

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

**A Report on the Quality of Education in**

**Ysgol Gyfun Bro Morgannwg  
Colcot Road  
Barry  
Vale of Glamorgan  
CF62 8YU**

**School Number: 6734066**

**Date of Inspection: 17 November 2008**

**by**

**William Gwyn Thomas  
79567**

**Date of Publication 22 January 2009**

**Under Estyn contract number: 1201408**

**© Queens 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.

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

The inspection of Ysgol Bro Morgannwg took place between 17/11/08 and 20/11/08. 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.

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 **short** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	5
<b>Standards</b>	6
Key Question 1: How well do learners achieve?	6
<b>The quality of education and training</b>	10
Key Question 2: How effective are teaching, training and assessment?	10
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>	21
Key Question 5: How effective are leadership and strategic management?	21
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	23
Key Question 7: How efficient are leaders and managers in using resources?	25
<b>School's response to the inspection</b>	28
<b>Appendices</b>	29
1 Basic information about the school	29
2 School data and indicators	29
3 National Curriculum assessments results	30
4 Evidence base of the inspection	31
5 Composition and responsibilities of the inspection team	32

## Context

### The nature of the provider

1. Ysgol Gyfun Bro Morgannwg is an 11-18 mixed, designated Welsh-medium school, maintained by the Vale of Glamorgan Unitary Authority (UA). It is also a community school which is substantially used by different organisations. There are currently 841 pupils on roll, with 150 in the sixth form and a staff of 58 full-time equivalent. At the time of the last inspection in January 2003, only years (Y) 7/8/9 were in the school with 396 pupils on roll and a staff of 24.
2. The school serves a wide geographical area which includes the whole of the Vale of Glamorgan UA. Twenty-nine per cent of the UA is located in 50% of the most socially deprived region of Wales. The school receives 58% of its pupils from the town of Barry which has two wards that are classified as being in the highest 10% of socially deprived areas in Wales. The number of pupils in receipt of free school meals is eight per cent. This does not reflect accurately the true nature of the pupils who attend the school.
3. Pupils represent the full range of ability. There are 107 pupils with a statement of special educational needs (SEN) and a further 99 have been identified as needing some support. Two pupils are disapplied from the National Curriculum (NC). No pupils are "looked after" by the local authority.
4. About 91% of the pupils come from homes where the predominant language spoken is English, and nine per cent come from Welsh-speaking homes. All pupils speak Welsh as a first language or to an equivalent standard within the school. No pupils receive support teaching in English as an additional language.
5. The headteacher was appointed to the post in January 2000. The composition of the senior leadership team (SLT) includes the headteacher, one deputy headteacher, and three assistant headteachers.
6. Vocationally-based courses at KS4 and in the sixth form are being developed internally and in partnership with other providers in the area. The school also delivers the Welsh Baccalaureate Qualification (WBQ) to students in the sixth form.

### The school's priorities and targets

7. The school's motto is: "Dyro dy law i mi ac fe awn i ben y mynydd" (Give me your hand and we'll go to the mountaintop). Its mission is to provide a broad, balanced and relevant education for all its pupils. The school's aim is to offer a comprehensive Welsh education to its pupils and to enable them to achieve their full potential in an environment that supports and respects each individual.
8. The six aims and objectives of the school are clearly set out in its prospectus. They will be achieved within the framework of the "Young People in Wales: Rights to Action - Seven Core Aims".
9. The school has prepared a three-year development plan. A detailed development plan for 2008/9 identifies areas for development which encompass standards, teaching and assessment, bilingualism, the curriculum, pastoral care and guidance, management, transition arrangements and the learning

environment, including resource management. The specific areas for development have been categorised into Estyn's seven key questions.

10. The school also sets numerical targets for success at the end of Key Stage (KS) 3 and KS4 that, in 2009:
  - 70% of pupils should reach at least level five, in teachers' assessments in all core subjects combined, at the end of KS3 (English 89%, Welsh 76%, mathematics 78%, science 91%); and
  - in the General Certificate of Secondary Education (GCSE) examinations, 72% of pupils should gain at least five GCSE grades A\*-C, and 95% gain at least five GCSE grades A\*-G, and 56% gain the core subject indicator (CSI).

## Summary

11. Ysgol Gyfun Bro Morgannwg is a very good school with many outstanding features. The school has responded very well to the key issues noted in the 2002 inspection report. The inspection team agrees with all of the judgements made by the school in its self-evaluation report.

### Table of grades awarded

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

### Standards

12. Results in tests, statutory assessments and examinations are good. Key stage 3 standards are improving through closer collaboration with partner primary schools. Key stage 4 and sixth-form results are good and compare relatively favourably with those in similar schools.
13. In KS4, pupils achieving at least five A\*-C and A\*-G grades at GCSE examinations compare very well with pupils in similar schools. In the sixth form, the percentage of students achieving an A-E grade in two or more Advanced (A) level subjects is below local authority but above national averages. The school achieved its first set of A level results in 2007. The unconfirmed results for 2008 show improvements in several indicators.

STANDARDS IN KEY SKILLS	KS3 GRADES		KS4 GRADES		SIXTH FORM GRADES	
	WELSH	ENGLISH	WELSH	ENGLISH	WELSH	ENGLISH
Speaking	2	2	2	2	1	1
Listening	1	1	1	1	1	1
Reading	3	3	2	2	1	1
Writing	3	3	2	2	1	1
Numeracy	3	3	2	2	2	2
ICT	1	1	1	1	1	1
Creative & Problem Solving	2	2	2	2	2	2
Improving Own Learning	2	2	1	1	1	1
Working With Others	2	2	2	2	1	1

14. Information and communication technology (ICT) skills are outstanding throughout the school.
15. Standards are good or outstanding in all key skills and the wider key skills in KS4 and the sixth form and nearly all in KS3. Communication skills have good features outweighing shortcomings in KS3 as pupils' literacy skills are not fully developed. Pupils' and students' bilingual skills are outstanding. They discuss issues confidently amongst themselves and with their teachers. They transfer their linguistic skills from one language to the other with ease.
16. Pupils with SEN and those with other learning difficulties make very good progress in relation to their ability.
17. Pupils' behaviour is exceptional. A high priority is given within the school to respect for one another. Pupils are courteous both within and outside the classroom. The school is a very civilised community where pupils and students have very positive attitudes towards their work. They appreciate the work of others displayed in the corridors. Pupils and students strive to achieve their very best and are proud to be members of the school. Attendance levels are consistent, but are slightly below the attendance levels of similar schools in Wales. Most pupils are punctual to lessons.

### The quality of education and training

18. Teaching is outstanding. The quality of relationships between teachers and pupils is exceptional. Pupils and students listen very attentively and members of staff have high expectations.
19. There is pace and challenge in lessons and a wide range of high quality resources are used well. Teachers have a very good grasp of their subject knowledge and key skills are used continuously and effectively in lessons.
20. The quality of teaching in all the lessons observed by the inspectors is significantly better than the national average as reported in Estyn's annual report, especially for grades 1 and 2. The grades are shown in the grid below:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>58 lessons observed</b>	50%	41%	9%	0%	0%
<b>All-Wales 06/07</b>	19%	57%	21%	3%	0%

21. The quality of marking is very good throughout the school. In all subject areas there is detailed subject-specific guidance to pupils on how to improve. The school has an exceptional system for tracking pupils' progress and identifying underachievement. Nearly all departments set targets which are realistic. Pupils

are thoroughly involved in the self-assessment process, particularly in KS4 and the sixth form.

22. The school's curriculum satisfies legal requirements for pupils of statutory school age. It offers a wide range of 36 subjects, including vocational courses, to its pupils in KS4. Sixth-form students also have a wide range of options available, including several through collaboration. The curriculum is accessible to all and provides appropriate opportunities for pupils to achieve accreditation. Only some groups of pupils achieve accreditation in key skills. The development of entrepreneurial skills in KS4 and the sixth form is good.
23. There are outstanding curricular links which help pupils with transition from primary to secondary education.
24. Pupils' personal developments are enriched by the outstanding range of extra-curricular activities which are provided by the school. Many pupils also benefit from the wide range of cultural activities available. Provision for pupils' spiritual and moral development is extensive.
25. Partnerships with other organisations are very strong. There are good links with parents. Businesses provide work-experience opportunities and outside speakers enhance the spiritual development of students in the sixth form. The Careers service contributes effectively to the options process in Y9 and Y11.
26. The school contributes successfully to the well-being of its pupils. The canteen provides a daily menu of healthy foods including the morning break. Physical activities are well supported and water is readily available. The school is now beginning to be involved in sustainability issues.
27. The quality of care and support to all pupils by members of staff and support services is outstanding. There is effective liaison with external agencies.
28. Pastoral support by heads of year and form tutors is outstanding. This is supplemented in the sixth form by additional personal tutors. These are provided by the SLT in Y12 to meet the requirements of the Welsh Baccalaureate. Pupils receive individual attention to monitor their progress. The quality of this support is also rigorously monitored.
29. Support of high quality is provided for pupils with SEN. Teachers diagnose pupils' needs carefully and implement effective support strategies to improve pupils' literacy skills. However, even though the number of support staff is inadequate, members of staff ensure pupils are not disadvantaged.
30. Overall, the school's provision for equal opportunities is highly developed and consistent. No discrimination or unpleasant behaviour is tolerated. Child protection procedures are well embedded.
31. The school council is an effective body and it contributes significantly to life within the school.

### **Leadership and management**

32. The headteacher and his SLT work strategically as a team. They provide outstanding leadership within the school. All leaders and staff work in harmony for the benefit of the pupils.
33. Policies and whole-school strategies are implemented effectively and consistently by members of staff.

34. Monitoring by the SLT and those with management responsibilities is rigorous to ensure that standards are raised and good practice identified. This good practice is shared with all members of staff. Monitoring of departments on a formal and informal basis is thorough and there are clear lines of accountability.
35. The work and expectations of senior and middle managers are clearly defined. The quality of planning for improvement is outstanding.
36. The governing body undertakes its role as critical friend in a very effective manner. The monitoring of standards and procedures is rigorous. Governors evaluate the performance of senior and middle managers regularly in a critical but supportive manner. They also scrutinise their own roles and that of the governing body to ensure effectiveness.
37. The school has an adequate 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. Teachers who teach outside their own speciality receive very good support. Staff development has a very high priority within the school.
38. Overall, the quality of the accommodation is outstanding. However, there is no central library/resource centre to develop pupils' and students' independent learning skills further. The provision of appropriate and up-to-date ICT resources has been maintained on an annual basis. Sufficient finance is available to departments to meet the needs of teaching staff and pupils.
39. Due to the outstanding quality of leadership, teaching, support for pupils, breadth of the curriculum, including the wide range of extra-curricular activities, exemplary behaviour of pupils and students, the school provides very good value for money.
40. The comprehensive education and opportunities provided by the school ensure that its provision meets the needs of the range of pupils and students within.
41. The provision of sixth-form education is cost-effective.

## Recommendations

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

- \*R1. Continue to raise standards of literacy in KS3 by working effectively with partner primary schools.
- \*R2. Work towards the whole-school accreditation of key skills to raise pupils' standards in all key stages.
- R3. Allocate financial resources to increase the number of learning support assistants to meet the additional learning needs of an increasing number of pupils.
- \*R4. Work with the local authority to provide and establish a whole-school library/resource centre.

*\* The school 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

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

#### KS3 and KS4

#### Pupils' success in attaining agreed learning goals

43. The school ensures that pupils make progress in these two key stages despite the fact that they have lower levels of literacy than expected upon arrival in Y 7. Very effective transition work has been undertaken with partner primary schools to improve this situation. The benefits of the collaborative strategies are clearly visible in the literacy levels of the 2008 cohort of pupils in Y7. However, the full benefit of this work to raise standards is yet to work itself through the key stage.
44. With the exception of Welsh first language and science in 2005/06, overall results in teacher assessments at KS3 in the core subjects and the CSI at the end of KS3, have been above national figures for the last three years. In 2008, pupils' attainment in Welsh first language and science placed the school in the top 50% of similar schools in Wales.
45. The school compares relatively favourably with similar schools when comparing value added from KS2-KS3. Teacher assessments in 2007 at KS3 (matched to prior attainment at KS2) highlighted that the value added for science and the CSI placed the school in the top 25% and mathematics in the top 50% of similar schools in Wales. The school was placed in the bottom 50% for Welsh first language and English. The 2007 value-added figures highlight an improvement in comparison with the 2006 figures.
46. Girls outperformed boys in all the core subjects and the CSI in the end of KS3 assessments in 2007 and 2008. In 2008, the gap between the boys' and girls' performance in all the core subjects and CSI had been reduced.
47. At KS4, the good features in the GCSE examinations in 2007 are that:
- 72% of pupils achieved at least five GCSE grades at A\*-C, the equivalent vocational qualification or a combination of both, significantly above local and national averages;
  - 59% of pupils achieved the level 2 threshold (at least 5 GCSE grades at A\*-C including mathematics, Welsh first language or English), significantly above local and national averages; and
  - the overall pass rate of pupils in the GCSE examinations was significantly higher than local and national averages.
48. When compared with similar schools in Wales in 2007, the percentage of pupils in the five grades A\*-C category is in the top 50% of schools with similar free school meal entitlement.
49. Many of the most able pupils achieve their full potential. They gain the A\*/A grades in the GCSE examinations. In 2007, 35.9% of grades recorded by the school were at this level. This percentage is well above local and national averages.

50. Pupils' progress from KS3-KS4, matched to prior attainment in 2007, highlighted that the value added for pupils achieving at least five A\*-G grades and the average points score (APS) at GCSE were in the top 25% of similar schools in Wales.
51. The percentage of pupils achieving at least five A\*-C grades placed the school in the top 50% of similar schools in Wales. The 2007 value-added figures highlight an improvement in comparison with the 2006 figures.
52. At KS4 in the GCSE examinations in 2007, the gap between the girls' and boys' performance had been reduced in several and eliminated in some of the indicators.

### **Their progress in learning**

53. In both key stages, standards of some of the key skills are good with outstanding features. Overall, standards are good in KS3 and KS4.
54. All key skills in KS3 have standards which have at least good features outweighing shortcomings. In KS4 standards have good features and no important shortcomings.
55. Pupils have competent communication skills in KS3 and good skills in KS4. Their listening skills are outstanding overall. They use extended speech confidently. Reading and writing skills in KS3 are not as sufficiently developed as they are in KS4. Support is given to those with reading difficulties through the medium of Welsh and English in KS3. The quality and quantity of extended writing are in line with pupils' ability. Inaccurate spelling is currently more evident in KS3.
56. Pupils' standards in the key skill of ICT are good with outstanding features in KS3 and KS4. This is because nearly all pupils use their ICT skills in a range of different contexts. This also assists pupils to achieve good creative and problem-solving skills.
57. Pupils work well together and respond well to many opportunities for solving tasks.
58. Pupils' skills in applying number in a range of subjects across the curriculum are adequate in KS3, but good in KS4.
59. The key skill of improving one's own learning has standards which are good in KS3 but outstanding in KS4.
60. All pupils follow the full Welsh first language course in Y10 and Y11.
61. Pupils' bilingual skills are outstanding. The Welsh language is used constantly and is very evident within the main buildings and around the school. Pupils use both languages very effectively as a means of communication to fellow pupils in the play areas. They are able to transfer their skills from one language to the other with confidence and ease.
62. Pupils with SEN make very good progress in relation to their ability. In KS3 and KS4, many pupils of low ability achieve their potential.
63. Able and talented pupils are identified and set appropriately challenging tasks to raise their academic standards. They make very good progress and achieve good levels of attainment in the GCSE subjects they sit early.
64. Pupils' progress in lessons is good.
65. All pupils are aware of what they have to do to improve. Self-assessment and peer-assessment processes are well developed in KS3 and are very good in

KS4. The quality of written feedback advising pupils of how they need to improve is very good in all departments. It is subject-specific and focused. In the books examined, the written advice given was consistent and very good.

66. In the majority of classes and subjects, pupils make good progress towards their targets or levels of expectations. Many pupils with learning difficulties in KS4 also make good progress.

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

67. Pupils' behaviour in KS3 and KS4 is outstanding. Pupils behave in an exemplary manner and are courteous to all within the school community. They are also very respectful. The school has high expectations of all pupils and these expectations are met in full by all.
68. The school is an exceptionally orderly, caring and an inclusive community from which only 20 pupils have been temporarily excluded. During the last academic year, no pupil was permanently excluded.
69. The attendance level for 2007-2008 was 92%. This is above the all-Wales figure of 90.9% for 2008 and marginally below the attendance rates of similar schools in Wales taking into account their free school meal entitlement for 2007-2008. However, it is above the local authority average attendance rate. Pupils' punctuality to lessons is good.
70. Pupils make outstanding progress in their personal, social, moral, spiritual and wider development. The religious education periods and the personal and social education (PSE) programmes contribute substantially to these developments. Pupils gain much in their spiritual and moral development from the high quality assemblies and from the tutorial sessions where collective worship was uplifting and effective. Values are at the heart of the school and are evident in practice. Very good relationships exist within the school.
71. Pupils' social and cultural development is outstanding. Pupils take part in a wide range of extra-curricular activities provided in sport, clubs, visits, residential breaks and theatre visits. The Welsh dimension is encouraged throughout the curriculum. The arts, creativity and design, and music are all highly promoted and opportunities are taken up by many pupils of differing abilities.
72. Pupils demonstrate a very good awareness of equal opportunities issues. They possess a sound knowledge of national priorities such as the skills agenda. They are also involved in work-related activities organised by Careers Wales.

### **Sixth form**

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

73. Overall, standards of attainment at A level in 2007 are good. This was the first year for the school, which has an open-entry policy to the sixth form, to enter students for these examinations. Results are good because:
- 65% of students achieved A-C grades in two or more A level examinations; and
  - 96% of students achieved A-E grades in two or more A level examinations (level three threshold) above the national average of 94%.

74. In 2007, only one subject studied at A level indicated that on average, candidates performed worse than their GCSE grades would predict by more than one full grade.
75. Boys outperformed girls in 2007 at grades A-C in A level examinations, but the reverse was true at grades A-E. In 2007, there was a difference of 28 points in favour of the girls between the average wider points' score (AWPS) of boys and girls.
76. In September 2007, 58% of the Y11 pupils returned to the sixth form and 29% went to further education colleges. These figures reflect the school's philosophy in relation to the Welsh Assembly Government's (WAG's) 14-19 Learning Pathways. It advises Y11 pupils to follow courses which meet their needs in appropriate establishments.

### **Their progress in learning**

77. Students achieve standards in their key skills which have at least good features and no important shortcomings.
78. Nearly all students use subject-specific terminology in discussions with one another and with their teachers to a very high standard. Group work is very effective in all subject areas and this is a strength of the sixth form. Students listen attentively to their teachers and to one another, appreciating the opinions of others. These qualities assist students to maintain and develop their good problem-solving skills.
79. Most students are able to apply their number skills to an effective standard but not to the same standard as most of their other key skills. They use their outstanding ICT skill to best advantage at all times to raise the standards of their work.
80. Outstanding levels of communication in both Welsh and English are evident in class discussion.
81. Students' bilingual skills in and around the school are very strong features as students communicate consistently and confidently in both languages.
82. A more mature attitude to work prepares all students well for progression to university or the world-of-work. They work consistently and use their non-contact time effectively to ensure they achieve their challenging targets. Students take responsibility for their own learning and this is consistent within the sixth form. They take full advantage of the facilities available to them.
83. Many students achieve accreditation in their key skills either at levels 2 or 3 during their period of study in the sixth form.
84. All students have a clear understanding of their levels of achievement and what they have to do to improve in all subjects. Their work is marked and targets for improvement are given consistently.

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

85. Students have developed outstanding personal, social and learning skills. They make very good progress in their development as young adults. Their attitude to learning is outstanding as they are determined to make the most of all opportunities available to them. Their concentration levels are high and as students they are thoroughly engaged with the tasks in hand.

86. They accept responsibility easily and have a strong social conscience. They take a leading role in a wide variety of extra-curricular activities and in activities with younger pupils. They gain in maturity during their period of study in the sixth-form and have a valuable experience.
87. They acquire greater awareness of issues relating to spiritual, moral and cultural development through contact with a wide range of outside speakers. The wide variety of opportunities for spiritual development ensures that standards are very good. The standard of the assemblies in the sixth form is outstanding.
88. Students demonstrate very responsible behaviour and respect towards one another and towards all members of the school community.
89. They have a very good awareness of a range of topical issues and respond well on a personal basis to raising funds for various causes.
90. Students undertake work-experience opportunities in the sixth form. Careers guidance is very effective and valued. Students are effectively prepared to enable them to successfully enter the next stage of their development.
91. There are many opportunities to attend open days at university and to be tutored on interview techniques. Many students have succeeded in entering Higher Education. All have adopted and developed skills which have prepared them well for Higher Education.
92. Students gain substantially 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 1: Good with outstanding features**

93. This grade matches the school's self-evaluation grade. The outstanding features of the teaching include:
  - a wide range of teaching methods and educational resources that ensure pupils' active participation;
  - high expectations that motivate and challenge pupils;
  - sound subject knowledge;
  - appropriate pace and timing to activities;
  - extensive opportunities to develop pupils' thinking and learning skills; and
  - effective use of penetrating questioning to encourage extended responses from pupils.

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

94. The following table shows the grades awarded to the quality of teaching in the lessons observed throughout the school:

<b>Quality of teaching</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>58 lessons observed</b>	50%	41%	9%	0%	0%

95. The percentage of lessons awarded a grade 1 or 2, namely 91% is significantly higher than the national picture in 2006-2007 where 76% of lessons were

awarded grade 1 and 2. In 9% of lessons, good features outweigh shortcomings. The school exceeds the 'Vision into Action' secondary target for 2010, that the quality of teaching should be grade 2 or better in 80% of classes.

### KS3 and KS4

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

Quality of teaching 47 lessons observed	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	56%	36%	8%	0%	0%
KS4	41%	50%	9%	0%	0%
KS3 and KS4	49%	43%	8%	0%	0%

97. Good and outstanding features were observed in the quality of teaching in a very wide range of subjects in both key stages.
98. The teaching and learning working group that deals progressively with the methodology of teaching and learning, discussing and monitoring specific aspects of teaching throughout the school is an outstanding feature. Feedback is collated in the form of reports identifying findings and recommendations. A core part of the school's ethos and one of its strengths is the open climate with regard to sharing ideas and good practice. Each member of the SLT has responsibility for aspects of teaching and learning. This ensures that teaching is an integral part of the daily life of the school.
99. An outstanding feature of the teaching is the good working relationship between the teachers and the pupils. This relationship, together with the respect and equal opportunities each pupil receives, nurtures healthy attitudes towards learning. It promotes pupils' motivation to succeed and encourages high standards of behaviour in lessons.
100. The progressive planning with appropriately structured steps promotes an orderly environment and encourages an ethos of efficient learning. Lesson objectives are shared, used meaningfully and reviewed at the end. The development of a number of key skills is planned thoroughly. Conclusions from questionnaires on learning methods that are part of the transition programme between KS2 and KS3 are used as an additional tool to adapt lessons to match pupils' needs. This is good practice.
101. The school meets the linguistic needs of pupils outstandingly by focusing on using subject-specific terms in both languages across the curriculum. It nurtures the art of purposeful concurrent use of language and translation, the use of language mats and writing frames as well as providing various activities in everyday situations.
102. Across all lessons, there are many good features to the teaching which include:
- numerous class activities;
  - effective use of interactive whiteboards;
  - a variety of interesting learning tasks;
  - the use of small whiteboards that ensure pupils' active participation; and
  - appropriate and consistent encouragement and praise for individuals.

103. The school's website is an outstanding feature. It provides suitable resources that reinforce learning. It also includes units of work and homework tasks. A large number of teachers give very generously of their time to offer additional support to pupils in clubs and work sessions.
104. Pupils with additional learning needs (ALN) are taught well and integrated fully into classroom activities. Appropriate opportunities are provided to meet the needs of able and talented pupils.
105. In a very few lessons there are some shortcomings, such as lack of appropriate work to meet pupils' needs, mistiming of lessons and lack of suitable summing-up.

### **How thorough is assessment and its use in planning and improving learning**

106. The quality of assessment, recording and reporting is good with outstanding features.
107. The school has an extremely comprehensive assessment for learning policy that offers outstanding guidance for implementing and developing this system. Departments have adopted the good principles and practices noted in this policy using assessment as a diagnostic tool in the classroom to improve performance and promote standards.
108. An outstanding feature is pupils' understanding of the purpose and process of assessment and their active involvement in these processes. In the vast majority of subjects, the practice of assessment for learning has been embedded and developed because departments:
- share success criteria with pupils in order to develop specific skills;
  - help pupils to assess their own work and that of their peers in order to improve their understanding of their standard and the methods of improvement;
  - adapt NC attainment level descriptors to enable pupils understand them in the context of the work;
  - use assessment for learning practices consistently as a core part of the learning; and
  - make appropriate use of assessment information to recognise trends in order to provide effective feedback to teaching, marking and assessment.
109. In the majority of departments, the quality of written feedback is extremely effective with diagnostic marking and clear comments and targets that lead individuals to improve their knowledge, skills and understanding. Language in pupils' work is corrected in line with the marking policy.
110. The outstanding features of the assessment system also include:
- very effective use of a computerised system at school and departmental level to facilitate the collation and analysis of a wide range of data;
  - the setting of challenging targets, monitoring and reporting on progress; and
  - a systematic and thorough monitoring system by the SLT that guarantees the quality of provision by ensuring consistency of departmental procedures in line with school policy.

111. The good features include the timely setting of subject assessment tasks that have been incorporated into the departmental schemes of work and tracking progress, three times a year, on the school's intranet system.
112. The procedure for monitoring pupils' progress that identifies patterns of success and underachievement is one of the school's strengths. In the monitoring process, there is close liaison between subject teachers, team leaders, heads of year, class tutors and the SLT. Pupils are mentored, interviewed and there is effective collaboration with the parents. Additional support that has a positive effect on raising standards is provided for targeted cohorts in Y9 and Y11.
113. Departmental procedures for standardising the quality of pupils' work in KS3 are developing well, promoting a better understanding of standards and ensuring consistency and accuracy with regard to assessment. The transition procedures between KS2 and KS3 are progressive and effective. Meetings are arranged to moderate the core subjects to guarantee consistency in levelling work in KS2 and KS3. Portfolios are kept with exemplars of moderated work. This good practice is integral to the school's transition processes.
114. All the requirements with regard to assessment and reporting on the NC subjects are met and the arrangements fulfil the regulations of the examination boards. The school conforms to the assessment requirements of pupils with ALN.
115. Annual and interim reports to parents provide outstanding information on the achievements and personal qualities of their child. There is a clear picture of each pupil's progress in every subject based on current and target grades. The vast majority of comments are subject-specific, evaluative and give pupils a clear target.
116. Parents contribute to the reports through responding in writing and attending the annual parents' evenings.
117. The self-evaluation process, where pupils comment on their progress, their contribution to school life and their personal qualities is very good. At the beginning of an academic year they receive further opportunities to discuss their subject targets and record methods of achieving them with their personal tutor. The targets are the basis for their annual interviews. This is good practice and completes the circle.

## **Sixth form**

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

118. The quality of teaching is good with outstanding features.
119. The following table shows the grades awarded to the quality of teaching in the lessons observed in the sixth form:

<b>Quality of teaching</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Sixth form 11 lessons observed</b>	55%	36%	9%	0%	0%

120. There are clear strengths to the quality of teaching in the sixth form. Many of the outstanding features are similar to those seen in lessons in KS3 and KS4. Additional features of the outstanding teaching are the emphasis on activities

that enable students to develop new concepts and promote their key skills. Open questioning techniques are used as tools to measure students' understanding and depth of knowledge. Appropriate opportunities are provided to develop bilingualism thereby preparing students for Further and Higher Education and the bilingual world-of-work. In these lessons, individual students receive strong support and encouragement to develop as independent learners.

121. The good features of the teaching in the sixth form include lessons which have a brisk pace. This stimulates students to learn and to prepare them for the requirements of external examinations.

### **How thorough is assessment and its use in planning and improving learning**

122. An outstanding feature is the constant use of assessment for learning to promote higher standards where students are fully aware of success criteria, with the quality of written feedback given in marking being constructive and analytical. They receive constant opportunities to set subject targets for improvement.

123. Some shortcomings in a few lessons include overlong introductions by teachers.

124. There are extremely effective systems for monitoring the progress of students in the sixth form. Data are used to predict target grades and there is a termly overview by the head of year. The Welsh Baccalaureate tutorial periods in Y12 undertaken by the personal tutor and the SLT, together with the structured mentoring periods in Y13, are a means of monitoring progress and determining targets for improvement. These processes ensure that students are fully aware of their estimated grades and there is a clear mutual understanding of students' progress in line with their targets between the subject teachers, personal tutors, the head of the sixth form and the SLT.

125. The quality of the links with parents and the information they receive on students' progress is outstanding. In Y12 and Y13, they are sent annual and interim reports and the subject comments are detailed and provide targets for improvement

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

<b>Grade 1: Good with outstanding features</b>
--

126. 4This grade matches the school's self-evaluation grade. The outstanding features are the:

- wide range of options at KS4 and the sixth form;
- progression offered in both academic and vocational courses at KS4 and the sixth form;
- provision of all vocational courses through the medium of Welsh at KS4;
- wide and varied range of extra-curricular activities;
- partnerships forged between the school, its parents and the community;
- curricular and pastoral links with partner primary schools; and
- provision and quality of careers education and work-related education.

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

127. The school prepares pupils effectively for the opportunities, responsibilities and experiences of adult life. The school curriculum complies with the 1996 and 2005 Education Acts, and with the statutory requirements in relation to pupils with ALN.
128. All pupils including those with ALN secure accreditation.
129. At KS3, all the NC subjects are taught to pupils as well as discreet lessons for drama and ICT. Year 7 pupils have one day a month dedicated to developing the skills' agenda.
130. The school's response to WAG's Learning Pathways' agenda is outstanding. A wide range of courses is offered at KS4 and the sixth form. Appropriate learning pathways are ensured at KS4. In addition to the core curriculum, pupils have a wide range of subject options which include vocational courses. There are 36 courses in total.
131. As part of the 14-19 partnership provision, a strong, successful partnership exists between the school, Barry College, and the Cardiff Military Preparation College. Psychology is delivered using video conferencing facilities linked to Coleg Meirion Dwyfor. A small group of pupils in Y10 and Y11 follow the Duke of Edinburgh's Bronze Award and students in the sixth form are entered for the gold award. The school has worked closely with the colleges to ensure that provision of all vocational courses in KS4 and the sixth form is delivered through the medium of Welsh.
132. The school provides an outstanding variety of enrichment experiences for its learners including:
- a range of sports' activities and leisure activities, as part of the Sports Council for Wales' "5x60" programme for which they were awarded a Welsh Secondary Schools' Association (WSSA) community award;
  - opportunities to train as community sports leaders and as coaches and referees within individual sports;
  - a range of musical activities;
  - numerous visits abroad to places of historical, cultural and scientific interest;
  - numerous visits to local places of interest in Cardiff; and
  - involvement with various Urdd and Rotary activities.
133. The school's partnership with parents and the community is an outstanding feature. Interesting and informative newsletters are produced on a regular basis. Brochures for many aspects of school life are of a very high standard.
134. As part of their effective open-door policy, the school encourages parents to communicate with it through e-mails. The school web-site encourages parents to track their child's progress and attendance.
135. Community links are outstanding. Pupils benefit from the inputs of agencies, for example, the police, local businesses, and health agencies, to their PSE programmes. There are close links with the Rotary Club. The Community Learning Manager for community focused schools is based in the school. The manager works as a link between partner primary schools, the communities served by the school, and pupils of the school to reinforce and develop the

Welsh language skills of pupils in informal settings. The school has been awarded the "Investors in Families Award" as a direct result of the development and the provision of Welsh language skills outside the formal classroom.

136. Outstanding curricular and pastoral links exist with partner primary schools. A transition plan, outlining joint curricular planning has been agreed with partner schools. All departments within the school have, and are working closely with partner primary schools to develop further a programme of study common to all. This ensures continuity and progression between Y6 and Y7. Transition arrangements for receiving pupils from other schools are very good. In addition to residential courses Y6 pupils visit for one day per term before transfer. Year 7 pupils have three days' induction and a week at the Urdd camp at Llangrannog after the autumn half-term. Year 7 pupils evaluate the transition arrangements. There are very well- developed systems of support within the school to ensure progression in curricular and pastoral development.
137. Provision for pupils with ALN and for gifted and talented pupils is very good. In addition to their chosen options, gifted and talented pupils sit GCSE examinations in music in Y9 and Y10, and German and art in Y10 and Y11. Able students in Y12 can take six Advanced Supplementary (AS) level subjects, and able linguists can choose to study Spanish to GCSE level in a year. All students in Y12 study Spanish or another modern foreign language as part of the WBQ.
138. The school is developing, implementing and co-ordinating key skills well. Their delivery is a planned and integral part of lessons throughout the key stages. Their development is tracked and monitored effectively. However, many pupils do not have the opportunity to accredit their key skills.
139. Pupils' personal development is very good. There is a comprehensive PSE programme in all key stages. School assemblies and tutor periods promote spiritual, moral, social and cultural development to a high standard. High expectations are set by teachers and mutual respect between teacher and pupils is fostered throughout the school. The school encourages pupils to consider their social responsibility to others by supporting numerous charities. It develops pupils' awareness, understanding and appreciation of their own and other cultures exceptionally well.
140. The school meets its statutory requirement in relation to the daily act of corporate worship.
141. The school has good links with the Universities of Aberystwyth, and University of Wales Institute Cardiff (UWIC). It receives students on a regular basis and offers good support for the trainees.
142. The school has been awarded the Basic Skills Quality Mark and extra lessons in KS3 literacy and numeracy have helped pupils access the curriculum.

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

143. Careers education and work-related education feature prominently on the school curriculum throughout the key stages. These are outstanding features. The school has gained the Careers Wales Quality Award for careers education and guidance and work-related education, and the Education Business Partnership (EBP) Curriculum Development Award. A comprehensive programme of

activities throughout the key stages covers major aspects of the world of work. Close positive links have been formed with Careers Wales and a well-organized work-related education programme is delivered through the PSE programme. Pupils following vocational courses benefit from well-structured work-experience.

144. The promotion of the “Cwricwlwm Cymreig” is an integral part of the ethos of the school. Subject areas take every opportunity to implement relevant aspects.
145. The outstanding Welsh ethos in the school also succeeds in developing bilingual provision. Terms are given bilingually and all documentation is provided in both languages for parents. The school is responding very well to the priorities contained in WAG’s “Iaith Pawb”.
146. The school tackles social disadvantage and stereotyping very successfully. This is achieved through delivery of units in PSE, careers education, registration periods, pastoral provision and curricular planning. All pupils achieve accreditation at KS4.
147. The pupils’ awareness and understanding of sustainable development and global citizenship are developing.
148. Entrepreneurial experiences are delivered through the PSE programme in all key stages. In Y10 and Y12, pupils and students have opportunities to run small enterprises.
149. The school’s curriculum reflects the WAG’s priorities. It encourages the development of independent learners, is responding to the skills’ agenda and equipping the pupils for lifelong learning.

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

<b>Grade 1: Good with outstanding features</b>
--

150. This grade matches the school’s self-evaluation grade. The grade reflects the many outstanding features the school has in relation to the care, support and guidance for learners; provision for pupils with additional learning needs; and provision for equal opportunities.
151. The outstanding features include:
  - the school’s pastoral system which ensures that every child is well supported;
  - relationships between staff and learners;
  - very positive and strong relationships with parents, carers and the community;
  - effective transition arrangements in place for KS2/KS3;
  - well-planned and well delivered PSE programme;
  - comprehensive careers guidance programme beginning in Y 7; and
  - effective use of specialist support services.

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

152. The following highlight several outstanding features related to this section.
153. The school plans and manages the care arrangements very effectively. The warmth, care and mutual respect between staff and pupils are a strength and

enable pupils to make very good progress in their academic, personal and social development.

154. Form tutors, heads of year and the SLT provide very good support. Pupils feel confident and are supported by teachers who know them very well as individuals. The pastoral support system is a very strong feature of the work of the school.
155. The school has an open door policy for parents to contact the school. Pupils' diaries include information on behaviour, punctuality, attendance and homework. They provide a daily link between the school and home. Parents and carers are very well informed about what their children are doing at school through the school website, prospectus, newsletters and contacts with staff. There is a very effective and active parents' association.
156. Advice to pupils on choosing courses is very good. Pupils and their parents are well informed through handbooks and parents' evenings. Option questionnaires are provided for Y9 and Y11 pupils to assist the school to compile a balanced curriculum to meet their needs. The school also offers good advice to Y11 pupils on future subject choices and careers to enable pupils make informed choices. Careers guidance is offered in the PSE programme. This is supplemented well by support from employer mentors and Careers Wales.
157. Transition arrangements for Y6 pupils from partner primary schools are very good. Teachers invest a considerable amount of time and effort to ensure that pupils and parents are well introduced to the school. Curricular links and extra-curricular activities are well developed. There are outstanding arrangements for Y6 pupils to familiarise themselves with their peers including a residential weekend and sports festival. Pastoral and support arrangements in relation to Y6/Y7 transition are very effective and well developed. Pupils settle in very quickly and successfully into the life of the secondary school.
158. The quality of personal support and guidance is a particular strength. It is effectively co-ordinated and targeted to meet the needs of every age group; it is progressive and age-related. External agencies provide very good support. Effective arrangements are in place to audit the impact of the programme across curricular areas. The school provides further guidance and support in the form of learning coaches.
159. There is a highly effective careers guidance programme. Members of staff from Careers Wales provide effective support to the schools' provision and organise appropriate courses and activities. Teachers and careers officers offer very relevant guidance to learners when they make career choices as they transfer from Y11 and Y13. Year 10 pupils and Y12 students are provided with a week of work experience. The school has won the "Careers Wales Quality Award" for careers education and guidance and work-related education.
160. The following good features are also evident. They include:
  - appropriate policies and procedures for child protection;
  - effective monitoring of attendance and punctuality; and
  - the successful healthy schools' initiative.
161. The school council is proving to be a very effective and influential body. It has a wide representation which supports the school in its development. It

communicates all information to pupils and students following meetings. The school listens to this body and involves it in the school's self-evaluation processes. The council was highly complimentary of the school's provision for healthy living and pupils' welfare.

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

162. The outstanding features include the:

- effective leadership of the special education needs' co-ordinator (SENCo);
- very good provision for pupils with ALN with support provided by well-trained efficient learning support assistants (LSAs);
- early identification of pupils with ALN;
- well-targeted and co-ordinated support for pupils with ALN in mainstream classes;
- inclusive arrangements regardless of disability;
- pupils' progress in individual literacy/numeracy support programmes; and
- accessibility to appropriate accreditation at the end of KS4 for all pupils who are or who have been on the ALN register.

163. The following highlight several outstanding features related to this section.

164. The quality of the provision for pupils with ALN is a strength of the school. The school knows its pupils very well, recognises the diversity of pupils' needs and promotes inclusive education very effectively.

165. The SENCo provides clear vision and direction, together with a sense of purpose. She has very effective links with nominated staff in all of the school's departments to plan effective strategies and provision for pupils with ALN.

166. The school's processes towards early identification of pupils with ALN are secured through the links established with its partner primary schools. The SENCo is responsible for assessing the needs of individuals, conducting regular reviews and formulating individual education plans (IEPs) in accordance with statutory requirements.

167. Pupils with ALN have full access to the curriculum through inclusion in mainstream classes. Learning support assistants assigned to support individual or groups of pupils in mainstream are experienced, well trained and well briefed by the SENCo and mainstream teachers.

168. Learning support assistants give a high level of sensitive individual support to pupils in the learning support department, even though they are few in number, with the "Cynllun Darllen", "Successmaker", "Dyfal Donc" and numeracy and literacy booster lessons.

169. Parents and carers of ALN pupils are fully supportive and involved in all the reviews. Pupils enter a caring, efficient and informed school. This enables them to make very good progress. They are exceptionally well behaved and display very positive attitudes towards work. Ninety per cent of pupils with ALN who have been or who are on the SEN register achieve five GCSE grades at A\*-G compared with 86% nationally of pupils in mainstream education. Year 10 and Y11 pupils following life skills at Entry level, achieve grades up to Level 3.

170. Very good assessment, recording and reporting procedures meet statutory requirements.

171. The following good features include the:

- close links with the local special school;
- links with outside agencies and effective use made of additional support and guidance;
- very 'hands-on' approach of the designated governor for ALN within the learning support department; and
- effective procedures available to deal with incidents of bullying or anti-social behaviour.

172. There are very good strategies in place to support pupils whose behaviour is a threat to their own and others' progress. These strategies ensure that other pupils have the opportunity to learn with the minimum of interference and disruption.

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

173. The outstanding features include the:

- supportive environment in which the diversity of pupils' background is recognised and valued;
- accessibility of all parts of the school to all disabled people; and
- respect for diversity in the community and within life in general.

174. The following highlight several outstanding features related to this section.

175. The school has effective policies, procedures and practices for recognising and taking account of pupils' backgrounds. Each pupil is valued as an individual. Pupils arrive from a small number of partner primary schools. The school is fully aware of the pupils' social, education, ethnic and linguistic background and offers support of good quality.

176. The school ensures that all pupils have equal opportunities and equal access to all school life. It takes a pro-active and effective approach to gender issues. An open choice of GCSE and vocational courses are offered to girls and boys, as well as extra-curricular activities where football and rugby are offered to girls and hockey is offered to boys.

177. The school works actively to ensure that disabled learners are treated equally and do not suffer less favourable provision. There is a fully implemented accessibility plan and a very good disability equality scheme.

178. The following good features include the:

- school's provision and work in relation to promoting race relations; and
- very rigorous approach to anti-bullying.

179. The school maintains very good standards of behaviour as a platform for learning.

180. The school's pastoral procedures as well as the formal curriculum, contribute greatly towards respecting diversity and equality.

## **Leadership and management**

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

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

181. This grade matches the school's self-evaluation grade. The outstanding features are the:

- dynamic leadership of the headteacher and his SLT;
- monitoring and evaluation of performance by senior, middle management and governors;
- shared values amongst all those associated with the school; and
- importance given to the continuous professional development (CPD) of teaching and support staff.

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

182. The aims and expectations of the school are made clear to all, staff, pupils and visitors. The way in which the school functions ensures that these aims and objectives are fully operational in the life of the school. All associated with the school are committed to these aims.

183. The school has developed since its inception, eight years ago, through the strong leadership of the headteacher. He works harmoniously with his senior leaders and governing body. He leads with vision, giving clear strategic direction and is very influential in promoting school values by example. He and his SLT are dynamic and have moved the school forward. They have taken the staff and school community with them.

184. He is highly respected by his staff, pupils, governors and the wider community. He has developed the school's strengths by introducing new initiatives and structures to assist the future development of the school.

185. The headteacher is ably supported by his SLT; all of whom provide outstanding leadership in their respective areas of responsibility. They maintain high standards by their regular presence around the school. They are also strongly supported by heads of year.

186. Each member of the SLT is linked to a group of departments and these management links are highly effective. Monitoring is rigorous, but supportive. Members of staff within departments and across departments monitor one another's teaching. This is undertaken both formally and informally to raise standards and the quality of teaching.

187. Staff, departmental and pastoral meetings are held regularly. Highly-effective levels of communication exist between members of staff and the SLT. Management and pastoral meetings are held on a formal and informal basis with an agenda to evaluate progress and plan for improvement.

188. Middle managers understand their roles clearly and all undertake these roles to very good effect. There are clear lines of accountability from all with middle management responsibility to their line managers and ultimately to the headteacher.

189. Middle managers of high quality are committed to raising standards by monitoring work and pupils' progress on a regular basis. The outcomes of the monitoring are discussed with the link member of the SLT. These outcomes are then taken by the link SLT and the head of department to the headteacher for further evaluation. The quality of leadership at all levels is a significant factor in the maintenance of high standards.
190. The school actively promotes equality of opportunity for all. Everyone in the school is treated with respect and has a contribution which is valued. There are high levels of empowerment and trust which enhance the feeling of ownership and belonging.
191. The school ensures the professional development of teaching, administrative and technical staff in almost all cases according to individual and school needs. Members of staff are encouraged to undertake professional development. The outcomes of the CPD are shared within the department, and where appropriate, on a whole-school basis to raise standards.
192. Members of staff share good teaching practice with one another. Where good practice is identified, that member of staff delivers a formal lesson with teachers taking the role of pupils. All members of staff, experienced and new, gain substantially from this practice.
193. The school has successfully developed several national priorities. There are very good features, particularly the development of the healthy schools' initiative, lifestyles and social inclusion. The school firmly believes in the 14-19 Learning Pathways' initiative and collaboration with other establishments. Additionally, the school began the Advanced WBQ in September 2008 in the sixth form.
194. The school has a firmly-established system of performance management which applies to all members of teaching, technical and administrative staff. Targets are set for each individual teacher's professional development and a target for whole-school development.
195. The programme for the induction of newly-qualified teachers, and teachers new to the school is very well organised and managed. The headteacher participates actively and positively in the process by visiting and supporting these staff where they are teaching.

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

196. The governing body makes an outstanding contribution to the leadership of the school.
197. It includes very able and experienced members who have supported the school over a number of years, and members recently appointed. Their individual professional expertise is used effectively, not only in the work of the governing body but also in enhancing the curricular and community dimension of the school.
198. The governors' philosophy of respect for all and partnership working with senior, middle management and other staff, are key factors in raising standards. They have ensured that there are no barriers between themselves and staff.
199. The governing body has high expectations of the school. All members have a clear understanding of the school's main priorities through the effective working of the sub-committee structure.

200. The chair of governors and chairs of the sub-committees are in regular discussion with the headteacher. They ensure that these committees work productively for the benefit of the school.
201. The governors clearly understand their roles and act as critical friends in a very effective manner. They are well informed on all aspects of school performance and receive regular reports from school managers.
202. Governors familiarise themselves with the working of the school following the early morning sub-committee meetings. Their discussions with members of staff following these meetings, provides the governors with extensive knowledge of the running of the school.
203. They are well informed of parental support or concerns by attending parents' evenings in small groups on a rotational basis to gauge opinions.
204. They are fully involved in the strategic management of the school. The quality of their strategic management and involvement in the evaluation processes are outstanding features. Discussions are detailed and challenging. They also act as sounding-boards to the headteacher. They strive to ensure the pupils receive the very best education possible.
205. Governors hold themselves accountable for the effectiveness, appropriateness for purpose and value for money of all procedures and practices. They have undertaken a self-evaluation process of their own work. The outcomes of this evaluation form the basis of their future role.
206. Governors analyse their own performance and training needs with a view to continuing improvement. They regularly attend county governor training sessions as well as internal training held by the SLT.
207. All governors are linked to departments and aspects of the school's work. These links are very well established. Regular termly meetings are held with departments to evaluate their departmental development plans (DDPs) and examination results in a positive manner. They also ensure that departmental targets are challenging and work with departments, through the SLT, to overcome any issues of underperformance. At the end of each cycle of meetings, they evaluate outcomes to see how departments have responded to their targets.
208. The school prospectus and other documents contains all the required information.
209. All regulatory requirements are met.

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

**Grade 1: Good with outstanding features**

210. This grade matches the school's self-evaluation grade. The outstanding features are the:
  - well-established culture of self-evaluation;
  - detailed self-evaluation reports produced by senior and middle managers;
  - involvement and commitment of all teaching and non-teaching staff in the process of self-evaluation;

- encouragement given to pupils and parents to involve themselves in the school's review process and the work of individual departments;
- strong links that exist between performance management, self-evaluation, development plans and CPD; and
- careful use of the school's resources to support whole-school planning and priorities.

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

211. Self-evaluation is well established and embedded in the life of the school.
212. Leaders and managers are very well informed about the areas for which they are responsible. This is confirmed by the inspection team's findings which match the school's own grading for all of the seven key questions.
213. The quality of monitoring by the link SLT member to clusters of departments is very good. This ensures the quality of the monitoring work that heads of departments and heads of year undertake as part of their role is effective. This is achieved through both formal and informal lesson observations and scrutiny of pupils' work.
214. The school's self-evaluation report is an extremely detailed document outlining the school's performance against the seven key questions as used in this report.
215. The school has a day during the summer term where all staff, teaching and non-teaching, are involved in the self-evaluation process both at whole-school and departmental level. External consultants are also used very well to review the work of departments and other whole-school aspects.
216. There is a comprehensive whole-school self-evaluation policy which outlines clearly the roles of all staff in the process. Pupils' views are actively sought through whole-school and departmental questionnaires, evaluations by pupils and the interactive role of the school council. Parents' views are sought through questionnaires and regular contact with parents through the increasing use of the school website. Individual members of the governing body are linked to departments and they are fully involved in the self-evaluation process at both whole-school and departmental level. Consequently, their knowledge and understanding of the monitoring and review process are very good.

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

217. Detailed analysis of data, including test and examination results, is used to inform planning and development across the school. Challenging targets which are reviewed on a regular basis are set for and by pupils.
218. The school and departmental development plans are closely linked to the self-evaluation process. Development planning at both whole-school and departmental level is based on a yearly cycle. The development plans are very detailed and they are monitored and reviewed thoroughly. The strategic plans are based on a three-year cycle.
219. Departmental development plans reflect whole-school priorities as well as subject-specific needs and areas identified through self-evaluation. Plans are carefully costed and are linked to departmental and whole-school priorities. Development plans are regarded as active documents in the monitoring of teaching and learning.

220. The impact of working parties, for example, the teaching and learning group, also have an increasing benefit on the quality of teaching and learning within the school and good use is made of school-based staff to deliver whole-school training. Members of staff also benefit from a very well organised CPD programme and middle managers are given responsibility to manage the professional development of their own teams according to their individual priorities.
221. Self-evaluation and planning for improvement are very successful and effective and have led to significant improvements identified within this report. Progress since the last inspection has been outstanding in sharing the good practice identified within the school with regards to teaching and learning. Good progress has also been made with able and middle ability pupils, and with levels of attendance and punctuality. There is now sufficient time for foundation subjects within the curriculum.

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

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

222. This grade matches the school's self-evaluation grade. The outstanding features are the:
- deployment and suitability of teaching and support staff to deliver the school's curricular programme;
  - quantity and range of resources available for teaching and learning;
  - effective and efficient management of the budget to secure the realization of the aims and strategic development of the school;
  - planning and delivery of the comprehensive programme of professional development for all members of staff; and
  - strategic planning over eight years within a constraining budget to achieve staffing, resources and buildings of the highest quality.

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

223. The school is well staffed with appropriately qualified, experienced and highly committed teachers to deliver a broad and balanced curriculum. The number of staff is appropriate to meet the needs of pupils in terms of age, range and ability. The vast majority of teachers operate within their subject specialism, very effectively. The minority of teachers who teach a few lessons outside their area of expertise receive outstanding support from heads of department and senior staff.
224. The implementation of the workforce restructuring exercise has brought about significant benefits for the teaching staff. The appointment of a range of well-trained support staff provides very good assistance for the teaching staff and pupils. Improvements in curricular delivery and the good standards achieved by the pupils and students are testimony to the school's success in reducing the clerical and administrative workload of the teaching staff.
225. The deployment of technical staff in science, design and technology and art is appropriate. The school employs five LSAs who provide effective assistance to pupils in the classroom. Initiatives such as "Cynllun Darllen" and "Successmaker"

are used to raise standards of literacy. Members of the support staff are given every opportunity to develop their specialist skills.

226. However, the number of support staff is insufficient to meet fully the additional learning needs of an increasing number of pupils.
227. The outstanding quality of a wide range of resources has benefited teaching and learning. This has been achieved by the:
- prudent investment in ICT leading to a very generous pupil/computer ratio of 1:2.8;
  - replacement of all computers on a three-year rolling programme;
  - installation of interactive whiteboards in all classrooms and the establishment of a video-conferencing facility;
  - measured use of capitation allowances by departments;
  - establishment of an attractive resource centre with a suite of computers for sixth-form students; and
  - development of a computer network to enable parents and pupils to access lesson plans and information on pupils directly.
228. The school has been successful in reaching the short list in the “Bringing Education Creativity to All” (BECTA) award which is open to all schools in Britain. This confirms the outstanding level of information technology competence achieved by pupils within the classroom.
229. The accommodation is sufficient for the number of pupils on roll. The buildings have developed in line with the growth in pupil numbers since the school’s inception in 2000. The whole school provides a pleasant, positive and stimulating atmosphere for teaching and learning. The displays of pupils’ work in the classrooms and along most of the corridors clearly represent the outstanding work ethic set by both teachers and pupils.
230. However, despite some outstanding features in its accommodation, the absence of a library/central resource centre to develop the independent learning skills of pupils and students is a shortcoming.

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

231. The management and control of the allocated budget by the headteacher and business manager demonstrate outstanding features. The school secures a very close relationship between the use of resources and the school’s identified areas for development. This is a very significant strength of the school.
232. The rigorous systematic planning, implementation, monitoring and review of the available budget ensure a high degree of cost-effectiveness in all aspects of the school’s expenditure and investment. The outstanding strategic financial planning over eight years has succeeded in achieving exceptional progress in the evolution of the school.
233. The rigorous scrutiny and review of all expenditure by the governors and senior staff on a regular basis secure outstanding value for money in all aspects of the budgetary process. A contingency fund of five per cent is kept annually by the governing body. This demonstrates sound financial planning underpinning the management of the school’s finances. This is a significant strength in the context

of the school's funding per pupil from the local authority as it is one of the lowest in Wales.

234. An Audit report conducted during the summer 2007 praised the school's financial management systems. The minor recommendations made have been fully addressed by the school and carefully monitored by the finance and resources sub-committee.
235. The school successfully pursues every possible avenue for raising additional funds. It is working closely with Barry College to access funding to develop further the vocational elements through the medium of Welsh.
236. The highest consideration is given to the early professional development and CPD of staff. This is one of the strengths of the school with the annual targets set in the SDP being very closely aligned to the 'Better Schools Funding' initiative. General Teaching Council for Wales grants are sought on an individual basis in addition to successful applications for group bursaries.
237. The extensive in-service training programme offers an outstanding contribution to the professional development of all teaching and support staff through the:
- implementation of training in accordance with the needs identified in the performance management of staff procedures;
  - deployment of a wide range of training methods to ensure the use of internal staff skills, appropriate external providers and opportunities to share good practice;
  - support of individual members of staff to undertake specific courses to develop their personal skills;
  - establishment of internal working groups; and
  - provision of suitable training and development packages for all support, technical and administrative staff.
238. An outstanding programme of support and training for all newly-qualified staff operates within the school. There is a structured timetable planned on an annual basis to ensure that all newly qualified teachers (NQTs) and teachers in their first three years receive the appropriate guidance, advice and support. The school operates a full programme of support and tuition for initial teacher training (ITT) students in conjunction with UWIC.
239. The school provides ten per cent of the teaching time for staff planning, preparation and assessment. This time is used effectively. It is reflected in the high percentage of lessons, which are good or good with outstanding features.
240. Criminal Records Bureau checks have been completed for all teaching, support and volunteer staff working in the school, including members of the governing body.
241. The school conducts a comprehensive review of the use of its resources on an annual basis to inform future resource planning and investment.
242. It achieves outstanding value for money by the:
- standards achieved by its pupils;
  - perceptive management and deployment of its teaching and support staff to secure the highest quality input for its pupils and students;

- prudent investment in the professional development of its teaching and support staff;
- investment in a wide range of outstanding resources to deliver a broad and balanced curriculum;
- shrewd management of the budget to deliver the priorities identified in its SDP; and
- high quality of the leadership and management skills found within the school.

243. The range and quality of the courses available, the outcomes in terms of external examination results and the considerable contribution made by the students to the general life of the school and community ensure that the sixth form provides very good value for money.

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

We very much welcome the report and its recognition of the success of all involved at Ysgol Gyfun Bro Morgannwg in establishing a very good school with many outstanding features. The professionalism, thoroughness and courtesy of the inspection team under the leadership of Mr Gwyn Thomas, the Registered Inspector, has been much appreciated. As a result the inspection process was both positive and productive.

We are particularly pleased that the inspectors recognised the exceptional standard of behaviour of our pupils and that the standard of teaching and pastoral care is outstanding in our school.

In creating a new welsh-medium school in the Vale of Glamorgan we have sought to embed a distinct sense of values among all who work and study here. Consequently, possibly the most satisfaction comes from the recognition that the school is a very civilised community where pupils and students have very positive attitudes towards their work. They strive to achieve their very best and are proud to be members of the school.

Together we have created a school with an outstanding Welsh ethos and where the pupils' and students' bilingual skills have also been seen to be outstanding.

They transfer their linguistic skills from one language to the other with ease.

Overall the inspectors have found that due to the outstanding quality of leadership, support for pupils, breadth of the curriculum, including the wide range of extra-curricular activities, exemplary behaviour of pupils and students, the school provides very good value for money.

Much has, therefore, been achieved but we shall respond with continued professionalism and enthusiasm to the suggestions for improvement part of our strategic planning so that the standards are not only maintained but also improved further still over the coming years. Copies of our school improvement plans will be made available to parents and the governors' annual report to parents will outline the progress we are making in respect of the inspectors' recommendations.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Gyfun Bro Morgannwg
School type	Uwchradd
Age range of pupils	11 - 18
Address of school	Colcot Road Barry Vale of Glamorgan
Postcode	CF62 8YU
Telephone number	01446 450280

Headteacher	Dr Dylan E Jones
Date of appointment	January 2000
Chair of governors y	Mr Geraint Evans
Reporting inspector	Mr W Gwyn Thomas
Dates of inspection	17 – 20 November 2008

## Appendix 2

### School data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	134	141	132	141	143	90	60	841

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	58	3	60

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	14.02 : 1
Pupil: adult (fte) ratio in special classes	N/A
Average teaching group size	20.32
Overall contact ratio (percentage)	70.01%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole school
Term 1	94.6	93.6	92.5	91.5	89.8	89	82.7	92.4
Term 2	94.3	92.6	92.7	93.01	90.01	84	86.7	92.5
Term 3	93.2	91.8	90.7	88.4	96.5	85.1	84.3	91.8

Percentage of pupils entitled to free school meals	8%
Number of pupils excluded during 12 months prior to inspection	24

## Appendix 3

### National Curriculum Assessment Results 2008 End of key stage 3:

KS3 National Assessment Results 2008														
Total number of pupils in Y9: 146														
Percentage of pupils at each level														
			D	A	F	W	1	2	3	4	5	6	7	8
English	Teacher assessment	School							9	16	43	27	5	
		National							7	21	36	24	9	
Welsh	Teacher assessment	School							6	13	45	28	8	
		National							6	20	37	26	9	
Mathematics	Teacher assessment	School						1	6	14	24	31	23	
		National						1	8	20	28	27	14	1
Science	Teacher assessment	School								13	44	29	14	
		National								21	35	26	10	

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

Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language) by teacher assessment			
In the school	70.34	In Wales	57

### Public Examination Results: 2008

For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ	
Number of pupils aged 15 on the school roll in January 2007	120
Average GCSE or GNVQ points score per pupil	467

The percentage of 15 year old pupils who in 2008:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	99%	93%	87%
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	72%	62%	54%
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	98%	91%	86%
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	48%	50%	44%
entered at least one Entry level qualification, GCSE short course or GCSE	99%	99%	96%
attained one or more GCSE grades A*-C or the vocational qualification equivalent	93%	84%	77%
attained one or more GCSE grades A*-G or the vocational qualification equivalent	99%	96%	93%
attained no graded GCSE or the vocational qualification equivalent	1%	4%	7%
attained one or more Entry level qualification only	Dim	1%	2%
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1	-	-	-
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2	-	-	-

<b>For pupils aged 17, results in A/AS, GNVQs and NVQs</b>	
Number of pupils aged 17 in January 2007	70
Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2007	53
Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2007	17

	<b>School</b>	<b>UA</b>	<b>Wales</b>
Percentage of pupils entered who achieved 2 or more grades A-C	65% *	74%	68%
Percentage of pupils entered who achieved 2 or more grades A-E	96%*	97%	94%
Average points score per candidate entering 2 or more subjects	19	23	20
Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2	13	-	-
Number of pupils who achieved a GNVQ Advanced or NVQ at level 3	8*	-	-

## **Appendix 4**

### **Evidence base of the inspection**

Inspectors spent a total of 31 days in the school and were joined by the school's deputy headteacher as nominee. They held a meeting before the inspection.

During the inspection, inspectors visited:

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

Members of the inspection team met with:

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

The team also considered:

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

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

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
William Gwyn Thomas	Context, Summary, Recommendations, Appendix Key Question 1 and Key Question 5,
Gwynoro Jones Lay Inspector	Contributing to all key questions.
Manon Wyn Sion	Key Question 2
Bethan Whittal	Key Question 3
David B Morgan	Key Question 4
Dylan Gwyer Roberts	Key Question 6
Huw Llewelyn	Key Question 7
Gwyn Jones	Support Key Question 5 and lesson observations.
Anna Williams	Support Key Question 3 and lesson observations.
Rhian Griffiths	Nominee

### ***Acknowledgement***

***The inspection team would like to thank the governors, headteacher, staff and pupils of Ysgol Gyfun Bro Morgannwg for their co-operation and courtesy throughout the inspection.***

#### **Contractor**

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