

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

A report on the quality of education in

**Ysgol Uwchradd Bodedern
Bodedern
Anglesey
LL65 3SU**

School number: 6604029

Date of inspection: 2 November 2009

by

**William Gwyn Thomas
79567**

Date of publication: 7 January 2010

Under Estyn contract number: 1200309

© Queen's Printer and Controller of HMSO 2010: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Ysgol Uwchradd Bodedern was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in

schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ysgol Uwchradd Bodedern took place between 20/10/09 and 05/11/09. An independent team of inspectors, led by William Gwyn Thomas undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **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

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	6
Key Question 1: How well do learners achieve?	6
The quality of education and training	12
Key Question 2: How effective are teaching, training and assessment?	12
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	16
Key Question 4: How well are learners cared for, guided and supported?	19
Leadership and management	22
Key Question 5: How effective are leadership and strategic management?	22
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	24
Key Question 7: How efficient are leaders and managers in using resources?	26
Standards achieved in subjects and areas of learning	28
English	28
Science	30
Information technology	32
Geography	33
Music	35
Physical education	36
School's response to the inspection	38
Appendices	39
1 Basic information about the school	39
2 School data and indicators	39
3 National Curriculum assessments results	40
4 Evidence base of the inspection	45
5 Composition and responsibilities of the inspection team	46

Context

The nature of the provider

- 1 Ysgol Uwchradd Bodedern is an 11-18 mixed, naturally bilingual school maintained by Anglesey Unitary Authority (UA). There are currently 829 pupils on roll with 114 in the sixth form, compared with 749 at the time of the last inspection in March 2004 when there were 83 students in the sixth form.
- 2 The school is situated in the village of Bodedern on the western side of Anglesey and serves a very large catchment area. About 25% of the pupils come from the town of Holyhead which is a town with much social deprivation. Many pupils have limited experiences and emotional skills. The remaining pupils either live in small villages or in the countryside. Pupils who attend the school wish to take advantage of a fully bilingual education. There are no major employers in the region.
- 3 The school is in receipt of RAISE grant funding (given to schools with free school meals (FSM) of 20% or greater). Over the last few years, the school's FSM has fluctuated below this figure. In 2008-2009 nearly 15% of pupils were eligible for FSM. This figure is marginally below the UA and national average. In 2009-2010, this indicator is over 16%.
- 4 Pupils of all abilities are received by the school. The intake is fully comprehensive although it contains a relatively high proportion of pupils of average ability. There are 43 pupils with a statement of special educational needs (SEN) and a further 155 have been identified as needing some support. The percentage of compulsory age pupils on the SEN register is 26.8%. This figure is above the national average. In the 2009-2010 academic year, only one pupil is exempt from the national curriculum (NC). There are nine pupils "looked after" by the local authority and no pupils are dual registered.
- 5 About 54% of the pupils come from homes where the predominant language spoken is Welsh but 89% of the pupils speak Welsh as a first language or to an equivalent standard. Forty-three per cent of pupils come from homes where English is the predominant language. No pupils receive support teaching in English as an additional language.
- 6 The headteacher was appointed to the post in April 2007 but was a deputy headteacher at the school for eight years before her appointment to this post. Consequently, she had a detailed knowledge of the school prior to taking up her new position within the school. The composition of the senior leadership team (SLT) includes the headteacher and two deputy headteachers.

The school's priorities and targets

- 7 The school's aims are set out clearly in the school handbook and prospectus. The school's priority is to enable pupils of all abilities and backgrounds to achieve their full potential, academically, socially and personally, within the context of an inclusive bilingual community.
- 8 The detailed school improvement plan (SIP) for 2009-2010 identifies areas for development that comply with Estyn's seven key questions. The school has prepared a detailed plan for 2009-2010 which highlights the school's main priorities for the year under Estyn's seven key questions. These include raising

standards in key stage (KS) 3/4 and the sixth form, staff development, teaching and learning, the curriculum, resources and self-evaluation. The school also sets numerical targets for success at the end of KS3 and KS4.

- 9 In 2010, 75% of pupils should reach at least level 5 in teachers' assessments in all core subjects combined at the end of KS3 (Welsh first language 70%/English 78%, mathematics 78% and science 83%).

Performance in external examinations at the end of KS4

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

Level 1 threshold (a volume of qualifications at level 1 equivalent to five General Certificate of Secondary Education (GCSE) grades A*-G)	98%
Level 2 threshold (a volume of qualifications at level 2 equivalent to five GCSE grades A*-C)	60%
Level 2 threshold including English or Welsh first language and mathematics (a volume of qualifications at level 2 equivalent to five GCSE grades A*-C including English or Welsh first language and mathematics)	60%
Core subject indicator (CSI) English/Welsh first language, science and mathematics combined	60%
Leaving full-time education without a recognised qualification	0%
Average wider points' score (AWPS)	375

Performance in external examinations at the end of year (Y) 12/13

- 11 In 2010, the following percentage of 17 year old students targeted to achieve is:

Level 3 threshold (a volume of qualifications at level 3 equivalent to two Advanced (A) level grades A-E)	100%
AWPS	998

Summary

- 12 Ysgol Uwchradd Bodedern is a good inclusive school which is strongly committed to continuing improvement. Key questions 3, 4, 5 and 6 have outstanding features. The inspection team agrees with five of the judgements made by the school in its self-evaluation report. It raised two of the school's grades from grade 2 to grade 1.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	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?	2

Standards

- 13 Results in tests, statutory assessments and performance in external examinations in 2009 are good overall compared with local and national averages. They are good in KS3 and outstanding in the sixth form over a three-year period. Performance in external examinations has improved significantly in KS4 in 2009 compared with the previous two years. Based on prior attainment, pupils' achievement in 2009 was above what was expected in KS3 and KS4.

Grades awarded in the six subjects inspected	KS3	KS4	Sixth form
English	2	2	2
Science	2	2	2
Geography	2	4	4
Information technology	2	2	2
Music	2	2	2
Physical education	2	2	1

- 14 Standards in physical education in the sixth form are outstanding and good in KS3 and KS4. Standards in English, science, information technology and music are good in each key stage and in KS3 in geography. Standards in geography in KS4 and the sixth form have some good features, but shortcomings in important areas. The low standards of achievement in geography are being addressed by the school.
- 15 The overall grades for the standards of achievement observed in the six subjects inspected are shown in the grid below:

77 lessons	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	9%	71%	16%	4%	0%
All-Wales 07/08	10%	60%	27%	3%	0%

- 16 Standards of pupils' information and communications technology skills (ICT) are outstanding throughout the school. The standards of all their other key skills are good. In the sixth form, the standards of students' skill of improving their own learning and application of number skill are good. Standards in all other key skills are outstanding.
- 17 Throughout the school the standards of learners' bilingual skills are outstanding.
- 18 Nearly all pupils with SEN make very good progress in relation to their ability.
- 19 All pupils' and students' behaviour in the school is exemplary. There is a high priority for respect within this orderly school. All learners are very courteous both within and outside the classroom. Nearly all learners have positive attitudes towards their work.
- 20 Attendance levels have improved and are above the UA and national average. Monitoring procedures involving the school and the UA officers are rigorous and effective. Nearly all pupils are punctual to lessons.
- 21 Standards in pupils' and students' cultural, social and moral development are outstanding; they are good in their spiritual development.

The quality of education and training

- 22 Teaching is good overall. The quality of relationships between teachers and pupils is outstanding in nearly all cases. There are many good features associated with the teaching across most lessons.
- 23 Overall, there is pace and challenge in many lessons and resources are used very well. Teachers have a very good grasp of their subject and key skills are used effectively in lessons.
- 24 The quality of teaching, in the six subjects inspected and also in the other lessons visited by the inspectors, is better than the national average as reported in Estyn's annual report. The grades are shown in the grid below:

95 lessons	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Whole-school	18%	65%	13%	4%	0%
All-Wales 07/08	17%	58%	22%	3%	0%

- 25 The quality of teaching in geography in KS4 and the sixth form has some good features, but shortcomings in important areas.
- 26 The quality of marking is good overall. In many subject areas there is detailed guidance to pupils on how to improve.
- 27 The school has an outstanding ICT system for tracking learners' progress and identifying those who are performing above or below expectation. All pupils understand clearly the significance of assessment and are aware of their targets. There are good examples of pupils being involved in self-assessment and peer-assessment processes. The processes are developing effectively.
- 28 Reports give detailed guidance to parents on their child's progress but very few targets for improvement.
- 29 The school's curriculum satisfies legal requirements for pupils of statutory school age. It offers an outstanding range of subject options to its pupils in KS4 and to students in the sixth form, including several through collaboration. The curriculum is accessible to all and provides appropriate opportunities for all learners to gain qualifications.
- 30 The provision of work-related education is good throughout the school.
- 31 An outstanding range of extra-curricular activities enriches learners' personal, social, cultural and moral development. Many pupils benefit from the wide range of cultural activities available.
- 32 There are effective curricular links which help pupils with transition from primary to secondary education. Transition arrangements to and within the school are outstanding.
- 33 Partnerships with other organisations and local consortia are outstanding. Links with parents are good. Businesses provide work-experience opportunities and outside speakers enhance the social and moral development of pupils in the school. The careers service contributes well to the options' process in Y9 and Y11.
- 34 Learners' entrepreneurial skills are good in KS3 and are outstanding in KS4 and the sixth form. The way in which the school takes account of employers' needs is good throughout the school.

- 35 The school's contribution to the Healthy Schools' initiative is outstanding. It is working on level 6 of the award. The school contributes effectively in other ways to the well-being of its pupils. Fitness has a high priority. Physical activities are well supported including those offered outside normal school hours. The school is constantly raising awareness of sustainability and global citizenship issues.
- 36 The opportunities for all learners to use their bilingual skills regularly in the school are outstanding.
- 37 The quality of care and support to all pupils by members of staff and support services is outstanding. This includes the support given by most staff with pastoral responsibilities and their effective tutor teams. This support includes members of the SLT and non-teaching staff.
- 38 Outstanding support is provided for pupils with SEN. The quality of provision and management of SEN is a major strength of the school and is an outstanding feature. Strong effective links with the primary partner schools ensure early identification of pupils with learning difficulties.
- 39 The school ensures that it meets the needs of nearly all of its pupils very well in all ways.
- 40 Overall, the school's provision for equal opportunities is outstanding. No discrimination or unpleasant behaviour is tolerated. The school council is an effective body and contributes well to life within the school and learners' views are considered carefully.
- 41 Child protection procedures are well embedded.

Leadership and management

- 42 The leadership qualities of the headteacher and her SLT are outstanding. The headteacher is highly respected by the school and local community. She is prepared to make and carry out difficult decisions. Members of her SLT team provide very good leadership in their respective areas. The headteacher and her two deputy headteachers work exceptionally well as a team.
- 43 There are clear lines of communication and all are involved in the processes of decision-making. There is rigorous monitoring of staff and team performance. Monitoring by the SLT and nearly all of those with management responsibilities ensures that standards in many areas are raised. Areas that have been identified as requiring improvement are prioritised and then dealt with appropriately.
- 44 The work and expectations of senior and middle managers are clearly defined. The quality of planning for improvement and its monitoring are outstanding. Self-evaluation is thorough, systematic and embedded in the school's ethos. The governing body's role as critical friend is good. Most governors are linked to faculties and departments.
- 45 The school is well staffed with an appropriate number of qualified and experienced staff to meet curricular and most administrative needs. The management and deployment of teaching and support staff, including resources for work-force remodelling have been used to good effect. Staff development is a good feature. There is a good performance management system in operation.

- 46 The school's premises managers and caretaker ensure that the school and its grounds are maintained to high standards. The headteacher and administrative officer monitor and manage the budget very efficiently. Currently, there are insufficient reference books in the library.
- 47 Due to the outstanding leadership of the headteacher and her SLT, support for pupils, behaviour of pupils, good quality of teaching and good overall examination results, the school provides good value for money.
- 48 The provision of sixth-form education is cost-effective.
- 49 The school has responded very well to the key issues noted in the 2004 inspection report.

Recommendations

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

*R1. Continue to raise pupils' academic standards in KS4, including standards in geography in KS4 and the sixth form .

*R2. Raise the quality of teaching from good to outstanding.

** The SIP addresses these recommendations.*

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 50 This grade matches the school's self-evaluation grade.
- 51 Standards in five of the six subjects inspected are good or better at all key stages. There have been significant improvements in all key indicators in KS4 over the last two years. In 2009, performance in external examinations was the best ever achieved by the school. Nearly all pupils have made at least good if not better progress from one key stage to another from 2007 onwards.
- 52 Sixth-form results have been outstanding in two of the previous three years due to the impact of the Welsh Baccalaureate Qualification (WBQ). The AWPS per student in the sixth form in 2009 is 353 points higher than the national position.
- 53 The positive impact of physical education and music on the overall standards are clearly present in KS3 and KS4. These two subjects are taught off-site in the sixth form at another school. Standards in both were evaluated by examining students' work and discussions with students. Where possible, a lesson block was observed to evaluate standards but not the quality of teaching.
- 54 Standards in geography in both KS4 and the sixth form have some good features, but shortcomings in important areas (grade 4).
- 55 Standards overall, have improved appreciably since the appointment of the new headteacher.

KS3 and KS4

Pupils' success in attaining agreed learning goals

- 56 The school's FSM indicator for 2009 is exceptionally close to 15%. It is on the borderline of two FSM boundaries. The team has given careful consideration to this factor in its deliberations regarding the school's placing in the benchmarking quartiles for KS3 and KS4.
- 57 Results in teachers' assessments at the end of KS3 have varied. Overall, attainment had improved appreciably in 2009 compared with the previous year. English, Welsh first language, science, mathematics and the CSI were in the top quarter of results in comparison with those of similar schools in Wales, based on the FSM's indicator in the 15-20% range. Results in the majority of the non-core subjects were in the top quarter of results in comparison with that of similar schools in Wales.
- 58 Achievement at KS3 was above what was expected in 2009, based on prior attainment, in the three core subjects combined, English or Welsh first language, science and mathematics. The percentage of pupils achieving level 5 or more in the CSI, Welsh first language and science was above the family average (the school has been placed in a group of nine contextually similar schools); English was equal to, but mathematics was below the family average. The school was well placed in these indicators in comparison with the nine schools in the family. Only results in mathematics and Welsh first language were the same as the local averages. All other indicators were above both local and national averages.
- 59 Pupils' performance in external examinations in KS4 in 2009 indicates that in comparison with 2007, the school's performance has improved significantly in nearly all key indicators. The greatest improvement is in the CSI where there has been a 21 percentage points' increase (from 35% in 2007 to 56% in 2009), placing this indicator well above the national average.
- 60 In comparison with its family of nine schools, Ysgol Uwchradd Bodedern outperformed all other family members in this indicator. At KS4, the school was never placed lower than fourth in any indicator against family performance.
- 61 However, in most cases, the overall performance of pupils in external examinations in KS4 over a three-year period, in particular 2007 and 2008, placed the school below the average performance of similar schools in Wales, but not in 2009.
- 62 The school's best performance was in 2009 when:
- ninety-three per cent of pupils achieved the level 1 threshold;
 - sixty-five per cent of pupils achieved the level 2 threshold; and
 - fifty-six per cent of pupils achieved the level 2 threshold including mathematics and English or Welsh first language.
- 63 These results are above the local and the national averages and place the school in the top quarter of results in comparison with those of similar schools in Wales when placed in the 15-20% FSM. With the exception of the AWPS, results place the school above the family averages in these indicators.

- 64 About 19% of pupils gained the A*/A grades in the GCSE examinations in 2009. This is significantly above the 12.2% that gained successes at A*/A grades in 2004.
- 65 Achievement at KS4 in 2009 was good or better than what was expected, based on prior attainment at KS3. It was outstanding in nearly all indicators based on prior attainment at KS2. The school was placed in the top quarter of results in nearly all indicators in comparison with those of similar schools in Wales.
- 66 Girls outperformed boys in the CSI, English, Welsh first language, mathematics and science in the end of KS3 assessments in 2008 and 2009.
- 67 At KS4 in the GCSE examinations in 2008 and 2009, girls outperformed boys in threshold level 1, both threshold level 2 indicators and the AWPS.

Their progress in learning

- 68 Pupils' progress in nearly all lessons is good in KS3 and KS4.
- 69 The following grades were awarded for standards of achievement at KS3 and KS4 in the 57 lessons observed in the six subjects inspected:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	6%	84%	7%	3%	0%
KS4	12%	64%	24%	0%	0%
KS3+KS4	9%	75%	14%	2%	0%

- 70 In 84% of the lessons, pupils achieve standards that have good features and no important shortcomings. Ninety-eight per cent of lessons have standards where good features outweigh shortcomings.
- 71 The inspection grades exceed the grades awarded for standards in lessons for grades 1 and 2 (70%) in all secondary schools inspected in 2007-2008. They also equal the national 2010 "Vision into Action" target of 98% for standards to be graded 1, 2 or 3.
- 72 In KS3, standards in the six subjects inspected are good or better. This represents an improvement in four of the subjects inspected since the last inspection.
- 73 In KS4, standards are good in music, English, science, information technology and physical education. The standard of work observed in the geography lessons in KS4 was a grade 3. Performance in external examinations in geography has been well below UA and national averages for several years. The overall grade for standards judged in this subject was a grade 4. There were some good features, but shortcomings in important areas.
- 74 In KS3 and KS4, nearly all key skills have standards which are at least good with no important shortcomings. Only pupils' ICT skills are outstanding. Nearly all pupils use word-processing skills and simulation packages very effectively. The skill of improving one's own learning and performance in both key stages has standards where there are good features and no important shortcomings.
- 75 Most pupils have communication skills which are good or better in both languages and they listen well to their teachers. When given the opportunities, they use extended speech confidently. Reading skills are good and those with reading difficulties are supported so that reading ages are increased. Written work is good, in terms of fluency and technical accuracy, relative to ability.

- 76 Nearly all pupils' application of number skills is also good. Nearly all pupils are confident in using number in a range of subjects across the curriculum.
- 77 Learners' bilingual skills are outstanding. The Welsh language is used constantly throughout the school on all occasions. All pupils spoke to one another and to inspectors to very good standards.
- 78 All pupils with SEN make good progress in relation to their ability. Some make very good progress. In KS3 and KS4, many pupils of low ability achieve well.
- 79 Self-assessment processes are being developed well in KS3 and KS4. Most pupils in KS3 and KS4 understand what they are doing and how well they are progressing. Most pupils in KS4 are clear on what they need to do to improve and this is impacting positively on the standard of their work.
- 80 A minority of pupils in KS4 do not achieve their expected potential because they do not produce coursework to the required standards.
- 81 In a very few subjects in KS4, pupils make limited progress towards their targets.

The development of their personal, social and learning skills

- 82 Pupils' behaviour is exemplary in KS3 and KS4. Pupils understand the high expectations which the school has of them, both in terms of work and in terms of their behaviour and attitudes. During the inspection pupils were very courteous and respectful.
- 83 The school is an orderly, caring and an inclusive community. During the last academic year, 25 pupils were temporarily excluded and no pupil was permanently excluded.
- 84 The attendance level for 2008/09 was 91.3%. This is above the all-Wales figure of 91% for 2008/09. It is also above the UA average of 90.9%. Attendance has improved consistently over the last three years. Nearly all pupils are punctual to lessons.
- 85 Nearly all pupils make outstanding overall progress in their personal, social, moral and wider development. Values are at the heart of the school which consistently demands high standards and expectations of behaviour. Pupils' spiritual development has good features and no important shortcomings. Standards are good.
- 86 Standards in pupils' social, moral and cultural development are outstanding. The Welsh cultural dimension is an outstanding feature.
- 87 Pupils are prepared for participation in the workplace and community in KS3 and KS4 to very good standards.

Sixth form

Students' success in attaining agreed learning goals

- 88 Overall, standards of attainment have varied but are mainly outstanding in two of the previous three years (2007-2009).
- 89 Results at A level are above those recorded in the previous inspection in two of the three previous years. Students' successes at two A level grades A-C have been above local and well above national averages for two of the last three years.
- 90 The WBQ results compare very favourably with national averages. When these successes are included, the school performs outstandingly in the sixth form.

- 91 Performance in external examinations is very good in relation to students' ability and in relation to the high success rate.
- 92 In 2008 and 2009, 100% of students achieved the level 3 threshold, above the local and well above the national averages of 94% and 95% respectively.
- 93 In 2009, students' AWPS of 998 points was above the local (931) and well above the national average (688).
- 94 Girls outperformed boys in the AWPS in 2008 and 2009.
- 95 Standards are improving further as some sixth-form students are studying a few vocational courses which are appropriate to their ability and all are studying the WBQ.
- 96 In September 2009, 60% of Y11 pupils returned to the sixth form and 24% continued their studies in further education. Only 1% of the year group left school without a recognised qualification. All students leaving Y13 gained a place at university with nearly all accepting these places.

Their progress in learning

- 97 Many students make good progress during their period of study in the sixth form.
- 98 Standards were good with outstanding features in physical education. Standards in music had good features and no important shortcomings. Both these subjects are taught by other staff in another establishment.
- 99 Standards in the three of the other four subjects inspected and taught within the school had good features and no important shortcomings.
- 100 Standards in geography (grade 4) have some good features, but shortcomings in important areas. Very few (three) students study the subject in Y12/13. This grade reflects the standards being achieved by the very small number of students who sit external examinations in geography.
- 101 The following grades were awarded for standards of achievement in the four subjects inspected in the 17 lessons observed in the sixth form and the assessment of standards in music and physical education:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Sixth form	10%	60%	20%	10%	0%
Wales 07/08	16%	67%	15%	2%	0%

- 102 Although the sample is small, these figures indicate that students achieve standards that have good features outweighing shortcomings in 90% of the lessons. The profile of grades awarded for standards in lessons inspected in the sixth form highlights that 70% of lessons were awarded grades 1 and 2. Due to the influencing factors already highlighted, these grades are below those reported in the Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales (HMCI) for 2007-2008.
- 103 Nearly all students gain qualifications in all the key skills in the sixth form. In four out of the six key skills, students' standards are outstanding. Students' standards in the skills of improving their own learning and application of number have good features and no important shortcomings.

- 104 Students' ICT skills are outstanding as is evidenced in their project work and class presentations. They use this skill to strengthen their communication skills to improve the standards of their presentations. They work very effectively in pairs or larger groups when delivering these presentations.
- 105 Outstanding levels of communication through the medium of both English and Welsh are evident in class discussion. In general, Welsh was the only language spoken by nearly all students in conversations amongst students around the school and in free time in the resource centre. Linguistic skills of high quality were also evident when discussions were held with members of the school council. Students' bilingual skills are outstanding.
- 106 Most students have a clear understanding of their levels of achievement and what they have to do to improve. Their work is marked rigorously and targets for improvement are given. The written feedback is constructive, subject-specific and of a good standard.

The development of their personal, social and learning skills

- 107 Standards in students' personal, social, moral, cultural and learning development are outstanding. Their attitude to learning is good.
- 108 They prepare to the best of their ability and use study facilities appropriately. They accept responsibility and work well as groups to raise money for charity. Nearly all students have a strong social conscience.
- 109 Nearly all students are very good role models for younger pupils and for one another. Their leadership skills are very good. The relationships between senior and junior pupils are strong. They support younger pupils experiencing difficulties, socially or academically. All students work effectively in the school's buddy scheme.
- 110 Standards of students' social and moral development are outstanding and standards in their cultural and spiritual development are good.
- 111 Students demonstrate very responsible behaviour and respect towards one another and towards all members of the school community. This is an outstanding feature.
- 112 Students are able to express views openly and honestly. They listen carefully to the view of others and their views are listened to very carefully by most members of staff.
- 113 The ability to work outstandingly with one another contributes significantly to the maintenance of their outstanding problem-solving skills. These skills have prepared them very well for higher education.
- 114 Attendance is monitored sensibly and students are developing good working habits. Attendance and punctuality to lessons are good.
- 115 Many students organise their work well, without supervision in readiness for university life.
- 116 Students gain much from their sixth-form experiences, in their academic, personal, social, moral and wider development.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

KS3 and KS4

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

118 There are good and outstanding features in the quality of teaching in the vast majority of physical education lessons. In music, information technology, English, science and geography in KS3, the quality of teaching has good features and no important shortcomings. In KS4, the quality of teaching in geography has some good features but shortcomings in important areas.

119 There has been a significant improvement in the quality of teaching since the previous inspection. There is no significant difference between the standard of teaching in the six subjects inspected and the quality of teaching throughout the school.

120 The table below shows the quality of teaching in the six subjects and other lesson observed at the school in KS3 and KS4.

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Subjects inspected (57 lessons)	18%	67%	12%	3%	0%
All KS3 and KS4 lessons (74 lessons)	19%	68%	11%	2%	0%

121 The 87% of lessons judged to be a grade 1 or grade 2 is higher than the picture nationally in 2007-2008 where 75% of lessons were judged to be a grade 1 and 2. In 11% of lessons, good features outweigh shortcomings and in 2% there are some good features but shortcomings in important areas. The school compares well with the 'Vision into Action' secondary target for 2010, that the quality of teaching should be grade 2 or better in 80% of classes.

122 An outstanding feature of the teaching is the very good working relationship between the teachers and pupils. This relationship, together with the respect and equal opportunities each pupil receives, create a positive learning ethos, promote pupils' motivation to persevere in the class and to encourage higher standards of behaviour in the classroom.

The features of the outstanding teaching include:

- purposeful use of the interactive whiteboard by teachers and pupils;
- a range of teaching methods that ensures pupils' active participation;
- detailed subject knowledge; and
- very high expectations of the pupils.

123 Teachers meet the linguistic needs of pupils outstandingly. Through purposeful curricular planning, careful monitoring and specific activities, the school provides very good opportunities for pupils to use and relate their bilingual skills within a

range of everyday situations and in subject areas. There is a focus on terminology in both languages, use of language mats and writing frames and planning to develop skills in the purposeful concurrent use of language. There is extremely effective provision to support the linguistic needs of the Immersion group and latecomers so that they assimilate and ensure a successful transition to the native language.

124 Across all lessons, many good features of teaching include:

- teachers' lively presentations drawing a response;
- careful timing to ensure good pace to lessons;
- a wide range of suitable activities;
- effective tasks for learners of different abilities;
- appropriate use of a variety of learning resources;
- planned use of group and pair work to encourage pupils to discuss; and
- effective questioning techniques.

125 These lessons are carefully planned and lesson objectives are shared, used and reviewed at the end.

126 Pupils appreciate the commitment and the support offered by their teachers. A very good number of teachers give generously of their time to offer additional support in revision sessions that reinforce pupils' learning. The school has invested heavily in study-skill sessions with an outside company in order to nurture independent learning skills. This has had a positive effect on standards in Y11.

127 The shortcomings seen in grade 3 and grade 4 lessons are:

- a limited range of teaching techniques to ensure pupils' active participation;
- teacher-centred teaching;
- lack of purposeful planning and careful structure of tasks;
- slow pace to the lessons;
- tasks that do not extend pupils; and
- limited opportunities for pupils to participate.

128 Pupils with SEN are taught well and teachers and learning support assistants (LSAs) work together extremely effectively across the subjects. This has a positive effect on standards. The assistants offer good support for pupils in the homework club. A strategy has been introduced to identify able and talented pupils and this is an aspect that is being formalised and developed further.

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

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

- 130 The school has an assessment policy that clearly identifies the baseline principles and assessment aims and gives a sound framework to implement and manage the assessment system effectively. There is a coherent timetable for assessment, monitoring progress and reporting to parents.
- 131 An outstanding feature of the assessment system is the effectiveness of the computerised system to collate rich data in order to implement target-setting and monitoring-processes to which each teacher has ease of access. The weekly liaison between link members of the SLT and the curriculum leaders is a strength of the school. This link ensures that the assessment procedures in the departments for which they are responsible are monitored regularly. Departmental quantitative targets and the strategies for monitoring progress and responding to underachievement are regularly checked to ensure consistency and accountability.
- 132 The whole-school assessment system for monitoring pupils' progress against target grades is one of the school's strengths. There is a clear assessment grading system based on effort and achievement on the school's intranet system three times a year. Through this system, under the guidance of a member of the SLT, individuals and groups of pupils within subjects and across the years are targeted and tracked. There is close collaboration between the SLT, curriculum leaders, pastoral leaders and the form tutors in the use made of termly forecast data, as a tool to promote standards. This ensures mutual understanding of pupils' progress in line with their targets on several levels. Effective additional support is provided for pupils through mentoring, interviews and contacting parents. Strategies for monitoring pupils in Y8/9 are inconsistent.
- 133 The formal profiling plan ensures that all pupils receive equal opportunities to discuss their achievement each half term with their form tutor. Together, they set meaningful personal targets. This is very good practice.
- 134 In many subjects, assessment practice is consistent and accurate. In these subjects, marking of pupils' work is detailed with clear comments and targets that guide the individual to make good progress. In the best examples, good use is made of assessment for learning practices by sharing the success criteria with pupils. This increases pupils' understanding of what is expected of them.
- 135 Where there are inconsistencies in the assessment practices within and between departments, the shortcomings include:
- the quality of the feedback being too general to show pupils clearly how to improve their work; and
 - lack of consistency in the use of 'assessment for learning' as a tool to improve standards.
- 136 Pupils understand the process and purpose of assessment and are aware of their quantitative subject-targets. There are good examples of pupils assessing their own work and that of their peers in lessons, and this good practice is developing effectively across the school.
- 137 In KS3, the procedures for standardising the quality of pupils' work have developed consistently well in the majority of departments. These assessment developments, together with the work of moderating in KS2/KS3 cluster meetings for foundation subjects and ICT, promote a better understanding with regard to standards.

- 138 Annual and interim reports to parents provide good information on their child's academic and personal development. Although reports in the vast majority of subjects identify in detail how well pupils are doing, they do not always set subject-specific targets for improvement. Pupils regularly respond to reports through commenting on their progress, their contribution to school life as well as recording their personal and subject-targets in their progress files. This is good practice.
- 139 Parents can respond in writing to the reports by means of the contact book and attending the annual parents' evenings. A progress file ceremony is arranged and parents are invited to celebrate their children's achievements as they receive their personal profiles.

Sixth form

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

- 140 In the lessons observed in the sixth form, teaching show has good features which outweigh shortcomings.

- 141 In the four subjects inspected, the grades awarded for teaching were:

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Four subjects (17 lessons)	6%	59%	23%	12%	0%

- 142 These data are not meaningful as only four subjects were observed teaching in the school. Because music and physical education are taught in another establishment by members of staff based in that establishment, the quality of teaching for these two subjects could not be included in the above table.

- 143 The table below shows the grades awarded for the quality of teaching in all lessons observed in the sixth form:

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
All lessons (21 lessons)	14%	57%	19%	10%	0%

- 144 An outstanding feature of the teaching is the way in which students are prepared for formulating their answers in external examinations by sharing success criteria. Complicated subject concepts are presented clearly and the outstanding resources enrich learning.
- 145 Many of the good features are similar to those seen in lessons in KS3 and KS4. Additional features of the good teaching are the further development of the key skills and the importance placed on developing students as independent learners. There is skilful questioning that encourages students to think in depth and answer at length.
- 146 In the lessons where there are shortcomings, there is a lack of purposeful planning and suitable pace; questioning is too limited to encourage students to think and respond in depth. In other lessons there is a lack of challenge and a lack of variety in teaching techniques to ensure that students are fully involved.
- 147 The development of students' linguistic skills is outstanding. The school ensures that students are prepared bilingually for the world of work and further and higher education through subject opportunities as well as work experience, outside speakers, accreditation of the key skills and the charitable activities of the WBQ.

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

148 There is a sound system for monitoring students' progress in the sixth form.

This includes:

- making effective use of data to predict subject-target grades;
- regular profiling of students by personal tutors;
- constant monitoring of progress based on termly predictions by the personal tutors and the sixth form pastoral tutor;
- discussing and setting together the qualitative targets for improvement;
- keeping effective liaison with subject-teachers in relation to students' progress;
- ensuring constant support for students by means of the learning coach; and
- guiding students to assess their own progress against specific criteria.

149 Overall, the assessment of students' work is good with the majority of teachers providing clear verbal and written feedback which identifies specific areas for improvement.

150 Parents are regularly informed of students' progress. The subject comments are detailed and clearly identify the students' strengths. In many cases, they do not identify subject-specific targets for students to improve.

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

Grade 1: Good with outstanding features
--

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

152 The outstanding features include the:

- wide curriculum offered at each key stage to meets learners' needs;
- extensive range of activities, including out-of-hours and off-site provision;
- numerous partnerships with other providers and interested parties; and
- substantial opportunities that promote learners' bilingual skills.

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

153 The curriculum offered enables learners of all abilities to study a broad and balanced range of subjects and to gain qualifications in all the courses they follow. The curriculum allows for effective continuity and progression between years and key stages. This is an outstanding feature.

154 Effective and valuable transition arrangements are in place to ensure the smooth transfer of pupils from the primary partner schools to Ysgol Uwchradd Bodedern. These arrangements involve strong curricular developments.

155 The curricular provision in KS4 and the sixth form is good with outstanding features. At KS4 there is a range of academic and vocational subjects that adhere to the Welsh Assembly Government's (WAG's) 14-19 Learning Pathways' agenda. At KS4, the number of subjects (31) offered to pupils

- already exceeds the statutory requirement for Anglesey for 2012, including the vocational options. Effective links with Coleg Menai, Hyfforddiant Gwynedd and other secondary schools extend the range of provision. This has broadened the academic and vocational provision to all pupils and students.
- 156 This menu is further extended by the use of video-conferencing facilities to deliver the psychology course in the sixth form. Every effort is made to meet the curricular needs of the pupils or students.
- 157 The opportunities in the school for pupils and students to broaden and enrich their experiences through a variety of extra-curricular activities, including out-of-hours and offsite learning, are outstanding features. Many clubs and activities are arranged during the lunchtime or after school. These activities are enhanced by those offered by the 5x60 officer. Visits have been arranged to local theatres. Trips further a field include visits to Paris and an annual ski trip. Groups have visited the Welsh Assembly building in Cardiff. The school has an Urdd group and an annual Eisteddfod is held for KS3 pupils.
- 158 Provision to develop learners' key and basic skills is good and this is enhanced in the sixth form by the students' involvement in the WBQ. These elements are featured in all departmental schemes of work. The timetabled lesson for skills at KS3 contributes effectively to this work. Charts featuring these skills are clearly displayed in each classroom and are fully understood by all involved. Identified pupils attend sessions to improve their numerical and language skills before formal lessons begin.
- 159 There is a structured personal and social education (PSE) programme of good quality which follows statutory guidelines and is delivered to all pupils and students. This programme contributes well to pupils' social development. School assemblies on four days a week, the element of collective worship in tutor groups and the morning clubs allow all pupils and students the opportunity to develop spiritually. The legal requirement for a daily act of collective worship is met. This is a good feature within the school.
- 160 The moral development of pupils is outstanding and pupils readily follow the school's code of conduct. Nearly all pupils willingly help one another and are courteous to visitors to the school. During the last academic year, learners raised over £4000 to support various local and national charities.
- 161 Good positive steps are taken to ensure the cultural development of learners. Cultural development is addressed in many subjects as well as arranged visits to galleries, theatres, historical sites and foreign trips. The Urdd movement is strong in the school and a successful eisteddfod is arranged annually.
- 162 Learning experiences are enriched by effective partnerships. This is an outstanding feature. These partnerships involve parents, governors, primary and secondary schools, initial teacher training (ITT) providers, Coleg Menai, the emergency services, the local air force base at Valley and employers and businesses. There are links with Wylfa, the aluminium company, Llynon mill and the school sends contributions to the local paper "Y Rhwyd" monthly.
- 163 The curriculum meets all legal requirements and all qualifications are nationally approved. Religious education is included in the curriculum for all pupils and students. A thanksgiving service is held in a local church annually and the various religions are considered in religious education.

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

- 164 The provision of work-related education is good. The PSE programme contributes effectively to this element. Pupils and students who study vocational courses are catered for well through the strong links established with other providers and Coleg Menai. Pupils in Y10 and students in Y12 are involved in work experience and interviewing experiences are arranged at KS4 involving local employers. Effective contributions are made by Careers Wales in partnership with the school which has gained a Careers Wales award and teacher placements have enhanced the curricular provision.
- 165 The learning experiences provided to promote learners' bilingual skills are outstanding. At KS4, pupils must study two subjects that are examined through the medium of English and Welsh. At KS3, intensive provision is available when required to ensure all pupils are confident in the Welsh language. Nearly all pupils are very capable bilingually when they leave the school. They are confident when speaking or writing in Welsh. The "Cwricwlwm Cymreig" is well provided for in the school.
- 166 All learners have opportunities to learn about social disadvantage and stereotyping, mainly through the PSE programme. There is equality of access to all subjects for all learners irrespective of their background or physical ability. This is an outstanding feature.
- 167 Education for sustainable development and global citizenship are promoted well within the school and is a good feature. The school has arrangements to recycle waste paper and plastic. Contributions are made to this area by many departments. Pupils have been involved in planting trees in Llynon mill and the school is in level 6 of the Healthy Schools' award. The school environment is maintained to a high standard. Hardly any litter was evident during the inspection week. This topic is part of the PSE curriculum.
- 168 The development of entrepreneurial skills is good at KS3 and outstanding at KS4 and the sixth form. At KS3, pupils are involved in the "Dynamo" project which provides them with these valuable experiences. Pupils in Y10 are involved in the "Brynmaur" challenge which involves setting up and running businesses. Sixth-form students study this skill as part of the WBQ course. The various vocational courses and the work-experience opportunities develop this aspect further. These activities enrich the curricular experiences for all the learners.
- 169 The school motto "Hau i Fedi" is valuable in meeting the requirements of preparing pupils and students to become lifelong learners. The opportunities available through the various initiatives and experiences provided make this an outstanding feature of the curriculum. The work done by the learning coaches and the form tutors, who undertake the learning coach function, further develops this work, promotes learners' confidence and develops their ability to take responsibility for their own learning. The curricular provision in Ysgol Uwchradd Bodedern is outstanding.

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

Grade 1: Good with outstanding features

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

171 Ysgol Bodedern is an inclusive school which provides outstanding care, support and guidance to all of its pupils. The outstanding features include:

- the high level of support given by nearly all members of staff;
- a well-planned, PSE programme of high quality, enhanced by valuable contributions from various supportive agencies and specialists;
- highly effective support for pupils by knowledgeable and efficient LSAs;
- the promotion of good health; and
- a comprehensive and highly effective quality of provision for equal opportunities.

The quality of care, support and guidance to learners

172 The quality of care, support and guidance has many outstanding features. Nearly all heads of year, middle managers, form tutors, learning coaches, LSAs and support workers take a key role in managing the care of the pupils.

173 There are good links with parents. The school readily encourages parents to visit the school to discuss any concerns they may have regarding their children. The home-school books provide clear information on the work the pupils undertake and how they progress.

174 There are outstanding arrangements to help new pupils settle into the school. The school works closely with its primary partner schools to support pupils on their transition to the high school, and provides a well-planned comprehensive induction programme of activities to help them settle into their new environment. Parents receive detailed information on all aspects of school life, expectations and activities.

175 The school council makes a positive contribution to the life of the school. Members reflect with maturity and have identified and prioritised various issues, which they feel contribute towards improving the school and pupils' well-being. These include improving school meals' options, establishing a rewards system to improve attendance and suggesting ways to prevent bullying. The views of the school council are heard and acted upon effectively.

176 All pupils receive outstanding guidance as they progress through the school. This helps them to make clear, well-informed choices about which subjects to follow in KS4. All pupils receive guidance and support of the highest quality to enable them to make well-informed choices. Relevant supportive agencies, together with school staff, help them make important personal decisions.

177 All pupils receive a relevant careers education programme in line with the 'Framework for Careers Education and Guidance'. The programme provided by Careers Wales and other agencies is supportive and all pupils receive advice and guidance of good quality. All pupils have access to, and make good use of the Careers' Wales on-line facility.

- 178 Nearly all pupils are well monitored by an efficient team of form tutors, and the school makes very effective use of specialist support services in the PSE lessons. The PSE lessons also include a comprehensive health education and physical fitness programme.
- 179 Most pupils take full responsibility for identifying their future pathways in KS4. Learning coaches and careers' staff provide outstanding support for applications for entry to Higher and Further Education establishments and in their organisation of time and presentation of work. This is an outstanding feature, which helps to develop independence in the pupils and students.
- 180 The school makes very effective use of ICT to track and monitor pupils' progress, behaviour and attendance. Policies and the administration of pupils' attendance and punctuality feature strongly. Behaviour patterns are noted and the information gathered is used effectively to identify ways of addressing any issues. Attendance and the occasional late arrivals are dealt with effectively. The school is most successful in harnessing the pupils' co-operation in the continuing improvement of attendance levels. The records fully comply with the requirements of National Assembly for Wales Circular 3/99. However, there are inconsistencies in the quality of co-ordination of the monitoring of pupils' performances in Y8/9 by the middle manager. In the best examples, pupils' progress files are used effectively to monitor performances and to identify achievement.
- 181 There are appropriate policies and arrangements that contribute to the safeguarding and well-being of all pupils. The promotion of good health is an outstanding feature within the school's PSE provision, which includes emotional well-being, healthy eating, and the awareness of the dangers of alcohol and substance misuse. A range of sporting activities provides opportunities for the pupils to become fit and help them to develop positive attitudes towards well-being. Learning coaches provide outstanding guidance for pupils in line with the Learning Pathways' (14-19) agenda. The school's LSAs provide a supportive homework club and take an active part in promoting the after-school clubs. The school has an appropriate child protection policy and procedures for the vetting and recruitment of staff. All members of staff have received up-to-date training in child protection.

The quality of provision for additional learning needs

- 182 The provision for pupils with SEN has many outstanding features.
- 183 The school uses information gathered from the partner primary schools to plan appropriate support and provision for the pupils. This is strengthened through relevant information from external agencies and through appropriate use of reading tests on entry to the school. There are well-organised morning clubs to support pupils who needs extra help in numeracy and literacy. These are well attended and organised efficiently by an effective team of LSAs.
- 184 The school's SEN co-ordinator (SENCO) has produced a comprehensive document which provides staff with suggestions and ideas on how to plan and adapt work to meet the needs of the wide range of pupils with SEN at the school. Teachers ensure that activities match the lesson objectives, and that each pupil receives the appropriate level of inclusive support. Pupils' individual

education plans (IEPs) contain clear information to help plan suitable strategies and targets to improve learning. The IEP targets are reviewed each term.

- 185 A comprehensive information pack is provided for parents, together with appropriate tasks and activities for pupils with SEN in line with their ability.
- 186 The school's LSAs display outstanding knowledge on how to support the pupils, individually, or within small groups. They ensure that pupils contribute fully to the lessons and understand what is required of them. The SENCO meets LSAs with responsibility for specific year teams in order to monitor the provision and progress of pupils with SEN. This allows staff to re-evaluate targets and adapt strategies as relevant.
- 187 The school provides well-planned support and provision for those pupils with specific learning difficulties, such as dyslexia based on expert analyses of pupils' needs. Very effective use is made of various external agencies to ensure appropriate support of high quality for pupils with SEN.
- 188 The school provides a well-planned curriculum in KS4 through the provision of relevant Award Scheme Development and Accreditation Network (ASDAN) courses. Many pupils with SEN gain qualifications on the various courses and make the successful transition to further education courses.
- 189 The school has a clear policy to manage and promote positive behaviour. All pupils and staff are aware of the school's staged responses to any unacceptable behaviour. These are effective and contribute well towards establishing an ethos of mutual respect throughout the school. The school's support workers provide outstanding counselling for pupils.
- 190 The school's inclusion co-ordinator and support workers contribute positively towards identifying strategies to address pupils' inappropriate behaviour, and through involving pupils in identifying their own solutions to problems. They provide outstanding support to re-integrate those pupils who have been excluded for a fixed period of time.
- 191 The school holds an annual open evening for parents where the provision and use of resources for pupils with SEN are fully explained. The school keeps parents fully informed of their child's progress.
- 192 There is a named governor who effectively monitors SEN provision. The provision for pupils with SEN meets statutory requirements and complies fully with the SEN Code of Practice for Wales.

The quality of provision for equal opportunities

- 193 The quality of provision for equal opportunities has outstanding features. The inclusion of all pupils, irrespective of their social or linguistic backgrounds in the life and activities of the school is outstanding. Nearly all members of staff show sensitivity and empathy in meeting pupils' needs.
- 194 The school has established highly effective procedures to recognise and address the diversity of pupils' background, in particular those who are looked after by the local authority, and those who care for members of their families. All pupils have access to resources at lunchtimes when they may undertake homework tasks. This support is particularly useful for pupils with SEN and for those pupils who do not have access to ICT resources at home.

- 195 The school has established procedures to identify those pupils who are more able and talented and provision is made, through appropriately planned activities to meet their needs. The school however, has yet to formalise a few of its procedures in this context.
- 196 Pupils learn about the importance of respecting different faiths, races and cultures through PSE and school assemblies. Aspects of diversity and of promoting racial equality are included in lessons such as religious education and morning assemblies. These provide a sound basis for promoting racial harmony, and respecting different cultures and lifestyles.
- 197 All activities are made available to both boys and girls and there are no examples of stereotyping within the school's provision.
- 198 The school has an appropriate policy for preventing bullying and outstanding procedures for addressing issues of oppressive behaviour. There are numerous notice boards around the school informing pupils of the various support services available to them within the school and in the community. The anti-bullying policy is well-supported by the school council which has persuaded the school to establish a 'bullying box' which enables pupils to report incidents anonymously.
- 199 The school is a purpose-built building accessible to all pupils and others who have disabilities. The school fully meets the requirements of the Disability Equality Scheme and Action Plan.

Leadership and management

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

Grade 1: Good with outstanding features

- 200 The school awarded itself a grade 2 in its self-evaluation report. The grade awarded by the inspection team is one grade higher because of the:
- dynamic leadership of the headteacher and her SLT;
 - clear lines of communication and shared values amongst all those associated with the school;
 - rigorous monitoring and evaluation of performance by the senior and middle management teams; and
 - high priority given to national initiatives and partnerships.
- 201 This grade is one grade higher than the grade awarded to Key Question 1 because the outstanding features of management have not impacted fully on standards within the school.

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

- 202 The way in which the aims and expectations of the school are made clear to all staff, pupils and visitors is an outstanding feature. These aims and objectives are nearly all fully operational in the life of the school. All associated with the school are committed to these aims. There are exceptionally clear lines of communication evident at all levels and all members of staff are accountable to their respective line managers and headteacher for their actions.

- 203 The school has developed within the last few years through the outstanding leadership of the headteacher. She is prepared to make and carry out difficult decisions to raise standards within the school. She works very well with her SLT, middle managers and governing body. She leads with vision, giving clear strategic direction and is very influential in promoting school community values, by example. She and her SLT have moved the school forward and taken the staff and school community with them in a very short time. Standards have improved continuously under her leadership.
- 204 The SLT maintains a regular, effective high presence around the school. Members of this team are also supported very well by nearly all heads of year.
- 205 There are outstanding procedures in place to monitor the performance of both individuals and teams. In nearly all instances, the quality of leadership at all levels is a significant factor in raising standards. The leadership qualities of all managers are known to the SLT and appropriate action is taken to remedy underachievement. Each member of the SLT, including the headteacher, is linked to a faculty and groups of departments and these management links are very effective. Reviews of faculties and departments are planned systematically and provide detailed performance information.
- 206 National priorities have been and are currently being addressed. These developments are outstanding. Leaders and managers are making very good progress in addressing WAG priorities. The progress made in the WBQ in the sixth form and the 14-19 Learning Pathways' initiatives in KS4 are impressive. Ysgol Uwchradd Bodedern is one of the very few schools in Wales to be close to achieving level 6 of the Healthy Schools' initiative. Participation in these initiatives has had a positive effect on standards in key skills. Bilingualism is given a high priority.
- 207 The school ensures the professional development of teaching, administrative and technical staff according to individual and school needs. Members of staff are actively encouraged to undertake professional development. The outcomes of the continuing professional development are shared within departments, and where appropriate, on a whole-school basis to raise standards.
- 208 Members of staff share good teaching practice with one another. Where good practice is identified, this is shared with the whole staff. These combined aspects are strong features.
- 209 The school has a firmly established performance management system of good quality which applies to all members of teaching, support, technical and administrative staff.
- 210 The school actively promotes equality of opportunity for all. Everyone in the school is treated with respect and has a contribution which is valued.

How well governors or other supervisory bodies meet their responsibilities

- 211 The governing body makes a good contribution to the leadership of the school.
- 212 It includes very able and experienced members who have supported the school over a number of years. Currently, three-quarters of the governing body have only been in office for one year. This body's expertise has developed quickly in a short time. Their individual professional skills are used effectively, not only in the

work of the governing body but also in enhancing the curricular and community dimension of the school.

- 213 The governors' philosophy of respect for all and partnership working with senior, middle management and other staff, are key factors in raising standards. They have supported fully the difficult decisions that the headteacher has had to make.
- 214 The governing body has high expectations of the school. All members have a clear understanding of the school's main priorities through the effective working of the sub-committee structure. The chair of governors and chairs of the sub-committees ensure that these committees work productively for the benefit of the school.
- 215 The governors clearly understand their roles and act as critical friends in an effective manner. They are well informed on all aspects of school performance and receive regular and detailed reports from the headteacher.
- 216 Nearly all governors are linked to faculties and departments. Nearly all governors attend meetings with faculty managers and undertake classroom observations in departments within their link faculty in a supportive manner.
- 217 Governors are involved effectively in the strategic management of the school. The quality of their strategic management and involvement in the evaluation processes are good features. Discussions are detailed and challenging. They act as sounding-boards to the headteacher. Governors strive to ensure that pupils and students receive the very best education possible.
- 218 Governors strive to achieve value for money from all procedures and practices.
- 219 The school prospectus contains all the required information.
- 220 All regulatory requirements are met.

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

Grade 1: Good with outstanding features

- 221 The school awarded itself a grade 2 in its self-evaluation report. The grade awarded by the inspection team is one grade higher because of the outstanding:
- relationships between the SLT and middle management team (MMT);
 - evaluation of the school's strengths and areas for development;
 - detailed self-evaluation reports produced by senior and middle managers;
 - cross-curricular monitoring of whole-school priorities;
 - manner in which views of staff and pupils are respected, listened to, and taken into account; and
 - strides made to ensure that identified shortcomings are dealt with effectively.

How effectively the school's performance is monitored and evaluated

- 222 The overall judgement of the team is that the school has undervalued its success. The team awarded grade 1 for key questions 5 and 6 whereas the school had given itself a grade 2.

- 223 The team judged that the higher grades were appropriate because of leadership of outstanding quality and the thorough system of self-evaluation and planning for improvement. These features have led to improvements in standards in almost all curricular areas.
- 224 Self-evaluation is well established and embedded in the life of the school.
- 225 Leaders and managers are very well informed about the areas for which they are responsible.
- 226 The quality of the links between members of SLT and clusters of departments is outstanding. The weekly minuted meetings between the SMT all of the MMT, and the meetings between the individual middle managers and their link member of the SLT, ensure consistency across departments and provide valuable opportunities for dissemination and discussion of educational priorities.
- 227 The quality of monitoring undertaken by SLT and MMT is very good. Whole-school cross-curricular monitoring takes place on a termly basis and written reports on the findings are circulated to all members of the MMT for implementation at departmental level. Subjects for monitoring arise from self-evaluation, SLT and MMT discussions and their main focus is on raising standards across all aspects of school life.
- 228 The school's self-evaluation report is a detailed and rigorous document of high quality outlining the school's performance against the seven key questions as used in Estyn's guidance. It is thorough and evaluative, clearly noting strengths and areas for development. The departmental self-evaluation reports are also valuable documents which analyse the present position of the departments in detail.
- 229 Views of pupils, parents and staff are actively sought, and their opinions respected. Matters raised by them, for example strategies for improving attendance, are incorporated into the SIP. The parental questionnaires (260) were very supportive of the school. Ninety-six per cent were satisfied with their child's progress and 95% were satisfied with the quality of education provided by the school.
- 230 The ethos of respect and value shown by the SLT to all members of the workforce is an outstanding feature.
- 231 Individual members of the governing body are linked to departments and the majority have taken part in departmental meetings and have attended lessons. Consequently, their knowledge and understanding of the monitoring and review process are good.

The effectiveness of planning for improvement

- 232 The intelligent use of data to inform planning and development across the school is outstanding. A wealth of data is available to members of staff, as well as training for new members of staff, to ensure very good and comprehensive evaluation of examination results. Discussion between the departments and the headteacher leads to the setting of realistic, yet challenging targets for improving pupils' performance. The quality of the targets is outstanding.
- 233 The SIP and departmental development plans (DDPs) are of very good quality. They are closely linked to the self-evaluation process. This is a good feature. Issues for development noted in the self-evaluation documentation are regularly and consistently incorporated in the SIP.

- 234 In addition to the very detailed SIP which includes national and local priorities, the headteacher has produced an abbreviated version, as a working document, which ensures that the focus during the weekly management meetings is always concentrated on the main priorities. This is exemplary good practice.
- 235 Departmental development plans reflect whole-school priorities as well as subject-specific needs and areas identified through self-evaluation. Plans contain effective success criteria and costings.
- 236 Good practice in teaching and learning is shared among the staff in meetings arranged by the deputy headteacher. This is a good feature. School and county-based in-service training (INSET) of high quality impacts positively on planning for improvement.
- 237 The progress made in response to the key issues noted in the previous inspection has been outstanding. Standards in English and ICT in KS3, science KS3 and KS4, physical education in KS4 and in the sixth form have shown marked improvements.
- 238 Pupils of lower ability have been given extra support through a reading club, numeracy club and homework club. The school has employed additional LSAs, and additional resources have been produced to help improve pupils' spelling. The vast improvement in performance in external examinations at KS4, especially in 2009, demonstrates that the strategies are having a positive impact on standards.
- 239 Self-evaluation is now a more focussed process, concentrating on raising pupils' performance in examinations and standards of teaching and learning.
- 240 Attendance has improved markedly and learners' behaviour is exemplary. All the health and safety issues noted in the previous report have been addressed.
- 241 Key skills have developed well since the previous report.

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

Grade 2: Good features and no important shortcomings

242 This grade matches the school's self-evaluation grade. It is the same as the grade awarded by the team for Key Question 1, but one grade lower than that awarded for Key Question 5. This is because the team did not identify any outstanding features in the way that the school deploys its resources. The outstanding leadership qualities have not quite impacted fully on some aspects of resource management.

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

- 243 The school employs sufficient numbers of well-qualified and experienced teachers. They are deployed effectively so that all pupils have access to teaching of good quality. A few members of staff, who have several areas of expertise, were specifically appointed to teach in two subject areas.
- 244 There are sufficient, well-skilled support members of staff to ensure that the school is administered in an efficient manner. A large number of LSAs provide

highly effective support to pupils across the curriculum. The way that they work in co-operation with the classroom teachers is particularly effective. The learning coaches provide exceptional support to students daily in the resource centre.

- 245 The teaching force has been re-modelled in line with statutory requirements. The requirements of the planning, preparation and administration (PPA) time agreement have been implemented. Time is used effectively, particularly to undertake appropriate planning within departments. All teachers have Criminal Records Bureau (CRB) checks undertaken in line with UA policy.
- 246 There are sufficient books and other material resources to support the teaching of the curriculum. Adequate funds are allocated to curricular areas, using a fair and transparent formula. The provision of ICT resources is outstanding. The large number of desktop computers is supplemented by sets of laptop computers so that all pupils have ample opportunities to use their ICT skills across the curriculum. All classrooms, except one, have interactive whiteboards that are used well by teachers to motivate and inspire their pupils.
- 247 The library is well stocked with fiction in both languages and is managed well by the librarian. Considerable numbers of books are on loan to pupils. The library receives adequate funding. Nevertheless, there are too few reference books and these limit the usefulness of the library for pupils carrying out personal research.
- 248 The accommodation is of good quality and sufficient for the number of pupils on roll. It is very well managed and maintained by the school's premises managers and caretaker. It provides a good setting for teaching and learning.

How efficiently resources are managed to achieve value for money

- 249 The expenditure on employees is relatively high, but staffing the curriculum is an important priority for the school. Members of staff are managed well to ensure that this valuable resource delivers value for money. There has been a considerable improvement in standards since the last inspection through effective use of manpower. Similarly, the employment of large numbers of LSAs has proven to be very beneficial because of the key role they play in supporting the large number of pupils with SEN.
- 250 The headteacher's clear strategy ensures the most effective use of the existing staffing. The budget-setting process begins with a careful analysis of existing costs, together with the implications of any new planned provision. The school's management is fully aware of the total costs of all aspects of the school's provision.
- 251 The headteacher and administrative officer meticulously researches the most cost-effective solutions for the school's spending priorities, for example, by local tendering arrangements. By careful monitoring and management of the budget she has been able to make substantial economies. As a result, the school has accumulated sufficient reserves to ensure that it is in a sound financial position.
- 252 Staffing costs in the sixth form are reasonable and sixth-form provision is not subsidised by money intended for provision in KS3 and KS4. In view of the standards achieved, the sixth form offers very good value for money.
- 253 The professional development of staff is planned in an effective manner. It is a prominent feature within the school. Training needs are carefully diagnosed and

are met in a number of cost-effective ways. The school contributes to a number of strong consortium arrangements that plan and organise training for teaching staff. The school provides outstanding training, professional development and support for the LSAs. This helps to ensure that they provide very good support in the classroom. There are appropriate arrangements for the induction of newly qualified teaching (NQTs) staff and their early professional development. The school makes good use of its limited training budget.

254 Financial management is good. The administrative officer controls spending in a very careful way. All the routines associated with financial management are very sound. The latest audit report was very favourable and raised no issues. The headteacher and the administrative officer meet weekly to monitor expenditure and check that the budget is being spent as planned.

255 The school reviews its spending priorities annually and outlines these in its SIP. The school allocates sufficient funds to support these priorities. Given the standards achieved and the careful way in which the school allocates its spending it offers good value for money

Standards achieved in subjects and areas of learning

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 2- Good features and no important shortcomings

256 GCSE results in English language and literature in 2008 were below the averages for the UA and Wales for grades A*-C, although there is a trend for improvement. The percentage of pupils achieving grades A*/A in literature was above levels for the UA and Wales.

257 In 2009 results in GCSE English language were above the levels for the UA and Wales. The results compare very well with those of pupils of similar ability. The overall percentage of passes at grades A*/A was below the levels for the UA and Wales. In literature, the results are below the levels for the UA and Wales. However, the percentage of passes gained at grades A*/A was above the levels for the UA and Wales.

258 Examination results at A level in 2008 were below the levels for the UA and Wales. There was improvement in 2009.

KS3

Good features

259 Nearly all pupils' attitudes to their work are positive. Nearly all pupils listen purposefully and are ready to respond orally to questions from teachers and each other in appropriate language.

260 Nearly all pupils show good knowledge and understanding during class discussions. They recall information, describe, explain and put forward ideas. Able pupils pose questions and justify decisions.

261 Most read a wide range of fiction, non-fiction and poetry. Most read aloud with accuracy and fluency. Many read with expression. Most read for pleasure and comment thoughtfully on their reading. Pupils with SEN make good progress.

262 Nearly all pupils write extensively in a range of forms and for a variety of purposes. Nearly all improve their writing through knowledge of the success criteria, using models and by planning and drafting. Most pupils convey mood and atmosphere, express feelings, put forward a point of view and show empathy for characters in set texts. Most pupils with SEN make good progress.

Shortcomings

263 A minority of pupils make basic grammatical errors of construction, spelling and punctuation.

264 A minority of pupils make little contribution to group and class discussion.

KS4

Good features

265 Pupils display good listening skills. They respond confidently to the teacher and to each other.

266 Most pupils contribute effectively in groups sharing ideas and posing questions. More able pupils give detailed and extended answers.

267 Standards in reading are good. Most pupils show a good understanding of a range of fiction and non-fiction and they do this in a range of formats and registers. By the end of KS4, pupils' ability to interpret and compare texts has developed well. Able pupils are able to offer sound critical interpretations of challenging texts.

268 All pupils are able to write in a variety of formats and for a range of audiences. Written work is improved through thorough planning, drafting, the use of models and understanding of success criteria. At best, written work is of a very good standard when ideas are original, the analysis is detailed and expression is accurate.

Shortcomings

269 A minority of pupils have difficulty in sustaining pair and group work and developing their views in greater detail.

270 There are spelling, punctuation and construction errors in the written work of a number of pupils of average ability.

Sixth form

Good features

271 Students' oral contributions are good. Their contribution to group and class discussion is based on sound understanding of the text. There is good use and understanding of standard English and subject terms. There are students in both year groups who offer original, well-considered ideas, and articulate their opinions thoughtfully.

272 All students demonstrate a clear understanding of character, plots and themes as well as the social, cultural and historical background of set texts.

273 Written work is well structured and coherent. By the end of the course, most students produce well-crafted writing, which includes appropriate quotations. Able students include detail and in-depth analysis of language.

Shortcomings

274 There are no significant shortcomings.

Science

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

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

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

275 Examination results at GCSE in the last two years have been comparable with those of the UA and higher than those of Wales for passes at grades A*-C and A*/A. These results represent good achievement for the pupils.

276 Examination results at A level in the last two years have been comparable with local and national averages in biology and chemistry, but less so for physics. These results represent good achievement for students of biology and chemistry, and satisfactory achievement in physics.

KS3

Good features

277 Pupils have good recall and understanding of previous work. Their knowledge of scientific facts and ideas is good from across a wide range of topics such as chemical reactions, animal cells and forces.

278 Their knowledge of scientific terminology is very good, in both Welsh and English.

279 They carry out practical work safely and competently, listening carefully to instructions. They can collect, use and clear away apparatus, collaborating very well in groups when they undertake these tasks.

280 They observe and measure correctly, put data into tables and draw graphs of their results. They can plan experiments and draw conclusions well.

281 They are developing skills such as comparing and evaluating and are learning to apply their knowledge from one scientific context to another.

282 Pupils know the criteria for success when they are working and this contributes to their standards of achievement.

Shortcomings

283 A minority of pupils have untidy and disorganised presentation of work and poor scientific drawing.

284 A small minority of pupils do not make adequate progress in the time available.

KS4

Good features

285 Pupils have confident recall and understanding of previous work. They have good knowledge and understanding from across all aspects of biology, chemistry and physics.

- 286 Their knowledge of scientific terminology in both Welsh and English is very good. They are able to explain abstract concepts, both orally and in writing, using the terms correctly.
- 287 They use and apply their knowledge to solve problems and to make links between science and industrial applications.
- 288 Their skills of data interpretation, often using abstract ICT simulation techniques, are high. They can compare, deduce and draw conclusions.
- 289 Pupils know the criteria for success and can evaluate the quality of their work. They collaborate productively in groups and this supports their standards of achievement
- 290 They carry out safe and organised practical work. They use apparatus correctly, observe and measure using appropriate units, compile tables of results and draw line graphs accurately.
- 291 They complete GCSE examination practical course work to a high standard. They understand the need for reliability and for accuracy.
- 292 Pupils with SEN produce work of good standards.

Shortcomings

- 293 A small minority of pupils do not make adequate progress.

Sixth form

Good features

- 294 All students in biology and chemistry have confident recall of knowledge and a secure understanding of complex and abstract concepts and principles such as the use of constants in equations.
- 295 They are learning and using appropriate terminology in all the subjects in either Welsh or English and use them both orally and in writing to express ideas.
- 296 They are developing a range of manipulative techniques and make systematic and precise observations. They organise and present data using a variety of methods, including drawings of good quality. Attention to health and safety protocols is good.
- 297 Students can analyse and interpret data to a high degree, supported by very good numeracy skills. They draw good graphs and can explain their significance.
- 298 They can apply their theoretical understanding to explain their practical work and in order to solve problems. They use scientific models and ICT simulations to enhance their understanding

Shortcomings

- 299 Students of physics have a less secure recall of knowledge.
- 300 Students of physics do not always complete the work in their files and this affects the quality of their work.

Information technology

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

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

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

301 Examination results at GCSE in the last two years have been comparable to local and national averages for passes at grades A* to C. Results have seen considerable improvement in 2009. The most recent results represent very good standards.

302 Examination results at A level in the last two years have been comparable or higher than local and national levels. This represents very good standards currently.

KS3

Good features

303 All pupils are comfortable using the school intranet and are confident in navigating their way around this. Nearly all pupils are able to utilise the very good quality software available to raise the standard of their work.

304 All pupils use ICT hardware and software confidently and competently. They are able to organise their work and open, save and retrieve files and documents effectively.

305 All pupils use word-processing, desktop-publishing and presentation applications to communicate information effectively and make good use of the internet to research a variety of topics. Pupils of all abilities are able to combine text and images to produce attractive documents and presentations of good standards.

306 All pupils, including pupils with SEN, understand the purpose of spreadsheets and databases and use them with confidence to handle data, including numbers. They understand simple formulae and use them in calculating and modelling situations.

Shortcomings

307 There are no significant shortcomings.

KS4

Good features

308 Nearly all pupils complete practical ICT assignments to a high and sometimes very high standard. They are able to extract information from several sources, including the internet. They are aware of the advantages and disadvantages of the use of ICT in business and community contexts.

309 Nearly all pupils raise the standard of their work by redrafting their assignments.

310 Pupils are comfortable and confident in navigating their way around the school intranet. As a result, they are able to utilise the good quality software available to raise the standard of their work.

311 Pupils exercise a degree of autonomy and choice in their use of ICT, appropriate to their age and development.

Shortcomings

312 There are no significant shortcomings.

Sixth form

Good features

- 313 Students display a methodical and analytical approach to problem-solving. They have a very good understanding of the specific features of a range of software packages and are able to use this to design and produce solutions to problems and communicate these solutions clearly. They produce project work of generally very good quality.
- 314 All students are aware of the potential uses of ICT in business and community situations and discuss the advantages and disadvantages in an analytical way. They are able to identify problems and select appropriate 'real-life' contexts for the application of ICT. This allows the majority of students to produce work of a high standard.
- 315 Students make good use of their study time to research topics to improve the quality of their work.
- 316 All students have a good understanding of the potential for ICT. They have a good understanding of terms and definitions.

Shortcomings

- 317 There are no significant shortcomings.

Geography

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

Key stage 4: Grade 4 - Some good features, but shortcomings in important areas

Sixth form: Grade 4 - Some good features, but shortcomings in important areas

- 318 Examination results at GCSE in the last two years have been significantly below national averages for passes at grades A*-C grades and A*-A. These results are lower than would be expected for pupils of similar ability.
- 319 A comparison of examination results at A level in the last two years with those of the UA and Wales is inappropriate due to the very small numbers of students involved.

KS3

Good features

- 320 Most pupils display a sound understanding and knowledge of the location and characteristics of place. They are confident in locating places and areas from within their own locality, Wales and Italy.
- 321 The majority of pupils have a good grasp of a range of geographical skills. They use maps, atlases, photographs and information and task sheets to complete work of a good standard.
- 322 Pupils with SEN demonstrate a good level of knowledge and understanding of the major relief features of Wales and Italy.
- 323 The majority of pupils possess a sound understanding of a wide range of geographical terms. They use key words accurately in all aspects of their studies.
- 324 Many pupils display a good understanding of the main features and location of favelas within the major cities of Brazil. They have a good appreciation of the extreme levels of poverty associated with favela occupation.

325 Most pupils possess a good knowledge and understanding of aspects of the geography of Wales. Their knowledge of the distribution of the relief features of Wales is good.

Shortcomings

326 A minority of the pupils' books show a lack of detail in the completion of set tasks. This has a negative influence on standards achieved by these pupils.

327 A minority of pupils are insecure in their understanding and use of geographical terms.

KS4

Good features

328 The majority of pupils possess a good understanding of the Burgess urban land-use model. They match accurately written and photographic evidence to the appropriate land-use zones.

329 The standard of geographical skills is good. Most pupils use maps, photographs and written material with confidence achieving good outcomes.

330 The majority of pupils demonstrate a sound understanding of the concept of globalisation. They provide accurate examples of companies which have expanded throughout the world. They have a good understanding of the impact of these companies on the economic and social patterns within individual countries.

331 Most pupils use geographical vocabulary accurately and with confidence.

332 Pupils with SEN complete work of a good standard in relation to their ability.

Shortcomings

333 The most able pupils do not consistently present work which fully reflects their ability.

334 The oral and written responses of a minority of pupils show a lack of detail in terms of knowledge and understanding. This restricts their standard of work.

335 The exercise books of a few pupils display missing and incomplete work. This has an adverse effect on standards.

336 A minority of pupils are insecure in the allocation of selected named land-uses to the appropriate zone.

Sixth form

Good features

337 Students demonstrate a good understanding of the types of plate movements and boundaries. They appreciate the relationship between type of plate movement and the resultant boundary.

338 Geographical terminology associated with plate tectonics is used appropriately and accurately to explain and describe plate movement.

339 There is a good level of understanding of some of the problems associated with the recent economic changes in China.

Shortcomings

340 A number of aspects of the students' work demonstrate a serious lack of depth and detailed knowledge and understanding expected of A level students.

341 Students are insecure in locating specific areas and places on a world scale in relation to plate tectonics.

342 Considerable gaps in students' background geographical knowledge have an adverse impact on standards.

Music

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

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

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

343 Examination results in GCSE in the last two years have been above the national and county averages for grades A*-C. These results represent good achievement for these pupils.

344 Examination results in A level for the past two years have seen all students achieve a C grade or higher. A comparison with the UA and Wales is inappropriate because of the small numbers of students involved.

KS3

Good features

345 The quality of singing is good and has improved since the last inspection. The majority of pupils perform warm-ups and songs with enthusiasm, enjoyment, and clear diction. They are generally in tune and sing with a good tone. Some pupils can maintain an independent part in a two-part piece.

346 The majority of pupils can perform an individual part fluently, accurately and to a good standard on a range of instruments, including keyboards and various percussion instruments. They use good technique.

347 All pupils work well in groups and in pairs to compose a range of pieces in response to various stimuli. The majority of these pieces are of a good quality. They include pieces composed using 'Micrologic' computer software.

348 Pupils show a good understanding of the musical elements. They can identify the elements when they listen to a range of music, including their own. They use good language and terminology when they respond to music.

Shortcomings

349 Some pupils do not sing with good posture, and this sometimes affects the intonation. The quality of singing is not consistent in all classes.

350 A significant number of pupils have difficulty keeping in time with others in ensemble pieces.

KS4

Good features

351 Pupils studying the new Business and Technology Education Council (BTEC) Level 2 First Certificate in music are successfully acquiring a range of relevant and transferable skills.

352 The vast majority of pupils studying GCSE music perform solo pieces to a good standard, and very few to a very good standard.

353 Compositions by GCSE pupils are generally of a good standard and display good use of music ICT.

354 GCSE pupils display good appraising skills. They show a good understanding of musical concepts and can recognise the main characteristics of a piece of music. They respond using appropriate terminology, and can discriminate between and within the musical elements.

Shortcomings

355 Some compositions do not sustain musical interest.

Sixth form

Good features

356 Some Advance Supplementary (AS) music students perform solo pieces to a very good standard.

357 Composition standards are generally good.

358 Listening and appraising skills are being effectively developed.

Shortcomings

359 Compositions tend to be rather one-dimensional and sometimes lack musical development and variety.

Physical education

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

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

Sixth form: Grade 1 - Good with outstanding features

360 Examination results at GCSE in the last two years have been close to local and national averages for passes at grades A* to C. Results have seen considerable improvement recently. The most recent results represent very good achievement by the pupils.

361 Examination results at A level in the last two years have been above local and national levels. These results represent outstanding achievement by the students.

KS3

Good features

362 In creative activities, many pupils demonstrate individual gymnastic techniques of high quality. Most pupils work extremely well with partners to produce movement sequences of high quality, featuring symmetry, timing and originality in composition.

363 In competitive games activities, the majority of pupils display good standards in rugby, hockey, and netball skills. In all three activities, nearly all pupils are able to pass and receive accurately and effectively.

364 The majority of pupils are able to refine existing skills, and develop new techniques throughout the lessons. Most pupils demonstrate good standards in the execution of defensive and attacking tactics.

365 The majority of pupils show good standards in planning, performing various skills with confidence, and evaluating their own work and the work of others.

366 Nearly all pupils with SEN are able to participate to good standards.

Shortcomings

367 The physical fitness of a few pupils is unsatisfactory and this impacts negatively on performance standards.

368 A very few pupils exhibit unsatisfactory fine motor skills.

KS4

Good features

369 Work of high quality is seen in the health, fitness and well-being aspect of the course. Many pupils are able to plan, undertake and evaluate a fitness programme, and lead warm-ups and cool-downs. Many pupils display a very good understanding of how the components of physical fitness are developed, and how these relate to an active and healthy lifestyle.

370 Many pupils demonstrate good subject knowledge and understanding of the syllabus content, and how to apply their knowledge in practical and theoretical situations.

371 Most pupils demonstrate very good standards in planning, performing and evaluating their own work and the work of others. In competitive activities, many pupils produce high quality work in both hockey and badminton.

Shortcomings

372 A few pupils' subject knowledge is inadequate. This limits the standard of their work.

Sixth form

Outstanding features

373 All students display excellent standards of knowledge and understanding in examination modules. All students can accurately analyse a variety of fitness test protocols, evaluate the data and recommend training improvements to enhance performance.

374 Nearly all students demonstrate excellent abilities in assessing critically their own sporting performance, identifying their strengths and weaknesses, and then producing strategies for improvement.

375 Nearly all students' assignments for their examination course are of high quality, demonstrating a sound understanding in the production of posters, flyers and an extended submission.

Good features

376 Nearly all students display good knowledge and understanding in issues relating to health and safety in physical education and sport.

377 Nearly all students participate to a high standard in the wide range of very good extra-curricular and sporting activities available.

Shortcomings

378 There are no significant shortcomings.

School's response to the inspection

The school wishes to thank the inspection team for its professionalism and thoroughness before and during the inspection.

We are extremely pleased with this report in its entirety and the way it recognises the work of the school's entire workforce, the governing body, the pupils and the parents to ensure that Ysgol Uwchradd Bodedern is a good and inclusive school.

The acknowledgement given to improvements in standards and the recognition of excellence in the following areas is appreciated:

- pupils' bilingual and ICT skills;
- the curricular and extra curricular experiences;
- the support and care in the school;
- the support for pupils and students with Additional Learning Needs;
- the fine behaviour of pupils and students and the relationships between pupils and teachers;
- the school's commitment to the Healthy Schools Initiative;
- the standards of pupils' and students' cultural, social and moral development;
- the developmental planning and self evaluation; and
- the host of partnerships established by the school.

Ysgol Uwchradd Bodedern believes that the inspection was a beneficial experience and will implement the recommendations detailing the steps to be taken in the new SIP. We assure that we will continue to work diligently in order to aim for excellence in every aspect of the school's work in the future.

Appendix 1

Basic information about the school

Name of school	Ysgol Uwchradd Bodedern
School type	Secondary
Age range of pupils	11–18
Address of school	Bodedern Anglesey
Postcode	LL65 3SU
Telephone number	01407 741000

Headteacher	Annwen Morgan
Date of appointment	April 2007
Chair of governors / Appropriate authority	John R Jones Anglesey
Reporting inspector	William Gwyn Thomas
Dates of inspection	2/11–5/11/2009

Appendix 2

School data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	115	155	152	142	151	79	35	829

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	40 + headteacher	11	47.8

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	17.4:1
Pupil: adult (fte) ratio in special classes	0
Average teaching group size 7 - 11	24
Overall contact ratio (percentage)	78.5%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole school
Term 1	93.0	91.0	90.0	89.9	92.0	91.4	86.0	91.0
Term 2	93.1	90.9	90.3	90.6	90.9	91.4	88.4	91.1
Term 3	93.4	91.8	91.1	88.6	97.4	94.6	89.1	91.7

Percentage of pupils entitled to free school meals	14.93
Number of pupils excluded during 12 months prior to inspection	Permanent 0/ Temporary 25

Appendix 3

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

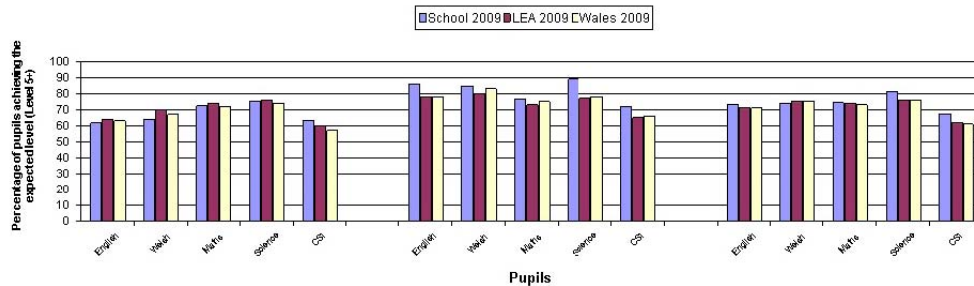
Ysgol Uwchradd Bodedern
Isle of Anglesey

LEA/School no: 660/4029

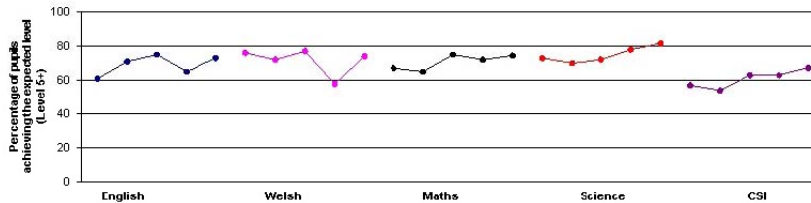
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 3

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

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	62	64	63	86	78	78	73	71	71
Welsh	64	70	67	85	80	83	74	75	75
Maths	72	74	72	77	73	75	74	74	73
Science	75	76	74	89	77	78	82	76	76
CSI	63	60	57	72	65	66	67	62	61



School Performance over time (2005 - 2009)



Contextual Information

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

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

- Quartile 1 School is in the top 25 per cent.
- Quartile 2 School is in the top 50 per cent but not the top 25 per cent.
- Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.
- Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 10 per cent and up to 15 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		70	73	74		79	
Welsh		67	74	77		81	
Maths		73	74	78		81	
Science		75		80		82	
CSI		60		66	67	71	

Notes:

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

Report by William Gwyn Thomas
Ysgol Uwchradd Bodedern, 2/11/09

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

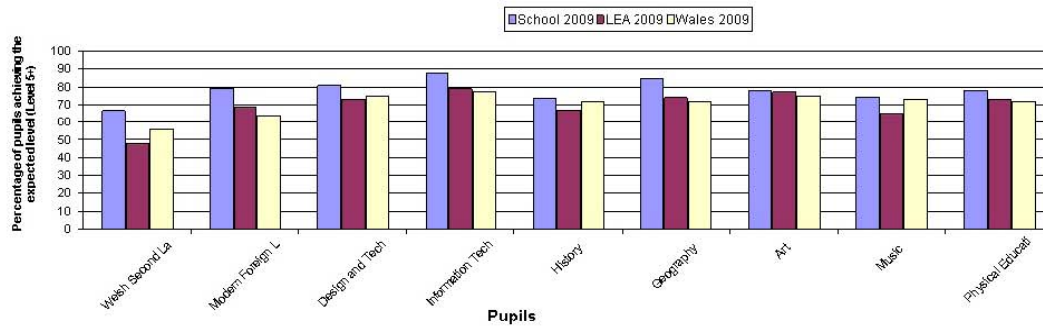
Ysgol Uwchradd Bodedern
Isle of Anglesey

LEA/School no: 660/4029

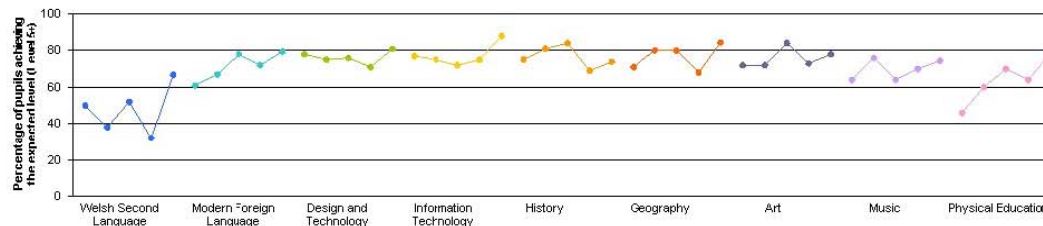
School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 3

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

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
Welsh Second Language	58	43	46	83	57	66	67	48	56
Modern Foreign Language	66	62	55	95	78	73	79	69	64
Design and Technology	74	68	68	89	80	83	81	73	75
Information Technology	86	76	72	91	84	83	88	79	77
History	67	62	66	82	73	78	74	67	72
Geography	79	69	67	91	80	77	84	74	72
Art	76	71	66	80	85	85	78	77	75
Music	64	59	66	86	72	81	74	65	73
Physical Education	76	79	72	80	65	72	78	73	72



School Performance over time (2005 - 2009)



Contextual Information

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

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

- Quartile 1 School is in the top 25 per cent.
- Quartile 2 School is in the top 50 per cent but not the top 25 per cent.
- Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.
- Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 10 per cent and up to 15 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
Welsh Second Language		50		61	67	71	
Modern Foreign Language		61		68		75	79
Design and Technology		73		80	81	85	
Information Technology		78		83		86	88
History		72	74	76		80	
Geography		74		79		83	84
Art		76	78	83		89	
Music		72	74	78		83	
Physical Education		68		76	78	82	

Notes:

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

Ysgol Uwchradd Bodedern

SSSP

Summary of Secondary School Performance

LEA/School No. 660/4029

(1)

Pupils aged 15

Number of pupils aged 15 who were on roll in January 2009 : 131

Percentage of pupils aged 15 who :

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average wider points score per pupil
School 2008/09	99	93	65	56	56	364
LEA Area 2008/09	98	89	58	47	47	357
Wales 2008/09	99	88	61	47	46	379
School 07/08/09	98	95	55	..	44	340
School 06/07/08	..	..	..	..	40	322

Number of boys aged 15 who were on roll in January 2009 : 74

Percentage of boys aged 15 who :

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average wider points score per pupil
School 2008/09	100	91	61	54	55	353
LEA Area 2008/09	97	85	48	40	42	318
Wales 2008/09	98	86	55	43	43	357
School 07/08/09	99	94	48	..	40	319
School 06/07/08	..	..	..	..	33	297

Number of girls aged 15 who were on roll in January 2009 : 57

Percentage of girls aged 15 who :

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average wider points score per pupil
School 2008/09	98	96	70	60	56	378
LEA Area 2008/09	98	93	68	55	54	400
Wales 2008/09	99	91	66	51	50	401
School 07/08/09	97	96	65	..	49	366
School 06/07/08	..	..	..	..	49	355

Ysgol Uwchradd Bodedern

SSSP

Summary of Secondary School Performance
(1)

LEA/School No. 660/4029

Pupils aged 15

	Percentage of pupils aged 15 who :		Percentage of boys aged 15 who :		Percentage of girls aged 15 who :	
	achieved one or more ELQ (3) only	Left full time education without a qualification (4)	achieved one or more ELQ (3) only	Left full time education without a qualification (4)	achieved one or more ELQ (3) only	Left full time education without a qualification (4)
School 2008/09	0	0.0	0	0.0	0	0.0
LEA Area 2008/09	1	0.4	2	0.3	0	0.6
Wales 2008/09	2	0.9	3	1.0	1	0.8
School 07/08/09	0	..	0	..	0	..
School 06/07/08	0	..	0	..	0	..

Pupils aged 17

	Number of pupils aged 17 who were on roll in January 2009 : 35		Number of boys aged 17 who were on roll in January 2009 : 11		Number of girls aged 17 who were on roll in January 2009 : 24	
	Percentage of 17 year old pupils entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17	Percentage of 17 year old pupils entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17	Percentage of 17 year old pupils entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17
School 2008/09	100	1014	100	983	100	1028
LEA Area 2008/09	99	931	99	886	99	957
Wales 2008/09	96	688	95	656	97	715
School 07/08/09	..	743	..	751	..	740
School 06/07/08	..	..	..	..	..	..

Ysgol Uwchradd Bodedern
School Type: Comprehensive 11-18
Linguistic Delivery: Bilingual
660/4029

LEA/School No.

Number of SEN Unit/Special Classes: 0

Number of Pupils on Roll in NCY 11: 131

Percentage of compulsory school age pupils eligible for FSM 2008/09: 14.9

Percentage of compulsory school age pupils eligible for FSM 07/08/09: 14.8

Percentage of compulsory school age pupils on SEN register: 25.7

Percentage of 15 year old pupils on SEN register: 19.8

Level of Welsh Bacallaureate Offered:

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

Appendix 4

Evidence base of the inspection

Inspectors spent a total of 41 days in the school and were joined by the school's deputy headteacher as nominee. They held a meeting before the inspection.

During the inspection, inspectors visited:

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

Members of the inspection team met with:

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

The team also considered:

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

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
William Gwyn Thomas	Rgl KQ1 and KQ5, context, summary, recommendations, appendix.
William Owen	Lay Inspector
Manon Wyn Siôn	KQ2
Peredur Francis	KQ3
Glyn Griffiths	KQ4
Bethan Whittall	KQ6
David Hughes	KQ7
Julie Griffiths	English
Delyth Williams	Science
Huw Llewelyn	Geography
David Charles	Information technology
Emyr Wyn Jones	Music
Dr Stephen Lloyd	Physical education
Huw Robertson	Peer assessor
Irfon Price Morris	Nominee

Acknowledgement

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

Contractor: EPPC/Severn Crossing Ltd
Suite F2A, Britannic House, Britannic Way, Llandarcy, Neath SA10 6JQ