Inspection under Section 28 of the Education Act 2005

A Report on the Quality of Education in

Queen Elizabeth High School
Llanstephan Road
Johnstown
Carmarthen
SA31 3NT

School Number: 6694063

Date of Inspection: 10/03/08

by

Brian William Medhurst
3508

Date of Publication: 15/05/08

Under Estyn contract number: 1202107
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Queen Elizabeth High 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 students. 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 Queen Elizabeth High School took place between 10/03/08 and 13/03/08. An independent team of inspectors, led by Brian William Medhurst 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 students, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its students’ spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** 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 students in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of students 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:**

<table>
<thead>
<tr>
<th>Year</th>
<th>R</th>
<th>Y 1</th>
<th>Y 2</th>
<th>Y 3</th>
<th>Y 4</th>
<th>Y 5</th>
<th>Y 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages</td>
<td>4-5</td>
<td>5-6</td>
<td>6-7</td>
<td>7-8</td>
<td>8-9</td>
<td>9-10</td>
<td>10-11</td>
</tr>
</tbody>
</table>

**Secondary phase:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Y 7</th>
<th>Y 8</th>
<th>Y 9</th>
<th>Y 10</th>
<th>Y 11</th>
<th>Y 12</th>
<th>Y 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages</td>
<td>11-12</td>
<td>12-13</td>
<td>13-14</td>
<td>14-15</td>
<td>15-16</td>
<td>16-17</td>
<td>17-18</td>
</tr>
</tbody>
</table>

The National Curriculum covers four key stages as follows:

<table>
<thead>
<tr>
<th>Key stage 1</th>
<th>Year 1 and Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key stage 2</td>
<td>Year 3 to Year 6</td>
</tr>
<tr>
<td>Key stage 3</td>
<td>Year 7 to Year 9</td>
</tr>
<tr>
<td>Key stage 4</td>
<td>Year 10 and Year 11</td>
</tr>
</tbody>
</table>
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<td></td>
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<tr>
<td>Welsh first language</td>
<td>41</td>
</tr>
<tr>
<td>Welsh second language</td>
<td>42</td>
</tr>
<tr>
<td>Mathematics</td>
<td>43</td>
</tr>
<tr>
<td>Science</td>
<td>45</td>
</tr>
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<td>Design and technology</td>
<td>47</td>
</tr>
<tr>
<td>Information technology</td>
<td>49</td>
</tr>
<tr>
<td>History</td>
<td>50</td>
</tr>
<tr>
<td>Geography</td>
<td>52</td>
</tr>
<tr>
<td>Geology</td>
<td>54</td>
</tr>
<tr>
<td>Modern foreign languages</td>
<td>55</td>
</tr>
<tr>
<td>Religious education</td>
<td>56</td>
</tr>
<tr>
<td>Art</td>
<td>58</td>
</tr>
<tr>
<td>Music</td>
<td>60</td>
</tr>
<tr>
<td>Physical education and dance</td>
<td>61</td>
</tr>
<tr>
<td>Drama</td>
<td>64</td>
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A glossary of terms used in this report

achievement
Inspectors judge achievement by how well learners are doing in relation to their ability and by the progress they make. (See also attainment.)

additional learning needs (ALN)
This term covers a very wide range of needs. It includes learners who:
• have special educational needs (SEN);
• are disabled;
• have medical needs;
• have emotional, social and behavioural difficulties;
• are more able and talented than most of their classmates; and
• are learning English as an additional language.

attainment
How well learners are doing as measured in national tests and in the qualifications or credits they gain. (See also achievement).

benchmark data
This refers to assessment information that schools use to compare their performance with that of other schools.

bilingualism or bilingual skills
The ability to speak, read and write in two languages.

careers education and guidance
A planned programme to teach students about career opportunities and to provide each student with individual career guidance.

collective worship
By law, schools must hold collective worship (assemblies) which must be wholly or mainly Christian in nature.

core subject indicator (CSI)
This indicator shows the percentage of students who attain the level expected of them in mathematics, science and either English or Welsh as a first language.

Core subjects
English or Welsh, science and mathematics.

English as an additional language (EAL)
This refers to students whose first language is not English.

exclusion
When a learner is told not to come to school either for a fixed term (for example, one week) or permanently.

key skills
The key skills are:
• speaking;
• listening;
• reading;
• writing;
• using numbers (numeracy); and
• using information and communications technology (ICT).

The wider key skills for students aged 14 to 16 are:
• problem solving;
• improving their own learning and performance; and
• working with others.

Learning Pathways 14 - 19
<table>
<thead>
<tr>
<th><strong>learning support assistants</strong></th>
<th>Trained assistants, who work alongside qualified teachers in the classroom. They may work with an individual student or a group of students.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>looked-after children</strong></td>
<td>Children who the local authority has legal parental responsibilities for. The term is used to describe all children who are named in a care order, or who are provided with accommodation on a voluntary basis for more than 24 hours. Used to be called ‘in care’.</td>
</tr>
<tr>
<td><strong>National Curriculum</strong></td>
<td>The subjects, and subject content, that all maintained schools must provide for all students.</td>
</tr>
<tr>
<td><strong>National Curriculum assessment</strong></td>
<td>For secondary schools, this is the assessment of students at the end of key stage 3 in English or Welsh, science and mathematics. In key stage 4, this is provided through a range of approved qualifications, the most common of these being the General Certificate of Secondary Education (GCSE).</td>
</tr>
<tr>
<td><strong>personal and social education</strong></td>
<td>This includes all that a school carries out to promote the personal and social development of its students. It includes all the planned learning experiences and opportunities that take place not only in the classroom but also in other areas of school experience which are features of the values and community life of the school.</td>
</tr>
<tr>
<td><strong>public examinations</strong></td>
<td>Nationally recognised examinations commonly taken at 16 years of age, 17 years of age and 18 years of age, usually the General Certificate of Secondary Education (GCSE), Advanced Subsidiary level (AS level) and Advanced level (A level).</td>
</tr>
<tr>
<td><strong>students with additional learning needs</strong></td>
<td>Students who, for a wide range of reasons, have been identified as needing additional or modified support to help them learn successfully.</td>
</tr>
<tr>
<td><strong>students with special educational needs</strong></td>
<td>Those students, within the overall category of additional learning needs, who need specific support, which, for students with complex needs, may be recorded within a statement of special educational needs.</td>
</tr>
<tr>
<td><strong>school council</strong></td>
<td>A representative group of students elected by other students to discuss matters about their education and raise concerns with senior managers and governors of the school.</td>
</tr>
<tr>
<td><strong>similar schools</strong></td>
<td>All those secondary schools in Wales that have a similar proportion of students entitled to free school meals. For this school that is over 10% and less than 15%.</td>
</tr>
<tr>
<td><strong>statutory requirements</strong></td>
<td>All of those aspects of school provision that the Welsh Assembly Government requires schools to provide.</td>
</tr>
<tr>
<td><strong>vocational studies (courses)</strong></td>
<td>Courses of study related to career or employment skills.</td>
</tr>
<tr>
<td><strong>work related education</strong></td>
<td>Teaching students about the nature of life in the workplace.</td>
</tr>
</tbody>
</table>
The nature of the provider

1 Queen Elizabeth High School is a mixed, bilingual community comprehensive school of 1432 pupils, with 250 in the sixth form, catering for all abilities between the ages of 11 and 18. It was formed in September 2005 by the amalgamation of Queen Elizabeth Cambria and Queen Elizabeth Maridunum Schools. Its origins may be traced back to 1576 with the establishment of the Queen Elizabeth Grammar School on Priory Street in Carmarthen town, which was set up for the benefit of the merchant people of the town. In this respect, the new school is mindful of building on 430 years of educational provision.

2 The school is located in the picturesque Tywi valley, and its catchment area is predominantly rural, covering a large swathe of Carmarthenshire, including the county market town.

3 Currently, the entire campus is being redeveloped with a multi-million pound, county council-funded investment in:
   - a new purpose-built school to accommodate 1600 pupils;
   - an extended and refurbished leisure facility incorporating a competition-standard swimming pool and many other resources; and
   - new external sporting facilities, including tennis courts, an all-weather pitch, running track and playing fields.

4 The building programme will be completed during the academic year 2008-2009, and will provide pupils and staff with much improved facilities.

5 The school has a great sense of pride in the achievements of all members of its community, and a priority is placed upon high standards of work, behaviour, attitude and appearance.

6 All socio-economic groups are represented at the school, and around 11% of the school’s pupil population is entitled to free school meals. This figure is less than both the unitary authority and national averages. Fifteen pupils are in the care of the unitary authority and eight are dually registered.

7 Around 5% of the pupils speak Welsh as a first language or to an equivalent standard. Welsh is taught and examined as a first and as a second language. A few subjects are taught through the medium of Welsh in key stage 3.

8 Very few pupils come from minority ethnic heritages. Six pupils receive support teaching in English as an additional language.

9 The school’s intake represents the full range of abilities. Seventy-two pupils have statements of special educational need and 46 pupils are disapplied from aspects of the National Curriculum. There are an additional 350 pupils on the school’s SEN
register. This means that around 30% of pupils are recognised as needing additional support. This figure is well above local and national averages for similar schools.

10 The headteacher was appointed in September 2005, having served as head of another Carmarthenshire school for the previous 7½ years. Other members of the leadership group were appointed at that time from within the staff of the amalgamating schools.

11 The changes experienced by the school have also presented significant challenges to all members of the school community. There has been a need to forge a new identity, culture and ethos from those which existed in the previous two schools and this is still in a developmental stage at present. Members of staff have been required to work on two campuses, one of which was initially unfamiliar to them. Teaching staff have, in many cases, lost ownership of their traditional base rooms and resources, and have been required to commute between campuses for lessons, often several times a day. There has also been disruption created by the extensive building programme which has greatly reduced the amount of space available to pupils during their recreation and relaxation time. Nevertheless, staff and pupils have applied themselves to the merger, remained positive and worked hard to maintain the high standards to which the school aspires.

The school’s priorities and targets

12 The school’s stated mission is: ‘Ymlaen Gyda’n Gilydd’. It implies that all its members are moving forward together in order to provide educational excellence.

13 Its mission is seen as the embodiment of:

- **the school’s character**: it is a statement of a shared determination, rooted in its educational heritage;
- **the conduct of its members**: it underpins and suffuses the present behaviour of all concerned, as they work in unity to strive for educational excellence;
- **the school’s principles**: it is a collective and ambitious declaration that the school is forward looking, with a commitment to educational progress.

14 The vision for the school is of an intelligent, responsive, inclusive, bilingual and supportive community with the highest possible standards of teaching and learning.

15 The school’s goal is to ensure success for every child, which will be achieved by:

- safeguarding each pupil’s entitlement to an education which embraces enlightenment, compassion and activity;
- enabling moral and ethical understanding, identity, responsibility, wisdom and vision to grow; and
- being ambitious in its work and having confidence in each child’s capacity for success.
Summary

16 Queen Elizabeth High School is a good school with some outstanding features. In a relatively short time, since its launch, it has succeeded well in overcoming obstacles caused by the amalgamation, and in establishing a school with a supportive yet challenging ethos and high expectations of success.

17 Its pupils achieve well, most noticeably at A level where, in 2007, students achieved very high standards. The school’s provision for pupils’ care, guidance and support has many outstanding features.

Table of grades awarded

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

18 The grades in the above table agree with those awarded by the school in its self-evaluation report for all seven key questions.

Standards

Grades for standards in subjects inspected

<table>
<thead>
<tr>
<th>Inspection Area</th>
<th>Key stage 3</th>
<th>Key stage 4</th>
<th>Sixth form</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Welsh first language</td>
<td>3</td>
<td>2</td>
<td>n/a</td>
</tr>
<tr>
<td>Welsh second language</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Design and technology</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Information technology</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Geography</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Geology</td>
<td>n/a</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Modern foreign languages</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
The following table shows the grades we awarded for the standards that students achieved in classes observed across the curriculum during the inspection:

<table>
<thead>
<tr>
<th></th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>211 lessons</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key stage 3</td>
<td>8</td>
<td>58</td>
<td>30</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Key stage 4</td>
<td>19</td>
<td>50</td>
<td>27</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td><strong>Combined key stages 3 and 4</strong></td>
<td><strong>13</strong></td>
<td><strong>54</strong></td>
<td><strong>29</strong></td>
<td><strong>4</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td>Sixth form</td>
<td>31</td>
<td>64</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Whole school</strong></td>
<td><strong>18</strong></td>
<td><strong>57</strong></td>
<td><strong>22</strong></td>
<td><strong>3</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td>National figures for secondary schools 2006/2007 (all students)</td>
<td>13</td>
<td>58</td>
<td>25</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

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

Across the curriculum, at key stage 3, most pupils do well. Core subject results at the end of the key stage were better in 2006 than in 2007, but evidence from lesson observations suggests that this problem has been resolved, especially in English and mathematics. Pupils with special educational needs make particularly good progress in all subjects.

GCSE results in 2007 showed an improvement on those achieved in 2006, with the overall school target of 60% of pupils achieving 5 or more grades A* to C being reached. This equalled the local average and exceeded the national figure.

In 2007, sixth form students did particularly well in their A level examinations. Official results data show the school performing above the county and national averages. Around 61% of all grades awarded were A or B and 82% of all entries achieved grade C or above.

Positive attitudes to learning are clearly prevalent throughout the school.
Key stages 3 and 4 pupils communicate very well in English, with some aspects being outstanding. In the sixth form, students continue to improve and they communicate outstandingly well in most circumstances.

Learners' bilingual skills develop well over time, but there are too few opportunities to practise this aspect of learning further through incidental use of Welsh across the curriculum.

Throughout the school, pupils and students use mathematics and ICT effectively in a number of subjects and, overall, their skills in these areas are good.

Pupils make good progress in the development of their personal, social and learning skills. In the sixth form, students make outstanding progress. Good relationships are very strong features of the school. The vast majority of pupils behave very well in lessons and around the school. They relate well to one another and are courteous to staff and visitors. Students in the sixth form behave exceptionally well as mature young adults.

Attendance has been, and is, a difficult issue for the school. Despite rigorous application of well-focused strategies within school, attendance levels are below par.

The quality of education and training

The following table shows the grades we awarded for the quality of teaching and assessment in all the lessons observed during the inspection:

<table>
<thead>
<tr>
<th>212 lessons</th>
<th>% Grade 1</th>
<th>% Grade 2</th>
<th>% Grade 3</th>
<th>% Grade 4</th>
<th>% Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key stage 3</td>
<td>9</td>
<td>63</td>
<td>24</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Key stage 4</td>
<td>17</td>
<td>57</td>
<td>23</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td><strong>Combined key stages 3 and 4</strong></td>
<td><strong>13</strong></td>
<td><strong>60</strong></td>
<td><strong>24</strong></td>
<td><strong>3</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td>Sixth form</td>
<td>30</td>
<td>63</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Whole school</strong></td>
<td><strong>17</strong></td>
<td><strong>62</strong></td>
<td><strong>19</strong></td>
<td><strong>2</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td><strong>National figures for secondary schools 2006/2007 (all students)</strong></td>
<td><strong>19</strong></td>
<td><strong>57</strong></td>
<td><strong>21</strong></td>
<td><strong>3</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

Good quality teaching is one of the school’s strongest characteristics. It has a very positive influence on pupils’ learning, behaviour and attitudes, and is the major contributor to the high standards achieved by most pupils. The quality of teaching in the sixth form has many outstanding features. Teachers are well qualified and they have very good knowledge and understanding of the subjects they teach.

The assessment, recording and reporting of students’ achievements have good features and no important shortcomings, but there are some inconsistencies of practice in day-to-day assessments of pupils’ work.
The curriculum meets pupils’ needs and satisfies statutory requirements in key stages 3 and 4, and for students in the sixth form, and the school has been successful in gaining the Basic Skills Quality Mark. Many learning and social experiences are enriched by an outstanding range of extracurricular activities. The provision for students’ spiritual, moral, social and cultural development is good with no important shortcomings. There is, however, a shortcoming in that there is no continuity in the subjects taught through the medium of Welsh in key stage 3.

Y Cwricwlwm Cymreig is embedded into schemes of work and practices in many, but not all, subjects.

The school has made good progress in raising the awareness of sustainable development and global citizenship. It has been successful in gaining the Eco-schools bronze award.

The school has done well in achieving its aim of ensuring an ethos where teaching and learning can thrive. Learners speak very positively of the care, support and guidance provided for them. The quality of provision for pupils with additional learning needs (ALN) is good with outstanding features, as is the quality of provision made for equal opportunities.

The school is outstandingly successful in creating a climate where any discrimination or unpleasant attitudes will not be tolerated. It ensures fair play for all its learners.

Leadership and management

Owing to overall good leadership and management, the school has been successful in moving towards achieving its mission statement – Ymlaen Gyda’n Gilydd: moving forward together to provide educational excellence. Governors provide a sense of direction for the school and have made outstanding contributions to strategic planning.

The headteacher provides a very strong strategic direction for the school. He is ably supported by his deputy and other members of the leadership team, whose expertise and strengths are used to best advantage in pursuit of the school’s aims.

Good communication is a strong feature of the school. There are many opportunities for all members of staff to be involved in evaluating provision and in determining developmental areas.

Overall, middle managers are effective in raising standards. In a few areas, though, leadership skills are underdeveloped, especially in relation to self evaluation and accountability for levels of performance.

The school collaborates well with other educational establishments and the wider community. Its involvement has benefitted pupils well in respect of developing and extending 14 to 19 Learning Pathways.

The school employs many comprehensive and rigorous procedures to monitor and evaluate its performance. It attempts to involve as many interested parties as
possible in its review and evaluation programme. Priorities for improvement are clearly identified and realistic targets are set for future success.

43 The number of staff is sufficient for the school to run effectively and efficiently. Most teachers are appropriately qualified and trained to meet all aspects, subjects, and the wider needs of the curriculum. Members of the administrative staff ensure that the school runs smoothly on a day-to-day basis and help maintain the school’s good ethos.

44 Despite the current situation of working on a split site with extensive building works, the accommodation provides a reasonable environment for learning. There are, however, shortcomings in facilities for physical education that constrain the full delivery of the subject.

45 The school’s effective management of resources ensures that the school provides good value for money.

**Recommendations**

R1 Continue to raise standards in all subjects, attempting to eradicate shortcomings.

R2 Improve the rigour and consistency in the implementation of the school’s self-evaluation policy, so that common practice matches the best currently operating in the school.

R3 Extend the application of assessment for learning across all subjects to match the best practice already present in the school.

R4 Working together with the unitary authority, eradicate the shortcomings in the facilities available for teaching physical education.

R5 Develop further the provision for teaching subjects through the medium of Welsh and extend the bilingual ethos of the school through the use of Welsh more widely in everyday situations.

R6 Continue efforts to combat absenteeism.

These recommendations have already been recognised by the school as developmental areas.

The governing body is responsible for amending its current improvement 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 students achieve?

Grade 2: Good features and no important shortcomings

The grade we awarded matches that suggested by the school in its self-evaluation report.

Key stages 3 and 4

The following table shows the grades we awarded for the standards that students achieved across the curriculum in key stages 3 and 4:

<table>
<thead>
<tr>
<th>149 lessons</th>
<th>% Grade 1</th>
<th>% Grade 2</th>
<th>% Grade 3</th>
<th>% Grade 4</th>
<th>% Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key stage 3</td>
<td>8</td>
<td>58</td>
<td>30</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>KS3 national '06/'07</td>
<td>10</td>
<td>57</td>
<td>28</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Key stage 4</td>
<td>19</td>
<td>50</td>
<td>27</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>KS4 national '06/'07</td>
<td>14</td>
<td>57</td>
<td>24</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Combined key stages 3 and 4</td>
<td>13</td>
<td>54</td>
<td>29</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

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

The 2007 national targets for standards in schools expected that lessons should be graded 3 or better in at least 98% of cases and grade 2 or better in at least 65%. The school’s standards of achievement almost match the target for grade 3 or better and exceed that for grade 2 or better. Those for 2010 indicate that standards in 100% of lessons should be graded 3 or better.

Pupils’ success in attaining agreed learning goals

We evaluated pupils’ performance in public examinations at the end of key stage 4, and by teachers’ assessments at the end of key stage 3, by comparing their accomplishments with the attainment of:

- all pupils in Wales;
- pupils in Carmarthenshire; and
- pupils in similar schools throughout Wales.

Results at key stage 3 in the core subjects during the first full year of the new school (2006) were comparable with or better than local and national averages. In comparison with similar schools, too, the school’s results were above average in 2006.

However, 2007 saw a drop in performance in the core subjects and a corresponding reduction in the core subject indicator to a level significantly below that for Carmarthenshire as a whole. Two reasons have been identified for this.
Firstly, the core subjects used the nationally produced tests, which were optional in 2007 and teachers’ assessments were based largely on pupils’ performance in these tests. Not many other schools used the tests in 2007. Teachers’ assessments tend to be based upon more general levelling set in the context of performance throughout the key stage rather than a one-off test. This view is supported by the fact that performance in most non-core subjects, where teacher assessment has always been the norm, was in many cases, well above average when compared both with similar schools and with all secondary schools in Wales.

Secondly, there was a disproportionate number of pupils with severe learning difficulties in this particular year group who were operating at well below level 3 in all areas.

Although girls outperform boys in mathematics and English, the differential is broadly in line with local and national averages. In science, boys have outperformed girls in each of the last two years.

GCSE results in 2007 showed an improvement from the previous year, with the overall school target of 60% of pupils achieving 5 or more grades A* to C being reached. This equalled the local average and exceeded the national figure. This cohort figure is depressed slightly by the inclusion of a number of pupils who are on the school’s register, but educated elsewhere and by a small number of pupils who are not included in summary data because of their age. Sixty-five percent of the pupils entered for GCSE examinations achieved 5 or more grades A* to C.

There was also an improvement in the core subject indicator, at 47%, to a level above both unitary authority and national averages.

23.2% of all GCSE grades awarded were at grade A* or A, with 72.5% at A* to C. These figures are above both county and national averages.

An analysis of value-added data, comparing the performance of the school and individual subjects with a large number of other schools shows that, overall, subjects and pupils are doing better than expected. Subjects doing particularly well, as compared with outcomes in other schools, include French, home economics and music. When compared with other subjects across the school, the highest performing subjects were French, music and history. Drama and health and social care fared less well, underperforming in comparison with other schools.

Welsh Examinations Database analyses show positive value added in nearly all subjects from key stage 3 to GCSE. Very good performance when compared with Carmarthenshire was achieved by art and design, English literature, French, mathematics, home economics and Welsh (2nd Language). Subjects which give cause for concern were drama which was almost a whole grade below the Carmarthenshire figure, and health and social care, although this subject’s results were similar to the figure for Carmarthenshire. Performance was, best when compared with other subjects in the school, in French, religious studies, mathematics and Welsh (2nd Language).

Analyses of those pupils attaining grade C and above in relation to targets show that in three subject areas, namely design and technology – food, German and physical
education, attainment exceeded targets by a statistically significant margin. In a further four subject areas, namely design and technology – graphics, design and technology – resistant materials, drama and health and social care, the reverse is true. In all other subject areas, attainment is broadly in line with targets.

61 A number of pupils who attended vocational courses with Coleg Sir Gâr successfully achieved their National Vocational Qualification (NVQ) level 1 certificates in a variety of vocational areas. Fifteen pupils achieved Level 1 in building craft occupations, 6 achieved level 1 in motor vehicle studies and 7 achieved the level 1 certificate in salon services. In addition to these, the same pupils follow the Award Scheme Development and Accreditation Network (ASDAN) Youth Award during their timetabled time in school. Twenty-six of them achieved the Bronze Award and one achieved the Silver Award.

62 15 pupils (100% of entry) achieved Entry Level in mathematics (10 at level 3 and 5 at level 2).

63 When the school’s 2007 GCSE performance is compared with that achieved in similar schools, it places the school above average for success at 5 or more grades A* to C and for the core subject indicator. For 5 or more grades A* to G and the average points score, the school is just below average. Results in English, for grades A* to C place the school well above average, for mathematics, above average and for science, below.

64 In lessons in both key stages, there are many instances of pupils achieving high standards. Comments concerning these, and conversely, shortcomings, can be found later in the subject-specific reports.

65 The school’s 2007 key stage 3 and GCSE figures, and comparisons with Carmarthenshire and/or all-Wales data can be found in Appendix 3 at the end of this report.

66 Pupils’ listening skills are outstanding. They listen with respect and concentration to teachers and to one another. Speaking is often good, especially in key stage 4. Pupils willingly respond to questions in lessons and contribute enthusiastically to class discussions. Able pupils are often articulate and give extended responses. Many engage well when given the opportunity to present information in lessons. They adapt tone and language to audience and use Standard English. There is good use and understanding of a wide range of subject vocabulary. In key stage 3, pupils are more hesitant in putting forward a point of view.

67 Reading skills are good in key stage 3 and are outstanding in key stage 4. All pupils read aloud with accuracy and fluency. The most able also read with expression. There is good understanding of a wide range of challenging texts and most pupils develop good skills of interpretation. In key stage 4, there is particularly good understanding of implicit meaning. Pupils show competent skills of research and in key stage 3, they read for pleasure.

68 Pupils’ writing skills are good. In key stage 4, there are examples of outstanding written work. All write in a range of forms and for a variety of purposes and audiences. When it is required, all pupils can extend their writing, and organisation is
good. Pupils with ALN make good progress in the development of their writing skills. Most improve writing standards by planning and drafting. A few do not proof read with sufficient rigour, so that errors of spelling, punctuation and grammar persist.

69 The numerical skills of pupils in key stage 3 and key stage 4 have good features and no important shortcomings. There is evidence of good and very good standards, especially with the more able pupils. Pupils in Y7 identified as needing support in numeracy receive extra tuition at registration on Mondays and Tuesdays. Y8 pupils in need of support attend a ‘surgery’ at registration on Thursdays. These pupils benefit much from this effective additional support.

70 Nevertheless, in both key stages, a few pupils lack confidence in their numerical skills, especially when applying their numerical knowledge in varying everyday situations.

71 Pupils with ALN receive good support and make good progress.

72 The school has a numeracy policy for subjects across the curriculum. Due to the present situation, with the school being on two sites, the development of the use of common terminology and practice has been restricted to informal approaches to subjects by the numeracy coordinator.

73 Pupils gain effective ICT skills in their taught lessons in key stage 3 and apply them well in a minority of subjects across the curriculum. Good features outweigh shortcomings in applications of ICT in the core subjects in key stages 3 and 4. In music, outstanding use is made of ICT in key stage 4. In music and art in key stage 3 and in design & technology in key stages 3 and 4, there are good features and no important shortcomings. In Welsh and history, in both key stages, and in physical education in key stage 3, there are some good features but shortcomings in important areas. In the remaining subjects, good features outweigh shortcomings. Most subjects have some difficulty accessing computers during lessons because they are being used for timetabled information technology lessons. Pupils have reasonable access to computers at lunchtime, but they are not directed to use them often enough.

74 Most pupils have a positive attitude to learning Welsh. Consequently, pupils’ bilingual competence develops well throughout both key stages.

75 Pupils make good progress in their wider key skills.

76 The ability to work with others is good and occasionally outstanding. In pair and group tasks, pupils cooperate sensibly and productively. They engage in meaningful debate and are courteous and supportive of each others’ views and ideas.

77 Problem solving is a feature of many lesson activities and consequently pupils’ analytical and decision making skills are well developed. They are able to formulate a range of possible solutions to open-ended tasks and evaluate their judgements.

78 Pupils are often creative in their ideas and in the presentation of their work. Particularly good examples are evident in lessons in art, drama, English, food, music, physical education and textiles.
Pupils are good at reviewing their own progress and many set appropriate targets to improve their individual levels of learning and achievement.

**Pupils’ progress in learning**

As indicated above by the value-added information, and by the improvement in the grades awarded in the subject-specific reports between key stages 3 and 4, pupils generally make good progress, whatever their ability and prior attainment. Pupils ‘looked after’ by the unitary authority and those from other ethnic heritages also do well at the school.

Pupils are encouraged to participate fully in lessons and they respond well, often taking full advantage of the good teaching they receive. In most lessons, they are busy and productive, make good use of their time, are aware of progress made in lessons and over time and are prepared well to move on to the next stages of learning.

Most pupils can explain what they are doing, how well they are doing and, sometimes, what they need to do to improve.

Across the curriculum, with varying amounts of success, pupils make outstanding progress in response to outstanding teaching when it occurs. Most have at least good recall of previous work and apply this well in new situations and to more demanding tasks.

Pupils with special educational needs make particularly good progress.

Higher attaining, more able and talented pupils do well in many subjects because they are suitably challenged and encouraged to realise their full potential by the end of key stage 4.

A few pupils make insufficient progress because they leave work unfinished or uncorrected, or fail to catch up on missed work after periods of absence

During interviews, most pupils said that they are clear about what is expected of them in terms of their work and behaviour, and how well they are doing. Most said that they were aware that teachers always expected them to do their best. They commented favourably about targets and how these helped them to make progress, because most teachers explained them clearly.

**The development of pupils’ personal, social and learning skills**

Pupils have a positive attitude to their learning. They are well motivated and want to succeed. They respond well to their teachers, apply themselves to tasks in lessons and make good use of their time.

There is good progress in personal, social and moral development. There are good relationships with teachers and pupils are particularly patient and tolerant of the difficulties caused by the split site and building programme. They are ready and organised for their work despite having to commute from one building to the other. Pupils’ social skills are outstanding. There is an ethos of harmony. Pupils are friendly with and supportive of their peers.
There are many opportunities for pupils to develop skills of independent learning. They regularly engage in charitable work and raise a great deal of money for a wide range of good causes. They adopt roles such as school councillors, support younger pupils and engage enthusiastically in extracurricular activities. Skills of independent learning, though, are developed inconsistently in lessons.

Pupils show an outstanding sensitivity to issues of equal opportunities, and issues of diversity within society are well understood. Pupils with disabilities are particularly well integrated in the life of the school and their needs are understood.

The vast majority of pupils behave very well, both in lessons and around the public areas of school. They are polite and helpful, respectful to one another, teachers and visitors. They deal with the difficulties imposed by the split site with commendable maturity.

There are a few pupils who occasionally lose focus and misbehave, necessitating implementation of the school’s effective discipline procedures. Such good classroom management ensures that learning for others is very rarely disturbed.

Attendance has been, and is, a difficult issue for the school. Despite rigorous application of well-focused strategies within school, attendance levels are below par. There has been a period of disruption to the services provided by the Educational Welfare Officer (EWO). In the last year, overall attendance was 90.3%, lower than both local authority and national averages. Unauthorised absence was low.

A new permanent, and hard-working, EWO has helped the school reverse the downward trend and attendance is now improving. Figures for the current term indicate an improvement of 1% over the corresponding time last year. However, the single EWO has responsibility for the high school, scheduled to increase its roll to over 1600 pupils, and all the partner primary schools, currently numbering 14, with 4 more possible. With such a large and disparate responsibility, significant improvement in attendance seems unlikely without further assistance, particularly as the habit for non-attendance is increasingly being developed in primary school.

Pupils develop good literacy and numeracy skills and they have very good attitudes to work. They use the plentiful opportunities to develop personal skills well and they gain a good understanding of the wider community and its needs. They are generally effectively prepared for life after school.

The sixth form

The following table shows the grades awarded for the standards that sixth-form students achieved:

<table>
<thead>
<tr>
<th>62 lessons</th>
<th>% Grade 1</th>
<th>% Grade 2</th>
<th>% Grade 3</th>
<th>% Grade 4</th>
<th>% Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sixth form</td>
<td>31</td>
<td>64</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>National '06/'07</td>
<td>17</td>
<td>66</td>
<td>16</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

(For an explanation of the grades, please refer to the beginning of the report)
Students’ success in attaining agreed learning goals

Detailed information about the standards achieved by sixth-form students, in the subjects they study, can be found later in this report.

In September 2007, 142 students from a Y11 cohort of 242 returned to school in Y12, a retention rate of 59%. A further 10 students joined the school’s sixth form from a number of neighbouring institutions. Evidence confirms the fact that very few pupils leave to study A levels elsewhere. Those leaving school to continue in further education tend to follow vocational courses not offered at school.

Seventy-five students from the Y13 cohort successfully progressed into higher education.

The merged sixth form at the school has been part of the Advanced Level Information System (ALIS) cohort since 2005. Value added data based on the school as a whole shows a dip in performance in 2006 compared with 2005 and a rise again in 2007. In 2007, the school was ranked in the top third for value added when compared with all schools in the cohort and in the top 20% when compared directly with other state comprehensive institutions in the survey.

Official results data show the school performing above the county and national averages at A level and confirm a marked further improvement at the higher end of the attainment spectrum in 2007 compared with 2006 (e.g. total points scored at 30+ increased by 5 points to 25 compared to the national figure of 19).

In 2007, in terms of the proportion of students achieving 2 or more A level grades A to C, 2 or more grades A to E, a points score of 25 to 29, a points score of 30+ and the average points score, the school’s figures are better than both the local and national averages on all counts.

The school entered 97 candidates for A level examinations, and in addition to the above:

- 61.2% of all grades awarded were A or B;
- 82% of all entries achieved grade C or above;
- 15 students achieved 3 or more A grades including one with 5 A grades; and
- a total of 84 A grades were awarded in all.

Three-year rolling averages of value added performance show significant positive improvements in history, biology, mathematics and Welsh (2nd Language). These are clearly reflected in the traditionally high take-up figures for these subjects in Y12.

Girls outperformed boys in 2007 at A level. Seventy-eight percent of girls achieved 2 or more grades A to C, compared with 75% of girls in the unitary authority and 71% of boys in Wales. The corresponding figures for boys were 71%, 63% and 63% respectively.

For success measured by attainment at 2 or more grades A to E, boys outperformed girls. Ninety-eight percent of boys achieved 2 or more A level grades A to E,
compared with 91% of boys in Carmarthenshire and 92% in Wales. Girls’ figures were 95%, 97% and 95% respectively.

108 The school’s A level figures, and comparisons with Carmarthenshire and all-Wales data can be found in Appendix 3 at the end of this report.

109 Students listen respectfully to their teachers and peers. They confidently put forward points of view and standards of discussion in groups and in whole-class situations are often outstanding. They extend their responses, justify opinions and counter argue. There is very good use and understanding of subject specific vocabulary and Standard English.

110 Reading skills are also extremely good. Students respond with a very good understanding to a range of challenging texts. They engage well in research and cross reference effectively. There is outstanding progress in the development of critical analysis.

111 Students adapt language, style and form to suit the purpose of their writing. Written work is extended, well organised and appropriately expressed. There is good use and understanding of subject vocabulary and technical skills are well developed. Standards are outstanding in relation to abilities.

112 Students pursuing the Welsh AS and A level courses make good progress towards becoming fully bilingual, as standards are very good.

113 Students’ numerical skills are good with outstanding features. Those of students studying mathematics both in Y13 and in Y12 are outstanding. In other subjects across the curriculum, students are able to use and apply their mathematical skills effectively and competently in a wide variety of situations.

114 Students make good use of ICT to support their studies. In music, there is outstanding use of such facilities. In English, science, art, design & technology, geography, and physical education, there are good features and no important shortcomings. In Welsh and history, there are some good features but shortcomings in important areas. In the remaining subjects there are good features and no important shortcomings. Where there are good standards, students are often autonomous in using a wide range of appropriate applications in their work.

115 Students collaborate very effectively with each other in lessons and in extracurricular activities. They display mature attitudes and outstanding analytical, creative and problem solving skills. High levels of flair and innovation were seen in lessons in art, drama, English, media studies, music, physical education, and design and technology food and textiles.

116 Students respond positively to feedback on their progress and are keen to improve the quality of their work. With very few exceptions, they take the appropriate measures in order to do so.

**Students’ progress in learning**

117 Students make good progress between GCSE and A level. Most subject areas indicate positive value added based on average GCSE scores, with significant levels
reached in history, biology, chemistry, mathematics, business studies and Welsh (2nd Language). There was, however, a significant negative figure in health and social care in 2007.

118 As mentioned above, a high proportion of Y13 students progress to higher education. Many of the students who choose to leave at the end of Y12 progress to local colleges.

119 In lessons, students often make good progress in acquiring new knowledge and skills. Over time, too, their work indicates that most maintain a steady rate of progress, with the best work being achieved in Y13.

120 Students also make progress in areas not directly linked to their main academic programmes. One aspect of this is the sign language courses that are available for interested sixth form students. These can be used to fulfil the language component of the newly-introduced Welsh Baccalaureate. Students respond well to the help they receive with their study skills and they make progress in identifying opportunities to develop their key skills.

The development of students' personal, social and learning skills

121 Outstanding progress is made in the development of students’ personal, social and learning skills. They are very well motivated and engage in a considerable amount of research. Presentations are rigorously prepared. They collaborate extremely well and demonstrate commitment and concentration in lessons.

122 In relationships with peers and teachers, students are respectful, co-operative and friendly. They contribute well to the life of the school. Many support younger pupils. Some are trained as mentors to support the learning of pupils with additional learning needs. Others act as ‘buddies’ to support the social development of younger pupils and a group is trained to peer mentor pupils in key stage 3 which involves contributing to the programme of Sex and Health Education. Students are very good role models.

123 They develop very well as independent learners by organising all charitable work in the school and leading the work of the school’s council. Senior prefects organise and manage the team of prefects who support well both staff and pupils. They are involved in a range of extracurricular activities. They are generous of their time. For example, they volunteer to be trained as signers for the deaf.

124 There is outstanding involvement in community projects involving work for senior citizens in environmental projects and in musical events.

125 The behaviour of students in the sixth form is outstanding.
The quality of education and training

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

**Grade 2:** Good features and no important shortcomings

126 The grade we awarded matches that suggested by the school in its self-evaluation report.

**Key stages 3 and 4**

127 The following table shows the grades we awarded for the quality of teaching and assessment in lessons observed in key stages 3 and 4 during the inspection:

<table>
<thead>
<tr>
<th>151 lessons</th>
<th>% Grade 1</th>
<th>% Grade 2</th>
<th>% Grade 3</th>
<th>% Grade 4</th>
<th>% Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key stage 3</td>
<td>9</td>
<td>63</td>
<td>24</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Key stage 4</td>
<td>17</td>
<td>57</td>
<td>23</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td><strong>Combined key stages 3 and 4</strong></td>
<td><strong>13</strong></td>
<td><strong>60</strong></td>
<td><strong>24</strong></td>
<td><strong>3</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td><strong>National figures for Y7 to Y13 (2006/2007)</strong></td>
<td><strong>19</strong></td>
<td><strong>57</strong></td>
<td><strong>21</strong></td>
<td><strong>3</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

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

**How well teaching and training meets pupils’ needs and the curricular or course requirements**

128 The grades awarded for the quality of teaching and assessment almost match the national profile that Her Majesty’s Chief Inspector detailed in the annual report for 2006/07. Nationally, teaching and assessment were awarded a grade 2 or better in 76% of lessons, and grade 3 or better in 97% of lessons. The school achieved 73% and 97% respectively. The grades are below the new Welsh Assembly Government target for 2010, that at least 80% of lessons should be grade 2 or better.

129 Good quality teaching is one of the school’s strongest features. It has a very positive influence on pupils’ learning, behaviour and attitudes, and is the major contributor to the high standards achieved by most pupils. Throughout the school, teachers work hard to provide pupils, whatever their prior attainment or interests, with appropriate learning experiences to achieve these standards.

130 Teachers are well qualified and they have very good knowledge and understanding of the subjects they teach. This secure base of knowledge, kept up-to-date through continuing professional development, enables them to prepare appropriately challenging work for their pupils.

131 In many subjects, teachers’ enthusiasm motivates and encourages pupils to enjoy their learning. Relationships between teachers and pupils are very good, allowing learning to occur in structured, yet enjoyable, environments. A survey of pupils’
attitudes showed that the majority of pupils value the school and have developed very positive relationships with their teachers. Many of these pupils identified these relationships with their teachers as a major strength of this school.

132 Teachers know their pupils well, being well aware of their strengths and shortcomings, and what they need to do to make progress.

133 Based upon mainly very good schemes of work, teachers usually plan very well to use the teaching time available to them most effectively. They provide a very good range of imaginative and stimulating activities to cater for the needs of all pupils, whether in sets based on pupils’ ability or in mixed ability groups.

134 They organise and manage their classes well and use a good range of teaching methods that are successful in maintaining pupils’ interest in their work and in ensuring that they make good progress. In most lessons, based upon teachers’ high expectations of success, work is very challenging and a good pace of progress is maintained. Often pupils are given tight time schedules to complete aspects of the work in lessons, and this assists in moving learning forward at a good pace.

135 In most classes, pupils are informed of the learning objectives at the beginning of a session. At the close, they are often required to review the main features of the session to determine what they have learned and what progress they have made. This is very good practice.

136 Within many classes, teachers use well-considered questions to probe pupils’ understanding and to encourage them to think deeply about their answers before responding. Such practices do much to aid progress in lessons, and add breadth and depth to pupils’ learning.

137 In most cases, teachers prepare very good materials for learning and support, in addition to published texts and other items. In this way, they cater for the needs of all pupils. All these resources and others, such as ICT, and audio-visual aids equipment, are used effectively and efficiently to provide good learning opportunities.

138 Teachers make good use of some very good displays of pupils’ work in classrooms, laboratories and corridors to motivate pupils to learn well.

139 Homework, often and appropriately, includes work to develop pupils’ research, creative and investigative skills. In many subjects, teachers help pupils to make progress through the use of constructive marking that shows them how to improve.

140 There are several instances where the quality of teaching has outstanding features. In these cases, teachers:

- challenge their pupils so well and provide appropriate support and direction that they succeed way beyond expectations based upon prior attainment;
- allow pupils to ‘lead’ the lesson whilst prompting and supporting them;
- keep all pupils fully engaged and involved throughout each lesson;
- develop their pupils well as critical thinkers; and
- give extremely detailed feedback to pupils on how to improve and encourage them to think deeply about what they need to do next.
Conversely, there are a few shortcomings. This is because, sometimes, teachers:

- do not use activities adapted to provide all pupils with appropriately challenging tasks;
- conduct lessons at a slow pace and thus reduce opportunities to make progress; and
- dominate lessons and do not make full use of the range of teaching and learning styles available, such as group work or investigations to improve pupils' knowledge, understanding and skills.

Many teachers also give freely of their own time to:

- help pupils with their coursework and/or homework;
- prepare pupils for external examinations;
- provide extra support for pupils with learning difficulties; and
- enhance pupils' education through the wide range of extracurricular activities.

Pupils commented positively about this aspect of provision, expressing appreciation for all that teachers do for them.

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

Procedures and practices for the assessment, recording and reporting of pupils’ achievements have good features and no important shortcomings.

The senior leadership team has devised a policy to inform practice. There is ongoing development of assessment systems and strategies in all departments. Practice is usually good in all subjects, particularly the assessment of work in key stage 4. However, inconsistencies of practice in day-to-day assessments of pupils' work are evident within and between a number of subjects, particularly in key stage 3.

For example, not all teachers:

- explain the objectives of learning and assessment criteria to pupils;
- write comments on classwork to identify how far pupils have met the criteria and how they might improve; and
- involve pupils in self-assessment so that they fully understand the criteria, their own strengths and areas where they need to improve.

The school’s self-evaluation process and monitoring of pupils’ books by members of the senior leadership team enable them to be aware of where further improvements need to be made. There are strategies to improve consistency of practice. For example, an assessment working party has been established to guide school policy and practice so that 'Assessment for Learning' strategies become firmly embedded in all subjects.

The school’s database is comprehensive and includes results of standardised spelling, reading and numeracy tests as well as teachers’ assessments at the end of key stage 2. The data is accessible to all departments and is used to identify pupils with additional educational needs and to aid the grouping of pupils in subjects.
148. Subject leaders are required to use the data to predict a challenging grade for each pupil in their subject. The predicted grades are decided in consultation with subject teachers, taking account of their full knowledge of individual pupils. Target grades are entered on to the database. Each half term, subject leaders and teachers are expected to check pupils’ current achievements against those which have been predicted. Pupils who are either underachieving or exceeding target grades are identified and appropriate action is taken by subject staff. Each year, pupils’ skills in reading, spelling and numeracy are retested. Updated results are entered on to the database. Those needing support for literacy and numeracy are identified and action is taken for a target group of pupils.

149. In addition, current working grades are entered on to the database twice each year by subject leaders so that progress can be tracked across the curriculum. The heads of learning for each year group and the key stage coordinators scrutinise the data across the range of subjects to compare pupils’ current achievements against predictions.

150. Underachieving pupils, and those whose achievements are to be commended, are identified appropriately. Action is taken, including the setting of targets for improvement, monitoring, involvement of parents when necessary and the mentoring of pupils in Y11 on the grades C/D borderline. Teachers volunteer to mentor and two have volunteered to train as learning coaches. The tracking of progress is good but there is insufficient training given on the use of data by subject staff for it to be fully effective.

151. Subject leaders are required to ensure that assessments are accurate and fair. They monitor marking of work and organise departmental moderation and standardisation. The rigour of this practice varies but it is mostly good. In all subjects, pupils are aware of their predicted and current levels and grades.

152. Organisation of assessment events and annual meetings with parents and carers is good. Interim reports are compiled for pupils in years 7, 8, 9 and 10. They follow reviews by heads of learning and usefully include information on pupils’ efforts, conduct and progress. There are also annual reports for parents/carers of each pupil in each year group. Subject teachers and form tutors provide comprehensive information. Targets set by subject teachers are usually subject-specific. Annual reports are clear and well explained. Parents are appropriately invited to respond.

153. Subject leaders analyse results of external examinations with members of the leadership team. Usually, challenging yet realistic targets for improvement are agreed. In addition, subject leaders ensure that the requirements of examination boards, the National Curriculum and Code of Practice for special education are met.
The sixth form

154 The following table shows the grades awarded for the quality of teaching and assessment in the sixth-form lessons observed during the inspection:

<table>
<thead>
<tr>
<th>61 lessons</th>
<th>% Grade 1</th>
<th>% Grade 2</th>
<th>% Grade 3</th>
<th>% Grade 4</th>
<th>% Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sixth form</td>
<td>30</td>
<td>63</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>National figures for Y7 to Y13 (2006/2007)</td>
<td>19</td>
<td>57</td>
<td>21</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

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

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

155 The quality of teaching was adjudged to be best overall in the sixth form, with 93% of lessons being graded 1 or 2.

156 The good features are similar to those recorded for key stages 3 and 4. Additional features of teaching include:

- outstandingly good motivation of students and use of externally available facilities;
- outstanding clarity of explanation of complex points linked to exceptionally good pace and rigorous challenges; and
- outstanding development of confident, knowledgeable students.

157 Students commented most positively about their relationships with their teachers, the way in which they were treated as young adults and how they were encouraged to take more responsibility for their own learning.

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

158 The assessment, recording and reporting of students’ work are good. In day-to-day assessment of work, teachers identify strengths and indicate how improvements may be made. Students are aware of the criteria for success and the requirements of examination boards.

159 Students are also aware of the grades which they are expected to achieve in each subject. Predictions are made by subject staff. There is ongoing monitoring of progress in subjects and a formal process of review for each year group. In the autumn term, subject teachers award current grades and assess students’ key skills and learning skills. They review progress in relation to predicted grades with students, who are involved in negotiating their own targets for improvement.

160 Form tutors collate the information and they monitor progress across a range of subjects. They identify areas for improvement in relation to students’ learning skills and attitudes to learning. They also negotiate targets for improvement with students. Those who are identified as a cause for concern are referred to the head of learning, who takes appropriate action, including the involvement of parents/carers.
The process of review is rigorous and is a source of information for the annual reports which are issued for both year groups. There is an additional interim report for students in Y12 and for those in Y13 who have underperformed in Y12. Reports and meetings for parents/carers supply accurate and well focused information on standards achieved as well as clear advice on how students can improve their standards to meet their target grades.

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

Grade 2: Good features and no important shortcomings

The grade we awarded matches that suggested by the school in its self-evaluation report.

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

Overall, the curriculum meets pupils’ aspirations and gives them opportunities to achieve accreditation in a number of learning pathways.

For the whole school, there are good features which outweigh shortcomings in the balance, breadth, flexibility, coherence and progression in the curriculum offered. Overall, learning experiences tackle disadvantage very effectively and gives pupils equality of access to most of the curriculum.

In key stage 3, subjects are given sufficient time to cover the programmes of study. Drama is also included in the curriculum for all pupils. German is also taught as a second modern foreign language from Y8 onwards, in addition to French which is studied throughout the key stage. In German, while the standards achieved in lessons are good, the limited amount of time available for learning the language in Y8 and Y9 means that pupils often have difficulty in recalling work from earlier lessons.

In key stage 4, pupils can choose from a good range of GCSE courses including some new courses and a narrow vocational programme which includes the Certificate in Digital Applications and health and social care. Some pupils can also access NVQ Level 1 courses in building and construction, engineering, hairdressing and motor vehicle repair at local colleges. Although these courses give pupils a further learning pathway, timetabling arrangements mean that pupils regularly miss lessons in other subjects.

The curriculum programme in the sixth form offers a broad range of subjects, including new courses in dance, economics, law, sociology and psychology. Although health and social care is taught in Y13, there are no other vocational or level 2 courses offered in the curriculum. The Welsh Baccalaureate Level 3 course has been introduced in Y12, with 40 students studying this option in addition to their A-level courses.

Learning experiences develop basic and key skills well, with the school being successful in gaining the Basic Skills Quality award. The main key skills are mapped in most schemes of work and there is now a greater emphasis on the wider key skills
with the introduction of the Welsh Baccalaureate initiative. Also, pupils in some years gain accreditation in the key skills of communication, application of number and information technology.

169 Many pupils’ learning and social experiences are enriched by an outstanding range of extracurricular activities. A particular strength of the programme is the number of choirs, orchestras and bands which represent the school in concerts, festivals and eisteddfodau. Also, a large number of pupils take part in sporting activities, gaining success at both local and national levels. The Duke of Edinburgh Award scheme is very well supported with almost 200 pupils involved at various levels. A number of clubs meet regularly and there are a number of visits to theatres, museums and abroad which broaden learners’ horizons.

170 A number of subjects contribute to pupils’ spiritual development by giving opportunities to gain an understanding and appreciation of other peoples’ work and beliefs. Collective acts of worship, which are of good quality and Christian in content, give pupils the opportunities to reflect on respect, care for others and to celebrate success. When pupils are not in assembly appropriate material has been prepared for a ‘thought for the day’ for all tutor groups.

171 Learners have a sound knowledge of what is acceptable in their behaviour around and between the two school buildings. The great majority of pupils respond sensibly when asked to make a moral judgement on environmental issues, the problem of world poverty and health matters. Learners’ care for children and people less fortunate than them is demonstrated in the generous sums of money donated to several good causes.

172 The standard of cooperation and social interaction between learners is outstanding. Learners work very well together in classroom tasks, in extracurricular clubs and activities and in supporting each other. Sixth form students create a positive role model for younger pupils.

173 Pupils’ cultural development has good features and no important shortcomings. Aspects of the curriculum foster European and international awareness for many pupils. Subjects including art, music, history and religious education make valuable contributions to develop learners’ multicultural awareness. Welsh culture is addressed in some subjects’ schemes of work, but this aspect is not given a prominent feature in other programmes of study.

174 Collectively the partnerships with parents, community and other institutions provide outstanding enhancement of pupils’ learning and personal development. All expected informative links are secure, of good quality and progressively evolving. The following are particularly good features:

- the role of the active Parents’ and Friends’ Association in staging information evenings at which parents can learn about educational and social matters of concern;
- support for learning given by the community through organisations such as the Rotary Club and the Round Table, including international links;
- the thorough transition plan for key stages 2 to 3 that is developing better curriculum continuity to bolster the already high quality pastoral support; and
well established links with a wide range of Initial Teacher Training institutions that introduce fresh perspectives to the classroom.

175 The school meets all statutory requirements. The personal, health and social education, work-related education and careers education and guidance programmes are well planned and meet Welsh Assembly guidelines.

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

176 Work-related education is effective and has no important shortcomings. It is centred on a work-experience placement for students in key stage 4 and in the sixth form.

177 The world of work is introduced in Y7 and a well-designed programme of work-related activities, such as enterprise/activity days and the Tregwath project develop students’ understanding through key stage 3. A Careers Fair and useful links with the local business community providing speakers, mentors and mock interviews continue to support learning through key stage 4 and the sixth form.

178 Despite the regional shortage in work placements the vast majority of Y10 and most of Y12 students secure beneficial work-experiences. This programme is usefully supplemented with workshops and master-classes, brokered through the strong partnership with Careers Wales. Together these ensure that all develop a good understanding of the workplace.

179 The provision for the development of bilingualism is variable across the school. All students study Welsh either as a first or second language in key stage 3. However, in key stage 4, although all students study Welsh as a full GCSE course, only a very small number follow the first language route. Also, some pupils begin to study other subjects through the medium of Welsh in Y7, but the progression in Y8 is prevented by staffing constraints in some subjects. There are no opportunities to study other subjects through the medium of Welsh in Y9.

180 The Welsh department strives to develop pupils’ bilingual skills through residential courses organised by the Urdd, education trips, support from Menter Myrddin and competing in the school and Urdd eisteddfodau.

181 The school has a policy for the development of bilingualism and the culture of Wales. Although the language is heard occasionally around the school and in assemblies, there is no clear strategy to promote this national priority in the daily life of the school. Y Cwricwlwm Cymreig is effectively promoted in the schemes of work of some subjects; this good practice is not consistent across the curriculum. At present, the outcomes of the audit carried out have not been evaluated to plan for improvement at a whole-school level.

182 The school has made good progress in raising the awareness of sustainable development and global citizenship. A proactive Eco - club has been instrumental in developing some recycling initiatives and projects at school and in the community. There is good coverage in English, geography, science and Welsh schemes of work and awareness raising presentations in assemblies. The school has recently been successful in gaining the Eco-schools bronze award.
183 There is a close and effective partnership with Careers Wales and useful input from governors with good knowledge about the local community. With additional extensive support for work-related education from the local business community, the school maintains a good and current awareness of the needs of employers.

184 Entrepreneurial and other business skills are developed well. There is a strong emphasis on developing the relevant key skills where the standards in problem solving, creativity and working with others are good in lessons. More directly, students across all key stages have opportunities to meet and learn from entrepreneurs through the Dynamo project. There are also opportunities to take part in enterprise/challenge activities, and in Celtic Enterprise and Young Enterprise schemes.

185 Overall, the school has made good progress in addressing some national priorities. There are strengths in the standards achieved, particularly in the sixth form, the provision for work-related education, the pastoral aspect of the Transition Plan and the progress made in raising the profile of key skills across the curriculum. However, there are shortcomings with the extent of the development of the 14-19 Learning Pathways, and significantly the lack of promotion of bilingualism across the school.

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

| Grade 1: | Good with outstanding features |

186 The grade we awarded matches that suggested by the school in its self-evaluation report.

The quality of care, support and guidance to pupils

187 The quality of the care, support and guidance for learners is good and its management is outstanding. It links pastoral and academic systems well. It is successful in achieving its aim of ensuring an ethos where teaching and learning can thrive. Learners speak very positively of the care given to them.

188 Assistant heads of each key stage, year heads of learning and form tutors each play an effective role in learners’ support. Heads of learning follow up any referral, from staff or others, sensitively and promptly. Form tutors are learners’ initial source of support and help, and pupils feel confident that they can approach their tutors at any time.

189 Subject teachers are also very supportive and approachable, giving freely of their time to aid pupils or students who are experiencing difficulties with their work.

190 Links with primary schools are good. Curriculum links have been strengthened and developed well particularly in core subjects, drama and music. The induction programme for new pupils is good. The extra support given to Year 6 by Year 7 and Year 8 pupils helps to ensure that they settle in quickly and overcome any apprehension or difficulties.
191 Pupils are given appropriate guidance when they make career choices as they move to Y10, the sixth form or further education. Detailed information about the courses is available.

192 The school operates an open-door policy whereby parents are easily able to make contact or make an appointment with the school to discuss concerns. Information is shared with parents at the twice-yearly open evenings, where informative discussions take place. Twice yearly written reports and contact through the homework diary are also valuable sources of information.

193 The school responds appropriately to pupils who misbehave. Pupils who disrupt class work are ‘internally isolated’ for short periods of time. Extra support and guidance are provided by a teacher from a local special school and most pupils are successful in returning to their teaching groups.

194 The school complies with statutory registration requirements. Learners’ attendance and punctuality are carefully monitored. Nevertheless, attendance is below WAG expectations.

195 Arrangements for teaching personal and social education (PSE) are effective. Pupils value the course, which is based on WAG guidelines and includes elements relating to personal, social, emotional, health and careers education. Talks by visiting speakers complement many aspects of the work undertaken during the year.

196 The School Council provides good opportunities for pupils to take responsibility and contribute to the life of the present school and the development of the new buildings. Recently two members of the School Council have been co-opted on to the governing body of the school. This is in addition to the School Council representation on the governing body’s pupil welfare and inclusion committee, and involvement in the selection of new members of the teaching staff.

197 The school has appropriate procedures to provide the pupils who are in the care of the local authority with the necessary support and guidance. Good links have been established with the relevant outside agencies.

198 Standards in relation to healthy eating and lifestyle are good. Healthier foods have been introduced in the dining room. Most learners are aware of the importance of healthy eating and exercise.

199 Clear guidelines ensure that the school pays careful attention to child protection. Regular sessions are held to raise the staff awareness.

200 The school has good procedures to promote the health, safety and well-being of every pupil. Relevant risk assessments appertaining to the school’s sites and external visits are held.

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

201 The quality of provision for pupils with additional learning needs is good with outstanding features. Inclusion measures, with appropriate specialist support, are particularly proactive.
202 Good information from the primary school is successful in identifying pupils who need additional help and support when they transfer. All these pupils have good individual educational plans (IEPs) that include relevant targets and strategies and are shared with pupils, parents and subject teachers to ensure consistent knowledge and expectations. The pastoral programmes have some outstanding features in that the targets and strategies are clearly recorded, enabling pupils to identify how to improve and reach their targets. However, neither IEPs nor pastoral plans indicate pupils’ strengths.

203 Learning support assistants (LSAs) give outstanding help to learners. They support individuals and groups of pupils in mainstream classes and in the special provision for pupils with ALN. LSAs’ knowledge of their pupils is outstanding and they cooperate closely with subject and specialist teachers. Their regular weekly meetings with the special educational needs coordinator (SENCO) provide a good source of information and training.

204 The specialist units within the school are very well organised and resourced. Between them they have considerable expertise at their disposal and offer outstanding support to a wide range of pupils who have complex educational and/or physical needs. All pupils are integrated into lessons in mainstream and are only withdrawn to the units to receive additional specialist support as indicated in their statements of SEN. Subject teachers are positive, include the pupils in their planning, and cooperate in setting individual targets in their subject areas. Overall pupils with ALN are making good progress.

205 To improve their literacy skills, pupils have the opportunity on two mornings a week to attend extra classes during morning assemblies. Outstanding use is made of a variety of ICT programmes to support the learning. Records show that pupils are making good progress overall. They read enthusiastically and develop good understanding and confidence when tackling the spelling of new words or the reading of new books. The higher achievers in reading show an increasing ability to focus on an author’s use of language and to interpret its effect.

206 The school’s behaviour policy highlights the importance of pupils being responsible for their own actions. Parents are notified of unacceptable behaviour and invited to school. The school works hard to modify the behaviour of a small minority of pupils with severe emotional and behavioural difficulties. Outstanding use is made of the expertise within a local special school and other outside agencies, and the behaviour of this group of pupils is well supported and managed. They have individual behavioural plans with relevant short term targets and the school is mainly successful in supporting these pupils in the school environment.

207 The code of practice is administered effectively. There are outstanding links with a number of outside agencies, the UA, a local special school and a pupil referral unit. The school has a caring and positive attitude towards pupils with ALN and is successful in meeting the needs of pupils with wide and complex needs. The ALN co-ordinator offers very good guidance and is very well supported by the specialist teachers. The leadership group and the governors are supportive of the work and have attended to all statutory requirements.
The quality of provision for equal opportunities

208 The quality of provision for equal opportunities is good with outstanding features.

209 The school recognises the diversity of pupils’ backgrounds and provides a wide and flexible curriculum, including special arrangements for some learners to spend part of their course off-site.

210 There is outstanding provision for most pupils from the whole ability range. The school offers practical and vocational courses for those pupils who are suited to them, also challenging courses for the most able and gifted pupils. There are opportunities to study some subjects through the medium of Welsh. Pupils for whom English is an additional language are well supported with good provision and this is reflected in the good progress they make.

211 The school monitors and compares the results of boys and girls at key stage 4. Every subject option is available to boys and girls and the school tries to challenge stereotyping in advising pupils on subject choices. A successful mentoring system operates in key stage 4 to improve boys’ GCSE.

212 All are given outstanding sensitive and effective support if problems arise in school. The school has an outstanding working relationship with a wide range of external agencies and local schools.

213 The school is outstandingly successful in creating a climate where no discrimination or unpleasant attitudes will be tolerated. It ensures fair play for all its learners.

214 Religious education and the PSE programme, as well as acts of communal worship, recognise and respect diversity and promote social and racial equality. The school has procedures to deal very firmly with any racial incident.

215 The anti-bullying policy and procedures are followed efficiently and correctly. Learners are confident that the school reacts promptly when allegations of bullying arise. Peer partners are successful in helping new pupils settle quickly into school life.

216 The steps taken by the school have been successful in ensuring that all pupils have full access to all their lessons. It has been outstandingly successful in ensuring that no pupil or student suffers from less favourable treatment than others.
Leadership and management

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

Grade 2: Good features and no important shortcomings

217 The grade we awarded matches that suggested by the school in its self-evaluation report.

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

218 Immediately after the merger establishing Queen Elizabeth High School, an external agency was commissioned to undertake a year’s work at the school in order to develop its culture, to assist in identifying its values and to build leadership competence at senior level. This was a challenging and fruitful process, which helped the school achieve the standards recorded in this report.

219 In a relatively short time, the school has been successful in moving towards achieving its mission statement – Ymlaen Gyda’n Gilydd: moving forward together to provide educational excellence. There is already a new culture and ethos that builds on the high standards set by the two previous schools. The school has done well moving towards becoming an intelligent, responsive, inclusive, bilingual and supportive community with the highest standards of teaching and learning.

220 There is a clear line management structure within the school. All members of the leadership group have clearly defined job specifications that ensure each member understands his or her personal responsibilities and role within this structure. At the same time, the group works on a collective, collegiate basis with joint responsibility taken for the decision-making process. Leadership meetings, chaired by the headteacher, are held weekly. There is a good team spirit at these meetings.

221 The school’s faculty structure within the overall leadership and management framework of the school is effective. Faculty leaders are rightly accountable for their leadership role in improving standards across the school. They also contribute to the school development plan. The faculty board meets on a half-termly basis, chaired by either the headteacher or deputy headteacher. Other members of the leadership group are invited to meetings on an ad hoc basis if there are agenda items relevant to their roles.

222 Within faculties, there are subject leaders and coordinators with teaching and learning responsibility roles. The clear line management structure is understood by all staff. The leadership style of the school is open and consultative and all members of staff are encouraged to put forward their views through the faculty and line management structures.

223 Day-to-day communication is effective, achieved through daily morning staff briefings which take place on both campuses using the same information provided by the headteacher. All staff attend these briefings and are encouraged to contribute
information necessary for the smooth day-to-day running of the school. There is also a weekly bulletin published which informs staff of calendar events and any other necessary information.

224 Other effective key components of the school’s consultation framework are: the pastoral board (comprising of pastoral leaders), the ICT strategy group, the health and safety board, the personal and social education board and the assessment for learning working group, all of whom meet regularly to discuss policy and practice in various aspects of school life.

225 Throughout the merger process, one of the major challenges has been to establish trust, mutual respect and consistency across the new school. This is being achieved largely through clear and purposeful leadership at a number of different levels. In this respect, members of the leadership group have worked hard to build a culture of constructive professional dialogue. At middle leadership level, pastoral leaders are effective in leading and managing cross-curricular teams of tutors as well as in helping to shape the strategic direction of the school. At subject level, faculty and subject leaders provide strong leadership and clear direction within their areas of responsibility.

226 Whilst there is a consensus on the vision and values of the school, there are some differences of opinion in how they are to be achieved. Although this does not detract from the effective leadership given by middle managers at subject level, it has been acknowledged that more work is needed to define the strategic role, purpose and function of leadership across the school.

227 The school has clear aims and objectives. Targets for meeting these are set out in the school’s prospectus and school development plan. These are reviewed and evaluated annually by the leadership group, faculty board and by the governing body.

228 The school has recently been successfully reviewed and re-assessed for the ‘Investor in People’ standard.

229 A high level of importance is attached to the support of pupils with ALN within the ethos of the school.

230 The school is justifiably proud of its constructive links with its family of schools. The relationship ensures that children receive an almost seamless transition to the secondary phase and settle quickly into their new routines and practices.

231 Learners entering key stage 4 and the sixth form are supported and guided well in their choices for new programmes of study. Advice and guidance is impartial and places the needs of the learner at the centre of the process, in line with the ethos of 14 to 19 Learning Pathways. A wide range of options is available to 14 to 19 learners.

232 The school is a lead member of the Taf-Myrddin cluster of the Carmarthenshire 14 to19 Network. A number of collaborative partnership arrangements with other institutions are either in place or planned to come into operation in the near future.

233 The school has developed excellent links with Coleg Sir Gâr for the delivery of vocational courses at key stage 4. These are currently in four vocational areas. Pupils
from the school also attend a Saturday morning engineering club provided by the college.

234 The school collaborates well with Ysgol Dyffryn Taf, Whitland for the delivery of the Duke of Edinburgh Gold Award.

235 The school recognises the fact that that more needs to be done to embed the delivery and assessment of key skills across the curriculum, particularly at key stage 4 and in the sixth form.

236 School performance targets are set at an individual subject level and used to generate whole school targets. Various tools are used to assist the target setting process such as information on prior achievement and baseline assessments from a variety of reliable sources. Baseline data is made available to all subject leaders.

237 The performance management system is being used effectively to identify the professional development needs of all staff and to set targets for achieving these. The system follows national and unitary authority guidelines and works on a team basis linked to the line management structure of the school. Targets are set for all members of the teaching staff and these are used to inform the requirements of the programme for continuing professional development.

238 However, there are some shortcomings within the overall structure of performance management. It is viewed by some members of staff to be over bureaucratic. In addition, it does not always inform whole school improvement and the raising of standards.

239 It is recognised that no effective performance management structure exists for support staff. This has been identified as a priority for development.

240 In a few areas, leadership skills are underdeveloped, especially in relation to coaching, self-evaluation and accountability for levels of performance. A training programme was initiated during the last academic year which focused on skills and competences of middle leadership. Whilst this assisted in raising awareness and sharing practice, there is more work to do in this respect.

How well governors meet their responsibilities

241 Governors bring an important and thorough understanding of local issues to the discussions on what the school should provide. Appropriate committees address different aspects of school business and they carry out their duties very efficiently and effectively. Governors provide a sense of direction for the school and have made outstanding contributions to strategic planning.

242 Governors are kept very well informed by the leadership team of school performance and factors that affect it. Governors, the head teacher and senior staff, share high aspirations and clear objectives for the school. The role of link governors, expected to monitor directly and report on issues from their assigned areas of school, is used effectively. They fulfil an important role in the school’s self-evaluation.
243 The governing body is aware of its statutory obligations and has succeeded in ensuring that the school complies with such requirements.

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

**Grade 3:** Good features outweigh shortcomings

244 The grade we awarded matches that proposed by the school in its self-evaluation report.

245 The school’s self-evaluation report addressed fully the seven key questions of the Common Inspection Framework and highlighted clearly good features and areas of ongoing improvement. It was an extremely useful and informative document that supported the inspection process well.

**How effectively the school’s performance is monitored and evaluated**

246 The school has a clear and useful policy on self evaluation that is implemented very effectively in a good number of areas, but with room for improvement in others. The school uses the unitary authority’s ‘Good Practice, Support and Challenge Framework’ at leadership group, faculty board and governing body levels as a starting point for the self-evaluation process. The annual cycle of school development planning includes whole staff briefings on self evaluation. The documentation used for such practices is set out clearly and systematically.

247 The school uses a wide and informative range of data as a means of informing and assisting the target setting process and also for the analysis of value added. The Welsh Examinations Database (WED) information is also used at a whole school and subject level in order to analyse performance.

248 Subject leaders have a wide range of performance data available to them for monitoring and evaluating the impact of their departments’ work on raising standards. Such data includes information from a range of external agencies and from the unitary authority’s annual data pack. In many, but not all, instances, this information is used well to provide a realistic evaluation of pupil and staff performance as well to inform planning for improvement.

249 The headteacher meets annually with faculty leaders to review and evaluate examination results, and each faculty leader is required to produce a written analysis of performance which forms the basis of this discussion. This report is also issued to governors. Targets for the coming year are discussed and set at this meeting. This is part of an annual cycle which is mapped out clearly in the whole school policy.

250 Members of the leadership group are kept well informed through the school’s line management structure. Line managers have regular meetings with those whom they manage and receive minutes of team meetings and workshops. Line managers also meet regularly with their faculty leaders to review performance.
Pupils’ effort and attainment are monitored closely via regular reviews of their written work. These occur annually for each year group to analyse pupils’ work and the quality and consistency of teachers’ marking and assessment. Subject leaders and teachers receive feedback as appropriate.

Lesson observations followed by constructive feedback are an important part of the self-evaluation process. All teachers are observed in the classroom at least once a year. The school encourages peer assessment within and across subject divides, but this valuable aspect is underdeveloped at present.

The school recognises that LSAs play a vital role in driving pupil progress, for those who have ALN. Steps are being taken to support and develop their work further and provide a mechanism whereby they can contribute to the self evaluation process and develop their own expertise accordingly.

The school is aware that self evaluation at a subject level needs to be more rigorous and linked more closely to whole school development planning. Although there are areas of very good practice, such as in the science faculty, there is a lack of consistency in some other areas and judgements are occasionally subjective and not based on first hand evidence.

The school does very well in involving many stakeholders in its self-evaluation processes. Pupils’ views on their school experiences are gauged by using an attitudes survey, produced by a range of tests provided by external agencies. The results report that, on the whole, pupils are satisfied with their school experience when compared with other schools in the sample.

The school also uses a national attitudes-to-school survey in order to gauge the views and perceptions of pupils, parents and staff. This is being undertaken in collaboration with its partner primary schools.

The School Council is a vital and effective means of garnering the views of learners throughout the school. Representatives meet on a regular basis to discuss matters relating to school improvement, charitable events, school uniform and menus in the school dining halls. Minutes are sent directly by email to the headteacher who then raises them at leadership group meetings for consideration of issues raised.

Some subject areas make extensive use of pupils’ evaluations in order to gauge their views on their own performance and that of their teachers. The English faculty provides an example of good practice.

Weekly ‘staff clinics’ are used as a forum for individual members of staff to raise issues with the headteacher. He also holds half-termly meetings with union representatives, which are used as a forum for staff to raise issues and ask questions. Team meetings are used as opportunities for staff to discuss policy and practice.

The Parents’ and Friends’ Association fulfils the function of an advisory board on school matters. At the half-termly meetings, the headteacher gives a report on school life and on the performance of pupils and staff, and then has a question and answer session on a range of issues. Some of the meetings are used as consultative
sessions on key aspects of school policy, e.g. the design of the new building and/or school transport issues.

**The effectiveness of planning for improvement**

261 Year on year, the school development plan and team/area development plans are informed by the outcomes of the self-evaluation procedures. Team leaders are required to show how their plans relate to whole school priorities, and how they intend to implement them.

262 Within the constraints of available funds, the school does well to make sure that priorities are supported through adequate allocation of resources – human, material and financial. Following the allocation of funds to the development plans, professional development activities, including those highlighted by performance management activities, are supported through adequate financial resources.

263 It is appropriate that recent whole professional development activities have focused on improving aspects of teaching and learning. These have included developing thinking skills and assessment for learning.

264 The extensive consultation exercise for the new building programme has focused on the matching of needs and priorities to available capital resources. This has not been without its problems.

265 The self-evaluation cycle is also used as an instrument for monitoring and evaluating the impact of chosen actions.

266 The grades awarded by the inspection team, for standards and teaching and assessment, along with the results from external examinations, especially at A level, are testament to the school’s success in developing in appropriate areas.

267 No comments can be made about progress since the last inspection, because the school has not been inspected previously.

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

| Grade 2: Good features and no important shortcomings |

268 The grade we awarded matches that suggested by the school in its self-evaluation report.

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

269 The number of staff is sufficient for the school to run effectively. The experience profile indicates a good blend of experienced teachers and those new to the profession. Most teachers are appropriately qualified and trained to meet all aspects, subjects, and the wider needs of the curriculum.
270 The twenty-five learning support assistants work well with subject teachers and the head of learning support. They provide good support and encouragement to pupils with learning and behavioural problems. Their work is effective.

271 For both campuses, the office manager and the administrative staff ensure that the office, reception, and reprographic areas, and the libraries run efficiently. The two premises managers and their assistants are responsible for the day-to-day maintenance and contribute competently to the daily routines and ethos of the school.

272 There is good technician support in science, information technology and in design and technology, including food and textiles.

273 A part-time bus driver is employed to operate the necessary shuttle bus to take teachers and learners between campuses during the day.

274 Shortcomings within staffing are limited to non-specialist teaching in Welsh, in drama and in ICT in particular where standards are being adversely affected.

275 Overall, the quality and quantity of learning resources for key stages 3 and 4 have good features outweighing shortcomings. Because of the present financial situation, there is, overall, a low level of capitation. Nevertheless, the range and supply of text books, although adequate, relies heavily on a wide range of creative subject materials produced in-house.

276 Provision of ICT equipment throughout both campuses is sufficient for the teaching of ICT as a timetabled subject. However, access to the ICT rooms is difficult for other subjects across the curriculum. This is a shortcoming as it restricts individual pupils’ experience of computers with specialised subject software.

277 In upper school, there are two rooms of 20 computers, used mainly for the teaching of discrete ICT. Other suites are in design and technology, music and the library. A further suite, for the use both of teachers and sixth form students, also includes a video conferencing unit.

278 Lower school has 4 rooms each with about 20 computers, catering for timetabled discrete ICT. The library has a suite of 4 computers.

279 Altogether, there are approximately 14 interactive white boards and a mix of 22 fixed and portable digital projectors, which are used well to enhance the quality of teaching in a number of subjects.

280 Each classroom has a desktop computer to record attendance. On occasions, teachers also use them effectively to augment their teaching with the use of interactive projectors.

281 Resources out of school are very well used to enrich the curriculum. These include visits to museums, art galleries, theatres and abroad. A wide range of visiting speakers enhances pupils’ learning experiences. The high number of pupils and students achieving Duke of Edinburgh Awards is a good feature.

282 The library on each site is small for the numbers of pupils on roll. The overall stock of fiction and reference books in each is comparatively low.
283 The lower school library has attractive displays and its appearance encourages readers to select books of interest. Y7 pupils receive an induction lesson and all key stage 3 classes have a library lesson in each 2-weekly cycle of the timetable. At present, links with contributory schools are being developed. The upper school library has attractive displays and caters appropriately for the 14 to 19 age range.

284 Both libraries are used at break times and lunchtimes for reading, independent learning and the use of computers for research on the Internet.

285 For the sixth form, there is a good range and supply of textbooks and equipment. During lessons, when there are no classes, students use their own study areas and the library facilities for independent learning and research.

286 The accommodation has good features that outweigh shortcomings and is sufficient for the numbers currently on roll. It meets the pastoral and academic needs of most areas of the curriculum.

287 This September, the school is due to move into a brand new purpose-built building. At present the school is based on two sites and recognises that the fabric of the buildings on both campuses has badly deteriorated and the sharing of some classrooms due to the establishment of an upper/lower school scenario has created problems in some areas. Some communal areas such as halls, stairs and corridors are drab and offer little stimulation.

288 Most rooms are fit for purpose, but a few are too small to cater for some of the larger timetabled classes. The main accommodation shortcoming is the inadequacy of the physical education facilities, which adversely affects opportunities and performance. The school, in theory, has full use of the leisure centre, athletics track, Astroturf pitch and the swimming pool. In practice, building works in the leisure centre have curtailed the range of physical education opportunities available to pupils. In addition, the loss of the gymnasia, for external examinations, impedes progression and continuity and the balance of the physical education curriculum.

289 A health and safety issue relating to the use of the leisure centre was reported to the headteacher.

290 The school grounds and buildings are kept clean and mainly litter free.

291 Accommodation for post 16 students is sufficient for both the academic and pastoral needs of the curriculum. However, other facilities are insufficient for the number of students. The common room is too small and there are not enough individual study areas or dedicated access to ICT facilities. Whenever the library is not timetabled, it is used by a small number of students for independent learning.

How efficiently resources are managed to achieve value for money

292 The management and development of teaching staff is a good feature of the school and mostly makes efficient and effective use of their time, expertise and experience.
293 The deployment of staff is mostly effective but, due to the employment of 22 part-time teachers and the fact that the school is on two campuses, there is an imbalance in the timetable. This results in two shortcomings, namely:

- the relatively high number of classes in a subject taught by more than one teacher, and
- the number of occasions that teachers have to travel between premises between lessons 2 and 3, and between lessons 4 and 5 when there are no breaks. This has some, albeit small, impact on conduct in corridors whilst pupils await the arrival of teachers and the accompanying slight shortening of lessons.

294 Training linked to the professional development of staff in line with performance management, the school development plan and the needs of departments and individuals, is very well coordinated. Courses attended by staff are carefully evaluated and used to the benefit of the school.

295 The programmes and support for newly qualified teachers, for the extended professional development of recently qualified teachers and for initial teacher training, are efficient and comprehensive.

296 The school has implemented its strategy for the workload agreement. It has made provision in the timetable for teachers' planning, preparation and assessment (PPA).

297 Following consultation with all interested bodies, the headteacher has implemented the school's structure for the new teaching and learning responsibilities.

298 In September 2005, when the school was formed, the budget set was not based on any reliable benchmarking of the previous years' financial performance, despite the availability of data from the two previous schools. In the event, due to the unique ready situation, at the end of the first full financial year, (2006 / 07), there was an overspend of £300,000. In full consultation with the local authority, a recovery plan has been agreed for the school to be able to set a neutral budget by March 2012. The plan depends upon the County providing financial assistance through the difficult transitional period and honouring previous commitments.

299 The financial management of the school is good. The headteacher, his deputy headteacher and the governing body's sub-committee for finance manage the available budget effectively. The school conscientiously pursues all grants and sponsorship that are available.

300 Financial decisions are well focused on the curriculum needs and the educational priorities identified in the school improvement plan. The finance sub-committee meets regularly and receives detailed up to date reports from the headteacher.

301 As a result of the financial difficulties, the overall level of capitation has been dramatically reduced. The initial systematic allocation of capitation to subjects is based on pupil and student numbers, time in the timetable and particular weightings.

302 The deputy headteacher is responsible for the competent day-to-day running of the school's finances. The headteacher and subject leaders are provided with regular
and immediate breakdowns of current balances. School spending is closely and carefully monitored.

303  The minor recommendations of the recent auditors’ report have been addressed.

304  The school reviews and uses its resources and finances effectively and competently.

305  The value for money produced by the school is good, due mainly to the upward trend in the level of pupils’ and students’ achievements.
### Standards achieved in subjects and areas of learning

<table>
<thead>
<tr>
<th>Subject</th>
<th>Key stage 3</th>
<th>Key stage 4</th>
<th>Post 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Grade 2</td>
<td>Grade 1</td>
<td>Grade 1</td>
</tr>
<tr>
<td></td>
<td>Good features and no important shortcomings</td>
<td>Good with outstanding features</td>
<td>Good with outstanding features</td>
</tr>
</tbody>
</table>

306 GCSE results in English Language in the last two years have been above national averages for grades A* to C. These results are significantly above those that would be expected for pupils of similar ability. GCSE results in English Literature in the last 2 years have been well above national averages for grades A* to C.

307 In 2006, A level results in English Literature for grades A to C matched the national average. In 2007, the results were above average.

### Outstanding features

#### Key stage 4

308 When reading and writing, pupils demonstrate clear understanding of implicit meanings.

309 There is particularly good understanding and knowledge of the social, cultural and historical contexts of set texts.

310 Pupils’ sustained writing is extremely well structured and includes effective style and mature expression.

311 Arguments are convincing, descriptions convey mood and narratives include tension when required.

312 Students make outstanding progress over time.

#### Post 16

313 The structure and development of arguments in critical writing is outstanding.

314 There is very consistent referral to texts to support opinion and inclusion of appropriate quotations.

315 Students’ knowledge of how a writer conveys meaning is outstanding. This is evident in class discussions, collaborative work, presentations to the class and in writing.

316 Students show a particularly good understanding of the social, cultural and historical contexts of set texts.

317 They demonstrate outstanding use and understanding of literary and linguistic terms.

318 Students make outstanding progress over time.
Good features

Key stages 3 and 4

319 All pupils listen attentively to teachers’ instructions, explanations and questions and respond promptly. They listen with interest to the ideas and opinions of their peers.

320 In class discussions, pupils explain ideas clearly, demonstrating a very good understanding of their work. They collaborate well in small groups, delegate responsibilities, listen to the ideas of others and negotiate the collective viewpoint of the group. There is appropriate use of Standard English and good use and understanding of subject vocabulary.

321 All pupils, including those with additional learning needs, read a wide range of fiction, non-fiction, drama and poetry. There is good understanding of video. Pupils in key stage 3 read for pleasure. Almost all read aloud with accuracy and fluency and many read with good expression. Those with reading difficulties are well supported and good progress is made.

322 All demonstrate a good knowledge of set texts. There is good recall of plots and understanding of characters and themes. In key stage 4 in particular, pupils have a clear understanding of the social, cultural and historical contexts of set texts. In both key stages pupils show competent skills of interpretation. They understand inference and identify and appreciate devices used by writers. Pupils also know the effects of these devices on readers. They refer to texts to support their ideas and opinions. Pupils also have good skills of information retrieval from a range of sources.

323 All pupils, including those with additional learning needs engage in a wide range of writing. Pupils understand that tone, vocabulary and form must be matched to the requirements of different audiences and purposes. All write at length when required. Arguments are clear, sustained and well organised. Descriptions convey mood and narratives include tension when appropriate. There is consistently good inclusion of references, quotations and technical terms. Most pupils of all abilities improve writing by planning, drafting, the use of models and by responding to the constructive comments provided by teachers. Most pupils improve writing by knowledge of the criteria for success and in key stage 4 there is improvement by knowing the requirements of examination boards. By the end of key stage 4 in particular, pupils produce writing which represents outstanding progress over time.

Post 16

324 Students listen with respect and interest to the teacher and to one another. They participate in class discussions, demonstrating a very good knowledge of characters, plots, themes, linguistic and literary devices as well as the social, cultural and historical contexts of set texts. There is particularly good progress in the use and understanding of linguistic terms.

325 They work independently, collaboratively and effectively to prepare and present information to their peers. In oral work, students clearly demonstrate skills of rigorous analysis of texts. Students support each other’s understanding as they analyse a range of texts in pairs and small groups. Analysis includes the accurate use and clear understanding of literary and linguistic terms. They put forward ideas and opinions, justify and support their views effectively.
326 Students sustain writing in the critical analysis of texts. There is an appropriate focus on implicit meaning. Writing is well structured and organised. By the end of the courses, students produce well crafted critical writing which reflects very good progress. The most able students write with a sophistication of style and expression. All writing includes appropriate quotations and mature vocabulary.

**Shortcomings**

**Key stages 3 and 4**

327 A small number of pupils of middle to lower abilities do not proof read with sufficient rigour so that errors of punctuation, spelling and grammar remain unchecked. This is particularly evident in boys’ writing.

<table>
<thead>
<tr>
<th>Welsh first language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key stage 3: Grade 3</td>
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<tr>
<td>Key stage 4: Grade 2</td>
</tr>
</tbody>
</table>

328 In key stage 4, pupils have only been following GCSE first language since 2006.

329 No students currently study Welsh as a first language at A level.

**Good features**

**Key stages 3 and 4**

330 Most pupils enjoy their lessons in Welsh and they respond well orally in the majority of them.

331 The majority of pupils are keen to answer questions about their holidays, leisure time, the Urdd and they describe people with a good degree of accuracy and intonation.

332 Most pupils can read aloud and express themselves using a variety of different tenses and sentence constructions.

333 Most pupils can write in full sentences well and some pupils demonstrate greater depth in their writing especially when expressing opinions on people and holidays.

334 Pupils with additional learning needs achieve well.

335 All pupils listen well; they understand instructions and a significant majority of pupils can respond fully to extended questions.

**Shortcomings**

**Key stages 3 and 4**

336 Some pupils do not speak fluently and with grammatical accuracy. Collaborative skills in pair and group work are underdeveloped.
A significant majority of pupils neither read independently nor gather information to use in their written and oral work; many lack independent learning skills.

Many pupils do not write for a range of purposes and most writing involves the use of workbooks that are not fit for purpose and out of date.

Pupils do not use ICT to support their language skills.

**Welsh second language**

<table>
<thead>
<tr>
<th>Key stage 3:</th>
<th>Grade 3</th>
<th>Good features outweigh shortcomings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key stage 4:</td>
<td>Grade 2</td>
<td>Good features and no important shortcomings</td>
</tr>
<tr>
<td>Post 16:</td>
<td>Grade 1</td>
<td>Good with outstanding features</td>
</tr>
</tbody>
</table>

GCSE results in the last two years have been significantly above national averages for grades A* to C.

A level results were well above the national average for grades A to C in 2007. This represents good achievement.

**Outstanding features**

**Post 16**

All students listen very well on aspects of the play they study; they can produce excellent synoptic analyses of the text. This is an outstanding feature.

Many students can write with a high level of fluency using sophisticated language to explain how characters develop in the play and why.

Students’ responses to the excellent assessment and the tracking of performance procedures help them make outstanding progress.

**Good features**

**Key stages 3 and 4**

The majority of pupils can speak aloud well; they can use basic language patterns confidently and give simple explanations and opinions.

Nearly all pupils follow the full course GCSE, make very good progress and are competent learners.

The majority of pupils speak confidently and accurately; some pupils can extend their answers, using a number of tenses and good vocabulary.

Most pupils read well and respond to various visual stimuli to prompt further discussion.

Pupils with additional learning needs make good progress.
Most pupils listen attentively and undertake writing tasks competently; many can write with good fluency in extended sentences.

**Shortcomings**

**Key stages 3 and 4**

Pupils’ listening skills are underdeveloped overall.

Higher attaining pupils underperform in their oral and written work.

**Post 16**

A few students make simple, written grammatical errors.

### Mathematics

<table>
<thead>
<tr>
<th>Stage</th>
<th>Grade</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key stage 3</td>
<td>2</td>
<td>Good features and no important shortcomings</td>
</tr>
<tr>
<td>Key stage 4</td>
<td>2</td>
<td>Good features and no important shortcomings</td>
</tr>
<tr>
<td>Post 16</td>
<td>1</td>
<td>Good with outstanding features</td>
</tr>
</tbody>
</table>

GCSE results over the first 2 years of the school have improved and in 2007, 23% of the grades were A* or A and 63% were A* to C grades. These are above both national and local averages and above those that would be expected for pupils in similar schools.

A level results have also improved over the first 2 years of the school. The results for 2007 were outstanding with 68% of students achieving A grades and 100% grades A to C.

**Outstanding features**

**Post 16**

Most students are able to recall concepts and apply them accurately and competently to develop methods of solutions for new related topics.

**Good features**

**Key stages 3 and 4**

In all years, most of the more able pupils make very good progress. They answer questions orally with clarity, understanding and accuracy.

Pupils with additional learning needs make good progress.

Most pupils across the ability range use calculators appropriately and effectively in their work.

They have spatial awareness and understand the concepts of the area and volume using appropriate units.

Most pupils have a sound knowledge of number, vulgar fractions, decimal fractions and percentages and the relationship between them.
**Key stage 3**

362 Pupils in Y7 are developing an understanding of basic algebra and are able to carry out substitutions with numbers accurately.

363 More able Y8 pupils have a good understanding of methods of long multiplication and long division of whole numbers.

364 Lower ability Y8 pupils are being introduced to the concept of vulgar fractions and their equivalences using plane figures.

365 More able Y9 pupils can use the rules of numbers in index form for multiplication and division. They are able to evaluate this type of number into our usual base 10 system.

366 Lower ability Y9 pupils understand the basic ideas of ratio and can reduce ratios to their lowest terms. They are able to recognise ratios used in everyday situations.

**Key stage 4**

367 In 2007, the good standard of coursework enhanced the GCSE results.

368 More able Y11 pupils understand the basic concept of vectors and are learning to apply this knowledge to solve appropriate problems.

369 Lower ability Y11 pupils are able to use isometric paper to sketch three dimension straight line drawings.

370 More able pupils in Y10 can use the trigonometric sine and cosine rules to calculate angles and sides of triangles.

371 Lower ability Y10 pupils can calculate average speeds in everyday situations using appropriate units.

**Post 16**

372 Y13 students have an excellent understanding of a range of concepts in pure mathematics and mechanics. They are learning to adapt this knowledge to solve associated questions.

373 Y12 students are making very good progress in understanding the basic concepts of pure mathematics and mechanics. In addition, some are studying further mathematics and statistics.

374 Students in Y12 and Y13 benefit from the readily available teacher support, which enhances their results.

**Shortcomings**

**Key stages 3 and 4**

375 A small minority of pupils do not always complete their work or correct work that is wrong. This occurs mainly when pupils have been absent.

376 Some pupils lack confidence in their mathematical abilities.
377 In a few lower sets, the more able pupils do not achieve their potential.

Post 16
378 No significant shortcomings.

<table>
<thead>
<tr>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key stage 3: Grade 3 Good features outweigh shortcomings</td>
</tr>
<tr>
<td>Key stage 4: Grade 2 Good features and no important shortcomings</td>
</tr>
<tr>
<td>Post 16: Grade 1 Good with outstanding features</td>
</tr>
</tbody>
</table>

379 The percentage of pupils who have gained GCSE grades A*-C in science over the last two years has been higher than both the local and national averages. Benchmarking information, however, indicates that the results are lower than achieved nationally in similar schools.

380 Over the last two years, the percentage of students who have gained AS and A Level grades A to C in biology, chemistry and physics have been significantly higher than those for Carmarthenshire and for the whole of Wales.

Outstanding features

Post 16
381 The majority of students make good or outstanding progress at AS and A level in the three science subjects. They are thoroughly prepared for external assessments.

382 The majority of students have very good understanding and ready recall of concepts and principles. They use this knowledge to confidently discuss some difficult concepts and scientific laws. They are able to apply their understanding well in answers to examination questions.

Good features

Key stage 3
383 The majority of pupils in most classes have good recall and understanding of scientific principles in areas such as food chains, electricity and magnetism and human reproduction.

384 Most pupils develop good practical skills as they progress through the key stage. They work safely and record measurements with appropriate precision. They develop the skill to present their results graphically and are able to draw conclusions from their graphs.

385 The majority of pupils demonstrate an interest in their work, are enthusiastic about science and contribute willingly and sensibly to classroom discussions.

386 Many pupils with special educational needs and additional learning needs make good progress in relation to their ability. They often produce good work when supported in class by teaching assistants and teachers.
Report by Brian William Medhurst  
Queen Elizabeth High School, 10/03/08

Key stage 4  
387 Many pupils achieve good standards commensurate with their ability. They show good knowledge and understanding of science topics covered previously.

388 The majority listen attentively during class discussions and offer considered answers to questions. They carefully complete their work to a good standard and their workbooks are well maintained.

389 When undertaking practical work, pupils demonstrate good practical skills and conduct their experiments safely and responsibly. They cooperate well, read scales accurately, record results carefully and present their results graphically when appropriate.

390 Some pupils with special educational needs and additional learning needs have a good understanding of a range of topics and contribute well in lessons.

Post 16  
391 Most students show an interest in their work and demonstrate a mature approach to their studies.

392 When provided with opportunities to undertake practical work, students generally demonstrate good techniques and investigative skills.

393 Students have a good awareness of the practical applications of science and understand how these have influenced mankind’s development, the environment and the economy.

Shortcomings

Key stage 3  
394 A minority of pupils do not understand the work and experience difficulty in remembering and applying previous work.

395 Others show a lack of interest in their work and are inattentive in lessons.

396 The workbooks of these pupils are often incomplete. They do not copy up missing work.

397 The practical work of a few pupils in their use of apparatus and when reading scales is careless.

Key stage 4  
398 Some pupils have a poor recall of previous work. They show a limited knowledge and understanding of scientific principles and are easily distracted from their work.

399 They do not complete all their assignments and their workbooks are incomplete.

400 The absenteeism of a number of pupils hinders their progress.

Post 16  
401 Some students are passive listeners and are over dependent on their teachers. Their independent learning skills are insufficiently developed.
Design and technology

| Key stage 3: | Grade 2 | Good features and no important shortcomings |
| Key stage 4: | Grade 2 | Good features and no important shortcomings |
| Post 16:    | Grade 2 | Good features and no important shortcomings |

402 GCSE results in design and technology over the last two years have been very near national averages and generally in line with expectations. Results in textiles technology were outstanding, whilst results in resistant materials were weaker than those in other courses.

403 A level results in product design have been near national averages for grades A to C and above expectations. Students following the course using textiles in their project work, performed substantially better than those using other materials. Results in food technology were well above national averages for both grades A to C and expectations.

Good features

**Key stage 3**

404 Nearly all pupils understand and are able to apply a design process in their project work. Research is often good. Pupils are able to develop their ideas into solutions to the design problems they are given.

405 Presentation skills are generally good and pupils produce effective developmental drawings in most modules.

406 Pupils plan well for making and most produce accurate well finished products. Their knowledge and understanding of materials and their properties is good.

407 Project work displays a good understanding of how devices can be controlled by using microprocessors and of how triangulation is used to strengthen structures.

408 Good use is made of ICT for computer aided design and manufacture, research and presentation.

409 Lower ability pupils and pupils with additional learning needs make good progress.

**Key stage 4**

410 Standards are outstanding in most aspects of textiles technology. Standards are good with no important shortcomings in graphic products and good features outweigh shortcomings in resistant materials.

411 Nearly all pupils make good use of a design process to guide the development of their projects. The link between design specifications and evaluation is evident in most pupils’ work.

412 There is evidence of good making skills in all strands of the subject. Pupils work accurately and have a good understanding of materials and making processes.

413 Presentation and formal drawing skills are good.
Pupils effectively use ICT design packages to enhance their research, analysis of data, design, manufacture and presentation.

Project work is often innovative.

Post 16

Students’ design work is good overall. Students show good use of research, analysis and design specifications to guide product development.

Students present their ideas well, using a wide variety of media and techniques.

Design work and industrial case studies are well researched and presented.

Students evaluate their own and commercial products well.

Making skills are outstanding in both textiles and food.

Effective use is made of ICT for research, design, CAD/CAM, and presentation.

Theoretical understanding is good.

Shortcomings

Key stage 3

Design specifications are sometimes over controlled by teachers and the link between design specifications and evaluation is not evident in some modules.

Quick developmental design drawing skills are insufficiently used in the development of pupils’ ideas.

Key stage 4

Design specifications sometimes lack depth.

Quick developmental drawing skills are less well developed than other aspects of designing.

In resistant materials, irregular attendance at school and FE College courses adversely affects pupils’ standards.

Post 16

The sketchbook work of most students is weaker than other elements of their designing.

Design specifications sometimes lack a hierarchy of importance.

Irregular attendance on the part of a small minority of students lowers their standards in product design.
Information technology

Key stage 3: Grade 3  Good features outweigh shortcomings
Key stage 4: Grade 2  Good features and no important shortcomings
Post 16:  Grade 2  Good features and no important shortcomings

431 Over the last two years, GCSE results have been a little below the national average, but in line with pupils’ ability.

432 A level results have been above national averages for computing and below national averages for ICT. The results have been broadly in line with students’ ability.

Good features

Key stage 3
433 Pupils build effectively on skills acquired in key stage 2. They are confident in their management of a computer and are able to conduct fundamental computer operations efficiently.

434 Communicating information skills are good. Pupils confidently use PowerPoint presentations, combine text and images, and change and arrange fonts and layouts in appropriate combinations according to their designs.

435 Pupils use the Internet well for research and to import information and graphics.

436 Design work is often good and results from the use of a wide range of communicating information techniques.

437 Most pupils understand the purpose of a database and are able to gather information, set up a database and conduct basic interrogations.

438 Lower ability pupils and those with additional learning needs make good progress.

Key stage 4
439 Pupils develop a comprehensive range of ICT skills in the coursework component of the GCSE course, which underpins their project development in Y11.

440 Project work displays pupils’ competence in communicating, handling and modelling information for a variety of purposes and audiences.

441 Research, analysis and problem solving skills are often well developed.

442 Pupils present their work well and are able to explain clearly why they have chosen specific ICT applications.

443 Pupils have a good understanding of theory.

444 Pupils following the Certificate in Digital Applications (CIDA) course are confident and competent in the application of a wide range of appropriate applications and are making good progress.
Post 16
445 Standards are good in both ICT and computing at advanced level.
446 Project work displays evidence of effective analysis, investigation and problem solving.
447 Students handle and communicate information well in the solution of problems they have identified.
448 The appreciation, analysis and evaluation of the applications of ICT in society are good overall.
449 Students effectively manage advanced database and spreadsheet work.
450 Students have a sound understanding of theory.

Shortcomings

Key stage 3
451 Nearly all pupils have a limited understanding of spreadsheets and their construction.
452 Modelling of number skills is underdeveloped.
453 Most pupils share a computer, which lowers their standards.

Key stage 4
454 The use of imaginary contexts for project work limits the opportunities for research and evaluation.

Post 16
455 Students working from imaginary contexts lack the benefit of third party observations, particularly in research, testing and evaluation.

History

Key stage 3:   Grade 2   Good features and no important shortcomings
Key stage 4:   Grade 1   Good with outstanding features
Post 16:      Grade 1   Good with outstanding features

456 The department's performance at GCSE has been well above the local and national averages for the last two years.

457 At A level, performance has been in line with the local average, and well above the national average for the last two years.

Outstanding features

Key stage 4
458 The strong development of extended writing skills across key stage 3 bears fruit in key stage 4, where pupils produce outstanding written coursework.
Pupils make critical use of source material and naturally weave this into an argument to convey a genuine sense of enquiry.

Pupils in Y11 competently adjudicate competing interpretations of the Cuban Missile Crisis, using supporting evidence from a range of sources.

Post 16

The outstanding feature of students’ achievement in the sixth form is the way in which they begin to express themselves as independent learners.

Students in Y12 made good use of biographical and other contextual information when they took on the role of Disraeli by selecting a cabinet following the election victory of 1874. They then compared their cabinet to the one Disraeli actually chose, so deepening their understanding of the latter’s political intentions after 1874.

Two groups of students in a Y13 class showed extraordinary subject knowledge and very sharp insights in debating the relative success of the Chartist Movement.

Students' written work is of a high order, in terms of both quality of argument and critical use of source material, including historians’ interpretations.

Good features

Key stages 3 and 4

Most pupils demonstrate remarkably good levels of subject knowledge, which they use effectively to create a sense of period when writing about the ideas, feelings and attitudes of people in the past.

Pupils in both key stages demonstrate good thinking and communication skills. They sharpen skills of analysis through the use of mind maps, listen attentively in all lessons and speak with unusual confidence, asking a lot of questions in class and offering extended responses to teachers’ questions.

A notable feature of lessons in both key stages is the amount and quality of written work that is produced. The vast majority of this is well presented, giving pupils a clear map of the journey they have made over the year, and teachers a clear indication of their progress.

Pupils also make progress in their understanding and application of historical concepts such as empathy and cause, which helps them to interpret and explain what happened in the past. For example, abler pupils in Y7 can explain why people in the Middle Ages were not stupid for coming up with supernatural cures for the Black Death and how events such as the Norman victory at Hastings usually had more than one cause.

By Y9, pupils begin to produce well structured accounts, using the routine of ‘point, explanation, example’ to select and deploy detailed knowledge in support of each side of the argument. For example, in explaining why Germany felt threatened prior to 1914, pupils in one Y9 class made the point that she was surrounded by enemies, explained that she therefore feared war on two fronts and described the Schlieffen Plan as an example to support the explanation.
Pupils of differing abilities make good progress in lessons. The less able do particularly well because of the availability of adapted learning resources and the individual support tendered by both teachers and assistants.

**Shortcomings**

**Key stage 3**
471 Pupils demonstrate more consistent progress in their acquisition of subject knowledge than in their conceptual understanding. For example, some pupils in Y7 make better use of evidence than those in Y8, and understanding of historical interpretations is generally undeveloped before Y9.

472 In some lessons, the most able pupils are insufficiently challenged, for example, where learning is dominated by teaching, or where the transfer of information from one form into another requires little, if any, critical response from the pupil.

### Geography

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<tr>
<th>Grade</th>
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<td>Post 16:</td>
<td>Grade 1</td>
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473 GCSE results in the last 2 years have been above local and national averages.

474 Over the last two years the percentages of students to gain A level grades A to C have been well above figures for Carmarthenshire and Wales.

### Outstanding features

**Key stage 4**
475 Y11 pupils have a very good knowledge and understanding of the social and economic impact of the redevelopment of the London dockland area.

476 Y10 pupils use very good analytical skills to identify the reasons why transnational corporations locate in less economically developed countries, explaining with confidence the advantages and disadvantages for the host country.

**Post 16**
477 Students have very good investigative skills. They confidently demonstrate the important subject skills of observation, presentation and evaluation in their field work studies on the eco-systems of Psammosere and the relationship between environmental quality and deprivation in Cardiff.

478 Students have a good understanding of the relationship between people and their environments. Y12 students are confident to identify differing views and emerging conflicts linked to the urbanisation of the Vale of Glamorgan.
Good features

Key stage 3

479 Pupils, including those with additional learning needs, make good progress relative to their prior attainment.

480 Pupils understand the relationship between people and their environments. Y7 pupils can identify and explain the impact of floods on people.

481 Pupils understand the social and economic characteristics of Kenya as a developing country. Y8 pupils are confident to compare and contrast Kenya and Wales.

482 Y8 pupils know and understand the push and pull factors associated with migration to Nairobi. They show understanding and empathy with the challenges faced by Nairobi’s shanty town residents.

483 Y9 pupils accurately recall and describe volcanic processes. They understand the causes, effects and human responses to volcanic activity. Pupils successfully locate volcanoes around the world. They can also distinguish between active, dormant and extinct volcanoes.

484 Pupils throughout the key stage use a good geographical terminology with increasing precision and accuracy.

Key stage 4

485 Pupils have a good knowledge and understanding of the different zones which make up a city. They are aware of and confidently discuss inner city issues such as deprivation and crime.

486 Pupils recall and use good geographical terminology to describe geographical events.

487 Pupils’ fieldwork and coursework assignments are of good quality and make a significant contribution to their knowledge and understanding of land use in Carmarthen.

488 Pupils have a good knowledge and understanding of the issues of sustainability and global citizenship.

Post 16

489 Students identify and effectively analyse the conflicting demands of resource management and conservation in the 21st Century.

490 Students recall and use an extensive geographical vocabulary to describe features and processes with increasing accuracy and precision. Folios show good application skills, using accurate terminology.

491 Y13 students confidently identify worldwide sustainable and environmental issues associated with increased industrial, domestic and agricultural demand for water.
Shortcomings

Key stage 3
492 A few pupils do not consolidate their learning through written work.
493 A few pupils could not locate Kenya on a world map.

Geology

Key stage 4: Grade 2 Good features and no important shortcomings
Post 16: Grade 2 Good features and no important shortcomings

494 As yet, there are no examination results upon which to comment.

Good features

Key stage 4
495 Pupils show a good knowledge and understanding of seismology.
496 Y10 pupils have a secure knowledge of the different types and characteristics of shock waves and their impact on people and their environments.
497 Pupils recall and use appropriate geological terminology with increasing accuracy.
498 Y11 pupils have a clear knowledge and understanding of the geological processes which formed the South Wales coalfield.

Post 16
499 Students use good technical vocabulary precisely and in context.
500 Students clearly understand the physical characteristics of fossils. They use this knowledge to make accurate predictions of chronological age and habitats.
501 Students show an awareness and understanding of the relevance of geological activity to people. They have a detailed knowledge of volcanic activity and Y12 students can evaluate the social and economic consequences of seismic activity at Heimay in Iceland.
502 Students use good investigative approaches to their studies. In their case studies of the geology of the Isle of Arran and the igneous structure of the Preseli Mountains, they confidently demonstrate the important subject skills of observation, description and analysis.

Shortcomings

Key stage 4
503 A few pupils are insecure in their understanding of refraction and reflection of shock waves as they pass through the earth’s core.
Post 16

504 A few students are unsure of the processes of plate tectonics.

### Modern foreign languages

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<th>Grade 2</th>
<th>Good features and no important shortcomings</th>
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<tbody>
<tr>
<td>Key stage 4:</td>
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<td>Post 16:</td>
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505 GCSE results in recent years in French, German and Spanish have been good. The percentage of pupils achieving a grade C or better has been above both local and national averages.

506 Numbers of students entered for examinations at A/S and A level have been relatively small, especially in German and Spanish. Results have not been so strong overall at A/S level, but at A level, students have generally achieved results in line with expectations.

**Good features**

**Key stage 3**

507 Pupils listen attentively to the spoken language. They can readily understand the main points of shorter and longer passages.

508 In oral work, pupils answer questions with confidence. They can take part successfully in short dialogues involving two or three exchanges and some can also combine elements to create longer sentences. Most speak with good pronunciation when the language is familiar and well practised.

509 Pupils across the ability range can understand successfully the key details in written material. Middle, and particularly upper ability pupils, can work out meaning for themselves using dictionaries or word lists.

510 The standard of pupils’ writing is good. They write through more structured exercises but also have opportunities from Y7 to Y9 to write at greater length.

**Key stage 4**

511 Pupils show a good ability to understand both familiar and more complex spoken language and can extract and use relevant detail in response to questions and other tasks.

512 Most pupils make good progress in their speaking skills. They pronounce the sounds of the foreign language competently and are quick to learn new language. Some more able pupils can speak fluently and at considerable length.

513 Pupils read and understand written material from a variety of sources related to the topics within the GCSE syllabus. They show a good understanding of specific information. They can scan texts for general meaning and draw conclusions.
Pupils’ writing covers a wide range of topics: many write with increasing fluency and accuracy. They use a good range of vocabulary and phrases from current and previous topics.

**Post 16**

Students understand successfully the spoken language when used by the teacher and in response to listening material of varying degrees of difficulty.

They are able to incorporate new language effectively in their responses to questions or when presenting an argument. Many are able to give extended replies, responding confidently and with humour.

Most are able to read aloud with good pronunciation and intonation. They deal with a wide variety of written material and can successfully extract key information.

Many produce written work with a good structure, a wide range of vocabulary and well argued points of view. Some, more able students, produce written work with high levels of accuracy and good use of idiom.

**Shortcomings**

**Key stage 3**

Sometimes pupils do not have sufficient opportunity to develop their oral skills through more extended speaking activities and as a result some are tentative, especially when recalling language learned previously.

**Key stage 4**

A small minority have greater difficulty in speaking at length and some make basic errors in their writing.

**Post 16**

A few students make basic written grammatical errors.

**Religious education**

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<th>Grade 2</th>
<th>Good features and no important shortcomings</th>
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<td>Key stage 3</td>
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<td>Key stage 4</td>
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<td>Post 16</td>
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</table>

GCSE results in the last two years were above the national average for grades A* to C and represent good achievement for the pupils, although numbers sitting the examination are relatively low.

A level results have been broadly in line with national averages at grades A and B and are in line with most of the students’ ability.
Good features

Key stage 3
524 Pupils across the ability range have a good factual knowledge and understanding of the units of work studied, which reflect the requirements of the agreed syllabus.

525 Through studying the lifestyles of different people like Nicky Cruz and Mother Teresa, they gain an insight into the way beliefs can influence the lifestyles of believers and how they in turn helped others.

526 They are developing a good understanding of what the main religions have in common, how and why they differ, and the diversity of belief and practice within individual religions.

527 Less able pupils have an appropriate vocabulary of key terms and can organise and present factual information about religious events and beliefs.

528 Pupils develop a respectful attitude to the beliefs and religious practices of other people and are aware of the importance of tolerance.

529 Able pupils produce mature answers orally and in writing. They produce good extended written work, sometimes using ICT, on topics such as their local churches.

Key stage 4
530 Pupils have a good factual knowledge, an ability to understand religious concepts and symbolism and use technical terms accurately.

531 They gather and record information appropriately, for example on Jewish Kosher food, and interpret the meanings in relation to historical events.

532 Pupils contribute to lessons, show initiative and confidence in expressing opinions and some give thoughtful answers, drawing on their own experiences.

533 Most pupils recognise the experiences which they share with people of different faiths, and they use their information well to further understand how other people worship and live.

Post 16
534 Students have good knowledge and understanding of the key concepts within Buddhism and know how these are expressed in texts, teachings and practices.

535 Most are able to relate elements of their study of Buddhism to a broader context and to specific aspects of human experience.

536 They are developing the relevant skills to investigate, analyse and evaluate the major questions and issues arising from their study of Buddhism.

537 Students can explain different views on issues such as what is a Just War, with supporting text or argument, and the more able offer critical analysis and justify a point of view.
Shortcomings

Key stage 3
538 At times there is an over-dependence on worksheets, which restricts pupils’ opportunities to learn in different ways through a variety of media.

539 Pupils do not develop their ICT skills sufficiently through the religious education curriculum.

Key stage 4
540 A minority of pupils are reluctant to engage in class discussions.

541 Completion of written tasks is problematic among lower ability pupils.

Post 16
542 A minority of students are reluctant to engage in class and group discussions and some find the comparison of source materials difficult.

543 Their written work tends to be mainly narrative with little analysis and they describe events rather than address the question posted.

Art

Key stage 3: Grade 2 Good features and no important shortcomings
Key stage 4: Grade 2 Good features and no important shortcomings
Post 16: Grade 1 Good with outstanding features

544 GCSE results in the last 2 years were above the national average at grades A* to C for both boys and girls and represent good achievement.

545 A level results in the last year were well above national averages for grades A and B and represent very good achievement.

Outstanding features

Post 16
546 Students regularly demonstrate outstandingly creative personal responses in both two- and three-dimensional work.

547 In their analysis and evaluation of works of art they consistently show outstandingly good research and mature personal responses. When speaking and writing they show a better than average awareness and understanding of the works of both contemporary and historical artists.

Good features

Key stage 3
548 Pupils make rapid progress in acquiring the essential craft skills of use of line, tone, texture and shape. In imaginative group work, they demonstrate a good
understanding of colour and pattern. They are developing their knowledge and understanding of art by research and analysis of different artists’ work.

549 Pupils are responding positively and imaginatively to the varied methods and ideas to which they are exposed. They are able to work with a range of materials and develop their work creatively in both two- and three-dimensions.

550 Pupils are able to study art through the medium of Welsh. All pupils develop an awareness of a range of artists associated with Wales and an appreciation of the art of a range of other cultures.

551 Pupils with additional learning needs achieve above expected levels. The most able pupils demonstrate above average standards of skill and creativity.

**Key stage 4**

552 Pupils are developing their independent learning skills when exploring a range of new media.

553 They know how to look at and analyse a work of art thoroughly. They know how to enrich their own creative outcomes by working in the styles of different Welsh and European artists.

554 Girls show very good creativity when using recycled materials in fashion exercises. Most pupils show a good understanding of the principles of colour. They often use colour effectively, in colour-wash and impasto techniques.

555 They are improving their observational drawing skills. They have an understanding of a design process. They use their sketchbooks effectively. They use photography and computers skillfully as both research and creative tools.

556 Pupils with additional learning needs develop good craft skills and often achieve the higher grades in examinations.

**Post 16**

557 Students are developing as confident and independent artists.

558 They know how to support their imaginative sketchbook work with useful annotation.

559 They have a clear understanding of the examination requirements.

**Shortcomings**

**Key stage 3**

560 Not all pupils know how to use computers as a creative tool.

**Key stages 3 and 4 and post 16**

561 Learners’ further progress in achieving even higher grades is limited by a lack of understanding of how they can use the assessment process to raise the standard of their work.
Music

Key stage 3: Grade 2 Good features and no important shortcomings
Key stage 4: Grade 1 Good with outstanding features
Post 16: Grade 1 Good with outstanding features

562 Over the last two years, the percentages of pupils who have gained GCSE grades A* to C have been consistently higher than the figures for the unitary authority and for the whole of Wales.

563 Over the last two years, the percentages of students who have gained A level grades A to C have been higher than the unitary authority and significantly higher than the figures for the whole of Wales. In 2007, all students gained A or B grades.

Outstanding features

Key stage 4
564 In Year 11 the majority of pupils demonstrate advanced vocal and instrumental skills in both classical and rock/pop styles.

565 Composing skills in a wide range of styles are very well developed. Pupils use the ICT resources effectively to enhance and refine their compositions.

Post 16
566 Individual performances are fluent and convincing and demonstrate a secure knowledge and understanding of advanced vocal/instrumental technique.

567 Most of the Y12 and Y13 free style compositions are imaginative and convincing. They show creative development of ideas, interesting harmonic language and an excellent sense of style and structure.

Good features

Key stage 3
568 Pupils sing and perform well on a variety of instruments. Individual performances are technically accurate and most pupils can maintain a part in an ensemble or whole class performance.

569 Pupils can improvise, and compose short pieces of music successfully in response to a range of given stimuli. Work in progress in Year 9 shows a good understanding of the computer programmes used to further improve their composing skills.

570 In appraising tasks, pupils listen to a wide range of music and apply their knowledge of the elements of music in their oral and written responses.

571 Most pupils with special educational needs make good progress particularly in performing and composing activities.

Key stage 4
572 Pupils from the full ability range make good progress in singing and instrumental performance, both individually and in groups.
Compositions demonstrate effective use of instruments and voices. They show a sound understanding of form and structure and a good development of musical ideas.

Pupils respond enthusiastically to appraising and aural work, and their standards are often very good.

**Post 16**

All performances are secure in terms of pitch, rhythm and intonation and are well projected. They demonstrate a mature understanding of style and period.

Compositions reflect the personal taste of the students. They have a good understanding of form and instrumentation, and use ICT effectively to enhance and refine their compositions.

Students have developed their thinking skills through extensive listening experiences. They show sound knowledge and understanding of twentieth century American Music Theatre and make perceptive comments in their written essays on the set works.

Music Technology students can interpret musical ideas with technical and expressive control through the application of technology.

Work in progress demonstrates that students have integrated their sequencing, recording and production skills effectively to produce successful arrangements to a high standard.

**Shortcomings**

**Key stages 3 and 4**

A small minority of pupils in key stage 3 are not always able to play accurately in time with others, in group and whole class performance.

On occasions, the responses of pupils of average and below average ability are brief and superficial and do not focus on the musical elements.

**Post 16**

There are no important shortcomings.

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**Physical education and dance**

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<tr>
<th>Key stage 3:</th>
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<th>Good features outweigh shortcomings</th>
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<tr>
<td>Key stage 4:</td>
<td>Grade 3</td>
<td>Good features outweigh shortcomings</td>
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<tr>
<td>Post 16:</td>
<td>Grade 2</td>
<td>Good features and no important shortcomings</td>
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Although GCSE success in terms of grades A* to C in 2007 were slightly below the national average, pupils achieved well relative to their ability.

A Level results in 2007 were well matched to national averages, with 71% of students achieving higher grade passes, and all students achieving at grade D and above.
Good features

Key stages 3 and 4

585 Pupils bring to lessons good measures of cooperation and support, are keen and interested and work well when working alone, in pairs and in small groups. Relationships are good.

586 Pupils understand the importance of rules and work well within the parameters of tasks set and in a spirit of fair play in a competitive situation.

587 Pupils understand the importance of warm up and cool downs, have a good understanding of the short term effects of exercise on the body and of the benefits of leading an active and healthy lifestyle.

588 Pupils with additional learning needs make good progress.

Key stage 3

589 In dance, pupils develop and consolidate routines requiring a range of step patterns and body management to a good standard.

590 They illustrate good adaptation of techniques and cooperative skills, and demonstrate the ability to work with greater precision and accuracy through practising and refining their skills and techniques independently of the teacher.

591 In association football, pupils in Year 8 listen attentively and follow instructions. They persevere to improve the most basic of skills when working alone and with a partner.

592 In swimming, some pupils make good progress, demonstrating confidence and competence in water when performing basic strokes and efficiency in a range of strokes and in personal survival and lifesaving skills.

593 In netball, pupils receive and pass a ball with increasing confidence and accuracy. They use a range of passes effectively to retain possession in small sided games, and show accuracy in their footwork.

594 In Y9, boys display a good understanding of the principles which underpin physical fitness and health related exercise.

595 They respond enthusiastically to challenging fitness tasks and strive hard to improve their own personal performance.

596 They are able to plan and set out their own personal circuit training programmes and interpret data to present well reasoned arguments using appropriate technical terminology to explain how changes to heart rate might be used to gauge personal fitness levels.

Key stage 4

597 In rugby and association football, pupils practise, repeat and refine their skills to secure increased efficiency and fluency in their work.
598 They have a good appreciation of tactics of the game and show evidence of effective planning by thinking ahead and anticipating the response of others to outwit and out-manoeuvre their opponents.

599 In invasion games, the most able pass and receive accurately and demonstrate an understanding of how to use and create space effectively. They use basic attacking and defending skills in game situations with reasonable success.

600 In badminton, pupils serve correctly and accurately and are able to sustain a rally with good measures of success using a variety of shots.

601 The most able have good court awareness, select the most appropriate shot to a given situation and can disguise their shots to out-manoeuvre their opponent.

602 In gymnastics, pupils handle and transport apparatus safely and efficiently, and demonstrate good cooperative skills. The most able perform a good range of agilities and can develop sequences of work on floor and on apparatus with versatility and control.

Post 16

603 Students demonstrate good knowledge and understanding of anatomy and physiology and contemporary studies in physical education and sport.

604 They display enthusiasm and confidence in classroom discussions and use well-reasoned arguments and appropriate terminology in response to structured and challenging questions.

605 The standard of independently researched personal performance portfolios is good. The quality of presentation is enhanced by appropriate use of word processing skills.

606 Students in Y12 have a good understanding of the benefits of regular exercise and the need for physical activity to be part of their everyday life.

607 They participate in a broad range of activities during curriculum time, take responsibility for the organisation of the work and work cooperatively with others, independently of the teacher.

Shortcomings

Key stage 3

608 In association football, a significant number of Y8 pupils demonstrate weaknesses in the techniques of passing, receiving and controlling a ball and find difficulty in consolidating skills in a game situation.

609 In swimming, the majority of boys demonstrate weaknesses in co-ordinating leg and arm actions and breathing technique in the major strokes, water confidence and personal survival skills.

610 In netball, average and less able pupils find difficulties in transferring skills into a full sided game.
Key stage 4
611 In girls’ games, basic skills are neither sufficiently extended nor applied to more challenging situations.

612 In netball, pupils lack confidence in planning and organising their own work, and in evaluating their own and others’ performance. Independent learning skills are under-developed.

613 The progress of a significant number of girls is impeded by non-participation and/or persistent and intermittent absenteeism.

614 In gymnastics, the performance of the majority of pupils lacks clarity of body shape and body tension.

615 In theory lessons and orally, pupils do not always provide extended answers to questions.

Post 16
616 There are variations in the quality and presentation of written assignments, in students’ personal files and in the completion of homework tasks.

Extracurricular activities
617 The commitment of pupils to extracurricular activities is good. Numerous pupils achieve high standards and gain success in sport and the Duke of Edinburgh Award Scheme. Many achieve honours in this aspect of school life.

Drama

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<td>Good features and no important shortcomings</td>
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<tr>
<td>Key stage 4</td>
<td>2</td>
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<td>2</td>
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618 GCSE results in recent years have been good with a slight decrease in the percentage of grades A* to C in 2007.

619 A level and AS results are consistently good with most students achieving A to C grades.

Good features

Key stage 3
620 Pupils take part carefully and productively in warm-up sessions, following teachers’ instructions.

621 Most pupils can recall Brechtian techniques and demonstrate them imaginatively.

622 Pupils can exemplify freeze frames and evaluate their own and those of their peers, using appropriate subject specific vocabulary.
Most pupils can use sounds effectively to create an atmosphere when creating their own Radio Plays.

Most able pupils in Y8 show a mature determination in their groups to improve their performances and have good evaluative skills.

**Key stage 4**

Most pupils can discuss briefly the staging, sequencing & casting requirements of their devised pieces.

Abler pupils can develop and maintain roles convincingly in their set pieces.

Many Y11 pupils can analyse orally how effects are achieved using extended, mature language.

Y11 pupils can demonstrate the impact of motivation on characters' movement, posture and facial expressions and produce imaginative and mature improvisations.

Pupils' written assignments are of a good quality and in line with the GCSE requirements.

Abler pupils develop and structure their written work effectively and are developing a convincing personal voice.

**Post 16**

Students can analyse set texts in detail and show insight into characters’ motivation.

Most students’ evaluations of performance are thoughtful and mature, displaying a good knowledge and understanding of drama conventions.

Students work cooperatively and sensitively with peers, and explore issues, themes and ideas in depth.

Students’ performances demonstrate a sound awareness of staging implications and technical demands.

Many written assignments demonstrate thorough research skills and students’ analytical skills are developing well.

**Shortcomings**

**Key stage 3**

A minority of pupils, mostly Y7 boys are not attentive listeners and do not interact effectively with peers in brainstorming sessions.

**Key stage 4**

The oral and written work of a minority of Y10 pupils is too short and lacks sufficient analysis and insight.

**Post 16**

One or two students’ evaluations of performance lack depth.
Report by Brian William Medhurst  
Queen Elizabeth High School, 10/03/08

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639 A level results for A to C grades have been broadly in line with national averages over the past 3 years and above national averages in 2007.

**Good features**

640 Students have the necessary media and ICT skills to create digital stories and to work with outside agencies to create articles for the BBC website.

641 Students can identify and explain production processes and discuss the role of title sequences using appropriate media terminology.

642 Students are developing a good knowledge of the history of advertising and the techniques used by the industry to engage audiences.

643 Most written assignments are well-structured, detailed and mature. Abler pupils have a convincing voice – reflecting a thoroughness of research, and cross referencing to support viewpoints.

644 Students can produce imaginative story boards, using a good range of camera techniques.

**Shortcomings**

645 A few written assignments are insufficiently thorough.

<table>
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646 GCSE results in recent years have been well above national averages for A*/A grades and broadly in line with national figures for A* to C grades. These results represent good achievement for these pupils.

**Good features**

647 Pupils acquire good knowledge of nutrition, food commodities and safe food preparation.

648 They demonstrate a sound awareness of current dietary guidelines and understand fully the link between a balanced diet and good health.

649 Research into the dietary needs and eating habits of individual groups is carried out well. Pupils use a range of primary and secondary sources to gather evidence of factors affecting food choice, meal planning and breakfast products. Most pupils record pertinent analysis and conclusions from their results.
Making skills are good. Pupils plan and prepare well for practical and examination sessions. They use tools and equipment confidently and safely. Practical food products show a range of skills and are often innovative and well finished.

The use of star diagrams to record sensory analysis is good.

Lower ability pupils choose relevant food items, prepare useful work plans and apply sensory evaluation skills to good effect in their Entry level assignments.

ICT is used competently for research, presentation and occasionally nutritional analysis.

Shortcomings

A minority of pupils do not consider some evaluation procedures in sufficient depth.

Not all pupils make use of ICT for nutritional analysis.

<table>
<thead>
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<th>Health and social care</th>
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Examination results in this subject at GCSE and A level for the last two years have been below local and national figures for grades A* to C and A to C respectively. These results are lower than would be expected for pupils and students of similar ability.

Good features

Key stage 4

Pupils acquire sound knowledge of the structure and function of local and national health, social care and early years provision. They are able to describe in detail the roles and responsibilities of informal and professional carers.

Pupils understand the main areas of personal development and can identify factors that affect development at different life stages.

Most pupils can relate the work they do in class to realistic care settings, drawing on experience from work placements and personal contact with a range of clients.

Research is carried out effectively into a range of local community services and different client groups. Pupils prepare interviews and questionnaires and gather relevant data concerning health conditions and lifestyle habits. They record their information well in their case study assignments.

ICT is used competently to research websites and to present some aspects of their work.
Post 16

662 Students demonstrate good knowledge of health and social care issues and factors affecting clients' rights and the provision of quality care in the community.

663 In class activities most students work well together and are able to discuss, some at length, clients' needs and identify potential barriers to accessing the services they require.

664 Students understand the importance of effective communication between clients and carers and participate in a range of interactions to improve their own skills.

665 Investigation into Health Promotion topics is well undertaken and students extract and record relevant evidence using both primary and secondary sources.

666 Students are able to relate the work they do in class to local and community health and social care settings via personal contacts and visiting speakers.

667 Overall, coursework assignments are completed to a satisfactory standard. Here, good ICT skills are used for research and to enhance the overall quality of presentation.

Shortcomings

Key stage 4

668 A minority of coursework is insufficiently detailed, shows gaps in understanding and is less well written.

669 A few pupils lack confidence in their own ability and rely heavily on teacher guidance to complete class tasks.

670 When using ICT, the spell-check facility is not always used to correct spellings of important headings.

671 Erratic attendance affects the progress and standards of a minority of pupils.

Post 16

672 A few students have weak recall of previous work which results in them making slow progress.

673 Not all students provide sufficient depth, detail and analysis in their portfolio assignments and consequently they are unable to achieve higher grade criteria.

674 Irregular attendance affects progress and completion of coursework of a small number of students.

Child development

Key stage 4: Grade 3 Good features outweigh shortcomings

675 Pupils in Y11 will be the first to be entered for this GCSE course.
Good features

676 Pupils acquire sound knowledge of factors affecting the care, development and upbringing of young children. A good proportion apply this understanding well to class and project tasks.

677 Many pupils display good recall of previous work and discuss with reasonable confidence the main areas of physical development, using relevant terminology.

678 Investigative skills are generally good and topics covered are often presented visually in the form of leaflets and posters.

679 Pupils carry out a number of perceptive observations of individual children and record detailed evidence of their visits.

680 Examination assignments show appropriate evidence of primary and secondary research into young children’s eating habits. Most pupils are able to suggest a range of possible ideas for healthy school packed lunches.

681 ICT is used quite well to research aspects of coursework and to enhance the quality of presentation.

Shortcomings

682 In both Y10 and Y11, there are significant numbers of pupils who are insecure in their knowledge and understanding of statistical norms and milestones. They often fail to utilise these fully in aspects of their work.

683 A significant proportion of child studies’ coursework is descriptive and lacks meaningful analysis.

684 Erratic attendance hinders the progress and completion of coursework of a minority of pupils.

Business studies

Key stage 4: Grade 2 Good features and no important shortcomings
Post 16: Grade 2 Good features and no important shortcomings

685 The percentage of students in 2006 and 2007 to gain GCSE grades A* to C is close to the figures for the unitary authority and for the whole of Wales.

686 In the same two years, the percentage of students gaining A level grades A to C was well above unitary authority and all Wales figures in 2007, but slightly lower in 2006.

Good features

Key stage 4 and post 16

687 A majority of pupils and students have a good understanding of business terminology and can apply their knowledge to a range of business applications.
Many can apply a range of business principles when investigating different business organisations and their functions.

Some are developing an awareness of the importance of business on local and national development.

**Key stage 4**

A majority of pupils in Y10 have a good understanding of the difference between sole traders and partnerships, and the advantages and disadvantages of each business structure.

A good majority of pupils in Y11 have a sound knowledge of the important aspects of the Equal Opportunity Act, and the importance of the Health and Safety Act for employers and employees.

A small majority of pupils are making good progress with their coursework assignment. They are able to generate a range of ideas for their business, identify advantages and disadvantages for the location, carry out a financial analysis of costs and evaluate their planned business venture.

**Post 16**

In Y12, many students have a good understanding of the focus of different businesses. They can identify and appreciate the need to consider in production the cost of materials used, methods used and the skills required to ensure high quality products being produced.

In Y13, the majority of students have a secure understanding of the basic principles of depreciation. They were able to calculate annual depreciation in a number of different problems, and evaluate strategies that the business should use to address the patterns identified.

**Shortcomings**

**Key stage 4 and post 16**

A minority of students do not have a secure recall of some business terminology and principles.

A minority of students have difficulty extracting relevant information from case studies and applying their knowledge to set tasks.

**Key stage 4**

A minority of students do not complete the financial and evaluative sections of the coursework assignments in sufficient depth to access the higher marks.

**Law**

Post 16: Grade 1 Good with outstanding features

A level results at grades A to C have been above the local averages for the last two years. They were above the national average in 2007, but slightly below it in 2006. This represents good progress and is in line with students’ ability.
Outstanding features

699 Students display an outstanding ability to think independently and critically, using their knowledge systematically and effectively to build up and argue a case. The quality of their oral work is outstanding and they display a very good, up to date awareness of current legal and political debates.

700 Students show a growing confidence in arguing their case and they can effectively select and organise evidence to make convincing points in both oral and written work. Their ability to read, understand and deploy complex material is outstanding.

701 There are examples of outstanding essay work and case studies which are very well planned and well written. Students deploy balanced arguments and make very good use of their knowledge of statute and case law in order to illustrate and strengthen the points which they make.

Good features

702 Students have very good levels of knowledge and understanding of legal principles; they recall and apply their previous learning successfully, using well chosen examples of case law. They can successfully apply their knowledge of case and statute law to a wide range of legal problems and show a strong development of problem-solving skills.

703 Students’ oral responses to class discussions are articulate, confident and speculative. As they mature, students display very good skill in presenting their ideas for discussion and in listening to the views of their peers. They use legal terminology accurately and in the correct context.

704 Students have a very good ability to select and organise relevant material to construct logical and well reasoned arguments in written work. Their learning is very well recorded; essay work and evaluations show very good development of analytical and evaluative approaches to problems.

705 Students make use of a very good variety of research techniques to further their knowledge and understanding. They ensure that they are aware of precedents and can apply these convincingly to their arguments. Students regularly keep up to date by accessing a range of information, in newspapers, legal journals and the Internet.

Shortcomings

706 There are no important shortcomings.

Sociology

Post 16: Grade 1 Good with outstanding features

707 At A level, the department’s performance for grades A to C over the last two years has been above the national average, though it was slightly below the local average
in 2007. These results are in line with students’ ability and represent good achievement.

**Outstanding features**

708 A large proportion of students make outstanding oral contributions to lively class discussions. They are articulate and knowledgeable, speaking with confidence and showing great determination to explore a wide range of issues surrounding the topic being discussed. Students use subject specific vocabulary very accurately in oral and written work.

709 There are outstanding examples of written work. Students produce well researched and well argued essays and coursework. They are keen to ensure that they construct well-balanced arguments and that they strengthen and illustrate their work with well-chosen examples. Written work is very well presented.

710 Students produce some outstanding work in extracting information from a range of complex texts and other sources. They are confident in interpreting the sources and they evaluate the resulting information carefully and thoroughly.

**Good features**

711 Students have very good levels of knowledge and understanding of the subject matter. They recall their previous learning successfully.

712 Students make appropriate links with contemporary attitudes and social developments. They make good progress in applying their knowledge and understanding to a range of social problems, such as considering the differing sociological approaches to education. Their problem-solving skills are well developed.

713 Students have a good grasp of the methodology and conceptual basis of the subject. They use a variety of methods of sociological enquiry and research techniques, such as designing appropriate questionnaires.

714 As they mature, students achieve high standards in developing their analytical and evaluative skills when they are presented with a range of sociological problems and current issues. They are confident in identifying the main differences between the Marxist and Functionalist theories in sociological studies, and show a good awareness of the differences between the qualitative and quantitative approaches.

715 Students are successful in recognising the limitations which sociological studies impose on interpretation and on the conclusions which they can draw from them. They have a good understanding of the need to determine the validity and reliability of a sociological study and can recognise when arguments are subjective or objective.

**Shortcomings**

716 There are no important shortcomings.
Psychology

Post 16: Grade 2 Good features and no important shortcomings

717 The department’s examination results at A level for students achieving grades A to C were above local and national averages in 2006. In 2007, they were below both the local and national averages. This reflects students’ ability and represents good progress, overall.

Good features

718 Students make good progress in developing their research techniques and extend their understanding of data analysis and of the evaluation of sources.

719 Students have good levels of knowledge and understanding of subject material and most recall and apply their previous learning successfully.

720 The written work of most students shows a good development and understanding of qualitative and quantitative research methods. They have a good grasp of methodology and make accurate use of subject vocabulary.

721 Students become increasingly confident in using investigative and experimental techniques in their psychological enquiries. They plan, design and construct research projects effectively, showing a due regard for ethical requirements and the need to ensure the validity of their findings.

722 Most students have a good ability to apply their knowledge of psychological theories to real life situations and problems. They analyse data confidently, forming and testing hypotheses and interpreting data effectively.

723 Most students have good oral skills. They contribute appropriately to class discussions. Students’ note taking skills are good; their written work is generally well organised and their arguments are logical and convincing.

Shortcomings

724 The written work of a minority of students lacks sufficient depth and detail to fully expand upon the argument which they seek to make.

725 A few students lack the confidence to make extended oral responses during class discussions.

726 A minority of students have underdeveloped skills in extending their independent learning activities and in placing focus upon problem solving.
Economics

Post 16: Grade 1 Good with outstanding features

A level results at grades A to C have been above both the national and local averages for the last two years. This represents good progress.

Outstanding features

Students display an outstanding ability to think analytically and to be critical in their consideration of data and its relationship to current economic problems. Problem-solving skills are very well developed and students present their ideas confidently.

Students respond very well to challenging questions and concepts. They offer logical and coherent arguments, both orally and in well written essays. Some of this work is outstanding. Students display a very good understanding of current economic thought and have a very good grasp of the complexities of supply-side economics.

The quality of students’ recording of their learning is outstanding. They take great pride in plotting graphs and diagrams accurately in order to strengthen and illustrate their points in written work.

Good features

Students have very good levels of knowledge and understanding of economic laws and principles, such as those governing supply and demand. They can apply such principles successfully to real-life situations and economic problems.

Students are confident in using subject-specific terminology and definitions. They do so accurately and in the correct context.

Students achieve good standards in interpreting and analysing the information gained from numerical and statistical data. They are confident in extracting information from a range of complex texts.

There are examples of very good, well argued and well balanced essays where students use appropriate examples to illustrate their arguments. They make good progress in data response questions.

Students have a secure understanding of the historical context and development of economic thought. For instance, they are well aware of the differing economic ideas of Marxist economists and of the followers of Adam Smith.

Shortcomings

There are no important shortcomings.
School's response to the inspection

We, as a school community, welcome, and are appreciative of, the report which was written as a consequence of a full inspection of our school in March, 2008. It has provided constructive affirmation of our own self-evaluation report which we wrote as an honest appraisal of the progress we have made since the founding of our school in September 2005.

In this respect, it is with a combination of humility and pride that we welcome the report’s acknowledgement of our efforts to build on the achievements of our predecessors as well as to forge a new identity for our school. Central to this has been the development of a supportive yet challenging ethos with high expectations of success.

The ultimate success of the past few years has been in sustaining high standards of achievement at a time of rapid and far-reaching change. This has been particularly the case in our thriving sixth form, where standards of achievement were adjudged in the inspection to be at grades 1 or 2 for 95% of our students, and with 93% grades 1 and 2 being awarded for the quality of teaching and assessment.

As the report acknowledges, we have achieved this across the school by:

- fostering positive attitudes to learning amongst our pupils;
- provision of outstanding care, support and guidance;
- provision of a comprehensive enrichment programme;
- development of social skills and positive relationships across the school, summarised within the report as ‘an ethos of harmony’;
- ensuring equity, inclusion and fair play for all;
- effective deployment of good quality teaching, identified in the report as one of the school’s strongest characteristics;
- effective leadership and management at many levels; and
- effective and pro-active support from our learning support team, administrative, technical and premises staff, and from our numerous community partners.

As a school community, we are ambitious and are committed to building on the good standards which have been identified in the report. As such, we recognise the need to raise standards in all subjects to the level of the best, to secure consistency in self-evaluation and assessment, to improve our physical education facilities with the cooperation of the unitary authority, to extend our bilingual ethos, and to build on our efforts to combat pupil absenteeism. As an agenda for change and improvement, we are convinced that this will ensure the provision of educational excellence for all.

The inspection process has proven to be invaluable to us as we prepare for an exciting future in our new buildings.
## Appendix 1

**Basic information about the school**

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Queen Elizabeth High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School type</td>
<td>Community</td>
</tr>
<tr>
<td>Age range of students</td>
<td>11 – 18</td>
</tr>
<tr>
<td>Address of school</td>
<td>Llanstephan Road</td>
</tr>
<tr>
<td></td>
<td>Johnstown</td>
</tr>
<tr>
<td></td>
<td>Carmarthen</td>
</tr>
<tr>
<td>Postcode</td>
<td>SA31 3NT</td>
</tr>
<tr>
<td>Telephone number</td>
<td>01267 245300</td>
</tr>
<tr>
<td>Headteacher</td>
<td>Mr Timothy S Day</td>
</tr>
<tr>
<td>Date of appointment</td>
<td>September 2005</td>
</tr>
<tr>
<td>Chair of governors /</td>
<td>Mr Chris Delaney</td>
</tr>
<tr>
<td>Appropriate authority</td>
<td></td>
</tr>
<tr>
<td>Reporting inspector</td>
<td>Mr Brian W Medhurst</td>
</tr>
<tr>
<td>Dates of inspection</td>
<td>10th to 13th March 2008</td>
</tr>
</tbody>
</table>
## Appendix 2

### School data and indicators

<table>
<thead>
<tr>
<th>Year group</th>
<th>Y7</th>
<th>Y8</th>
<th>Y9</th>
<th>Y10</th>
<th>Y11</th>
<th>Y12</th>
<th>Y13</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>238</td>
<td>215</td>
<td>215</td>
<td>261</td>
<td>253</td>
<td>149</td>
<td>101</td>
<td>1432</td>
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</table>

<table>
<thead>
<tr>
<th>Total number of teachers</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Full-time equivalent (fte)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers</td>
<td>74</td>
<td>22</td>
<td>84.2</td>
</tr>
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### Staffing information

- Student: teacher (fte) ratio (excluding special classes): 17.03 : 1
- Average teaching group size: 23.22
- Overall contact ratio (percentage): 73

### Percentage attendance for three complete terms prior to the inspection

<table>
<thead>
<tr>
<th></th>
<th>Y7</th>
<th>Y8</th>
<th>Y9</th>
<th>Y10</th>
<th>Y11</th>
<th>Y12</th>
<th>Y13</th>
<th>Whole school</th>
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<tr>
<td>Term 1</td>
<td>95</td>
<td>91</td>
<td>91</td>
<td>90</td>
<td>90</td>
<td>94</td>
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<tr>
<td>Term 2</td>
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<td>88</td>
<td>89</td>
<td>89</td>
<td>92</td>
<td>90</td>
<td>89</td>
</tr>
<tr>
<td>Term 3</td>
<td>91</td>
<td>89</td>
<td>87</td>
<td>87</td>
<td>98</td>
<td>92</td>
<td>99</td>
<td>91</td>
</tr>
</tbody>
</table>

- Percentage of students entitled to free school meals: 11
- Number of students excluded during 12 months prior to inspection: 57
### Appendix 3

**National Curriculum Assessment Results**

**End of key stage 3:**

#### National Curriculum Assessment KS3 results 2007

<table>
<thead>
<tr>
<th>Percentage of students at each level</th>
<th>D</th>
<th>A</th>
<th>F</th>
<th>W</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8+</th>
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<tbody>
<tr>
<td><strong>English</strong></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>25</td>
<td>39</td>
<td>13</td>
<td>10</td>
<td>1</td>
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<tr>
<td>National</td>
<td>0.2</td>
<td>0.7</td>
<td>1.2</td>
<td>0.4</td>
<td>0.3</td>
<td>1.5</td>
<td>7.5</td>
<td>20.9</td>
<td>35.2</td>
<td>23.6</td>
<td>8.30</td>
<td>0.1</td>
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<tr>
<td><strong>Mathematics</strong></td>
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<td></td>
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<td></td>
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<td></td>
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<td>22</td>
<td>27</td>
<td>27</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>National</td>
<td>0.2</td>
<td>0.6</td>
<td>1.0</td>
<td>0.4</td>
<td>0.2</td>
<td>0.7</td>
<td>6.2</td>
<td>17.9</td>
<td>24.5</td>
<td>32.5</td>
<td>15.4</td>
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<tr>
<td><strong>Science</strong></td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>25</td>
<td>34</td>
<td>27</td>
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<td>0.2</td>
<td>0.7</td>
<td>1.0</td>
<td>0.3</td>
<td>0.1</td>
<td>0.5</td>
<td>6.2</td>
<td>19.2</td>
<td>33.0</td>
<td>27.1</td>
<td>11.5</td>
<td>0.1</td>
</tr>
</tbody>
</table>

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

**Percentage of students attaining at least level 5 in mathematics, science and either English or Welsh (first language)**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>by teacher assessment</td>
<td></td>
</tr>
<tr>
<td>In the school</td>
<td>51</td>
</tr>
<tr>
<td>In Wales</td>
<td>58</td>
</tr>
</tbody>
</table>
Public Examination Results:

<table>
<thead>
<tr>
<th>For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of pupils aged 15 on the school roll in January 2007</td>
</tr>
<tr>
<td>Average GCSE or GNVQ points score per pupil</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The percentage of 15 year old pupils who in 2007:</th>
<th>School</th>
<th>UA</th>
<th>Wales</th>
</tr>
</thead>
<tbody>
<tr>
<td>entered for 5 or more GCSEs or equivalent</td>
<td>87</td>
<td>88</td>
<td>87</td>
</tr>
<tr>
<td>attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both</td>
<td>60</td>
<td>60</td>
<td>54</td>
</tr>
<tr>
<td>attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both</td>
<td>87</td>
<td>87</td>
<td>86</td>
</tr>
<tr>
<td>attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)</td>
<td>47</td>
<td>44</td>
<td>40</td>
</tr>
<tr>
<td>entered at least one Entry level qualification, GCSE short course or GCSE</td>
<td>94</td>
<td>95</td>
<td>98</td>
</tr>
<tr>
<td>attained one or more GCSE grades A*-C or the vocational qualification equivalent</td>
<td>80</td>
<td>81</td>
<td>77</td>
</tr>
<tr>
<td>attained one or more GCSE grades A*-G or the vocational qualification equivalent</td>
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<td>92</td>
<td>93</td>
</tr>
<tr>
<td>attained no graded GCSE or the vocational qualification equivalent</td>
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<td>8</td>
<td>7</td>
</tr>
<tr>
<td>attained one or more Entry level qualification only</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>For students aged 17, results in A/AS, GNVQs and NVQs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students aged 17 in January 2007</td>
<td>136</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students entered for 2 or more GCE A level examinations or equivalent in 2007</td>
<td>102</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students entered for fewer than 2 GCE A levels or equivalent in 2007</td>
<td>31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of students entered who achieved 2 or more grades A-C</td>
<td>School</td>
<td>UA</td>
<td>Wales</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>70</td>
<td>67</td>
</tr>
<tr>
<td>Percentage of students entered who achieved 2 or more grades A-E</td>
<td>96</td>
<td>94</td>
<td>94</td>
</tr>
<tr>
<td>Average points score per candidate entering 2 or more subjects</td>
<td>22</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

UA  Unitary Authority
Appendix 4

Evidence base of the inspection

Twenty-one inspectors (including the school’s nominee and a peer assessor) spent the equivalent of 70 days at the school.

212 lessons were observed, covering all areas of the curriculum.

Inspectors attended assemblies, tutorial sessions, registrations, and observed a range of extracurricular activities.

Inspectors held many discussions with the headteacher, members of the school’s leadership team, heads of department, staff with whole-school responsibilities, and members of support staff.

The registered inspector and a colleague inspector met with the governing body prior to the inspection week and they reported the main findings to them following the inspection.

Work across the curriculum, from representative students from each year group, was examined. Students’ work was also scrutinised elsewhere and during lesson observations.

Inspectors held formal discussions with groups of pupils and students selected from Y7 to Y13. They also talked with many learners informally.

Prior to the inspection, the registered inspector met the staff.

Fourteen parents/carers of students attended the pre-inspection meeting. Seventy-five replies to the questionnaire were received and analysed. A few parents/carers also wrote to the registered inspector. Many other people associated with the school also wrote to the registered inspector.

Comprehensive documentation, including the school’s self-evaluation report, was scrutinised before, during and after the inspection period in school.
# Appendix 5

## Composition and responsibilities of the inspection team

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Brian W Medhurst, Registered Inspector</td>
<td>Key Questions 1, 2, 5 &amp; 6</td>
</tr>
<tr>
<td>Dr Michael H L Snow, Lay Inspector</td>
<td>Contributions to Key Questions 1, 3, 4 &amp; 5</td>
</tr>
<tr>
<td>Mr Glyn Davies</td>
<td>Key Question 3; Sixth-form coordination; Business studies and Science</td>
</tr>
<tr>
<td>Mrs Lynne Bithell</td>
<td>Contributions to Key Question 1, 2 &amp; 3; English</td>
</tr>
<tr>
<td>Mr Alan Edwards</td>
<td>Key Question 7; Contribution to Key Question 1; Mathematics</td>
</tr>
<tr>
<td>Mr Heddwyn Evans</td>
<td>Key Question 4; Religious education</td>
</tr>
<tr>
<td>Mr Colin Rees</td>
<td>Contributions to Key Questions 1 &amp; 3; Welsh</td>
</tr>
<tr>
<td>Dr Keith Davies</td>
<td>Science</td>
</tr>
<tr>
<td>Mr David Jones</td>
<td>Science</td>
</tr>
<tr>
<td>Mr Selwyn Gale</td>
<td>Contribution to Key Question 1; Design and technology; Information technology</td>
</tr>
<tr>
<td>Mrs Margaret Herbert</td>
<td>Contribution to Key Question 1; NVQ coordination; Home economics; Health and social care; Child development</td>
</tr>
<tr>
<td>Mr Alan Kelly</td>
<td>History</td>
</tr>
<tr>
<td>Mr John Radford</td>
<td>Geography; Geology; Contribution to Key Question 3</td>
</tr>
<tr>
<td>Mrs Anne Newman</td>
<td>Law; Sociology; Psychology; Economics</td>
</tr>
<tr>
<td>Mr Eric Forster</td>
<td>Art</td>
</tr>
<tr>
<td>Mr Robert Hopkins</td>
<td>Modern foreign languages</td>
</tr>
<tr>
<td>Mrs Susan Williams</td>
<td>Music</td>
</tr>
<tr>
<td>Mr Zac Davies</td>
<td>Drama; Media studies</td>
</tr>
<tr>
<td>Mr Allan Caughter</td>
<td>Physical education and dance</td>
</tr>
<tr>
<td>Mr Allan Carter</td>
<td>School’s nominee</td>
</tr>
<tr>
<td>Mr Wynne Rogers</td>
<td>Peer assessor</td>
</tr>
</tbody>
</table>

## Contractor:

Atlantes Educational Services Ltd, Technology House, Lissadel Street, Salford M6 6AP

## Acknowledgement

The inspection team would like to thank the governors, staff and students of Queen Elizabeth High School for their courtesy and cooperation during the inspection.