

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

A Report on the Quality of Education in

**Ysgol Gyfun Llangefni
Penrallt
Llangefni
Ynys Môn
LL77 7NG**

School Number: 6604027

Date of Inspection: 14/04/08

by

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Ysgol Gyfun Llangefni 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 Llangefni took place between 14/04/08 and 17/04/08. An independent team of inspectors, led by Ian Garth Higginbotham 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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A glossary of terms used in this report

| | |
|---|---|
| Average points score | <p>Key stage 4: General Certificate of Secondary Education (GCSE) grade A* gains 8 points; grade G gains 1 point.</p> <p>Sixth form: GCE grade A gains 10 points; grade E gains 2 points.</p> |
| Average wider points score | <p>This is a more complex points score built up from a wider range of qualifications.</p> |
| Careers education and guidance | <p>A programme to teach pupils about career opportunities and to provide each pupil with individual guidance.</p> |
| Core subject indicator | <p>Key stage 3: The proportion of pupils gaining at least level 5 in each of the core subjects.</p> <p>Key stage 4: The proportion of pupils gaining grade C or better in the GCSE examinations in each of the core subjects.</p> |
| Core Subjects | <p>English or Welsh, science and mathematics</p> |
| Key skills | <p>Important common skills necessary for learning – such as communication skills, number skills, information technology and communication skills and personal and social skills.</p> |
| Learning Pathways | <p>Developments in the curriculum for pupils aged 14 to 19, which offer an appropriate range of courses and teaching methods, which may involve links to other schools, colleges or providers.</p> |
| Learning support assistants (classroom assistants) | <p>Trained assistants, who help qualified teachers in the classroom.</p> |
| National Curriculum | <p>The subjects, and subject content, that all maintained schools must provide for all pupils.</p> |
| National Curriculum assessment | <p>For secondary schools, this is the assessment of pupils at the end of key stage 3 in English or Welsh, science and mathematics. At key stage 4, this is provided through a range of approved qualifications, the most common of these being GCSE</p> |
| Public examinations | <p>Nationally recognised examinations (most commonly GCSE and A level) taken by 16 year-olds and 18 year-olds.</p> |
| Pupils with additional learning needs | <p>These are pupils who, for a wide range of reasons, have been identified as needing additional or modified support to help them learn successfully.</p> |

Pupils with special educational needs (SEN)

This is an identified group of pupils, within the overall category of additional learning needs, who have very specific support needs, which may be recognised by the existence of a statement of special needs.

Similar schools

Similar schools are all those secondary schools in Wales which have a similar percentage of pupils entitled to free school meals. For this school, that is between 10% and 15% of pupils.

Statutory requirements

All of those aspects of school provision that the Welsh Assembly Government requires a school to provide.

Vocational studies (courses)

Courses of study related to career or employment skills.

Work related education

Teaching pupils about the nature of life in the workplace.

Context

The nature of the school

- 1 Ysgol Gyfun Llangefni is a naturally bilingual community comprehensive school for pupils aged 11 to 18, and is maintained by the Isle of Anglesey Unitary Authority [UA]. There are about 850 pupils including nearly 110 in the sixth form. These figures are about 4% higher than at the time of the previous inspection. About a third of its pupils live in the town of Llangefni and two thirds in the surrounding villages and rural areas. About 25 pupils travel from outside the school's natural catchment area.
- 2 The pupil-teacher ratio is 16.1 : 1, similar to those for the Isle of Anglesey (15.9 : 1) and for the whole of Wales (16.6 : 1).
- 3 Pupils come from areas that are relatively prosperous and others that are economically disadvantaged. Indicators suggest that parts of Llangefni have particularly high levels of social deprivation. The percentage of pupils who are entitled to free school meals is 15.3%; this figure is lower than the figures for the Isle of Anglesey (17.3%) and for the whole of Wales (17.5%).
- 4 About 65% of pupils come from homes where the main language is Welsh and 35% from families who converse in English. One pupil's mother tongue is Polish. Over 92% of pupils study Welsh as a first language. The others follow the full GCSE course in Welsh as a second language. Courses are taught in both Welsh and English. The ratio of Welsh-medium and English-medium lessons for each pupil is in line with the language policy of the UA.
- 5 The previous attainment of pupils starting school in Year 7 covers the full range. There are 20 pupils (2.4%) who have a statement of special educational needs. This figure is lower than the percentages for the Isle of Anglesey (3.8%) but higher than the percentage across Wales (2.2%). A further 9.0% of pupils with additional learning needs receive in-school support, while another 4.2% also receive help from other agencies. The school has modified National Curriculum requirements for three pupils.
- 6 Five pupils are in the care of the Isle of Anglesey or another UA.
- 7 The senior management team comprises the headteacher, a deputy headteacher (who is seconded out of school three days each week) and two assistant headteachers.
- 8 The previous inspection of the school took place in October 2002.

The school's priorities and targets

- 9 The school aims to:
 - nurture a civilized society;
 - develop a basis of literacy and mathematical, scientific and technical knowledge;
 - prepare pupils to make a full contribution to society;

- teach pupils about human achievements and aspirations in the arts, the sciences, religion and the search for a just society;
 - assist pupils to develop enquiring, lively minds;
 - help pupils understand the world;
 - prepare a broad, balanced, relevant and differentiated curriculum; and
 - develop skills and understanding across all the major areas of learning.
- 10 The school promises pupils:
- a high standard of education;
 - a happy atmosphere;
 - an appropriately bilingual education;
 - a well-ordered community;
 - good facilities and resources; and
 - opportunities to take part in activities outside the classroom.
- 11 The main priorities of the school, set out in its development plan, are to:
- promote excellence in teaching and learning;
 - promote excellence in pastoral care;
 - further strengthen the school's social and educational inclusivity; and
 - further develop effective self-evaluation strategies.
- 12 These aims and priorities take full account of the priorities of the Welsh Assembly Government.

Summary

- 13 Building on the good quality described in the previous inspection report, the school has made substantial improvements in every aspect of its provision and in the standards that pupils achieve. Teaching is of high quality. Outstandingly good management focuses sharply on the strategies most likely to bring about improvements. The quality of support and guidance for pupils is outstandingly good. Senior managers share a vision of excellence with teachers and all other members of staff. Members of staff are well qualified and very effectively managed. The resources for pupils and the accommodation within which they work are of a very high quality. Members of staff and pupils enjoy their work and are proud of their school.

Table of grades awarded

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

- 14 The grades that we awarded match the grades in the school's self-evaluation report in five of the key questions. For key question 1, both the school managers and the inspection team found it hard to interpret the conflicting messages from comparisons of examination results with those in other schools. We reached different verdicts. In key question 5, the self-evaluation report recognised all the good features of the work of senior and middle managers that we identified but did not categorise any of these as outstanding. We did.

Standards

Grades for standards in subjects inspected

| Inspection Area | Key stage 3 | Key stage 4 | Sixth form |
|--------------------------|-------------|-------------|------------|
| Welsh (first language) | 1 | 1 | 1 |
| Welsh (second language) | 3 | 3 | - |
| Design and technology | 1 | 1 | - |
| Modern foreign languages | 2 | 2 | 1 |
| Art | 2 | 2 | 1 |
| Religious education | 2 | 2 | 1 |

- 15 The following table shows the grades we awarded for the standards that pupils and students achieved in lessons in the six subjects we inspected. The table also shows comparative figures for standards achieved in the lessons that inspectors graded in the 43 secondary schools inspected during the year 2006-2007.

| 59 lessons | % Grade 1 | % Grade 2 | % Grade 3 | % Grade 4 | % Grade 5 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Key stage 3 | 23 | 71 | 6 | 0 | 0 |
| Key stage 4 | 16 | 68 | 11 | 5 | 0 |
| Key stages 3 & 4 | 20 | 70 | 8 | 2 | 0 |
| Sixth form | 67 | 33 | 0 | 0 | 0 |
| Whole school | 27 | 64 | 7 | 2 | 0 |
| Wales (2006-2007) | 13 | 58 | 25 | 4 | 0 |

(For an explanation of the grades, please refer to the start of the report)

Key stages 3 & 4

- 16 Pupils achieve good standards. Compared with figures for the whole of Wales, there is, in the six subjects we inspected, a higher percentage of lessons where standards are outstandingly good and a much lower percentage where there are any important shortcomings.
- 17 Last year, 52% of pupils gained GCSE grade C or better in Welsh or English, mathematics and science. This figure places the school in the top quarter of all schools in Wales and in the top quarter of similar schools. The average points score of pupils in all their GCSE examinations (46) puts the school just outside the top quarter of schools in Wales and well up in the top quarter of similar schools. The percentage of pupils who gained five or more GCSE grades A* to C (60%) places the school in the top third of schools in Wales and in the top third of similar schools. These are good standards.
- 18 Girls attain higher standards than boys. Generally, the difference has been similar to the average difference across Wales. Last year, however, it was much bigger because the boys reached standards similar to those of boys throughout Wales, while

the girls attained standards that were higher than the average for girls in Wales. In Welsh, both boys and girls attain far above average. In English, boys' attainment is much lower than the Welsh average, but girls' attainment is higher than average. This is a significant attainment, since, for many of these girls, English is a second language.

- 19 Pupils with special educational needs (SEN) make good progress towards the ambitious targets set for them.
- 20 Pupils achieve high standards in all the key skills. They listen outstandingly well. Their bilingual skills are outstandingly good. They are creative and innovative. They work outstandingly well with others and are also able to work independently.
- 21 Pupils are almost always courteous, friendly and well-behaved. Their average attendance rate (91.1%), however, is too low.

Sixth form

- 22 In the four subjects we inspected, students achieved outstandingly high standards in six of the nine lessons we attended and good standards in the other three. Students have outstandingly good communication skills in Welsh and English and deal competently with number and information and communications technology (ICT). Their ability to work and think bilingually is outstandingly good. Students are self-assured and have high levels of personal and social skills. They take part enthusiastically in a range of social and cultural activities. They acquire appropriate values and attitudes. Their average attendance rate (89.9%), however, is too low.
- 23 Students' attainment in A level courses is in line with their earlier attainment and, on average, is slightly higher than that of students across Wales.

The quality of education and training

- 24 The following table shows the grades we awarded for the quality of teaching and assessment in all the lessons we inspected. The table also shows comparative figures for the quality of teaching in the lessons that inspectors graded in the 43 secondary schools inspected during the year 2006-2007.

| 101 lessons | % Grade 1 | % Grade 2 | % Grade 3 | % Grade 4 | % Grade 5 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Key stage 3 | 25 | 67 | 6 | 2 | 0 |
| Key stage 4 | 14 | 72 | 11 | 3 | 0 |
| Key stages 3 & 4 | 21 | 69 | 8 | 2 | 0 |
| Sixth form | 57 | 43 | 0 | 0 | 0 |
| Whole school | 26 | 65 | 7 | 2 | 0 |
| Wales (2006-2007) | 19 | 57 | 21 | 3 | 0 |

(For an explanation of the grades, please refer to the start of the report)

Key stages 3 & 4

- 25 The quality of teaching is high. The profile of teaching grades is much better than the profile for Wales. Teachers plan their lessons well and have high expectations of what pupils will achieve. Lessons are stimulating and offer opportunities for pupils to learn in different ways. The teaching provides well for pupils from all language

backgrounds. Learning support assistants (LSAs) have a marked positive influence on classroom experiences of many pupils who have learning or behavioural difficulties.

- 26 The quality of the assessment, recording and reporting of pupils' achievements is good. Teachers mark assessed tasks regularly and their comments show pupils how to improve. The quality of the marking of pupils' everyday written work, however, varies a lot from one teacher to another.
- 27 Pupils' progress is closely monitored. Pupils meet their class tutor regularly to discuss their progress and set targets for their work over the coming weeks.
- 28 Generally, the reporting system keeps parents well informed of their children's progress. However, the bank of comments used on the full report does not give a clear picture of a pupil's attainment in each subject or of how to improve.
- 29 The education that the school provides is, in almost all respects, highly successful in meeting the needs of all pupils.
- 30 There is an appropriate curriculum that meets the aspirations of the great majority of pupils. However, there is only a small range of vocational courses. There is good provision to improve the basic skills of lower-attaining pupils and to advance pupils' competence across the full range of key skills. There is a wide range of extra-curricular activities.
- 31 The curriculum effectively promotes pupils' moral, social and cultural development and several subjects foster pupils' spiritual development. Work-related education and careers guidance are of good quality. Pupils regularly explore issues relating to sustainable development and global citizenship.
- 32 The quality of support and guidance for pupils is outstanding. Class teachers and heads of year encourage pupils to give of their best, and provide good pastoral support. The provision for pupils with special educational needs is outstandingly good. These pupils are excellently supported in class and their progress towards their targets is monitored closely. The work of the inclusion unit is outstanding. Counsellors and agency workers are skilled in providing specialist support.
- 33 Pupils' welfare is a central concern of managers and teachers; they plan and organise all aspects of school life to enhance pupils' well-being. Pupils work productively in a safe and happy environment.

Sixth form

- 34 The quality of teaching is outstandingly good and promotes students' independence as learners.
- 35 Students can study an appropriate range of Advanced Supplementary (AS) and Advanced (A) level courses and may also study a number of vocational courses in the college near to the school. All students in Year 12 follow the Welsh Baccalaureate. The course is broadening their experience and giving them valuable skills, including a qualification in six key skills. Teachers regularly monitor students' progress against the targets set for them and challenge them to give of their best.

Leadership and management

- 36 The headteacher has an outstandingly clear vision of excellence in education. This vision is shared by governors, senior and middle managers and by all members of staff. The vision directly influences school policies and the day-to-day working of the school. Members of the senior management team manage the school well and lead by example. The governors play an effective role in guiding and overseeing the work of the school.
- 37 Every teacher is a member of one of four improvement teams. Each team drives improvements in one or more of the areas prioritised for development.
- 38 Over recent years, there have been big improvements in the quality of:
- teaching and assessment;
 - support for all pupils;
 - the provision for pupils with special educational needs;
 - resources to support teaching and learning; and
 - the accommodation and the facilities available to pupils.
- These developments are a consequence of action planning by managers, the provision of training and the allocation of human, physical and financial resources in pursuit of their vision of excellence. It is these and other developments that are leading to the higher standards pupils are achieving.
- 39 The quality of the work of middle managers is generally good; in a few departments it is outstandingly so.
- 40 Senior managers and nearly all middle managers evaluate the quality of their provision thoroughly, using common evaluation instruments compiled by one of the development teams. The quality of development planning is good. The school development plan (SDP) is of excellent quality.
- 41 There have been significant improvements in relation to all the key issues arising from the last inspection report.
- 42 The school is well staffed. Teachers, LSAs and members of the administrative and support staff work effectively. Teaching and learning resources are of very good quality and are used effectively. The quality of the accommodation is excellent.
- 43 The school provides good value for money.

Recommendations

- R1 *Managers and teachers should continue to strive to improve the standards that pupils achieve.
- R2 In end-of-year reports to parents, teachers should provide more specific information on pupils' and students' performance, including clear targets on how to improve.
- R3 *Managers should extend the opportunities for pupils in key stage 4 to follow vocational courses.
- R4 *Managers should continue their efforts to improve pupils' and students' attendance.

Recommendations marked with an asterisk refer to matters on which the school is already working or that are included in the SDP.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

- 44 The grade we awarded was higher than managers had awarded in their self-evaluation report. Comparisons of pupils' examination results with those of pupils in other schools are hard to interpret, because of the change in the percentage of pupils entitled to free school meals from year to year. Our interpretation was slightly different from that of managers. Continuing improvements in the quality of classroom work meant that pupils' standards of achievement are higher now than they were earlier in the year when managers last monitored them.

Key stages 3 & 4

- 45 The following table shows the grades we awarded for the standards that pupils achieved in lessons in the six subjects we inspected. The table also shows comparative figures for standards achieved in the lessons that inspectors graded in the 43 secondary schools inspected during the year 2006-2007.

| 50 lessons | % Grade 1 | % Grade 2 | % Grade 3 | % Grade 4 | % Grade 5 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Key stage 3 | 23 | 71 | 6 | 0 | 0 |
| Key stage 4 | 16 | 68 | 11 | 5 | 0 |
| Key stages 3 & 4 | 20 | 70 | 8 | 2 | 0 |
| Key stage 3, Wales | 10 | 57 | 28 | 5 | 0 |
| Key stage 4, Wales | 14 | 57 | 24 | 5 | 0 |

(For an explanation of the grades, please refer to the start of the report)

- 46 In the six subjects we inspected, pupils' achievement has outstandingly good aspects in one lesson in every five. We describe these features in the subject sections at the end of this report. Important shortcomings, present in almost a third of classes six years ago, are now confined to one lesson in every ten. This profile of pupils' achievement is significantly better than the average picture across Wales. Examination results and the school's own self-evaluation procedures suggest that standards are good, but not quite as high as this in some other subjects, including the core subjects of English, mathematics and science.

Pupils' success in attaining agreed learning goals

- 47 We evaluated pupils' performance in public examinations and national tests by comparing their attainment with:
- the attainment of pupils in similar schools; and
 - the attainment of pupils in all schools in Wales.
- 48 The number of pupils entitled to free school meals places the school very close to the dividing line between two groups of comparative schools. Over the last three years, the school has moved from the edge of one comparison group to the edge of the next group and back again. As would be expected, in one comparison group, the school performs relatively strongly; in the other, its performance is quite weak.

- 49 Value added data also fail to give a clear picture of pupils' standards of achievement. There are both strong and weak features. The percentage of pupils who gain five GCSE qualifications at grade G or better is significantly lower than pupils' previous attainment would suggest it should be. However, pupils' attainment in Welsh (first language) in key stage 3 is significantly above what might be expected.
- 50 One important indicator – the core subject indicator – is, however, significantly higher than pupils' earlier attainment would suggest it might be, in both key stage 3 and key stage 4. This is an important indicator, as it identifies those pupils who have a firm grounding in language, mathematical and scientific skills. In 2007, this figure was 52%, placing the school in the top quarter of all schools in Wales and in the top quarter of schools in each of its two comparison groups.
- 51 Another important indicator is pupils' average points score in GCSE examinations. This is a measure of the performance of pupils across the whole ability range. A high score indicates that the school is achieving its aim to be educationally inclusive of all pupils. In 2007, the score of 46 points (for example, six B grades and two C grades) was just outside the top quarter of schools in Wales. It was one of the highest scores of all the schools in one of its comparison groups and in the top half of schools in the other group.
- 52 In 2007, the percentage of pupils who gained five or more GCSE qualifications at grade C or better (60%) was well up in the top quarter of schools in one of its comparison groups and right in the middle of the other group.
- 53 Girls are more successful in examinations than are boys. In 2005 and 2006, the difference was similar to that across the whole of Wales. In 2007, however, the difference was a lot greater. The large difference was caused, not by a poor performance by the boys, but by a particularly strong performance by the girls. On six measures, boys' attainment was similar to that of boys across Wales, while the girls performed much better than the Wales average. In Welsh, both boys and girls performed much better than average. In English, the boys attained far below the average, but the girls attained slightly above the average. This is a significant attainment since, for many of these girls, English is a second language.
- 54 Pupils who have special educational needs make good progress towards the targets set for them. LSAs know how well they are getting on from day to day and adapt their help accordingly. The SEN coordinator monitors pupils' longer-term progress against their targets.
- 55 Pupils' speaking skills are outstanding in both Welsh and English. Pupils readily discuss topics in both languages. In lessons in all subjects, pupils express and justify their opinions and extend their knowledge and understanding through talk. In Welsh-medium lessons, pupils are enthusiastic speakers, expressing themselves clearly, correctly and at length, using a wide range of sophisticated vocabulary. Pupils also express themselves well in English-medium lessons. They summarise the discussions of their groups clearly and confidently.
- 56 Pupils' listening skills are outstanding. They listen courteously to teachers and to each other. They interact well in groups to move discussions forward. They listen

intently during demonstrations and when receiving instructions. They apply what they hear very successfully to improve their performance.

- 57 Pupils' reading skills are good in Welsh and English. Pupils read fluently and expressively. They scan and skim for information successfully when they research. Pupils read for pleasure in both Welsh and English.
- 58 Pupils have outstanding writing skills in Welsh. Across the curriculum, pupils' extended written work in Welsh is technically accurate and of high quality. Writing skills in English are weaker in Year 7, but pupils make significant progress by the end of key stage 3. In key stage 4, spelling remains a problem for lower-achieving pupils in English. Higher-attaining pupils write competently in English. Pupils format their writing well in both languages and show an awareness of audience and purpose.
- 59 Support sessions for pupils in Year 7 who have weaker reading and spelling skills in either English or Welsh have a significant impact on improving standards. The majority of these pupils improve their reading and spelling ages by two years during Year 7.
- 60 Pupils' make outstanding progress in their bilingual competence. Bilingual teaching supports the development of all pupils' language skills. In all subjects, pupils know key terms in both languages and move easily between the two languages. In their free time, pupils converse with each other either in Welsh or bilingually.
- 61 Pupils have good numerical skills and they apply them well in science, design and technology, geography and other subjects.
- 62 Pupils have good ICT skills. They readily use computers to research topics, to write up their projects and to present information. They use design software outstandingly well for some aspects of their design work in design technology.
- 63 Most pupils solve problems competently in a number of subjects. Pupils respond well to the many tasks that teachers set in the form of problems. In design and technology and information technology (IT), pupils often solve problems with flair and originality.
- 64 Pupils are creative and innovative and show good imagination in the way they develop their ideas and set about tasks.
- 65 Pupils work outstandingly well together. In all subjects pupils work cooperatively in pairs and groups, supporting each other, listening and respecting others' views. They allocate tasks appropriately to members of the group.
- 66 The percentage of pupils who stay in full-time education (76%) is very similar to that for pupils from the other schools on the Isle of Anglesey and throughout Wales. The percentage of pupils who choose to study in college rather than remain in school is slightly higher than average. This figure may be influenced by the fact that the college has a site immediately next to the school.

Pupils' progress in learning

- 67 Pupils make good progress. The evaluation of pupils' own work and that of others is becoming a stronger feature of many lessons. It is helping pupils to reflect on their learning and to be aware of how attentive listening and thoughtful speaking can improve their learning. On the whole, pupils think seriously about their work. They are keen to understand topics and to talk and write about what they are learning.
- 68 Pupils' regular meetings with their class tutor keep their attention fixed on the progress they are making and make them aware of subjects or topics in which they are doing particularly well or finding rather hard.
- 69 Pupils know they are taught well and enjoy their lessons. They take pleasure in learning facts, discussing ideas and acquiring new skills. They are highly critical of the small number of pupils who occasionally spoil the working atmosphere of a class. They have the attitudes that will lead them to stay in formal education to the highest possible level and to go on learning throughout their lives.

The development of pupils' personal, social and learning skills

- 70 Pupils are well motivated and they apply themselves to their tasks. All members of staff make clear the standards they expect of pupils and pupils respond well. The relationships in the classroom between teachers, LSAs and pupils are outstandingly good. Very little lesson time is taken up by teachers having to correct pupils' behaviour.
- 71 The overwhelming majority of pupils come to school determined to learn in an orderly and purposeful environment. Pupils are courteous and friendly. They show pride in their school and are appreciative of the lessons and extra-curricular activities provided for them.
- 72 Overall, pupils' attendance (91.1%) is too low. It is close to the average attendance figure in similar schools. However, it is below the National Assembly for Wales target of 92%. Several pupils take family holidays during term time.
- 73 Several pupils each day arrive at school after the start of morning assembly, usually due to the late arrival of a school bus. Pupils generally make a good effort to arrive at lessons on time.
- 74 Most pupils are able to work independently. They gain good learning skills, which are promoted in all lessons and formally addressed in the personal and social education (PSE) programme. Pupils are gaining the skills and attitudes they need to continue learning throughout their lives.
- 75 Pupils make good progress in personal, social and moral development. Pupils regularly engage in charitable work and raise a great deal of money for a range of good causes. Many of them willingly take on responsibilities, playing leading roles in clubs and societies or representing their class on their year or school council.
- 76 Pupils show a good understanding of issues of equal opportunities. They are sensitive to all types of discrimination and value diversity.

- 77 School life prepares pupils well to take their place in the world of work and to be responsible citizens.

Sixth form

- 78 The following table shows the grades we awarded for the standards that students achieved in lessons in the four subjects we inspected in the sixth form. The table also shows comparative figures for the 43 secondary schools inspected during the year 2006-2007.

| 9 lessons | % Grade 1 | % Grade 2 | % Grade 3 | % Grade 4 | % Grade 5 |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| Sixth form | 67 | 33 | 0 | 0 | 0 |
| Sixth forms, Wales | 17 | 66 | 16 | 1 | 0 |

(For an explanation of the grades, please refer to the start of the report)

Students' success in attaining agreed learning goals

- 79 Over the last two years, the average points score of students who followed two or more A level courses was 1 point above the average for students across Wales. In 2006, across all subjects, students gained, on average, about 0.3 of a grade below what might have been expected on the basis of their performance in GCSE examinations. In 2007, students' progress from GCSE was on a par with the progress of students throughout Wales.
- 80 As this is the first year of the Welsh Baccalaureate course, there are no external assessments to indicate the level of students' attainment. All students continue to follow the course and many of them find the different elements of the course interesting and challenging.
- 81 Students have gained an outstandingly high level of competence across a wide range of skills. They are aiming to gain qualifications in six key skills. They listen, speak, read and write maturely in both Welsh and English. Their ability to work and think bilingually is outstandingly good. Students use a wide range of computer programs very well and are proficient in using the Internet. They have a good level of mathematical skills.
- 82 Students' communication skills are outstanding in both languages. They listen carefully and respect the views of others. They confidently ask searching questions to enable them to extend their knowledge. They contribute thoughtfully to discussions on complex subjects, creating opportunities for others to speak. In group work, students successfully explore ideas and theories and show outstanding skills of critical analysis. They have good research skills and can synthesise and evaluate information. Their written work is extended, organised and appropriately expressed.
- 83 Students are self-assured and have high levels of personal and social skills. Challenging A level work regularly puts them in situations where they have to solve problems. They plan strategies well and reach successful outcomes. Their very good work in art, music, design and technology and other subjects reflects their creativity and imagination.
- 84 Students are self-critical and have a good understanding of how well they are progressing in each aspect of their work.

- 85 Virtually all students remain in full-time education at the end of Year 12, over three quarters of them continuing their education in school. At the end of Year 13, two thirds of students go on to higher or further education.

Students' progress in learning

- 86 Students make good progress in their learning. They are developing as independent learners and generally show a high level of commitment to their work. The Welsh Baccalaureate is giving students in Year 12 a good range of valuable experiences. Their work in preparing their portfolios is giving them skills that will help them cope well in further or higher education. The heavy demands of the course force them to manage their time well.
- 87 Students take part enthusiastically in a range of social and cultural activities. They accept responsibility willingly. They behave maturely and responsibly and provide good role models for younger pupils. Several of them have trained to work as reading coaches and, once a week, work in pairs with pupils in key stage 3 to help them improve their reading skills.
- 88 Life in the sixth form equips students well for further and higher education.

The development of students' personal, social and learning skills

- 89 Students have a positive attitude towards learning, concentrate well in lessons and persevere with their work. Students from all social backgrounds, regardless of their levels of attainment, are highly motivated to succeed.
- 90 Students behave maturely and set a good example to younger pupils. They are courteous and respectful and maintain good relationships with their teachers and other students. They serve the school community in many ways, helping some younger pupils with their reading, befriending pupils, particularly in their early days in school, and supervising them during the residential week in an adventure centre.
- 91 Many students' attendance rates (89.9% on average, or one day's absence every fortnight) are lower than they should be.
- 92 Students' growing competence in the key skills, including problem-solving and improving their own learning, equips them well for further and higher education and to be lifelong learners.
- 93 Students acquire appropriate values and attitudes. They respect different cultures and traditions. Their education prepares them to be confident and productive members of society.

The quality of education and training

Key Question 2: How effective are teaching and assessment?

Grade 2: Good features and no important shortcomings

- 94 The grade we awarded agrees with the grade that managers awarded in their self-evaluation report.
- 95 The following table shows the grades we awarded for the quality of teaching and assessment in all the lessons we inspected in key stages 3 and 4. The table also shows comparative figures for the quality of teaching in the lessons that inspectors graded in the 43 secondary schools inspected during the year 2006-2007.

| 87 lessons | % Grade 1 | % Grade 2 | % Grade 3 | % Grade 4 | % Grade 5 |
|--------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Key stage 3 | 25 | 67 | 6 | 2 | 0 |
| Key stage 4 | 14 | 72 | 11 | 3 | 0 |
| Key stages 3 & 4 | 21 | 69 | 8 | 2 | 0 |
| Wales (including sixth-form lessons) | 19 | 57 | 21 | 3 | 0 |

(For an explanation of the grades, please refer to the start of the report)

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

- 96 The quality of teaching is high. The profile of teaching grades is much better than the profile for Wales. The grades are also much better than those awarded in the last inspection. The percentage of lessons where there were outstanding features was similar to national figures. However, the 10% of lessons where there are any important shortcomings is less than half the figure for Wales. The grades are higher than the National Assembly for Wales target for 2010, that at least 80% of lessons should be grade 2 or better.
- 97 Managers' concentration on the quality of teaching and learning over the last few years has reaped its rewards. Consistently good teaching across all subjects is helping pupils learn well, giving them positive attitudes towards their work, improving their behaviour and helping them achieve higher standards. Lessons provide good experiences for pupils with a range of different interests and different levels of attainment.
- 98 In almost all lessons, teachers have good relationships with their pupils and there is a friendly and supportive atmosphere. Pupils identify these good relationships and the commitment of their teachers as some of the most important things that are helping them enjoy their time in school.
- 99 Teachers are well qualified. They have a thorough knowledge of the subjects they teach. Their teaching skills, kept up-to-date through continuing professional development, help them prepare appropriately challenging and interesting lessons.
- 100 Teachers generally plan their lessons well. They set out their objectives at the start of a lesson, so that pupils are aware of what they must learn and of the standards that the teacher expects. In many lessons, teachers also identify the key skills they

expect pupils to apply and practise. Towards the end of the lesson, teachers often ask pupils to recall the main points. In this way, pupils crystallise their learning and teachers find out how well pupils have understood the lesson.

- 101 Teachers generally have high expectations of pupils and set them challenges that encourage them to give of their best. Lessons proceed with pace and there is a variety of tasks so that pupils can learn in different ways. In many lessons, teachers ask searching questions that help pupils to extend their understanding by thinking deeply and sharing ideas with other pupils.
- 102 Teachers use learning resources well to stimulate pupils' interest and deepen their understanding. In many lessons, they use interactive whiteboards particularly well. They display artefacts, animated diagrams, video clips and live web-sites that bring the real world into the classroom or make it possible for pupils to follow processes as they develop. In other lessons, teachers use the whiteboards to help pupils draw and interpret graphs correctly. Teachers also regularly use them to recap a lesson, bringing back, in quick sequence, all the diagrams and statements used during the lesson. Many teachers also draw attention to the good displays of pupils' work in classrooms, to remind pupils of ideas and develop them further.
- 103 Teachers are outstandingly skilled in responding to pupils' language needs. In bilingual lessons, teachers and pupils switch between English and Welsh with great ease. On occasion, teachers present a series of lessons almost entirely in one language and use the lesson well to help pupils gain skills in that language as well as in the subject of the lesson. In all subjects, teachers present the technical language of the subject in both languages.
- 104 In the 90% of lessons where we awarded grades 1 or 2, teachers:
- had high expectations of pupils' work in class and of the standards of their coursework;
 - challenged pupils to think deeply; and
 - showed pupils how to improve their work.
- 105 The outstanding features in the 20% of lessons graded 1 are easy to appreciate in class, but hard to encapsulate in a few words. Sometimes there is a particular enthusiasm in the teaching that communicates a love of learning to pupils. Some lesson introductions are particularly captivating and motivating. There is often a particular engagement with pupils to support their thinking and to give them just a few extra seconds to find the words to express their idea before moving on the next pupil. A teacher might allocate a special role to one member of each group, where they must listen to the other pupils discussing and write down a few of the very best words or ideas they introduce. On average, pupils attend more than one lesson each day where a feature such as these makes the learning experience outstanding.
- 106 The commonest shortcomings in the 10% of lessons graded 3 or 4 are:
- teachers' failure to adapt the content of lessons for pupils of different ability;
 - work that does not challenge pupils or engage their interest sufficiently; and
 - too much talk by the teacher and not enough use of other teaching strategies.

107 LSAs have a marked positive influence on the classroom experiences of pupils who have learning or behavioural difficulties. Their work is of high quality. They engage thoroughly with the pupils. They help them to play a full part in the lesson, to understand the main points, to improve their subject and key skills and to gain in confidence.

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

108 The quality of the assessment, recording and reporting of pupils' achievements is good. The school fulfils its statutory obligations and meets the requirements of examination boards.

109 The assessment improvement team has devised a sound policy for all departments that weaves assessment into pupils' learning. The policy gives clear guidelines on the role of assessment in improving the standards pupils achieve. The policy operates particularly well in the art, design and technology, English, history and Welsh departments. All teachers are learning to use assessment more effectively.

110 In classes where the policy is working most effectively, pupils are gaining the skills and confidence to evaluate their own performance and that of other pupils against the learning objectives that the teacher has set out at the start of the lesson. Throughout a lesson, teachers frequently comment on the quality of pupils' work. They do not merely say that something is good, but explain in what way it is good. These good practices are developing in all departments.

111 In nearly all subjects, teachers' marking of pupils' formally assessed written work is accurate, regular and detailed. Comments clearly identify pupils' strengths and weaknesses and show them how to improve. The quality of the marking of pupils' everyday written work, however, varies a lot from one teacher to another.

112 Departments have compiled portfolios of pupils' work that illustrate the quality of work expected at different National Curriculum levels. This exercise has helped teachers in each department to be more consistent in their marking. It has also improved their understanding of the criteria for each level, so they are better able to explain to pupils how they must improve to reach the next level.

113 Managers rigorously monitor pupils' progress across all subjects. A database records National Curriculum assessments for each pupil at the end of key stage 2 and pupils' reading and spelling ages in English and Welsh in Year 7. Managers use the data to predict pupils' attainment levels at the end of key stage 3. They add data from school assessments twice a year. They monitor whether pupils are staying on track and take action if pupils fall behind. The tracking continues into key stage 4, with estimates of the GCSE grades each pupil should gain in each subject.

114 The database complements primary school teachers' assessments of pupils who have special educational needs. It allows teachers to check whether the additional support for these pupils is helping them make good progress.

115 Class tutors play a key role in the assessment and monitoring systems. They regularly monitor the progress of each pupil in their class. One lesson a week is reserved for them to meet three pupils individually. They discuss the pupils' progress and agree targets for their work over the following few weeks. The system is

successful in making pupils aware of their progress, motivating them to achieve more and showing them how to do so.

- 116 Parents and carers receive an interim report and a detailed end-of-year report each year. They are notified if their children are given a 'progress card' at any time because they are making too little effort in two or more subjects. They also receive a letter when pupils make a very good effort or achieve particularly well. Generally, this reporting system keeps parents well informed. However, the bank of comments used on the full report does not give a clear picture of a pupil's attainment in each subject or of how to improve.
- 117 Evening meetings for parents and carers are extremely well planned and managed. The meeting follows the main annual assessment for each year group, so parents receive up-to-date information on their children's progress. They receive a list of questions they might like to ask and a questionnaire on the usefulness of the event and how it could be improved.

Sixth form

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

- 118 The following table shows the grades we awarded for the quality of teaching and assessment in all the lessons we inspected in the sixth form.

| 14 lessons | % Grade 1 | % Grade 2 | % Grade 3 | % Grade 4 | % Grade 5 |
|-------------------|-----------|-----------|-----------|-----------|-----------|
| Sixth form | 57 | 43 | 0 | 0 | 0 |

(For an explanation of the grades, please refer to the start of the report)

- 119 The quality of teaching and assessment is particularly high. It is much higher than at the time of the previous inspection, when inspectors judged 72% of lessons to be grade 2 or better. Although we inspected only a few lessons, it is outstandingly good that the teaching and assessment in eight of the 14 lessons merited grade 1.
- 120 Many of the good and outstanding features of the teaching are similar to those in key stages 3 and 4. Other outstanding features include:
- the opportunities for students to research information from different sources, debate their interpretations of what they had found and present their conclusions to the class;
 - the outstanding clarity of teachers' explanations of complex principles; and
 - the challenging nature of the tasks that teachers set for students.

In addition, the quality of planning for the 'Wales, Europe and the World' component in the Welsh Baccalaureate course is outstandingly thorough.

- 121 Students appreciate the excellent relationships they have with their teachers, the way they are treated as adults and the outstanding support they receive in their learning.

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

- 122 The quality of the assessment, recording and reporting of students' work is good. On the evidence of their GCSE results, managers estimate the grades students should

attain in their A or AS examinations. Students' progress is regularly measured against these targets.

- 123 There is a sense of teamwork between teachers and students in the sharing of assessment objectives for each lesson or assessed task. Teachers' oral and written feedback to students on the standard of their work and their success in meeting their targets is outstanding.
- 124 Students in Year 12 meet their personal tutor for the Welsh Baccalaureate each week to monitor their progress and set targets for the next period of work. This frequency of meeting is greater than the minimum requirement set out in the course regulations.
- 125 Parents and carers are free to discuss students' progress with teachers at any time. However, written reports to parents do not always contain sufficient detail for students to understand what they must do to achieve to the best of their ability.

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

Grade 2: Good features and no important shortcomings

- 126 The grade we awarded agrees with the grade that managers awarded in their self-evaluation report.

The extent to which learning experiences meet pupils' needs and interests

- 127 The curriculum meets the aspirations of the great majority of pupils, and gives them the opportunity to achieve accreditation through a number of 'learning pathways'. The curriculum meets statutory requirements.
- 128 The curriculum is broad, balanced and flexible. It offers appropriate progression for the great majority of pupils and students. Learning experiences tackle social and educational disadvantage effectively. There is equal access to all aspects of the curriculum for all learners. However, there is only a small range of vocational courses. Managers are planning to improve access to these courses for pupils in key stage 4 and students in the sixth form.
- 129 In key stage 3, subjects are given enough curriculum time to cover the programmes of study. Pupil groupings are generally appropriate. Most classes include pupils across a range of ability while, in the core subjects, there is more setting of pupils according to their attainment.
- 130 In key stage 4, all pupils follow a GCSE course in IT, and can choose from a programme of GCSE and Entry Level courses. Although a few pupils follow National Vocational Qualifications (NVQ) Level 1 courses at a local college and training agency, no vocational courses are available at Level 2. A small number of pupils who have difficulty engaging fully in the mainstream curriculum have a work experience placement for one day each week throughout the course.

- 131 Sixth-form students can follow a good range of AS and A level courses. The programme is extended by the sharing of several courses with three other secondary schools.
- 132 All students in Year 12 follow the Welsh Baccalaureate Advanced course. The course, taught for the first time in 2007, has been thoroughly planned and is well managed. Among other aspects, students study a number of Welsh, European and whole-world issues, debate issues relating to citizenship and sustainable development and take part in community, work-related and enterprise activities. Students are gaining a wide range of valuable experiences and skills.
- 133 The school has gained the Basic Skills Quality Mark award. Teachers' lesson plans clearly identify how the lesson is designed to promote pupils' skills. Schemes of work give a clear overview of the aspects of each key skill that departments plan to develop. In the sixth form, the Welsh Baccalaureate is proving effective in raising students' level of competence in all six key skills.
- 134 There is a good range of extra-curricular activities, which enrich the learning and social experiences of a good number of pupils. A large number of pupils take part in musical activities, gaining success in local and national eisteddfodau. Many pupils are involved in regular sporting activities. Pupils in key stage 3 take part in a week of activities and pupils in Year 7 experience a range of outdoor activities in a residential course supported by teachers and students in Year 12. Visits to theatres, field visits and trips abroad further broaden learners' experiences. Large numbers of pupils gain success in the Duke of Edinburgh award scheme. An appropriate range of out-of-school visits enrich the Welsh Baccalaureate programme.
- 135 There is good provision to promote pupils' moral, social and cultural development. Pupils respond outstandingly well to frequent opportunities for them to work together, whether in lessons or in class or whole-school projects. The ethos of the school reflects a clear sense of shared values. There is a warm and welcoming environment in which pupils feel secure and valued and have the confidence to develop their skills and become mature citizens.
- 136 Several subjects effectively promote pupils' spiritual development by stimulating pupils' sense of curiosity about life's meaning and purpose. Daily whole-school worship in assemblies is broadly Christian in character and includes well-prepared presentations by staff and pupils. The themes encourage pupils to think about aspects of their life and work in school and also about many important contemporary issues.
- 137 All members of staff are firmly committed to ensuring that pupils should develop a sense of right and wrong. Nearly all pupils respond well. They treat their teachers, their environment and each other with respect. There have been no incidences of racism. PSE and other lessons make clear the dangers of other forms of prejudice and encourage pupils to understand and celebrate diversity. Pupils show their sense of responsibility and concern for others through their support for a wide variety of charities.
- 138 Pupils are strongly aware of Welsh culture. Welsh cultural issues arise in many lessons and pupils take part in Urdd activities and eisteddfodau. Pupils have a good

understanding of life in a multi-cultural society. Lessons and visits abroad successfully make pupils aware of different cultures in Europe and in the wider World.

139 Managers have established strong partnerships with parents, the local community and other education providers. Particularly good features include:

- the quality of information provided for parents and carers, especially on the courses that pupils can choose in key stage 4 and the sixth form;
- the support from an active Friends' Association with reading schemes, the school eisteddfod and fundraising;
- the links with Coleg Menai and local secondary schools to offer vocational courses in key stage 4 and extend the provision for students in the sixth form;
- the strong pastoral and developing curricular links with primary schools; and
- the provision of initial teaching training placements for students from the University of North Wales, Bangor.

140 The PSE, work-related education and careers education and guidance programmes are all well planned in accordance with the National Assembly for Wales guidelines.

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

141 Work-related education is of good quality. There are strong working links with *Careers Wales* that are effective in making pupils aware of the world of work and of opportunities available in fields in which they have an interest. Pupils learn about the world of work as part of the PSE course. In key stage 4, they each have an interview with a *Careers Wales* adviser. All pupils in Year 10 have a well-organised work experience placement in a local company, which they later discuss and analyse with the careers adviser. All students in Year 12 also undertake a week's work experience as part of the Welsh Baccalaureate.

142 The provision to develop pupils' bilingual skills is outstanding. Welsh is the main language of communication. Second-language pupils quickly gain confidence and some transfer to study Welsh first language. Pupils follow their curriculum through a combination of Welsh-medium and English-medium courses according to their competence in the two languages.

143 All departments thoroughly integrate the Cwricwlwm Cymreig into their schemes of work.

144 The school has done much to raise pupils' awareness of issues relating to sustainable development and global citizenship. The issues are raised in several lessons and often form the theme for presentations in assemblies. A 'Green' group in Year 12 has introduced some recycling schemes. The school has gained the Eco-schools bronze award.

145 There are some developing strategies to promote pupils' entrepreneurial skills, but this is not a strong aspect of the curriculum. In Year 9, as part of activities week, pupils meet and listen to entrepreneurs. This is followed by an enterprise day, where pupils have the opportunity to develop their own entrepreneurial ideas. In Year 12, as part of the Welsh Baccalaureate, all students take part in an enterprise venture, either in school or in the community. However, there is no provision in key stage 4 to

encourage pupils to develop entrepreneurial skills by participating in enterprise activities or challenges.

- 146 Overall, the school has made good progress in addressing many national priorities. There are strengths in the levels of pupils' attainment and in the promotion of their bilingualism. Pastoral links with primary schools are strong and curriculum links are set to develop in a scheme starting in September. Pupils' key skills are developing well in key stages 3 and 4 and students are enhancing their key skills through the Welsh Baccalaureate. The range of learning pathways for pupils aged 14 to 19 is rather small.

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

Grade 1: Good with outstanding features

- 147 The grade awarded by the inspection team agrees with the grade awarded by managers in their self-evaluation report.

The quality of care, support and guidance to learners

- 148 The quality of support and guidance for pupils is outstanding. The pastoral and academic systems are firmly integrated. Clear rules for discipline and teachers' high expectations of pupils' behaviour have helped the school create a positive atmosphere where effective teaching and learning can thrive. Pupils speak highly of the care they receive.
- 149 Assistant headteachers, heads of year and class tutors play an outstandingly active role in pupil support. Assistant headteachers and heads of year take prompt and sensitive action on any matter referred to them by teachers or parents. However, it is class tutors who have the daily contact with pupils and who are the first to talk to them about any pastoral or academic matter. They have a timetabled meeting with each of their pupils at least once a term to discuss the pupil's academic progress. These regular meetings are a key factor in the schools' success in raising pupils' levels of attainment. Subject teachers, too, are also supportive and approachable.
- 150 The PSE programme explores a range of moral and social issues, promotes pupils' self-confidence and develops their learning skills. An appropriate programme of sex education forms part of the course.
- 151 Should pupils' academic progress fall behind what is predicted for them, class tutors discuss the issue with them and set targets for improvement. They may also contact their parents. The flow of information between subject teachers and heads of year helps to identify learners who are underachieving in several subjects, or regularly misbehaving. Pupils identified in this way receive special mentoring.
- 152 Teachers deal skilfully with challenging behaviour. In most cases, the work of teachers, heads of year and the school counsellor is successful in keeping pupils working in mainstream classes without disrupting other pupils' learning.

- 153 Pupils who have emotional problems, who display challenging behaviour or who are in danger of being excluded from school may be supported in an inclusion unit. The work of this unit is outstandingly good. It has been highly successful in keeping pupils in school. It helps the pupils address their emotional problems and develop their personal and communication skills.
- 154 A learning coach works effectively with selected pupils, helping them to organise their study and manage their time.
- 155 Pupils' discussions in year councils and the school council have led to several improvements in their facilities. Two representatives of the school council attend meetings of the school's governing body.
- 156 The school's efforts to promote a healthy lifestyle for pupils are outstandingly good. Pupils understand the importance of a healthy diet and regular exercise. The canteen manager mounts frequent events to introduce pupils to new healthy dishes. Drinking water is available at several places around the school. The school has recently gained the Healthy School Award.
- 157 Teachers regularly remind pupils of the importance of a good attendance record and of arriving at lessons on time. Managers use a range of strategies to promote good attendance, including the sending of text messages to parents of absent pupils. Attendance has improved by 3.5 percentage points since the last inspection.
- 158 No pupils have been permanently excluded in the past year. The number of pupils temporarily excluded appears high, but one incident accounted for many of these. A senior member of staff meets the parents of excluded pupils to discuss the behaviour of their children and the help available to them.
- 159 The school provides a safe environment for its staff and pupils. There are regular safety audits and risk assessments. We reported a small number of minor health and safety issues to managers.
- 160 The school has an appropriate child protection policy. There is regular training in child-protection issues for all members of staff.

The quality of provision for additional learning needs

- 161 The quality of the provision for pupils' additional learning needs is outstandingly good. Teachers have a very thorough knowledge of pupils' needs.
- 162 Pupils identified by primary schools are placed on the SEN register, together with others identified by the school's own assessment procedures. All pupils on the register have appropriate individual learning, behavioural or pastoral plans. The targets written in these plans are realistic and serve as a good incentive for pupils. They provide an effective benchmark against which the SEN coordinator and others can assess pupils' progress. Records show that the great majority of pupils achieve their targets and go on to build well on their early success.
- 163 There are sound procedures for the regular review of statements of SEN, currently held by 20 pupils. The pupils' parents are fully involved in the reviews, as are the UA

and any relevant agencies. The targets set for these pupils are appropriately ambitious.

- 164 LSAs provide outstanding support to individual pupils and small groups. In-service training has done much to develop their expertise. They each work mainly in a single department and therefore build up a good understanding of the subject. They are enormously effective in helping pupils to understand the work and to take a full part in the lesson. They support pupils unobtrusively, without doing things that the pupils could do. The morning paired reading scheme, in which each LSA works with one pupil, has outstanding success in improving pupils' reading skills.
- 165 A small number of pupils who have specific difficulties with reading and writing receive support from specialist teachers. These pupils make good progress and successfully apply their improved skills to help them learn more effectively in all the subjects they study.
- 166 There is outstandingly good practice in each department's provision for pupils with special educational needs. The SEN coordinator works with each department to help them adapt their teaching materials. The LSA in each department becomes highly skilled in helping pupils gain the particular skills of the subject. Together, the LSA and the teaching staff of each department gain great expertise in teaching pupils with special educational needs. The LSAs keep a daily record of their work and of the progress of their pupils. By reading these records and discussing matters with the LSAs, the SEN coordinator is well placed to revise pupils' targets or plan further support or in-service training for LSAs or teachers.
- 167 Teachers identify pupils who are particularly talented in their subject. There is some provision for these pupils in most subjects, either to take on more ambitious work or to complete tasks to a particularly high standard. There are also good opportunities for these pupils to excel in musical and sporting activities. Teachers encourage talented pupils to attend master classes run by the UA.
- 168 A small number of pupils who are making too little progress are occasionally withdrawn from class to attend sessions in the Learning Support room. They follow carefully selected programmes that address their particular needs. This project successfully helps pupils to gain the skills they need to work more effectively in class.
- 169 The school maintains good links with a number of agencies that are able to provide the specialist support that a few pupils need.

The quality of provision for equal opportunities

- 170 The quality of provision for equal opportunities is outstanding. For the most part, the curriculum provides well for pupils with different interests and abilities. Teachers provide work of an appropriate level of challenge for pupils across the full range of attainment.
- 171 The pastoral system is outstanding in encouraging all pupils to have high expectations of themselves in their work and in their leisure activities.
- 172 The school provides outstandingly well for pupils regardless of their linguistic background. All pupils are able to participate fully in all courses and activities.

- 173 Pupils from ethnic minority groups are well integrated into school life. Both teachers and pupils make sure that no-one is left out of things.
- 174 Issues of racial and social equality are explored through the PSE programme, lessons in several subjects and in assemblies. The day-to-day life of the school affirms fairness and justice.
- 175 There are several good strategies to improve the attainment of boys. All subjects are open to boys and girls, and pupils are encouraged not to turn down any subject merely on account of their gender.
- 176 Pupils feel that there is very little bullying in school. The PSE programme teaches pupils how insidious bullying can be and how to respond if it should happen to them or to others. There are outstandingly good procedures for pupils to report bullying and receive support.
- 177 Many parts of the school are inaccessible to users of wheelchairs. (Currently, no pupils use wheelchairs.) An audit of the premises has shown the work required to provide full access and an action plan has been agreed with the UA.

Leadership and management

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

Grade 1: Good with outstanding features

- 178 The grade we awarded was higher than the grade 2 that managers had awarded. Some features of the work of senior and middle managers are outstandingly good and are leading to significant improvements.
- 179 We graded key question 5 higher than key question 1. Outstanding management has led to great improvements, particularly in the quality of teaching and in the standards that pupils are achieving in their classwork. Pupils' scores across a range of indicators have risen a lot over the last three years, but have not reached levels where we could award them grade 1. Managers have effectively addressed all the shortcomings identified in the previous inspection report.

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

- 180 The headteacher has an outstandingly clear vision of excellence in education. This vision is shared by governors, senior and middle managers and by all members of staff. The vision directly influences school policies and the day-to-day working of the school.
- 181 The headteacher has set out aspirational statements of:
- what the school can expect of him;
 - the qualities that he and others should exhibit; and
 - what he expects of his staff.

These statements are reflected both in the quality of the work of teachers and other members of staff and also in the highly professional way they do it.

- 182 Pupils' education and welfare are managers' chief concern. Recent improvements in the buildings and facilities available to pupils (see key question 7) have transformed the quality of their experience of school life and learning. Developments such as these demonstrate managers' outstanding commitment to turning their vision into reality.
- 183 The deputy and assistant headteachers have appropriate job descriptions. Their work has a sharp focus on quality and they undertake their duties with skill and commitment. Each of the four senior managers links with several departments. They attend some departmental meetings and maintain a regular dialogue with the heads of their departments. They provide appropriate support and challenge for teachers.
- 184 A major driving force for school development is the work of four improvement teams, each chaired by a senior manager. The teams focus on:
- teaching and learning;
 - inclusion and pastoral issues;
 - curriculum and assessment; and
 - self-evaluation.

These are aspects of the school's work that are key factors in improving quality and standards. Every teacher is a member of one of the teams. The work of the four teams feeds through to a development team, made up of heads of department and heads of year.

- 185 This is an effective structure. It gives every teacher an important role in planning school developments and ensures a free flow of information to every member of staff. A timetabled cycle of meetings helps planning to develop at a good pace. Recent improvements in aspects such as standards, classroom teaching and support for pupils are a direct consequence of the work of these teams. The developments link directly to managers' vision for the school and to the objectives set out in the SDP.
- 186 The work of these teams takes full account of the priorities of the National Assembly for Wales.
- 187 The management of the team of LSAs is outstanding.
- 188 There is a range of effective strategies that allow managers to oversee all aspects of courses that are taught off-site. Managers carefully monitor the quality of teaching and pupils' and students' progress and attendance rates. There are regular meetings of members of staff of the schools, colleges or agencies involved in each course.
- 189 Senior managers keep a close watch on pupils as they come and go at the start and end of the day and as they move through the busiest corridors during the day. Their presence does much to encourage pupils to be on their best behaviour. Their incidental contacts with pupils and teachers promote good relationships and allow them to keep their finger on the pulse of the school.
- 190 The quality of the work of middle managers is generally good; in a few departments it is outstandingly so. Senior managers expect middle managers to be effective leaders who turn the school's vision into reality. The great majority of middle managers fulfil this expectation.
- 191 There are sound arrangements to appraise and manage teachers' performance. The interweaving of personal, departmental and whole-school development motivates all members of staff to implement new strategies whole-heartedly. Mid-year reviews allow managers to check that teachers are receiving the support they have been promised and are making progress towards their personal targets.
- 192 Senior managers use examination data well. Middle managers are becoming more confident in the reliability of value-added data and more precise and challenging in their setting of targets for the standards pupils will attain in their subject.
- 193 The deputy headteacher has managed the Welsh Baccalaureate effectively and teachers have been well supported through training events and an allocation of planning time.

How well governors meet their responsibilities

- 194 The governors play an effective role in guiding and overseeing the work of the school. They have experience of business, industry and the professions and of being parents. They use their skills effectively in their role as critical friends of senior

managers. They share the vision of the headteacher. Their links with departments give them a good understanding of the day-to-day issues that teachers and pupils face. They regularly receive reports by teachers on aspects of the school's work.

- 195 Governors thoroughly debate each item in the SDP and ensure that managers allocate resources in support of the school's priorities. They discussed the school's self-evaluation report and vigorously questioned managers on the grading of key question 1.
- 196 The governors thoroughly considered the implications of the Welsh Baccalaureate before agreeing to its implementation. They are convinced the course is beneficial for students but are keeping a particularly close eye on students' response and success during the first year.
- 197 Governors fulfil all their legal duties.

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

Grade 2: Good features and no important shortcomings

- 198 The grade we awarded agrees with the grade that managers awarded in their self-evaluation report.

How effectively the school's performance is monitored and evaluated

- 199 Self-evaluation is an integral part of the school's philosophy. It is the focus for one of the four improvement teams and is a central part of the work of every senior and middle manager. A programme of evaluation exercises, following a timetable proposed by the improvement team, assesses whole-school developments and the effectiveness of the work of departments and individual teachers. Evaluations follow the pattern of the Estyn inspection framework.
- 200 Managers evaluate the examination results of individual pupils and departments each year. They also monitor at least one aspect of teaching and learning every year. Other evaluations appropriately follow in the wake of the SDP priorities, in order to find out whether new policies or investments in equipment and training have been effective. For example, the equipping of every teaching room with an interactive whiteboard was supported by training provided by three teachers who use the equipment particularly well. This expensive project became a focus for evaluation the following year.
- 201 Classroom evaluations by senior managers are thorough and productive. Managers write lesson-evaluation forms and share them with the teachers and their departments. They also write a general report on the quality of provision across the school and separate reports for each department. These evaluations and reports are of good quality. They perceptively identify good features and matters where there is room for further development. They set a clear agenda for improvement.
- 202 Self-evaluation is used flexibly and is responsive to the concerns of teachers, pupils and parents. For example, in response to teachers' concern about pupils' late arrival

at lessons, managers devised a simple monitoring strategy. The system identified the pupils who were regularly late, tackled their behaviour and reduced the irritation for teachers and the time wasted for other pupils. Managers have also responded to parents' comments on meetings with teachers.

- 203 The headteacher meets all new pupils, half a class at a time. Pupils' evaluations of the good and weaker aspects of school life are perceptive. Managers have planned extra strategies to help them learn more about pupils' perceptions of the school.
- 204 There is consistency in the way that departments conduct their self-evaluations. For each evaluation exercise, the improvement team devises the forms for departments to use. Teachers therefore have confidence that the exercise is looking at the right issues and asking the right questions.
- 205 For the most part, departments evaluate their own provision thoroughly and perceptively. They identify good features and areas for development and move these forward through their development plans.
- 206 Managers are thoroughly evaluating the Welsh Baccalaureate course during its first year.
- 207 The self-evaluation report that managers prepared for the inspection presents an accurate picture of the school. In key questions 2 to 7, the report recognises aspects for development, but there is scarcely any acknowledgement of outstanding features or shortcomings. For the most part, this is appropriate because of the large measure of consistency in the quality of management, the teaching and care of pupils, the provision of learning resources and the maintenance of the building. However, the report would have been stronger had it acknowledged the few shortcomings that we identified, and recognised the outstanding features of the school's work.

The effectiveness of planning for improvement

- 208 Managers have been outstandingly effective in planning and implementing improvement strategies. They are relentless in their efforts to ensure the highest quality of provision for pupils.
- 209 The SDP is a highly effective management tool, coordinating improvements across the school. It has been commended by the UA. It has four main priorities, which dovetail with the work of the four improvement teams. The plan provides a clear outline of improvement strategies and simple descriptions of their intended outcomes. There is a clear statement of the cost of each development.
- 210 Departmental development plans are generally of good quality, a few of them outstandingly so. All of them reflect the priorities set out in the SDP. Development issues arise naturally from evaluations of the previous year's work.
- 211 Since the last inspection, there has been good progress on all the key issues.
- There have been significant improvements in the quality of provision and in the standards that pupils achieve. Standards have risen in Welsh (first language), design and technology, French and art. In religious education, standards in key

stage 4 are good rather than outstanding. In A level, however, (a course that was not taught six years ago), standards are now outstanding.

- There are now strong self-evaluation systems that are giving managers a thorough assessment of the quality of all aspects of their provision.
- Target-setting is now firmly based on teachers' analyses on pupils' examination results. Targets are influential in improving the quality of provision and the standards that pupils achieve.
- Religious education is now provided for all sixth-form students, as required by law.

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

Grade 2: Good features and no important shortcomings

212 The grade we awarded agrees with the grade that managers awarded in their self-evaluation report.

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

213 The school is well staffed. There is a good mixture of experienced and younger teachers and all are well qualified in the subjects they teach. New and temporary members of staff receive clear information and very good support. Members of the administrative staff run the office, reception, and reprographic areas efficiently. The site manager and caretakers maintain the school to a high standard.

214 There is sufficient technical support in science, ICT and design and technology, but it often falls to teachers to prepare rooms for food lessons after they have been used for textiles.

215 Teachers make good use of the time reserved for planning, preparation and assessment.

216 The learning resources in the six subjects we inspected are of good quality and there are enough of them. There is a good supply of textbooks, and the school produces a creative range of materials. A great deal of translation is undertaken to ensure that pupils have access to bilingual resources that are of the same quality in the two languages.

217 There has been good progress in the provision of ICT equipment for the teaching of IT lessons and for the use by classes studying other subjects. Even though there are four fully-equipped computer rooms, however, the growth of IT courses has meant it is often hard for other teachers to book them. There are additional computer suites, sufficient for half a class of pupils, near the English and Welsh classrooms. There are also computers in the library, and pupils use these well for their research and investigative work. There are plans to purchase sets of laptop computers that can be taken from class to class. This provision has required substantial investment. Pupils use the resources effectively to enhance the standards they achieve. The local community also uses these resources out of school hours.

- 218 Every teaching room and workshop is provided with an interactive whiteboard. These are well used, as we describe in key question 2. Each teacher also has a laptop that is linked to the Internet and to the school's registration system.
- 219 The design and technology department has some excellent modern equipment. However, there are enough ovens and sewing machines for only half a class to use them at a time.
- 220 The library is well stocked and pupils use it well. The librarian has created a welcoming and colourful room. Pupils browse the books and use the computers during breaktimes and after school. All pupils in key stage 3 have some of their English and Welsh lessons in the library.
- 221 Sixth-form students have a good range of text books and ICT equipment. They use their study area well. Appropriate stocks of specialist books and other resources are held in departmental libraries.
- 222 Departments use out-of-school resources well, including art galleries, museums and theatres. Several departments also arrange overseas travel. A good range of visiting speakers contribute well to several courses.
- 223 The school is situated on a large site. Its main building is over 50 years old; a sixth-form block has been added more recently. There are two mobile classrooms. A hall, large enough to accommodate all pupils, is used for morning assemblies. The building is well maintained. The outside walls are freshly painted. A programme of redecoration and refurbishment has resulted in a welcoming and colourful learning environment, with corridors painted in a range of vibrant colours to distinguish subject areas. All classrooms and communal areas are kept immaculately clean and there is no graffiti or litter. Recent work has tidied up the grounds and made the bus-bay safer for pupils.
- 224 There is an adequate number of specialist rooms. Most rooms are fit for purpose and suitably spacious. The food and textile rooms are small, however, and restrict the number of pupils who can join in practical work. One room is well equipped for video-conferencing.
- 225 Teachers use their teaching rooms and adjacent corridors well to mount attractive displays that incorporate pupils' work. The library, canteen and several subject areas are decorated with large attractive murals. Though the canteen is small, the tables and chairs are well arranged to encourage pupils to make their mealtimes into social occasions.
- 226 Physical education facilities are of good quality. There is an all-weather pitch and pupils use the adjacent leisure centre extensively for a wide range of activities, including swimming, badminton and fitness training. The playing fields are well maintained and accessible by well-kept paths.
- 227 The installation of CCTV cameras at many locations both inside and outside the building has virtually eliminated vandalism and has made it possible for pupils to leave their coats and bags in the cloakroom areas without fear of theft or damage.

228 The innovative reorganisation of the toilet facilities into large open spaces with communal washing facilities and separate cubicles for boys and girls has removed any unpleasantness or fear of bullying from this aspect of every pupil's day. Smoke detectors in the cubicles have been successful in making the school entirely smoke-free. This remodelling is an outstanding feature of the building. Pupils greatly appreciate the improvement.

How efficiently resources are managed to achieve value for money

229 Overall, the school's management of resources to achieve value for money is very good.

230 The deployment, management and development of members of staff is very good. Their time and expertise are well used. LSAs are very well deployed. Teachers and support staff work very well together, planning learning experiences for pupils of all abilities. Members of staff are generally appropriately allocated to classes. However, a very few classes have too many pupils for teachers to be able to give each of them enough attention.

231 The development of teaching and support staff is very good. Training addresses the needs of teachers identified through interviews with their line managers. It also reflects priorities in the school and departmental development plans. Courses are thoroughly evaluated and the benefits are shared with other members of staff.

232 The programmes of support for newly and recently qualified teachers, and for initial teacher training students are thorough and comprehensive.

233 The finance sub-committee of the governing body meets regularly and receives detailed reports from the headteacher. Financial decisions are well focused on curricular needs and on the educational priorities identified in the SDP. Managers carefully monitor the budget from day to day. They conscientiously pursue all grants and sponsorships that are available.

234 Managers have carefully considered the financial and staffing costs of the Welsh Baccalaureate before implementing the course.

235 A budget is allocated to each department according to an appropriate formula. Additional funds are available for projects listed in development plans. Managers may also support further bids from heads of department for money to implement curriculum developments.

236 The day-to-day running of the school's finances is efficient and very effective. The headteacher and heads of department receive regular information on current balances. The administrative officer and the headteacher closely monitor all spending. The sharing of courses with other institutions represents a sound use of money.

237 The school provides good value for money by:

- helping pupils and students to attain highly;
- providing good quality of teaching;
- offering a good curriculum, and
- providing outstandingly good care and support for all pupils and students.

Standards achieved in subjects and areas of learning

Welsh (first language)

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

238 Over the last three years, the percentages of pupils who have gained GCSE grades A* to C have been higher than the figures for the Isle of Anglesey UA and for the whole of Wales.

239 Over the last three years, the percentages of students who have gained A level grades A to C have been higher than those of the Isle of Anglesey UA and for the whole of Wales.

Outstanding features

Key stages 3 & 4

240 Pupils have an outstanding ability to discuss a range of topics. They express their opinions clearly and justify their points of view with appropriate reference to evidence. This leads to them gaining a deeper understanding of text and of concepts.

241 Pupils thoroughly understand a range of complex texts that they have read.

242 Standards of writing are excellent. Pupils' work displays a mastery of a range of forms. Some pupils contribute articles to the school magazine and the process of drafting and redrafting and editing work for publication raises their standards of writing.

243 Pupils make excellent use of criteria to assess their own work and that of other pupils. They use these assessments to set personal targets to improve their work. This raises pupils' standards in all their language skills.

Sixth form

244 In group work, the standard of students' discussions is excellent. Students contribute fully to feedback sessions, demonstrating their thorough understanding of various topics.

245 Standards of writing are excellent and the students produce work in a variety of forms.

Good features

Key stages 3 & 4

246 Pupils' listening skills are good. They listen to teachers and other pupils and respond appropriately when working in groups or pairs.

247 Pupils express themselves well when taking part in class discussions and when they are presenting information.

- 248 Pupils read a wide range of literature. Both their reading and writing skills progress well as they read the books of a reading scheme and complete associated writing activities.
- 249 Pupils in the bilingual classes attain good standards in all skill areas and are able to cope well with challenging tasks.
- 250 In all skill areas, pupils of all abilities, including those with special educational needs, produce good work.

Sixth form

- 251 Students read widely to strengthen their grasp of literature in many different genres.

Shortcomings

Key stages 3 & 4

- 252 A minority of the pupils in bilingual classes sometimes lack confidence when expressing themselves in Welsh and occasionally use English in group discussion tasks.
- 253 Some pupils make rather too many grammatical and spelling mistakes.
- 254 A few pupils have not completed some of the set tasks.

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| Welsh (second language) |
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Key stage 3: Grade 3: Good features outweigh shortcomings

Key stage 4: Grade 3: Good features outweigh shortcomings

- 255 The percentages of pupils who have gained GCSE grades A* to C over the last three years have been higher than the figures for the Isle of Anglesey UA and for the whole of Wales. However, the small number of pupils following this course and the different linguistic backgrounds of pupils across Wales who sit the Welsh second language examination mean that little can be inferred from the comparison.
- 256 Appropriately, the school follows the UA's language policy and enters as many pupils as possible for the Welsh (first language) course. All the pupils who sit the Welsh second language examination speak Welsh as a second language. Many other second-language pupils who have made greater progress sit the first-language examination.

Good features

Key stages 3 & 4

- 257 Pupils display good listening skills when responding to Welsh spoken by their teacher.
- 258 Pupils have good pronunciation and this is enhanced by their enthusiastic participation in language practice sessions such as conducting class surveys. Some pupils offer comments voluntarily to class discussions in Welsh.

259 All pupils, including those with special educational needs, have good reading skills; they respond well when they are asked to read aloud.

260 Some pupils produce extended pieces of writing that are of a good standard.

261 Pupils make good use of criteria to assess their own work and that of other pupils.

Shortcomings

Key stages 3 & 4

262 Many of the pupils' oral contributions are brief and limited to set language patterns which have been used in the lesson.

263 Pupils' written work is often limited to set language patterns and they have not undertaken enough extended writing.

Design and technology

Key stage 3: Grade 1: Good with outstanding features

Key stage 4: Grade 1: Good with outstanding features

Sixth form: It is not possible to report on standards in the sixth form, since students attend lessons in another school in the consortium.

264 Across all aspects of the subject, results have been improving year on year. The total percentage of pupils who gained grades A* to C in 2007 was well above the percentages for the Isle of Anglesey UA and for Wales. However, the percentage of pupils who gained grades A* or A was below the figure for Wales, except in graphics.

265 In 2007, results in resistant materials were well above those for the UA and the whole of Wales. In graphics, the results far outstripped those for the UA and Wales.

266 In food technology, from 2004 to 2006, the percentages of pupils gaining grades A* to C were above those for Wales. In 2007, they were slightly below.

Outstanding features

Key stage 3

267 The computer aided design and manufacture (CAD/CAM) work of well over half the pupils is of an outstandingly high standard.

268 In their clock and picture frame projects, at least two thirds of pupils produce unique designs that show outstandingly high levels of creativity, flair and imagination.

Key stage 4

269 The standards that pupils achieve in all aspects of their graphics work are outstandingly high. These standards are reflected in pupils' excellent GCSE results.

270 In graphics, well over two thirds of pupils convey their design ideas using outstanding graphical communication skills. They make outstanding use of CAD/CAM facilities to produce outcomes of a professional standard.

271 In resistant materials, at least a quarter of pupils produce outstanding practical outcomes. Design ideas reflect very high levels of creative flair, imagination and innovation, culminating in unique product outcomes.

Good features

Key stage 3

272 Most pupils make good progress in their knowledge and understanding of the design process and principles.

273 Almost all pupils' generate innovative and imaginative design ideas, especially in their clock and picture frame projects. They use ICT well in their work.

274 Most pupils use a good level of accurate technical terminology when describing what they are doing.

275 Pupils with special educational needs produce good design work and achieve product outcomes of a very high standard.

Key stage 4

276 Across all design subjects, most pupils carry out good investigative work and use a variety of sources to gather information relevant to their design task. In the best design folios, almost all pupils produce good design drawings and annotate their work well.

277 In graphics products, pupils plan their work well and use good graphical communication skills to present their work.

278 In food technology, most pupils use all five senses well when designing their food products. They can explain the function of food materials in a product well using physical, sensory and nutritive terms effectively in their descriptions.

279 In resistant materials, most pupils use computers and CAD/CAM equipment effectively. Most pupils use equipment and machines deftly and their product outcomes are well crafted.

280 Pupils with special educational needs 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.

Shortcomings

Key stage 3

281 For a small number of pupils, weak presentation skills detract from the quality of the design work in their portfolios.

Key stage 4

282 Pupils quick developmental drawing skills are a little weak in some design tasks.

Modern foreign languages (French)

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| 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 |

283 In 2006, the percentage of pupils who gained grades A* to C was a little lower than the figures for the Isle of Anglesey UA or for the whole of Wales. In 2007, however, the percentage was much higher than the figures for the UA and for Wales. The percentage of pupils who gained grades A* or A was particularly high. Boys' attainment was much higher than that of boys in the UA and across Wales.

284 The percentage of pupils who learn a modern foreign language in key stage 4 (28%) is similar to the figure for Wales.

285 In 2006, the percentage of students who gained grades A to C in A level was a little below the figure for Wales. In 2007, however, the percentage was much higher than the figures for both the Isle of Anglesey UA and the whole of Wales. A particularly high percentage of students gained grade A.

Outstanding features

Sixth form

286 The standard of students' written work is outstanding. Students write extended pieces of work using complex language with a good understanding of structure and grammar.

287 Students' listening skills are outstanding, promoted by their listening to live web-sites displayed on the interactive whiteboard.

Good features

Key stage 3

288 Pupils of all abilities are competent in understanding authentic spoken French, and are able to use information gathered in combination with other skill areas.

289 Pupils have good writing skills. They readily adapt grammatical structures for use in different contexts when describing events in the past, present and future.

290 Almost all pupils have good speaking skills. They speak clearly and accurately, and are confident in asking questions and in responding to other pupils when they talk in groups.

291 Pupils of all abilities have good reading skills. They take part enthusiastically in innovative activities using the interactive whiteboard.

292 Pupils have a good feel for the French language and the culture of France, promoted by visits to France and imaginative and attractive classroom displays.

293 Pupils with special educational needs achieve well, with support, in all four skill areas, especially where the whiteboard is used interactively.

Key stage 4

- 294 Almost all pupils respond well in French. They speak confidently, and pay attention to accuracy of language and good pronunciation. They prepare very well for oral examinations, and this greatly improves the standard of their speaking.
- 295 Pupils of all abilities, including those with special educational needs, have developed the confidence to use two or more language skills in combination, enabling them to make good progress in speaking, listening, reading and writing. Standards are good in all four skill areas for both boys and girls.
- 296 In their written work, pupils demonstrate the ability to exploit and adapt language in different contexts to produce extended pieces of work, especially for their coursework.
- 297 Pupils read well, showing great commitment as they take part in a range of innovative activities.

Sixth form

- 298 Students' speaking skills are good. Through regular conversations with the *assistante*, students gain confidence, communicate effectively and acquire good pronunciation.
- 299 Students read well. They regularly read a range of authentic materials and manage to understand quite complex language.

Shortcomings

Key stage 3

- 300 In some classes, a very small number of pupils find it difficult to adapt structures in French for their own use.

Key stage 4

- 301 A small number of pupils are reluctant to speak at length in French.

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| Art |
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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

- 302 Over the last two years, the percentages of pupils who have gained GCSE grades A* to C have been lower than the figures for the Isle of Anglesey UA and for the whole of Wales.
- 303 Over the last two years, the percentages of students who have gained A level grades A to C have been broadly in line with the figures for the UA and Wales.

Outstanding features

Sixth form

- 304 Students carry out extensive research and thorough investigations into the local landscape, seascapes and the built environment.
- 305 Students record from direct observation, using highly expressive mark making techniques. They competently communicate their ideas from memory, feelings and imagination, using well-chosen media and techniques to accurately represent their intentions.
- 306 Students make excellent use of their sketch books to record ideas, inventively explore materials and processes, carry out experiments and collect useful imagery. They use this information creatively to develop practical outcomes in two and three dimensions, that reach excellent standards.
- 307 Students use their sketchbooks to reflect on the development of their personal work and analyse the processes employed by a diverse range of artists. They explore artists' work sensitively and make mature, well-considered comments about their work and how it has influenced their own art.

Good features

Key stage 3

- 308 Pupils of all abilities, including those with special educational needs, make very good progress. The majority are able to understand and apply the visual elements of art with increasing confidence.
- 309 Pupils successfully work with a range of two and three-dimensional media to develop their knowledge and skills.
- 310 Pupils develop a good understanding of art by competently working in the style of a variety of artists, many of them from Wales.
- 311 In Year 7, pupils use mirrors to create well-drawn self-portraits from direct observation in the style of Kyffin Williams. They are skilful in their use of tone.
- 312 In Year 8, pupils use ICT and construction techniques competently to create figures in the style of Aneurin Jones. Pupils in Year 9 create skilful designs based on the work of Mary Lloyd Jones, Ogwyn Davies and well-known Pop artists.
- 313 Pupils use their sketchbooks effectively to record information, develop ideas, evaluate their art work and write about the work of artists using an appropriate vocabulary.

Key stage 4

- 314 Pupils show sequential progress and development in their work as they build on previous skills, experiences, knowledge and understanding.
- 315 Some pupils show excellent technical skills and most demonstrate a good control of materials and equipment in a range of processes. This is particularly evident in the coursework based on surrealism, where pupils produce creative outcomes of a high standard.

316 Pupils, including those with special educational needs, use their sketchbooks well to demonstrate the development of their ideas, record from direct observation and explore materials and processes. They use them also to review their work and carry out research into the work of artists and designers. The best work is carefully annotated and confidently expresses personal opinions and feelings.

Sixth form

- 317 Students are industrious and work with much motivation to create thorough, imaginative, high quality responses in coursework and examinations.
- 318 Students produce good coursework, stimulated by visits to art galleries, which enrich their knowledge and understanding of contemporary and historical art.

Shortcomings

Key stage 3

- 319 Pupils do not make enough use of ICT to create or manipulate imagery.
- 320 Some pupils use second-hand imagery to inform their homework.

Key stage 4

- 321 Some pupils have difficulties in developing ideas into a final creative outcome.
- 322 Some pupils do not fully complete units of coursework.

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| Religious education (including religious studies) |
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| 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 |

- 323 In 2006 the percentages of pupils who gained GCSE grades A* to C were a little lower than the figures for the Isle of Anglesey UA and the whole of Wales. In 2007 they were a little lower than the figures for the UA but higher than for the whole of Wales. In 2007 there was a large increase in the percentage of pupils gaining grades A* to C.
- 324 The percentage of students gaining A level grades A or B has been higher than the figures for Wales for the last three years. Over the last two years, half the students have gained grades A or B.

Outstanding features

Sixth form

- 325 All students have an outstanding grasp of the assessment criteria and use these well to make sure their work is always of a high standard.
- 326 The great majority of students draw on a wide variety of sources to enrich their essays. They use them outstandingly well.
- 327 Some Year 13 students have an outstanding understanding of Buddhist principles.

Good features

Key stage 3

- 328 Pupils of all abilities, including those with special educational needs, have a good knowledge of the beliefs and practices of Christianity, Buddhism and Sikhism and make good use of this to understand the most important aspects.
- 329 Pupils develop an understanding of how people's religious beliefs can give rise to prejudice and racism.
- 330 Pupils understand a belonging to different communities and can describe and explain religious initiation rites and places of worship.
- 331 The majority of pupils can thoughtfully explore and discuss topics such as love, suffering and prejudice, and display understanding of religious responses.
- 332 Pupils develop a maturing ability to express and evaluate a reasoned personal view.
- 333 Lower-attaining pupils and those with special educational needs have a good knowledge and understanding of facts and ideas. They respond well to a range of exercises and challenges.
- 334 All pupils can communicate information and ideas through a variety of formats, and develop a good vocabulary that enables them to understand and discuss religions.

Key stage 4

- 335 In both the optional full GCSE course and the statutory course, most pupils demonstrate a good knowledge and understanding of the units of work, both in class discussions and in their written work.
- 336 Pupils develop a range of skills that enables them to explore fundamental questions, such as 'Is there a God?', and religious and moral issues, such as euthanasia and suffering. They develop an awareness of religious responses to these questions.
- 337 Many pupils thoughtfully and respectfully evaluate religious responses to issues and offer a reasoned argument. Higher-attaining pupils write at length and support their answers with evidence.
- 338 Pupils of all abilities develop a good range of vocabulary and use words correctly and in context.
- 339 Lower-attaining pupils and those with special educational needs develop a good understanding of key concepts and gain success in their GCSE course.
- 340 In the full GCSE course, pupils demonstrate a good factual knowledge and understanding of the main beliefs and practices of Christianity and Judaism. They can explain how commitment to a particular religion influences lifestyle and behaviour. Pupils of all abilities produce coursework that is of a good standard, well organised and well presented.

Sixth form

- 341 Students have a good knowledge and understanding of the origin, doctrines, concepts and practices of Buddhism and Judaism.
- 342 Students analyse and evaluate religious, philosophical and ethical concepts with increasing confidence and effectiveness to formulate appropriate judgements.
- 343 The great majority of students write mature and analytical essays using appropriate range, style and vocabulary.

Shortcomings

Key stage 3

- 344 A minority of pupils do not explain their views of beliefs and practices in sufficient detail and depth.

Key stage 4

- 345 A minority of pupils do not explore and evaluate questions in sufficient depth and detail and do not draw on religious ideas to support arguments.

School's response to the inspection

The inspection findings acknowledge, primarily, that we have maintained the high standards since the last inspection and improved standards in subjects such as design and technology, art and modern foreign languages. We were pleased that the inspectors identified that pupils' attitudes towards their learning, the interest they show in their work and their ability to concentrate were outstanding features. Also, our care and support systems, which strengthen our curricular provision, are acknowledged as appropriate and effective systems. The expertise and commitment of our teachers and the care and abilities of our support staff are deservedly acknowledged. Above all, the inspection report emphasises the elements that make our school what it is. In particular, the report confirms that we are achieving our aim, which is to create a happy and safe school where our pupils can develop confidence and independence.

An action plan is established in order to tackle the recommendations in the report. The aim is to improve the planning of our curriculum in order to extend vocational opportunities in key stage 4, continue to maintain and raise present standards and improve school attendance from 91% to 93%. The school also needs to refine subject comment banks, in order to improve the standard of the reports to parents.

Where possible, the staff and governors will respond to the recommendations before the end of the school year. Maintaining and continuing to try to raise the standards of pupils' achievement will be the main priority and the focus of the work for the next academic year. Also, the school will put additional strategies in place in order to improve whole school attendance and will also plan to extend the vocational choices for September 2009. We will ensure that the above aspects are included in our school development plan. Very positively, the inspectors stated a number of elements of good / very good procedures at the school, which will help us respond to some aspects through further sharing of good practice.

A copy of the school action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress made in terms of the inspection recommendations.

The school wishes to thank the inspection team for the way the inspection was carried out and for their professionalism throughout the week.

Appendix 1

Basic information about the school

| | |
|---------------------|---|
| Name of school | Ysgol Gyfun Llangefni |
| School type | Secondary |
| Age range of pupils | 11 to 18 |
| Address of school | Penrallt, Llangefni, Isle of Anglesey |
| Postcode | LL77 7NG |
| Telephone number | 01248 723441 |

| | |
|---------------------|---------------------------|
| Headteacher | Mr Haydn Davies |
| Date of appointment | January 2004 |
| Chair of governors | Mr Arnold Milburn |
| Reporting inspector | Dr Ian Garth Higginbotham |
| Dates of inspection | 14 to 17 April, 2008 |

Appendix 2

School data and indicators

| Year group | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 | Total |
|------------------|-----|-----|-----|-----|-----|-----|-----|-------|
| Number of pupils | 147 | 138 | 146 | 153 | 155 | 56 | 53 | 848 |

| Total number of teachers | | | |
|--------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 51 | 3 | 52.53 |

| Staffing information | |
|--|----------|
| Pupil: teacher (fte) ratio (excluding special classes) | 16.1 : 1 |
| Average teaching group size (key stages 3 and 4) | 22.2 |
| Overall contact ratio (percentage) | 76.2% |

| Percentage attendance for three complete terms prior to the inspection | | | | | | | | |
|--|------|------|------|------|------|------|------|--------------|
| | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 | Whole school |
| Summer 2007 | 92.7 | 93.8 | 90.5 | 88.9 | 89.2 | 91.7 | 86.4 | 90.7 |
| Autumn 2007 | 92.9 | 92.8 | 92.1 | 89.6 | 90.7 | 93.2 | 89.2 | 91.5 |
| Spring 2007 | 92.0 | 90.9 | 92.4 | 89.5 | 89.4 | 95.0 | 83.0 | 90.6 |

| | |
|--|-------|
| Percentage of pupils entitled to free school meals | 15.3% |
| Number of pupils excluded during 12 months prior to inspection | 71 |

Appendix 3

National Curriculum Assessment Results End of key stage 3:

| National Curriculum Assessment KS3 results 2007 | | | | | | | | | | | | | |
|---|--------|-----|-----|-----|-----|-----|-----|------|------|------|------|-----|------|
| Total number of pupils in Y9: 153 | | | | | | | | | | | | | |
| Percentage of pupils at each level | | | | | | | | | | | | | |
| | | D | N | W | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 5+ |
| English | School | 0.0 | 0.7 | 0.0 | 0.0 | 0.0 | 7.2 | 24.2 | 42.5 | 19.0 | 6.5 | 0.0 | 68.0 |
| | Wales | 0.2 | 0.6 | 0.5 | 0.4 | 1.4 | 6.8 | 21.4 | 35.7 | 24.1 | 8.5 | 0.2 | 68.6 |
| Welsh | School | 0.0 | 0.7 | 0.0 | 0.0 | 0.0 | 7.2 | 24.2 | 42.5 | 19.0 | 6.5 | 0.0 | 75.0 |
| | Wales | 0.0 | 0.4 | 0.2 | 0.1 | 0.4 | 6.3 | 20.0 | 37.0 | 26.2 | 8.8 | 0.5 | 72.6 |
| Mathematics | School | 0.0 | 0.7 | 0.0 | 0.0 | 0.0 | 9.2 | 25.5 | 29.4 | 26.1 | 9.2 | 0.0 | 64.7 |
| | Wales | 0.2 | 0.6 | 0.4 | 0.3 | 1.1 | 7.8 | 19.7 | 27.6 | 27.1 | 14.4 | 0.8 | 69.9 |
| Science | School | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 4.6 | 25.5 | 39.2 | 14.4 | 16.3 | 0.0 | 69.9 |
| | Wales | 0.2 | 0.7 | 0.3 | 0.2 | 0.8 | 6.5 | 20.9 | 34.7 | 25.7 | 10.0 | 0.1 | 70.5 |

- D Pupils who have been disapplied under sections 364 - 367 of the Education Act 1996
 N Pupils not awarded a level for reasons other than disapplication
 W Pupils who are working towards level 1

| Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language) by teacher assessment | |
|--|----|
| In the school | 60 |
| In Wales | 57 |

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 | 141 |
| Average GCSE or GNVQ points score per pupil | 46 |

| The percentage of 15 year old pupils who in 2007: | School | Isle of Anglesey | Wales |
|---|---------------|-------------------------|--------------|
| entered for 5 or more GCSEs or equivalent | 89 | 89 | 87 |
| attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both | 60 | 53 | 54 |
| attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both | 89 | 88 | 86 |
| attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator) | 52 | 40 | 40 |
| entered at least one Entry level qualification, GCSE short course or GCSE | 100 | 98 | 97 |
| attained one or more GCSE grades A*-C or the vocational qualification equivalent | 82 | 79 | 77 |
| attained one or more GCSE grades A*-G or the vocational qualification equivalent | 100 | 96 | 93 |
| attained no graded GCSE or the vocational qualification equivalent | 0 | 4 | 7 |
| attained one or more Entry level qualification only | 1 | 1 | 3 |

| For students aged 17, results in A/AS, GNVQs and NVQs | |
|---|----|
| Number of students aged 17 in January 2007 | 51 |
| Number of students entered for 2 or more GCE A level examinations or equivalent in 2007 | 50 |
| Number of students entered for fewer than 2 GCE A levels or equivalent in 2007 | 1 |

| | School | Isle of Anglesey | Wales |
|--|---------------|-------------------------|--------------|
| Percentage of students entered who achieved 2 or more grades A-C | 74 | 80 | 67 |
| Percentage of students entered who achieved 2 or more grades A-E | 94 | 96 | 94 |
| Average points score per candidate entering 2 or more subjects | 21 | 21 | 20 |

Appendix 4

Evidence base of the inspection

Fourteen inspectors (including the school's nominee) spent the equivalent of 47 days in the school.

We observed 101 lessons.

We attended three assemblies.

We scrutinised the written work of pupils in the six subjects we inspected and the work in other subjects of a small cross-section of pupils from each year group. We also inspected pupils' work during our inspection of lessons.

We held formal discussions with groups of pupils from each year group. We also spoke to pupils informally.

The registered inspector and a colleague met the governing body before the inspection week and reported the main findings to them after the inspection.

Before the inspection, the registered inspector met members of the staff.

Seventeen parents attended a meeting with the registered inspector before the inspection. We received 103 replies to our questionnaire. A few parents also wrote to the registered inspector.

Before, during and after the inspection, we scrutinised a wide range of documents about the school, including the school's self-evaluation report and data on pupils' key-stage test and examination results.

Appendix 5

Composition and responsibilities of the inspection team

| Team member | Responsibilities |
|------------------------|--|
| Ian Garth Higginbotham | Registered Inspector Key Questions 1a, 1b, 5a & 6 |
| Dylan Jones | Lay Inspector Key Question 5b Contributions to Key Questions 1, 3 & 4 |
| Glyn Davies | Core Team Key Questions 2a & 3 |
| Mary Crandon | Core Team Key Question 2b Contributions to Key Questions 1 & 3 |
| Heddwyn Evans | Core Team Key Question 1c & 4 Contributions to Key Question 1 |
| Anne Newman | Core Team Key Question 7 |
| Richard Roberts | Welsh (first language) Welsh (second language) |
| Keith Hopkins | Design and technology Contributions to Key Question 1 |
| Richard Parsons | Modern foreign languages (French) |
| Shan Samuel Thomas | Art |
| Nerys Cossey | Religious education |
| David Jones | Lessons across the curriculum |
| Susan Williams | Lessons across the curriculum |
| Ellen Roberts | The school's nominee |

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Acknowledgement

We would like to express our sincere thanks to the headteacher, governors, staff, pupils and parents of Ysgol Gyfun Llangefni for their cooperation with us throughout the inspection.