are confident in making

meaningful links between the source of evidence and their own knowledge of a topic.

214. From Year 7 onwards, pupils adopt good investigative approaches. They use sources of evidence effectively to compare and contrast differing interpretations of historical events. As a result, they are successful in providing convincing reasons to explain the process of change.
215. By Year 9, pupils are confident in distinguishing between long-term and short-term causes of change.
216. Pupils make good progress in testing sources of evidence for reliability, bias and usefulness. They use them carefully to produce well-reasoned oral and written arguments.
217. The majority of pupils achieve good standards in selecting, organising and communicating information through a wide range of written tasks and challenges.
218. In key stage 4, pupils exhibit a growing maturity in their response to challenging problems. They are increasingly well focused upon providing satisfying explanations for people's motivation and attitudes by asking more complex questions of the sources.
219. Pupils organise and present their written work well. Their skills in extended writing show very good progression.
220. Pupils have a good knowledge of the history and culture of Wales and enhance their understanding of events by some effective use of the local environment.
221. Pupils apply their literacy skills well to extend their research and information-seeking skills.

Sixth-form

222. Students have very good levels of knowledge and understanding of historical issues such as the problems facing Sweden as a European power in the 17th and 18th centuries. Their ability to construct a reasoned written argument, based on relevant evidence, is outstanding. Students are successful in identifying and examining a variety of factors when addressing challenging historical problems.
223. Students have outstanding skills in developing oral arguments. Their fluent and articulate oral contributions to discussions show a growing confidence in presenting their ideas and an ability to 'think on their feet'.
224. Students show a very good ability to synthesise the views of historians. They use their analytical and evaluative skills effectively to explain differences in historical interpretation.
225. Students have a very good ability to use their knowledge and the evidence from sources to construct opposing and balanced arguments.

Shortcomings

Key stages 3 and 4

226. A small minority of pupils do not include sufficient depth and detail in their written work. The spelling and presentational skills of a small number of pupils are weak.

Art

Key stage 3: Grade 3: Good features outweigh shortcomings

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

Sixth-form: Grade 2: Good features and no important shortcomings

Good features

Key stage 3

227. In Year 7, pupils apply an appropriate understanding of the visual language of line, tone, texture and shape to their own drawings. They begin to show their appreciation of established works of art in class discussions.

228. As they move through the key stage, they make suitable progress in:

- drawing skills;
- investigating and recording from memory and imagination;
- understanding the visual elements of art, particularly shape and spatial awareness; and
- their making skills, most noticeably in three-dimensional ceramics work.

Key stage 4

229. Pupils make good progress from key stage 3 in their developing skills, knowledge and understanding of art; for example in their:

- increasing competence in recording from observation, memory and imagination;
- effective use of sketchbooks to research and visualise ideas for further development;
- exploration of cultural traditions from different periods of history, and the imaginative way they apply their findings in their own work;
- use of Y Cwricwlwm Cymreig as a powerful influence in their work, not only in the study of local and Welsh artists, but also of chapel architecture, the local farming industry, and Welsh culture generally.

Sixth-form

230. Students acquire advanced technical skills, particularly in three-dimensional ceramic work. They show maturity in the way they select, control and experiment with a range of materials and processes on a variety of scales.

231. They continue to develop their knowledge and understanding of artists, craftworkers and designers from a variety of periods and cultures, including a

strong element of local and Welsh examples. Students apply their knowledge with increasing sensitivity to enrich their own creative work.

232. They demonstrate a clear grasp of the function of the sketchbook as a repository of personal ideas, images, observations and notations, using it effectively to lead them to good quality final outcomes.

Shortcomings

Key stage 3

233. In Year 7 particularly and some Year 8 classes, where pupils are taught in non-specialist classrooms, they do not:

- experiment with a wide enough range of materials, processes and techniques;
- use their knowledge of the works of other artists imaginatively to inform their own personal work;
- develop appropriate technical skills and understanding when working with colour; or
- fully understand the function of the sketchbook.

Key stage 4 and the sixth-form

234. Pupils and students do not record enough from first-hand, direct experience.

Economics

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

Sixth-form: Grade 1: Good with outstanding features

Good and outstanding features

Key stage 4

235. Pupils have good levels of knowledge and understanding of economic principles, such as those governing supply and demand. They can apply such principles successfully to real-life situations and economic problems.
236. Pupils are confident in using subject-specific terms and economic definitions. They do so accurately and in the correct context.
237. Pupils record their learning effectively in a range of challenging written tasks and evaluations. They plot accurate graphs and diagrams to illustrate their arguments and ideas.
238. Pupils achieve good standards in interpreting and analysing the information they gain from numerical and statistical data.
239. Pupils show a growing maturity and confidence in sustaining well-argued oral responses during class discussions.

Sixth-form

240. Students demonstrate an outstanding ability to think analytically and to be critical in their consideration of data and its relationship to economic problems. Their problem-solving skills are very well developed and students present their ideas confidently.
241. Students respond very well to challenging questions and ideas. They offer logical and coherent arguments, both orally and in well-written essays. Some of this work is outstanding. Students display a very good understanding of current economic thought and have a secure grasp of the different kinds of markets and of their operation in the international economy.
242. Students make very good use of subject-specific terms to convey their ideas. They read widely and use the Internet to ensure that they keep up to date with current economic trends, debates and interpretations.

Shortcomings

Key stage 4

243. A small minority of pupils do not include sufficient detail to back up their arguments in written assignments.

School's response to the inspection

The School is proud of the main conclusion of the report, that there “are outstanding features in almost every aspect of the school’s provision and in the standards that pupils and students achieve”. The grades awarded (six grade 1 and one grade 2) acknowledge the outstanding features of this school.

Throughout, the report praises the pupils’ positive attitudes towards their education, their ingenuity in solving problems, their social awareness, their literacy and numeracy skills, their bilingualism, and their ability to work together. We are also proud of the very positive comments regarding pupils’ behaviour and courtesy – and their substantial contribution to their community and good causes.

Our School Development Plan is focussed on raising standards. We are proud of the inspector’s conclusion that “there is a strong culture of improvement throughout the school” and that this has led to substantial improvements since the last inspection. It was also judged that the quality of the school’s self evaluation was outstanding and that it had a powerful effect on planning.

We note that the examination results of every group of pupils are very much higher than those of pupils in comparable schools. The report recognises that all pupils at the school – irrespective of their background – make excellent progress, and that all are treated fairly within an organisation that responds to the aspirations and needs of each individual.

The exceptional work of the staff – through the curriculum and through extra curricular activities – to ensure a quality education for pupils was praised. We are delighted to read the comments regarding the outstanding attributes of the provision for equal opportunities and for the promotion of pupils’ spiritual, moral, social and cultural development. We also appreciate the comments regarding the excellence of the provision, teaching, support and the examination results in the sixth form. The comment that, “many lessons are good fun, so pupils enjoy learning” speaks volumes.

The report notes that the school has made “good progress in dealing with the key issues in the previous report, and that the key issues that the school should respond to, have already been included in our School Development Plan and were identified in the School’s Self Evaluation.

We would like to acknowledge the commitment and professionalism of all the school’s staff, the leadership of the Governing body and the support of the community in contributing so much to the success of our pupils.

The geniality of the inspection team, their professionalism and hard work during the period of the inspection was also appreciated.

Appendix 1

Basic information about the school

Name of school	Lampeter Comprehensive School
School type	Secondary
Age-range of pupils	11 to 18
Address of school	Peterwell Terrace, Lampeter Ceredigion
Postcode	SA48 7BX
Telephone number	01570 422214

Headteacher	Mr Dylan Wyn
Date of appointment	1 January 2002
Chair of governors	Mr Owen Jones
Reporting inspector	Dr Ian Garth Higginbotham
Dates of inspection	2 to 5 May 2006

Appendix 2

School data and indicators

Year group	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y13	Total
Number of pupils	102	102	122	114	137	56	67	700

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	44	7	47.6

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	14.7 : 1
Pupil: adult (fte) ratio in <i>Canolfan y Bont</i>	0.89 : 1
Average teaching group size - key stages 3 and 4	21.9
- sixth-form	7.7
Overall contact ratio (percentage)	77.3

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole School
Spring 2006	92	91	92	90	90	95	94	91
Autumn 2005	93	92	91	92	92	94	92	92
Summer 2005	94	93	90	88	59	86	65	83

Percentage of pupils entitled to free school meals	14.9
Number of pupils temporarily excluded during 12 months prior to inspection	4

Appendix 3

National Curriculum Assessment Results End of key stage 3:

National Curriculum Assessment Key Stage 3 results: 2005															
Total number of pupils in Y9: 120															
Percentage of pupils at each level															
			D	A	F	W	1	2	3	4	5	6	7	8	EP
English	Teacher assessment	School	0.0	0.0	2.5	0.0	0.0	2.5	5.8	35.0	32.5	16.7	5.0	0.0	0.0
		National	0.4	0.8	0.5	0.2	0.4	1.7	8.1	21.3	33.6	23.5	9.4	0.2	0.0
	Test	School	0.0	1.7	2.5	n/a	n/a	n/a	6.7	20.0	40.8	26.7	1.7	n/a	n/a
		National	0.5	3.5	2.7	n/a	n/a	n/a	7.5	20.4	32.6	22.7	10.1	n/a	n/a
Welsh	Teacher assessment	School	0.0	0.0	1.4	0.0	0.0	0.0	20.3	20.3	27.5	21.7	8.7	0.0	0.0
		National	0.1	0.4	0.3	0.0	0.1	0.4	6.1	19.5	34.2	29.1	9.8	0.0	0.0
	Test	School	0.0	1.4	1.4	n/a	n/a	n/a	18.8	20.3	26.1	23.2	8.7	n/a	n/a
		National	0.2	2.1	0.9	n/a	n/a	n/a	4.8	18.5	35.0	28.4	10.1	n/a	n/a
Mathematics	Teacher assessment	School	0.0	0.0	3.3	0.0	0.0	1.7	3.3	11.7	21.7	40.0	18.3	0.0	0.0
		National	0.3	0.6	0.5	0.2	0.2	0.9	6.8	18.9	25.7	31.6	13.7	0.3	0.0
	Test	School	0.0	1.7	2.5	n/a	n/a	n/a	2.5	15.0	13.3	43.3	21.7	n/a	n/a
		National	0.3	5.1	1.4	n/a	n/a	n/a	5.1	17.2	19.9	36.0	15.0	n/a	n/a
Science	Teacher assessment	School	0.0	0.0	7.5	0.0	0.0	0.0	0.8	16.7	30.8	29.2	15.0	0.0	0.0
		National	0.3	0.7	0.6	0.2	0.1	0.4	6.0	20.1	32.8	27.1	11.6	0.1	0.0
	Test	School	0.0	0.8	3.3	n/a	n/a	n/a	1.7	9.2	22.5	34.2	28.3	n/a	n/a
		National	0.3	0.4	0.8	n/a	n/a	n/a	4.7	16.6	32.5	28.2	13.0	n/a	n/a

- D Pupils exempted under statutory arrangements from part of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1
EP Exceptional Performance, where pupils at key stage 3 perform above level 8
* National figures refer to 2004

Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	53.3	In the school	61.7
In Wales	54.4	In Wales	53.5

Public Examination Results:

For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ	
Number of pupils aged 15 on the school roll in January 2005	118
Average GCSE or GNVQ points score per pupil	46

The percentage of 15 year old pupils who in 2005:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	86	90	87
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	61	60	52
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	86	87	85
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	43	41	38
entered at least one Entry level qualification, GCSE short course or GCSE	93	99	97
attained one or more GCSE grades A*-C or the vocational qualification equivalent	84	84	76
attained one or more GCSE grades A*-G or the vocational qualification equivalent	93	93	93
attained no graded GCSE or the vocational qualification equivalent	7	6	7
attained one or more Entry level qualification only	0	2	3
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1	5		
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2	3		

For pupils aged 16, 17 and 18, results in A/AS, GNVQs and NVQs	
Number of pupils aged 16, 17 and 18 in January 2005	127
Number of pupils aged 17 entered for 2 or more GCE A level examinations or equivalent in 2005	45
Number of pupils aged 17 entered for fewer than 2 GCE A levels or equivalent in 2005	4

	School	UA	Wales
Percentage of pupils entered who achieved 2 or more grades A-C	78	73	69
Percentage of pupils entered who achieved 2 or more grades A-E	100	97	95
Average points score per candidate entering 2 or more subjects	24	22	21
Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2	0		
Number of pupils who achieved a GNVQ Advanced or NVQ at level 3	0		

UA Unitary Authority

Appendix 4

Evidence base of the inspection

Twelve inspectors (including the school's nominee) spent the equivalent of 39 days in the school

We observed 93 lessons, including 63 in the six subjects we inspected.

We attended whole-school assemblies and ten registration periods.

We held about 40 discussions with the headteacher, the chair of governors, members of the senior management team, members of staff with whole-school responsibilities and heads of department.

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

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

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

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

Twelve parents attended the meeting with the registered inspector before the inspection. We received 82 replies to our questionnaire. A few parents also wrote to the registered inspector.

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Ian Garth Higginbotham Registered Inspector	Key Questions 1, 2, 5 & 6
Eilian James Lay Inspector	Contributions to Key Questions 1, 3, 4, 5 & 7
Mary Crandon	Core Team Key Question 7 Contributions to Key Questions 1 & 3 Welsh
Glyn Davies	Core Team Key Question 3 Contributions to Key Questions 1 & 2 Sixth-form coordinator Science
Heddwyn Evans	Core Team Key Question 4 Contributions to Key Questions 1, 3 & 7
Susan Lloyd Williams	Core Team Contributions to Key Question 2 Lessons across the curriculum
Meiriol Meredith Jones	Contributions to Key Question 1 English
Anne Newman	History Economics
Gillian Figg	Art
Alan Evans	Science
Keith Hopkins	Contributions to Key Question 1 Lessons across the curriculum
Mari Dalis	School Nominee

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Acknowledgement

We wish to express our sincere thanks to the headteacher, governors, staff and pupils of Lampeter Comprehensive School for their cooperation with us at all stages of the inspection.