

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

A report on the quality of education in

**Ysgol Tre-Gib
Bethlehem Road
Ffairfach
Llandeilo
Carmarthenshire
SA19 6TB**

School number: 6694028

Date of inspection: 30 March 2009

by

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Ysgol Tre-Gib 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 Tre-Gib took place between 30/03/09 and 02/04/09. An independent team of inspectors, led by William Gwyn Thomas undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	6
Key Question 1: How well do learners achieve?	6
The quality of education and training	11
Key Question 2: How effective are teaching, training and assessment?	11
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	15
Key Question 4: How well are learners cared for, guided and supported?	18
Leadership and management	21
Key Question 5: How effective are leadership and strategic management?	21
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	23
Key Question 7: How efficient are leaders and managers in using resources?	25
Standards achieved in subjects and areas of learning	28
Welsh first language	28
Mathematics	29
Science	31
Design and technology	32
Modern foreign languages	35
Business studies	37
School's response to the inspection	38
Appendices	39
1 Basic information about the school	39
2 School data and indicators	39
3 National Curriculum assessments results	40
4 Evidence base of the inspection	44
5 Composition and responsibilities of the inspection team	45

Context

The nature of the provider

- 1 Ysgol Tre-Gib is an 11-18 mixed, naturally bilingual school maintained by Carmarthenshire Unitary Authority (UA). It is also a community school which is substantially used by different organisations. There are currently 989 pupils on roll with 161 in the sixth form, compared with 935 at the time of the last inspection in February 2003 when there were 142 students in the sixth form. The school has increased its pupil population by about 5% since the last inspection.
- 2 The school is situated in the town of Llandeilo in the north of the county and serves a wide catchment area. About three-quarters of the pupils come from rural areas. A quarter of the pupils come from outside of the catchment area. The main forms of employment in the region are agriculture and tourism. Other employment opportunities are limited.
- 3 Pupils of all abilities are received by the school. There are 59 pupils with a statement of special educational needs (SEN) and a further 163 have been identified as needing some support. Forty-five pupils are disapplied from the National Curriculum (NC). There are five pupils "looked after" by the local authority and ten pupils who are dual registered.
- 4 About 85% of the pupils come from homes where the predominant language spoken is English, and 15% come from Welsh-speaking homes. About 55% of the pupils speak Welsh as a first language or to an equivalent standard within the school. No pupils receive support teaching in English as an additional language.
- 5 The headteacher was appointed to the post in September 1997. The composition of the senior management team (SMT) includes the headteacher, deputy headteacher, three assistant headteachers and the head of sixth form.
- 6 Vocationally-based courses at key stage (KS) 4 and in the sixth form are being developed internally and in partnership with other providers in the area. The school also delivers the Welsh Baccalaureate Qualification (WBQ) to all pupils in KS4 and students in the sixth form.

The school's priorities and targets

- 7 The school's aims are set out clearly for all to understand. Its priority is to enable pupils of all abilities and backgrounds to achieve their full potential-academically, socially and personally-within the context of a naturally bilingual school.
- 8 The school has prepared a detailed one-year development plan in conjunction with a plan for 2008-2011 which identifies areas for development. The areas that have been identified comply with Estyn's seven key questions. The school also sets numerical targets for success at the end of KS3 and KS4 that, in 2009:
 - 67% of pupils should reach at least level 5, in teachers' assessments in all core subjects combined, at the end of KS3 (English 75%, Welsh 70%, mathematics 82%, science 80%); and

- in the General Certificate of Secondary Education (GCSE) examinations, 65% of pupils should gain at least five GCSE grades A*-C, and 91% gain at least five GCSE grades A*-G.

9 The percentage of 15 year olds targeted for 2009:

Level 2 threshold including English or Welsh first language and mathematics	53%
Level 2 threshold	77%
Level 1 threshold	94%
Core subject indicator (CSI)	52%
Leaving full time education without a recognised qualification	1.5%
Average wider points' score (AWPS) (not percentage)	610

10 The percentage of 17 year olds targeted for 2009:

Level 3 threshold	98%
AWPS (not percentage)	935

Summary

11 Ysgol Tre-Gib is a very good school and is moving forward from strength to strength. There are outstanding features in key questions 2, 3, 4, 5 and 6. The school has responded well to the four key issues noted in the 2003 inspection report. The inspection team agrees with five of the judgements made by the school in its self-evaluation report but has awarded two key questions one grade higher.

Table of grades awarded

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

Standards

12 Results in tests, statutory assessments and examinations are good overall. Based on prior attainment, pupils' achievement is slightly below what was expected in KS3 but well above what was expected in KS4. Pupils' attainment levels in KS4 are above national averages in nearly all indicators. The WBQ makes a significant contribution to learners' overall standards of achievement. This is particularly the case in the sixth form. Sixth-form results are good in relation to the range of students' ability and qualifications offered.

Grades awarded in the six subjects inspected	KS3	KS4	Sixth form
Welsh first language	2	2	2
Mathematics	2	2	2
Science	2	1	2
Design and technology	1	1	1
Modern foreign languages	1	1	1
Business studies	N/A	2	1

- 13 Standards in the six subjects inspected have at least good features and no important shortcomings. Four subjects have outstanding features. Design and technology and modern foreign languages have these high standards in each key stage. These two subjects make a significant contribution to standards.
- 14 The overall grades for the standards of achievement observed in the six subjects inspected are outstanding, as shown in the grid below:

78 lessons	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	41%	51%	8%	0%	0%
All-Wales 07/08	10%	60%	27%	3%	0%

- 15 With the exception of standards of pupils' numeracy skills which are good in KS4, learners' standards in all other key skills in KS4 and all key skills in the sixth form are outstanding. In KS3, the standard of pupils' key skill of working with others is outstanding. All other key skills have standards which have good features and no important shortcomings.
- 16 The school complies fully with the UA's Welsh language policy when pupils transfer from primary to secondary school. All Welsh first-language pupils must continue their studies in the language at this level when they enter the secondary school.
- 17 Throughout the school the standards of Welsh second language learners' bilingual skills and their communication skills through the medium of Welsh have good features outweighing shortcomings. The standards of Welsh first-language pupils and students in these skills are strong.
- 18 Nearly all pupils with SEN make very good progress in relation to their ability.
- 19 Behaviour throughout the school is exemplary. There is a high priority for respect within the school which is a civilised community. All pupils are courteous both within and outside the classroom. Nearly all pupils have positive attitudes towards their work.
- 20 Attendance levels are below the attendance levels of similar schools in Wales and the local authority. Monitoring procedures involving the school are careful. These procedures would be enhanced with more rigorous monitoring from the UA officers. Nearly all pupils are punctual to lessons. Standards in pupils' social, moral, spiritual and cultural development are outstanding.

The quality of education and training

- 21 Teaching is outstanding. The quality of relationships between teachers and pupils is outstanding in nearly all cases. Clear questioning techniques are used and expectations are high.

- 22 Overall, there is pace and challenge in lessons and resources are used very well. Teachers have a very good grasp of their subject knowledge and key skills are used effectively in lessons.
- 23 The quality of teaching, in the six subjects inspected in detail and also in the other lessons visited by the inspectors, is significantly better than the national average as reported in Estyn's annual report. The grades are shown in the grid below:

108 lessons	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Whole-school	41%	51%	8%	0%	0%
All-Wales 07/08	17%	58%	22%	3%	0%

- 24 The quality of marking is very good overall. In nearly all subject areas there is detailed guidance to pupils on how to improve.
- 25 The school has a very effective system for tracking learners' progress and identifying those who are performing above or below expectation. Pupils understand clearly the significance of the levels and grades they obtain. Pupils are fully involved in self-assessment and peer-assessment processes.
- 26 School reports of subject departments give detailed guidance to parents on their child's progress and ways to improve.
- 27 The school's curriculum satisfies legal requirements for pupils of statutory school age. It offers a wide range of subject options to its pupils in KS4 and to students in the sixth-form, including several through collaboration in the Dinefwr cluster of schools. This is an outstanding feature. The curriculum is accessible to all and provides appropriate opportunities for all learners to gain external qualifications.
- 28 Outstanding extra-curricular activities, which enrich learners' personal, social, and moral development, are provided by the school. Many pupils benefit from the wide range of cultural activities available.
- 29 There are effective curricular links which help pupils with transition from primary to secondary education. Transition arrangements at all key stages are good.
- 30 Partnerships with other organisations and local consortia are outstanding. There are very good links with parents. Businesses provide work-experience opportunities and outside speakers enhance the social and moral development of pupils in the school. The Careers service contributes well to the options' process in year (Y) 9 and Y11.
- 31 The development of entrepreneurial skills throughout the school and the way in which the school takes account of employers' needs are outstanding.
- 32 The school's contribution to the Healthy Schools' initiative is strong. There are no vending machines and fitness has a high priority. The school contributes effectively in other ways to the well-being of its pupils. Physical activities are well supported including those offered outside normal school hours. The school is frequently raising awareness of sustainability issues.
- 33 The opportunities for all pupils, especially Welsh learners, to use their bilingual skills regularly in the school are not extensive enough.
- 34 The quality of care and support to all pupils by members of staff and support services is outstanding. There is effective liaison with external agencies.

- 35 Pastoral support by key stage managers and their teams is outstanding. This support includes members of the SMT and non-teaching staff. Pupils receive sufficient individual attention to monitor their progress.
- 36 Appropriate support of very good quality is provided for pupils with SEN. The quality of provision and management of SEN is a strength of the school and is an outstanding feature. Strong effective links with the primary partner schools ensure early identification of pupils with learning difficulties.
- 37 The school ensures that it meets the needs of its pupils very well in all ways.
- 38 Overall, the school's provision for equal opportunities is outstanding. No discrimination or unpleasant behaviour is tolerated. The school council is an effective body and contributes significantly to life within the school.
- 39 Child protection procedures are well embedded.

Leadership and management

- 40 The leadership qualities of the headteacher and her senior managers are outstanding. Members of this team provide very good leadership in their respective areas. The headteacher and her SMT work very well as a team.
- 41 Nearly all policies and whole-school strategies are implemented effectively and consistently by members of staff.
- 42 Monitoring by the SMT and many of those with management responsibilities ensures that standards in nearly all areas are raised. The target-setting procedures at departmental, whole-school and pupil levels are highly effective.
- 43 The work and expectations of senior and middle managers are clearly defined. The quality of planning for improvement and its monitoring are outstanding. The governing body's role as critical friend is very effective. Governors make an outstanding contribution to the development and management of the school.
- 44 The school is well staffed with an appropriate number of qualified and experienced staff to meet curricular and most administrative needs. The management and deployment of teaching and support staff, including resources for work-force remodelling have been used to good effect. Staff development is a good feature. However, the performance management system has not been fully applied to the administrative or technical staff.
- 45 The school's accommodation is barely adequate to cater for the numbers of learners on roll. The school faces challenges in relation to the narrow corridors, shortage of science laboratories, rooms too small to cater for class sizes and limited study areas. The management and control of the budget are effective features.
- 46 Due to the good quality of external tests and examination results, the outstanding quality of teaching, support for pupils, behaviour of pupils, and the quality of the SMT and managers, the school overall, provides good value for money.
- 47 The provision of sixth-form education is cost-effective.

Recommendations

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

- *R1. Continue to raise pupils and students' academic standards.
- *R2. Work with the UA to improve the quality of accommodation.
- R3. Raise attendance levels by strengthening the monitoring procedures with greater assistance from the UA's attendance officers.
- *R4. Extend the performance management system to include all administrative and technical members of staff.
- *R5. Extend further the range of opportunities for all learners, particularly Welsh second-language learners to develop and use their bilingual skills consistently throughout the school.

*** *The school development plan (SDP) addresses several of these recommendations.***

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

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

KS3 and KS4

Pupils' success in attaining agreed learning goals

- 49 Overall results in teacher assessments at KS3 and external examination results in KS4 demonstrate that standards have good features and no important shortcomings. The overall standards of pupils' work in KS3 and KS4 are good.
- 50 Results in teacher assessments at the end of KS3 have fluctuated. Overall, attainment had improved in 2008 compared with the previous year. English and mathematics were in the top half of results in comparison with those of similar schools in Wales, based on the free school meals' indicator, and Welsh first language, science and the CSI results were in the bottom half.
- 51 Achievement at KS3 is slightly below what is expected, based on prior attainment, in the three core subjects combined, and in each of them individually.
- 52 At KS4 in the GCSE examinations in 2008, 61% of pupils achieved at least five GCSE grades at A*-C, equal to the local but above the national average. The school was placed in the bottom half of results in comparison with those of similar schools in Wales.
- 53 Ninety-four percent of pupils achieved the level 1 threshold (a volume of qualifications at level 1 equivalent to five GCSE grades A*-G) in 2008. This is above the local and well above the national average. The school was placed in the top quarter of results in comparison with those of similar schools in Wales.

- 54 Seventy-seven per cent of pupils achieved the level 2 threshold (a volume of qualifications at level 2 equivalent to five GCSE grades A*-C) in 2008. This represented a seven percentage points' rise from the previous year and is above local and well above the national average. In 2008 the school was placed in the top quarter of results in comparison with those of similar schools in Wales.
- 55 Fifty-one per cent of pupils achieved the level 2 threshold (a volume of qualifications at level 2 equivalent to five GCSE grades A*-C including mathematics and English or Welsh first language). This is above the local and national average. In 2008 the school was placed in the top half of results in comparison with those of similar schools in Wales. Results in mathematics had a negative impact on this indicator.
- 56 The success of the WBQ in KS4 improved the school's AWPS which, in 2008, was significantly higher than the local and national average. The school was placed in the top quarter of results in comparison with those of similar schools in Wales.
- 57 Able pupils achieve their potential. Nearly 25% of pupils gained the A*/A grades in the GCSE examinations in 2008.
- 58 Achievement at KS4 is well above what is expected, based on prior attainment. The wider points' score and the level 1 and 2 thresholds were placed in the top quarter of results in comparison with those of similar schools in Wales. The level 2 threshold including mathematics and English or Welsh first language and the CSI were in the top half of results in comparison with those of similar schools in Wales. The five A*-C/GNVQ grades' indicator was placed in the bottom half.
- 59 Girls outperformed boys in all the core subjects and the CSI in the end of KS3 assessments in 2008. The difference was significant in English and the CSI.
- 60 At KS4 in the GCSE examinations in 2008, girls outperformed boys in both threshold Level 2 indicators.

Their progress in learning

- 61 Pupils' progress in nearly all lessons is good.
- 62 The following grades were awarded for standards of achievement at KS3 and KS4 in the 57 lessons observed in the six subjects inspected:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	42%	54%	4%	0%	0%
KS4	45%	42%	13%	0%	0%
KS3+KS4	44%	47%	9%	0%	0%

- 63 In 91% of the lessons, pupils achieve standards that have good features and no important shortcomings. All lessons have standards where good features outweigh shortcomings.
- 64 The inspection grades exceed the grades awarded for standards in lessons for grades 1 and 2 (70%) in all secondary schools inspected in 2007-2008. They also exceed the national 2010 Vision into Action target of 98% for standards to be graded 1, 2 or 3.
- 65 Outstanding standards are evident in design and technology and modern foreign languages in KS3 and KS4, and in science in KS4. Since the previous inspection, standards have improved in three of the subjects inspected.

- 66 Standards in the six subjects inspected have at least good features and no important shortcomings.
- 67 In KS3, nearly all key skills have standards which are at least good with no important shortcomings.
- 68 In KS4, nearly all key skills have standards which are good with outstanding features.
- 69 Welsh first language speakers' bilingual and communication skills in the Welsh language have good features and no important shortcomings. Welsh learners' bilingual and communication skills in the Welsh language have good features outweighing shortcomings in both key stages.
- 70 All pupils follow the Welsh first or second language course in KS3 and KS4. Most pupils are entered for examination in these courses. Standards are good.
- 71 Pupils with SEN make very good progress in relation to their ability. In KS3 and KS4, many pupils of low ability achieve their potential.
- 72 Able and talented pupils raise their standards of achievement by gaining qualifications in the GCSE additional mathematics and AS critical thinking courses.
- 73 Self-assessment and peer-assessment processes are very well developed. All pupils understand what they are doing, how well they are progressing and what they need to do to improve.
- 74 A minority of pupils in both key stages do not achieve their expected potential because they do not produce work to the required standards.
- 75 In many of the classes and subjects, pupils make good progress towards the targets which they have been set.

The development of their personal, social and learning skills

- 76 All pupils behave in an exemplary manner in both key stages. They understand the high expectations which the school has of them, both in terms of work and in terms of their behaviour and attitudes. These aspects make very positive contributions to pupils' learning. During the inspection pupils were courteous and very respectful.
- 77 The school is an orderly, caring and an inclusive community. During the last academic year, 30 pupils were temporarily excluded and no pupil was permanently excluded. The majority of these exclusions were attributed to boys.
- 78 The attendance level for 2007-2008 is 90.3%. This is below the all-Wales figure of 90.9% for 2008 and below the attendance rates of similar schools in Wales taking into account their free school meal entitlement for 2007-2008. Most pupils are punctual to lessons.
- 79 Nearly all pupils make outstanding progress in their personal, social, moral and wider development. Values are at the heart of the school which consistently demands high standards and expectations of behaviour. Pupils gain much in their spiritual and moral development from the very good quality assemblies and some outstanding acts of worship evident during the tutorial sessions. The religious education periods and the personal and social education (PSE) programmes contribute significantly to pupils' moral and spiritual development.

- 80 The effective development of pupils' spiritual, social, moral and cultural skills ensures that standards in these skills are outstanding. Many pupils of differing abilities take advantage of the wide range of extra-curricular activities provided in sport, clubs, visits and performances. These activities contribute significantly to pupils' social and cultural development. The Welsh cultural dimension is evident throughout the curriculum.
- 81 The influence of the WBQ in KS4 has had a very positive impact on pupils' awareness of equal opportunities issues.
- 82 The way in which pupils are prepared for participation in the workplace and community in KS4 is an outstanding feature.

Sixth form

Students' success in attaining agreed learning goals

- 83 Overall, standards of attainment have been consistently good over the last three years.
- 84 Results at Advanced (A) level are similar to those recorded in the previous inspection. These results do not reflect the true standards within the sixth form as the impact of the WBQ successes are not included in the overall results in external examinations. Students' successes at two A level grades A-C have been below local and national averages for the last two years.
- 85 The WBQ results compare very favourably with national averages. When these successes are included, the school performs above the local and national averages.
- 86 Results are good in relation to students' ability. This is because students achieve high levels of success in the WBQ course.
- 87 In 2007, 96% of students achieved the level 3 threshold (a volume of qualifications at level 3 equivalent to two GCE A level grades A-E) which is above the local and national average of 94%.
- 88 In 2008, 97% of students achieved the level 3 threshold which is above the local and national average of 94%.
- 89 Students' AWPS of 927 points was significantly above the local (682) and national average (631).
- 90 Girls substantially outperformed boys in the AWPS in 2007 and 2008.
- 91 Standards are improving as a greater proportion of sixth-form students are studying courses which are more appropriate to their ability.
- 92 In September 2008, 54% of Y11 pupils returned to the sixth form. This was not a good return of pupils to the school's sixth form.

Their progress in learning

- 93 Most students make good progress during their period of study in the sixth form.
- 94 Standards in all six subjects inspected had good features and no important shortcomings. Standards were good with outstanding features in design and technology, modern foreign language and business studies. Since the previous inspection, standards have improved in two of the subjects inspected.

- 95 The following grades were awarded for standards of achievement in the six subjects inspected in the sixth form in the 21 lessons observed:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Sixth form	33%	62%	5%	0%	0%
Wales 07/08	16%	67%	15%	2%	0%

- 96 Although the sample is small, these figures indicate that students achieve standards that have good features outweighing shortcomings in 100% of the lessons. The profile of grades awarded for standards in lessons inspected in the sixth form highlights that 95% of lessons were awarded grades 1 and 2. These grades are well above those reported in the Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales (HMCI) for 2007-2008.
- 97 Students' standards of achievement are good and continuing to rise due to the impact of the WBQ, especially in relation to qualifications in key skills.
- 98 Nearly all students gain qualifications in all six key skills in the sixth form. In five out of the six key skills, students' achievements are outstanding. Students' standards in numeracy skills have good features and no important shortcomings.
- 99 Outstanding levels of communication through the medium of English are evident in class discussion and in general conversations around the school. They were also evident when discussions were held with members of the school council. Nearly all students use subject-specific terminology in discussions with one another and with their teachers.
- 100 The standards of Welsh first language speakers' bilingual and communication skills are strong. Students who are learning the language have standards in their bilingual and communication skills in Welsh which have good features outweighing shortcomings.
- 101 All students have a clear understanding of their levels of achievement and what they have to do to improve. Their work is marked and targets for improvement are given. The written feedback is subject-specific and of a high standard.

The development of their personal, social and learning skills

- 102 Students have developed outstanding standards in their personal, social and learning skills. Their attitude to learning is very positive.
- 103 They prepare to the best of their ability and use study facilities appropriately to ensure that they achieve success in their chosen pathways. They accept responsibility and have a strong social conscience raising money for charity.
- 104 They are very good role models for younger pupils and to one another. Their leadership skills are very good. This has enabled them to strengthen the relationships between senior and junior pupils. They support younger pupils experiencing difficulties, socially or academically.
- 105 They acquire greater awareness of issues relating to spiritual, moral and cultural development through contact with a wide range of outside speakers and through activities connected with the WBQ. Standards of students' skills, including their spiritual development are outstanding. Students also assist in raising the spiritual standards of others by contributing constructively in school assemblies.

- 106 Students demonstrate very responsible behaviour and respect towards one another and towards all members of the school community. They also assist in ensuring that younger pupils behave responsibly during break times by their presence around the school. They gain in maturity during their period of study in the sixth form and have a valuable experience.
- 107 Students are able to express views openly and honestly. They listen carefully to the views of others.
- 108 The ability to work outstandingly with one another contributes significantly to the development of their problem-solving skills. Nearly all have adopted and developed skills through the WBQ. These skills have prepared them well for higher education.
- 109 Attendance is monitored sensibly and students are developing good working habits. Attendance and punctuality to lessons are generally good.
- 110 The school has a dedicated sixth-form area as well as an area for study and research using information and technology communication (ICT) facilities. These facilities ensure that all students have access to study areas where they can undertake independent study, or recreational areas to improve their social skills during the day. Many organise their work well, without supervision.
- 111 Students gain much from their sixth-form experiences, in their academic, personal, social, moral and wider development.

The quality of education and training

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

Grade 1: Good with outstanding features

- 112 This grade matches the school's self-evaluation grade.
- 113 The outstanding features of the teaching include:
- very careful planning and presentation to stimulate and motivate pupils to think and develop their understanding;
 - high expectations of what pupils can achieve in line with their individual age, ability and understanding;
 - the use of a variety of stimulating resources to create a stimulating atmosphere and to promote learning; and
 - the use of a wide variety of teaching techniques that encourage pupils to be fully engaged and to make progress.

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

- 114 In the six subjects inspected, the following grades were awarded to teaching:

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Subjects inspected	40%	52%	8%	0%	0%

- 115 In the six subjects inspected, examples of good and outstanding features were seen in the quality of teaching. There are good and outstanding features in the quality of teaching in the majority of design and technology, modern foreign languages and business studies lessons. In mathematics, Welsh first language and science, the quality of teaching has good features and no important shortcomings.

116 The quality of teaching is one of the school's strengths and this has improved since the last inspection. There is no significant difference between the standards of teaching in the six subjects inspected and the quality of teaching throughout the school. The following grades were awarded for the quality of teaching in all the lessons observed:

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
All lessons (108 lessons)	41%	51%	8%	0%	0%

117 The percentage of lessons judged to be grade 1 or 2, namely 92%, is significantly higher than the national picture in 2007-08 where 75% of lessons were judged to be grades 1 and 2. Good and outstanding features were seen in the quality of teaching in a wide variety of subjects across the school. In 8% of lessons, good features outweigh shortcomings. The school exceeds the 'Vision into Action' target for 2010 that the quality of teaching should be grade 2 or better in 80% of lessons.

KS3 and KS4

118 The following table shows the quality of teaching in the six subjects and all lessons observed in the school at KS3 and KS4:

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Subjects inspected	40%	49%	11%	0%	0%
All lessons at KS3 & KS4 (78 lessons)	42%	46%	12%	0%	0%

119 There are outstanding working relationships between pupils and teachers. These relationships, together with the respect and equal opportunities each pupil receives, promote pupils' motivation to concentrate and achieve very high standards of behaviour in lessons.

120 Throughout all lessons, many of the good features in the teaching include:

- sharing lesson objectives at the beginning and reinforcing them at the end of the lesson;
- appropriate differentiation;
- varied and purposeful classroom organisation;
- appropriate opportunities for pupils to use and develop their key skills;
- a variety of activities that provide opportunities for pupils to learn in different ways; and
- effective and extensive use of small whiteboards to promote learning.

121 In a very few lessons, there are some shortcomings, such as overlong presentations by teachers, timing of lessons, no effective plenary sessions, restrictive questioning techniques and a lack of sufficient variety in activities.

122 Teachers have sound subject knowledge and many give generously of their time in order to offer additional support in work sessions that reinforce pupils' learning.

123 The school's ability to meet pupils' linguistic needs shows good features that outweigh shortcomings. Since the previous inspection, there has been an increase in the number of pupils that follow the Welsh first language course and this is good practice. However, as yet, there are insufficient opportunities purposely planned for learners of Welsh to use, develop and relate their bilingual skills in the lessons and within a range of everyday situations.

124 Pupils with SEN are taught well. Teachers use learning aids effectively to enable the pupils they support to be fully integrated into the class activities.

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

125 The quality of assessment, recording and reporting is good with outstanding features.

126 The school has a clear and comprehensive assessment policy that provides a sound framework to operate and manage the assessment procedures extremely effectively. There are good departmental procedures that respond to the subject assessment objectives and good practice is identified and promoted through the assessment for learning policy. There is a coherent and effective timetable for assessment, monitoring progress and reporting to parents.

127 An exceptionally comprehensive database for all age groups is shared with staff and enables them to obtain a clear picture of pupils' previous and current attainment. This is an outstanding feature. In the majority of subjects, good use is made of assessment data to identify trends that influence future planning to promote and raise standards.

128 The procedure for monitoring pupils' progress against target grades is one of the school's strengths. An outstanding feature is the way, through a wide range of methods, that underachievement is identified at an early stage by heads of year. In the monitoring process, there is a close link between heads of year and subject departments, class tutors and the SMT. There is a range of procedures for providing extremely effective additional support to target groups in each year through mentoring and target-setting, interviews, workshops and working with parents.

129 An outstanding feature is pupils' understanding of the process and purpose of assessment. Pupils understand clearly the significance of the levels and grades they obtain. In the vast majority of subjects, the practice of assessment for learning is a central part of the learning because departments:

- share success criteria with pupils to develop specific skills;
- adapt NC attainment level descriptors so that pupils understand them in the context of the work;
- make good use of verbal feedback; and
- ensure consistent opportunities for pupils to assess their own work and the work of their peers.

130 In the majority of subjects, the quality of the written feedback is evaluative and promotes pupils' development. There are constructive comments and clear targets that lead individuals to make good progress. In some subjects, there are examples of inconsistency in the quality of the comments within a department, and the assessment does not always offer sufficient feedback to pupils on how to improve their work.

131 The procedures meet statutory requirements in relation to assessment and reporting on NC subjects and conform to the requirements of the examination boards in KS4.

132 Although there has been a tendency to under-level in a number of subjects in KS3, the departments' procedures for standardising the quality of pupils' work

are now developing effectively with specific opportunities, in line with the assessment calendar, for departments to standardise and moderate standards in order to ensure consistency. These assessment developments, together with evidence of good practice in standardising in KS2/KS3 cluster groups in each of the core subjects are a means of promoting a better understanding of standards.

- 133 The annual and interim reports to parents that provide comprehensive information on attainment, effort and specific aspects are an outstanding feature. The quality of these reports is carefully monitored by the headteacher who is fully aware of the attainment and progress of each pupil in the school. The subject comments are evaluative and provide targets for improvement. Pupils and parents can contribute towards the final reports through offering comments and pupils receive good opportunities to discuss their progress during interviews with their class tutor and heads of year and record meaningful targets to progress further. The school makes other effective arrangements to inform parents of their child's progress through contact books and annual parents' evenings.

Sixth form

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

- 134 In the sixth form, the quality of teaching is outstanding.

- 135 In the six subjects inspected, the grades awarded for the teaching in the sixth form were:

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Six subjects	38%	62%	0%	0%	0%

- 136 The table below shows the grades awarded to the quality of teaching in each lesson observed in the sixth form:

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
All lessons (30 lessons)	37%	63%	0%	0%	0%

- 137 Many of the outstanding features are similar to those seen in lessons in KS3 and KS4. Additional features of the outstanding teaching are the complex subject concepts that are presented clearly, current and thorough information by teachers and an emphasis on activities that enable students to develop new concepts through promoting the development of their key skills.

- 138 The good features of the teaching in the sixth form include:

- a learning environment where students have the opportunity to express an opinion, consider their viewpoints, challenge ideas and reflect and improve on their work;
- thorough questioning that encourages students to think deeper in order to improve their understanding; and
- the use of the interactive whiteboard, by teachers and students, to promote progress and sound learning.

- 139 The school's ability to meet the linguistic needs of students shows good features that outweigh shortcomings. The WBQ and key skills' portfolios promote the bilingual skills of some students and this is good practice. However, planned and coherent opportunities for students to use their bilingual skills in a range of

situations are not extensive. Some very good practice is evident in WBQ programme of Wales, Europe and the World (WEW).

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

- 140 There are outstanding and extremely effective systems for monitoring the progress of sixth-form students. With the support of class tutors and the headteacher, the head of sixth form:
- analyses subject assessment data regularly to have an accurate overview of students' achievement and effort;
 - regularly ensures students' clear understanding of their estimated grades and potential grades;
 - holds regular interviews with students, setting targets for improvement;
 - intensively mentors students who are underachieving; and
 - directs students in the process of assessing their own progress against specific criteria.
- 141 The assessment of students' work is thorough and accurate with the teachers providing clear and detailed oral and written feedback that identifies specific areas for improvement to students.
- 142 The quality of the links with parents and the information they receive on the progress of students in the sixth form is outstanding. Parents are regularly informed on how well students are coping with their work. Comments on subjects in the reports are evaluative and provide targets for improvement. Parents have opportunities to discuss with teachers and the SMT during numerous parents' evenings.

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

Grade 1: Good with outstanding features

- 143 This grade matches the school's self-evaluation grade.
- 144 There are many outstanding ways in which the learning experiences meet the needs and interests of learners and the wider community. These features include the:
- provision for and accreditation of key skills across all key stages;
 - wide choice of academic, vocational and Welsh-medium courses in KS4 ;
 - quality of provision for the WBQ at both KS4 and in the sixth form;
 - wide range of activities across the curriculum, including extra-curricular activities;
 - partnership with other providers;
 - provision for the social, moral, spiritual and cultural development of pupils and students; and
 - opportunities to develop entrepreneurial skills at every key stage.

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

- 145 The school meets the statutory requirements of the curriculum in all key stages very well. The curriculum is accessible to all and provides pupils and students with the opportunity to gain qualifications. The school regularly reviews the

curriculum to ensure that courses meet the needs of all pupils across the whole ability range. The school has developed the range of subjects and courses offered in line with the 14-19 Learning Pathways' agenda.

- 146 The wide choice of subject options given to pupils in KS4 and students in the sixth form is outstanding. Twenty-eight subjects, including a wide range of vocational courses, are offered leading to level 2 qualifications in KS4. The most able pupils have the opportunity to study a third modern language, and additional mathematics at Advanced Supplementary (AS) level in KS4. Those not entered for GCSE examinations gain qualifications at Entry Level or work towards a practical Award Scheme Development and Accreditation Network (ASDAN) qualification. Welsh-medium courses are offered in seven subjects in KS3 and there is continuity between KS3 and KS4.
- 147 The WBQ is an outstanding feature. All pupils in KS4 and students in the sixth form follow this programme and nearly all achieve the WBQ at the end of each key stage. The school ensures that the provision of opportunities for developing and accrediting key skills are extensive.
- 148 Sixth-form students are able to study from a wide range of courses. These courses, in combination with the WBQ, prepare them effectively for further and higher education and employment.
- 149 The school's leading role in developing the 14-19 Learning Pathways' agenda in the Dinefwr cluster of schools is an outstanding feature. The school has established excellent partnerships with schools, a college within the cluster and one college from a neighbouring authority. These partnerships have widened the choices available to learners in KS4 and in the sixth form.
- 150 Pupils' and students' learning experiences are greatly enhanced by effective partnerships with parents, the community and other providers. Partnerships with partner primary schools are very effective. The numerous visits and activities ensure that transition between KS2 and KS3 is successful. There have been shared training days, the establishment of common KS2 resources in science, regular use of Ysgol Tre-Gib's sports facilities and the development of thinking and problem-solving skills in Y6.
- 151 The extensive range of extra-curricular activities is an outstanding feature. Pupils and students follow a wide range of activities that enhances their learning experiences considerably. Individual subject teachers and departments arrange these activities during the lunch period, after school or on week-ends. Trips abroad are a regular feature.
- 152 The personal development of pupils is developed very effectively. There is a structured PSE programme delivered to all pupils and students. The PSE programme complies with all requirements and is an outstanding feature. It is carefully structured to include and enhance the components of the WBQ.
- 153 The school provides extensive opportunities for the development of pupils' and students' social, moral, cultural and spiritual development. This is outstanding. Respect for all people is evident throughout the school. The learning environment is excellent and many pupils and students collect money for worthy causes. The moral development of all within the school is successfully achieved. The development of learners' spiritually is outstanding. This is re-enforced by the

assemblies of high quality and the very effective tutorial sessions where all are committed to delivering very appropriate “thoughts for the day”.

154 The school complies with legal requirements at all stages, including religious education in the sixth form and a daily act of collective worship.

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

155 There are several outstanding features in the way in which learning experiences meet the needs of employers and the wider community.

156 The school has a clear statement of aims and a well-structured programme of activities for every key stage ensuring that pupils’ and students’ experiences and understanding of the world of work and entrepreneurship are effectively developed. A key feature is how most aspects relating to the world of work, entrepreneurship and life skills are well integrated into the PSE/Career scheme of work and the WBQ in KS4 and the sixth form.

157 Throughout their time in school, pupils and students have opportunities to develop their knowledge, skills and understanding of work-related issues. Pupils benefit from a very wide range of work-related activities and there are good examples of local businesses and organisations supporting these activities. The work-experience programme is well organised and is effectively delivered at KS4 and in the sixth form. Members of staff have also benefited from placement in business and industry.

158 The school takes very good account of employers’ needs through its outstanding promotion of key and life skills and the wide range of activities and provision relating to the PSE programme, Learning Pathways and the WBQ.

159 The opportunities for learners to develop their entrepreneurial skills occur at every key stage and are an outstanding feature of the work of the work-related, careers and WBQ programmes. Activities include enterprise days, young enterprise and Celtic Enterprise (a local competition linked with Ireland), Dynamo activities, various industry competition challenges and making products for selling at Christmas fayres.

160 The school participates in the Eco-Schools’ initiative, but, as yet, it is under-developed. Pupils participate in some recycling initiatives within the school. There is good provision for teaching issues relating to sustainable development within PSE and in some subject areas. Raising pupils’ and students’ awareness of wider global citizenship issues is well developed and effectively promoted from KS3 through to the sixth form.

161 Aspects of the “Cwricwlwm Cymreig” are included in all schemes of work. A successful annual eisteddfod promotes Welsh culture and pupils study Welsh language and literature in KS4 and the sixth form.

162 Opportunities for promoting learners’ bilingual skills across the curriculum are improving. Use is made of the Welsh language outside of the Welsh first and second language course, but is in need of further development. Currently, insufficient opportunities have been developed to enable learners to use their bilingual skills.

163 The wide range of activities provided across the curriculum, within the WBQ in the sixth form and the various extra-curricular activities undertaken are an outstanding feature of the school’s provision. Pupils and students are provided

with very good experiences which develop and promote their lifelong learning skills and community participation. The school gives a high profile to Welsh Assembly Government (WAG) priorities and initiatives. These are promoted to a high standard to achieve effective delivery and very good outcomes.

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

Grade 1: Good with outstanding features

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

165 The outstanding features are the:

- strong and highly effective pastoral system;
- effective leaders and form teachers;
- very effective planned and managed care arrangements;
- positive and close relationships with parents and carers;
- well-planned and well-delivered PSE programme;
- impartial advice;
- exceptional range and quality of specialist support services that work in close partnership with the school;
- quality of provision and management of SEN; and
- provision for equal opportunities.

The quality of care, support and guidance to learners

166 Pastoral care is given a high priority in the school. The headteacher, the SMT, teaching and support staff are highly successful in creating a calm, caring and supportive environment where pupils and students feel secure and valued. The mutual warmth and respect between staff and pupils are outstanding features.

167 The assistant headteacher (pastoral care), heads of year, the inclusion officer and form tutors play an outstanding active role in pupils' support. They form an effective pastoral team and hold regular meetings to review the care given to pupils and students.

168 The school plans and manages care arrangements very effectively. The school draws upon a wide range of services to ensure pupils' and students' needs are carefully assessed and provided for. This multi-agency approach is particularly beneficial for learners in challenging or vulnerable circumstances.

169 The school's close partnership with parents and carers ensures their active involvement at all stages of pupils' and students' learning. Parents' and carers' views are sought through regular personal contact and questionnaires. Their views are considered and acted upon. The school's contact book is an effective communication tool between home and school.

170 The school council is a very important body which contributes to the efficient running of the school. It is involved in the decision making processes and has had a strong influence on the development of healthy eating and healthy lifestyles within the school.

171 The school provides outstanding quality and comprehensive guidance for pupils and students before they move on to the next stage of their education. Learners

in Y9 and Y11 receive impartial advice that enables them to make appropriate choices for their learning pathways in KS4 and in their sixth form. Each pupil has access to personal support through the effective learning mentor provision.

- 172 The induction programme for pupils transferring from the primary partner schools is of good quality and includes very effective pastoral and curricular links. The needs of pupils are identified successfully and good support is provided on entry to Y7. Effective partnerships with primary schools have enabled all pupils to settle in quickly and smoothly into the secondary school.
- 173 The school's outstanding PSE programme, drawn up in line with national recommendations, permeates the life of the school and provides pupils and students with high quality support and rich learning experiences. Health education, sex education, drug awareness and emotional literacy are given appropriate attention and the school makes very good use of specialist services to deliver these aspects of the programme.
- 174 The school monitors pupils' and students' punctuality, attendance, behaviour and performance carefully. Learners, whose behaviour gives cause for concern, are counselled, parents are involved and support is sought from outside agencies when necessary. These arrangements are highly successful and with support, learners' behaviour improves significantly. The school's policy and procedures to promote good behaviour, punctuality and performance are very effective. However, the educational welfare officer's (EWO) involvement to improve pupils' and students' attendance lacks sufficient rigour to bring about significant improvement.
- 175 The Careers' education programme across the whole school is very effective and has recently been reviewed and updated. The quality of the careers' education and guidance is effective and comprehensive. The teachers and careers' officer offer good guidance to pupils when they make career choices as they transfer to Y10, Y12 and to further or higher education.
- 176 All pupils in Y7-11 have been trained effectively in the use of Careers Wales on-line and pupils in Y7-10 have e-progress files.
- 177 The school has clear policies and procedures in place to promote health and safety, including risk assessments. The school makes every effort to promote healthy eating and healthy lifestyles. The school is a member of the UA's Healthy Schools' programme and a highly successful 5x60 programme has ensured that more pupils are now involved in physical activities. The school promotes healthy eating in co-operation with the school canteen and seeks learners' views and acts on their recommendations.
- 178 Child protection procedures are firmly in place and members of staff are appropriately informed and trained in these issues. There is a designated senior member of staff with responsibility for child protection.

The quality of provision for additional learning needs

- 179 The quality of provision and management of SEN is an outstanding feature of the school. The school knows its pupils very well and recognises the diversity of learners' needs and promotes inclusion education very effectively.
- 180 The headteacher is the SEN co-ordinator (SENCO). She provides very effective leadership and clear vision. The SENCO and members of staff teaching pupils

with SEN ensure that all learners on the SEN register are given every opportunity to fulfil their potential and join in every aspect of school life, as required by the Code of Practice for Wales. The SEN register, pupil profiles and individual education plans (IEPs) are shared with all members of staff.

- 181 The SEN department provides clear and accessible information and guidance on all pupils with statements of SEN. There are sound procedures for the regular review of statements. The school's process towards early identification of learners with SEN is secured through its very good links with its primary partner schools.
- 182 All learners on the SEN register have IEPs of good quality and individual behavioural plans (IBPs). These relate very well to the learners' individual needs. Targets are set, shared with the learners and their parents or carers and reviewed regularly.
- 183 Quality support is provided for a wide range of SEN issues through the assistance of the UA's services.
- 184 The school benefits immensely through its investment in a substantial number of experienced, well-qualified and enthusiastic learning support assistants (LSAs). These assistants provide outstanding support to individual pupils and small groups. They have very good working relationships with the SENCO, members of staff teaching pupils with SEN and the majority of the mainstream teaching staff.
- 185 Links with subject departments are very good. The SEN information and regular meetings of members of staff teaching pupils with SEN, and with mainstream staff, are significant factors in a successful whole-school approach to meeting learners' SEN needs.
- 186 Parents and carers are fully informed and invited to regular meetings to discuss their children's achievements, progress and needs.
- 187 An outstanding feature of the school's approach in meeting learners' SEN is the exceptionally high level of respect and support amongst pupils and students for pupils with SEN.
- 188 The governor with responsibility for SEN is very well informed and visits the school on a regular basis. The school benefits from his "hands-on" approach and support.
- 189 Pupils at KS4 follow a range of Entry Level courses, which include academic, practical and vocationally-based programmes. Pupils and students are encouraged to participate in a variety of life-skill activities. These contribute to the self-esteem and self-confidence of pupils. Most able and talented pupils are well provided for and their progress is closely monitored.
- 190 The school ensures that all learners, regardless of their social, educational or linguistic background, have the opportunity to learn effectively without interference or disruption. The school provides very effective support through its policies and practices. This is a particular strength of the school. A comprehensive behaviour management policy, a strong pastoral structure, pastoral support plans, IBPs and internal and external support, have very positive and very successful influences on improving inappropriate behaviour.

The quality of provision for equal opportunities

- 191 The quality of provision for equal opportunities is outstanding. The school gives every pupil an equal opportunity to succeed. It recognises the diversity of pupils'

and students' backgrounds and all are treated equally and with respect. All pupils are encouraged to have high aspirations.

- 192 The school is committed to providing equal opportunities for boys and girls and has an appropriate range of policies and procedures that are effective in promoting gender equality. All subject options are available to boys and girls and the school tackles stereotyping when advising pupils on their options at the end of KS3.
- 193 The school has an appropriate policy for encouraging racial equality. Good race relations are promoted throughout the school. The whole school community values and celebrates individuality and diversity.
- 194 The school's systems for reporting, dealing with and monitoring any incidents of anti-social behaviour and harassment are outstanding. The way in which bullying is dealt with is a strength of the school. The school is an inclusive, happy and supportive community.
- 195 Disabled learners are treated equally. There is a disability plan that outlines current strengths and areas for development and an excellent disability equality scheme. However, wheel-chair access is restricted to the ground floor.
- 196 The designated person for looked-after children (LAC) is a member of the SMT and is very efficient in this role. He provides sensitive and effective support.
- 197 The school works very successfully to promote social inclusion. The school's pastoral structures and support from outside agencies combine to offer outstanding support for any learner experiencing difficulty.

Leadership and management

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

Grade 1: Good with outstanding features

- 198 The school awarded itself a grade 2 in its self-evaluation report. The inspection team's grade is one grade higher. This is because of the outstanding:
- leadership of the headteacher and SMT;
 - clarity of direction through values, aims, objectives and targets;
 - monitoring and target-setting procedures;
 - partnerships and consortia agreements, including national initiatives; and
 - contribution of governors.

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

- 199 There is a very strong ethos and a clear sense of purpose that are evident within the school. All members of staff and nearly all pupils have a clear focus and a common purpose that is based on achievement and success. There are shared values amongst all about learning, behaviour and relationships. School policies are detailed and embody these values.
- 200 The leadership provided by the headteacher is outstanding. She is highly respected and is extremely knowledgeable about whole-school issues and is committed to raising standards further.

- 201 The leadership provided by the headteacher and the SMT is outstanding. The headteacher provides vision and clear direction for the work of the school and is ably supported by a hard working, well-informed and dedicated team of senior managers.
- 202 Together, they provide a very good range of relevant experience and expertise in educational management. All members of this team work in a very dynamic, effective and cohesive manner. The consistency of the SMT results in the school maintaining and improving standards and ensuring equality for all pupils.
- 203 This leadership of high quality has ensured good and improving standards in attainment, and very good care and community spirit. Effective communication and the availability of detailed information are particular strengths of the school.
- 204 Senior and middle managers collaborate very well to ensure the smooth-running of the school. The management of teams and departments is extremely effective. There is a very good level of consistency throughout all systems in the school. Academic and pastoral teams are strong. They are committed to constant improvement based upon common goals and outstanding teamwork. The quality of middle management is a strength of the school.
- 205 There are effective procedures in place to monitor the performance of both individuals and teams. All senior managers, including the headteacher, are directly linked to a systematic monitoring scheme. The formal and informal procedures are well established, valued and implemented effectively. Reviews of departments are planned systematically and provide detailed performance information.
- 206 The monitoring of performance generates effective and challenging targets for staff teams and pupils. Relevant support and training are provided and these are followed by an evaluation of resulting improvements. Strengths and areas for development are shared with all colleagues.
- 207 Performance management arrangements are in place and are very effective. There is a strong link to continuous professional development (CPD), which has high accountability in the school. However, the performance management scheme does not currently include all administrative or technical members of staff.
- 208 National priorities have been and are currently being addressed. These developments are outstanding. Leaders and managers are making very good progress in addressing WAG's priorities. The progress made in the WBQ and the 14-19 Learning Pathways' initiatives are impressive. Participation in these initiatives has had a positive effect on the standards in key skills. The skills' agenda is firmly embedded throughout the school which is also in the forefront of the community-focused schools' agenda.
- 209 Managers have worked extensively with their primary partner schools on a range of transition issues, including curriculum development, transmission of information and pastoral matters. Members of staff work diligently with a wide variety of other local providers and partners to enable an extensive range of opportunities to be offered to all learners. These partnerships enable learners to pursue and experience a wide variety of enriching activities.

210 Leaders and managers, including a large number of the staff, also address other important priorities. Those which are being tackled effectively include healthy living, safety and the well-being of learners.

How well governors or other supervisory bodies meet their responsibilities

211 Governors make an outstanding contribution to the development and management of the school. The governing body takes an active and effective role in contributing to the leadership and management of the school. Much of the governors' work is carried out through a range of sub-committees. Governors play an important role in ensuring the effective use of the school budget and the efficient use of resources.

212 There are several very experienced governors on the governing body, some relatively new members and also teacher representatives. Collectively, they represent a well-informed group, which reflects both the needs of the school and the local community.

213 Governors work very effectively in the creation, implementation and evaluation of departmental policy and planning. Governors are linked to individual subjects and have regular contact with the heads of the department and departmental members. The governing body is also influential in ensuring that the leadership of the school acknowledges governors' contributions, and takes into consideration their views and judgements.

214 Governors are regularly provided with information about the school's performance in the form of documentary reports and presentations from members of staff.

215 Governors use their knowledge well to act as critical friends of the school. Governors provide very good support to the SMT and to all staff.

216 The school prospectus is a comprehensive, informative and up-to-date document.

217 The outstanding work of the governing body ensures that the school meets all regulatory and legal requirements.

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

Grade 1: Good with outstanding features
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218 The school awarded itself a grade 2 in its self-evaluation report. The inspection team's grade is one grade higher. This is because of the:

- impact of the school's self-evaluation processes on standards;
- involvement of all SMT members in subject reviews;
- involvement of all teaching staff in reviewing and planning for improvement across the school;
- extensive nature of the consultation processes with key stakeholders; and
- rigour of planning for improvement at all levels.

How effectively the school's performance is monitored and evaluated

219 The school's grading for the seven key questions matches the inspection team's findings in key questions 1, 2, 3, 4, and 7. The inspection team raised the grades

for key questions 5 and 6 by one grade as there were numerous outstanding features identified in both key questions. The quality of the self-evaluation document was very detailed and extremely thorough.

- 220 The school has implemented self-evaluation processes that are comprehensive and evaluative. These processes identify departmental and school strengths as well as the areas of provision that require further development. Leaders and managers have detailed knowledge and understanding of all departmental and whole-school issues. All teaching members of staff are very well informed about individual, departmental and whole-school performance, through their participation in subject reviews, self-evaluation and other steering and project-group activities.
- 221 The school's self-evaluation processes have several outstanding features. These include the comprehensive review and self-evaluation practices involve a shared approach to all aspects of school development. The well-planned, inclusive, rigorous and timetabled annual review cycle enables all staff to be aware of issues, developments and progress. The timetabled cycle of subject reviews are reinforced with detailed and specific action plans for implementation.
- 222 There is a continuous process whereby targets and priorities are regularly reviewed, and refined.
- 223 The open and self-critical culture of the SMT, curriculum leaders, middle managers and other staff members ensure that all have detailed knowledge of the school. This ensures that decisions are based on first-hand evidence.
- 224 Stakeholders, including pupils, parents and staff, are encouraged to participate in the self-evaluation process and cycle of audits. Pupils are directly and regularly involved in reviewing their own performance.
- 225 The school uses a broad range of evidence to ensure accurate identification of areas of strength and others that require further development. Outcomes are based on comprehensive processes of assessment and reporting.
- 226 Biennial subject reviews, along with their annual self-evaluation findings, are effectively incorporated into whole-school and subject priorities. The process is assisted by effective external support from evidence gathered from the key stakeholders.

The effectiveness of planning for improvement

- 227 An outstanding feature is the rigour of planning for improvement at all levels and the inextricably close linkages between self-review, evaluation and school development planning.
- 228 The school's strategic planning processes are very well implemented, involving all staff and ensure effective outcomes. The focus is always on improving performance, standards, providing a widely-based curriculum and ensuring a high level of care. There is comprehensive and well-established feedback at all levels as to how performance can be improved. The priorities identified at whole-school and subject levels are based on first-hand evidence of need and are always relevant to the fulfilment of the aims, objectives and vision of the school. The other strength of the process is that action plans have realistic and achievable timescales.

- 229 Governors, senior managers and subject leaders have worked well together to ensure that the school has sufficient resources to meet its priorities and objectives.
- 230 Extensive use is made of a range of data to set whole-school, departmental, individual staff and pupils' targets. There is regular review of progress at all levels and revised targets are then established in line with current progress.
- 231 By establishing clear success criteria and regular review of targets, progress is identifiable and there have been significant and measurable improvements since the last inspection. These include:
- improved standards and development of learners' key skills;
 - improved PSE and careers provision;
 - the introduction of the WBQ at KS4 and the sixth form;
 - the involvement of learners in the target-setting and assessment processes on a very regular basis; and
 - the involvement of stakeholders and agencies in the self-evaluation and planning processes.
- 232 Good progress has also been made with the key issues from the last inspection. Shortcomings in pupils' achievement have been addressed. Opportunities to study more subjects through the medium of Welsh have increased. There is a greater consistency in the use of ICT across the curriculum. The school fully meets its requirements with regard to the daily act of collective worship and provision of religious education in the sixth form.

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

Grade 2: Good features and no important shortcomings

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

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

- 234 The teaching members of staff have the experience and qualifications to teach effectively all aspects of the curriculum. They demonstrate a good overall age profile with most members of staff teaching their chosen specialist area. Those delivering lessons outside of their subject expertise receive the appropriate support from heads of department.
- 235 The workforce remodelling agreement has been fully implemented resulting in the employment of additional non-teaching staff to reduce the administrative burden on teaching staff. This support team is highly regarded and makes an invaluable contribution to the school's teaching and learning programme.
- 236 However, the absence of a food and textiles technician places additional burdens on the teaching staff.
- 237 The school employs 40 LSAs who are directly managed by the resource base co-ordinator, speech and language therapy (SALT) unit co-ordinator or the SENCO. The LSAs provide substantial support for pupils with a range of SEN. However, teaching staff and LSAs do not consistently liaise regarding schemes of work and classroom organisation.

- 238 The school's capitation allowance per pupil has been relatively generous but there has been a significant reduction in the last two financial years. The cost-effective distribution of departmental capitation has ensured a good stock of books, equipment, hardware and software across all departments. Information and communications technology resources have improved significantly since the last inspection.
- 239 There are now five ICT suites and 15 personalised computers (PCs) in the library giving a favourable pupil to computer ratio of 1:2.85. The number of interactive whiteboards and data projectors has increased with all departments benefiting from a planned programme of provision. Improved access to computer technology has had a positive impact on standards although a number of departments experience difficulty in accessing computer facilities for whole-class participation.
- 240 The school makes full use of its available accommodation with total pupil numbers being 78 above the agreed school capacity of 931. The new all-weather physical education facility, the SEN soft room and the suite-ing of departments have significantly improved the school's teaching and learning provision.
- 241 However, the accommodation presents a number of shortcomings, which were highlighted in a recent survey undertaken on behalf of the UA. It described the school building as offering "a challenging problem" and providing "poor accommodation". The shortcomings include the:
- narrow corridors creating considerable congestion at busy periods;
 - classrooms too small to cater for current teaching and learning needs;
 - very limited study areas for sixth-form students;
 - deficiency in science laboratory provision; and
 - lack of covered areas for pupils on site.
- 242 The school library has been recently refurbished and effectively supports 15 computer stations for the use of sixth-form students during teaching time and the remainder of the school population at lunchtime. The library is now an effective multi-media resource centre. The book section has been curtailed with the consequent reduction in borrowing by the pupils. The library fails to attract pupils as a result of a limited range of contemporary fiction and non-fiction books in both languages and the lack of book-based activities such as competitions and quizzes. Its contribution to raising learners' standards is limited.

How effectively and efficiently resources are deployed to achieve value for money

- 243 The management and control of the school's delegated budget by the headteacher and administrative officer are effective. Financial management which ensures cost-effectiveness in all aspects of the school's investment and expenditure is systematic, methodical and rigorous. The planning and costing of the SDP are directly linked to the available budgetary funding. Expenditure is carefully monitored and reviewed on a regular basis to ensure accurate targeting of funds and value for money in accordance with identified priorities in the SDP.

- 244 The governing body gives clear direction and monitors closely and routinely all aspects of financial planning and control, staffing issues and curriculum matters.
- 245 The internal audit review of the school's financial practices in January 2008 gave a very positive picture. The school has fully addressed the few issues raised by the internal auditors.
- 246 The school had a surplus at the end of the 2008/2009 financial year.
- 247 There are many good features in the management, deployment and development of teaching staff. These include the:
- priority given to staff development/training in the performance management systems for teaching staff and LSAs;
 - investment of additional funding to subsidise the school's Behaviour Support Grant (BSF) programme;
 - setting-up of working groups to broaden the professional development of staff;
 - support for staff wishing to further develop their careers; and
 - deployment of internal expertise, for example, ICT technicians to deliver interactive whiteboard training.
- 248 A comprehensive and effective professional development programme is provided for all newly qualified staff (NQTs) and EPD (early professional development) teachers. A rigorous programme of support and training exists for initial teacher training (ITT) in conjunction with the Universities of Aberystwyth and Swansea.
- 249 However, the performance management system has not been extended to all technical and office support staff.
- 250 Through the workload agreement the school has provided 10% of the teaching time for staff preparation, planning and assessment. This time is used effectively.
- 251 Criminal Records Bureau (CRB) checks have been successfully completed for all teaching and support members of staff recently appointed to the school or who have been appointed to new posts within the school. The UA, when finance becomes available, is planning to roll out a programme of CRB checks for all staff employed at its schools.
- 252 The provision of sixth-form education is cost-effective.
- 253 The school conducts an effective annual review of the use of its resources. It provides good value for money.
- 254 The carefully planned sixth-form curriculum offering a range of balanced courses without subsidy from KS3 and KS4, partnerships with other schools/colleges to offer more cost-effective provision and the general contribution of sixth-form students to the life of the school ensure good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

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

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

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

255 GCSE results in the last two years have been mostly in line with local and above national averages for grades A*-C. There has been an increase in the number of pupils entered for GCSE Welsh first language examination. Fifty-one pupils were entered in 2005 and this has increased in 2008 to 74 pupils representing 54% of the year cohort. This has ensured a continuation in the Welsh first language programme of study from KS2 in line with local and national policy.

256 A level results have been below the national averages for grades A /B. The results are in line with students' ability.

KS3 and KS4

Good features

257 Pupils make good progress across KS3 and their assessments at the end of the key stage have shown a steady increase over the last two years. There is a trend of improvement in boys' results. Assessments in KS3 are slightly below the local and national average.

258 In KS3 and KS4, pupils' listening skills are very good across the whole ability range. They listen attentively and respectfully to the teachers and to the ideas and opinions of their peers. They participate well in a whole range of paired, group and class oral activities. By the end of both key stages, the more able pupils can offer incisive comments and present their opinions with confidence.

259 All pupils read a good range of fiction, non-fiction, drama and poetry to enhance their knowledge. Almost all read aloud with accuracy and fluency and standards are good in both key stages. The literary appreciation work of the most able pupils at the end of both key stages is of a good standard. Pupils of average and lower ability are confident when they read their own work and basic texts within their range of experiences.

260 Pupils' factual and creative work is good across both key stages and across all levels of ability. The most able pupils produce extended writing in narrative and non-fiction categories and show a good command of standard Welsh in their writing. Good use is made by pupils of the interactive whiteboard to promote ideas and to enhance the understanding of grammatical terms in preparation for drafting written work.

Shortcomings

261 The frequent use of English words and expressions impedes the accuracy of oral and written work of a few pupils of average ability in both key stages.

262 A minority of middle to lower ability pupils in both key stages do not proof read their work. Basic mutation and spelling errors appear in their written tasks.

Sixth form

Good features

- 263 Students in Y12 and Y13 display good knowledge and understanding of the literary text. They justify their viewpoints with appropriate evidence, both orally and in written form.
- 264 Students use ICT competently to research contextual background to literature and share findings effectively with their peers. They display their knowledge of the texts they study and their ability to analyse character to a good standard.
- 265 All students produce good written work, showing thorough preparation and appropriate textual references. They have good awareness and understanding of grammar and linguistic structure. Most students express themselves well, both orally and in written form, using appropriate and creative vocabulary. Their creative work is skilled, imaginative and well presented and of a good standard.

Shortcomings

- 266 A few students lack the confidence to make extended oral responses during class discussions and to challenge the opinions of their peers.
- 267 A few basic linguistic errors occur in the written work of some students.

Mathematics

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

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

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

- 268 Examination results at GCSE over the last two years have been above national averages for passes at grades A*-C and A*/A. These results represent good achievement for these pupils.
- 269 Examination results at A level in the last two years have been above national averages for passes at grades A/B. These results represent good achievement for these students.

KS3 and KS4

Good features

- 270 Pupils' oral responses in all classes throughout the school are good. Pupils discuss complex mathematical ideas using exact vocabulary and can solve unfamiliar problems in groups using their existing knowledge.
- 271 Most pupils can recall mathematical facts from previous lessons and can explain with understanding the methods they have used. For example, most pupils recall and apply trigonometric formulae and Pythagoras' theorem in Y10, the velocity formula in Y11, and basic facts throughout the key stages.
- 272 All pupils have good numeracy skills appropriate to their ability. All measures, such as time, velocity, volume and length, are dealt with and pupils are able to apply them in a variety of contexts.
- 273 Lower ability pupils make good progress through both key stages and have good mental mathematical skills which they can apply in "real-world" contexts. They use calculators and mental methods appropriately and check their answers. In

KS3 they have a good understanding of probability and can use statistical techniques to summarise their results.

274 Pupils of average ability are able to express number patterns algebraically and show good understanding of the connection between algebraic expressions, number and geometric patterns.

275 The more able pupils make good progress from KS3 to KS4. Their knowledge of negative numbers, fractions and the order of operations is good and they can use them in an algebraic context. In Y9, most able pupils have acquired advanced algebraic, numerical and geometrical techniques and this is further developed in KS4. By the end of Y11 they are able to complete extended statistical projects showing good understanding of the significance of their results.

Shortcomings

276 Some of the more able pupils in mixed-ability classes and within sets are not sufficiently challenged. They do not progress as swiftly as would be expected.

277 Pupils do not explain their methods in their books, especially when completing repetitive exercises and do not correct errors and misconceptions if asked to do so by their teacher. This hinders their understanding of the subject.

278 Pupils do not use ICT skills sufficiently to explore mathematics independently.

Sixth form

Good features

279 Most students are skilled in the use of algebra in both pure mathematics and statistics and the algebra skills acquired at GCSE have been successfully developed. They complete a substantial amount of work both in class and independently resulting in good progress through the key stage.

280 All students in Y13 have good calculus skills and they understand the significance of their results. The most able students are able to connect them to the properties of curves and practical situations.

281 All students are able to apply existing skills in new contexts and absorb new concepts and notation quickly. They are aware of when they can apply different statistical models and have a sound understanding of discrete statistical distributions.

282 All students are skilled in the answering of examination-style questions in both statistics and pure mathematics and prepare thoroughly for external examinations.

Shortcomings

283 Many students do not complete enough mathematics outside examination-style questions and do not explain their methods in written form.

284 Many students have difficulty applying statistics work within a meaningful context.

Science

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

Key stage 4: Grade 1 - Good with outstanding features

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

285 Examination results at GCSE in the last two years have been well above national averages for passes at grades A*-C and A*/A. These results represent very good achievement for these pupils.

286 Numbers taking science in the sixth form are relatively low and comparison with local and national averages are not reliable. Students perform better than would be expected in physics and chemistry, but less well in biology.

KS3

Good features

287 During lessons pupils acquire new knowledge to a good standard. They understand details of a range of scientific topics, such as microbes and diseases, acids and alkalis and adaptation to the environment. The standards achieved by pupils with SEN are particularly good.

288 Nearly all pupils can plan and carry out a scientific investigation. They carry out practical work carefully and with due regard to safety. All pupils can make systematic observations and record them appropriately, for example, in tables. Most can present their results using good graphs.

289 Most pupils can recall details of their previous work and the more able can apply their knowledge to explain unfamiliar situations well.

290 Pupils use scientific terms accurately both orally and in writing.

Shortcomings

291 A few pupils are reluctant to use scientific terminology when describing their work.

292 In a few instances, some pupils do not fully grasp all aspects of the lesson, or have a clear understanding of the work.

KS4

Outstanding features

293 The standards achieved by some of the more able pupils are outstanding. They have an exceptional ability to explain complex details of previous work. For example, they have a deep understanding of chemical bonding and can use chemical equations with ease. Others can draw on a wide range of topics when explaining their scientific understanding.

294 The ability of some more able pupils to speculate on the implications of their experimental results in a very sophisticated way is outstanding.

Good features

295 Nearly all pupils have an appropriate understanding of the scientific facts and principles required for their GCSE courses. Pupils make good progress and acquire new knowledge and understanding during lessons. They have a good grasp of current work, such as the carbon and nitrogen cycles.

- 296 Most pupils recall details of previous work and can apply their knowledge to explain unfamiliar situations. They obtain and use scientific information from a variety of sources. Nearly all pupils can use appropriate scientific terminology correctly.
- 297 Pupils carry out practical work to a good standard. They record their observations appropriately and accurately. Nearly all can communicate their findings using charts, graphs and text.
- 298 Most pupils are developing an understanding of some of the wider implications of scientific developments. For example, they understand some of the advantages and disadvantages of different methods of generating electricity.

Shortcomings

- 299 A few pupils have minor gaps in their understanding.

Sixth form

Good features

- 300 Students make good progress in developing their scientific understanding during lessons. They have a secure grasp of the subject matter of their A level courses. For example, some can explain how energy changes affect reaction rates in detail. Many have a good understanding of the sampling techniques used in biology fieldwork.
- 301 Nearly all students can recall and explain details of previous work to a good standard. They can apply their understanding to explain unfamiliar situations. They can extract information from a range of resources and use this as a basis for writing about science.
- 302 All students carry out practical work well and with due regard to safety. They record their experimental observations appropriately.
- 303 Nearly all students can communicate their scientific understanding using charts and graphs. When answering questions they give well thought-out extended answers.
- 304 Students use scientific terminology correctly both orally and in writing.
- 305 Students are developing a balanced view of the impact of science on society, for example, the use of hydrocarbon fuels and their impact on the environment.

Shortcomings

- 306 A very few students do not plot graphs with sufficient care.
- 307 A few students in class discussions cannot discuss their work to an appropriate level.

Design and technology

Key stage 3: Grade 1 - Good with outstanding features

Key stage 4: Grade 1 - Good with outstanding features

Sixth form: Grade 1 - Good with outstanding features

- 308 Examination results in resistant materials at GCSE over the last two years have been in line with local and national averages for passes at grades A*-C. In food technology, textiles and systems and control they were well above local and national averages. In these subjects passes in grades A*/A were significantly higher than both the local and national averages. This represents very good achievement.

309 Examination results in product design at A level in the last two years were much higher than the local and national averages for grades A/B. However, whilst the number of students involved is too few to make meaningful comparisons with national averages, these results are generally higher than what would be expected.

KS3

Outstanding features

310 Most pupils make outstanding progress in their knowledge and understanding of a design process and associated principles across all material areas. They discuss and write about their design work using very good levels of technical terminology.

311 Nearly all pupils' skills in using ICT in general, and computer-aided design software to design and present their work, for example, the board game, are outstanding. Their initial ideas reflect high levels of creative flair, imagination and innovation.

312 All pupils make outstanding use of basic computer-aided manufacturing equipment in making and in enhancing the appearance of their products.

313 Most pupils' knowledge and understanding of textiles-materials, such as felt, are outstanding. They readily created their own felt samples and carefully reflected on the possible design implications for using the material as an insulator.

314 Product outcomes reflect outstanding attention to detail and a persistent pursuit of accuracy culminating in well-finished products.

Good features

315 By Y9, nearly all pupils plan their work well and use production charts well. Product outcomes show that most pupils can work accurately and methodically when using utensils, tools and equipment to process ingredients and materials. The majority of pupils produce well-crafted and finished products in all material areas.

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

317 Lower ability pupils and pupils with SEN achieve good standards in their designing and making skills. Product outcomes are good and show that almost all achieve to their potential.

Shortcomings

318 Standards in presentation and graphical communication skills of a very few pupils are variable. These shortcomings lower the standards of work in their work folios.

KS4

Outstanding features

319 GCSE results in food technology, textiles, electronic products and systems and control are outstanding.

320 The higher than average results achieved at GCSE over the last few years reflect the outstanding quality of graphical communication skills seen in most pupils' design folios, particularly in textiles.

- 321 In textiles, nearly all pupils have an outstanding knowledge of an exceptionally broad range of textile materials.
- 322 In the resistant materials' areas, nearly all pupils have an outstanding knowledge of the properties of smart materials.
- 323 Product outcomes in all material areas reflect outstanding attention to detail and accuracy in weighing, measuring, marking-out and processing their work. Standards of pupils' work are exceptional.

Good features

- 324 Most pupils use a design process well to guide their project work. The most able pupils investigate original designs well and effectively collect the relevant material that helps them finalise their design decisions.
- 325 Almost all pupils have good ICT skills and can use the internet well for investigative work to improve the standards of this work.
- 326 All pupils use computer-aided design software well to enhance and support some of their presentations. They show good skills in generating some elements of their design outcomes using computer-aided manufacturing techniques.
- 327 Most pupils are conversant with and describe well the nutritional values of food. They describe well their products in terms of the aromatic, the visual and flavour of outcomes. Almost all pupils have good culinary practical skills. The most able have very good skills and use these effectively to achieve good standards of work.
- 328 Lower ability pupils and pupils with SEN achieve good standards in their work.

Shortcomings

- 329 A few pupils do not readily use sophisticated computer-aided manufacturing equipment to make some products.

Sixth form

Outstanding features

- 330 The standards of the presentation and graphical communication skills of many students are outstanding. Some students reach standards almost bordering on professional quality.
- 331 Most students have an outstanding understanding of the principles of design. They produce innovative, imaginative and very creative design solutions.
- 332 A few students carry out an outstanding level of investigative research work using a broad range of sources. Existing products are analysed in great detail. Their findings are used well to fashion their own design ideas.
- 333 Outstanding craftsmanship is evident in the product outcomes across the material areas.

Good features

- 334 Most students deal with contemporary concepts well and show a good awareness of this in their design ideas. Design solutions of good standards are arrived at through careful consideration of the human form.

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

336 Most students make good use of ICT, including computer-aided design software to produce, present and develop design outcomes to a good standard.

Shortcomings

337 There are no significant shortcomings.

Modern foreign languages

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

338 Examination results in French at GCSE grades A*-C over the last four years compare very favourably with local and national figures. They are above national averages. In German, results have consistently exceeded local and national figures during the same period. Results in Italian and Spanish have been outstanding. Across the four languages in 2007, 97.5% of pupils attained grades A*-C and in 2008, 88% attained grades A*-C. The trend in the value-added residual has been high. These results represent outstanding achievement for these pupils.

339 A level results in both French and German over the past two years have exceeded both local and national figures. The positive mean residual in both subjects over the past two years shows high attainment.

KS3

Outstanding features

340 All pupils make very good progress throughout the key stage. The percentage of pupils gaining level 5 and above at the end of Y9 over the past two years has been significantly above local and national figures.

341 All pupils improve their learning by asking focused questions, which show a very good awareness of the grammar of the target language. They use grammatical terminology confidently.

342 Many pupils are able to discuss their own progress and other pupils' progress in the target language and by the end of the key stage, they are beginning to use the target language spontaneously.

Good features

343 Pupils speak clearly and confidently and have good accents. From as early as Y7, they extend their speech by justifying their opinions and including previously learnt words and phrases. They are familiar with strategies to improve the content and quality of their own language and increasingly recycle language in new contexts.

344 Nearly all pupils have good listening skills. They are able to listen for substance of a discussion and detail and they develop good skills for dealing with unpredictable language throughout the key stage.

345 Most pupils use clues and reference materials to work out the meaning of words and phrases. Their knowledge of grammatical terminology enables them to use

dictionaries appropriately to extend their written and spoken language. Many make effective links between Welsh and English and the target language.

346 Many pupils are confident with tenses and by the end of the key stage, they can recognise and use several tenses.

347 Pupils develop good problem-solving skills throughout the key stage. This enables them to enrich the content of their language and improve the standards of their written work.

Shortcomings

348 A few pupils continue to make basic errors in pronunciation and language.

KS4

Outstanding features

349 The quality of pupils' coursework is outstanding in terms of content, accuracy and range.

350 Many pupils are able to discuss their work in the target language. They set targets for each other in the target language. They are able to comment on each others' accuracy, originality, pronunciation and content.

351 A majority of pupils show initiative in using the target language, in both speech and writing, and show an excellent understanding of the grammar of the target-language.

Good features

352 Most pupils have good listening skills and are able to understand language at near normal speed in unfamiliar contexts. They use ideas, structures and idioms from reading and listening in their speech and writing.

353 Most pupils are confident in using the target language. They become increasingly accurate across the key stage in both speech and writing. Their written work and oral work show that they can manipulate grammar accurately and use strategies to extend their language.

Shortcomings

354 A few pupils do not take part in oral work to a good standard.

Sixth form

Outstanding features

355 Students in Y12 in both French and German have outstanding speaking skills. They interact with each other and with the teacher fluently and naturally. They are able to discuss topics spontaneously. They give structured presentations in the target language and discuss errors and inaccuracies with the teacher and with their peers in the target language.

356 Most students make spontaneous use of the target language and a significant number discuss their work in small groups in the target language. The target language is a natural means of communication in lessons.

Good features

357 Students have a good knowledge of grammar and apply it in their written and oral work. They recycle language encountered in reading and listening in speaking and writing.

358 Students throughout the key stage have good pronunciation and good communication skills.

Shortcomings

359 A few students in Y13 have limited oral skills.

Business studies

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

Sixth form: Grade 1 - Good with outstanding features

360 Examination results at GCSE in the last two years have been well above the national average in 2007 and close to the national average in 2008 for passes at grades A*-C and A*/A. These results represent good achievement for these pupils.

361 Examination results at A level in the last two years have been above national averages for passes at grades A/B. These results represent outstanding achievement for these students.

KS4

Good features

362 Nearly all pupils have a clear understanding of the effect of unemployment on business. Pupils can give detailed accounts of what is happening on a local and national basis.

363 Lower ability pupils are able to contribute well to the lesson on economic conditions by providing sound examples of local and national companies involved in unemployment issues.

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

365 More able pupils are able to discuss the items that appear in the school's budget and calculate accurately some of the costs involved.

366 The majority of pupils are able to explain clearly the five topics connected with economic conditions. Most pupils can identify the five leading world economies and give sound reasons why they are the lead economies.

367 Most pupils can identify fixed and variable costs. The more able pupils are clear on all the costs when dealing with the break-even analysis.

Shortcomings

368 A minority of pupils are unsure of the meaning of the break-even point and the different costs associated with this concept.

369 A minority of pupils in Y10 find difficulty in completing the cash-flow exercise. They do not understand aspects of the task nor interpret the data accurately enough.

Sixth form

Outstanding features

370 All students have a very clear understanding of net cash flow and are able to calculate accurately the various totals associated with cash-flow forecasting.

- 371 All students improve the quality of their work through self-assessment. Standards are raised further by working in pairs to check each other's calculations.
- 372 Nearly all students present the findings of their research work to a high standard. They write accurately and in great detail. When delivering to their fellow students, they are very articulate.
- 373 Nearly all students produce coursework of a very high standard.

Good features

- 374 Students can apply familiar concepts and business terminology in new contexts when studying the effect of legal and regulatory issues on market activities.
- 375 Many students are able to recall facts and techniques from previous lessons in a number of different areas of business.
- 376 Most students are able to express their ideas clearly with good understanding and can apply them successfully within examination-style questions.
- 377 Year 12 students can apply knowledge gained at GCSE to a greater depth to business concepts dealt with in the sixth form. This raises their standards in the subject.
- 378 All students have a good grasp of the concept of product differentiation. They are able to provide examples, in writing and orally how Tesco makes its products different from the products of other supermarkets.

Shortcomings

- 379 There are no significant shortcomings.

School's response to the inspection

The school wishes to thank the Registered Inspector and his team for the professional and courteous manner in which they carried out the inspection.

Appendix 1

Basic information about the school

Name of school	Ysgol Tre-Gib
School type	Secondary
Age range of pupils	11-18
Address of school	Bethlehem Road Ffairfach Llandeilo
Postcode	SA19 6TB
Telephone number	01558 823477

Headteacher	Mrs Julie D Griffiths
Date of appointment	September 1997
Chair of governors	Mr Ken Griffiths
Reporting inspector	Mr W Gwyn Thomas
Dates of inspection	30 March – 2 April 2009

Appendix 2

School data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	155	180	147	172	174	80	81	989

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	59	11	64.44

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	16.26 (Y7-11) 15.35 (Y7-13)
Pupil: adult (fte) ratio in special classes	N/A
Average teaching group size	19.9 (Y7-11)
Overall contact ratio (percentage)	81.9%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole school
Term 1	92.54	92.42	91.63	88.94	87.23	85.78	73.94	88.79
Term 2	92.37	90.92	89.32	88.32	95.91	90.03	93.29	92.24
Term 3	92.55	90.79	90.33	87.18	84.74	88.15	81.6	88.35

Percentage of pupils entitled to free school meals	11%
Number of pupils excluded during 12 months prior to inspection	30

Appendix 3

National Curriculum Assessment Results End of key stage 3:

National Curriculum Assessment KS3 results 2008															
Total number of pupils in Y9: 151															
Percentage of pupils at each level															
			D	A	F	W	1	2	3	4	5	6	7	8	EP
English	Teacher assessment	School	0			0	0.6	0.6	2.4	22.4	30.6	30	11.2	2.4	-
		National	0.2			0.5	0.4	1.4	6.8	21.4	35.7	24.1	8.5	0.2	-
Welsh	Teacher assessment	School	0			0	0	1	10. 3	20.6	29.9	26.8	10.3	1	-
		National	0			0.2	0.1	0.4	6.3	20	37	26.2	8.8	0.5	-
Mathematics	Teacher assessment	School	0			0	0.6	1.2	8.8	12.9	20.6	37.1	15.3	3.5	-
		National	0.2			0.4	0.3	1.1	7.8	19.7	27.6	27.1	14.4	0.8	-
Science	Teacher assessment	School	0			0	0.6	0.6	10	12.4	41.8	20	12.9	1.8	-
		National	0.2			0.3	0.2	0.8	6.5	20.9	34.7	25.7	10	0.1	-

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

Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language) by teacher assessment	
In the school	64.1
In Wales	60

Summary of Secondary School Performance (1)

Pupils aged 15

Number of pupils aged 15 who were on roll in January 2008: 151

Percentage of pupils aged 15 who :

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average wider points score per pupil
School 2007/08	97	94	77	51	51	603
LEA Area 2007/08	98	89	62	50	48	380
Wales 2007/08	98	87	58	46	44	356
School 06/07/08	..	..	..	..	50	443
School 05/06/07	..	..	..	..	49	375

Number of boys aged 15 who were on roll in January 2008: 70

Percentage of boys aged 15 who :

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average wider points score per pupil
School 2007/08	100	94	70	43	43	563
LEA Area 2007/08	98	87	56	44	44	352
Wales 2007/08	98	84	53	42	41	334
School 06/07/08	..	..	..	..	44	404
School 05/06/07	..	..	..	..	44	349

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

Percentage of girls aged 15 who :

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average wider points score per pupil
School 2007/08	95	94	83	58	58	638
LEA Area 2007/08	98	92	69	56	54	410
Wales 2007/08	99	90	63	50	48	379
School 06/07/08	..	..	..	..	55	483
School 05/06/07	..	..	..	..	54	403

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

Summary of Secondary School Performance (1)

Pupils aged 15

	Percentage of pupils aged 15 who :		Percentage of boys aged 15 who :		Percentage of girls aged 15 who :	
	achieved one or more ELQ (2) only	Left full time education without a qualification (3)	achieved one or more ELQ (2) only	Left full time education without a qualification (3)	achieved one or more ELQ (2) only	Left full time education without a qualification (3)
School 2007/08	0	2	0	0	0	3.7
LEA Area 2007/08	0.7	1.4	0.8	1.9	0.6	0.8
Wales 2007/08	2.6	1.5	3.4	1.9	1.7	1.2
School 06/07/08	0.8	..	1.6	..	0	..
School 05/06/07	0.8	..	1.6	..	0	..

Pupils aged 17

	Number of pupils aged 17 who were on roll in January 2008: 73		Number of boys aged 17 who were on roll in January 2008: 32		Number of girls aged 17 who were on roll in January 2008: 41	
	Percentage of 17 year old pupils entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17	Percentage of 17 year old pupils entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17	Percentage of 17 year old pupils entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17
School 2007/08	97	927	92	724	100	1085
LEA Area 2007/08	96	682	95	627	97	726
Wales 2007/08	94	631	93	596	95	659
School 06/07/08	..	..	..	..	..	..
School 05/06/07	..	..	..	..	..	..

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

SECONDARY EXAMINATION DATA, 2006 - 2008

Free School Meals, 2006 - 2008	2006	2007	2008
% of pupils entitled to Free School Meals	12.5	11.5	12.2
Free School Meal band	10%<FSM<=15%	10%<FSM<=15%	10%<FSM<=15%
<hr/>			
Key Stage 4, 2006 - 2008	2006	2007	2008
% achieving the Level 1 threshold	..	86.1	94.0
Benchmark Quartile	..	4	1
% achieving the Level 2 threshold	..	69.9	76.8
Benchmark Quartile	..	1	1
% achieving the Level 2 threshold including a GCSE at grade A*-C in English or Welsh first language and Maths	..	..	51.0
Benchmark Quartile	..	..	2
% achieving the Level 2 threshold in the core subjects	..	..	51.0
Benchmark Quartile	..	..	2
Average wider points score	358.8	382.2	603.4
Benchmark Quartile	2	2	1

For 2004 onwards, the FSM percentage was based on pupils of compulsory school age only.

.. the data item is not available

Appendix 4

Evidence base of the inspection

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

During the inspection, inspectors visited:

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

Members of the inspection team met with:

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

The team also considered:

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

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
William Gwyn Thomas Registered Inspector	Context, summary, recommendations, appendix. KQ1 and contributing to KQ3. Business studies
Manon W Sion	KQ2
David B Morgan	KQ4
Dr Steve Lloyd	KQ5 and contributing to KQ3
Gwynoro Jones Lay Inspector	KQ6 and contributing to KQ3 Contributing to all key questions
Huw Llewelyn	KQ7
Gwyn Jones	Mathematics and contributing to KQ3
David Hughes	Science
Gillian Jones	Welsh first language
Lynne Meiring	Modern foreign languages
Keith Hopkins	Design and technology
Catrin G Jones	Nominee contributing to all meetings

Acknowledgement

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

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