

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

A report on the quality of education in

**Glan-y-Môr School
Heol Elfed
Burry Port
Carmarthenshire
SA16 0AL**

School number: 6694053

Date of inspection: 6 January 2010

by

**William Gwyn Thomas
79567**

Date of publication: 10 March 2010

Under Estyn contract number: 1202209

© Queen's Printer and Controller of HMSO 2010: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

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

Introduction

Glan-y-Môr School 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 Glan-y-Môr School took place between 06/01/10 and 08/01/10. 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	9
Key Question 2: How effective are teaching, training and assessment?	9
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	12
Key Question 4: How well are learners cared for, guided and supported?	14
Leadership and management	17
Key Question 5: How effective are leadership and strategic management?	17
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	18
Key Question 7: How efficient are leaders and managers in using resources?	20
Standards achieved in subjects and areas of learning	23
Mathematics	23
Science	24
History	25
Religious education (including religious studies)	26
Catering	27
Drama	28
School's response to the inspection	29
Appendices	30
1 Basic information about the school	30
2 School data and indicators	30
3 National Curriculum assessments results	31
4 Evidence base of the inspection	36
5 Composition and responsibilities of the inspection team	37

Context

The nature of the provider

- 1 Ysgol Glan-y-Môr is an 11-16 mixed, community school maintained by Carmarthenshire Unitary Authority (UA). There are currently 584 pupils on roll compared with 779 at the time of the last inspection in January 2004.
- 2 The school is situated in the heart of the town of Burry Port drawing pupils from six primary partner schools within the coastal strip extending from Pwll to Kidwelly and inland to Mynyddygarreg and Trimsaran. A significant proportion of pupils experience social and financial disadvantage.
- 3 Twenty-four per cent of pupils are eligible for free school meals (FSM). This figure is above the UA (14.7%) and national average (16.3%).
- 4 Pupils of all abilities are received by the school. There are 32 pupils with a statement of special educational needs (SEN) and a further 114 have been identified as needing some support. There are 25.6% of pupils on the SEN register compared with the national average of 20.9%. Twenty-three pupils are disapplied from the National Curriculum (NC). Five pupils are "looked after" by the local authority and three pupils are dual registered.
- 5 Only 4% of the pupils come from homes where the predominant language spoken is Welsh. Ninety-six per cent of pupils come from homes where English is the predominant language. One pupil receives support teaching in English as an additional language.
- 6 The headteacher was appointed to the post in January 2006 and the deputy headteacher was appointed in January 2009. The leadership group (LG) includes eight senior members of staff.

The school's priorities and targets

- 7 The school's aims are set out clearly in the school handbook and prospectus. The school's priority is to enable pupils of all abilities and backgrounds to achieve their full potential - academically, socially and personally - within the context of a community comprehensive school.
- 8 The school's development plan (SDP) for 2008-2010 identifies areas for development that meet both the school's and national needs. The school has prepared a detailed plan that identifies eight areas which have priority from 2008 onwards. These include raising standards further in both key stages, developing further assessment for learning, improving punctuality and attendance, widening links with the community, developing pastoral support and inclusion, developing continuity and progression, developing the skills agenda through the curriculum, and providing a more suitable learning environment. The school also sets numerical targets for success at the end of key stage (KS) 3 and KS4.
- 9 The targets for KS3 are that in 2010, 42% of pupils should reach at least level 5 in teachers' assessments in all core subjects combined (English 55%, mathematics 58% and science 61%).

Performance in external examinations at the end of KS4

- 10 In 2010, the following percentages of 15 year (Y) old pupils targeted to achieve are:

Level 1 threshold (a volume of qualifications at level 1 equivalent to 5 General Certificate of Secondary Education (GCSE) grades A*-G)	89%
Level 2 threshold (a volume of qualifications at level 2 equivalent to 5 GCSE grades A*-C)	57%
Level 2 threshold including English or Welsh first language and mathematics (a volume of qualifications at level 2 equivalent to 5 GCSE grades A*-C including English or Welsh first language and mathematics)	44%
Core subject indicator (CSI) English/Welsh first language, science and mathematics combined	40%
Leaving full-time education without a recognised qualification	1%
Average wider points' score (AWPS)	360

Summary

- 11 Ysgol Glan-y-Môr is an inclusive school which provides a caring environment and a good range of subjects to its pupils. There are good foundations for the school to improve under the direction of the headteacher and his new leadership team. The inspection team disagrees with six of the judgements made by the school in its self-evaluation report.

Table of grades awarded

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

Standards

- 12 Results in tests, statutory assessments and performance in external examinations have good features outweighing shortcomings. Attainment is lower than expected at KS3 but better than expected in KS4 in 2009 based on prior attainment. Performance in external examinations has improved in KS4 in 2009, and with very few exceptions, there is an overall upward trend in performance from 2007-2009.

Grades awarded in the six subjects inspected	KS3	KS4
Mathematics	3	2
Science	3	3
History	2	2
Religious education	3	3
Catering	N/A	1
Drama	3	2

13 Standards in catering in KS4 are outstanding. Standards in history are good with no important shortcomings at both key stages and they are good in mathematics and drama in KS4. Standards in religious education and science in KS3 and KS4 and mathematics and drama in KS3 have good features outweighing shortcomings.

14 The overall grades for the standards of achievement observed in the six subjects inspected are shown in the grid below:

38 lessons	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	11%	31%	55%	3%	0%

15 Standards of pupils' information and communication technology (ICT) skills, communication skills and skills in working with others are good with no important shortcomings.

16 The standards of pupils' skills of improving one's own learning have good features outweighing shortcomings. The standards of pupils' application of number skills and problem-solving skills are good in KS4, with good features outweighing shortcomings in KS3.

17 The standard of learners' bilingual skills has good features outweighing shortcomings.

18 Nearly all pupils with SEN make good progress in relation to their ability.

19 The behaviour of nearly all pupils in the school is good. There is a high priority for respect within the school. All learners are courteous both within and outside the classroom. Most learners have positive attitudes towards their work.

20 Attendance levels have improved. They are marginally below the UA and national averages. Monitoring procedures are now more rigorous and effective. Nearly all pupils are punctual to lessons.

21 Standards of pupils' spiritual, moral, social and cultural development are good.

The quality of education and training

22 Teaching has good features which outweigh shortcomings. The grades for the quality of teaching in the six subjects inspected in detail and also in the other lessons visited by the inspectors are below the national average (76% grades 1 and 2) as reported in the 2008/09 annual report of Her Majesty's Chief Inspector of Education and Training in Wales (HMCI). The grades are shown in the grid below:

62 lessons	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Whole-school	13%	50%	32%	5%	0%

- 23 Some outstanding teaching was seen. Teaching in some science, mathematics and religious education lessons has some good features but shortcomings in important areas.
- 24 Overall, there are positive working relationships between pupils and teachers. The school's reward system effectively recognises and encourages progress, and positive attitudes to work.
- 25 In the majority of cases, teachers use their subject knowledge to plan effectively and to use a variety of challenging teaching and learning activities. In a significant minority of lessons, the work is not well matched to the ability of the pupils. The pace of learning is too slow and many pupils are insufficiently challenged.
- 26 Pupils' progress is tracked within the school's electronic-data programme. Most pupils are aware of their expected levels and grades. The associated improvement targets vary in quality. In a number of subjects the allocation of levels lacks precision.
- 27 The majority of teachers provide detailed guidance to pupils on how to improve within their marking. In other cases, comments are too general and are less helpful.
- 28 Pupils are given opportunities to evaluate their work and that of others against set criteria, but these opportunities are insufficiently developed across the school.
- 29 School reports provide a good range of information for parents. Targets for improvement are not always specific enough.
- 30 The school's curriculum satisfies legal requirements for pupils of statutory school age. It offers a good range of subject options to its pupils in KS4. The curriculum is accessible to all and provides appropriate opportunities for all learners to gain qualifications.
- 31 A wide range of extra-curricular activities enriches learners' personal, social, cultural and moral development. Many pupils benefit from the school's cultural activities.
- 32 There are many curricular links which help pupils with transition from primary to secondary education. The annual transition project is an outstanding feature.
- 33 Partnerships with other organisations and the local college are good. Businesses provide work-experience opportunities and outside speakers enrich the work-related education programme. The Careers service contributes well to the options' process in Y9 and Y11.
- 34 The provision of work-related education is good. The school takes account of employers' needs well and learners' entrepreneurial skills are good.
- 35 The school's contribution to the Healthy Schools' initiative is strong. It is on level 5 of the award. Fitness has a high priority. Physical activities are well supported including those offered outside normal school hours. Most pupils have positive attitudes to healthy eating and physical exercise. The school raises learners' awareness of sustainability and global citizenship in a number of curricular areas. Whole-school initiatives and submission for Eco-school awards are at early stages of development.

- 36 The opportunities for all learners to use their bilingual skills are not extensive enough.
- 37 The quality of care and support to all pupils by members of staff and support services is good. This includes the support given by staff with pastoral responsibilities and their effective tutor teams. This support includes members of the non-teaching staff.
- 38 Good support is provided for pupils with SEN. The quality of provision and management of SEN is a strength of the school. Strong effective links with the partner primary schools ensure early identification of pupils with learning difficulties.
- 39 The school meets the needs of the majority of its pupils well.
- 40 Overall, the school's provision for equal opportunities is good. No discrimination or unpleasant behaviour is tolerated. The school council is an effective body and contributes well to life within the school as learners' views are considered carefully.
- 41 Child protection procedures are well embedded.

Leadership and management

- 42 The leadership qualities of the headteacher are good and he leads with vision. He is highly respected by the school and local community. He has taken a leading role in introducing new initiatives. Several members of his LG and middle managers are new to their positions of responsibility. The constraining factor for the LG as a whole is lack of time. The new roles of several of the school's senior and middle managers have not yet been fully developed.
- 43 The links between members of the LG and the departments they manage are strengthening. In some departments there is a lack of leadership. There is insufficient rigour in the monitoring process by some of the LG and departmental leaders. The target-setting procedures at departmental, whole-school and pupil levels are in the process of being refined.
- 44 The quality of planning for improvement and its monitoring are developing. Self-evaluation is inconsistent in quality. There is a lack of precision in the match between whole-school self-evaluation and the SDP. In some subject areas, self-evaluation is thorough, but this is not consistent in all departments. The governing body's role as critical friend is developing.
- 45 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 well managed.
- 46 Resources across the school are generally good. The school buildings and grounds are well maintained by the site manager. The headteacher and principal administrative officer manage and control the budget outstandingly. There are insufficient facilities for the drama and physical education departments. There is no school hall.
- 47 Due to the good leadership of the headteacher, support for pupils, pupils' behaviour and management of resources, the school provides value for money.

- 48 Good features outweigh shortcomings in the way in which the school has responded to the key issues noted in the 2004 inspection report. Standards in some subjects have not improved. Target-setting and monitoring of pupils' progress are in the process of further development.

Recommendations

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

- *R1. Continue to raise pupils' academic standards in KS3 and KS4, including raising standards in science, mathematics, religious education, and drama.
- *R2. Ensure assessment and target-setting procedures are applied consistently to produce further improvements in pupils' achievement.
- *R3. Address the inconsistencies in the quality of teaching through the introduction of a more rigorous subject-specific monitoring system to ensure that all lessons are at least good with no important shortcomings. Develop the accountability of departmental leaders in leading teams of staff.
- *R4. Rationalise the management time of the LG and develop its role to monitor rigorously and consistently the quality of teaching, marking and standards of pupils' work on a regular basis.
- R5. Improve the linkage between self-evaluation and development planning at both departmental and whole-school levels. Develop further the quality of the specific outcomes noted on departmental development plans.
- *R6. Continue to work with the UA to provide the school with a new hall, drama studio and physical education facilities.
- R7. Extend the opportunities for all learners to develop and use their bilingual skills regularly throughout the school.

** The 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 3: Good features outweigh shortcomings

- 49 The school awarded itself a grade 2 in its self-evaluation report. The grade awarded by the inspection team is one grade lower because good features outweigh shortcomings.

Pupils' success in attaining agreed learning goals

- 50 Results in teachers' assessments at the end of KS3 have varied. Overall, attainment declined in 2009 compared with the previous year. Only mathematics was in the top half of results in comparison with those of similar

schools in Wales, based on the FSM's indicator in the 20-30% range. Results in over half of the non-core subjects were in the top half of results in comparison with those of similar schools in Wales.

- 51 Attainment at KS3 was below what was expected in 2009, based on prior attainment, in the three core subjects combined, English and science. With the exception of mathematics, the percentage of pupils achieving level 5 or more in the CSI, English, and science was below the family average. They were all below the local and national averages.
- 52 Pupils' performance in external examinations in KS4 in 2009 has improved in nearly all indicators. This improvement is evident from 2007 onwards.
- 53 In most cases in 2008, and in nearly all cases in 2009, the overall performance of pupils in external examinations in KS4 placed the school above the average performance of similar schools in Wales.
- 54 The school's performance in 2009 resulted in:
 - 88% of pupils achieving the level 1 threshold, equal to the family and national averages;
 - 51% of pupils achieving the level 2 threshold, below the family and national averages; and
 - 41% of pupils achieving the level 2 threshold including mathematics and English, above the family but below the national averages.
- 55 These results, and pupils' AWPS, placed the school in the top half of results in comparison with those of similar schools in Wales.
- 56 Attainment at KS4 in 2009 was better than expected in many indicators based on prior attainment at KS2 and KS3.
- 57 In contrast to the national trends, boys outperformed girls in mathematics and science in the end of KS3 assessments in 2009.
- 58 At KS4 in 2009, the performance of girls in external examinations exceeded that of boys in all indicators, including the core subjects. This is similar to national trends.
- 59 In 2009, 2.1% of pupils left full-time education without a qualification.

Their progress in learning

- 60 Pupils' progress in nearly all lessons has good features outweighing shortcomings in KS3. It is good in KS4.
- 61 The following grades were awarded for standards of achievement at KS3 and KS4 in the 38 lessons observed in the six subjects inspected:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	11%	21%	63%	5%	0%
KS4	11%	42%	47%	0%	0%
KS3+KS4	11%	31%	55%	3%	0%

- 62 In 42% of the lessons observed, pupils achieved standards that have good features and no important shortcomings. Ninety-seven per cent of lessons had standards where good features outweighed shortcomings.

- 63 The percentage of lessons graded 1 and 2 in this inspection is substantially lower than the grades awarded for standards in lessons for grades 1 and 2 (73%) in all secondary schools inspected in 2008/09. The percentage of lessons graded 1, 2 or 3 (97%) is below the national 2010 "Vision into Action" target of 98% for standards to be graded 1, 2 or 3.
- 64 In KS3, standards in four of the five subjects inspected (catering is not taught in KS3) have good features outweighing shortcomings. Standards are good in history. Standards remain the same in three of the subjects inspected since the last inspection and have declined in drama and religious education.
- 65 In KS4, standards are outstanding in catering. They are good in mathematics, drama and history. In science and religious education, good features outweigh shortcomings.
- 66 In KS3 and KS4, all key skills have standards which have at least good features outweighing shortcomings.
- 67 Nearly all pupils use word-processing skills and simulation packages effectively in KS4. Pupils' standards in ICT skills are good in KS4. Standards are developing in KS3.
- 68 Most pupils have good communication skills through the medium of English and they listen well to their teachers. When given the opportunities, most pupils use extended speech confidently. Reading skills are good and those with reading difficulties are supported so that reading ages increase. Written work is variable in KS3, in terms of fluency and technical accuracy. It is good in KS4.
- 69 Nearly all pupils' application of number skills are good in KS4 but variable in KS3. Nearly all pupils are confident in using numbers in a range of subjects across the curriculum in KS4.
- 70 The skill of improving one's own learning in both key stages has standards where good features outweigh shortcomings. Pupils' problem-solving skills are good in KS4. They are developing in KS3.
- 71 Learners' bilingual skills have good features outweighing shortcomings. The Welsh language is used mainly during registration periods and in Welsh lessons.
- 72 All pupils with SEN make good progress in relation to their ability. A few make very good progress. In KS4, many pupils of low ability achieve well.
- 73 A few able and talented pupils make good progress.
- 74 Self-assessment processes are being developed in KS3 and KS4. Most pupils in KS3 and KS4 are aware of their expected levels or grades but are unclear on how well they are progressing or what they need to do to improve.
- 75 Some pupils in KS4 do not achieve their expected potential because they do not attend regularly.

The development of their personal, social and learning skills

- 76 Pupils' behaviour is good in KS3 and KS4. Pupils understand the expectations which the school has of them, both in terms of work and in terms of their behaviour and attitudes. During the inspection pupils were very courteous and respectful.

- 77 The school is an orderly, caring and an inclusive community. During the last academic year, 69 pupils were temporarily excluded and no pupil was permanently excluded.
- 78 The attendance level for the three terms prior to the inspection was 90.44%. This is below the all-Wales figure of 91% for 2008/09. It is also below the UA average of 90.8%. The school experienced levels of absence below the average for similar schools in Wales. Nearly all pupils are punctual to lessons.
- 79 Nearly all pupils make good overall progress in their personal, social, moral, spiritual, cultural and wider development. Standards are good.
- 80 Pupils are prepared for participation in the workplace and community in KS3 and KS4 to good standards.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

- 81 The school awarded itself a grade 2 in its self-evaluation report. The grade awarded by the inspection team is one grade lower because of the number of shortcomings identified.

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

- 82 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 (38 lessons)	16%	31%	45%	8%	0%

- 83 The standard of teaching in three of the six subjects inspected is considerably lower than the quality of teaching throughout the school. The teaching in some science, mathematics and religious education lessons has some good features but a significant number of shortcomings in important areas.
- 84 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 (62 lessons)	13%	50%	32%	5%	0%

- 85 The 63% of lessons judged to be grade 1 or 2 is lower than the national average reported in HMCI's annual report in 2008/09 where 76% of lessons were judged to be grades 1 and 2. This figure is also below the "Vision into Action" target for 2010, that the quality of teaching should be grade 2 or better in 80% of lessons.
- 86 These grades are similar to those awarded in the previous inspection, when 60% of lessons were judged to be good or better. The overall proportion of very good teaching has improved from 5% to 14%. Almost a third of lessons have shortcomings, some of which are significant.
- 87 In almost all lessons there are positive working relationships between pupils and teachers. These relationships, together with the support and equal opportunities

each pupil receives, provide a secure and constructive learning experience and good standards of behaviour in most classes.

- 88 Teachers conscientiously and skilfully apply the school's discipline for learning policy, which effectively recognises and encourages progress and positive attitudes to work.
- 89 In the majority of cases, teachers have responded enthusiastically to the good quality professional training and support provided by the school. Teachers use their up-to-date subject-knowledge and awareness of broader educational requirements effectively within their teaching.
- 90 Where teaching is good or better, the features include:
- well-planned lessons that provide an appropriate balance and variety of learning approaches;
 - enthusiastic and purposeful introductions to lessons;
 - structured work that informs pupils of the learning intentions;
 - good pace to maintain pupils focus, momentum and progress in their learning;
 - a wide range of interesting and well-matched resources and tasks;
 - good quality questioning; and
 - purposeful use of group and pair work.
- 91 Teaching assistants (TAs) are well informed of the planned programmes of work and collaboratively provide support of good quality for individual pupils. As a result, most pupils with SEN make good and often very good progress.
- 92 Where teaching was judged to be outstanding, teachers plan and organise their lessons meticulously to challenge all pupils to think creatively, solve problems through investigation and open-ended enquiry, and share and evaluate their understanding with their peers. Pupils are provided with frequent and imaginative opportunities to take responsibility, discuss their work and develop independence in their learning.
- 93 Where teaching was judged to have good features outweighing shortcomings, work is not well matched to the ability of the pupils. There is insufficient focus on the subject-specific requirements of the curriculum, and the pace of learning is slow. Many pupils are not challenged sufficiently and teachers fail to motivate pupils to apply themselves consistently and productively.
- 94 The school has a strong commitment to inclusion and equality of opportunity, which is promoted within its curricular planning and teaching. Systematic monitoring and review of pupils' progress ensure that members of staff are well informed of individual pupils' needs. The majority uses this information effectively to ensure that most pupils make good progress.
- 95 More able and talented pupils benefit from early identification, appropriately matched work within the majority of lessons, extension activities and early entry to a small number of external examinations. Overall, this provision is developing.

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

- 96 There are good features in the quality of assessment, recording and reporting, with shortcomings in the consistency and accuracy of implementation.
- 97 The school's well-constructed assessment policy, which emphasises consistent approaches, provides direction and guidance of good quality to departments. Most departments apply an appropriate range of assessment methods within detailed and well-planned schemes, and use the outcomes effectively to encourage pupils to improve their learning and standards.
- 98 The majority of teachers mark pupils' work regularly and thoroughly. They provide written and verbal feedback of good quality which identifies strengths, weaknesses and provides detailed guidance to pupils on how to improve. Some of this feedback is of outstanding quality.
- 99 Marking is specific and useful in the majority of cases. In a significant minority of instances, comments are too general and are less helpful.
- 100 Many departments have developed good peer and self-assessment procedures. These enable pupils to know and recognise the standards expected of them and to understand more clearly what they need to do to make progress.
- 101 Whilst there are good examples of pupils being given opportunities to evaluate their work and that of others against set criteria, these are insufficiently developed across the school.
- 102 The majority of teachers make good use of assessment information to modify their lesson planning and ensure work appropriately matches pupils' needs and abilities.
- 103 The school uses a comprehensive range of prior attainment and base-line data to provide a clear indication of pupils' potential. Pupils' performance is closely monitored and analysed against expected levels and grades. The school's electronic tracking system identifies those who are achieving at, above or below expectation, and effective academic and pastoral strategies are promptly applied.
- 104 Departments efficiently assess pupils and provide progress information on a termly basis for the school's data-base. In a number of subjects the allocation of levels within KS3 lacks precision, and the associated targets do not sufficiently match pupils' abilities.
- 105 Pupils have a good understanding of their expected levels and grades. Mentoring sessions are provided to evaluate their progress, identify learning needs and establish targets for improvement. These targets are not consistently rigorous enough.
- 106 The school makes strenuous efforts to keep parents informed and involved in their child's progress. The quality of the arrangements for reporting to parents is good. Interim and annual reports provide a good range of useful information and comments on achievement and progress. Targets for improvement vary in quality and are not always subject-specific enough.
- 107 A significant minority of parents regularly access the school's data-base via the electronic facility to obtain additional progress information. The termly

consultation evenings are well attended. The school maintains daily contact with parents through the effective and purposeful use of pupils' diaries.

- 108 The school ensures that the requirements for the assessment and reporting on the NC are met, and the requirements of examination boards are satisfied. The school is continuing to improve the accuracy of its assessments through internal moderation and external verification in partnership with partner primary schools.

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

Grade 2: Good features and no important shortcomings

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

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

- 110 Overall, the curriculum meets learners' needs and allows them to gain qualifications through a number of learning pathways. The school strives to give all pupils equal access to all learning experiences.
- 111 At KS3, the curriculum is broad and balanced and meets statutory requirements. Pupils study all NC subjects and religious education. Information technology is taught as a discrete subject across the key stage. Learning experiences are well planned with an increasing emphasis on a more skills'-based approach across the curriculum.
- 112 At KS4, a good range of optional courses supplements well the core provision of English, mathematics, Welsh second language, science, physical education and religious education.
- 113 The options' menu of courses for KS4 pupils includes subjects from four of the domains of learning with a modest number of vocational courses. The programme is supplemented through collaboration with Coleg Sir Gâr in providing GCSE courses in drama, dance and rock school, and the work-based learning pathway in engineering. All learners at KS4 follow the Welsh Baccalaureate (WBQ) at either Intermediate or Foundation level.
- 114 The school has been successful in gaining the Basic Skills' Quality Mark on a number of occasions. Most subjects and the personal and social education programme (PSE) have identified the delivery of key skills in their schemes of work. All pupils in Y10 have gained qualifications in communication, application of number and ICT at the end of Y9 at levels 1 and 2. Also, all pupils in Y7 have the opportunity to gain qualifications in communication level 1 in Welsh.
- 115 There is a wide variety of extra-curricular activities and these enrich pupils' experiences in the classroom. Many pupils take part in musical and sporting activities with considerable success. Many subjects provide clubs to help develop pupils' interests and support for GCSE examinations. Educational visits to art galleries, theatres, field work and abroad support pupils' work in a wide range of subjects.
- 116 The school effectively promotes pupils' spiritual, moral, social and cultural development. It complies with statutory requirements for a daily act of collective

worship. Spiritual development is promoted effectively in religious education lessons and in some subjects across the curriculum.

- 117 The quality of relationships, the behaviour of pupils in class and around the school, and the support for a range of charities are testimony to the successful development of learners' moral and social qualities.
- 118 The development of pupils' awareness of Welsh culture and other cultures is good across many areas of the curriculum.
- 119 The school provides a comprehensive and well-planned PSE programme which complies with all requirements. It is successful in developing pupils' awareness of health issues, sex education, substance misuse, careers education and the world of work and citizenship
- 120 Pupils' learning experiences are enhanced by effective partnerships with parents, the community and other providers. Partnerships with partner primary schools are outstanding. There are many curricular links which help pupils with transition from primary to secondary education. The annual transition project which involves many teachers and pupils develops cross-curricular themes very successfully, resulting in outcomes of very high quality.
- 121 Community links are good. Pupils benefit from the input of a number of agencies, for example the police, health, local businesses and the careers service in a good range of activities in PSE and work-related activities.
- 122 The partnership with Coleg Sir Gâr has been productive in extending provision at KS4. Links with other secondary schools are limited at present. However, there are clear plans for the sharing of provision from September 2010.
- 123 The school maintains good links with parents. Termly newsletters help to keep parents informed about activities, achievements and events at the school. The options' booklet for courses at KS4 and information about pathways post 16 fully informs parents about the range of opportunities available. At present, there is no parent-teachers' association.
- 124 The school complies with legal requirements in all aspects of its provision.

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

- 125 The school provides an effective programme of work-related education. There is good coverage in the PSE programme at KS3 and dedicated careers lessons at KS4. The programme is supplemented well by regular input by the school's careers' adviser, enterprise activities and mock interviews delivered by local businesses.
- 126 The school takes good account of employers' needs. There is regular dialogue to ensure that, as far as possible, employers know what the school can provide. This dialogue enables the school to respond to what employers require. The work-experience programme in Y10 is well planned, monitored and evaluated.
- 127 The opportunities for pupils to develop entrepreneurial skills are good throughout the school. Pupils have opportunities to engage in a number of enterprise activities in the PSE programme and all registration groups prepare a stall for the summer fete.

- 128 The school is successful in ensuring that no pupil is disadvantaged. The school challenges stereotyping.
- 129 Aspects of “Y Cwricwlwm Cymreig” feature well in many subjects across the curriculum. Most pupils study a full GCSE course in Welsh as a second language and there are activities such as the school eisteddfod and competing in the Urdd eisteddfod which promote the Welsh language and culture. However, the opportunities for learners across the curriculum to develop and practise bilingual skills further are not extensive enough.
- 130 Pupils’ awareness of sustainable development and global citizenship are promoted successfully in a number of curricular areas. Although a few projects have developed the theme of sustainability, whole-school initiatives and submission for Eco-awards are at early stages of development.
- 131 The school has made good progress in offering learning experiences that reflect national priorities. Good progress has been made with 14-19 Learning Pathways, KS2-KS3 transition, the skills’ agenda, the promotion of healthy lifestyles and preparation for adult life. Some progress has been made in the development of pupils as independent learners and the development of their bilingual skills.

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

Grade 2: Good features and no important shortcomings

- 132 The school awarded itself a grade 1 in its self evaluation report. The grade awarded by the inspection team is one grade lower because there were not enough outstanding features.

The quality of care, support and guidance to learners

- 133 The school provides good care, support and guidance for all its pupils.
- 134 There is a very strong pastoral team and there are good support systems in place. Communication within the school is effective. Pupils are very positive about the school, and very appreciative of the work of the school staff. The school has a very positive, inclusive ethos. Pupils are well supported within a caring environment.
- 135 The school is committed to working closely with parents. It keeps parents regularly informed about their child’s progress through the daily diaries. It has introduced the “Facility” computer programme which enables parents to access on-line their own child’s school record of progress. This is very innovative. The school has very good links with local colleges and business community.
- 136 The well-established school council is active within the school community and provides a good voice for pupils’ views.
- 137 Advice and guidance of good quality are available for pupils when selecting their course options in Y9. An informative options’ booklet is provided for pupils and parents, along with evening options’ meetings. All Y10 and Y11 pupils are allocated an effective learning coach who provides impartial advice and guidance.
- 138 The school has developed outstanding transition and induction programmes. Pupils in primary partner schools undertake a wide range of induction activities

which include art, drama, photography, poetry and environmental projects. Members of staff share their expertise and specialist facilities, and undertake joint training activities. Pupils undertake bridging work projects in subjects such as modern languages, mathematics and science. These begin in Y6 and are completed in Y7. Information sharing is good.

- 139 Similarly, transition between Y9 and Y10 is very good. Pupils undertake a week of induction activities which introduces them to the WBQ.
- 140 The school's PSE programme is well planned. The school makes good use of external speakers and other professional services to supplement the work done in the PSE programme. Local police officers, as well as the school-based youth worker and social worker, have a regular input to the school's PSE programme.
- 141 Pupils receive regular interviews, mentoring and support from their form and personal tutors.
- 142 The school has initiated a number of good procedures for monitoring attendance. It makes very good use of ICT to monitor and share information. There is a designated attendance support manager who works closely with the education welfare service. Prompt action is taken when attendance is a cause for concern. These actions are beginning to have a positive impact on attendance figures.
- 143 The school's Discipline for Learning policy is now well established and is used consistently by staff. This has proved to be very effective in encouraging and maintaining good standards of behaviour within the school. Members of staff monitor behaviour closely and there is a good focus on praising and rewarding good behaviour, work and attendance. Those pupils who need additional help in managing their behaviour are provided with pastoral support plans, mentoring in the behaviour support room and, where necessary, additional help from other professional agencies.
- 144 Good provision is made for careers education. Advice and support are made available through the school's PSE programme as well as inputs from the Careers Wales service. Pupils in Y10 undertake work placements of value. The school has also developed good links with the local college which works with the school in providing a number of work-related courses.
- 145 Healthy eating is very well promoted within the school. The school is working towards achieving level 5 of the Healthy Schools' scheme, with nutrition being the focused area. There is a very good variety of healthy food available in the school canteen and pupils are rewarded for making healthy choices. Most pupils have a secure understanding of how to become healthy. Pupils are encouraged to become active through a variety of sporting and 5x60 activities.
- 146 All members of staff and many pupils take part in the First-Aid training programmes. This makes a good contribution to pupils' well-being.
- 147 The school has good child protection policies and procedures. All members of staff have received appropriate training. The school benefits from a specialist social worker who, along with the designated senior staff responsible for child protection, maintains regular links with other support agencies.

The quality of provision for additional learning needs

- 148 Pupils with SEN receive good support. The school works very effectively with partner primary schools and other agencies to ensure the early identification of pupils with SEN. Pupils' progress is carefully monitored and reviewed regularly. Procedures fully meet statutory requirements.
- 149 Pupils withdrawn for additional literacy and numeracy support benefit from teaching of very good quality. The majority of pupils make good progress in their learning.
- 150 There is a good focus on developing reading and spelling skills. Well-qualified LSAs provide effective reading activities such as "Catch Up" and "Toe-by-Toe" activities. Peer mentors make a valuable contribution to improvements in reading skills.
- 151 The school makes good use of professional support services, and involves parents on a regular basis. The provision is well managed, enabling pupils to make good progress with their learning and personal and social development.
- 152 Members of staff have very positive, inclusive attitudes. Pupils with SEN are taught within the mainstream classes. They are very well supported by skilled LSAs. Pupils with SEN are included in all school activities.
- 153 Pupils' individual educational plans (IEPs) are satisfactory and are currently being developed further.

The quality of provision for equal opportunities

- 154 The school ensures that all pupils in Y10 and Y11 receive one-to-one support and guidance from trained learning coaches. Pupils are made aware of the variety of opportunities available to them. Targeted support is also available to address underachievement through out-of-hours revision and mentoring from senior staff.
- 155 As part of its successful transition activities, the school has used a Raising Attainment and Individual Standards in Education (RAISE) grant to develop a project with the aim of overcoming social disadvantage.
- 156 Pupils benefit from a good range of cultural and sporting activities. Further opportunities are provided for those pupils with particular talents who wish to develop them further.
- 157 The school takes active steps to ensure the equal treatment of both boys and girls. Members of staff have undertaken training to raise awareness of issues and taken positive action to address any inequality.
- 158 The school addresses issues of race relations in a positive way through its PSE programme. Its policies and procedures are effective. Incidents are rare.
- 159 The school has good systems to deal with any forms of bullying. The well-established PSE programme raises pupils' awareness. Pupils are encouraged to report any incidents to staff immediately. There is a school "bully box" where concerns can be posted and the school has also trained older pupils to act as peer mentors around the school. Any incidents that occur are recorded and dealt with promptly.

- 160 The school's commitment to ensuring the equal treatment of disabled learners is an outstanding feature. Effective disability policies and plans are in place. Specialist equipment and adaptations to the building enable physically disabled learners to be fully included in all areas of school life. Members of staff have undertaken additional training to provide physiotherapy and personal care in a specialist room.
- 161 Pupils have many opportunities to learn about and respect cultural and religious diversity. The school has good links with a number of different countries. Pupils undertake foreign trips and welcome visitors to the school from different religions and cultures. Pupils are also involved in charity and community work. They gain a clear understanding of diversity issues through the PSE programme.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

- 162 The school awarded itself a grade 2 in its self-evaluation report. The grade awarded by the inspection team is one grade lower because good features outweigh shortcomings.
- 163 The grade awarded is one grade lower than the grade awarded to key question 7. This is because the impact of monitoring of standards is not as effective as the monitoring of resources.

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

- 164 The school has taken into consideration and developed some national priorities well. In particular, the school has successfully piloted a national engineering initiative in collaboration with Coleg Sir Gâr. Learning coaches have been trained and deployed to work closely with Y10 pupils who are now following the WBQ foundation or intermediate qualification. The school has achieved the "Healthy Schools' Award" level 4 and is beginning to develop as an Eco-school.
- 165 The school ensures the professional development of teaching, administrative and technical staff. The programme for the induction of newly-qualified teachers (NQTs), and teachers new to the school is well organised and managed.
- 166 The school has a good system of performance management involving all members of teaching, technical and administrative staff.
- 167 The headteacher has a clear vision for developing the school and is leading the school very well. He has initiated changes to the LG and middle managers over several years, and now there is stability. However, as these leaders are new to their posts of responsibility, they are only beginning to develop their leadership roles.
- 168 Each member of the LG, including the headteacher, is linked to departments. The links between members of the LG and the departments they line manage, are developing, but vary in their effectiveness. There is insufficient rigour in monitoring the performance of staff and teams.

- 169 The monitoring roles of these senior staff are limited due to a lack of adequate leadership time. Some members of the LG have high teaching commitments and two assistant headteachers continue to have departmental responsibilities. A few continue to undertake administrative tasks. These factors restrict their ability to quality assure effectively and raise standards in areas of strategic importance.
- 170 Very good features of leadership and management at middle-management levels are evident in the majority of departments. In these departments, there is a clear focus on teaching and learning, exemplified by detailed schemes of work, good target-setting practices and good programmes of quality assurance. Middle managers of high quality are committed to raising standards by monitoring work on a formal and informal basis. However, these good practices are inconsistent. Currently, best practice is not shared sufficiently amongst all staff within the school.
- 171 Not all middle managers understand their roles clearly. In some departments, there is a lack of leadership, and there are shortcomings to be eliminated. There is insufficient rigour in monitoring, and planning for improvement is inadequate.
- 172 The school's target-setting processes are inadequate. However, they are beginning to be refined successfully. The majority of pupils are aware of their targets but they are not sufficiently clear on how to improve. Departments set targets for the end of each key stage. Under the direction of the new deputy headteacher, these targets are now becoming realistic and challenging.

How well governors or other supervisory bodies meet their responsibilities

- 173 Governors are involved in the strategic management of the school. The quality of their strategic management and involvement in the evaluation processes are developing. Governors act as sounding-boards to the headteacher.
- 174 The governing body includes able and experienced members who have supported the school over a number of years, and members recently appointed. Their individual professional expertise is used well in most instances.
- 175 All members of the governing body have an understanding of the school's main priorities through the effective working of the sub-committee structure.
- 176 The governors understand their roles. The role of critical friend is continuing to develop. Every department has a link governor, but the quality and consistency of this link are variable. Not all governors have observed lessons. This role is beginning to be developed. Governors are informed on all aspects of school performance through the headteacher and the LG. Heads of departments do not make formal presentations to the governing body.
- 177 All regulatory and legal requirements are met.

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

Grade 3: Good features outweigh shortcomings

- 178 The school awarded itself a grade 2 in its self-evaluation report. The grade awarded by the inspection team is one grade lower because good features outweigh shortcomings.

How effectively the school's performance is monitored and evaluated

- 179 The judgements made by the school differ from those awarded by the inspection team in six of the seven key questions. The inspectors awarded each of the six key questions one grade lower.
- 180 The self-evaluation report follows the seven key questions in the Estyn framework to provide a detailed presentation of the perceived good features and areas for development noted by the school.
- 181 The process is well structured and involves leaders and managers at all levels in the review of both academic and pastoral progress and their contributory factors. It is intended to pull together the major themes arising from departmental self-evaluations into a coherent whole.
- 182 The departmental self-evaluations are variable in quality and do not all support the whole-school evaluation securely.
- 183 All departments work to a consistent format following the seven key questions. In those departments that are good, there is input from both academic and support staff, thorough and detailed analysis of projections and outcomes, with competent and critical evaluation of a wide range of data and first-hand evidence. These include book reviews, monitoring of lessons and some peer-observations.
- 184 In other departments, there are shortcomings as not all members of staff are fully involved and leaders are less confident in gathering and evaluating relevant evidence. Departmental leaders' conclusions lack clarity and precision.
- 185 The 18 month cycle of departmental reviews provides a good picture of strengths and areas for development. These reviews are led by members of the LG supported by middle managers. In the core and some foundation subjects, the school has made good use of external consultants. These reviews result in focused action plans to help raise standards. There are otherwise few links between the departmental self-evaluation documents and action plans. This results in some staff being unsure of their roles. Consequently, the process of self-evaluation is not firmly embedded.
- 186 The strong focus the school gives to continuing professional development (CPD) has enabled the expansion of the LG. This allows the expertise of a wider range of middle managers to be used for the benefit of the school as a whole. In the school planning documents, the tasks of managers are clearly defined, but expectations of how these will be prioritised and accomplished are less precise.
- 187 Leaders cannot always fulfil each of their current multiple roles as fully as they should due to time-constraints. They cannot always monitor effectively all the areas for which they are responsible. As a result, lines of communication and accountability are not all secure.
- 188 The school takes good account of stakeholders' views. Governors and staff at all levels contributed to the preparation and review of the self-evaluation report, and focus groups composed of representatives of these and all interested parties regularly review all major school initiatives and developments. Parents' views are canvassed through a range of detailed surveys.

189 The school council is effective in bringing matters to the attention of the LG on a regular basis. There are no formal procedures for including partner establishments and the community in self-evaluation. However, the strong transition links and the close contacts with the many friends of the school mean that input is received.

The effectiveness of planning for improvement

190 The SDP presents succinctly the school's aims and its eight major priorities for 2008-2010. The school places great emphasis on the CPD priorities which emerge from performance management. The SDP is colour coded in three shades to give some indication of what is completed, in progress, or yet to begin. However, success criteria and targets are not always sufficiently precise, making steps towards improvement more difficult to measure.

191 The document was prepared prior to the self-evaluation report. The SDP and self-evaluation report are not linked well enough to indicate clearly how well progress is being made and how planning responds to the school's current position. At departmental level, there are firm links between the action plans and the findings of the respective departmental reviews where these have been undertaken. Action plans are cross-referenced to the SDP, but there is rarely a close match with the departmental self-evaluation documents or clear indications of how progress is being plotted.

192 Costings are generally clear, but in a few cases lack precision. The overall management and allocation of resources to match the stated priorities are, however, good. They reflect efficient financial control and good challenge by the governors.

193 Good features outweigh shortcomings in the way in which the school has made progress in addressing the key issues for improvement identified by the previous inspection. There are strengths in the effectiveness of both assessment and discipline for learning strategies as these policies and procedures are being consistently applied. The merit and league-table reward systems are helping to raise pupils' self-esteem and promote better attendance and performance. The self-evaluation policy is not implemented consistently. Target-setting and monitoring of pupils' progress are not as effective as they should be. The good standards achieved by pupils in KS4 are not matched as well by those in KS3. Standards in some subject-areas have not improved since the previous inspection.

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

Grade 2: Good features and no important shortcomings

194 The school awarded itself a grade 1 in its self-evaluation report. The grade awarded by the inspection team is one grade lower because there were not enough outstanding features. It is one grade higher than key question 1 and key question 5 because resources are managed well.

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

195 The school has a well-qualified and committed specialist staff. Only a minority of teachers are deployed outside their subject specialism. Those who teach outside their area of expertise are well supported by middle managers.

- 196 The school has fully embraced the workforce remodelling requirements. This has led to a clearer focus on teaching and learning. The appropriate and effective use of technical and support staff makes a significant contribution in reducing the teaching staff's administrative workload.
- 197 The school employs a large team of well-qualified teaching assistants. They undertake a wide range of roles within the school directly linked to supporting the teaching and learning of targeted pupils. The team makes a very significant contribution to the raising of pupils' standards.
- 198 A substantial investment has been made to update ICT facilities throughout the school. Information technology suites are available to all staff through the use of a booking system. This works well. Many classrooms are furnished with interactive whiteboards and projectors. This has had a positive impact on the range of teaching strategies used. The distribution of departmental capitation on a formula basis has ensured a good stock of books and equipment across most departments.
- 199 Pupils' experiences are enriched by the teaching staff's commitment to using a range of resources beyond the school. The school has also secured funding to support training and provision through the 'Awards for All' out-of-hours learning initiative. This is to be commended. A significant development has been the involvement of primary partner schools in field trips as part of transition practices.
- 200 The small library is well stocked with an appropriate range of fiction and non-fiction books. It is fully used for the borrowing of books and for independent study at every opportunity, especially by KS3 pupils. The library is well managed by the librarian. The library makes a valuable contribution in raising the standards of teaching and learning.
- 201 However, the school's evaluation of the impact of its resource management on teaching and learning is not rigorous enough.
- 202 The accommodation is sufficient for the number of pupils on roll. A considerable number of improvements have been initiated since the last inspection. These have had a positive impact on the provision for teaching and learning. Modifications have been made to accommodate wheelchair-bound pupils and those with visual impairment. These provide equality of access for all pupils. The buildings and the grounds are very well maintained by the site manager.
- 203 However, the deficiencies in the quality of the physical education changing facilities, the absence of a school hall and a drama studio remain shortcomings.

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

- 204 The budget is efficiently managed and controlled by the headteacher and the principal administrative officer. This is an outstanding feature. Budget planning is rigorous involving the governors, LG, support staff and middle leaders. The use of the budget is carefully monitored by the governing body and sub-committees.
- 205 Good use is made of staffing through economic and efficient use in line with experience, expertise and qualifications. A staff absence system is efficiently operated to maintain supply costs at the lowest possible level and to ensure the least possible impact on pupils' learning.

- 206 The recent internal audit review of the school's financial practices concluded that the management and administration of the financial and administrative systems were "overall, very good and well controlled".
- 207 The well-managed CPD programme demonstrates a number of good features. These include the:
- performance management and skills audits which identify training needs of all staff;
 - efficient use of funding such as General Teaching Council of Wales (GTCW) grants and Community-Focussed Schools' grant to support CPD;
 - provision of meaningful CPD to enhance staff contribution to the school's teaching and learning objectives; and
 - deployment of learning coach funding to develop the skills and expertise of teaching assistants and members of the administrative team.
- 208 However, the resource management skills of some middle leaders are insufficiently developed.
- 209 A comprehensive and effective CPD programme is provided for all NQTs and the early professional development of staff (EPD). Induction programmes for staff new to the school and those new in post are of good quality.
- 210 The school has provided 10% of the teaching time for staff planning, preparation and assessment. This time is used effectively.
- 211 Criminal Records Bureau (CRB) checks have been successfully completed for all teaching and support staff.
- 212 The SDP is costed and linked effectively to budget spending headings. Priorities are reviewed on a regular basis and appropriate adjustments made. The governing body actively monitors the progress of expenditure and income against the budget through the existence of a robust reporting process.
- 213 The shortcomings in the standards achieved by pupils and the lack of specific, targeted monitoring by managers are limiting factors in terms of the value for money provided by the school.
- 214 Overall, the school does provide value for money.

Standards achieved in subjects and areas of learning

Mathematics

Key stage 3: Grade 3 - Good features outweigh shortcomings

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

215 Examination results at GCSE over the last 3 years have fluctuated but are on an upward trend for grades A*-C and grades A*-G. However, they are still below both local and national averages. These results show good progress for these pupils and compare relatively well with those of pupils of similar schools.

KS3

Good features

216 Across the age and ability ranges a majority of pupils answer questions orally with clarity, understanding and accuracy to a good standard.

217 Calculators are used accurately and appropriately by most pupils.

218 Pupils' knowledge of number is good.

219 Most pupils have spatial awareness and understand well the concepts of the area of plane figures and volumes of regular solids using the appropriate units.

220 Lower ability Y7 pupils can recognise simple quadrilaterals.

221 Pupils of lower ability in Y8 have a good basic understanding of probability.

222 Pupils with SEN make good progress.

223 The numerical and problem-solving skills of pupils are enhanced by the starter activities at the beginning of lessons.

Shortcomings

224 A small minority of pupils lack confidence when dealing with numbers in everyday life-situations.

225 Lower ability pupils do not always complete and present their work in a neat, logical way. They do not always correct work that is wrong.

226 More able pupils in a small minority of classes do not always achieve their potential in lessons.

227 Pupils' investigative skills are limited.

KS4

Good features

228 Across the age and ability ranges the majority of pupils answer questions orally clearly and accurately showing good understanding.

229 The more able pupils in both Y10 and Y11 are extending their algebraic skills in the expansion of brackets, factorisation and the solution of equations.

230 Middle ability pupils in Y11 are investigating the solution of quadratic and cubic equations using the 'trial and improvement' method. The modular examination motivates a majority of these pupils.

231 Most pupils with SEN make good progress.

232 Most pupils use calculators efficiently and appropriately.

Shortcomings

233 The more able pupils in a small minority of classes do not always achieve their potential in lessons.

234 Lower ability pupils do not always complete their work and present it in a logical manner.

Science

Key stage 3: Grade 3 - Good features outweigh shortcomings

Key stage 4: Grade 3 - Good features outweigh shortcomings

235 The percentage of pupils attaining grades A*- C in the GCSE examination for the last two years was significantly below local and national averages. Despite an improvement in 2009 these results are lower than those to be expected from pupils of similar ability.

KS3

Good features

236 Pupils of all abilities have an adequate understanding of aspects of the NC in science. For example, they are familiar with the functions of some electronic components and know about the energy content of fuels. Their understanding is nearly always in line with their ability and all are making adequate progress.

237 Many pupils are developing an understanding of the role of science in everyday life. For example, they know about the effects of acid rain and understand some of the health issues surrounding smoking. Others are developing the ability to extract information from secondary sources.

238 Pupils of all abilities use scientific terms accurately, both orally and in writing.

239 Most average and higher ability pupils can recall details of their previous work.

240 All pupils, including those with SEN, carry out practical work with care and record their results in tables. Many lower ability pupils are developing the ability to plan scientific investigations, given appropriate support.

Shortcomings

241 Many lower ability pupils cannot recall details of previous work, or do so only superficially. Many lower ability pupils have only a very basic understanding of the scientific content of their lessons.

242 A few middle ability pupils cannot extract useful scientific knowledge from secondary sources.

243 A minority of middle and lower ability pupils' notes contain inaccuracies whilst others have significant gaps or are not up to date.

244 Some more able pupils fail to complete all the work they are set or require more help with practical work than would normally be expected.

KS4

Good features

- 245 Most pupils have an adequate understanding of the work they need for their GCSE examinations. For example, many pupils have an adequate understanding of radioactivity and electricity. A few more able pupils have a thorough understanding of the periodic table and can use it to predict the behaviour of unfamiliar elements.
- 246 Nearly all pupils communicate their understanding of scientific ideas adequately, using text, graphs and diagrams. All use scientific terms accurately, both orally and in writing.
- 247 Nearly all pupils can carry out practical work carefully and with due regard to health and safety issues. They make systematic observations and record them in tables.

Shortcomings

- 248 Many middle and lower ability pupils have only a superficial understanding of their work. Many pupils cannot recall or apply details of previous work.
- 249 Many pupils' notes have significant gaps or they are not up-to-date.
- 250 A few pupils are unable to draw appropriate conclusions from their experimental work.

History

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

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

- 251 Examination results for the last two years show a decline in the proportion of pupils gaining grades A*-C from a position in line with local and national averages in 2008 to one that is below in 2009. However, over a three-year period, there is a rising trend.

KS3

Good features

- 252 The most able pupils in Y7 work very well collectively on historical problem-solving tasks.
- 253 End-of-key-stage assessments over the last three years show that the proportion of pupils gaining Level 5 or better has been above both local and national averages.
- 254 The more able pupils in Y7 show a good grasp of ideas associated with change and development. They know the difference between an event and a development and can distinguish what changed from what happened.
- 255 Pupils with SEN in Y8 can make inferences from visual sources, for example portraits of Elizabeth I. Some pupils can express views well about the value of the portraits as historical sources, using their knowledge about the circumstances in which they were produced.

256 In written work, middle ability pupils in Y8 can propose effectively reasons for Henry VIII's break with Rome and understand through a study of Mary Tudor that historical reputations are capable of more than one interpretation.

257 Lower ability pupils in Y9 can infer evidence well from visual and written sources about aspects of life in the trenches. They are able to organise this information into a series of mind maps in preparation for written tasks.

Shortcomings

258 The quality of presentations and completion of written work by a few middle and lower ability boys are limited.

KS4

Good features

259 Year 10 pupils of middle and lower ability research and deal effectively with information related to the battle of Mametz Wood.

260 Nearly all pupils in one Y11 group make effective use of their contextual knowledge to propose 'problems' that Elizabeth I was likely to have faced on her accession in 1558.

261 In another Y11 group, pupils show a complex understanding of causation and a willingness to challenge stereotypical views.

262 Coursework on the Rebecca riots reveals well-structured writing. In the best work, most pupils make critical use of source material to explain to a good standard why the Rebecca riots occurred in West Wales during 1839-43.

Shortcomings

263 Some coursework assignments demonstrate a limited use of source material.

Religious education

Key stage 3: Grade 3 - Good features outweigh shortcomings

Key stage 4: Grade 3 - Good features outweigh shortcomings

264 Examination results at GCSE level in 2007 and 2008 were well below national averages for passes at grades A*-C and A*/A. These results are lower than would be expected for pupils of similar ability. No pupils were entered for GCSE religious studies in 2009.

KS3

Good features

265 In their study of the major world religions a small majority of pupils in Y7 can explain the main features of each religion.

266 Most pupils with SEN in Y7 are able to relate how religious stories and beliefs can be expressed through symbolism, particularly in relation to stained glass windows.

267 The majority of pupils in Y8 have a good understanding of kosher laws and how they affect the daily lives of Jewish people.

268 A large minority of pupils in Y8 are aware of the authority that believers ascribe to religious texts and traditions.

269 In Y9, many pupils are able to recognise that humans have a spiritual side as well as a physical one. They are also aware of the positive and negative aspects of spiritual belief.

270 Many pupils in Y9 can explain what prayer is and why it is important to believers. A few pupils can recognise differences between Christian and Islamic prayer rituals.

Shortcomings

271 More able pupils do not make sufficient progress.

272 The quality of work in almost half the books examined was not detailed enough to ensure progress.

273 A small minority of pupils have insecure recall and understanding of previous work. A few pupils do not complete work that has been missed because of absence and do not correct errors identified in the marking of their work.

274 In their oral responses, many pupils are reluctant to justify their opinions.

KS4

Good features

275 In Y10 the majority of pupils can explain what makes a good relationship. A minority have a good understanding of religious teaching about pre and extra-marital relationships as well as marriage.

276 Many pupils in both Y10 and Y11 are aware of the different types of love, including Christian love. A few are able to reflect thoughtfully on what love means to the individual.

277 In Y11, the majority of pupils have a good understanding of both Christian and Jewish marriage ceremonies, as well as the symbolism involved.

278 The majority of pupils in Y11 can relate the importance and value to the Jewish faith of festivals, particularly Rosh Hashanah.

Shortcomings

279 There is a lack of detail and analysis in a large minority of exercise books.

280 Almost half of the pupils have incomplete work which has an adverse effect on standards.

281 A minority of pupils lack confidence in evaluating issues studied and coming to a reasoned conclusion.

Catering

Key stage 4: Grade 1 - Good with outstanding features

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

KS4

Outstanding features

283 All pupils participate readily during class discussion showing very sound subject knowledge and understanding.

284 All pupils have a very good understanding of the catering industry. They are able to use appropriate technical language and apply information gained on work experience to their coursework.

285 The standard of coursework is exceptional, especially the work of the more able pupils who use ICT effectively in order to communicate information.

Good features

286 Nearly all pupils have a good understanding of the introduction of convenience foods to enhance the catering industry.

Shortcomings

287 There are no significant shortcomings.

Drama

Key stage 3: Grade 3 - Good features outweigh shortcomings

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

288 Examination results at GCSE in the last three years have been below local and national averages for passes at grades A*-C.

KS3

Good features

289 Despite their lack of experience in drama, Y8 pupils from across the full ability range, including those with SEN, make good progress, and achieve good standards.

290 Some pupils demonstrate good recall of previous work.

291 Many pupils, both boys and girls answer questions accurately, demonstrating their understanding of the anatomical principles affecting voice control in the use of pitch, pace and diction.

292 Some pupils can devise complicated tongue twisters and a few show control and good articulation in performing their work for others.

Shortcomings

293 Most pupils do not share their ideas effectively with others in group work. This limits the quality of the work.

294 Many pupils do not devise creative solutions of good quality to solving problems.

KS4

Good features

295 Many pupils are capable performers who can create believable characters within their devised work.

296 The more able pupils use voice, gesture and physical movement to enhance performance. They use the subject language and vocabulary confidently.

297 Most pupils take on a range of roles and characters well and are keen to explain their ideas using appropriate language.

298 Written work is generally well structured, well presented using ICT, and in the best examples there is good critical analysis of pupils' own work and that of others.

Shortcomings

299 Some written evaluations are too descriptive.

School's response to the inspection

Although, as a school, we are disappointed that a number of our self-evaluation grades did not match those of the Estyn team, we fully accept the resulting report. We are pleased that the outstanding work going on in the school has been recognised but are aware that some areas, including some new initiatives require further development.

We are very confident that the areas pinpointed by the team will be effectively addressed and we express our gratitude to the members of the visiting team for the very efficient and professional way they assisted us in developing a sharper focus on the areas of practice that we need to work on.

Appendix 1

Basic information about the school

Name of school	Glan-y-Môr Comprehensive School
School type	Secondary
Age range of pupils	11-16
Address of school	Heol Elfed Burry Port Carmarthenshire
Postcode	SA16 0AL
Telephone number	01554 832507

Headteacher	Mr S Jones
Date of appointment	January 2006
Chair of governors	Councillor P E M Jones
Reporting inspector	Mr W Gwyn Thomas
Dates of inspection	6-8 January 2010

Appendix 2

School data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	102	130	118	106	128	-	-	584

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	33	7	37.26

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	15.73 : 1
Pupil: adult (fte) ratio in special classes	-
Average teaching group size	21.3
Overall contact ratio (percentage)	73.9%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole school
Term 1	93.56	92.29	89.68	87.20	89.14	-	-	90.37
Term 2	90.80	90.12	87.57	86.40	96.63	-	-	90.58
Term 3	93.45	91.16	91.58	89.72	88.55	-	-	90.37

Percentage of pupils entitled to free school meals	24%
Number of pupils excluded during 12 months prior to inspection	69 Temporary

Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

Glan-y-mor School
Carmarthenshire

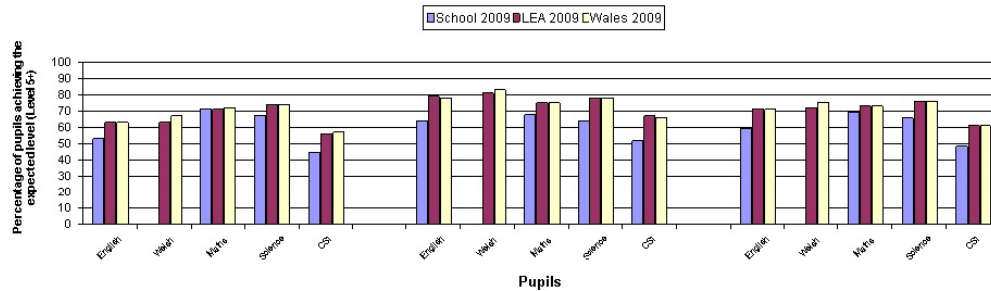
LEA/School no: 669/4053

School comparative information: National Curriculum Assessments 2009 with benchmarking

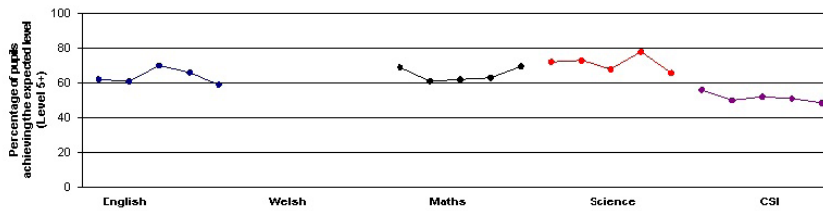
Key Stage 3

Percentage of boys, girls, and pupils achieving at least the expected level (Level 5+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	53	63	63	64	79	78	59	71	71
Welsh	.	63	67	.	81	83	.	72	75
Maths	71	71	72	68	75	75	70	73	73
Science	67	74	74	64	78	78	66	76	76
CSI	45	56	57	52	67	66	49	61	61



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1	School is in the top 25 per cent.
Quartile 2	School is in the top 50 per cent but not the top 25 per cent.
Quartile 3	School is in the bottom 50 per cent but not the bottom 25 per cent.
Quartile 4	School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 20 per cent and up to 30 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		57	59	65		70	
Welsh		55		64		73	
Maths		64		69	70	71	
Science		66		71		75	
CSI		49		55		60	

Notes:

- Figures for Welsh refer to attainment in Welsh first language only.
- CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 5 in both Mathematics and Science and either English or Welsh first language.
- If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Report by William Gwyn Thomas
Glan-y-Môr School, 06/01/10

This report uses data for 2009 for LEA and Wales comparative information

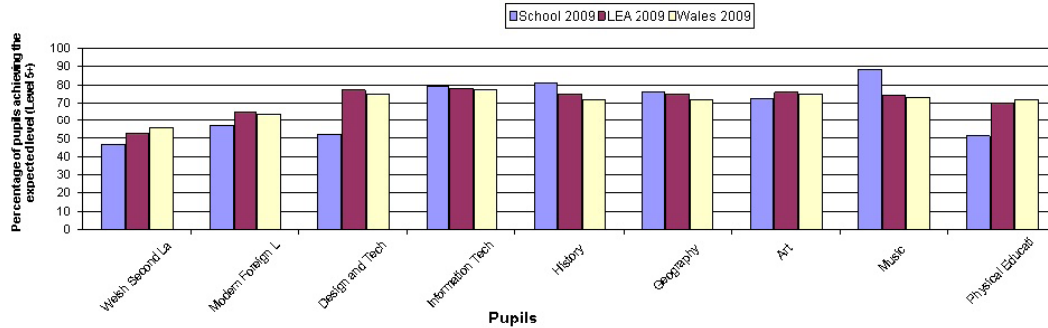
Glan-y-mor School
Carmarthenshire

LEA/School no: 669/4053

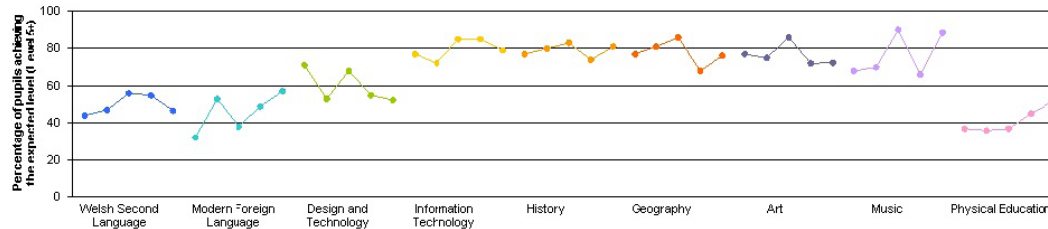
School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 3

Percentage of pupils achieving the expected level (Level 5+)

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
Welsh Second Language	41	44	46	52	62	66	47	53	56
Modern Foreign Language	49	56	55	64	74	73	57	65	64
Design and Technology	53	69	68	52	85	83	52	77	75
Information Technology	76	73	72	82	84	83	79	78	77
History	78	69	66	84	80	78	81	75	72
Geography	73	72	67	79	79	77	76	75	72
Art	63	67	66	80	86	85	72	76	75
Music	90	66	66	88	83	81	89	74	73
Physical Education	67	73	72	38	67	72	51	70	72



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

- Quartile 1 School is in the top 25 per cent.
- Quartile 2 School is in the top 50 per cent but not the top 25 per cent.
- Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.
- Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 20 per cent and up to 30 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
Welsh Second Language		45	47	51		55	
Modern Foreign Language		45		57		66	
Design and Technology	52	62		70		78	
Information Technology		62		71		79	
History		59		63		70	81
Geography		56		63		70	76
Art		60		71	72	81	
Music		56		64		75	89
Physical Education	51	64		69		77	

Notes:

1. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Pupils aged 15

Number of pupils aged 15 who were on roll in January 2009 : 145

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 2008/09	99	88	51	41	37	335
LEA Area 2008/09	99	90	62	49	48	399
Wales 2008/09	99	88	61	47	46	379
School 07/08/09	97	82	49	..	29	315
School 06/07/08	..	..	..	..	23	298

Number of boys aged 15 who were on roll in January 2009 : 81

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 2008/09	99	84	41	37	33	315
LEA Area 2008/09	98	88	56	46	45	371
Wales 2008/09	98	86	55	43	43	357
School 07/08/09	95	77	38	..	24	284
School 06/07/08	..	..	..	..	20	262

Number of girls aged 15 who were on roll in January 2009 : 64

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 2008/09	98	94	64	45	41	360
LEA Area 2008/09	99	92	68	54	52	429
Wales 2008/09	99	91	66	51	50	401
School 07/08/09	99	89	61	..	34	352
School 06/07/08	..	..	..	..	27	338

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 (3) only	Left full time education without a qualification (4)	achieved one or more ELQ (3) only	Left full time education without a qualification (4)	achieved one or more ELQ (3) only	Left full time education without a qualification (4)
School 2008/09	0	2.1	0	1.2	0	3.1
LEA Area 2008/09	1	0.7	1	0.9	0	0.5
Wales 2008/09	2	0.9	3	1.0	1	0.8
School 07/08/09	2	..	2	..	1	..
School 06/07/08	3	..	4	..	3	..

Pupils aged 17

	Number of pupils aged 17 who were on roll in January 2009 : 0		Number of boys aged 17 who were on roll in January 2009 : 0		Number of girls aged 17 who were on roll in January 2009 : 0	
	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 2008/09						
LEA Area 2008/09	97	729	94	669	99	775
Wales 2008/09	96	688	95	656	97	715
School 07/08/09	..	..	..	..	..	..
School 06/07/08	..	..	..	..	..	..

- (1) For details on approved qualifications, point scores and contribution to thresholds, please see the Database for Approved Qualifications in Wales (DAQW) at <http://www.daqw.org.uk/>
- (2) For information about which syllabuses are included in each subject area see Notes for Guidance.
- (3) Entry Level Qualification.
- (4) As defined under the National Performance Indicator EDU/002.
- .. Data not available

Glan-y-Môr School
School Type: Comprehensive 11-16
Linguistic Delivery: English medium

LEA/School No. 669/4053

Number of SEN Unit/Special Classes: 0

Number of Pupils on Roll in NCY 11: 145

Percentage of compulsory school age pupils eligible for FSM 2008/09: 23.7

Percentage of compulsory school age pupils eligible for FSM 07/08/09: 23.8

Percentage of compulsory school age pupils on SEN register: 25.6

Percentage of 15 year old pupils on SEN register: 16.6

Level of Welsh Bacallaureate Offered:

	Advanced for Post-16 Pupils	Intermediate for post-16 Pupils	Pilot Foundation for post-16 Pupils	Pilot Intermediate for pre-16 Pupils	Pilot Foundation for pre-16 Pupils
Welsh Bacallaureate Offered: Yes	No	No	No	Yes	Yes

Appendix 4

Evidence base of the inspection

Inspectors spent a total of 29 days in the school and were joined by the school's Development Officer as nominee. They held a meeting before the inspection.

During the inspection, inspectors visited:

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

Members of the inspection team met with:

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

The team also considered:

- the school's self-evaluation report;
- 38 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 senior managers and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
William Gwyn Thomas Registered Inspector	Context, summary, recommendations, appendix. Key Questions 1 and 5,
Gwynoro Jones Lay Inspector	Contributing to all key questions.
Andrew Herdman	Key Question 2
Glyn Davies	Key Question 3 and contributing to science
Gillian Unwin	Key Question 4
Martyn S Williams	Key Question 6
Huw Llewelyn	Key Question 7
Alan Edwards	Mathematics
David Hughes	Science
Alan Kelly	History
Martyn L Williams	Religious education
Pamela Scourfield	Catering
Debra Makin	Drama
Emyr W Roberts	Support. Contributing to all key questions
Geoffrey Howell	Peer assessor
Stephanie Marks	Nominee

Acknowledgement

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

Contractor: EPPC/Severn Crossing Ltd
Suite F2A, Britannic House, Britannic Way, Llandarcy, Neath SA10 6JQ