

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

**A report on the quality of education in**

**Tonypandy Community College  
Llewellyn Street  
Penygraig  
Rhondda Cynon Taff  
CF40 1HQ**

**School number: 6744095**

**Date of inspection: 9 February 2009**

**by**

**William Gwyn Thomas  
79567**

**Date of publication: 15 April 2009**

**Under Estyn contract number: 1203008**

**© Queen's Printer and Controller of HMSO 2009: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.**

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

Tonypandy Community College 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 Tonypandy Community College took place between 09/02/09 and 12/02/09. An independent team of inspectors, led by William Gwyn Thomas undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	<b>1</b>
<b>Summary</b>	<b>2</b>
<b>Recommendations</b>	<b>5</b>
<b>Standards</b>	<b>6</b>
Key Question 1: How well do learners achieve?	6
<b>The quality of education and training</b>	<b>11</b>
Key Question 2: How effective are teaching, training and assessment?	11
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	14
Key Question 4: How well are learners cared for, guided and supported?	17
<b>Leadership and management</b>	<b>20</b>
Key Question 5: How effective are leadership and strategic management?	20
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	22
Key Question 7: How efficient are leaders and managers in using resources?	22
<b>Standards achieved in subjects and areas of learning</b>	<b>24</b>
Mathematics	27
Science	28
Design and technology	30
Information and communication technology	32
Geography	33
Physical education	35
<b>School's response to the inspection</b>	<b>37</b>
<b>Appendices</b>	<b>38</b>
1 Basic information about the school	38
2 School data and indicators	38
3 National Curriculum assessments results	39
4 Evidence base of the inspection	42
5 Composition and responsibilities of the inspection team	43

## Context

### The nature of the provider

1. In 2005 the school changed its name to Tonypanydy Community College to reflect its community ethos. Tonypanydy Community College is a single site 11-19 mixed establishment maintained by Rhondda Cynon Taff (RCT) Unitary Authority. It is a community college which is substantially used by many different organisations. There are currently 922 students on roll, with 189 in the sixth form and a staff of 52.6 full-time equivalent. At the time of the last inspection in March 2003, there were 1160 pupils on roll, including 193 students in the sixth form.
2. The college serves the Mid-Rhondda area. There is a natural falling role situation in the area. The college receives 80% of its students from Cwmclydach, Llwynypia and Penygraig. These three areas appear in the top-ten electoral wards in RCT with the highest levels of child poverty. They are also designated Community First areas. The number of pupils in receipt of free school meals is 17.9% and is above the national average.
3. Students represent the full range of ability. There are two students with a statement of special educational needs (SEN) and a further 101 have been identified as needing some support. Four students are disapplied from the National Curriculum (NC). Two students are "looked after" by the local authority and 14 students are dual registered.
4. Nearly all students come from homes where the predominant language spoken is English, and none speak Welsh as a first language or to an equivalent standard within the college. Four students receive support teaching in English as an additional language.
5. The headteacher was appointed to the post in January 2009. The composition of the senior leadership team (SLT) includes the headteacher, two deputy headteachers, and two assistant headteachers.
6. Vocationally-based courses at Key Stage (KS) 4 and in the sixth form are continuing to be developed internally and in partnership with other providers in the area. Currently, the college delivers the Welsh Baccalaureate Qualification (WBQ) to students in year (Y) 12 in the sixth form.

### The school's priorities and targets

7. The college's vision statement "Learning Together to Achieve Success" embodies the aims and objectives of the college. Partnership working is very important and central to all working practices. The community dimension of the college is well established. Its aim is to prepare a broad, balanced and relevant education for all its students. The college aims to offer a comprehensive education to its students and to enable them to achieve their full potential in an environment that supports and respects each individual.
8. The college has prepared a five-year development plan as well as a detailed one-year development plan which encompasses standards, teaching and assessment, bilingualism, the curriculum, pastoral care and guidance, management, transition arrangements and the learning environment, including resource management. The specific areas of development have been categorised broadly into Estyn's seven key questions.

9. The school also sets numerical targets for success at the end of KS3 and KS4 that, in 2009:
- 63% of students should reach at least level five, in teachers' assessments in all core subjects combined, at the end of KS3; and
  - in the General Certificate of Secondary Education (GCSE) examinations, 50% of pupils should gain at least five GCSE grades A\*-C / Level 2 and 86% gain at least five GCSE grades A\*-G, and 35% gain the core subject indicator (CSI).

## Summary

10. Tonypandy Community College is a good college and is moving from strength to strength. It has responded well to the key issues noted in the 2003 inspection report. The quality of teaching in KS3 has improved and standards in subjects identified as being unsatisfactory are now good or better. The inspection team agrees with five of the judgements made by the college in its self-evaluation report but has awarded two key questions one grade lower.

### Table of grades awarded

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

### Standards

11. Results in tests, statutory assessments and examinations are good overall. Key Stage 3 results continue to improve and are good. They compare well with those in similar schools in 2008. In KS4, student attainment levels in the core subject indicator are below local and national averages. However, student attainment at threshold Level 2 has improved and is good. Sixth-form results have been pleasing for a number of years and are good in relation to the range of students' ability.

Grades awarded in the six subjects inspected	KS3	KS4	Sixth Form
Mathematics	3	2	2
Science	2	2	2
Design and technology	2	2	2
Information technology	3	2	3
Geography	2	2	2
Physical education	2	2	2

12. Standards in the six subjects inspected have improved and have at least good features outweighing shortcomings. In all but two subjects, there are good features and no shortcomings.
13. The overall grades for the standards of achievement observed in the six subjects inspected are also good, as shown in the grid below:

<b>48 lessons</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
	0%	78%	22%	0%	0%
<b>All-Wales 07/08</b>	10%	60%	27%	3%	0%

14. Communication skills and the skills of working with others are outstanding in the sixth form. Students' writing skills have good features outweighing shortcomings in KS3 and KS4. With the exception of numeracy skills which are a grade 3 in KS3, all other key skills have standards which are good. This represents an improvement in standards in most key skills since the last inspection.
15. Students' bilingual skills have good features outweighing shortcomings. Most students do not transfer their linguistic skills from one language to the other with ease.
16. Students with additional learning needs (ALN) and those with other learning difficulties make good progress in relation to their ability.
17. Students' behaviour is good in KS3 and KS4 and is exemplary in the sixth form. Respect for others has a high priority within the college. It is a civilised community where nearly all students are courteous both within and outside the classroom. Most students have positive attitudes towards their work. Attendance levels have improved significantly and are now above the attendance levels of similar schools in Wales and the local authority. Most students are punctual to lessons. Standards of students' social, moral and cultural development are good, but their spiritual standards are less well developed.

### **The quality of education and training**

18. Teaching is good. The quality of relationships between teachers and students is good. Good questioning techniques are used and expectations are high.
19. There is pace and challenge in lessons and resources are used well. Teachers have a good grasp of their subject knowledge and key skills are used effectively in many lessons.
20. The quality of teaching, in the six subjects inspected in detail and also in the other lessons visited by the inspectors, is better than the national average as reported in Estyn's annual report. The grades are shown in the grid below:

<b>All lessons 73</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Whole-school</b>	14%	64%	21%	1%	0%
<b>All-Wales 07/08</b>	17%	58%	22%	3%	0%

21. The quality of marking is good overall but in some subject areas there is insufficient guidance to students on how to improve. The college has a very effective system for tracking students' progress and identifying those who are performing above or below expectation. Target-setting for whole classes and sets of students is underdeveloped. All students are involved in self-assessment processes.

22. The college's curriculum satisfies legal requirements for students of statutory school age. It offers a range of subject options to its students in KS4. The wide range of subject options available for sixth-form students, including some through collaboration, is an outstanding feature. The curriculum is accessible to all and provides appropriate opportunities for students to achieve accreditation except in the Welsh second language GCSE short course at KS4 where current provision is only adequate. The development of entrepreneurial skills throughout the college is good.
23. There are effective curricular links which help students with transition from primary to secondary education.
24. Outstanding extra-curricular activities, which enrich students' personal development, are provided by the college. Many students benefit from the wide range of cultural activities available.
25. Partnerships with other organisations and parents are very good. Businesses provide work-experience opportunities and outside speakers enhance the social and moral development of students in the college. The careers service contributes effectively to the options process in Y9 and Y11.
26. The college's contribution to the Healthy Schools' initiative is outstanding. It contributes effectively to the well-being of all its students. Healthy lifestyles are promoted very well within the college. The canteen provides a daily menu of healthy foods; physical activities are well supported including those offered outside normal school hours. Water fountains are provided throughout the college. It is constantly raising awareness of sustainability issues.
27. The quality of care and support to all students by members of staff and support services is outstanding. There is effective liaison with external agencies.
28. Pastoral support by key stage managers and their teams is outstanding. This support includes members of the SLT and non-teaching staff. Students receive sufficient individual attention to monitor their progress.
29. Support of good quality is provided for students with ALN. Teachers diagnose students' needs carefully and implement a range of effective support strategies. There is insufficient support for students with learning difficulties in a number of mainstream classes in KS3. The college ensures that it meets the needs of its students in all other ways.
30. Overall, the college's provision for equal opportunities is highly developed and outstanding. No discrimination or unpleasant behaviour is tolerated. The college council and the student voice group are effective bodies and they contribute significantly to life within the college.
31. Child protection procedures are well embedded.

### **Leadership and management**

32. The quality of leadership of the SLT within the college is very good. However, the leadership qualities of middle managers are not yet fully developed. The headteacher and her SLT work very well as a team. All members of staff are important contributors to the decision-making processes.
33. Nearly all policies and whole-school strategies are implemented effectively and consistently by members of staff.

34. Monitoring by the SLT and many of those with management responsibilities is rigorous to ensure that standards are raised. Monitoring of faculties and departments by directors and leaders of learning is not always consistent. Good practice evident in all aspects of school life is shared with staff.
35. The work and expectations of senior and middle managers are clearly defined. The quality of planning for improvement is good but the success criteria in the development plans is not sufficiently clear.
36. The governing body's role as critical friend is effective. The monitoring of standards and procedures is good. They evaluate the performance of their link faculties in a critical but supportive manner.
37. The college has an appropriate number of qualified staff to meet curricular and administrative needs. The management and deployment of teaching and support staff, including resources for work-force remodelling have been used to very good effect. Staff development is an outstanding feature.
38. The college has a high quality and stimulating learning environment. However, access to the college campus is difficult. Sufficient finance is available to faculties to meet the needs of teaching staff and students. The management and control of the budget are outstanding features.
39. Owing to the good quality of external tests and examination results, the quality of teaching, support for students, good behaviour of students, and the quality of the SLT and managers, the school provides good value for money.
40. The provision of sixth-form education is cost-effective.

## Recommendations

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

- \*R1. Raise students' attainment levels further in the core subjects to ensure that each contributes significantly to raising students' levels of achievement in the CSI and Level 2 threshold (including English and mathematics).
  - \*R2. Improve the quality and consistency of written feedback given to students across the college.
  - \*R3. Provide greater support for students with learning difficulties in mainstream classes, particularly in KS3.
  - R4. Ensure that success criteria in the faculty and college development plans include measurable, realistic and attainable targets.
  - \*R5. Increase the provision and provide greater opportunities for students to achieve accreditation in Welsh second language in KS4.
  - \*R6. Work with the local authority to secure the completion of the planned second access area to the college campus.
- \* The college development plan addresses several of these recommendations.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving this report, showing what the school is going to do about the

recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## **Standards**

### **Key Question 1: How well do learners achieve?**

#### **Grade 2: Good features and no important shortcomings**

41. This grade matches the college's self-evaluation grade.

#### **KS3 and KS4**

##### **Students' success in attaining agreed learning goals**

42. Overall results in teacher assessments at KS3 and external examination results in KS4 demonstrate that standards have good features and no important shortcomings.
43. Over the last three years, results in teacher assessments at the end of KS3 have demonstrated an upward trend. The college's free school meals' indicator is 17.9% for 2008 and, over a three-year period, is above 20%. When compared with similar schools in Wales in 2006, the English and the CSI indicators were in the top 50% and science and mathematics in the bottom 50%. Results at the end of KS3 in 2008 had placed the college in a favourable position compared with similar schools in Wales. With the exception of science, all the core subjects and the CSI had been placed in the top 50%.
44. The college compares very favourably in all indicators with similar schools when comparing value-added from KS2-KS3. Teacher assessments in 2008 at KS3 (matched to prior attainment at KS2) highlighted that the value added placed the college in the top 25% of similar schools in Wales. Four of the five indicators noted significant value.
45. Girls outperformed boys in all the core subjects and the CSI in the end of KS3 assessments in 2008. However, there is an upward trend in boys' and girls' attainment levels over the three-year period.
46. At KS4 over a three-year period since 2006, there is an upward trend in student achieving at least five GCSE grades at A\*-C.
47. When compared with similar schools in Wales in 2008, the percentage of students achieving at least five GCSE grades at A\*-C is in the bottom 25% of schools with similar free school meal entitlement.
48. Fifty per cent of students achieved the Level 2 threshold (at least five GCSE subject grades A\*-C equivalent). This represented a seven percentage points' rise from the previous year and placed the college in the bottom 50% of similar schools in Wales in 2008.
49. There had been an improvement in the percentage of students achieving at least five GCSE grades A\*-C, the CSI, and a GCSE at grade A\*-C in English, mathematics and science during 2006-2008.
50. The college compares very favourably in two of the six indicators with similar schools when comparing value-added from KS3-KS4. Student progress from KS3-KS4, matched to prior attainment in 2008, highlighted that the value-added for students achieving the wider points' score and the Level 2 threshold placed

the school in the top 25% of similar schools in Wales. However, four indicators placed the school in the bottom 50% of similar schools in Wales.

51. At KS4 in the GCSE examinations in 2008, girls had performed better than boys in the threshold Level 1 and both Level 2 indicators.

### **Their progress in learning**

52. Students' progress in many lessons is good.
53. The following grades were awarded for standards of achievement at KS3 and KS4 in the 39 lessons observed in the six subjects inspected:

	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>KS3</b>	0%	75%	25%	0%	0%
<b>KS4</b>	0%	80%	20%	0%	0%
<b>KS3+KS4</b>	0%	77%	23%	0%	0%

54. In 77% of the lessons, students achieved standards that have good features and no important shortcomings. In 100% of lessons, good features outweighed shortcomings. No lessons had outstanding features.
55. The inspection grades exceed the grades awarded for standards in lessons for grades 1 and 2 (70%) in all secondary schools inspected in 2007-2008. They also exceed the national 2010 Vision into Action target of 98% for standards to be graded 1, 2 or 3.
56. Standards in the six subjects inspected have at least good features outweighing shortcomings. With the exception of standards in mathematics in KS3 and information technology (IT) in KS3, standards in all the other subjects have good features and no important shortcomings.
57. Nearly all key skills have standards which are at least good with no important shortcomings in both key stages.
58. Nearly all students' standards in the key skills of information and communication technology (ICT), working with others, creative and problem-solving and improving one's own learning are good.
59. Nearly all students' listening skills are good. They listen attentively to their teachers, show good recall of previous work and use subject-specific terminology appropriately.
60. Standards in students' speaking skills in lessons are good. Most students are able to speak confidently and provide answers that demonstrate knowledge and understanding of their work.
61. Reading skills are better in KS4 than in KS3 as most students are able to read aloud with confidence and fluency.
62. Standards of numeracy skills are better in KS4.
63. In both key stages, the quality of students' written work has good features outweighing shortcomings. There are grammatical errors present and inaccurate spelling is evident.
64. Students' bilingual skills are developing as the quantity and quality of incidental Welsh are increasing.

65. Students with ALN make good progress in relation to their ability. In KS3 and KS4, students of low ability achieve their potential. Nearly all students with learning difficulties in mainstream classes in KS3 are not supported enough.
66. The standards achieved by the majority of able and talented students have good features and no important shortcomings.
67. The processes and procedures of assessing how well students have achieved are good. This ensures that many students achieve good standards.
68. Self-assessment and peer-assessment processes are well developed. However, not all students are aware of what they have to do to improve. There are some inconsistencies in the quality of written feedback advising students of how they need to improve. It is insufficiently focused and too general.
69. A minority of students in KS4 do not achieve their expected potential.
70. In many of the classes and subjects, students make good progress towards the targets which they have been set.

### **The development of their personal, social and learning skills**

71. Most student behaviour in KS3 and KS4 indicates standards which have good features and no important shortcomings. Most students behave in a manner in which courtesy and respect prevail. They understand the high expectations which the college has of them, both in terms of work and in terms of their behaviour and attitudes. These aspects make positive contributions to most students' learning.
72. The college is an orderly, caring and an inclusive community. During the last academic year, 33 students were temporarily excluded and no student was permanently excluded.
73. The attendance level for 2007-2008 was 91%. This is above the all-Wales figure of 90.9% for 2008 and above the attendance rates of similar colleges in Wales taking into account their free school meal entitlement for 2007-2008. Most students are punctual to lessons.
74. Most students make good progress in their personal, social, moral and wider development. Values at the heart of the college are evident in practice. Students gain much in their spiritual and moral development from the good quality assemblies and the good relationships which exist within the college. The religious education periods and the personal and social education (PSE) programmes contribute further to moral and spiritual development. However, students' spiritual standards are less well-developed.
75. The e3+ activities contribute significantly to students' social and cultural development. The Welsh dimension is encouraged throughout the curriculum.
76. Nearly all students demonstrate a good awareness of equal opportunities issues. There are very good links with the community and local businesses. Partnerships within the college and other providers are strong. Careers guidance and work-related education are effective features of the college. The way in which students are prepared for participation in the workplace and community is an outstanding feature.

## Sixth form

### Students' success in attaining agreed learning goals

77. Overall, standards of attainment have been consistently good over the last three years. Results in external examinations are good in relation to students' ability. This is because in 2007, 100% of students achieved A-E grades in two or more Advanced (A) level examinations (Level 3 threshold) above the local and national average.
78. In 2008, 93% of students achieved A-E grades in two or more A level examinations (Level 3 threshold) equal to the local and very close to the national average of 94%.
79. Students achieved success appropriate to their ability in Level 2 vocational courses.
80. Standards have improved as a greater proportion of sixth-form students are studying courses which are more relevant to their needs and appropriate to their ability.
81. The average A level points' scores per student during 2006 and 2007 were below local and national averages for these two years. In 2008 the average wider points' score (AWPS) reflected a similar position due to the open door policy for students entering the sixth form.
82. Girls outperformed boys in 2007 and 2008 in the AWPS. Overall, the college's AWPS was below local and national averages during these two years.
83. In September 2008, 73% of the Y11 students returned to the sixth form. This represented a good return for the college.

### Their progress in learning

84. Standards in nearly all the six subjects inspected had good features and no important shortcomings. The exception was IT where good features outweigh shortcomings. There had been no fall in standards of any of the subjects inspected since the last inspection.
85. The following grades were awarded for standards of achievement in the sixth form in the nine lessons observed and one graded assessment undertaken in the six subjects inspected:

	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
Sixth form	0%	80%	20%	0%	0%
Wales 07/08	16%	67%	15%	2%	0%

86. Although the sample is small, these figures indicate that students achieve standards that have good features outweighing shortcomings in 100% of the lessons. The profile of grades 1 and 2 awarded for standards in lessons inspected in the sixth form indicate that they are slightly below the 83% reported in the Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales for 2007-2008.
87. The range of ability in the sixth form is widening. The development of new vocational courses to meet employers' needs is encouraging this trend.
88. Nearly all students achieve standards which have good features and no important shortcomings in many of their key skills.

89. Outstanding levels of communication in English are evident in class discussion. They were also evident when discussions were held with members of the college council. Most students use subject-specific terminology in discussions with one another and with their teachers. Even though communication skills are outstanding overall, the quality of students' writing is less secure as some spelling mistakes and grammatical errors are evident.
90. Group work is exceptional in all subject areas and this is a strength of the sixth form. These qualities assist students to maintain their good problem-solving skills.
91. Nearly all students are able to apply their number and ICT skills in a variety of subjects and contexts. They use this skill to best advantage when undertaking course or project work. Students' ICT skills have improved since the last inspection.
92. Some students achieve accreditation in their key skills either at levels 2 or 3 during their period of study in the sixth form. The introduction of the WBQ in Y12 in 2008 will result in more students being entered for accreditation in key skills.
93. The more able students take responsibility for their own learning. However, this is not consistent within the sixth form.
94. Many students' ability to think and work bilingually is developing.
95. A more mature attitude to work prepares able students well for progression to university or the world of work.
96. Students do not always have a clear understanding of their levels of achievement and what they have to do to improve in several subjects. Their work is marked but targets for improvement are given inconsistently. The quality of the written feedback, at times, is not sufficiently subject-specific.

### **The development of their personal, social and learning skills**

97. Nearly all students have developed good personal, social and learning skills. Their attitude to learning is positive as they are determined to make the most of all opportunities available to them. Their concentration levels are good and they are motivated by the tasks they undertake.
98. They prepare to the best of their ability to ensure that they achieve success in their chosen pathways. They accept responsibility and have a strong social conscience.
99. They acquire greater awareness of issues relating to spiritual and cultural development through contact with a wide range of outside speakers. In spite of the wide variety of opportunities for spiritual development, standards have good features outweighing shortcomings.
100. Students demonstrate very responsible behaviour and respect towards one another and towards all members of the college community. They gain in maturity during their period of study in the sixth-form and have a valuable experience. The standards of students' moral and social development are good.
101. They are good role models for younger students and for one another. Their leadership skills are good. This has enabled them to strengthen the relationships between senior and junior students.

102. Students are able to express views openly and honestly. They listen carefully to the view of others, appreciating, but not necessarily agreeing with what has been said.
103. Nearly all students have adopted and developed skills which have prepared them well for higher education. Many organise their work without supervision. This is evident, particularly in Y13.
104. Attendance is monitored sensibly and students are developing very good working habits.
105. The college ensures that students have access to study areas where they can undertake independent study and recreational areas to improve their social skills during the day.
106. Nearly all students gain much from their sixth-form experiences, in their academic, personal, social, moral and wider development.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

107. This grade matches the college's self-evaluation grade.

#### KS3 and KS4

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

108. The following grades were awarded for the quality of teaching in the 39 lessons observed in the six subjects inspected in KS3 and KS4:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8%	72%	20%	0%	0%

109. The grades awarded for the quality of teaching in the 58 lessons observed overall in KS3 and KS4 were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	64%	22%	2%	0%

110. In this inspection 76% of lessons were judged to be good or very good in the 58 lessons observed. This is higher than the figures for inspections in Wales in 2007-2008 where 75% of lessons were judged to be either grade 1 or 2. Twelve per cent of lessons were judged to be outstanding. This is lower than the figures for inspections in Wales in 2007-2008 where 17% of lessons were judged to be outstanding. The secondary school target for 2010 in Welsh Assembly Government's (WAG's) Vision into Action is that the quality of teaching should be grade 2 or better in 80% of lessons.

111. These grades are higher than those awarded in the last inspection and represent substantial improvement, particularly in KS3. At that time, teaching in KS3 was grade 2 or better in only 33% of lessons and in KS4 teaching was good or better in 52% of lessons.

112. In the lessons where teaching was judged to be outstanding there was:
- detailed teacher planning and clear objectives for students;
  - appropriate pace and timings of lessons;
  - relevant questioning techniques; and
  - high quality teacher/student relationships.
113. In other lessons in KS3 and KS4 many good features of teaching are evident. These include:
- detailed subject knowledge;
  - clear objectives, which are shared with the students;
  - a variety of activities within the lesson;
  - promotion of key skills as integral elements within lessons; and
  - appropriate use of a variety of teaching resources.
114. The shortcomings identified in the lessons graded 3 and 4 include:
- insufficiently detailed planning;
  - teacher presentations too long;
  - poor timing;
  - closed questioning;
  - work not always appropriate to the students' ability; and
  - ineffective behaviour management.
115. There have been positive improvements in the quality of teaching since the last inspection. The developments of Assessment for Learning strategies, together with the focus on skills teaching have contributed to these improvements.
116. The introduction of the integrated humanities programme in KS3, with its emphasis on learning to learn, has required teachers involved in the programme to focus sharply on planning and on teaching methods. Knowledge and experience gained in developing the programme are also impacting more widely across the college.
117. Teachers positively promote equal opportunities and treat every student equally.
118. In KS3, students SEN are generally well taught in a discrete group for most of their subjects. Work is matched to their needs and in some lessons they receive additional support from a learning support assistant (LSA). In many lessons teachers pay particular attention to the needs of more able and talented students, but there is not always sufficiently challenging work for these students.
119. Although there is strong evidence of planning for the incorporation of key skills development in lessons there are only a few opportunities for students to develop their bilingual communication skills.

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

120. The college has established a system for tracking and monitoring students' progress against targets, which is a good feature. The system offers good guidance to departments and teachers.

121. Although target-setting and tracking individual students' progress are good features in the college, target-setting for whole classes and sets of students in subject departments is less well developed.
122. The college meets the statutory requirements for assessment and reporting and satisfies examination board requirements.
123. The college has made marked progress in the development of Assessment for Learning processes. The quality of feedback to students, including marking is generally good. There are some examples of very good feedback in which teachers make detailed and subject-specific comments on students' work, followed by clear guidance on what they must do to improve. In a few subject areas, however, comments on the quality of the work and advice on how to improve remain too general.
124. All students are involved in self-assessment procedures in all subjects. There are also many examples of very effective peer-assessment. This is a very good feature.
125. There is regular formal assessment of students' progress in the form of tests or specially designated pieces of work. There are good examples of teachers modifying their planning following assessment of their students' achievements.
126. Standardisation and moderation arrangements to strengthen teacher assessments at KS3 are increasingly effective. In the core subjects of English, mathematics and science, portfolios of levelled work have been developed. The design and technology and physical education departments are currently developing portfolios. Directors of learning monitor aspects of marking and assessment each term.
127. The annual students' reports are well produced, detailed and generally of good quality. They give a clear indication of students' progress and target grade for the end of the key stage. Most of the comments are suitably specific to the subject, although some are too focused on students' attitude and behaviour. There are useful opportunities for parents and carers to respond to the report.

## Sixth form

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

128. The following grades were awarded for the quality of teaching in the nine lessons in the six subjects observed in the sixth form:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	78%	11%	0%	0%

129. The following grades were awarded for the quality of teaching in the 15 lessons observed overall in the sixth form:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	67%	13%	0%	0%

130. The small number of lessons observed makes comparisons with previous inspections and national averages unreliable.

131. Many of the outstanding and good features identified at KS3 and KS4 are also present in the sixth form. Relationships between teachers and students are without exception, very positive.
132. In the best lessons, teachers are skilful in their questioning, thus enabling students to extend their knowledge and understanding of the work being covered. They set challenging tasks, which are appropriate to the students' abilities. They continue to develop their students' ability to work independently, intervening when appropriate to give support and guidance.
133. Teachers display very good subject knowledge.
134. There are shortcomings evident. These include:
- slow pace to lessons ;
  - lessons too teacher-led; and
  - insufficient challenge.

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

135. There are examples of good practice in the assessment of students' progress.
136. Use is made of previous data of students' levels of achievement at the end of KS4 to set targets.
137. Both in lessons and through the marking of work teachers give effective feedback to students. They identify strengths and provide clear guidance on how improvements may be made. The majority of students are aware of lesson objectives, success criteria and the requirements of examination boards.
138. Monitoring is effective; subject teachers and form tutors discuss students' progress with them formally at regular intervals.
139. Reports for sixth-form students are detailed and of good quality. They provide helpful analysis of progress and give guidance on how to improve.

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

<b>Grade 2: Good features and no important shortcomings</b>
---

140. The college awarded itself a grade 1 in its self-evaluation report. The grade awarded by the inspection team is one grade lower because:
- of insufficient outstanding features; and
  - only adequate provision for Welsh second language at KS4.

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

141. The curriculum enables students of all abilities to study a broad range of subjects and gain accreditation in nearly all subjects. In KS3, the curriculum follows the national guidelines. A gifted and talented club is organised weekly for the more able students in mathematics.
142. Effective transition arrangements are used by the college to ensure the efficient transition of students from the primary partner schools to the college. A transition

teacher who is based in the college for the first term only attends the primary schools for the following two terms and this arrangement is very effective.

143. At KS4, there is a good range of academic and vocational courses that addresses effectively the needs of individual students. The time allocated to deliver the Welsh second language short course via the collapsed timetables in Y10 and Y11 is adequate but not generous.
144. Appropriate provision is made for students who have been disappplied from the NC. Some students spend part of their time studying courses on other campuses including work-experience placements. They continue to study the core subjects and an option as part of their entitlement within the college. This is good practice and meets the learning pathways' agenda.
145. The curricular provision in the sixth form is an outstanding feature of the college. There are effective links with a consortium of local schools and a college to improve the provision for vocational and academic courses. Accreditation is available at Level 1 to Level 3 in a variety of courses.
146. The curriculum offered is sufficiently broad and balanced and allows for continuity and progression between years and key stages. Effective links with primary partner schools contribute to continuity and enhance progression for the students. This is a strong feature. To ensure continuity, projects started towards the end of Y6 in English, science and mathematics are continued in the first term in the college. Class sizes through all years and key stages are appropriate.
147. College provision develops students' basic and key skills appropriately. Clear polices are in place for all aspects of this development and are clearly set out in all schemes of work. The involvement of the sixth form in the WBQ in Y12 contributes very effectively to the enhancement of students' basic and key skills. The provision is co-ordinated throughout the college and is effectively monitored.
148. The opportunities available for students to broaden and enrich their experiences through a variety of activities, including out-of-hours and off-site learning, are an outstanding feature. This provision is greatly enhanced by the e3+ programme, some sporting in nature, offered during college week-days, holidays, lunchtimes and in the evenings. The Sporting Marvels' scheme provides an opportunity for students of all abilities to pursue their sporting interests alongside their academic studies. These opportunities are greatly valued by the students.
149. The curricular provision of individual subjects includes visits to organisations or sites such as the Tate Modern gallery in London, the Urdd outdoor-centre in Llangrannog, and visits to various locations in Cardiff.
150. Students and Friends of the college have supported many charities including the Breast Care cancer charity, McMillan cancer support, shoe box appeal and Rwanda widows, very well over the past few years.
151. Students' personal development has been promoted very effectively. A well structured PSE programme is delivered in each key stage, including the sixth form and meets the requirements of the Framework.
152. College assemblies and form tutorials give students good opportunities to develop spiritually. These activities are used effectively to enrich students' spiritual and moral development and give them the opportunity to reflect on

important matters. A daily act of collective worship is provided for all students and statutory requirements are met.

153. Extensive opportunities are made available to students to develop their social skills.
154. Students' cultural development is good. This feature is enhanced by visits to theatres, museums, art galleries and other countries. In many lessons students are taught about the culture of Wales by work in art, Welsh, English, design and technology. Many other subjects also make strong contributions.
155. The curriculum satisfies the regulations for examination boards and meets statutory requirements.

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

156. The college has built up effective partnerships with interested community organisations and parents.
157. Work-related education is very effective and is an outstanding feature at KS4 and the sixth form. It is driven by the effective PSE programme provided at both key stages. Students who follow vocational courses are well catered for through the effective links that have been developed with local employers. The exceptional partnerships with Careers Wales contribute very well to this development, including providing effective careers' education and guidance.
158. The college has now begun to strenuously promote bilingual skills. In-service training has been provided for college staff to improve their competency in the Welsh language.
159. Students participate in a successful college eisteddfod. Some incidental Welsh was heard from staff and students during the inspection week.
160. The "Cwricwlwm Cymreig" is dealt with in many subject areas. Students are now more familiar with the culture of Wales. Economic awareness and environmental issues, including the characteristics of Wales, are developed as the students progress through the college. These are good features.
161. Students throughout the college are provided with good opportunities to understand the importance of sustainable development. The college has gained an Eco-colleges' award and is working towards achieving the bronze award. Subjects such as PSE and geography contribute substantially to this area of the curriculum.
162. The college ensures that learning experiences take account of employers' needs. Local employers are invited to the college to familiarise students of their needs.
163. The college ensures that all students have equality of access to the curriculum. Its proactive approach in tackling social disadvantage and stereotyping is a good feature.
164. Students' entrepreneurial skills are good. Students have the opportunities to determine their strengths and weaknesses in these skills. In addition, the arranged enterprise days further enhance these skills.

165. Overall, the college, through its various initiatives and experiences, provides students with learning experiences that are highly successful in developing students' skills for life long learning. They promote students' confidence in acquiring new skills and encourage them to take responsibility for their own learning. These are outstanding features.

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

##### **Grade 1: Good with outstanding features**

166. This grade matches the college's self-evaluation grade.

#### **The quality of care, support and guidance to learners**

167. There are many outstanding features in the way the college cares, guides and support its students. These include:

- a staffing structure that has a number of unique posts that directly impact on students' care and pastoral support;
- highly effective and supportive partnerships with parents, community, and students;
- the induction programme for new students including the Nurture programme;
- the range of options and experiences for less able and disaffected students, in KS4;
- a highly effective system that monitors and reacts to students' absences;
- a range of supportive activities including homework clubs, breakfast club and after-college activities and clubs; and
- the way in which the college seeks and take account of parents', students' and employers' views.

168. Key stage managers together with their pastoral teams provide students with a secure basis for learning. They have a good profile of the performance of individual students across subjects and offer appropriate support at an early stage.

169. In KS4, all students receive additional support in subjects when preparing for their examinations. In Y11, all students receive structured and useful support from an individual mentor. All teachers and mentors ensure that students are aware of their targets, and regularly monitor their progress.

170. Form tutors know their students well and provide suitable guidance and support for them. The morning registration period provides tutors with opportunities to discuss progress and share any concerns with students. The quality of the periods observed was variable.

171. The information handbooks for transition periods within the college are comprehensive and present the range of available options. The guidance for making choices is enhanced by open evenings and individual consultations. The careers co-ordinator also provides valuable guidance and information. The careers officer and teachers offer good guidance for students when they make their career choices.

172. The induction programme for new students is very good. The Nurture provision that starts in Y6 is an outstanding feature. It enables Y7 students to settle down quickly, make new friends and be happy and confident in their new environment. It also enables vulnerable students to gain in confidence and self-esteem.
173. Parents receive regular information about the life of the college. They are welcomed to college, to discuss any concerns. They are regularly consulted by means of questionnaires to discover their views about different aspects of college life. The Tonypany Times and Respond termly magazines are effective communication media that support this.
174. Attendance is thoroughly monitored by the college's administrative officer. The pastoral team together with the education welfare officer (EWO) and the police liaison officer have ensured that attendance figures have improved significantly since the last inspection. The attendance of students following a wide range of vocational and other appropriate courses has improved.
175. The two pastoral tutors and the intervention officer are highly effective in supporting students when they give cause for concern in college, at home or in the community. Parents are always involved and where relevant outside agencies.
176. The PSE programme is broad. External agencies make key contributions in presenting the programme. The programme assists students to improve their learning and social skills, as well as developing their moral and cultural skills.
177. The college has a well-documented behavioural system. Students are well aware of the standards expected from them and nearly all respond in a positive manner. The college has clear structures and guidelines to deal with students who disrupt lessons.
178. There were no permanent exclusions during the year preceding the inspection. Correct procedures were followed in the cases where students were excluded temporarily for unacceptable behaviour.
179. The outstanding students' voice plays an effective part in the daily life of the college. These groups allow the students to express their opinions and recommendations. The college considers and responds to their deliberations.
180. Healthy lifestyles are promoted across the college with a designated teacher responsible for promoting the work. Most students are aware of the importance of healthy living and the importance of diet and exercise. A good range of sporting activities helps students to develop positive attitudes towards keeping fit.
181. The college has good, relevant procedures to promote the health, safety and well-being of every student. Relevant risk assessments appertaining to the college site and external visits are held and appropriate records kept. There is an appropriate number of staff having recognised First-Aid qualifications.
182. All members of staff are aware of procedures in relation to child protection issues. A member of the leadership team is in charge of these arrangements. Very good links have been established with a number of relevant outside agencies.

### **The quality of provision for additional learning needs**

183. The quality of the provision for students with ALN is good.
184. The college successfully identifies students who need extra support when they arrive at the college. An effective process of identifying relevant students continues through effective links between the special educational needs' co-ordinator (SENCO) and the directors of learning (DOL).
185. The college's response to the Code of Practice is good. All students on the college's SEN register have an appropriate individual education plan. These plans are distributed to all departments.
186. Statements of SEN are reviewed effectively. Parents and external agencies take a practical role in the process. The college register for ALN is updated regularly, is comprehensive and contains all the relevant information about the students' educational, behavioural or pastoral needs. The four hearing impaired students who are disapplied from a NC subject, follow appropriate lessons in communication skills. The base for the four hearing-impaired students provides a good specialist teaching area with sufficient resources to meet their needs.
187. Students with special learning needs are taught in small discreet groups in KS3. Effective support from LSAs enhances the learning opportunities and students make good progress. However, in a number of large mixed ability classes, there is no support and this adversely affects the learning of all the students in the groups.
188. There is a good range of provision to improve students' literacy skills.
189. The buddy reading scheme is successfully used to improve the reading skills and fluency of KS3 students.
190. Effective support from LSAs is offered to individuals and small groups of students. They work closely with subject teachers and provide students with continuity, security and support.
191. The college is very successful in supporting students with challenging behaviour. All these students have individual behavioural plans. The plans include the setting of appropriate targets that are agreed with the parents or carers and the individual student. Students who disrupt class-work are excluded from the class and are supervised by a senior teacher for a specific period of time.
192. The deputy headteacher together with the support teacher provides very good support and guidance to learners and staff. She has a clear vision of how to develop the provision. Very good links have been established with a range of outside agencies. The college operates an open-door policy for parents. The college is very supportive towards students with ALN and offers them a caring and positive environment.

### **The quality of provision for equal opportunities**

193. The quality of the provision for equal opportunities has a number of outstanding features. These include:
- highly-effective procedures to recognise and address the diversity of students' backgrounds to secure equal treatment of all students;

- the promotion of activities to enhance students' awareness of racial harmony, and respect for different cultures and lifestyles; and
  - effective procedures for dealing with bullying and racial incidents.
194. There is no discrimination against any member of the college community. A detailed audit carried out by the college has identified subject contributions to different aspects of the provision.
195. All courses are open to all students. The college recognises the diversity of students' backgrounds and provides a flexible curriculum. This includes appropriate support for students learning English as a second language and special arrangements for some learners to spend part of their course off-site.
196. The college offers, through Learning Pathways, more practical and vocational courses. Opportunities are also identified in some lessons where the majority of the more able students are challenged and activities set to extend their knowledge and understanding.
197. In religious education, students study examples of inequality, racism and prejudice. Teachers successfully use these studies to promote good race relations and respect for different cultures, religions and social groups. No incidents of racial harassment have been recorded.
198. The college is proactive in dealing with bullying. A number of students have been trained, by an outside agency, as points of contact for younger students if they experience any problems. Incidents of bullying are dealt with quickly and effectively by staff.
199. The college works very hard to promote social inclusion. It has a comprehensive pastoral system and very good support from outside agencies.
200. Students who are looked after by the local authority have relevant co-ordinated individual plans with social services. The college works closely with all outside agencies to secure appropriate support and for students to succeed.
201. The college fully meets the requirements of the Disability Equality Scheme and has a detailed action plan. All buildings are accessible to all students.

## **Leadership and management**

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

#### **Grade 2: Good features and no important shortcomings**

202. The college awarded itself a grade 1 in its self-evaluation report. The grade awarded by the inspection team is one grade lower because there are:
- insufficient outstanding features; and
  - some inconsistencies in middle management.

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

203. The college's development of national priorities is outstanding. There are very good features, particularly in the development of the skills'-based curriculum in KS3. The college firmly believes in the 14-19 Learning Pathways' initiative and collaboration with other establishments. Competition with other establishments

has been set aside to broaden the curriculum through co-operation, especially in the sixth form. Additionally, the college began the Advanced and Intermediate WBQ in September 2008 in the sixth form. The e3+ programme has placed the college in the forefront of WAG's "community-focused schools" agenda within the local authority.

204. The college has developed very good links with a wide range of partners, including local organisations and businesses, which have helped improve the quality of provision and enhanced students' attitudes to learning. The close, productive collaboration with the Communities' First programmes in the college's catchment area is a notable feature.
205. High priority is placed on the continuous professional development (CPD) of all staff within the college community. This is a strong feature. The college ensures this CPD in almost all cases is in accordance with individual and college needs. The outcomes of the CPD are shared within the respective faculties and departments.
206. The college's succession planning programme resulted in the deputy headteacher being appointed as headteacher to the college in January 2009. She works harmoniously with her senior leaders and governing body. In her new role she continues to lead with vision, giving clear strategic direction and promotes the college's values by example.
207. The headteacher is highly respected by her staff, students, governors and the wider community. She is ably supported by her SLT, all of whom provide strong leadership in their respective areas of responsibility. They maintain high standards by their regular presence around the college. There are some newly appointed members in the SLT but, as a group, they are dynamic. However, there are aspects of their roles and key stage managers' roles which are continuing to develop.
208. Senior and middle managers have clear roles and responsibilities. Senior managers work closely with faculties and pastoral teams, generally offering strong encouragement and support to help improve standards and quality.
209. Each member of the SLT is linked to a group of faculties and these management links are effective. Monitoring is rigorous by the SLT, and supportive. However, not all directors or leaders of learning are consistent in undertaking some of their management responsibilities. Their managerial roles have not yet been fully developed. Members of staff within departments and across departments are continuing to develop the monitoring of one another's teaching.
210. There are clear, shared aims among leaders, teachers and support staff that focus on continuously improving the effectiveness of learning and teaching. These values are promoted by middle managers, but not consistently enough. Most teaching and non-teaching members of staff understand them.
211. The college is succeeding in creating an ethos in which staff attach great importance to meeting the needs of all students, and in which the achievement of every student is valued highly.
212. Managers of pastoral teams are placing increased emphasis on their role in monitoring students' progress and achievement and there are appropriate plans to develop further this aspect of their work.

213. Planning in faculties and departments appropriately informs, and is informed by, whole-college development planning. The priorities and goals identified for development are linked well to improvements sought in standards and quality. However, the targets for success are not always sufficiently specific.
214. Targets for students' performance in subjects are set regularly as part of the college's procedures. However, subject targets for performance in NC assessment at KS3 and at GCSE are not always sufficiently challenging. Subject teams are not challenged robustly enough to achieve the highest possible standards.

#### **How well governors or other supervisory bodies meet their responsibilities**

215. Governors are active and committed supporters of the college. All are involved in the work of the sub-committees. Through their work in committees, the scrutiny of reports from the headteacher and their consideration of the findings of subject reviews and data, they monitor the work of the college effectively. All recommendations from the committees follow set procedures before being ratified by the full governing body.
216. Governors contribute well to the strategic direction of the college through, for example, being fully involved in the workforce restructuring exercises. They perform a particularly valuable role as 'critical friends' of the college through their willingness to question and challenge the reports and review findings that they receive. They are not afraid to change direction to meet new challenges.
217. Governors are forward thinking and have made decisions which have had positive long-term outcomes. They have managed the budget effectively, pursued grants for the development of all aspects of college work and expanded the curriculum through effective staff management and partnership working.
218. The governing body fulfils all regulatory and legal requirements.

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

<b>Grade 2: Good features and no important shortcomings</b>
---

219. This grade matches the college's self-evaluation grade.

#### **How effectively the college's performance is monitored and evaluated**

220. The findings of the inspection team agree with those of the college for three of the seven key questions. The team awarded grades 2 rather than grades 1 for key questions 3 and 5.
221. The college takes very good account of the views of parents and students. In the best examples, students have had an influence in developing teaching strategies through subject-student questionnaires and suggestion boards. The student voice was a contributory factor in ensuring that the toilets were upgraded. The college council is effective in bringing matters to the attention of the SLT.
222. The college's self-evaluation review is detailed and comprehensive, noting the most effective aspects of the college's work and areas that need improvement. All of the key questions in Estyn's Common Inspection Framework are included.

223. Links between faculties, departments and the SLT are good. Members of the strategic management team meet regularly. Faculty meetings occur every fortnight. The meetings are minuted and include all aspects of college developments discussed at the strategic management meetings. The two deputy headteachers have overview of the faculties within the college.
224. Monitoring of faculties is good. Information on the quality of classroom experiences is obtained through the monitoring of faculties by all members of the SLT organised on a 15 month cycle and through the annual performance management review. The SLT, DOLs and leaders of learning (LOL) observe lessons using a common observation sheet. The majority of lesson observation sheets contain helpful comments for staff to improve. However, the quality of the information contained within some of the forms, and advice given, is variable.
225. Members of SLT sample students' books effectively, at least once a term. Some DOLs and LOLs give helpful, if informal, advice to colleagues.
226. Meaningful, regular reviews occur between the headteacher, DOLs and LOLs to discuss examination results, focused areas for raising standards arising from their results, and the faculty development plan.
227. The standard of most LOLs self-evaluations is good. Faculties and departments follow templates and guidelines for completing the self-evaluation based on the seven key questions. A number of departments produce thorough self-evaluations, with incisive judgements leading to priorities and strategies for improvement. These feed into the departmental development plans and faculty development plans. However, there are inconsistencies in the quality of the documentation. Some lack the rigour expected in making judgements and the prioritisation of areas for development.
228. The range of data provided by the college to departments is good. Some departments use the data as diagnostic tools to prioritise areas for improvement. Others, however, fail to identify national trends or trends over time.
229. All members of staff play a role in the self-evaluation system. Teachers observe each other's lessons and student books are sampled.
230. Ancillary and support members of staff review their work and look for areas to improve. This is a good feature.

### **The effectiveness of planning for improvement**

231. The college produces a five-year strategic plan noting its vision for the future. It results in the production of an annual college development plan. The good features include:
- national, local and college issues as priorities; and
  - the accountability placed on lead staff to achieve the implementation of the agreed strategy.
232. However, in some instances, the strategies and success criteria are insufficiently detailed and rigorous.
233. The support and guidance given by the headteacher to faculties and departments in their drafting and re-drafting of developments plans are good features.

234. The quality of faculty and departmental development plans is variable. All departments include college priorities within their departmental plans and address whole college issues on a departmental level. Departments are given a template to follow which requires action plans, time scales and success criteria to be noted. Some departments embody the priorities for improvement noted in their self-evaluation in their plans; provide well-targeted action plans and measurable and achievable success criteria. Others, however, are not as focused in their comments. Some departments have noted too many focused areas for development.
235. The planning for support and ancillary members of staff is good.
236. Good progress has been made on the main recommendations of the previous inspection report. They include the:
- improved standards in all subjects and courses identified as unsatisfactory;
  - improved quality of teaching in KS3;
  - continued progress with regard to management strategies and structures;
  - significantly improved attendance levels; and
  - provision of an act of collective worship each morning.

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

**Grade 1: Good with outstanding features**

237. This grade matches the college's self-evaluation grade.

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

238. The curriculum is delivered by a team of 52.6 full time equivalent staff. There is a good balance between experienced staff and those new to the profession. The members of staff are knowledgeable and fully committed to deliver a curriculum of high quality to all students. The vast majority of staff teach within their subject specialisms with appropriate support provided for those who teach outside their subject qualification.
239. The workforce remodelling exercise fully meets statutory regulations. It has resulted in a highly-effective and efficient staffing structure incorporating both teaching and non-teaching staff. Members of the teaching staff receive outstanding support from a team of well-qualified and trained support staff. The substantial reduction in teachers' administrative workload has had a positive impact on the quality of curriculum delivery and in the subsequent standards achieved by the students.
240. Curricular delivery for students with ALN is facilitated by the employment of seven LSAs. Academic coaches in the core subjects and the appointment of pastoral support tutors and the mentoring of students by volunteers from the support team have contributed to the raising of academic standards throughout the college. However, some students in the mainstream classes are not adequately supported in order to raise their standard of work.
241. The provision of ICT has improved significantly since the previous inspection. Most curricular areas benefit from the existence of appropriate specialist ICT

facilities. The computer to student ratio is a favourable 3:1, which is better than the WAG's guidance figure. The management and deployment of the available college resources are contributing to a positive and stimulating learning environment.

242. The college library has been developed and refurbished to provide a good facility for students' independent learning, teaching staff support and for community use. The library/resource centre is very well managed by the full-time librarian.
243. The college has benefited from an extensive building improvement programme during the last three years. The refurbishment of a range of teaching areas, the rolling programme of decoration and furniture renewal and the completion of the new astro turf has ensured the provision of a high-quality and stimulating learning environment. This is further enhanced by the appropriate and colourful displays of students' work.
244. All faculties enjoy the advantages of a suite of rooms in a specific area of the college with their own or easy access to the whole range of technological equipment. All faculties can be easily accessed by all students with the upper floors being serviced by two lifts.
245. However, the access to the college campus is narrow leading to congestion at morning and afternoon peak traffic periods. The demountable housing the Skills Centre is in a poor state of repair and due for immediate removal.

#### **How efficiently resources are managed to achieve value for money**

246. The management and control of the allocated budget by the asset manager, SLT and the governing body demonstrate outstanding features. These are the:
- rigorous systematic planning, implementation, monitoring and review of the available budget ensures a high degree of cost-effectiveness;
  - very close relationship between the use of resources and the college's identified areas for development;
  - monitoring of staffing, finances and the curriculum informs planning and decision making;
  - rigorous scrutiny and review of all expenditure on a regular basis to ensure outstanding value for money in all aspects of the budgetary process;
  - retention of a contingency fund of between 2.5% and 3% annually; and
  - sound financial planning underpinning the management of the college finances.
247. The recommendations highlighted by the external Audit report in May 2006 have been fully addressed by the college.
248. The college pursues every possible avenue for raising additional funds for an assortment of projects through its community manager. It has been extremely successful in obtaining grants linked to the sports academy and sporting marvels' scheme and involvement in the community and e3+ provision. The acquisition of these additional funds has provided students with outstanding opportunities that they would not have normally experienced.
249. The college attaches a very high priority to the development and support of all staff. Additional funding is accessed through Better Schools' Fund (BSF) and General Teaching Council of Wales (GTCW) to ensure the delivery of high

quality training programmes for the effective professional development of all teaching and non-teaching staff.

250. The structured, comprehensive and well-planned programme, as part of the college's commitment to lifelong learning and the professional development of all teaching and support staff, demonstrates a number of outstanding features through the:
- identification and implementation of training in accordance with the priorities outlined in the college development plan;
  - additional opportunities available to improve qualifications such as National Professional Qualifications for Headteachers (NPQH), first and masters' degrees and the graduate training programme;
  - rigorous monitoring of all training to assess the impact in the classroom and on student outcomes; and
  - deployment of internal expertise and the sharing of good practice to deliver training programmes.
251. All newly qualified members of staff are well supported by a comprehensive programme implemented appropriately by a member of the leadership team and directors of learning. The college is an accredited centre for the graduate training programme.
252. The college has provided 10% of the teaching time for staff planning, preparation and assessment. This time is used and monitored effectively.
253. Staff Criminal Records Bureau (CRB) checks have been completed in accordance with the local authority's regulations and procedures.
254. Financial resources are planned and authorised to ensure good value for money by the:
- evaluation of the staffing requirements and deployment against curricular demand on an annual basis;
  - measured investment in the professional development of its teaching and support staff;
  - commitment to identify areas for improving efficiency and the implementation of a rigorous scrutiny process in the negotiating of contracts and service agreements; and
  - careful scrutiny of financial management by the governing body.
255. The Pathfinder Post-16 Consortium has had a positive impact on the cost effectiveness of Y12 provision, although a significant number of teaching groups in Y13 remain small. Overall, the sixth form represents good value for money.
256. The good quality of external tests and examination results, the quality of teaching, support for students, good behaviour of students, and the quality of the SLT and managers, ensure the school provides good value for money.

## Standards achieved in subjects and areas of learning

### Mathematics

**Key stage 3: Grade 3 - Good features outweigh shortcomings**

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

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

257. Examination results at GCSE in the last two years have been below national averages for passes at grades A\*-C and A\*/A. However, these results represent good achievement for these students.

258. Examination results at A level in the last two years have been broadly in line with national averages for passes at grades A/B. These results are in line with students' ability.

#### KS3

##### Good features

259. Students make appropriate progress across the key stage and their assessments at the end of KS3 have shown a significant improvement since the last inspection and especially during the last two years.

260. Students with additional learning needs make very good progress during the key stage and develop good basic arithmetic strategies. They also complete a substantial amount of work in lessons and can interpret and construct statistical diagrams.

261. Many students can explain their work orally and show a good understanding of work completed in previous lessons.

262. More able students are able to solve problems by developing their own strategies. They are also able to absorb new concepts quickly, such as the adding of indices when multiplying, and can explain clearly the new ideas that they have understood.

##### Shortcomings

263. The more able students within mixed ability classes in Y7 are not challenged and do not progress sufficiently from KS2.

264. Some students do not explain their methods in their books and do not complete enough investigative work. They therefore do not construct their own mathematical ideas and strategies.

265. Some students are only able to solve equations when set as a series of repetitive similar questions and are therefore unable to apply algebraic techniques in unfamiliar contexts.

266. A minority of students in Y9 do not achieve as well as expected because some of their work is left unfinished and uncorrected in their books.

#### KS4

##### Good features

267. The performance of students in GCSE examinations has improved significantly since the last inspection and is now above the average for similar colleges.

268. Most students understand experimental probability and can explain why the accuracy of the probability increases as the number of trials increase.
269. Many students are able to recall facts and techniques from previous lessons in a number of different areas of mathematics and can apply this knowledge when confronted with new concepts.
270. Lower ability students have a very good understanding of areas of plane shapes and use formulae appropriately and accurately. They are also able to explain why these formulae work.

### **Shortcomings**

271. A few students have incomplete work in their books.
272. Students are not accurate or rigorous enough when completing statistical diagrams.

### **Sixth form**

#### **Good features**

273. Students can apply familiar concepts and formulae in new contexts when studying mechanics.
274. They can apply trigonometry and algebraic techniques successfully in a number of areas and develop their strategies during the key stage.
275. They are able to express their ideas clearly with good understanding and can apply them successfully within examination style questions.
276. Year 12 students can apply knowledge gained at GCSE to construct new formulae. For example, Pythagoras' theorem and curve translation are used to derive the equation of a circle.

#### **Shortcomings**

277. Some students do not fully understand the concepts of mean and variance when studying discrete probability distributions and make basic errors when calculating them.
278. A minority of students in Y12 have not consolidated the algebraic skills encountered at GCSE.

<b>Science</b>
----------------

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

279. Examination results at GCSE in the last two years have been below national averages for passes at grades A\*-C and A\*/A. These results are in line with students' ability.
280. Examination results at advanced supplementary (AS) and A2 level in the last two years have been below national averages for passes at grades A/B. Student numbers however, are too low to make secure judgements about performance in comparison with national averages.

### **KS3**

#### **Good features**

281. Nearly all students can recall details of their previous work and their understanding is in line with their ability. They can recall information about the solar system, satellites and sound. Most can apply their scientific understanding to explain unfamiliar situations.
282. Students make good notes about their work, using appropriate language, diagrams and graphs. They can use scientific terms correctly, both orally and in writing.
283. Nearly all students develop and extend their understanding of scientific concepts during science lessons.
284. When carrying out practical work students make systematic observations and record them carefully.

#### **Shortcomings**

285. Many students do not fully understand the concept of the "fair test". A few cannot distinguish between chemical and physical changes.

### **KS4**

#### **Good features**

286. Students have an appropriate understanding of the scientific facts and principles required for their GCSE courses. They are developing a good understanding of how the human body works and know about the forces that cause acceleration.
287. Nearly all students make useful, well-presented notes that form a good record of their work. They write well and make appropriate use of language, diagrams, charts and graphs. Nearly all use scientific terms correctly, both orally and in writing.
288. Students can plan scientific experiments and carry out practical work carefully, with due regard to safety. Most understand the importance of controlling variables. They make systematic observations and record them accurately. They can use data-logging equipment effectively.
289. Students make progress during their science lessons and acquire new scientific knowledge and understanding.
290. Students can extract and use scientific information from a range of sources.

#### **Shortcomings**

291. A few lower ability students have too many gaps in their work.

### **Sixth form**

#### **Good features**

292. Students have a secure grasp of the subject matter of their A level courses. They can recall and explain details of previous work, well.
293. Students can plan simple practical investigations. They know how to carry out a risk assessment and perform practical work with due attention to health and

safety. Most carry out practical work carefully and accurately. They collect and record their results systematically and can analyse their data.

294. Students make good written records of their work. Nearly all can use complex scientific terminology correctly, both orally and in writing.

### **Shortcomings**

295. A few students find it difficult to explain some key chemical concepts.

### **Design and technology**

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

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

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

296. Examination results at GCSE in the last two years have been below national averages for passes at grades A\*-C and A\*/A. In 2007 girls' passes at A\*-C were well above the local and national averages for girls and were significantly better than the results for boys. In 2008 results in graphic products were significantly higher than the averages both locally and nationally for passes at A\*-C. These results represent good achievement for these students.

297. Examination results at A level in the last two years have been well below national averages for passes at grades A/B. However, the number of students' involved is far too small to make meaningful comparisons with national averages. These results represent good achievement for these students.

### **KS3**

#### **Good features**

298. Almost all students develop a good understanding of a design process and its associated principles across the material areas.

299. Most students plan effectively for the production stage of their work. Outcomes show that most students can work accurately and methodically when using tools to shape and process materials. The majority of students produce well-crafted and finished products in all material areas as, for example, seen in the mobile phone holder. In the process, they develop a good understanding of the materials used.

300. Most students have good ICT skills. Evidence in students' design folios shows good use of computer-aided design software. Similarly, students can use computerised-manufacturing equipment, for example a laser cutter, well for some product outcomes.

301. Most students develop a good knowledge and understanding of nutritional values. They carry out good sensory analysis when evaluating food products. Product outcomes in both food and textiles show good levels of creativity and innovation.

302. Lower ability students with additional learning or special educational needs make good progress in their designing and making skills. Product outcomes are good and show that almost all achieve their potential.

## **Shortcomings**

303. Students' presentation and graphical communication skills vary widely and are the weakest element in a few students' work folios.

304. In the work of a very few students, evaluation does not relate rigorously enough to the original specification and comments are occasionally over-superficial.

## **KS4**

### **Good features**

305. Most students use a design process well to guide their project work. The most able students investigate original designs well and effectively collect the relevant material that helps them finalise their design decisions.

306. In the best work, presentation and graphical communication skills are good and occasionally very good. Almost all students have good ICT skills and can use the Internet well for investigative work.

307. The majority of students use computer-aided design software well to enhance and support some of their presentations. They show good skills in generating some elements of their design outcomes using computer-aided manufacturing techniques.

308. Almost all students have good practical skills. The most able have very good skills. These skills assist in raising the standards of their products.

309. Students with additional learning and special educational needs make good progress and achieve well in relation to their ability.

### **Shortcomings**

310. Spatial awareness skills are the weaker element in the work of a few students.

311. In a few design folios annotation is sometimes untidy with the tendency of spoiling what, in essence, is good graphical communication work.

## **Sixth form**

### **Good features**

312. Most students have a good understanding of the principles of design. They produce original and creative design solutions. All students carry out thorough research work using a range of sources. Existing products are analysed in great detail. Their findings are well used to fashion their own design ideas.

313. Most students deal with contemporary concepts well and show a good awareness of this in their design ideas.

314. The practical skills of most students are good overall and very good in the work of the best students. Work is well crafted and well finished using a range of processes. Students effectively use multi materials in their products including considerations of injection moulding techniques.

315. Most students make good use of ICT, including computer-aided design software to produce, present and develop design outcomes of a good standard. Students readily consider manufacturing some elements of their design using computer-aided manufacturing equipment.

## **Shortcomings**

316. The development of design ideas through quick freehand drawing techniques is limited in the work of a few students.
317. A very few design folios have conventional approaches to the design process with little in the way of house style or individuality of approach.

<b>Information technology</b>
-------------------------------

**Key stage 3: Grade 3 - Good features outweigh shortcomings**

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

**Sixth form: Grade 3 - Good features outweigh shortcomings**

318. Examination results at GCSE in the last two years have been above national averages for passes at grades A\*-C and broadly in line for A\*/A. These results represent good achievement for these students.
319. Examination results at A level in the last two years have been below national averages for passes at grades A/B. These results are lower than would be expected for students of similar ability.

## **KS3**

### **Good features**

320. Students demonstrate good skills in the communicating information strand of the curriculum. They are able to use word-processing, desktop-publishing, presentation and graphics' software to good effect.
321. Students raise the standards of their work through thoughtful research of a variety of topics on the internet.
322. Students raise the standard of their work by reviewing their work thoroughly.
323. Less able students make good progress in the subject and generally exhibit a clear understanding of the topics covered.

### **Shortcomings**

324. A minority of the more able students do not use their time fully in lessons to improve the standards of their work.
325. A minority of students do not develop their higher-level skills in modelling and data handling to improve the standards of their work.

## **KS4**

### **Good features**

326. Most students have produced good quality course-work and impressive projects.
327. Nearly all students have a good understanding of the basic concepts of the subject. They know and explain the particular qualities of the various software packages.
328. Students access their work outside of lessons to raise the standard of their work.
329. Course work is of a good standard. Students take advantage of regular feedback on how to improve this work and, as a result, raise the standard of their work.

### **Shortcomings**

330. There are no significant shortcomings.

### **Sixth form**

#### **Good features**

331. Students apply their knowledge and understanding well to resolve unfamiliar problems.

332. They can use a range of software packages and are able to design and produce solutions to problems and communicate these solutions.

333. Students improve and raise the standards of their course work and project work by accessing their work from home.

334. Course work is of a good standard. Students take advantage of regular feedback on how to improve this work and, as a result, raise the standard of their work.

### **Shortcomings**

335. A minority of students' research and investigation skills in the subject are limited.

336. A significant minority of students have not had the requisite ICT skills to cope with the subject at this level.

337. A few students have a superficial appreciation of the relationship between a theoretical project and an everyday working system.

338. In a number of projects, there is insufficient detail or insight in written descriptions.

<b>Geography</b>
------------------

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

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

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

339. Students' examination results at GCSE in the last two years have been broadly in line with national averages for passes at grades A\*-C and A\*/A. These results represent good achievement for these students. Girls' achievement is consistently above that of boys.

340. Examination results at A level in the last two years have been broadly in line with national averages for passes at grades A/B. These results are in line with students' ability.

### **KS3**

#### **Good features**

341. Most students acquire and use a range of geographical skills and techniques, which they apply with increasing accuracy within the humanities programme. Map making and the interpretation of graphical information are particularly strong.

342. Students work effectively together to collate and communicate their reasoning on issues and topics within their locality and further afield. In the best cases, ICT skills are deployed accurately and creatively by the students to analyse and present their findings.

343. The majority of students use geographical terms and vocabulary confidently when describing and explaining how geographical features are formed, developed, changed and how they affect people's lives.
344. Most students locate places accurately and develop a secure knowledge and understanding of the location and characteristics of the places they have studied. The majority of students are able to make valid geographical comparisons between Wales and other areas of the world.
345. Students understand environmental issues, and appreciate the impact of human action on a variety of scales. The more able students, in particular, produce well-reasoned views on aspects of sustainable development and global citizenship as they apply to the Tropical Rain Forests and less economically developed parts of the world.

### **Shortcomings**

346. Students' skills in individually and collectively establishing a sequence of geographical questions for enquiries are insufficiently developed through the key stage.
347. A majority of students are uncertain in their descriptions and explanations of broad patterns of geographical phenomena.

### **KS4**

#### **Good features**

348. Students, in relation to their ability, are confident in describing and explaining processes and associated patterns in physical and human geography. The majority of students can apply their understanding within a wide selection of located case studies. They utilise geographical terms accurately and appropriately to produce well-structured written responses.
349. Students' understanding of people-environment inter-relationships and associated issues is particularly strong. Many present considered views on a range of topics of local or global significance.
350. Many students have a clear grasp of the relevance of global economic development and its consequences, particularly in relation to changes at a regional and national level.
351. The majority of students progressively develop a good level of subject skills and techniques, which they apply effectively in individual field studies. They conduct their research carefully, collecting and analyzing data on the characteristics of rivers in the locality. Many produce coursework of a high standard.

#### **Shortcomings**

352. A few students underachieve in their course and field work, and as a consequence fail to reach their potential.

### **Sixth form**

#### **Good features**

353. Most students display good understanding of the various elements of their course. They effectively use relevant knowledge to describe and explain geographical

phenomena. Many successfully apply their reasoning to unfamiliar examples, with some outstanding work on climatic classification produced by individual students.

354. The majority of students are able to analyse, interpret and evaluate a wide range of geographical information in a variety of formats. A number of individual investigations produced following the comprehensive fieldwork programme are of very good quality.

355. Most AS students respond positively to the college's expectations. They are successful in developing depth and fluency in their written and oral work, and achieve good results in external examinations.

### **Shortcomings**

356. The presentation and evaluation of a few students' work is insufficiently clear.

## **Physical education**

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

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

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

357. Examination results at GCSE in the last two years have above national averages for passes at grades A\*-C. These results represent good achievement for these students.

358. Examination results at A level in the last two years represent good progress overall for the students.

### **KS3**

#### **Good features**

359. Most students from the whole ability range make good progress as they move from Y7–Y9. They follow instructions carefully and show confidence in developing their own ideas.

360. In games, girls apply the skills of footwork and passing in netball to good standards. Students show a sound knowledge of the basic rules and principles of play.

361. In aerobics, Y7 students show a good range of movement ideas. In the best instances, students are very creative in their interpretation.

362. Boys' standards of fitness are good. They demonstrate good and very good knowledge and understanding of the principles of fitness in developing fitness circuits. There is a core group of students, both boys and girls who are adept at organising and leading others.

#### **Shortcomings**

363. The leadership skills of a minority of middle and lower ability students are limited.

364. In netball, some girls show limited spatial awareness.

## **KS4**

### **Good features**

365. The majority of students participate and are involved well in both the core and examination courses.
366. In games, the most able students demonstrate good standards in their skills' work. They can apply a range of appropriate skills both on and off the ball. The most able students lead warm-up sessions where they show good knowledge of muscle groups, the purpose and effects of exercise and use relevant vocabulary.
367. Many students demonstrate good standards in planning, performing and evaluating their own and the work of others.
368. Many students gain significantly from a wide range of curricular and extra-curricular experiences. Students' standards are raised in these activities.

### **Shortcomings**

369. The standards of students' knowledge and application of rules by a minority of students is less secure than "game play" in team games.
370. A few students have not developed their skill sufficiently to participate at reasonable standards in some activities.

## **Sixth form**

### **Good features**

371. Written work is very well presented using ICT. Content demonstrates good independent research by students and some skill in writing for a range of audiences/purposes.
372. Most students studying the BTEC course show considerable knowledge and interest in the sports' massage topic. The most able use their knowledge and practical experience very effectively.

### **Shortcomings**

373. Some lower ability students are slow to develop and complete their written work.

## **College's response to the inspection**

The governors, headteacher, staff and students welcome this report and the acknowledgment that the College has made substantial progress since the last Inspection. The College is extremely proud that the quality of care, guidance and support for all our students has been recorded as 'good with many outstanding features'. This is a reflection of the hard work of all our staff in striving to give all our students every opportunity to succeed at all levels.

Grades awarded for individual lessons are significantly above the national average and exceed the 2010 'Vision into Action' target of 98%. The percentage of lessons judged as good or very good is also above the figure from inspections in Wales for 2007/08. We are very proud of all our students and are pleased that the report recognises the collaborative approach between staff, students and parents embodied in our vision statement 'Learning Together to Achieve Success.'

Our students should be complimented that their behaviour has been recognised as 'good in KS3 and KS4 and exemplary in the sixth form.' The contribution that the students make to Tonypanydy Community College is also recognised as a good feature. We are pleased that the contribution of all staff; teaching and non-teaching to the statutory and extra curricular provision; is recognised and 'greatly valued by students.'

The inspection confirmed that our curriculum is appropriate and meets the needs of all learners. The development of Assessment for Learning together with a focus on the teaching of skills is recognised as having a major impact upon standards. The report acknowledges that the management and control of the allocated budget demonstrates outstanding features.

These endorsements of the College ensure that we can move forward confidently. The College wishes to acknowledge the professional, collaborative and objective approach of the inspection team and their success in getting to know the college during their visit. We acknowledge the thoroughness of the inspection process and accept its findings.

## Appendix 1

### Basic information about the college

Name of college	Tonypany Community College
College type	Secondary
Age range of students	11-18
Address of college	Llewellyn Street Penygraig Rhondda Rhondda Cynon Taff
Postcode	CF40 1HQ
Telephone number	01443 436171
Headteacher	Helen O'Sullivan
Date of appointment	01.01.2009
Chair of governors / Appropriate authority	Mr E Griffiths Rhondda Cynon Taff (Tŷ Trevithick)
Reporting inspector	Mr W Gwyn Thomas
Dates of inspection	Monday 9 <sup>th</sup> – Thursday 12 <sup>th</sup> February 2009

## Appendix 2

### College data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of students	138	143	161	141	150	129	60	922

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	51	3	1.6

Staffing information	
Student: teacher (fte) ratio (excluding special classes)	17.5:1
Student: adult (fte) ratio in special classes	N/A
Average teaching group size	20.69 Whole College 23.08 Yrs 7 - 11
Overall contact ratio (percentage)	66%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole college
Term 1	90	88	88	91	96	78	96	89.4
Term 2	91	93	91	93	92	78	90	90
Term 3	90	90	91	91	91	80	83	89

Percentage of students entitled to free college meals	17.9%
Number of students excluded during 12 months prior to inspection	33 temporary

## Appendix 3

### National Curriculum Assessment Results End of key stage 3:

National Curriculum Assessment KS3 results 2008															
Total number of students in Y9: 161															
Percentage of students at each level															
			D	A	F	W	1	2	3	4	5	6	7	8	EP
English	Teacher assessment	College	0	1.4		0	0	1.4	12.2	12.9	47.5	22.3	2.2	0	0
		National	0.1	0.6		0.5	0.4	1.5	6.1	21.3	37.1	24.2	7.9	0.3	0
Mathematics	Teacher assessment	College	0	1.4		0	0	0	15.8	10.1	32.4	25.9	14.4	0	0
		National	0.1	0.5		0.5	0.4	1.3	6.7	18.1	28.9	27.5	14.8	1.2	0.1
Science	Teacher assessment	College	0	1.4		0	0	0	7.9	24.5	28.1	30.2	7.9	0.	0
		National	0.1	0.6		0.5	0.2	0.7	5.1	19.0	35.6	27.2	10.8	0.1	0

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

Percentage of students attaining at least level 5 in mathematics, science and either English or Welsh (first language) by teacher assessment				
In the college	57.6		In Wales	59.6

### Summary of Secondary School Performance (1)

#### Pupils aged 15

Number of pupils aged 15 who were on roll in January 2008: 165

Percentage of pupils aged 15 who:

:

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average wider points score per pupil
School 2007/08	96	78	50	26	26	324
LEA Area 2007/08	98	84	53	37	36	340
Wales 2007/08	98	87	58	46	44	356
School 06/07/08	..	..	..	..	7	313
School 05/06/07	..	..	..	..	21	296

**Number of boys aged 15 who were on roll in January 2008: 84**  
**Percentage of boys aged 15 who :**

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average wider points score per pupil
School 2007/08	94	70	42	20	20	298
LEA Area 2007/08	97	80	46	35	34	314
Wales 2007/08	98	84	53	42	41	334
School 06/07/08	..	..	..	..	5	293
School 05/06/07	..	..	..	..	19	282

**Number of girls aged 15 who were on roll in January 2008: 81**  
**Percentage of girls aged 15 who :**

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average wider points score per pupil
School 2007/08	99	85	58	32	32	351
LEA Area 2007/08	99	88	60	40	39	368
Wales 2007/08	99	90	63	50	48	379
School 06/07/08	..	..	..	..	9	328
School 05/06/07	..	..	..	..	22	310

**Pupils aged 15**

**Percentage of pupils aged 15 who :**

**Percentage of boys aged 15 who :**

**Percentage of girls aged 15 who :**

	achieved one or more ELQ (2) only	Left full time education without a qualification (3)	achieved one or more ELQ (2) only	Left full time education without a qualification (3)	achieved one or more ELQ (2) only	Left full time education without a qualification (3)
School 2007/08	6.7	1.2	8.3	2.4	4.9	0
LEA Area 2007/08	3.6	1.5	4.7	1.8	2.3	1.2
Wales 2007/08	2.6	1.5	3.4	1.9	1.7	1.2
School 06/07/08	4.8	..	5.4	..	4.2	..
School 05/06/07	3.9	..	4.7	..	3.1	..

**Pupils aged 17**

- (1) For details on qualifications, point scores and contribution to thresholds, please see guidance at [SSSP guidance](#).  
 (2) For information about which syllabuses are included in each subject area see Notes for Guidance. For the provisional SSSP this will be the traditional GCSE definition. In the final SSSP, this definition will include a wider range of qualifications.  
 .. Data not available

Report by William Gwyn Thomas  
Tonypanyd Community College, 09/02/09

	<b>Number of pupils aged 17 who were on roll in January 2008: 64</b>		<b>Number of boys aged 17 who were on roll in January 2008: 32</b>		<b>Number of girls aged 17 who were on roll in January 2008: 32</b>	
	Percentage of 17 year old pupils entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17	Percentage of 17 year old pupils entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17	Percentage of 17 year old pupils entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17
School 2007/08	93	286	100	195	89	378
LEA Area 2007/08	93	542	91	516	95	563
Wales 2007/08	94	631	93	596	95	659
School 06/07/08	..	..	..	..	..	..
School 05/06/07	..	..	..	..	..	..

**SECONDARY EXAMINATION DATA, 2006 - 2008**  
**Tonypanyd Community College**      **674**    **4095**

**Free School Meals, 2006 - 2008**

	<b>2006</b>	<b>2007</b>	<b>2008</b>
% of pupils entitled to Free School Meals	21.6	24.7	17.9
Free School Meal band	20%<FSM<=30%	20%<FSM<=30%	15%<FSM<=20%

**Key Stage 4, 2006 - 2008**

	<b>2006</b>	<b>2007</b>	<b>2008</b>
% achieving the Level 1 threshold	..	79.6	77.6
Benchmark Quartile	..	3	4
% achieving the Level 2 threshold	..	42.9	49.7
Benchmark Quartile	..	2	3
% achieving the Level 2 threshold including a GCSE at grade A*-C in English or Welsh first language and Maths	..	..	26.1
Benchmark Quartile	..	..	4
% achieving the Level 2 threshold in the core subjects	..	..	26.1
Benchmark Quartile	..	..	4
Average wider points score	297.2	320.1	324.2
Benchmark Quartile	2	2	3

For 2004 onwards, the FSM percentage was based on pupils of compulsory school age only.the data item is not available

- (3) For details on qualifications, point scores and contribution to thresholds, please see guidance at [SSSP guidance](#).  
 (4) Entry Level Qualification  
 (5) As defined under the National Performance Indicator EDU/002.  
 .. Data not available

## Appendix 4

### Evidence base of the inspection

Inspectors spent a total of 43 days in the college and were joined by the college's deputy headteacher as nominee. They held a meeting before the inspection.

During the inspection, inspectors visited:

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

Members of the inspection team met with:

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

The team also considered:

- the college's self-evaluation report;
- 165 replies to the parents' questionnaire;
- comprehensive documentation provided by the college before and during the inspection;
- samples of students' reports; and,
- a range of students' work.

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

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
William Gwyn Thomas Registered Inspector	Context, Summary, Recommendations, Appendix KQ1 and KQ5
Gwynoro Jones Lay Inspector	Contributing to all key questions
Irene Mackie	KQ2
Peredur Francis	KQ3 and support for mathematics
Heddwyn Evans	KQ4
Bethan Whittal	KQ6
Huw Llewelyn	KQ7 and support for geography
Gwyn Jones	Mathematics (lead)
Andrew Herdman	Geography (lead)
David Hughes	Science
Keith Hopkins	Design and technology
David Charles	Information technology
Debra Makin	Physical education
Kirsty Jones	Nominee (contribution to all meetings)

### *Acknowledgement*

*The inspection team would like to express its sincere gratitude to the governors, headteacher, staff and students for their co-operation and courtesy throughout the inspection. The team appreciated the close partnership working during difficult times as the school had been closed to staff and students the week before the inspection due to snow. The school was also closed to students for the first two days of the inspection.*

#### **Contractor**

EPPC/Severn Crossing Ltd  
Suite H  
Britannic House  
Britannic Way  
Llandarcy  
Neath  
SA10 6JQ