

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

A Report on the Quality of Education in

**Ysgol Gyfun Ddwyeithog Y Preseli
Crymych
Pembrokeshire
SA41 3QH**

School Number: 6684064

Date of Inspection: 13 October 2008

by

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Ysgol Gyfun Ddwyieithog Y Preseli 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 Gyfun Ddwyieithog Y Preseli took place between 13/10/08 and 16/10/08. 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:

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Ysgol Y Preseli is an 11-18 mixed, designated Welsh-medium school maintained by Pembrokeshire Unitary Authority (UA). It is also a community school which is substantially used by different organisations. There are currently 958 pupils on roll with 169 in the sixth form, compared with 796 at the time of the last inspection in November 2002 when there were 100 students in the sixth form. The school has increased its pupil population by about 20% since the last inspection.
2. The school is situated in the village of Crymych in the north of the county and serves a wide catchment area. About three-quarters of the pupils come from rural areas. However, the catchment includes the towns of Haverfordwest, Pembroke, and Fishguard. A quarter of the pupils come from areas that are neither prosperous nor economically disadvantaged and three-quarters from economically disadvantaged areas. Generally pupils come from homes where the average income is less than the national average. The main forms of employment in the region are agriculture and tourism.
3. Pupils of all abilities are received by the school. There are 20 pupils with a statement of special educational needs (SEN) and a further 124 have been identified as needing some support. Seventeen pupils are disapplied from the National Curriculum (NC). There are four pupils "looked after" by the local authority.
4. About 65% of the pupils come from homes where the predominant language spoken is English, and 35% come from Welsh speaking homes. All of the 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 April 1991. The composition of the senior management team (SMT) includes the headteacher, deputy headteacher, and two assistant headteachers.
6. Vocationally-based courses at key stage (KS) 4 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 all pupils and students in KS4 and the sixth form.

The school's priorities and targets

7. The school aims are set out clearly under five main headings in its prospectus. Its priority is to enable pupils of all abilities and backgrounds to achieve their full potential-academically, socially and personally- within the context of a designated Welsh-medium school.
8. The school has prepared a detailed development plan for 2008-2009 which identifies areas for development. The areas that have been identified comply with Estyn's seven key questions.

9. The school also sets numerical targets for success at the end of KS3 and KS4 that, in 2009:
- 86% of pupils should reach at least level 5, in teachers' assessments in all core subjects combined, at the end of KS3 (English 86%, Welsh 89%, mathematics 89%, science 98%); and
 - in the General Certificate of Secondary Education (GCSE) examinations, 85% of pupils should gain at least five GCSE grades A*-C, and 98% gain at least five GCSE grades, A*-G.

Summary

10. Ysgol y Preseli 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 six of the judgements made by the school in its self-evaluation report but has awarded one key question a higher grade.

Table of grades awarded

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

Standards

11. Results in tests, statutory assessments and examinations are an outstanding feature. Key stage 3 and sixth-form results have been very good for a number of years and compare very well with those in similar schools. The school's results in the WBQ examinations at KS4 and the sixth form are outstanding.

Grades awarded in the six subjects inspected	KS3	KS4	Sixth form
Welsh first language	1	2	1
Mathematics	2	2	1
Design technology	1	1	1
Information technology	1	1	1
Physical education	2	2	2
Business studies	N/A	2	N/A

12. Standards in the six subjects inspected are at least good with no important shortcomings overall. In design technology and information technology standards are outstanding throughout the school. Standards in Welsh first language were judged to be outstanding in KS3 and the sixth form. In mathematics standards are also outstanding in the sixth form.

13. The overall grades for the standards of achievement observed in the six subjects inspected are also an outstanding feature, as shown in the grid below:

All lessons 68	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Whole-school	49%	49%	2%	0%	0%
All-Wales 06/07	13%	58%	25%	4%	0%

14. Standards are good or outstanding in all key skills and the wider key skills except improving one's own learning. This is a grade 3 in all key stages. Information and communication technology (ICT) skills are outstanding. This represents a significant improvement since the last inspection. 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.
15. Pupils with SEN and those with other learning difficulties make good progress in relation to their ability.
16. Pupils' behaviour is exemplary. Respect for others has a high priority within the school. It is a civilised community where pupils are courteous both within and outside the classroom. All pupils have very positive attitudes towards their work. Pupils strive to achieve the very best and are proud to be members of the school. Attendance levels have improved and remain slightly above the attendance levels of similar schools in Wales. Most pupils are punctual to lessons.

The quality of education and training

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

All lessons 92	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Whole-school	61%	31%	7%	1%	0%
All-Wales 06/07	19%	57%	21%	3%	0%

20. The quality of marking is variable throughout the school and in some departments there is insufficient guidance to pupils on how to improve. The school has a very effective system for tracking pupils' progress and identifying underachievement. A few departments set targets which are unrealistic. Pupils are not thoroughly involved in the self-assessment process.
21. The school's curriculum satisfies legal requirements for pupils of statutory school age. It offers a range of subject options to its pupils in KS4. Currently, 33 subject options for sixth-form students are available, including some through collaboration. The curriculum is accessible to all and provides appropriate opportunities for pupils to achieve accreditation. The development of entrepreneurial skills in KS4 and the sixth form is outstanding.

22. There are effective curricular links which help pupils with transition from primary to secondary education.
23. Very good extra-curricular activities, which enrich pupils' personal development, are provided by the school. Many pupils also benefit from the wide range of cultural activities available. Pupils' spiritual and moral development is good.
24. 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.
25. The school contributes effectively to the well-being of its pupils. The canteen provides a daily menu of healthy foods; physical activities are well supported. Vending machines provide access to a wide range of healthy-eating products. The school is now beginning to raise awareness of sustainability issues.
26. 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.
27. Pastoral support by heads of year, form tutors is outstanding. This is supplemented in KS4 and the sixth form by additional personal tutors to meet the requirements of the WBQ. This support includes members of the SMT and non-teaching staff. Pupils receive sufficient individual attention to monitor their progress. The quality of support is rigorously monitored.
28. Support of high quality is provided for pupils with SEN. Teachers diagnose pupils' needs carefully and implement a range of effective support strategies. The needs of others are met. The school ensures that it meets the needs of all its pupils. Meetings between the SEN co-ordinator (SENCo) and heads of department are held on a one-to-one basis.
29. Overall, the school's provision for equal opportunities is highly developed and consistent. No discrimination or unpleasant behaviour is tolerated. The school council is an effective body and it contributes significantly to life within the school.
30. Child protection procedures are well embedded.

Leadership and management

31. The quality of leadership within the school is outstanding. The headteacher and his SMT work as a team. All leaders and staff within the school work together for the benefit of the pupils. All members of staff are important contributors to the decision-making processes.
32. Policies and whole-school strategies are implemented effectively and consistently by members of staff.
33. Monitoring by SMT and those with management responsibilities is rigorous to ensure that standards are raised. Monitoring of departments is thorough. This is done both formally and informally and members share good practice. Good practice evident in all aspects of school life is shared with all members of staff.
34. The work and expectations of senior and middle managers are clearly defined. The quality of planning for improvement is very good.

35. The governing body's role as critical friend is highly effective. The monitoring of standards and procedures is rigorous. Governors evaluate the performance of their link departments in a critical but supportive manner.
36. 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.
37. The quality of the accommodation is good, overall. Some accommodation is outstanding, especially the new teaching blocks. However, there are not enough rooms to provide two departments with a permanent teaching base. There is no all-weather facility for the physical education department and sixth-form facilities are inadequate. The provision of ICT resources has improved significantly. Sufficient finance is available to departments to meet the needs of teaching staff and pupils.
38. Due to the outstanding quality of external tests and examination results, the quality of teaching, support for pupils, exemplary behaviour of pupils and students, and the quality of leadership and management, the school provides very good value for money.
39. 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. Raise standards in specific subject areas in KS4.
- *R2. Improve the quality of written advice given to pupils and students across the school.
- *R3. Establish more formal links between the SENCo and departments.
- R4. Develop and standardise assessment and target-setting structures. Ensure that departments set realistic but challenging targets for their pupils and students.
- R5. Work with the local authority to improve facilities for the sixth form and provide an all-weather resource for the physical education department.

** The school development plan (SDP) 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 1: Good with outstanding features

40. This grade matches the school's self-evaluation grade. The outstanding features include the:
- overall results in teacher assessments and external examination results;
 - high standards of key skills in KS4 and the sixth form;
 - exemplary behaviour and respect towards fellow pupils and staff; and
 - progress made in pupils' and students' personal, social, moral and wider developments.

KS3 and KS4

Pupils' success in attaining agreed learning goals

41. Overall results in teacher assessments at KS3 and external examination results in KS4 demonstrate that standards are good with outstanding features.
42. Results in teacher assessments at the end of KS3 have been consistently high over the last three years. There were only three occasions out of fifteen when the core subjects and the core subject indicator (CSI) were not in the top 25% of similar schools in Wales. In 2007, with the exception of mathematics, pupil attainment in the core subjects and the CSI were better than the attainment levels recorded in the previous inspection.
43. Results at the end of KS3 have been well above local and national figures for the last three years.
44. The school compares 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 Welsh first language and science placed the school in the top 25% of similar schools in Wales. The school was placed in the top 50% for English and the CSI.
45. Girls outperformed boys in all the core subjects and the CSI in the end of KS3 assessments in 2005 and 2006. In 2007, boys' performance equalled the girls' performance in science only.
46. At KS4, the outstanding features in the GCSE examinations in 2007 are that:
- 83% of pupils achieved at least five GCSE grades at A*-C, significantly above local and national averages;
 - 75% of pupils achieved the level 2 threshold (at least five GCSE grades at A*-C including mathematics, Welsh first language or English), significantly above local and national averages; and
 - overall pass rate of pupils in the GCSE examinations was significantly higher than local and national averages.
47. When compared with similar schools in Wales in 2007, the percentage of pupils in the five A*-C category is in the top 25% of schools with similar free school meal entitlement.

48. Many of the most able pupils achieve their full potential. They gain the A*/A grades in the GCSE examinations. In 2007, 26% of grades recorded by the school were at this level. This percentage is well above local and national averages.
49. The confirmed 2008 WBQ results for KS4 are outstanding. Nearly 96% of the Y11 cohort achieved the Intermediate Diploma.
50. Pupil progress from KS3-KS4, matched to prior attainment in 2007, highlighted that the value added for pupils achieving at least five A*-C grades and the average points score (APS) at GCSE were in the top 50% of similar schools.
51. However, the CSI and the percentage of pupils achieving at least five A*-G grades placed the school in the bottom 50% of similar schools in Wales.
52. At KS4 in the GCSE examinations in 2007, girls outperformed boys in nearly all indicators. The difference between the two had been reduced significantly.

Their progress in learning

53. The following grades were awarded for standards of achievement at KS3 and KS4 in the 68 lessons observed in the six subjects inspected:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	57%	43%	0%	0%	0%
KS4	31%	62%	7%	0%	0%
KS3 + KS4	45%	52%	3%	0%	0%

54. In 97% of the lessons, pupils achieve standards that have good features and no important shortcomings. In 100% of lessons, good features outweigh shortcomings.
55. The school grades significantly exceed the grades awarded for standards (71%) in lessons for grades 1 and 2 in all secondary schools inspected in 2006-2007. They also exceed the national 2010 Vision into Action target of 98% for standards to be graded 1, 2 or 3.
56. Standards in the six subjects inspected are at least good with no important shortcomings. Standards in design and information technology are outstanding in KS3 and KS4. Standards in Welsh first language are outstanding in KS3. In both key stages, standards in the six subjects inspected are as good as, if not better than they were in the previous inspection.
57. Nearly all key skills have standards which are at least good with no important shortcomings. Many have standards which are good with outstanding features.
58. Overall, standards are good in KS3 but outstanding in KS4. Standards are mainly outstanding in KS4 due to the success of the WBQ.
59. Pupils' standards in the key skills of ICT and working with others are good with outstanding features in KS3 and KS4. This is because most pupils:
 - use their ICT skills in a range of different contexts;
 - work very well when competing in teams or discussing aspects of work in groups during the lesson; and
 - support the development of others within their groups.
60. Pupils' listening skills are outstanding. They listen attentively to their teachers, show very good recall of previous work and use subject-specific terminology appropriately.

61. Standards in pupils' speaking skills in lessons are outstanding. Pupils are able to speak very confidently and provide answers that demonstrate knowledge and understanding of their work.
62. Reading skills are outstanding in KS4. Pupils are able to read aloud with confidence and fluency in both languages.
63. Standards of numeracy skills are good in both key stages as pupils apply their skills more regularly in different contexts.
64. The key skill of improving one's own learning has standards which have good features outweighing shortcomings. Opportunities for developing and improving one's own learning skills are limited. Pupils do not consistently undertake self-assessment exercises when they receive their school reports.
65. In both key stages, the quality of pupils' work is good. The quality and quantity of extended writing is relative to pupil ability. Some inaccurate spelling is evident.
66. All pupils follow the full Welsh first language course. Pupils' bilingual skills are developed fully and the language is used in all subject areas.
67. The Welsh language is evident in and around the school. Nearly all pupils use Welsh as a means of communication to teachers or fellow pupils. They are able to transfer their skills from one language to the other with confidence and ease.
68. Pupils with SEN make good progress in relation to their ability. In KS3 and KS4, pupils of low ability do achieve their potential. Expectations of pupils with less severe learning difficulties are also high.
69. Able and talented pupils are identified and set appropriate challenging tasks.
70. Pupil progress in lessons is very good. This is reflected in the high proportion of lessons which have received a grade 1 or 2 for the quality of teaching in these two key stages.
71. The processes and procedures of assessing how well pupils have achieved are outstanding. This is due to the rigorous monitoring by SMT, heads of year, and form tutors. Additional personal tutors are involved in KS4.
72. However, not all pupils are aware of what they have to do to improve. Self-assessment and peer-assessment processes are not sufficiently developed. There are inconsistencies in the quality of written feedback advising pupils of how they need to improve. It is insufficiently focused. This occurs within and across departments. In the books examined, the written advice given varied from being good, where specific subject advice was given, to unsatisfactory where the advice was too general.
73. In the majority of classes and subjects, pupils do make good progress towards the targets which they have been set. Many pupils with learning difficulties in KS4 are very well supported. They make good progress.

The development of their personal, social and learning skills

74. Pupil behaviour in KS3 and KS4 indicate standards where good with outstanding features exist. Pupils behave in an exemplary manner where courtesy and respect prevail. They understand the high expectations which the school has of them, both in terms of work and in terms of their behaviour and attitudes. These aspects make positive contributions to pupils' learning.

75. The school is an orderly, caring and, whenever possible, an inclusive community from which only 25 pupils have been temporarily excluded. During the last academic year, no pupil was permanently excluded.
76. The attendance level for 2007-2008 is 92.7%. This is above the all-Wales figure of 90.9% for 2008 and slightly above the attendance rates of similar schools in Wales taking into account their free school meal entitlement for 2007-2008. Pupil punctuality to lessons is good.
77. Pupils make good progress in their personal, social, moral, spiritual and wider development. Values at the heart of the school are evident in practice. Pupils gain much in their spiritual and moral development from the good quality assemblies and the very good relationships which exist within the school. The religious education periods and the personal and social education (PSE) programmes contribute further to moral and spiritual development.
78. Pupils' social and cultural development is also very good. Pupils take part in a wide range of extra-curricular activities provided in sport, clubs, visits and performances. The Welsh dimension is encouraged throughout the curriculum. The arts, drama and music are all promoted and opportunities are taken up by many pupils of differing abilities.
79. Pupils demonstrate a very good awareness of equal opportunities issues. There are very good links with the community and local businesses. Partnerships with the school are strong. Careers guidance and work-related education are effective features of the school. Through these activities, pupils are prepared well for participation in the workplace and community.

Sixth form

Students' success in attaining agreed learning goals

80. Overall, standards of achievement and attainment have been consistently high over the last three years. Results in external examinations are outstanding. This is because in 2007:
 - 87% of students achieved A-C grades in two or more advanced (A) level examinations, well above the national average of 67%;
 - 97% of students achieved A-E grades in two or more A level examinations (level three threshold) above the national average of 94%; and
 - 86% of the Y13 achieved the Advanced Diploma of the WBQ.
81. In 2007, only one subject studied at A level, indicated that, on average, candidates performed worse than their GCSE grades would predict.
82. The average A level points' scores per student during 2005-2007 were above local and national averages for these three years.
83. Girls significantly outperformed boys in 2007 at grades A-C, but by only seven percentage points at grades A-E in A level examinations. In 2007, the difference between the average wider points' score (AWPS) of boys and girls was significant in favour of the girls.
84. The school has recently developed further, in collaboration with partner schools and a college, vocational and academic courses which cater well for students of all abilities in the sixth form. These courses enable students to have continuity and progression from KS4, even though some courses are on different

campuses. This wider choice assisted in raising the retention rate for pupils progressing from KS4 to the sixth form in September 2008, to over 60%.

Their progress in learning

85. In the six subjects inspected, standards in Welsh first language, mathematics, design and information technology are good with outstanding features; good features and no important shortcomings prevail in mathematics. Business studies is not taught in the sixth form.
86. The following grades were awarded for standards of achievement in the sixth form in the 12 lessons observed in the six subjects inspected:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
67%	33%	0%	0%	0%

87. Although the sample is small, these figures indicate that students achieve standards that have good features and no important shortcomings in 100% of the lessons. The profile of grades awarded for standards in lessons inspected in the sixth form for grades 1 and 2 indicate that they are significantly above those (83%) reported in the Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales (HMCI) for 2006-2007.
88. Students achieve standards which are good with outstanding features in nearly all their key skills.
89. Outstanding levels of communication in both Welsh and English are evident in class discussion. They are also evident when discussions were held with members of the school council.
90. Students' bilingual skills in and around the school are a very strong feature as students communicate through the medium of Welsh consistently.
91. Most students use subject-specific terminology in discussions with one another and with their teachers. Group work is very effective in all subject areas and this is a strength of the sixth form. These qualities assist students to maintain their outstanding problem-solving skills.
92. Nearly all students are able to apply their number and ICT skills in a variety of subjects and contexts. They use this skill to best advantage when undertaking course or project work. Students' ICT skills have improved significantly since the last inspection.
93. All students achieve accreditation in their key skills either at levels 2 or 3 during their period of study in the sixth form. This is a direct consequence of the schools' success with the Welsh Baccalaureate qualification. In 2008, 70% of students in Y13 achieved a level 3 qualification in all six key skills.
94. Students do take responsibility for their own learning but this is not consistent within the sixth form.
95. A more mature attitude to work prepares all students well for progression to university or the world of work.
96. Students do not always have a clear understanding of their levels of achievement and what they have to do to improve in several subjects. Their work is marked but targets for improvement are given inconsistently. There is an

inconsistency in the quality of the written feedback which, at times, is not sufficiently subject-specific.

The development of their personal, social and learning skills

97. Students have developed very good personal, social and learning skills. 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 are thoroughly engaged with the tasks in hand.
98. They ensure that they are well prepared for their regular termly assessments. They accept responsibility easily and have a strong social conscience.
99. They acquire greater awareness of issues relating to spiritual and cultural development through contact with a wide range of outside speakers. The wide variety of opportunities for spiritual development ensures that standards are good.
100. They are very good role models for younger pupils and to one another. Their leadership skills are good. This has enabled them to strengthen the relationships between senior and junior pupils. They frequently arrange school activities for the benefit of these pupils.
101. Students demonstrate very responsible behaviour and respect towards one another and towards all members of the school community. They gain in maturity during their period of study in the sixth-form and have a valuable experience.
102. Students are able to express views openly and honestly. They listen carefully to the view of others, appreciating, but not necessarily agreeing with what has been said.
103. The ability to work well with one another contributes significantly to the development of their problem-solving skills. Nearly all have adopted and developed skills which have prepared them well for higher education. Many organise their work without supervision. This is evident, particularly in Y13.
104. Attendance is closely, but sensibly, monitored and students are developing very good working habits. Nevertheless, the assistant headteacher with responsibility for the sixth form ensures that students work independently and successfully.
105. In spite of the limited facilities available, the school ensures that students are aware of the availability of areas during the day when they can undertake independent study.
106. Students gain much from their sixth-form experiences, in their academic, personal, social moral and wider development.

The quality of education and training

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

Grade 1: Good with outstanding features

107. The school awarded itself a grade 2 in its self-evaluation report. The grade awarded by the inspection team is one grade higher because teaching is deemed to be good with outstanding features.

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

KS3 and KS4

108. The following grades were awarded for the quality of teaching in the 56 lessons observed in the six subjects inspected:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
67%	31%	2%	0%	0%

109. The grades awarded for the quality of teaching in the 73 lessons observed overall in KS3 and KS4 were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
59%	34%	7%	0%	0%

110. In this inspection 93% of lessons were judged to be good or very good. This is higher than the figure for inspections in Wales in 2006-2007 where 76% of lessons were judged to be either grade 1 or 2. Fifty-nine per cent of the lessons were judged to be outstanding. This is higher than the figure for inspections in Wales 2006-2007 where 19% of lessons were judged to be outstanding. The school has exceeded the secondary school target for 2010 in Welsh Assembly Government's (WAG's) Vision into Action, that the quality of teaching should be grade 2 or better in 80% of lessons.

111. These grades are higher than those awarded in the school's last inspection and represent substantial improvement, although the size and the nature of the sample are different. At that time teaching was a grade 3 or better in 96% of the lessons and good or better in 70% of lessons.

112. The outstanding features of the teaching include the excellent relationship between pupils and their teachers. There is mutual respect. Pupils appreciate the commitment and help offered by their teachers. Teachers display sensitivity and support for all pupils, whatever their ability. Such outstanding relationships help pupils to learn successfully and encourage them to have positive attitudes to their work.

113. Other outstanding features of teaching include:

- detailed and effective lesson plans which include a variety of interesting and challenging tasks;
- a variety of relevant teaching strategies;
- very high expectations of pupils; and
- promotion of key skills as integral elements within lessons.

114. Most lessons are taught through the medium of Welsh. Opportunities are provided across the key stages to develop the bilingual skills of the pupils through provision of dual literacy activities.

115. Good features of teaching are evident in KS3 and KS4. These include:

- detailed subject knowledge;
- appropriate use of a variety of learning resources, including interactive whiteboards;
- effective questioning techniques;

- opportunities for pupils to work individually, in pairs or in groups according to the nature of the task; and
- effective classroom management.

116. Pupils with additional learning needs (ALN) are taught well.

117. The shortcomings identified in the 7% of lessons awarded a grade 3 are:

- teacher presentations too long;
- limited opportunities for pupil participation;
- lack of differentiation; and
- slow pace of lesson.

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

118. The quality of assessment, recording and reporting of pupils' achievement is generally good. The school fulfils its statutory obligations in relation to assessing and reporting on NC subjects, and meets the requirements of examination boards at the end of KS4 and the sixth form.

119. Effective assessment is developing within the school. The whole-school assessment policy gives clear guidelines on the role of assessment in raising standards. Individual departments use these principles to formulate their own subject-specific policies. However, guidance is insufficient to ensure best practice across departments. In the Welsh, English and science departments, assessment policies are working effectively. Teachers provide informative comments to pupils, and offer advice on how to improve.

120. The use of "Assessment for Learning" as a tool to raise standards is developing throughout the school. Examples of good practice exist within the Welsh, English and physical education departments. This good practice has not been fully embraced by all departments.

121. The quality of marking is variable. Best practice is evident in the mathematics, English, Welsh, physical education, and design technology departments. Work is regularly marked, with detailed comments, which assist in improving standards. However, there are inconsistencies within departments where comments lack specificity and guidance for improvement.

122. The quality of levelling pupils' work is consistent and good. Departments have compiled accredited portfolios of pupils' work in all subject areas to demonstrate the quality of work expected at different NC levels. There is good practice in planning cross-phase standards in English and Welsh between KS2 and KS3. Assignments with success criteria linked to NC level descriptors are set and marked each half-term.

123. The school conforms to the assessment requirements of pupils and students with ALN.

124. The assessment procedures for monitoring pupils' progress are variable. The school collects data from a range of sources. This data is shared amongst members of SMT, heads of year and heads of department in order to promote and raise standards. The good features include:

- good collation and analysis of data by the administrative officer;
- a clear assessment grading system based on effort and attainment;

- half-term monitoring of pupils' progress by form tutors, including the setting of personal targets;
- the rigorous assessment procedures conforming with the WBQ requirements in KS4;
- effective processes of recognising and dealing with under-achievement; and
- some effective self-assessment by pupils.

125. However, in some instances, targets set are not sufficiently realistic, and lack the rigour needed to raise standards. The good features noted above do not extend sufficiently to all departments. Pupils set targets for themselves in the PSE lessons each half-term and these form the teacher comments on the reports. In the best examples, pupils set themselves achievable and measurable targets. However, examples exist of unrealistic targets which pupils have difficulty in achieving.

126. The reporting system provides a rounded picture of the pupils' progress and keeps parents well-informed. Parents and carers receive an interim and detailed end-of-year report annually. The comments on some of the individual subject reports are not subject-specific and some of the targets set by the departments are too generic.

Sixth form

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

127. The following table shows the grades awarded for the quality of teaching in the 19 lessons observed in the sixth form:

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Sixth form	69%	21%	5%	5%	0%

128. Ninety per cent of lessons were judged to be good or better. This exceeds the 76% of lessons judged to be good or better during 2006-7 inspections in Wales.

129. Many of the good and outstanding features of teaching in the sixth form are similar to those seen in KS3 and KS4. The most notable are:

- the relationship between teachers and students;
- detailed subject knowledge of teachers;
- high quality lesson plans;
- challenging tasks set by teachers;
- the further development of key skills in lessons; and
- the importance placed on developing independent learners.

130. The shortcomings evident in the 10% of lessons graded 3 or 4 are the slow pace to the lesson and the lack of challenge in the tasks set.

131. The development of students' linguistic needs is very good. The school ensures that bilingualism is developed well through opportunities which include work-experience, visiting speakers, and key skills accreditation,

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

132. Assessment of key skills in the sixth form is an outstanding feature of the school.

133. There are sound systems to monitor students' progress in the sixth form. These include:
- regular interviews with students by the head of the sixth form and personal tutors;
 - regular monitoring of students' progress; and
 - systems to recognise and deal effectively with under-achievement.
134. However, no use is made of previous data of students' levels of achievement at the end of KS4 to aid the process of target-setting in Y12. Targets are not set for Y12 students until the end of the Christmas term.
135. The quality of marking is inconsistent. Marking is superficial and lacks detailed advice on how students could improve.
136. Good links exist with parents. Students in Y12 and Y13 are sent interim and full reports annually. The quality of subject comments and targets set is inconsistent. In the best examples, subject comments give clear indications of the strengths and weaknesses of the students' performance according to the demands of the course. Where targeting-setting is good, subject-specific targets are clearly noted. However, there are inconsistencies. Comments and targets are too generic.

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

Grade 1: Good with outstanding features

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

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

138. The following outstanding features are evident in the school.

139. The school has successfully re-modelled the curriculum in KS4 and in the sixth form to broaden the range of courses available to its pupils and students. The curriculum, which is broad and balanced, meets the needs of pupils and students. It is accessible to all and builds systematically on previous knowledge.
140. Pupils can choose their individual learning pathways from a wide range of traditional and vocational options. The number of subjects offered conforms to the target agreed between the local authority and WAG. The school works effectively to ensure that all pupils follow their first choice of subject options.
141. The school organises the WBQ in both KS4 and in the sixth form in an effective way. It is one of only two schools in Wales to have completed this qualification at both key stages in 2008. This qualification has ensured that the components of the learning core of 14-19 Learning Pathways are very well developed.
142. The planning, co-ordination and monitoring of key skills provision across KS4 and the sixth form are outstanding. Furthermore, all pupils and students gain accreditation in the key skills.
143. The school develops pupils' moral, social and cultural understanding in an outstanding way. The contributions made by the different subject areas have been clearly identified and their contributions monitored effectively. Furthermore,

a wide range of extra-curricular activities, strong links with the life-long learning centre on the school campus and a carefully planned and monitored PSE programme make outstanding contributions in this area.

144. The school has outstanding links with parents, and a very wide range of partners in the local community. These links are developing further through the school's participation in the local 14-19 network, Camu 6, and the education-business panel. At sixth-form level, these partnerships involve schools and a college from three local authorities.
145. Partnerships with initial teacher training (ITT) establishments are strong.
146. The following good features are also present.
147. The school provides a daily act of collective worship for all pupils and students. Tutorial periods also contribute well to the spiritual dimension. These are appropriate to the development of pupils' and students' spiritual understanding. They fulfil statutory requirements.
148. The school meets all the necessary legal and course requirements. Good quality careers education and guidance and health education are integrated into the PSE programme.

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

149. The extent to which the school succeeds in developing pupils' competence in both English and Welsh is outstanding. The school successfully develops their bilingual skills to a high level.
150. The school is outstandingly successful in developing pupils' and students' entrepreneurial skills, especially in KS4 and the sixth form. Personal and social education lessons in particular, contain a number of well-focussed enterprise activities.
151. Outstanding progress has been made in meeting several of the WAG's national priorities. In particular, one is involved with transition from primary to secondary school and the other has successfully focused on transforming provision at 14-19.
152. The school provides effective work-related education. There is a strong partnership with Careers Wales and good links with local employers. Work experience, both in Y10 and Y12 is well planned and managed. Pupils are well prepared beforehand and follow up activities allow them to reflect on what they have learned.
153. The needs of local employers are met by a range of vocational subjects provided at KS4 and in the sixth form. The education-business panel is strong and provides a good forum between the school and local employers. The business community supports the school with work-experience placements and a range of other activities.
154. The Cwricwlwm Cymreig is well developed across the curriculum, especially in KS4 and the sixth form due to the success of the WBQ.
155. The school successfully promotes equality of access and the achievement of high standards by all pupils.
156. Only limited progress has been made with aspects of sustainable development.

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

Grade 1: Good with outstanding features

157. This grade matches the school's self-evaluation grade.
158. There are many outstanding features in the way the school cares, guides and supports its pupils. These include:
- exceptionally high standards of pastoral care and guidance to all pupils by all members of staff and support services;
 - highly effective and supportive partnerships with parents;
 - highly effective arrangements to help new pupils settle into the school;
 - a well-planned, high quality PSE programme;
 - a very supportive lunch-time homework club well supported by many students from the sixth form; and
 - a highly effective and comprehensive careers guidance programme.
159. All members of staff know the pupils well. Each teacher fully accepts responsibility for ensuring a highly effective caring and supportive atmosphere throughout the school. The 'Cynllun Cyfaiil' initiative, led by sixth-form students is very effective in ensuring that new entrants to Y7 are fully supported by older students at the school.
160. The school adopts an open-door policy and encourages parents to visit at any time to share any concerns they may have. The home-school link books serve as an effective link between parents and the school. They provide valuable information on the way their children progress and regular information on homework given.
161. The school council has been effective in identifying ways to prevent bullying at the school.
162. The school works closely with all its partner primary schools to support pupils with transition arrangements. There are many opportunities for pupils to visit the school each term. The transition week held in the summer term is an outstanding feature of supporting pupils to settle into their new school. This also helps staff to plan appropriate support for them.
163. Morning registration periods are used effectively. They provide tutors with opportunities to discuss pupils' progress and share any concerns. All teachers and personal tutors ensure that pupils are aware of their targets, and regularly monitor their progress.
164. Appropriate high quality advice and curricular guidance is given to pupils at the end of Y9. The school makes very effective arrangements to ensure that pupils receive the best advice when following the 14-19 Learning Pathways in KS4. The school uses an impressive range of specialist support services to supplement the advice given by members of staff. This ensures that all pupils are fully supported in all aspects of their option choices. This is a strength of the school.
165. Pupils receive good quality guidance and advice regarding their career pathways. This is well supplemented by valuable contributions from members of the local education business partnership and the careers service. The industry panel is very successful in informing pupils of the various employment

opportunities available to them in the locality and beyond. The school has recently received the Careers Wales Quality Award for its provision for careers education.

166. There are also good features. These include:

- promoting healthy lifestyles;
- monitoring pupils' attendance, and punctuality in each lesson; and
- ensuring that staff are fully aware of child protection procedures.

167. Healthy eating is a high priority at the school and members of the school council have been effective in establishing healthier options on the school menu. Various topics included within the curriculum help the pupils to develop a greater awareness of aspects of healthy living. A range of sporting activities helps the pupils to develop positive attitudes towards keeping fit.

168. The school makes effective use of the Integris pupil management software system to track and monitor pupils' personal development and attendance. Members of staff promptly follow-up any unexplained absences. Meetings between form tutors ensure that all absences are accounted for, and acted upon promptly.

169. Appropriate child protection policies and procedures are in place. The school has a named child protection officer. Members of staff have received appropriate training. However, members of the ancillary staff have not received appropriate training.

The quality of provision for additional learning needs

170. The provision for ALN pupils has many outstanding features. These include:

- extensive and effective links with primary partner schools;
- effective provision to improve basic skills of pupils in Y7;
- comprehensive and well-written guidelines for all members of staff;
- adapted lessons to meet the needs of the pupils;
- highly effective support for pupils by teaching assistants;
- the high quality provision for pupils in the KS4 SEN unit; and
- effective use of specialist support services to address the behaviour of pupils who may cause concern.

171. The school works collaboratively with the partner primary schools to plan appropriate support for pupils. This is strengthened through relevant information from external agencies and through appropriate use of standardised tests on entry to the school. The support given to pupils with lower literacy skills in Y7 is outstanding. Most pupils show vast improvement over the year.

172. The school's SENCo has produced a comprehensive document providing staff with various suggestions and ideas on how to plan and adapt work to meet the needs of these pupils.

173. The school's learning support assistants (LSAs) display positive attitudes towards learning. They ensure that pupils contribute fully to the lessons.

174. The school provides a well planned wider curriculum in the KS4 unit. Effective use is made of various external agencies to ensure appropriate high quality

support for these pupils. Many gain accreditation and make the successful transition to appropriate further education courses.

175. There is a clear policy to manage and promote positive behaviour. All pupils and staff are aware of the school's staged responses to any unacceptable behaviour. These are effective and contribute well towards establishing an ethos of mutual respect throughout the school.
176. The school's behaviour support teacher and school counsellor contribute positively towards identifying strategies to address pupils' inappropriate behaviour. There is good support to re-integrate those who have been excluded for a fixed period of time.
177. There are also good features. These include:
- clear and specific individual education plans (IEPs);
 - effective provision to boost pupils literacy skills; and
 - dyslexia support.
178. The pupils IEPs contain information which help plan suitable strategies and targets to improve learning. The IEP targets are reviewed each term.
179. The SENCo meets designated staff with oversight for SEN provision from various departments on an individual basis. This enables each subject department to re-evaluate its provision and adapt its strategies appropriately. However, there is no collective forum through which pupils' needs may be discussed collectively by heads of department.
180. Members of staff from Careers Wales make valuable contributions towards the transition reviews of SEN pupils at the end of KS3.
181. Parents are fully informed of their child's progress and are invited to attend their child's annual review of statement of SEN. All statutory requirements are met.
182. There is a named governor for SEN who monitors provision effectively. The provision for pupils with ALN meets statutory requirements. It complies fully with the SEN Code of Practice for Wales.

The quality of provision for equal opportunities

183. There are outstanding features in the quality of provision of equal opportunities by the school. These include the:
- highly effective procedures to recognise and address the diversity of pupils background;
 - absence of harassment or bullying; and
 - promotion of activities to enhance pupils awareness of racial harmony, and respect for different cultures and lifestyles.
184. Pupils learn about the importance of respecting different faiths, races and cultures through PSE and school assemblies. Aspects of diversity and the promotion of racial equality are included in religious education lessons. These provide a very sound basis for respecting differences within society.
185. The school has clear and specific procedures to deal with any aspects of oppressive behaviour. Pupils know that bullying is not tolerated.

186. The school has established very good links, which strengthen pupils' understanding of cultural diversity. An outstanding example is the link with Patagonia and the visit undertaken by pupils to promote the Welsh language and culture.
187. The school library holds a wide range of books, which provides a wealth of information on different cultures. It also has holds a range of reading materials which addresses the interest of boys.
188. The good features include:
- the extended tasks for gifted and talented pupils; and
 - action to ensure equality for disabled pupils.
189. The school fully meets the requirements of the Disability Equality Scheme. The scheme has been drawn up in consultation with pupils, parents, staff and members of the community who have specific disabilities. It indicates how access for those with disabilities could be improved. Although not all of the older areas of the school are fully accessible to pupils with certain difficulties, the school makes suitable arrangements to meet their needs. The new block fully meets the needs of those with disabilities.

Leadership and management

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

Grade 1: Good with outstanding features

190. This grade matches the school's self-evaluation grade. The outstanding features are the:
- inspirational leadership and complementary roles of the headteacher and his SMT;
 - open and approachable management style of the senior managers;
 - strategic planning and evaluation of performance by senior, middle management, heads of year and governors;
 - shared values amongst all those associated with the school; and
 - importance given to the continuous professional development of teaching and support staff.

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

191. The aims and expectations of the school are made clear to all, staff, pupils and visitors. All associated with the school are committed to these aims.
192. The school has developed through the strong leadership of the headteacher. He works harmoniously with his managers and governing body. He leads with vision, giving clear strategic direction and is very influential in promoting school community values, by example. He and his SMT have moved the school forward and taken the staff and school community with them.
193. He is highly respected by his staff, 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. The school's community dimension is a significant feature which is constantly evolving.

194. The headteacher is ably supported by his SMT; all of whom provide quality leadership in their respective areas of responsibility. They maintain high standards by their regular presence around the school. They are strongly supported by heads of year that also have a high presence around the school.
195. Each member of the SMT is linked to a cluster of departments and these management links are 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.
196. Staff and departmental meetings are held regularly. Highly effective levels of communication exist between members of staff and the SMT. Management and pastoral meetings are held on a formal and informal basis with an agenda to evaluate progress and plan for improvement.
197. Middle managers understand their roles clearly and most undertake these roles to very good effect. Middle managers and heads of year of high quality are committed to raising standards by monitoring work on a regular basis. The quality of leadership, in nearly all instances, is a significant factor in the maintenance of high standards.
198. 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.
199. 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 in-service training (INSET) are shared within the department, and where appropriate, on a whole-school basis to raise standards.
200. The school has successfully developed several national priorities. There are very good features, particularly in the development of healthy schools' initiative, lifestyles and social inclusion. The school is one of the main curricular leaders within the authority's 14-19 Learning Pathways' initiative. Additionally, the success of the WBQ in KS4 and the sixth form has placed the school in the forefront of this development in Wales. Its high success rates with the accreditation of key skills ensure that standards continue to rise.
201. 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.
202. The programme for the induction of newly-qualified teachers, and teachers new to the school is very well organised and managed. Initial teacher training student teachers also receive very good support.

How well governors or other supervisory bodies meet their responsibilities

203. The governing body makes an outstanding contribution to the leadership of the school.
204. It includes members who have supported the school over a number of years, and members recently appointed. Their individual professional expertise is used

very effectively, not only in the work of the governing body but also in enhancing the curricular and community dimension of the school.

205. The governors' philosophy of respect for all and partnership working with senior, middle management and other staff, are key factors in raising standards.
206. The governing body has high expectations of the school. All governors are members of the curriculum and staffing, buildings and finance sub-committees. This ensures that all members have a clear understanding of the school's main priorities.
207. 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.
208. The governors clearly understand their roles and act as critical friends in a highly effective manner. They possess an excellent knowledge of the running of the school. They are well informed on all aspects of school performance and receive regular reports from school managers.
209. 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. These aspects ensure that the school is moving forward continuously.
210. Governors hold themselves accountable for the effectiveness, appropriateness for purpose and value for money of all procedures and practices.
211. Governors analyse their own performance and training needs with a view to continuing improvement.
212. A member of the governing body links directly with the SEN department. The designated governor is very supportive of the work of the learning support department.
213. All governors are linked to departments. These links are well established. They hold meetings with departments and evaluate their departmental development plans (DDPs) and examination results in a positive manner. They ensure that targets are challenging and work with departments, through the SMT, to overcome any issues of underperformance.
214. The school prospectus contains all the required information
215. 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
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216. This grade matches the school's self-evaluation grade.
217. The outstanding features include:
 - robust culture of self-evaluation, embedded firmly in the ethos of the school;
 - exceptional way the school seeks out and acts on the views of all parties in the self evaluation process;

- appreciation of the role and significance of self-evaluation in improving standards and provision by leaders and managers; and
- progress made in several areas as a result of clear planning and implementation.

How effectively the provider's performance is monitored and evaluated

218. Leaders and managers are well informed about the areas for which they have responsibility and use this information to develop plans for improvement. There is a robust culture of self-evaluation which is embedded in the ethos of the school.
219. The school self-evaluation report identifies strengths and areas for development. It is a detailed and comprehensive working document prepared as part of the ongoing self-evaluation process. It addresses the seven key questions and states clearly the progress made in the key issues identified by the school and areas still to be addressed. The grades awarded by the inspection team for each of the seven key questions match those of the school except for key question 2 which is judged by the inspection team to be one grade higher.
220. Departmental self-evaluation reports have a common format and are written to a high, detailed and consistent standard. Information gleaned from the departmental self-evaluation reports is used to form the basis of the school self-evaluation report.
221. The school works closely as a unit with the views of all being appreciated and valued. The extent to which the school seeks out and uses this information to reflect on its performance is outstanding. The views of all pupils are encouraged and they are acted upon through the work of the school council. Governors are fully informed, involved and play a significant role in all aspects of the self-evaluation process. The recent findings of an extensive questionnaire by Cocentrica have informed the school's self-evaluation report and development plan.
222. All members of staff understand their responsibilities fully. Senior leaders review their areas of responsibility on a rolling programme to identify areas of strength and those that require further development. A full evaluation of the department is compiled and agreed challenging targets for improvement are set.
223. Middle managers respond to the findings by engaging their departments in further self-review. They are well-informed about performance in their departments. The good features which make positive contributions are the:
- well-established, supportive and effective performance management system;
 - lesson observations and sharing of good practice;
 - contribution made by all staff to departmental self-evaluation and curricular development; and
 - rigorous analysis of attainment data which informs staff of learners' performance.

The effectiveness of planning for improvement

224. Senior managers use the outcomes of departmental reviews to set priorities for further development. Departmental development plans include targets specific to themselves, as well as appropriate whole-school targets. Senior managers

monitor progress relative to these targets and discuss outcomes with middle managers.

225. Clear targets for improvement are set for the whole school in the SDP. The SDP is detailed and identifies areas for improvement that emerge not only from the self-evaluation process but also from local and national priorities. The plans are challenging but realistic.
226. There is a suitable match between school and departmental priorities. All plans contain appropriate levels of detail on action, timescales and success criteria. The school ensures financial support for resources and for staff training. Plans clearly identify staff responsible for developments as well as developmental costs. The system of allocating capitation requires departments to bid for aspects identified in their departmental plans. Spending is monitored closely in order to ensure effectiveness and impact on standards.
227. The SMT has developed highly successful links between themselves and middle managers including heads of year. This has enabled managers to advance further monitoring, planning, data analysis and departmental target-setting.
228. The process of data analysis has been refined and data is used to much better effect in identifying areas for improvement. In some instances, targets for improving pupil performance lack focus and are insufficiently specific.
229. Since the last inspection, the quality of the self-evaluation process throughout the school has developed considerably. The school has established robust procedures to set and review subject-specific targets, the standards of pupils' work and the quality of teaching.
230. As a result of actions taken, there has been outstanding progress in several areas. These include:
- consistent high attainment levels in KS3 and the sixth form;
 - the development of the WBQ in KS4 and sixth form; and
 - exceptional developments in the quality of teaching and learning.
231. The school has made very good progress in addressing other the key issues identified in the last inspection report. The improvements include:
- raising standards in subjects that were satisfactory;
 - outstanding development of the self-evaluation systems and effective use of data;
 - clear child protection guidance to all teaching staff;
 - meeting the statutory requirements regarding religious education; and
 - ensuring that documentation conforms to statutory requirements.

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

Grade 1: Good with outstanding features
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232. This grade matches the school's self evaluation grade.

233. The outstanding features are the:

- management and deployment of teaching and support staff to maximise the effective use of their experience and expertise;

- resources for teaching and learning;
- systematic and rigorous management of the budget to ensure value for money; and
- investment in, and the management of the continued professional development (CPD) of staff.

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

234. Teaching staff are well qualified and highly committed with the majority teaching within their subject specialism. There is a very good balance between experienced staff and those who have recently entered the profession. The minority of teachers who teach outside their area of expertise receive outstanding support from heads of department and senior staff.
235. The school employs a range of support staffs, who are well trained and provide outstanding support for the teaching staff and pupils. This has enabled the school to reduce substantially the clerical and administrative workload of the teaching staff. It has led to improvements in curriculum delivery and this is reflected in the high standards achieved by the pupils and students.
236. The school employs twelve LSAs who provide effective assistance in the classroom in the delivery of the curricular programme to pupils with ALN. Specialist LSAs are deployed permanently in the English, Welsh and mathematics departments to strengthen the language and numeracy skills of a targeted group of pupils.
237. However, members of teaching staff do not consistently share the contents of the schemes of work with the appropriate LSAs. This decreases the effectiveness of the support assistant in programme delivery.
238. There is an outstanding array of paper and material resources. This has been achieved by the:
- extensive investment in ICT, giving a very generous pupil/computer ratio of 2:1;
 - effective annual updating policy to ensure the school remains in the forefront of technological developments;
 - installation of interactive whiteboards in all classrooms accompanied by an extensive training programme;
 - issue of laptops to all teaching staff; and
 - generous share of the school's budget for departmental capitation.
239. The school/community library is an outstanding facility with an extensive range of resources and services for staff, pupils and the community. It is very well managed by the full-time librarian to ensure it sustains its outstanding contribution to pupil learning and teaching-staff support.
240. The school has recently benefited from the addition of a new teaching block which now allows it to accommodate its expanding pupil numbers. The school provides a very positive and stimulating learning environment enhanced by the high quality and colourful displays of pupils' work.

241. The use of the community leisure centre has allowed the physical education department to provide a greater range of sporting and leisure opportunities for its pupils and students.
242. Despite a number of outstanding facilities, the campus does exhibit a number of shortcomings. These are the:
- lack of adequate sixth-form accommodation for independent study;
 - absence of an all weather playing surface to extend the range of activities provided by the physical education department; and
 - absence of an office and a classroom focus for the delivery of physical education and business studies at KS4 and the sixth form.

How efficiently resources are managed to achieve value for money?

243. The management and control of the allocated budget by the headteacher and business manager demonstrate outstanding features. 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 school secures a very close relationship between the use of resources and the school's identified areas for development. This is outlined in the school and departmental development plans.
244. The rigorous scrutiny and review of all expenditure by the governors and senior staff on a regular basis ensures outstanding value for money in all aspects of the budgetary process. A contingency fund of at least 5% is kept annually by the school. This demonstrates the sound financial planning underpinning the management of the school's finances.
245. An audit report conducted during the summer 2008 praised the school's financial management systems and its efforts to secure value for money.
246. The school pursues every possible avenue for raising additional funds. It has been extremely successful in obtaining grants and sponsorships. This additional funding is directed successfully towards providing greater opportunities for pupils to succeed.
247. The school places a very high priority on the early professional development and CPD of staff. The school fund contributes an additional £15,000 to the grants received from 'The Better Schools Initiative'.
248. The comprehensive, well-planned and co-ordinated CPD programme makes an outstanding contribution to the professional development of all teaching and support staff through the:
- identification and implementation of training in accordance with the priorities outlined in the SDP;
 - placement of professional development at the forefront of the performance management programme;
 - tangible support for individual members of staff wishing to undertake specific courses such as National Professional Qualification on Headteachers (NPQH);
 - establishment of internal committees to broaden the professional development of staff; and
 - accessibility of expertise within the school to the information technology technicians.

249. An effective programme of support and training is provided for all newly qualified staff. The school operates a full programme of support and tuition for ITT students in conjunction with University College Aberystwyth.
250. The implementation of the workforce restructuring exercise following full staff consultation has brought about significant benefits for the teaching staff. They have been relieved from many of the administrative burdens.
251. The school has provided 10% 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 with outstanding features.
252. Criminal Records Bureau (CRB) checks have been completed for all teaching, support and volunteer staff working in the school.
253. The school conducts a comprehensive review of the use of its resources on a three-monthly basis. It ensures outstanding value for money by the:
- allocation of sufficient resources to deliver a broad and balanced curriculum of the highest quality;
 - prudent investment in the professional development of its teaching and support staff;
 - management of the available budget to meet the priorities identified in the SDP and in the DDPs; and
 - provision of opportunities for pupils and students to achieve outstanding standards in all aspects of their schooling.
254. The range and quality of the courses available, the outcomes in terms of external examination results and the praiseworthy contribution made by the students to the general life of the school ensures that the sixth form provides outstanding value for money.

Standards achieved in subjects and areas of learning

Welsh first language

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

255. In the last two years, GCSE results in this subject have been above local and national averages for grades A*-C. These results represent very good achievement for these students. Passes at grades D to G are broadly in line with students' efforts and ability.

256. A level results were above national averages for passes at A-C. This represents very good achievement.

KS3 and KS4

Outstanding features

257. In KS3 and KS4, pupils' listening skills are outstanding across the ability range. They listen attentively and respectfully to the teachers and to each other. They respond promptly and listen with interest to the ideas and opinions of their peers. They justify their points of view with appropriate reference to evidence. This

leads to them gaining a deeper understanding literary and factual texts, different language genres and language concepts.

Good features

258. All pupils show good understanding of literary and linguistic terms. They reinforce their understanding of terminology and enhance their language through the effective use of modern technology, including the interactive whiteboard, a wide variety of language and visual images.
259. Pupils read a wide variety of literary and non-literary text across the whole range of ability. Almost all read aloud with accuracy and fluency and many read with good expression. Those with reading difficulties are well supported and good progress is made.
260. All pupils, including those with additional learning needs, engage in a wide range of writing. There is consistently good inclusion of references, quotations and technical terms. Most pupils of all abilities improve their writing by planning, drafting, the use of models and by responding to the constructive comments provided by teachers. Most pupils improve their written work by making good use of criteria for success and by knowing the requirements of examination boards.

Shortcomings

261. A minority of pupils in KS4 are reluctant to contribute orally at length. In these instances, they remain passive or satisfied with brief responses.
262. In KS4, a minority of middle to lower ability pupils do not proof read with sufficient rigour so that errors in punctuation, spelling and grammar remain unchecked.

The Sixth form

Outstanding features

263. Students' oral skills are very good. They provide extended responses and justify their viewpoints with appropriate evidence.
264. Students read extensively to complement their understanding of the text they are studying. They cross reference and compare the literary styles of different authors and poets.
265. Creative writing is of a very high standard. Students with the most competent linguistic skills write with style and sophistication to achieve very impressive results. They also demonstrate very good use and understanding of literary and linguistic terms.

Mathematics

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

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

Sixth form: Grade 1: Good with outstanding features

266. In the last two years, GCSE results in this subject have been significantly above local and national averages for grades A*-C. There is no clear consistent difference between the results of boys and girls.
267. A level results were above national averages for grades A-C. This represents very good achievement.

KS3 and KS4

Good features

268. Pupils understand mathematical concepts from previous lessons and can apply the knowledge gained to other topics within the subject. This involves more complex work such as in solving equations or dealing with number sequences.
269. The more able pupils do a substantial amount of valuable work in both the key stages. This strengthens their understanding in the subject and enables them to deal effectively with more difficult and challenging problems.
270. Pupils can change fractions to decimals and percentages according to their ability and pupils throughout these key stages have a sound understanding of place value.
271. Pupils deal effectively and accurately with algebraic situations. They are able to change the subject of a given formulae without difficulty.
272. Less able pupils make substantial progress in the subject and exhibit a clear understanding of the topics covered.
273. Pupils have a good understanding of numeracy. They are able to determine if numbers are prime, square, triangular or of any other configuration. They deal with these aspects securely.
274. Pupils have a clear understanding of probability and know that the values must be between 0 and 1. When appropriate, they are able to apply the relevant formulae to determine answers.
275. Pupils' understanding of geometrical facts is sound and at an appropriate level they can use previous knowledge such as Pythagoras' Theorem and trigonometry to solve any three dimensional problems they are given.
276. Most pupils, according to their ability, successfully use the trial and improvement method to refine their answers to a required degree of accuracy.
277. Pupils are able to investigate aspects of mathematics as requested and are able to show clearly the reasons for their conclusions.

Shortcomings

278. All pupils do not have sufficient confidence when dealing with equations especially formulae. They are unable to determine the correct formula to use in certain situations.
279. A significant number of pupils are not always sufficiently accurate when estimating an answer. This has a negative effect on the speed of their work and limits their progress. This applies specifically to the measurement of length.
280. Answers are not always given to the required degree of accuracy and a minority of pupils do not fully understand the meaning of place value.
281. Some pupils, mainly in KS4, do not complete the regular homework set by the teachers or even attempt to copy up any missing work. This has a detrimental effect on their progress.

Sixth form

Outstanding features

282. Students acquire new skills quickly. They use their prior knowledge to understand these new concepts. This enables them to deal effectively with more

complex questions and ensures strong development in their understanding of the subject.

283. Students have a clear understanding of calculus and how to use this method to find gradients and areas for a given curve. They can differentiate and integrate any given expression effectively.
284. Students are able to study independently to improve their understanding in the subject.
285. Students have a clear understanding of Newton's Laws and how these can be applied in questions involving forces. They are equally competent in dealing with questions that involve resolution of forces.
286. Students have a clear understanding of the statistical, mechanical and pure mathematics elements of the course.
287. Students have the required statistical understanding to deal accurately with the required aspects of probability and to determine expected values. They are aware of the possible errors associated with this work.
288. Students are able to express their mathematical ideas very clearly. They can explain the ideas that govern the subject confidently.

Design technology

Key stage 3: Grade 1: Good with outstanding features

Key stage 4: Grade 1: Good with outstanding features

Sixth form: Grade 1: Good with outstanding features

289. In the last two years, GCSE results in this subject have been significantly above local and national averages for grades A*-C. There is no significant difference between boys and girls attainment in the subject. These results reflect outstanding progress and achievement for the pupils involved.
290. A level results were above national averages for grades A-C. This represents very good achievement.

KS3

Outstanding features

291. Most pupils understand and use an outstanding level of Welsh technical terminology when discussing or writing about their design work.
292. At least a third of pupils present their design ideas using outstanding graphical communication and presentation skills. The level of creativity, flair and imagination in the design ideas of a significant number of pupils is exceptionally high. Their design and development of complex background scenery for a model stage-set is outstanding in Y9 systems and control.
293. Almost all pupils have developed outstanding computing skills. They use ICT very well to research, design and present their projects. Additionally, they show an exceptional level of higher order ICT skill, for example, embellishing their bag project in Y8 textiles.

Good features

294. Most pupils make good and more often very good progress in their knowledge and understanding of the design process and principles.

295. In food technology, most pupils use all five senses well when evaluating food products. They can clearly and confidently explain the properties of food using physical, sensory and nutritive terms effectively in their descriptions.
296. Pupils with SEN achieve to their potential and produce good design work with product outcomes of a good standard.

KS4

Outstanding features

297. Most pupils' knowledge and understanding of the design and making process are outstanding. They discuss and write about their design work using an outstanding level of Welsh technical vocabulary and terminology.
298. All pupils plan efficiently and effectively for the making stage of their work. They model their design ideas in card and refine and improve their design ideas very well. Most pupils have an excellent knowledge and understanding of a wide range of materials and fixings. They can readily choose and use the most appropriate material or fitting for their product.
299. The outstanding quality of graphical communication skills seen in graphics products and in resistant materials folios reflect the exceptionally high results achieved at GCSE over the last few years.
300. In resistant materials, most pupils produce outstanding product outcomes. Design ideas reflect very high levels of uniqueness in terms of creative flair, imagination and innovation.

Good features

301. Most pupils' design folios show good investigative work and use of a variety of sources to gather information relevant to their design task. In the best design folios, almost all pupils produce very good design drawings and annotate their work very clearly.
302. In graphics products, pupils plan their work well and use very good graphical communication skills to present their work
303. In resistant materials, most pupils readily use computers for research and presentation. They also use computer aided design and manufacture equipment well to design and embellish their products.
304. Pupils with SEN understand the design process and apply the principles well in their designs. They produce good product outcomes that are very often as good as those of their more able peers.

Sixth form

Outstanding features

305. All students' have an outstanding command of the subject's Welsh technical terminology which they readily use when discussing or explaining their work.
306. Almost all students' knowledge and understanding of the principles of designing is outstanding. They can quickly suggest the design specifications of existing products and discuss whether the product met the perceived specifications remarkably well.
307. At least a half of the students produce outstanding original, creative and innovate design ideas.

Good features

308. All students carry out thorough research work using a very broad range of sources including the work of famous designers. Existing products are analysed in great detail when formulating their final design ideas.
309. All students design work reflects unique modernistic approaches that incorporate and combine a very wide variety of materials and fixings.
310. Photographic evidence shows that almost all students' produce practical work of a very high standard. They use a range and combination of materials, fixings and fittings to produce designs that clearly meet the original design specification.

Information technology

Key stage 3 Grade 1: Good with outstanding features

Key stage 4 Grade 1: Good with outstanding features

Sixth form: Grade 1: Good with outstanding features

311. In the last two years, GCSE results in this subject have been significantly above local and national averages for grades A*-C. There is no clear consistent difference between the results of boys and girls.
312. A level results were above national averages for grades A-C. Results indicate that value is added.

KS3 and KS4

Outstanding features

313. Pupils use a variety of software very effectively, with confidence and show a clear awareness of audience and purpose.
314. Very good standards are achieved, with some outstanding examples, in the information communication, data handling and modelling elements. Pupils can create presentations through using word processing, desktop, spreadsheet, database and graphic presentation software. They also use e-mail, mail-merge and resources from the internet.
315. In KS4, pupils show a very good understanding of the basic concepts of the subject. They know and explain the specific qualities of the various software packages very well.
316. The quality of the coursework in KS4 is outstanding. Pupils of all abilities plan and design solutions sensibly and chose suitable software to complete their work.

Sixth form

Outstanding features

317. All students use an outstanding level of Welsh technical vocabulary fluently when discussing or explaining their work.
318. Most students' coursework clearly demonstrates thorough research and development of their projects. The best students' work is outstanding, especially in using PowerPoint to explain ideas to their peers.

319. The highest attaining students produce outstanding computing systems for business. They can readily write and use visual basic to write sub routines for computing any additional requirements.

Good features

320. All students have very good practical computing skills.

321. Every student has a good and often very good knowledge and understanding of computer systems, including a range of input and output devices that allow computers to capture and transmit data.

322. In their Advanced Subsidiary level projects, and even more so in their A level projects, most students display the ability to apply their computing skills to problem-solving applications in the real world. The standard of some individual students' project solutions is very good.

Physical education

Key stage 3 Grade 2: Good features with no important shortcomings.

Key stage 4 Grade 2: Good features with no important shortcomings.

Sixth form Grade 2: Good features with no important shortcomings.

323. In the last two years GCSE results in this subject have been below local and national averages for passes at A*-C. These results represent achievements that are mainly in line with pupils' abilities.

324. A level results were close to national levels. These results represent achievements that are mainly in line with students' abilities.

KS3

Good features

325. In competitive games activities, pupils display good standards in both hockey and soccer skills. Pupils are able to pass and receive the ball with good control. They are able to shoot with accuracy and good technique. Pupils demonstrate good standards in execution of defensive and attacking tactics. A number of pupils demonstrate excellent standards in performing soccer skills.

326. Pupils' understanding of health, fitness and well-being is good. Individuals participate enthusiastically in challenging fitness exercises, monitor the physiological changes and discuss the effect of activities on their personal fitness.

327. In swimming activities, pupils demonstrate good standards. They are able to sustain good levels of intensity for long periods. Pupils are confident in the water and are able to swim a number of different strokes competently.

KS4

Good features

328. Pupils demonstrate good standards in planning, performing and evaluating their own work and the work of others.

329. Pupils' participation in fitness activities that develop strength, endurance and flexibility is good. Individuals are able plan, undertake and evaluate a fitness programme, and lead warm-ups and cool-downs. Pupils display a good

understanding of how the components of physical fitness are developed, and how these relate to an active and healthy lifestyle.

330. Pupils are able to sustain activity with correct technique, and they understand the importance of rest and recovery time. Pupils demonstrate excellent work when working reciprocally in pairs. Pupils demonstrate good standards in 'boxercise' activities. Pupils are able to sustain high intensity activity with a variety of good punching and movement techniques. A number of pupils in KS4 display excellent levels of fitness.
331. The majority of pupils following the GCSE examination course demonstrate good levels of knowledge and understanding. Pupils are able to analyse standards of performance and associated training methods well. Pupils are confident and knowledgeable when discussing muscle groups and how they work together when performing certain movements.
332. Pupils demonstrate good standards when using fitness equipment. Pupils are aware of what constitutes safe and approved practice, for their own safety and the safety of others. Pupils are able to design their own training schedules and carry these out with good effect.

KS3 and KS4

Shortcomings

333. The fitness levels of a number of pupils are unsatisfactory and this has a detrimental effect on their standards of performance.
334. The acquisition of fine motor skills has not been developed sufficiently in a few pupils.
335. In examination groups, the depth of knowledge displayed by a few pupils is inadequate.

Sixth form

Good features

336. Students display good standards of knowledge and understanding in examination modules. Pupils can identify and name the full range of muscle types, locations and functions with confidence.
337. Students are able to analyse complex movement patterns and identify key muscle actions required for successful performance.
338. Students also display good standards of knowledge and understanding when addressing the concept of motivation. Pupils are confident when analysing existing behaviours and participation rates of both young and older performers. Students fully understand the differences between intrinsic and extrinsic motivation. This knowledge enables them to suggest a good range of positive actions for improvement and sustainability.

Shortcomings

339. The depth and breadth of a few pupils' knowledge is unsatisfactory.

Business studies

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

340. In the last year, GCSE results in this subject have been above national and local averages for grades A*-C. These results are in line with pupils' ability. No pupils were entered for GCSE examinations in 2006.

KS4

Good features

341. Pupils show sound knowledge and understanding of business terminology. The more able are confident in asking searching questions to build upon their grasp of a topic. Pupils in all classes display a keen interest in the topics studied.
342. They are able to recall work previously studied to inform topics being discussed.
343. They are able to assess the significance of local factors in the location of businesses, and are confident in recalling information previously learnt to support their assessment. The more able can give extended answers why businesses locate in specific areas.
344. Pupils across the key stage and ability levels are aware of the importance of evidence for project work. They demonstrate skill in extracting accurate and relevant information from a variety of business sources through independent investigation on the Internet. They are able to make informed judgements on the basis of the evidence before them.
345. Pupils possess high quality ICT skills which are used well to raise the standards of their coursework.
346. The work of pupils with learning difficulties across the key stage meets the various needs of these pupils.
347. Pupils demonstrate a very sound understanding of why good vertical and horizontal communication within a business is important. They can also define terms and concepts well.
348. With a few exceptions, pupils deal with business tasks in a well-informed way and are confident in their ability to complete them. Pupils across the ability range in this key stage complete a wide range of written activities in their files and in hand-outs in line with their age and ability. Overall, their presentation is good.

Shortcomings

349. A small minority of pupils only give limited answers to the questions asked.
350. The standards achieved by a few learners are affected by the quality of their spelling of business terminology.

School's response to the inspection

Thank you to the Registered Inspector and his team for the professional and courteous manner in which they carried out the inspection

Appendix 1

Basic information about the school

Name of school	Ysgol Gyfun Ddwyieithog Y Preseli
School type	Secondary
Age range of pupils	11-18
Address of school	Crymych Preseli
Postcode	SA41 3QH
Telephone number	01239-831406
Headteacher	Mr Martin Lloyd
Date of appointment	September 1991
Chair of governors	Mr Cerwyn Davies
Reporting inspector	Mr W Gwyn Thomas
Dates of inspection	13-15 October 2008

Appendix 2

School data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	171	132	159	160	167	88	81	958

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	55	2	56.7

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	17.23
Pupil: adult (fte) ratio in special classes	-
Average teaching group size	22.00
Overall contact ratio (percentage)	78.37

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole school
Term 1	96%	94%	93%	91%	91%	91%	84%	92%
Term 2	94%	93%	92%	93%	92%	89%	81%	92%
Term 3	95%	93%	91%	90%	91%	83%	79%	91%

Percentage of pupils entitled to free school meals	5.9%
Number of pupils excluded during 12 months prior to inspection	25

Appendix 3

National Curriculum Assessment Results End of key stage 3:

National Curriculum Assessment KS3 results 2007														
Total number of pupils in Y9: 161														
Percentage of pupils at each level														
			D	A	F	W	1	2	3	4	5	6	7	8
English	Teacher assessment	School	0	0	0	0	0	0	1	16	37	34	12	0
		National	-		1	-	-	2	7	22	36	24	8	-
Welsh	Teacher assessment	School	0	0	0	0	0	0	4	6	24	56	10	0
		National	-		1	-	-	1	5	20	37	27	9	-
Mathematics	Teacher assessment	School	0	0	0	0	0	1	4	16	28	37	14	0
		National	-		1	-	-	1	7	18	25	30	16	1
Science	Teacher assessment	School	1		0	0	0	0	0	0	30	52	17	0
		National	-		1	-	-	1	6	19	34	28	12	-

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

Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language) by teacher assessment			
In the school	78.1	In Wales	58.2

Public Examination Results:

For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ	
Number of pupils aged 15 on the school roll in January 2007	151
Average GCSE or GNVQ points score per pupil	55

The percentage of 15 year old pupils who in 2007:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	92	86	87
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	83	59	54
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	92	86	86
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	60	42	40
entered at least one Entry level qualification, GCSE short course or GCSE	99	96	96
attained one or more GCSE grades A*-C or the vocational qualification equivalent	95	79	77
attained one or more GCSE grades A*-G or the vocational qualification equivalent	99	93	93
attained no graded GCSE or the vocational qualification equivalent	1	7	7
attained one or more Entry level qualification only	0	2	2
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1	0		
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2	0		

For pupils aged 17, results in A/AS, GNVQs and NVQs	
Number of pupils aged 17 in January 2007	72
Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2007	68
Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2007	4

	School	UA	Wales
Percentage of pupils entered who achieved 2 or more grades A-C	87	66	68
Percentage of pupils entered who achieved 2 or more grades A-E	97	95	94
Average points score per candidate entering 2 or more subjects	21	19	20
Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2	0		
Number of pupils who achieved a GNVQ Advanced or NVQ at level 3	0		

Appendix 4

Evidence base of the inspection

Inspectors spent a total of 42 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:

- 92 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;
- 243 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 Registered Inspector	Context, Summary, Recommendations, Appendix Key Questions 1 and 5 Business Studies
Gwynoro Jones Lay Inspector	Contributing to all other key questions.
Bethan Whittal	Key Question 2
David Hughes	Key Question 3
Glyn Griffiths	Key Question 4
Delyth Williams	Key Question 6
Huw Llewelyn	Key Question 7
Peredur Francis	Mathematics
Gillian Jones	Welsh first language
Dr Stephen Lloyd	Physical education
Keith Hopkins	Design technology and Information technology (sixth form)
Dr David Charles	Information technology (KS3 and KS4)
Michael Davies	Nominee

Acknowledgement

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

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