

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

A Report on the Quality of Education in

**St Joseph's Catholic and Anglican High School
Sontley Road,
Wrexham
LL13 7EN**

School Number: 6654603

Date of Inspection: 14/04/08

by

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St Joseph's Catholic and Anglican High School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of St Joseph's Catholic and Anglican High School took place between 14th April 2008 and 17th April 2008. An independent team of inspectors, led by Peter Guy Carter undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. St Joseph's Catholic and Anglican High School is a new school. It came into being following an agreement between the Catholic Diocese of Wrexham and the Anglican Diocese of St Asaph. The original school, St Joseph's Catholic School, which was last inspected in January 2000, was closed to facilitate the opening of the new school. The school occupied temporary accommodation whilst building work was carried out. It moved into the refurbished and extended building and opened officially on 1st September 2006.
2. St Joseph's is a voluntary aided, 11-16, English medium, co-educational school. It has 598 pupils on roll and is heavily oversubscribed. It serves Wrexham and the surrounding area. The school is a Christian school but accepts children from other faiths. At present, the pupil population includes children from Muslim, Sikh, Hindu, Jewish and Buddhist backgrounds.
3. Almost all children speak English as their first language. A small percentage speaks English as an Additional Language (EAL). No children speak Welsh as their first language. Pupils come from a range of social and economic backgrounds. Around 12% are entitled to have free school meals. This figure is lower than the local and national averages. Pupils represent the full range of ability. There are 32 children on the Special Educational Needs (SEN) register and 29 with statements of SEN.
4. The headteacher was appointed to his post in 1997 and was reappointed as headteacher of the new school in 2006. He has overseen the transition from a Catholic to a shared faith school. He leads the Senior Management Team (SMT) which also includes a deputy headteacher and four assistant headteachers. The deputy was seconded to another secondary school in the Catholic diocese as acting headteacher in June 2007. This situation has continued for longer than was originally anticipated but is expected to be resolved very soon.

The school's priorities and targets

5. The school is a Christian school where faith, prayer and worship matter most. The child's spiritual growth is the top priority. The school's mission is to "guide the whole school community to achieve their full potential, grow in their journey with God and live a Christian life".
6. The School Development Plan (SDP) for 2007 to 2010 identifies priorities for development in a number of different areas. These are set out in the following list.
 - Spiritual ethos and chaplaincy
 - Senior management
 - Staffing

- Assessment, recording and reporting
- Curriculum Cymreig
- Bilingualism
- Personal and Social Education (PSE)
- Information and Communication Technology (ICT) across the curriculum
- Key skills
- Basic skills

Summary

7. St Joseph's is a very good school. Its Christian values underpin all aspects of its work and are important to all members of the school community. As a consequence of the vision and leadership of the headteacher, there are outstanding features in the standards that pupils achieve, the quality of education that the school provides and the effectiveness and efficiency of its management.
8. The following table shows the grades awarded in the seven key questions.

Key Question		Grade
1	How well do learners achieve?	1
2	How effective are teaching, training and assessment?	1
3	How well do 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?	1

9. The inspection team inspected the standards that pupils achieve across the curriculum. The following table shows the grades awarded for standards in each subject at both key stages (KS).

Subject	KS3	KS4
English	2	1
Welsh second language	2	2
Mathematics	2	1
Science	1	1
Design and technology	2	1
Information technology	1	2
Modern foreign languages	2	1
History	2	1
Geography	2	1
Art	2	2
Music	2	2

Physical education	2	2
Drama	1	1
Humanities	-	1
Health and social care	-	1

10. The following table shows the percentages of grades awarded at each stage and in both stages combined in 119 lessons observed during the inspection.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	16%	71%	10%	3%	0%
KS4	43%	55%	2%	0%	0%
Whole school	27%	65%	7%	2%	0%

11. The figures in this table meet the national target for 2010 for standards to be grade three or better in 98% of classes. They are outstanding by comparison with the figures for inspections of all secondary schools in Wales in 2006-2007.
12. Pupils achieve high standards in developing knowledge, understanding and skills in subjects across the curriculum. In most subjects, standards are higher at KS4 than KS3. Pupils achieve good standards in key skills. They show particular strengths in speaking, listening and Information Technology (IT).
13. Results in external examinations are well above Local Education Authority (LEA) and national averages in most key indicators of performance. They compare very favourably to results in schools where similar percentages of pupils are entitled to have free school meals. These results represent outstanding achievement for these pupils.
14. Pupils make very good progress in learning. Their attainment at the end of KS4 shows outstanding progression when compared to their abilities on entry. They fulfil their potential and are prepared well to move on to the next stage of learning.
15. Pupils show exceptional personal, social and learning skills. They work together very effectively and show high levels of interest and motivation. Attendance and punctuality are very good. Pupils' behaviour is exemplary.

The quality of education and training

16. Teaching at both key stages has many outstanding features. Teachers set very high expectations of pupils and establish excellent working relationships that promote learning very successfully. They present their subjects in stimulating and challenging contexts that capture pupils' interest and enthusiasm.
17. There is a very high degree of respect between pupils and staff. This caters for the needs of all pupils very successfully. Teachers use a wide range of resources and activities that are matched well to all pupils' needs. They provide excellent support and encouragement. This is a significant factor in promoting high standards of achievement.

18. Whole-school systems for tracking and monitoring pupils' progress are good. Most pupils have a good awareness of how well they are doing in subjects and what they need to do to improve. They use their planners well to record their progress. The way they use their planners enables them to strive for improvement. Good use of peer and self-assessment in many subjects promotes effective learning.
19. Parents and carers are informed well about their child's progress in all years. Progress reports are issued regularly. They provide useful information about achievement and effort. In the main annual report, form teachers also provide comments which relate to personal qualities and overall progress in subjects. These reports, however, do not include comments from subject teachers and this is an aspect for development.
20. The curriculum meets the needs of all pupils. Welsh second language at KS4 and physical education in Year (Y) 9 receive less time allocation than other subjects. Options at KS4 provide opportunities for pupils of all abilities to gain qualifications. Teachers plan well to include key skills in lessons.
21. The school offers an outstanding range of extra-curricular opportunities and supportive out-of-school activities. Planning for pupils' spiritual, moral, social and cultural development has outstanding features. Assemblies are very good and make an important contribution to pupil's spiritual development. Partnership with parents and carers has many outstanding features.
22. The school offers a variety of work-related courses. Staff members use the Welsh language in a basic way but this is insufficient to promote bilingual competence on a progressive basis. The school tackles social disadvantage successfully and this is an outstanding feature. Entrepreneurship is not developed enough.
23. A Christian, concerned and inclusive ethos permeates the school and provides for the well-being of all pupils. This is reflected in the outstanding relationship between pupils and staff. The additional, sensitive support provided by outside agencies reinforces the overall quality of care provided.
24. Parents are consulted regularly about a range of important issues concerning their child's learning. The Parent Teacher Association (PTA) is very active and a source of significant additional income for the school. There are good pastoral and curricular links with partner primary schools.
25. The quality of curricular guidance for pupils making option choices towards the end of KS3 is outstanding. A well co-ordinated and structured PSE programme, delivered by form teachers, reinforces personal and social development.
26. Pupils with a range of difficulties, including severe physical and sensory needs are integrated successfully into the whole life of the school. This is outstanding. Pupils with Additional Learning Needs (ALN) make very good progress at both stages.

27. The school promotes equality in all aspects of its work successfully and effectively. Pupils are always willing to help each other. The ethos of social inclusion and mutual respect is evident throughout the school. Physical and curricular access for disabled pupils is outstanding.
28. The limited incidents of bullying and oppressive behaviour are dealt with swiftly and sensitively. The recognition and respect for diversity is a priority within the school and is promoted actively in many ways.

Leadership and management

29. The leadership provided by the headteacher is inspirational and outstanding. He provides vision and clear direction for the work of the school and promotes high standards very effectively. He receives very good support from the SMT which includes a deputy and four assistant headteachers.
30. Leadership and management at all levels are based on Christian principles and values. These pervade the work of the whole school. They promote equality of opportunity for all members of the school community very successfully.
31. Governors work well with the school and have an active role in contributing to its leadership and management. They help leaders and managers to monitor standards and the quality of provision. They act as critical friends of the school, providing good support and holding the school to account for its performance.
32. Self-evaluation is embedded firmly in the work of the school. Leaders, managers and teachers use the information from the self-evaluation process purposefully. They establish clear priorities for improvement.
33. Most senior and middle managers have very good knowledge of the strengths and shortcomings in their areas of responsibility. Most evaluations focus well on improving standards, learning and teaching, and on enabling pupils of all abilities to fulfil their potential.
34. Self-evaluation has helped leaders and managers develop a culture of excellence in the school. The extent to which all stakeholders are involved actively in this process is outstanding.
35. Overall, self-evaluation and planning for improvement at whole school level are very effective. They have led to outstanding improvements since the last inspection. There are, however, inconsistencies in the extent to which leaders and managers review the work of subject departments and pastoral teams. As a consequence, there is too much variability in the quality of departmental self-evaluation and development planning.
36. There are enough qualified teachers to enable the curriculum to be taught effectively. Most teachers teach their specialist subject. Members of support staff have relevant experience and are highly competent. They enable all aspects of the school to work efficiently and effectively.

37. The accommodation has many outstanding features. It provides a conducive and very stimulating learning environment and is sufficient for the number of pupils on roll. The provision of resources for learning for all pupils is outstanding.
38. The financial management of the school follows well-established procedures. Spending decisions are linked very closely to the school's priorities for development. Overall, when measured against outcomes, the school manages its resources efficiently, prudently and extremely effectively to give outstanding value for money.

Recommendations

To build on the progress made the school should implement the following recommendations.

- R1 Develop further the quality of self-evaluation and planning for improvement so that it is consistently good across the school.
- R2 Ensure annual reports include comments from subject teachers that identify strengths and clear targets for improvement.*
- R3 Further improve pupils' bilingual competence.*
- R4 Address time allocations for Welsh second language at KS4 and physical education in Y9.
- R5 Maintain high standards of achievement.

*Aspects of these recommendations are addressed in the current SDP.

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

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

39. This grade matches the grade in the school's self-evaluation report.
40. The following table shows the percentages of grades awarded for standards of achievement in 119 lessons observed in the inspection.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	16%	71%	10%	3%	0%
KS4	43%	55%	2%	0%	0%
Whole school	27%	65%	7%	2%	0%

41. The figures in this table meet the national target for 2010 for standards to be grade three or better in 98% of classes. The percentages of lessons where standards were judged to be grades one or two are significantly higher than the equivalent figures for inspections of all secondary schools in Wales inspected in 2006-2007. It is 20 percentage points higher at KS3 and 27 percentage points higher at KS4. These are outstanding figures.
42. Although standards are very good at both key stages, they are higher at KS4. Standards were judged to be either grade one or grade two in all subjects at both key stages. At KS3, standards in the great majority of subjects were judged to be grade two. They were judged to be grade one in the great majority of subjects at KS4.
43. Standards of achievement are significantly higher than they were in the last inspection. Then, the top two grades were awarded for standards in 44% of classes. In this inspection, the two top grades were awarded in 92% of classes, an increase of 48 percentage points.
44. Pupils of all abilities achieve good, and often very good, standards. Pupils with ALN achieve standards which are very good in relation to their needs and abilities. There are no significant differences in the standards achieved by boys and girls.
45. At KS3, results in 2005-2007 in National Curriculum (NC) assessments in the core subjects of, English, mathematics and science, were above LEA and national averages. They were also above the averages for similar schools in many cases. The percentages of pupils who achieved level five or above in all three core subjects were consistently above the averages for similar schools and, in 2005 and 2007, in the top 25%.
46. At KS4, attainment in General Certificate of Secondary Education (GCSE) examinations was well above LEA and national averages in almost all subjects in the last three years. It also compares very favourably to attainment in similar

schools with performance in the top 25% in nearly all cases. In almost all key indicators of performance, attainment in 2007 was the highest ever achieved at the school.

47. The percentage of pupils who gained five or more A*-C GCSE grades in 2007 was 22 points higher than the national average. The percentage of pupils who gained passes at grade C or higher in each core subject was 20 points higher than the national average.
48. The standards that pupils achieve in the key skills of communication and application of number have good features and no important shortcomings overall. Pupils' speaking and listening skills, and their skills in using IT are particularly good and have outstanding features.
49. Pupils are making good progress in developing their bilingual competence. They make good use of a range of opportunities to practise their communication skills using the Welsh language. Their bilingual skills, however, are at a relatively early stage of development in comparison with other key skills.
50. Pupils of all abilities are successful in attaining their agreed learning targets and frequently exceed expectations. There are no barriers to learning. Pupils achieve success regardless of their social, ethnic or linguistic background.
51. Overall, pupils make outstanding progress in learning. They are very successful in gaining and using new knowledge, skills and understanding. Pupils make good progress as they move through KS3 and this prepares them well for the demands of work at KS4. By the end of KS4, they have made very good progress in relation to their abilities and attainments when they first entered the school.
52. Almost all pupils have very good levels of understanding about how well they are doing in subjects across the curriculum. They know their strengths and weaknesses and can relate these to NC levels of attainment at KS3 and GCSE grades at KS4. They have targets which are noted in their planners. They know what they need to do to make further progress and move on to the next stage of learning.
53. Pupils have very positive attitudes to learning. They show high levels of motivation, work productively and make very good use of their time in school. They are interested and engaged in their learning and develop progressively the ability to work more independently. They succeed in acquiring the skills necessary for lifelong learning.
54. Pupils get on well with each other and are friendly and very welcoming to visitors. This helps to make the school a pleasant and orderly community and a very good environment for learning. Pupils' behaviour is exemplary and is an outstanding feature of the school.

55. Attendance is very good. The average of almost 94% in the last three terms exceeds the national target of 93%. It is also considerably higher than the average attendance locally, nationally and in similar schools. Punctuality is good. Pupils are rarely late for lessons, or at the start of the school day.
56. Pupils have very good personal and social skills. They collaborate very well in their learning, supporting each other when working together. They show interest in topics addressed in PSE lessons. They are aware of many social issues and the aspects which might affect them, such as internet safety. They show respect, care and concern for others and act responsibly. They raise large sums of money for different causes. Together, these attributes make important contributions to the school's ethos. Pupils' spiritual and moral development are outstanding.
57. The positive attitudes that pupils have to learning, their responsible behaviour and social skills are outstanding. Pupils are very well aware of the importance of equality of opportunity. They show high levels of respect for different faiths and cultures, and for diversity within society. This prepares pupils well for effective participation in the workplace and the community.

The quality of education and training

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

Grade 1: Good with outstanding features

58. This grade is one grade higher than the grade awarded by the school in its self-evaluation report. This is because the inspection team identified outstanding features in the quality of teaching across many subjects and at both key stages.
59. The following table shows the percentages of grades awarded for the quality of teaching and assessment at each stage and in the two stages combined in 119 lessons observed during the inspection.

	Grade1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	24%	63%	10%	3%	0%
KS4	39%	57%	4%	0%	0%
Whole school	30%	61%	8%	2%	0%

60. Overall teaching has good features and no important shortcomings in 91% of lessons. This is well above the comparative figure of 76% for all secondary schools inspected in Wales in 2006 – 2007 and the national target for 2010 of 80%. The proportion of lessons which are good with outstanding features also exceeds the national figures by 11 points.
61. These figures demonstrate outstanding teaching at both key stages but also show some apparent differences between them. They indicate a much greater

proportion of lessons where a grade one was awarded at KS4 than at KS3. Also there are far fewer lessons with grades three or four at KS4 than at KS3.

62. Teachers set very high expectations of pupils in all aspects of their learning. They establish excellent working relationships with them both within and outside lessons based firmly on mutual respect and trust. This is very prominent across the school and nurtures high quality learning experiences for pupils which are evident in nearly all lessons.
63. Nearly all lessons are planned very well. Teachers usually make their objectives clear to pupils and structure their lessons very effectively to promote learning. In many subjects, teachers make very good use of pupils' prior achievements when planning work for them. Teachers are very successful in adapting their lessons to suit the needs of all pupils.
64. Teachers have good subject knowledge and many use it very well to present their subjects in stimulating and challenging contexts. Most teachers use questions skilfully to probe pupils' knowledge and understanding of their work. In the best lessons this secures an excellent interactive dialogue that is highly successful in promoting pupils' learning. Many teachers make very constructive use of IT to present information and tasks to pupils.
65. Teaching is very successful in promoting equality of opportunity. Teachers ensure that they make effective use of resources and activities to meet the needs of all pupils. Learning Support Assistants (LSA) work very well alongside teachers, assisting pupils who have specified learning difficulties. There are also a number of initiatives that focus well on providing additional challenges for those pupils who are more able and talented.
66. Homework is used very well in nearly all subjects to consolidate and extend pupils' learning. A particularly notable feature is the use of the e-learning centre where pupils can access tasks and relevant information electronically. In a few subjects this is used in an outstanding way to enable pupils to communicate with teachers and other pupils through discussion forums.
67. There are some opportunities that are used effectively to promote pupils' skills in the Welsh language in assemblies, registration periods and in lessons. Bilingual posters are displayed in most classrooms and several teachers make good use of them in their teaching. The promotion of bilingual competence, however, is inconsistent across the school and remains an aspect for further development.
68. In a few lessons teachers spend too much time giving information and instructions to the whole class and insufficient opportunities are provided for pupils to contribute actively. As a consequence of this there is a lack of pace in these lessons and insufficient challenge in the work set for pupils.
69. Procedures to track and monitor pupils' progress at both key stages are good. Pupils' achievements and personal qualities are recorded regularly and systematically onto a whole-school database. Information relating to pupils'

progress is easily accessible and is used well to identify those who are underachieving.

70. In many subjects teachers use assessment very well to promote pupils' learning. There is very purposeful use of oral feedback in lessons to identify strengths and aspects for improvement in pupils' work. This occurs both at the end of lessons and in continual dialogue with individual pupils.
71. Pupils' work is marked regularly in virtually all subjects. Pupils comment very positively about this and most have a good awareness of how well they are doing in subjects and what they need to do to improve. Written feedback to pupils is, however, more variable across subjects. On occasions it is not detailed enough and targets for improvement are too general.
72. Pupils make good use of planners to record their achievements across subjects. They are used very well in many subjects and provide pupils, parents and carers with useful information relating to progress. In many subjects, good use is made of peer and self-assessment and pupils make constructive use of these in recording targets in their planners.
73. There are moderation procedures in many subjects to check the reliability of teachers' assessment. These are undertaken very carefully in many subjects and are largely effective in ensuring the accuracy of NC levels at the end of KS3. There is, however, too much inconsistency in the rigour of this process in a few subjects.
74. Statutory requirements in relation to assessing and reporting on NC subjects are met at KS3. Teachers also meet the regulations of examining boards for subjects at KS4.
75. Good procedures are used to ensure that parents and carers are kept informed of their child's progress. Progress reports are issued regularly in all years and these provide a useful overview of pupils' achievements and effort in all subjects. The annual report also includes a general comment from the form teacher about personal qualities and overall progress in subjects. Annual reports, however, do not contain any explicit comments from subject teachers and this is an aspect for further development.

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
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76. This grade matches the grade in the school's self-evaluation report.
77. The curriculum fully meets statutory requirements and provides a range of learning experiences for all pupils at both key stages. The curriculum provides opportunities for pupils of all abilities to gain appropriate qualifications. All subjects of the NC are taught to the pupils. However, the time allocated to

Welsh at KS4 and physical education in Y9 effects adversely continuity and progression in pupils' learning in these subjects.

78. A wide range of subject option menus has been established recently to meet the requirement of the 14-19 Learning Pathways at KS4. The school works well with other local educational partners to ensure the full delivery of this curriculum. The recently appointed Learning Coach provides effective support and guidance to pupils.
79. Each subject department plans well to include relevant aspects of key skills within its curriculum. This is co-ordinated well and ensures a range of strategies to support pupils' learning effectively. The use of IT in many lessons is outstanding. At KS4, the school provides a Key Skills course for those pupils who may benefit from enhanced provision of basic and key skills. This provision is an outstanding feature of the alternative accredited courses for these pupils.
80. A well planned and co-ordinated PSE programme delivered by form teachers reinforces pupils' social and personal development. Pupils benefit from stimulating learning experiences in PSE lessons. They also use and develop their personal and social skills in a range of whole-school activities.
81. The wide range of extra-curricular activities is outstanding. These promote pupils' social development well. They include many sporting activities, the allotment club and an art club. The school choir and orchestra are very successful. A high proportion of pupils receive musical instrument tuition. Many members of staff volunteer their time to support the pupils in a variety of after-school clubs. The sports club for pupils with ALN, the homework club and the school's e-learning facility are outstanding examples of extra-curricular provision for pupils.
82. The provision for spiritual, moral, social and cultural development has outstanding features. The application of the school's strong Christian ethos across its activities is outstanding. This contributes greatly to the pupils' spiritual development. Very good assemblies also make significant contributions to pupils' spiritual development. The tone and content of collective worship challenges pupils' self-belief positively and greatly enriches their experiences.
83. The school promotes moral values successfully. The exemplary behaviour of the pupils indicates that they have a strong understanding of honesty, fairness and respect for truth and justice. Pupils support a range of charities and send letters to prisoners of conscience. This highlights the school's values of supporting others through caring and understanding.
84. Pupils study their own and other cultures through a variety of topics in many subjects. Subject departments organise various visits, which greatly enrich pupils' learning experiences and cultural development.
85. The school's links with parents are outstanding. The PTA serves the school well as a consultative forum. Nearly all parents are highly complimentary about

the school. There are numerous opportunities for parents to meet the staff to discuss any concerns.

86. The school has developed strong links with its partner primary schools. A variety of transition activities helps new pupils to settle in. The school provides placements for students from colleges of further and higher education on a regular basis.
87. Appropriate work-related courses and opportunities for pupils to experience the world of work are provided in conjunction with a number of employers within the community. Recognised accredited courses are offered in conjunction with local businesses. These support pupils well towards establishing good working habits and practices. Careers Wales staff provide valuable input into work-related lessons through the PSE framework.
88. The school includes appropriate aspects of Y Cwricwlwm Cymreig in its provision across most subjects. Many members of staff attend a school-based weekly Welsh course to improve their bilingual skills. They use a few basic Welsh greetings and phrases in their lessons. However, these are insufficient to promote fully pupils' progressive use of incidental Welsh.
89. The school ensures that all pupils receive equal access to all activities. The school's provision to tackle social disadvantage positively is an outstanding feature of its inclusive ethos. A strong feature is the provision for pupils with EAL to sit examinations in their own languages.
90. Many subjects incorporate aspects of sustainable development and global citizenship in their provision. The pupils' 'Eco' committee actively promotes aspects of sustainability. The school's allotment is a good example of activity generated by pupils to raise awareness of self-sufficiency. The school has gained the Eco Schools Bronze Award recently.
91. There are initiatives to develop pupils' entrepreneurial skills through a variety of enterprise events. At best, these develop pupils' problem-solving and team-building skills. However there are insufficient opportunities to deliver such ventures on a regular basis.
92. Pupils' learning experiences encourage them to take responsibility for developing their own learning. The school's curriculum successfully reflects the priorities of the Welsh Assembly Government.

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

Grade 1: Good with outstanding features
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93. This grade matches the grade in the school's self evaluation report.
94. There are several outstanding features in the way pupils are cared for, guided and supported. A Christian, concerned and inclusive ethos permeates the whole school. Heads of year and form teachers work alongside pupils and they

have developed outstanding relationships. They show respect towards one another. Sensitive and additional support by outside agencies reinforces this care.

95. Parents are consulted regularly on a range of important issues concerning their child's learning. Their responses are often acted upon. Parents' support for school activities is outstanding. The PTA is very active and is a valuable source of significant additional income to the school. The very high attendance rate at parents' meetings and events is evidence of their interest in the school.
96. The provision of support for pupils in Y9 when they make choices for KS4 is outstanding. A range of appropriate activities beginning in the autumn term provides access to sources of advice and guidance and pupils across the ability range receive very effective support and direction. An outstanding feature is the personal interview for all parents and their children with a member of the SMT during the school day or after school. Guidance is reinforced by an effective partnership with Careers Wales and careers presentations in PSE lessons.
97. There are good pastoral and curricular links with partner primary schools. These ensure that pupils transfer successfully and settle quickly in Y7 with little disruption to the learning process. Pupils are thoroughly familiar with what to expect on entry. They take part with interest in a week-long Rocket Building project involving various subject areas. A comprehensive transition plan has evolved and is complemented by visits in both directions by teachers and pupils. Flexible and effective arrangements are made to ensure the smooth transfer of pupils with ALN.
98. Pupils receive good support in their personal and social development. PSE lessons are effectively supplemented by relevant contributions from support agencies and specialists. Pupils also have sensitive support provided by the two school chaplains. Appropriate curricular guidance is provided by the Learning Coach. The Student Assistance Programme (SAP) provides valuable support for pupils with personal problems. It is organised successfully by a trained and enthusiastic LSA.
99. The monitoring of punctuality, behaviour, attendance and performance is good. Daily procedures for monitoring attendance are methodical and effective. Links between the administrative staff, heads of year and the Education Support Worker (ESW) are effective. Weekly meetings between the SMT and ESW identify low attendance and strategies for addressing issues are discussed. Procedures for monitoring performance allow heads of year to track pupils' performance across the curriculum and note underachievers.
100. Pupils are fully aware of healthy living issues through appropriate modules in PSE and colourful corridor displays. Attractive healthy menus are available in the school restaurant. Pupils are also encouraged to participate in the many physical activities organised by the school. The very effective school and year councils make valuable suggestions to encourage healthy living, including healthy eating. The school council has initiated positive changes.

101. All staff members are familiar with procedures for the protection of pupils. Policies and procedures are clearly highlighted in staff handbooks. All members of staff, including kitchen staff, have received updated child protection training. The Child Protection Officer (CPO) maintains very close links with social services when referrals are made.
102. The quality of provision for pupils with ALN is outstanding. Pupils' needs are identified early following established transitional links with the two main partner primary schools. Further assessments carried out at St Joseph's establish a baseline for all pupils and identify those pupils requiring additional support. These assessments are always used to plan effective provision.
103. The school's emphasis on integration ensures that the majority of pupils with ALN has equal access to a broad and balanced curriculum. Pupils with a range of difficulties, including severe sensory and physical difficulties, are integrated successfully into the whole life of the school. This is outstanding. The school fully utilises the excellent support provided by the LEA specialist services.
104. In-class support is provided by a dedicated team of LSAs. Regular meetings with the SEN Co-ordinator (SENCO) promote close collaboration and allow a flexible approach to be adopted. LSAs work closely with subject teachers. They promote integration actively in the classroom by supporting pupils with ALN to cope with the demands of mainstream curriculum and also enable them to achieve success. This is a significant strength. They also organise daily literacy and numeracy sessions for identified pupils during registration periods.
105. Resource Provision pupils, who have Moderate Learning Difficulties (MLD), are taught in small groups in English, Welsh second language, mathematics, history, geography, music and modern foreign languages. These lessons are taught by subject specialist teachers. Many of these lessons are planned well to meet pupils' individual needs. The level of consistency in the quality of support across subjects is outstanding. Links with subject departments are very good. All teachers are provided with detailed information on pupils with ALN.
106. Pupils who are disapplied from Welsh or modern foreign languages, receive intensive reading and spelling support in the ALN base. An experienced teacher provides individualised programmes for these pupils. The work is monitored and recorded very closely. Pupils make steady progress following this intervention.
107. Every pupil with ALN has an Individual Education Plan (IEP) which relates well to their needs. Targets are shared with both pupils and parents. IEPs are clearly displayed in pupil planners and a master file of IEPs is placed in the staff room. They are reviewed twice a year and parents are invited to the annual review meetings. Subject-specific reports contribute to the annual review meetings and provide an overall assessment of progress. This also strengthens the links with subject departments. Although IEPs are accessible to all members of staff, the monitoring of their use across all subject departments is not fully developed.

108. Pupils with ALN make good progress at both key stages. All pupils with ALN who left school last year gained an accredited qualification. They achieved their agreed learning targets as set out in their IEPs as well as reaching appropriate levels in key skills. A small group of Resource Provision pupils are successfully completing their Award Scheme Development and Accreditation Network (ASDAN) awards and are developing important social and personal skills.
109. The school has made significant progress since the last inspection in the quality of provision for pupils with ALN. The SENCO is organised, enthusiastic and provides very good guidance. She is forward looking in her vision for provision in the school. She is well supported by departmental staff, and the designated governor.
110. The quality of provision for equal opportunities is outstanding. This, above all, reflects the inclusive and Christian ethos of the school. Pupils from all backgrounds are accepted and supported without any difficulty and integrate naturally into all aspects of school life. Traveller children, pupils with EAL and ALN, the most able and talented pupils as well as pupils from different faiths and cultures receive appropriate quality support and guidance. The support for traveller children is a significant strength. The principle of social inclusion is fundamental to the school's philosophy.
111. The school promotes gender equality actively through its option choices. Mixed gender classes in physical education lessons is a significant strength. Racial harmony is an integral part of the school ethos. Pupils show respect towards one another whatever their race or belief. An outstanding feature of the school is the way pupils help each other, both in and out of the classroom.
112. The behaviour of pupils in the classroom and around the school is outstanding. They are courteous and polite to each other, staff and visitors. This positive climate of very good behaviour discourages harassment and oppressive behaviour. Pupils and parents are fully aware of the anti-bullying policy and procedures. Should any incidents arise pupils are confident that they are dealt with quickly and effectively.
113. All areas of the school campus are accessible to disabled pupils and visitors. Curricular access is outstanding due to the level of support provided by teachers, LSAs, pupils and LEA support services. The Disability Equality Scheme and Accessibility Plan reflect the ethos of the school and have been drawn up with the full consultation of both parents and pupils.
114. The quality of the school's recognition and respect for diversity is outstanding. Pupils are made fully aware of other faiths, beliefs and cultures through modules in religious education, PSE and assemblies. The ethos of the school creates a culture of respect. Numerous overseas links, charity work and cultural events reinforce and promote diversity and inclusion.

Leadership and management

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

Grade 1: Good with outstanding features

115. This grade matches the grade in the school's self-evaluation report.
116. There are many outstanding features in leadership and management. A very strong, shared Christian ethos pervades the school. This has produced a cohesive, harmonious community of staff and pupils who work together with a strong sense of purpose.
117. The leadership of the headteacher is inspirational and outstanding. He provides vision and clear direction. He values all members of the school community and encourages each one to fulfil their potential. This promotes high standards very effectively. The headteacher receives very good support from an able SMT which includes the deputy and four assistant headteachers.
118. Leadership and management at all levels are based on Christian principles and values. These are understood and accepted by the members of the school community. Equality of opportunity is central to these shared values. It is reflected in all aspects of the school's work. Expectations are high. They have contributed significantly to the impressive progress made since the last inspection and have encouraged high levels of performance.
119. Leaders and managers take appropriate account of national priorities. Very good progress has been made in a number of areas. These include standards of achievement and attendance as well as healthy living and education for sustainable development. Progress is ongoing in other areas such as the development of 14-19 learning pathways and encouraging bilingual competence.
120. Good links between senior managers and staff teams have facilitated successful management and co-ordination of the school's work. Although procedures for managing the work of teams often operate flexibly and informally, they enable the school's routines to function smoothly.
121. The school has good procedures in place for monitoring the performance of individuals and teams to promote professional development. These include meetings between the headteacher and individual subject leaders to consider performance in examinations. Good links with the LEA and local schools have helped subject teams to benefit from sharing expertise and discussing different ways of seeking further improvements.
122. Governors work well with the school and have an active role in contributing to its leadership. They are closely involved in helping to set the school's strategic direction. Governors have regular meetings with the headteacher and other members of staff. They visit the school frequently. This helps them to monitor the quality of provision and the standards that are achieved.

123. Governors meet all major regulatory and legal requirements. There are, however, a few relatively minor omissions from the governors' annual report to parents and the school prospectus. A few statutory policies are still in draft form, have not been reviewed by the GB and adopted formally.

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

Grade 1: Good with outstanding features
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124. This grade is one grade higher than that awarded by the school in its own self-evaluation. This is because the inspection team judged there to be outstanding features in the way in which leaders and managers evaluate and improve quality and standards.
125. The findings of the inspection team match closely those of the school. The grades awarded by the inspection team are the same in five out of the seven key questions. They are one grade higher in the two remaining key questions.
126. Self-evaluation has helped leaders and managers develop a culture of excellence in the school. Self-evaluation processes are embedded well into the work of the school. Most leaders, managers and teachers make purposeful use of information generated from self-evaluation to establish clear priorities for improvement. This process has enabled the SMT to set very ambitious targets for improvement.
127. The school has produced a self-evaluation report that is detailed and evaluative. It identifies clearly strengths and areas for development in all key questions of the inspection framework. The report refers to a range of evidence to support the judgements. This evidence includes a very detailed annual analysis of assessment and examination data and, as part of the performance management cycle, first-hand observations of the work of teachers with their pupils in lessons.
128. Most senior and middle managers have very good knowledge of the strengths and shortcomings in the areas for which they are responsible. Most evaluations focus well on improving standards, learning and teaching, and on enabling pupils of all abilities to achieve their potential. Both formal and informal procedures are in place to monitor regularly the quality of work across the school.
129. Subject leaders are expected to monitor the quality of teaching in their subjects. Many do so rigorously through lesson observations, team teaching and scrutiny of pupils' books and other work. Teachers are encouraged to reflect critically on all aspects of their work.
130. A few departments work very closely with LEA staff to review successfully all aspects of the work of the department. Through the Wrexham Quality Circles, most subject leaders share good practice with other schools. This has

encouraged teachers to evaluate their work effectively. New members of staff are also encouraged to implement new initiatives at whole-school and department level.

131. Leaders attach considerable importance to seeking the views of pupils and other interested parties. The extent to which almost all stakeholders are involved actively in this process is outstanding. Through the school and year councils, pupils are actively engaged in reviewing formally the quality of provision in the school. This includes discussion about the quality of teaching and learning.
132. The evaluation of the highly successful Governor and Parent Day provided senior managers with information about the inspirational and innovative teaching in the school. The PTA is an outstanding feature. It is used very successfully as a forum for consultation about new school policies and initiatives. The Roman Catholic and Anglican Dioceses and the LEA were involved actively in the setting up of the new school. Partners in the wider community served by the school were less involved in the consultation processes.
133. Many support and administrative staff members are involved effectively in reviewing their work. The headteacher reviews the job descriptions of these staff members regularly and changes are made where appropriate.
134. Development planning is good overall. Outcomes of self-evaluation are used well at whole-school level to plan strategic improvements that are financially viable. The extent to which most middle managers monitor and evaluate the work of their department has improved significantly. Most are aware of the link between self-evaluation and development planning. In the best examples, information is used very successfully to produce detailed departmental development plans that enable teachers to measure improvements.
135. In a few departments, targets are sometimes too descriptive to enable staff members to identify clear priorities for improvement. There are inconsistencies in the extent to which leaders and managers review the work of departments and pastoral teams. This has led to too much variation in the quality of self-evaluation and development planning.
136. Overall, the school's work on self-evaluation and improvement planning is very effective. It has led to outstanding improvements since the last inspection in several important areas. These include:
 - significant improvement in the standard of pupils' key skills;
 - substantial increase in the proportion of lessons in which teaching is good with outstanding features;
 - improved use of assessment strategies to enable pupils to understand how well they are doing and what they need to do to improve;
 - provision of high quality accommodation and resources to enhance teaching and learning; and
 - outstanding provision for pupils with ALN.

137. The time allocated for physical education lessons at KS3 remains an issue that affects adversely continuity and progression in pupils' learning.

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

Grade 1: Good with outstanding features
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138. This grade matches the grade in the school's self-evaluation report.
139. Overall, the number of teaching staff is sufficient for the school to run efficiently and to enable the curriculum to be taught effectively. Teachers are deployed appropriately and many teach their specialist subject. Teachers and support staff are suitably qualified, knowledgeable and experienced. There is a good blend of experienced teachers and those new to the profession.
140. The team of LSAs works effectively and efficiently in activities that enhance pupils' learning. There is very good liaison between the LSAs and teachers. The well-planned and coordinated deployment of LSAs is outstanding.
141. The number of teachers employed by the school is relatively generous. There is a very favourable pupil-to-teacher ratio of less than 14:1, a low contact ratio of 67% and smaller than average class sizes. Very good use is made of the teachers' non-contact time to support and enrich provision and provide specialist supply cover. These arrangements are outstanding.
142. The deployment of the small team of technical staff is appropriate and they provide very good support to their designated departments. Members of the catering staff provide a very good service in the school restaurant.
143. The bursar and members of administrative staff ensure that the office, reception, reprographics and library operations function effectively and that all day-to-day routines run smoothly. The caretaking and cleaning staff contribute very well to the maintenance of the school, keeping the buildings and grounds clean and litter free. The two chaplains provide an extremely valuable contribution to pupils' moral and spiritual development.
144. The school fully meets its statutory obligation for workload remodelling. All teachers are allocated appropriate planning, preparation and assessment (PPA) time and resources. This time is used correctly for its intended purpose. The workforce restructuring proposals have been developed sensitively, agreed and partly implemented. Full implementation is programmed for completion by September 2008.
145. The school building, since the last inspection, has been completely remodelled and extended to provide high quality accommodation that has several outstanding features. These include:
- extensive sports facilities, including a very well appointed and spacious sports hall;

- extensive worship facilities which include the social court and chapel;
 - spacious individual offices for subject departments;
 - a well-appointed and spacious staffroom and a very well equipped staff workroom;
 - specialised accommodation for teaching pupils with SEN; and
 - a commercial quality restaurant for pupils and all other members of the school community.
146. The teaching rooms of most subjects are clustered together enabling efficient use of department resources. Stimulating examples of pupils' work and achievements are displayed prominently around the school in classrooms and in communal areas.
147. The quality of accommodation and equipment for the teaching of IT lessons is outstanding. When not used for IT lessons, the two main IT suites, which are air-conditioned and lit automatically, are available to be booked for use by other subject departments.
148. The schools' buildings and grounds provide a stimulating and conducive environment for teaching and learning. Arrangements for site security and provision are very good.
149. The school is fully compliant with the requirements of the Disabilities Discrimination Act (DDA). The provision for those with disabilities, including full access to all parts of the school, the specialised facilities available and the resources provided, is outstanding.
150. There are, however, a few minor shortcomings in the accommodation. These include narrow corridors in one area of the school adjacent to the English department and less suitable accommodation for teaching textiles and some geography lessons.
151. The increasing number of interactive whiteboards and digital projectors available in classrooms in many subject areas are used very effectively to enrich the quality of lessons. The provision of computers throughout the school is good. A few subjects, however, do not have regular access to IT equipment in their classrooms but are able to make use of the IT suites.
152. Capitation levels are relatively low in most departments and have remained fixed for several years. Departments can bid for additional funds to supplement their capitation to enhance their learning resources.
153. The library is spacious and stocked well with a wide variety of good quality fiction and reference books. It is readily accessible to pupils at break times, lunch times and after school for study and research. However, access during the day is restricted due to lessons being held there.
154. There are several outstanding features and numerous good features in the effective way the school manages its resources.

155. The systematic, methodical and rigorous financial management procedures ensure cost effectiveness in all expenditure. These procedures are outstanding. Senior managers, the bursar and the GB finance committee monitor spending decisions very effectively. They maintain very close links between the allocation of resources and the priorities identified in the SDP.
156. The school manages its budget very prudently and retains a small contingency reserve, currently about 2% of its annual delegated budget, for unforeseen circumstances and future projects. The substantial financial support frequently given to the school by the PTA is outstanding. The additional funding provided by the PTA is used well to enhance learning opportunities for all pupils.
157. The most recent internal audit recognised the school's good practice in financial management and control. The five minor recommendations have been suitably addressed.
158. The school provides good support for trainee teachers and newly qualified teachers. Continued Professional Development (CPD) is under active review with the aim of formalising and integrating the provision across the school. Currently, only teachers have regular appraisals and are included in the performance management and professional development processes. Job descriptions for non-teaching staff are generic and not personalised. Criminal Records Bureau (CRB) checks have been completed for teaching and support staff.
159. Given the very high standards pupils achieve, the outstanding quality of teaching and support provided, the school manages its resources efficiently, effectively and prudently to give outstanding value for money.

Standards achieved in subjects and areas of learning

English

160. Examination results at GCSE in the last two years have been well above national and LEA averages for passes at A*-C and at A*-G. These results represent very good achievement.

KS3 Grade 2: Good features and no important shortcomings

KS4 Grade 1: Good with outstanding features.

KS3

Good features

161. Most pupils listen attentively and with respect to the teacher and to one another. They do so with purpose and to good effect. They recall previous learning and demonstrate good understanding in relation to their work. For

example, they identify a range of poetic techniques and the conventions of script writing.

162. Nearly all pupils collaborate effectively in small group and pairs for a variety of purposes including the creation of short, dramatic pieces, the close analysis of text and to support each other in their learning through peer-assessment. A significant majority of pupils is keen to express an opinion. More able pupils justify opinions and pose questions.
163. Nearly all pupils read an appropriate range of fiction, non-fiction, poetry and drama works including those from different cultures. Their responses to reading indicate good understanding. A majority reads aloud with accuracy. A minority reads with fluency and expression.
164. Many pupils produce sustained writing in a range of forms such as narrative, script and autobiography. They write for a variety of purposes including to review and to persuade. Presentation skills are mostly very good. Pupils take an evident pride in their work. A majority of pupils produces well-crafted writing. They plan with real purpose and draft effectively. Many pupils structure their writing well and are able to produce work of a good standard.
165. Most of the pupils with ALN make good progress

Shortcomings

166. A small minority of pupils across the ability range does not draft their writing effectively so that it lacks detail and ideas remain undeveloped.

KS4

Outstanding features

167. Pupils listen respectfully and attentively to each other and to their teachers. They work with great purpose and confidence in class discussions and in focused group work. They demonstrate maturity and use discussion to develop their critical capacities, challenging each other when appropriate.
168. The writing of the most able pupils is of outstanding quality. These pupils write with style. They use mature vocabulary and expression and employ effective structure in their writing.

Good features

169. Standards of reading are mostly good. This represents very good progress. A majority of pupils is able to read in class with reasonable expression and understanding. Pupils respond well to a good range of texts including Shakespeare's 'Romeo and Juliet', James' 'The Turn of the Screw' and Miller's 'A View from the Bridge'.

170. In a significant majority of cases writing skills are well-developed. Pupils redraft work very conscientiously and produce very well-crafted writing
171. Pupils are highly motivated. They are eager to learn and respond positively and with enthusiasm to the broad range of tasks across the three attainment targets.
172. Nearly all pupils with ALN make good progress and achieve success in external examinations.

Shortcomings

173. There are no significant shortcomings.

Welsh second language

174. Examination results at GCSE in the last three years have been above LEA and national averages for A*-C grades. These results represent good achievement.

KS3 Grade 2: Good features and no important shortcomings

KS4 Grade 2: Good features and no important shortcomings

KS3

Good features

175. Most pupils respond to the use of the Welsh language outside of formal lessons. This has a positive impact on standards of oral work in Welsh lessons. These pupils offer brief and accurate oral responses. They pronounce familiar vocabulary accurately and build on sentence patterns they have learnt previously. Those pupils who achieve the highest standards use previously learnt language well in new situations.
176. When engaged in collaborative work in pairs and groups, most pupils are willing to participate. They extend their questions and answers to seek and give information and to complete questionnaires and fact-finding exercises. Whilst watching recorded television programmes, they obtain information to use in other areas of their work in Welsh.
177. Most pupils demonstrate good understanding of reading materials. They make good use of them, extracting information correctly and to initiate written and oral work. They understand short passages containing familiar vocabulary and syntax and successfully complete tasks based on the passages they have read.
178. Most pupils write sentences, paragraphs, questions and answers accurately. They vary sentence patterns to good effect and demonstrate an effective

understanding of tenses and grammar. They use writing to express information of a personal and expressive nature and to express opinions.

179. Pupils with ALN, and for whom English is an additional language, make good progress.

Shortcomings

180. A few pupils do not pronounce familiar vocabulary accurately and are unsure in their oral responses. They lack fluency whilst communicating and rely too heavily on written notes.

KS4

Good features

181. Most pupils who undertake the full GCSE course and sit the examination make good progress in the development of their language skills. They use the Welsh language effectively to convey meaning in different situations.
182. In lessons, most pupils listen well to the Welsh language and respond in an appropriate manner. They pronounce words, phrases and sentences correctly and give extended answers to questions. They work well together in pairs and groups, conveying information effectively in order to complete tasks.
183. Most pupils read aloud accurately. They demonstrate good levels of understanding of reading materials when they complete written and oral work based on them. They use a variety of vocabulary and sentence patterns which are appropriate to their abilities.
184. Pupils who achieve the highest standards transfer language from one context to another in order to convey information and complete specified tasks. They produce a variety of written work of a good standard using correct grammar and spelling.

Shortcomings

185. A few pupils pronounce familiar Welsh words incorrectly and show some hesitation when responding orally. Their communication lacks fluency and they are dependent on written notes.

Mathematics

186. Results at GCSE in the last three years have been above national and LEA averages for A*-C grades. Results in 2007 were well above the average for similar schools. Results are good in relation to pupils' abilities.

KS3 Grade 2: Good features and no important shortcomings

KS4 Grade 1: Good with outstanding features

KS3

Good features

187. Most pupils show very good knowledge and understanding of their current work.
188. Pupils communicate their findings using appropriate mathematical language and show high levels of reasoning. Many do this extremely well.
189. Most pupils carry out appropriate tasks to find the mode, median and range of a group of numbers. Nearly all pupils have a very good knowledge of the properties of three-dimensional shapes and can draw them competently on isometric paper.
190. Most pupils make very good progress in investigative tasks.
191. Most pupils display good standards in algebra. They substitute values into linear expressions and calculate values accordingly. All pupils understand methods of data collection and display data graphically in the form of bar and pie charts

Shortcomings

192. A few pupils make simple calculation errors. This inhibits their ability to predict patterns and outcomes accurately.

KS4

Outstanding features

193. Able pupils are enthusiastic and exceedingly well motivated to produce their best.
194. They can complete simple and complex mathematical tasks with speed and accuracy. They produce outstanding work in mathematics.
195. All pupils are motivated to work at an appropriate standard and pace.
196. Less able pupils are keen to succeed and develop their competence. They answer examination questions correctly by interpreting information accurately.

Good features

197. All pupils have good numerical skills and a sound knowledge of mathematical principles.
198. The majority are able to understand the use of two simultaneous equations to solve simple problems.

199. Almost all pupils have a secure knowledge and understanding of basic angle facts and can apply these confidently in appropriate situations.
200. Most pupils have good knowledge of geometrical facts. For example, they understand the properties of various polygons.

Shortcomings

201. A very small minority has difficulty in manipulating algebraic terms and numbers.

Science

202. GCSE examination results in science over the last three years have been well above national and LEA averages for A* to C grades. GCSE science results in 2007 were outstanding in relation to the number of A*-A and A*-C grades attained. These results are well above those for similar schools in Wales. In relation to pupils' abilities, results in science are very good.

KS3 Grade 1: Good with outstanding features

KS4 Grade 1: Good with outstanding features

KS3

Outstanding features

203. Most pupils show very good knowledge of scientific information. They have a deep understanding of concepts and processes in the NC Programme of Study.
204. Most pupils can evaluate the outcomes of their experimental work very effectively and suggest appropriate modifications and improvements.
205. The presentation of work in exercise books is of an exceptionally high standard. This includes elements of creative writing and evaluation. All work is up-to-date.

Good features

206. Most pupils use correct scientific terms regularly and accurately when discussing their work.
207. Most pupils apply their knowledge and understanding of science in new situations.
208. All pupils carry out practical work in science in a safe and competent manner. They make reasoned predictions of the outcomes of experiments. They make and record accurate measurements.

- 209. All pupils successfully work together in a co-operative and helpful manner in order to investigate problems and research scientific information.
- 210. Pupils with ALN take a full part in lessons. They make good progress and achieve standards which are good in relation to their abilities.

Shortcomings

- 211. A few pupils lack confidence in their understanding of information provided in science lessons.

KS4

Outstanding features

- 212. Every pupil in Y11 on the school register sat and passed a GCSE science examination. The results are very impressive, particularly in relation to pupils' abilities on entry to the school.
- 213. All pupils maintain outstanding folders of work. All of their work is presented in a neat, readable, clear and coherent manner.
- 214. All pupils enjoy science lessons. They are enthusiastic and committed with a deep involvement in lessons. They anticipate, work for and achieve outstanding standards.

Good features

- 215. All pupils build upon their knowledge and understanding of science. They are very good at recalling previous work and information.
- 216. All pupils are very knowledgeable about science. They apply their scientific knowledge confidently and in a well-focused way. They demonstrate an understanding of higher concepts and processes.
- 217. All pupils show more refined practical skills, particularly in the evaluation and analysis of results of their practical work. They produce examination coursework of a high standard.
- 218. Most pupils demonstrate a wide range of skills in both theoretical and practical work in science. They are articulate and confident when describing and explaining their work.

Shortcomings

- 219. A few pupils make slightly slower progress than the majority because they have difficulty sustaining their concentration throughout science lessons.

Design and technology

220. Examination results in Food and Nutrition and Graphic Products at GCSE in the last two years have been well above LEA and national averages for passes at A*-C and A*-G. Textile Technology results were below local and national figures. In 2007 the percentage of pupils who achieved an A*/A grade was a significant improvement on 2006 and was well above LEA and national average figures. Considering pupils' ability and their performance in other subjects, the results have been outstandingly good in Food and Nutrition and Graphic Products.

KS3 Grade 2: Good features and no important shortcomings

KS4 Grade 1: Good with outstanding features

KS3

Good features

221. All pupils know the importance of health and safety procedures in all material areas and workshops.
222. Most pupils have a good understanding of the design process in resistant materials and food and plan their work carefully in order to ensure their product meets the initial specification. They have a good understanding of making processes in a range of materials and most of their final products are accurate and finished well.
223. The majority of pupils handles a range of materials and components skilfully including food, wood and metal, and successfully use different methods to assemble and join different parts, for example, when making a Welsh antique toasting fork.
224. Most pupils have a good level of understanding of different materials and their properties in most areas of the subject. They discuss their work using the correct terminology, for example, when describing their steady-hand game or evaluating their practical outcomes in food using star profiles.
225. Many pupils show an awareness of how textile production impacts on the environment and they suggest ways in which textiles can be recycled.
226. Pupils with ALN, often, with the additional support of a teaching assistant, produce well-reasoned design ideas and develop them effectively into good quality outcomes. They make good progress and achieve well in relation to their ability, particularly in practical food lessons.

Shortcomings

227. Design development is less well developed in textile technology.

228. Presentation and sketching skills of a minority of lower ability pupils are the weaker elements in their work.

KS4

Outstanding features

229. Most pupils develop an outstanding grasp of knowledge and skills needed for the examination and these are reflected in the examination results.
230. All food and nutrition pupils achieve a nationally recognised level one award in food safety awareness in catering.
231. Most pupils' drawing and annotation work includes technical drawing of a very good standard and there are examples of high quality work in graphic products.

Good features

232. The majority of pupils make very good use of IT. They make good use of two and three-dimensional software, the Internet and digital cameras to research, develop and present their design ideas.
233. In food and nutrition most pupils have a good recall of dietary guidelines, a good understanding of healthy eating and are developing a clear understanding of the nutritional values, sources and functions of food materials.
234. The majority of pupils demonstrates good practical skills and knowledge. In food they use small equipment well for a range of processes; have good control of cookers, and present their cooked product to a good standard. They organise their workstations well and all pupils clear away correctly.
235. Most pupils produce striking and purposeful image boards that lead to creative outcomes in graphic products, for example, in their blister-pack project and final project.
236. All pupils show enthusiasm for design and technology, contributing readily to lessons by preparing ICT presentations, asking and answering questions. They work well in groups, discussing appropriately with their peers and assessing each other's work.

Shortcomings

237. There are no significant shortcomings.

Information technology

238. Examination results in this subject in the last two years have been above national and LEA averages for A* - C grades. These results represent good achievement for these pupils.

KS3 Grade 1: Good with outstanding features

KS4 Grade 2: Good features with no important shortcomings

KS3

Outstanding features

239. Nearly all pupils use ICT equipment and software highly competently. In Y7 and Y8, pupils work with very high levels of independence on various tasks and make outstanding progress in lessons.
240. Most pupils explore features of software with exceptionally high levels of creativity and confidence. They judge the outcomes of their work very critically and perceptively.

Good features

241. Most pupils use ICT very effectively to communicate and process information. They improve presentations proficiently by extracting information and images from various sources and show a good awareness of their target audience.
242. Nearly all pupils undertake tasks successfully to design web pages for specific purposes. They show a good knowledge and understanding of various techniques and apply them well to produce imaginative and good quality work.
243. Most pupils use spreadsheets competently in appropriately challenging modelling tasks. They have a sound knowledge of basic formulae and demonstrate good levels of understanding in using them to process data. They use spreadsheets proficiently to select particular data and present it in a range of appropriate graphical formats.
244. Most pupils have a good knowledge and understanding of databases. They use searches and sorts competently to extract relevant information from them
245. Pupils with ALN and EAL are very confident in using ICT in a range of contexts. They use ICT well to communicate information and explore features of software competently. They work with a very good degree of independence and make excellent progress in all lessons.

Shortcomings

246. A few pupils follow instructions but lack understanding of the overall purpose of the task they are undertaking. This is more apparent in modelling activities

using spreadsheets

KS4

Good features

- 247. Most pupils have good IT skills. They apply these well in range of situations and demonstrate good knowledge and understanding in their work.
- 248. Nearly all pupils show good standards in using ICT to communicate information using a range of appropriate software. They refine their work constructively to make improvements in its presentation and effectiveness.
- 249. Most pupils have a good knowledge and understanding of the features of spreadsheets and use this well in appropriate modelling activities.
- 250. Most pupils use databases competently to process and interrogate information in appropriate contexts. They design, analyse and test IT systems and reflect critically on their work.
- 251. Most pupils have a good knowledge and understanding of ICT theory in their GCSE courses. They have a good awareness of the impact of ICT systems on society.
- 252. Pupils with ALN and EAL are competent in using ICT in a good range of contexts. They work with a high level of independence in lessons and achieve good standards in the various units of work.

Shortcomings

- 253. A few pupils follow set procedures with limited understanding and do not reflect critically enough on their work.
- 254. A few pupils lack confidence in explaining aspects of their work.

Modern foreign languages

- 255. Examination results in French for A*-C and A*/A grades at GCSE in 2006 were above, and in 2007 well above, national and LEA averages. Examination results in German in 2006 were well above national averages for A*-C and A*/A grades; in 2007 they were above average for A*-C grades and well above average for passes at A*/A grades. There were no LEA results in German for comparison.
- 256. The proportion of pupils studying a foreign language to GCSE is higher than average. The results they achieve are much higher than would be expected for pupils of similar ability and represent outstanding achievement.

KS3 Grade 2: Good features and no important shortcomings

KS4 Grade 1: Good with outstanding features

KS3

Good features

257. Standards are very similar in French and German. Most pupils listen with good understanding to extracts in French or German. By Y9 they follow passages at a near-normal speed. They do not need a great deal of repetition in order to identify and note the main points, specific details and opinions.
258. In a similar way, most pupils identify the main points of simple written, printed or word-processed texts. Many use bilingual dictionaries well from Y7, both to find new words and to check spellings of others previously learned.
259. Most pupils speak well in role-play activities, adapting and reusing language appropriately to seek and convey information.
260. By Y9 most pupils also seek and convey information well in written sentences and short paragraphs, varying items of vocabulary and using past or future tenses as well as the present.
261. A few particularly able pupils write to a similar standard in Y8.
262. Pupils with ALN achieve well in special sets where tasks are simplified to suit their ability. In mainstream classes, pupils with specific needs, including sensory needs, regularly achieve as well as their classmates.

Shortcomings

263. A few pupils revert easily to English rather than speak in the foreign language for general classroom purposes.
264. Whilst pupils use past, present and future tenses, they tend not to use them together in the same task.

KS4

Outstanding features

265. Most pupils engage confidently in conversations in French and German at normal speed by Y11. They respond briskly to questions, showing a high level of understanding. They readily take the initiative in framing relevant questions themselves using a variety of different approaches.
266. These pupils write with great precision, using a broad range of language structures and demonstrating varied style and scope, as appropriate to the topic. Their work includes many examples of imaginative and original writing.

267. Pupils' coursework in both languages is meticulously organised and very well presented: they correct and refine earlier drafts conscientiously to attain a high degree of accuracy.

Good features

268. Most pupils read a variety of types of material well, sometimes using reference sources where appropriate.
269. They apply their knowledge of grammar to good effect to cope with unfamiliar topics or more complex language.

Shortcomings

270. A very few pupils sometimes hesitate unduly in oral work, or encounter a gap in vocabulary which they have difficulty working around, but this rarely prevents them from conveying their message.

History

271. Examination results in this subject at GCSE in the last four years have been well above both LEA and national averages for A*-C grades with a high point of 92% reached in 2007. This represents outstanding achievement, given the ability of many of these pupils on entry to the school.

KS3 Grade 2: Good features and no important shortcomings

KS4 Grade 1: Good with outstanding features

KS3

Good features

272. All pupils in KS3 show good knowledge of the appropriate programme of study. This they display in careful, detailed written work and deploy as context when investigating historical problems or presenting aspects of life in the past.
273. Pupils in Y8 carry out research into weaponry of the Civil War in order to assess which side had the military advantage. Pupils in Y9 visit various stations in rotation gathering information about life in the trenches which they use as stimulus for imagined letters written home from the trenches.
274. Almost all pupils of all abilities, including both the most able and those with ALN, make good progress on tasks designed and structured to meet their needs.
275. Most pupils in Y7 show understanding of how and why historical interpretations can differ, why events can have more than one cause and why change occurs, for example in the design of castles over time.

Shortcomings

276. Pupils' knowledge of past events and the role of individuals is generally better than their skills in carrying out source-based investigations.

KS4

Outstanding features

277. The breadth and depth of pupils' subject knowledge is outstanding. It is demonstrated, for example, in their analysis of the Wall Street Crash of 1929.
278. Pupils' awareness of the relative value of historical sources is outstanding. For example, they understand that unreliable evidence can still be useful to a historian.

Good features

279. Most pupils produce extended writing of good quality. In particular, their ability to provide detailed evidence in support of an argument is developed well.
280. Most pupils in Y10 use their understanding of historical interpretations to good effect. For example, they can produce competing newspaper responses to the growth of the Nazi party in Germany in the early 1930s to show reasons for both support and opposition.
281. In Y11 revision activities, pupils show remarkably good understanding of GCSE assessment criteria when using these to mark each others' work and to justify the marks they have given.

Shortcomings

282. There are no significant shortcomings.

Geography

283. Examination results in this subject at GCSE in the last two years have been above LEA and national averages for A* - C grades. The results have been good considering pupils' ability and performance in other subjects.

KS3 Grade 2: Good features and no important shortcomings

KS4 Grade 1: Good with outstanding features

KS3

Good features

284. In Y7 most pupils develop good geographical skills. They use Ordnance Survey maps with confidence to study the local area.

285. In Y8 many pupils have a good knowledge and understanding of the causes and effects of flooding. They are able to use and apply geographical terminology with increasing accuracy in their study of the water cycle.
286. Pupils' skills of enquiry and observation are developed well through fieldwork activities around the school site.
287. In Y9 many pupils are able to compare and contrast more and less economically developed countries. Pupils understand that a range of development indicators can be used to measure the social and economic differences between countries. Pupils are able to describe the relationship between development indicators such as gross national product and infant mortality.
288. Most pupils have a sound knowledge and understanding of the issues of sustainable development and global citizenship.

Shortcomings

289. The progress of a minority of more able pupils in Y7 and Y8 is limited because planned activities do not fully challenge or extend them.

KS4

Outstanding features

290. The GCSE individual fieldwork studies on river processes and landforms are of an outstanding quality. Pupils are very confident in their skills of data collection, recording, presentation, analysis and interpretation.
291. Pupils use and interpret Ordnance Survey maps with great confidence to identify and analyse the geographical features of a river valley and compare areas of contrasting relief. Their map skills are outstanding.

Good features

292. Almost all pupils have a very good knowledge and understanding of a wide range of key words associated with river processes and river valleys. Their understanding has been enhanced through fieldwork in the local area.
293. Most pupils have developed skills in the analysis and interpretation of GCSE style questions. Pupils engage effectively in class discussion of possible answers and are confident in their ability to write extended answers to examination style questions.

Shortcomings

294. There are no significant shortcomings.

Art

295. Examination results in this subject at GCSE in the last two years have been well above national and LEA averages for A* - C grades. Examination results at A* - G have also been well above national and LEA averages. These results represent outstanding achievement for these pupils.

KS3 Grade 2: Good features and no important shortcomings

KS4 Grade 2: Good features and no important shortcomings

KS3

Good features

296. Many pupils in KS3 create and maintain homework sketchbooks of very good quality. They use their sketchbooks to explore critical and contextual issues related to class work themes. The work of these pupils is presented and researched extremely well.

297. Most pupils in KS3 are developing progressively a solid grounding in art in both two and three-dimensional work. They develop a good grasp of the visual language of art through observational drawing. Pupils of all abilities practise observational drawings and achieve varying degrees of success.

298. Most pupils use their sketchbooks effectively to explore materials and techniques and to gain a good understanding of art, craft and design from different times and cultures. They use their knowledge of artists, such as Hundertwasser and Picasso creatively to stimulate and inform their own practical work.

299. Most pupils in Y7 develop well constructed papier-mâché models of animals following a study of Aboriginal art. Pupils in Y8 explore Egyptian hieroglyphics to instigate designs which most carve skilfully into clay plaques.

300. Pupils in Y9 research Welsh art effectively through studying the work of John Piper. They investigate his working methods and most pupils produce competent drawings and paintings of architecture to emulate techniques seen in his work.

301. Most pupils are able to evaluate their own work successfully. They discuss the development of their ideas using an appropriate art vocabulary and through their experience of self and peer-assessment can explain what they need to do to improve the standard of their work.

Shortcomings

302. Pupils do not make enough use of ICT in their artwork.

303. A few pupils' sketchbooks show underdeveloped presentation skills. A minority of pupils leave work unfinished.

KS4

Good features

304. Most pupils build successfully on their previous experiences to develop and refine their skills, knowledge and understanding of art.
305. Most pupils discuss the development of their work well using appropriate terminology correctly and with confidence. They also evaluate their own and each others' work to set themselves appropriate, well considered targets.
306. Most pupils demonstrate good control of materials and equipment in a range of processes, such as drawing and painting, mixed media, three-dimensional work, textiles and printmaking.
307. Most pupils make good use of their sketchbooks to show the development of their ideas, record from direct observation, memory and imagination and for experimental purposes.
308. Most pupils also use their sketchbooks competently to review their progress and research into the work of artists, such as the Cubists. They investigate the work of Picasso and Braque and use the knowledge gained to influence their drawings, painted compositions and sculptures based on musical instruments.
309. Almost all pupils show a good understanding of Welsh art through one of their coursework units which is based on Welsh landscape artists, such as Mary Lloyd Jones, David Tress, Sir Kyffin Williams, Peter Prendergast and Gwilym Pritchard. They visit Erddig Park to do observational drawings from the environment which they develop into skilful, expressive painted compositions in the style of their chosen artist.

Shortcomings

310. The standards of presentation in a few pupils' final outcomes do not always reflect the quality of their understanding and investigating.
311. Pupils do not make enough use of ICT to develop or manipulate their creative work.
312. Pupils do not visit museums or galleries to experience the original work of artists.

Music

313. Examination results in this subject at GCSE in the last two years have been above LEA and national averages for passes at A*-C and A*-G, and the

higher grades A*/A overall. Considering pupils' abilities the results have been good.

KS3 Grade 2: Good features and no important shortcomings.

KS4 Grade 2: Good features and no important shortcomings.

KS3

Good features

314. Singing is good in nearly all classes. Most pupils sing in tune and interpret the songs with expression. Singing in Y7 builds on KS2 experiences and all pupils readily take up the challenges of singing in small groups or as soloists. Pupils in Y8 show considerable feeling when they sing the Blues with mature sensitivity.
315. Performing standards meet expectations across KS3 and many pupils in Y7 exceed this standard. All pupils acquire knowledge and skills through regular practice on a variety of classroom, orchestral and band instruments. Most pupils read music accurately from both graphic and traditional stave notation.
316. Nearly all pupils compose in response to a variety of stimuli including those from other countries. Musical outcomes in Y7, when using Chinese music as the starting point, are very good. The Blues and music for television are other styles where pupils demonstrate their skills in selecting and combining sounds to produce interesting compositions. The most able can use the principles of simple, rudimentary harmony in major and minor keys correctly.
317. Almost all pupils achieve good standards when listening and appraising a broad range of music. Nearly all can discuss structure and balance in music. They make critical observations of each others' work which are positive, creative and encouraging.

Shortcomings

318. A few pupils in Y7 cannot discuss the elements of music at length. They are unaware of precise details and how these relate to performing and composing.
319. A minority of pupils in Y8 do not maintain a steady beat when playing percussion instruments during the extended tasks.

KS4

Good features

320. Performing on chosen instruments is good; pupils make progress through regular practice. They perform confidently, with expression and sensitivity, and show a sense of style and occasion.

321. Most pupils develop their aural skills by building on their previous learning as they progress through the course. They listen attentively during tests and their written answers show clear thinking and analytical proficiency.
322. Pupils in Y10 have a good, basic knowledge of the history of western music from the Renaissance to the mid-twentieth century. Nearly all pupils in Y11 have a clear understanding of the processes and events which occur in the "Evolution of music" module.
323. Compositions are well planned and the briefs meet the examination board's requirements in full. Pupils revisit and refine their work using their music technology skills. Their finished coursework is musically interesting and at least at a standard in keeping with their abilities.

Shortcomings

324. In a few isolated instances, individual pupils maintain a limited focus on the tasks set.

Physical education

325. GCSE results have improved in the last few years but remain well below local and national averages. In the last two years boys attained better grades than girls. In 2007, just under 25% of girls attained an A*/A grade. A similar percentage of girls and boys attained an A*-C grade and all attained an A*-G grade in the past two years. These results do not reflect the standards observed during the inspection.

KS3 Grade 2: Good features and no important shortcomings

KS4 Grade 2: Good features and no important shortcomings

KS3

Good features

326. In tennis most Y7 pupils control the ball effectively when performing skills on their own. The most able maintain a rally and can vary the pace of the forehand shot over different distances. Most pupils observe each others' performance and apply coaching points correctly to improve the quality of the shot.
327. In Y7 athletics, most pupils work successfully in pairs to identify correct sprinting technique. A majority develop good arm and leg action. Most use stop watches accurately to record their times when sprinting over short distances. They discuss confidently, using subject specific terminology, the difference between different techniques and can identify the one that is most successful.

328. In Y8 and Y9 a few pupils achieve outstanding standards in tennis. They play a range of shots with power, accuracy and control. They practise these skills diligently on a daily basis to enhance their performance in competitions.
329. In Y9 athletics, most pupils have a very good knowledge and understanding of sprinting. They work successfully in pairs to identify correct sprinting technique. A majority are able to refine their technique and improve the quality of their running. Most suggest ways that the technique could be improved. A very few more able pupils use the sprint start correctly to enhance their speed over short distances.

Shortcomings

330. A small minority of Y7 pupils are unable to run fluently and correctly. They have difficulty coordinating the arm and leg action when sprinting. In tennis a few pupils have difficulty controlling the ball and maintaining a rally of more than a few shots.
331. A small minority of Y9 pupils do not show enough control and body tension when sprinting. This prevents them moving quickly over short distances. In tennis they have difficulty maintaining the correct body position to play the shot accurately.

KS4

Good features

332. Most pupils in Y10 following the GCSE course send and receive the rounders ball successfully over short distances. The most able have the power and ability to throw accurately over longer distances when fielding and trying to outwit an opponent. Most pupils understand the correct technique for bowling. A few transfer this knowledge successfully into the game adding variation and speed to outwit an opponent. Overall batting skills are good. Most pupils consider the space and place the ball successfully away from the fielders.
333. In tennis, Y10 GCSE pupils can perform a variety of shots accurately with power and control. Most understand the game well enough to select the correct position to play a winning shot. The most able achieve consistently high standards. They use a spin technique to disguise their shots. Their serve is angled accurately to challenge their opponent. They readily use their mature knowledge and understanding of the game to improve the performance of others in the class.
334. In athletics, most Y10 pupils following the GCSE course can pace themselves when running long distances. They maintain a high level of intensity and their running technique is good. They discuss with interest the impact of exercise on the body and record their heart rate accurately.
335. Most pupils in Y11 following the GCSE course understand the components of fitness including principles and methods of training. They successfully identify

reasons for taking part in physical exercise. They consolidate their knowledge and understanding by answering examination questions correctly. Nearly all pupils support each others' learning by discussing possible answers and sharing ideas.

336. In Y11 core lessons, most pupils understand the rules of rounders. Most select the right option when quickly releasing the ball from the backstop to fielders. The majority of pupils can throw and catch the ball successfully. When batting or fielding, they support team mates well. The most able hit the ball into space with power and accuracy.

Shortcomings

337. In rounders, a small number of KS4 pupils cannot hit the ball over longer distances accurately. Their bowling is not accurate enough and a few lack confidence when catching a hard ball.
338. In tennis, a very small minority of Y10 pupils find the serve difficult to coordinate.
339. The written work of Y10 pupils following the GCSE course is not always detailed enough to challenge the most able pupils in the class.

Drama

340. Examination results in this subject at GCSE in the last two years have been well above national and LEA averages for passes at A*-C and at A*-G. These results represent very good achievement.

KS3 Grade 1: Good with outstanding features

KS4 Grade 1: Good with outstanding features

KS3

Outstanding features

341. All pupils engage effectively in self and peer-assessment. They discuss and analyse their own performance and that of others. Most are able to identify techniques used by other groups and many use subject-specific vocabulary appropriately to offer constructive comments for improving performances. This significantly improves the quality of the pupils' work.
342. A significant majority of pupils works with clear purpose, takes responsibility for its own learning and demonstrates a pleasure in doing so.

Good features

343. Pupils of all abilities, including those with ALN, achieve well.

- 344. Most pupils listen attentively and respond to a variety of stimuli purposefully and enthusiastically.
- 345. Standards of presentation are good. Most pupils are able to devise and develop a range of work including mime, to a good standard. A significant minority produce spontaneous improvised pieces of a very good standard.
- 346. Most pupils portray character with the use of movement and action. The more able pupils use voice, facial expression, body language and gesture to convey emotions.

Shortcomings

- 347. There are no significant shortcomings.

KS4

Outstanding features

- 348. There is outstanding collaboration in small group work as pupils engage effectively in a wide range of activities. These include 'Dumb Shows' devised from their performance plays such as 'Macbeth', 'Too Much Punch for Judy' and 'Bouncers' and, as they reflect on dramatic outcomes, sensitive analysis and evaluation of their own work and that of others.
- 349. All pupils listen attentively and respond to instructions with real purpose. They demonstrate outstanding enthusiasm and commitment to their work.

Good features

- 350. Nearly all pupils demonstrate good skills in speaking and listening. They consider carefully their roles in scripted pieces and make good use of their vocal and physical skills to create and perform in character.
- 351. Standards of devised and scripted presentations are good. Pupils communicate ideas effectively and they adopt and sustain role with appropriate movement and gesture.
- 352. Written work reflects good analytical skills based upon scrutiny of a range of performances. Most pupils, including those with ALN, benefit from, and achieve well in, all elements of the course.

Shortcomings

- 353. There are no significant shortcomings.

Humanities

354. Examination results in the subject at GCSE in the recent years have been well above both LEA and national averages. Indeed, the A*-C pass rate has not been less than 90% and twice, including 2007, reached 100%. The subject attracts more entrants than either history or geography and produces gains of, in some cases, two or three grades above those predicted in Y7. This represents extraordinary progress by pupils who are generally of a lower ability than those entered separately for history or geography.

KS4 Grade 1: Good with outstanding features

Outstanding feature

355. Pupils of average and lower ability make outstanding progress to achieve very high standards.

Good features

356. Almost all pupils in Y11 show a good understanding of how to answer examination questions and deploy this understanding in attempting to answer an actual question.
357. In a revision exercise, nearly all pupils assimilate information quickly. They then select and deploy the information effectively, for example, to explain the decline of traditional industries after the first world war.
358. They increase their understanding of this work by peer-assessment and discussion of why they are either satisfied or dissatisfied with the mark they have received.
359. In written coursework pupils produce carefully structured accounts of the development of the leisure industry, with particular reference to the locality of the school.

Shortcomings

360. There are no significant shortcomings.

Health and Social Care

361. Examination results in this subject at GCSE in the last three years have been well above LEA and national averages for passes at A*-C and A*-G. In 2007 the percentage of pupils who achieved an A*/A grade was a significant improvement on 2006 and was well above the average for Wales. Considering pupils' ability and their performance in other subjects, the results have been outstandingly good.

KS4 Grade 1: Good with outstanding features

Outstanding features

362. The quality of pupils' coursework assignments is outstanding, in terms of what pupils demonstrate what they understand and can do. All pupils complete portfolio tasks successfully and presentation is enhanced by use of ICT.
363. In conjunction with a local nursing home, all pupils achieve nationally recognised qualifications in caring skills such as applying care values, infection control, taking physical measurements, using a hoist, assisting with eating and using a wheelchair.

Good features

364. Almost all pupils understand and demonstrate knowledge of how they can access a variety of health and social care services in the community.
365. Nearly all pupils can research and describe accurately the job roles of direct and indirect care workers. This enables them to understand the importance of why care values are important in the caring profession.
366. Pupils analyse accurately how care workers work as part of a team to benefit clients.
367. Research and investigational skills are good and pupils extract relevant information from a range of sources including the Internet and media. They prepare questionnaires and interview clients of various ages to explore their lifestyle and eating habits.
368. Most pupils define the physical, intellectual, emotional and social needs of clients well. They identify positive and negative factors that affect their chosen client.
369. Pupils demonstrate the use of a wide range of equipment to measure height, weight, and pulse rate. Most pupils use this information successfully to calculate body mass index and are able to explain the impact of this on general health. They analyse their results well, which enables them to produce a health plan for their client, set targets for health improvement and predict the outcomes.
370. All pupils demonstrate a good understanding of technical vocabulary.

Shortcomings

371. There are no significant shortcomings.

School's response to the inspection

372. Governors and staff are delighted with the report and consider it to be a very accurate reflection of what the school tries to do. It is thorough, very readable and professional in every sense. The governors are grateful for, and appreciate, the efficient and speedy presentation of the draft report. The recommendations are clear and helpful and will be acted upon appropriately.

Appendix 1

Basic information about the school

Name of school	St Joseph's Catholic and Anglican High School
School type	Secondary
Age range of pupils	11-16
Address of school	Sontley Road, Wrexham,
Postcode	LL13 7EN
Telephone number	01978 360310

Headteacher	Mr John Kenworthy
Date of appointment	October 1996
Chair of governors / Appropriate authority	Mr Anthony O'Toole
Reporting inspector	Mr Peter Carter
Dates of inspection	14 th – 17 th April 2008

Appendix 2

School data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	141	132	116	101	108	-	-	598

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	40	5	42.8

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	14 : 1
Average teaching group size	21
Overall contact ratio (percentage)	67%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole school
Term 1	93.3	90.0	93.4	92.0	91.1	-	-	92.0
Term 2	93.2	91.0	91.7	93.3	92.8	-	-	92.4
Term 3	96.8	93.9	93.7	93.8	93.8	-	-	94.5

Percentage of pupils entitled to free school meals	10%
Number of pupils excluded during 12 months prior to inspection	27 (temporary) 1 (permanent)

Appendix 3

National Curriculum Assessment Results End of key stage 3:

National Curriculum Assessment KS3 results 2007															
Total number of pupils in Y9: 103															
Percentage of pupils at each level															
			D	A	F	W	1	2	3	4	5	6	7	8	EP
English	Teacher assessment	School	5	0	0	0	0	0	5	12	45	24	8	0	0
		National	0	1	0	0	0	2	7	22	36	24	8	0	0
Mathematics	Teacher assessment	School	0	0	0	0	0	2	8	18	22	28	23	0	0
		National	0	1	1	0	0	1	7	18	25	30	16	1	0
Science	Teacher assessment	School	0	0	0	0	0	0	10	9	59	13	10	0	0
		National	0	1	0	0	0	1	6	19	34	28	12	0	0

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

Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	67	In the school	n/a
In Wales	58	In Wales	n/a

Public Examination Results:

For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ	
Number of pupils aged 15 on the school roll in January 2007	115
Average GCSE or GNVQ points score per pupil	52

The percentage of 15 year old pupils who in 2007:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	93	90	87
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	77	51	54
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	92	88	86
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	60	36	40
entered at least one Entry level qualification, GCSE short course or GCSE	99	100	97
attained one or more GCSE grades A*-C or the vocational qualification equivalent	93	75	77
attained one or more GCSE grades A*-G or the vocational qualification equivalent	98	96	93
attained no graded GCSE or the vocational qualification equivalent	2	4	7
attained one or more Entry level qualification only	1	4	3
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1	-	-	-
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2	-	-	-

UA Unitary Authority

Appendix 4

Evidence base of the inspection

A team of seventeen inspectors, including the school's nominee and a peer assessor, spent the equivalent of 55 days in the school. The team held a meeting before the inspection.

During the inspection, inspectors visited:

- 119 lessons or part lessons;
- assemblies and registration periods; and
- some extra-curricular activities.

Members of the inspection team met with:

- staff, parents, carers and governors before the inspection;
- senior managers, middle managers, teachers, support assistants and administrative staff;
- a representative of the LEA;
- a representative of the Roman Catholic diocese; and
- groups of pupils from each year group; and representatives of the school council.

The inspection team considered:

- the school's self-evaluation report;
- 239 responses from parents and carers to a questionnaire;
- comprehensive documentation provided by the school before and during the inspection;
- samples of reports to parents and carers; and
- samples of pupils' work across the curriculum.

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Peter Carter (Registered Inspector)	Context, Summary, Recommendations. KQ1, KQ5, Appendix
David Williams	KQ2, Information Technology (supporting Mathematics)
Glyn Griffiths	KQ3
Gwyn Griffiths	KQ4 including ALN (supporting Physical Education)
Julia Longville	KQ6, Physical Education
Kerry Jones (Lay Inspector)	KQ7
Tony Sparks	English, Drama
Judith Pryce	Welsh second language
Ronald Graham	Science, Mathematics
Margaret Griffith-Williams	Design and Technology, Health and Social Care
Martyn S Williams	Modern Foreign Languages
Alan Kelly	History, Humanities
John Williams	Geography (supporting Humanities)
Shan Samuel-Thomas	Art
Brendan Barry	Music
Peter Ryder	School's nominee
David Cushion	Peer assessor

Acknowledgement

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

The inspection contractor

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