

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

A Report on the Quality of Education in

**Greenhill School
Heywood Lane
Tenby
Pembrokeshire
SA70 8BN**

School Number: 6684035

Date of Inspection: 21-24 April 2008

by

**Julia Helen Cantle Longville
16347**

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Greenhill School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Greenhill School took place between 21/04/08 and 24/04/08. An independent team of inspectors, led by Julia Helen Cattle Longville undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

- 1 Greenhill School is an 11-18 community school, maintained by Pembrokeshire County Council (UA). There are 1323 pupils on roll, slightly less than at the time of the last inspection in April 2002. Of these, 209 are sixth form students. This number is about the same as at the time of the last inspection.
- 2 The school serves the coastal towns of Tenby and Saundersfoot as well as over 100 square miles of the surrounding countryside. Most pupils have been brought up in the catchment area of the school. A few pupils have moved to the area from other parts of the United Kingdom and an increasing number from other European countries.
- 3 Pupils come from the full range of economic backgrounds. Twenty-two per cent of households are classified as deprived according to multiple deprivation indices. Seven per cent of pupils are entitled to free school meals, compared to 17.5% nationally. Almost all pupils have English as their first language. One per cent of pupils speaks Welsh as a first language. Approximately 1% of pupils comes from minority ethnic heritages.
- 4 The school's intake includes the full range of ability. Twenty-seven pupils have a statement of special educational need (SEN) and a further 351 pupils have been identified as needing some support. A small minority of pupils have National Curriculum (NC) dissaplications.
- 5 A small group of year (Y) 11 pupils follow courses provided off-site as part of the local authority (LEA) PRIDE project.
- 6 The headteacher was appointed in September 1994. The senior management team (SMT) includes one deputy headteacher and three assistant headteachers. The deputy headteacher was appointed in 1991 and the three assistant headteachers were appointed from within the school in 2004.

The school's priorities and targets

- 7 The school's mission statement is to raise achievement by:
 - putting the education of pupils first;
 - striving for continual improvement;
 - valuing every member of the school; and
 - creating a school to be proud of.
- 8 Its vision is to be a school which meets the needs of the 21st century by:
 - providing high quality education;
 - realising the potential of its members; and
 - having the confidence of the community.
- 9 The school's values are to:
 - develop a positive attitude to learning;
 - support and encourage;
 - celebrate success; and
 - be honest, understanding and responsible.

10 The School's Improvement Plan (SIP) for 2004-2008 lists its main priorities as:

- transition from primary to secondary school;
- post-14 curriculum;
- inclusion and community development; and
- school self-review, staff support and development.

Summary

11 Greenhill is a good school that gives all pupils and students an equal opportunity to achieve their potential. Strong leadership and effective strategic management have led to significant improvements since the last inspection.

12 The following table shows the grades awarded in the seven key questions.

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

Standards

KS3 and KS4

- 13 Most pupils, including those with SEN, achieve good standards. In most cases, pupils achieve their agreed learning targets. Almost all pupils from different backgrounds achieve well.
- 14 Teacher assessment results in the core subjects of the NC at the end of KS3 are better in English than they are in mathematics and science. In English, during the past three years, assessment results have been above average when compared to schools where a similar percentage of pupils are entitled to free school meals. They have been below average in science, mathematics, and consequently, the three core subjects combined.
- 15 In 2007, at KS4, the percentage of pupils achieving five or more A*-C grades at General Certificate of Secondary Education (GCSE) level was above local and national figures. The percentage of pupils achieving five or more A*-G grades at GCSE level was below local and national figures. This is because a minority of lower ability pupils following the PRIDE course did not gain qualifications.
- 16 The percentage of pupils achieving higher grades is lower than predicted by the school and as at KS3, results in English are consistently better than they are in mathematics and science. The difference in the performance of boys and girls fluctuates year on year. Overall the difference is similar to that on entry to the school.
- 17 At both key stages, the standards that pupils achieve in the key skills of communication and use of number are good. Standards in information and

communications technology (ICT) are outstanding. Good progress has been made since the last inspection in the development of pupils' key skills. Bilingual skills are good.

- 18 Most pupils know their target level or grade in all subjects. They know how well they are doing and what they need to do to improve in nearly all subjects. Most make good progress in their learning.
- 19 Pupils behave responsibly in lessons and around the school. Their attendance, at almost 92%, is above national and in line with local averages. Holidays taken in term time interrupt the learning and progress of a few pupils and students.

Sixth form

- 20 Overall, results in external Advanced (A) level examinations are similar to local and national averages. However, when compared with prior attainment at GCSE level, a minority of students underachieve in a few subjects.
- 21 Students achieve good standards in the key skills of communication and application of number. Their ICT skills are outstanding. Many apply these skills well to enhance their learning in most subjects.
- 22 Most students have a positive attitude to learning. They understand what is expected of them and many work hard to achieve their targets and move on to higher education. Most are mature young people with good personal and social skills. They use these skills well, for example, when working with younger children in the school and when arranging charity events.
- 23 Students' attendance is better in Y12 than it is in Y13. Overall it is below average levels.

The quality of education and training

- 24 At KS3 and KS4, teaching is generally effective in stimulating pupils to achieve high standards. Most teachers have good subject knowledge and good relationships with pupils. Although teaching is effective at both stages, it is more variable at KS4 where there are important shortcomings in a small minority of lessons. There is too much inconsistency in the quality of teaching in many subjects.
- 25 In the majority of cases, teachers assess pupils' work regularly, accurately and fairly. Their comments help pupils understand how well they are doing. Occasionally, teachers do not mark work often enough, and do not provide detailed feedback to help pupils improve. Reports to parents contain much useful information but are not always clear enough about pupils' current performance or how they can improve.
- 26 The quality of teaching in the sixth form is better than it is in KS3 and KS4. Most teachers communicate their interest in the subjects they teach very effectively. They get on well with their students. They plan lessons well and encourage students to learn more independently and have high expectations for them.
- 27 In almost all subjects, teachers assess students' work thoroughly and rigorously. Their marking is analytical and feedback is detailed. This enables students to develop a critical understanding of their performance and plan for further progress. Reports to parents include targets which, in almost all cases, are informative.
- 28 The curriculum meets the individual needs of pupils and students. At KS3, the broad and balanced curriculum is enriched by the inclusion of drama and

information technology. Pupils at KS4 and students in the sixth form have access to a wide range of option courses. The provision for personal and social education (PSE) is outstanding.

- 29 The school promotes pupils' spiritual, moral, social and cultural development effectively. This includes, outstanding opportunities for pupils and students to take part in a very large range of extra-curricular activities in, for example, music, drama and sport.
- 30 Pupils and students follow a well-planned programme of advice in careers and work-related education. This includes the development of entrepreneurial skills.
- 31 Most pupils and students feel they are well supported and cared for by members of staff. There are very good systems to monitor pupils' behaviour and performance. There are also effective systems to monitor pupils' attendance and punctuality.
- 32 Transition arrangements with local primary schools are outstanding. They are well established through the Tenby family of schools and are highly successful in enabling pupils to settle quickly into Y7 and to have a very clear understanding of what is expected of them in most subjects.
- 33 Overall, provision for pupils with additional learning needs (ALN) is good. The school has an inclusive ethos and pupils with SEN, including those with severe and complex needs, are integrated well into the life of the school. The provision for pupils with English as an additional language and the work of the department learning support assistants (LSAs) are outstanding.
- 34 Support for pupils with behavioural problems is very good. Pupils who are in danger of being excluded receive very good support and this has helped to reduce significantly the number of exclusions.
- 35 Procedures to promote equal opportunities are good. The school is successful in securing equal treatment for disabled pupils and makes suitable adjustments to cater effectively for their needs. The school provides good activities to enhance pupils' perceptions of racism and respect for all.
- 36 There are well-established procedures for tackling any incidents of bullying or oppressive behaviour. Anti-bullying procedures are effective in ensuring that incidents are few and dealt with appropriately.

Leadership and management

- 37 The headteacher and SMT provide strong leadership and effective strategic management. Their work has led to a number of important developments in recent years, including significant improvements in accommodation and the introduction of systems for self-evaluation.
- 38 The leadership of subject and pastoral teams is good overall and in a few cases, it is outstanding. A few middle managers do not focus clearly enough on how whole-school initiatives can improve standards within their areas of responsibility.
- 39 The school gives good attention to many of the priorities of the Welsh Assembly Government such as healthy life styles, 14-19 curriculum and global citizenship. Staff members have developed very good links with a number of local partners, which have helped improve standards.
- 40 Governors are active and committed supporters of the school. They make significant contributions to the strategic direction of the school.

- 41 All senior leaders and almost all middle managers are well informed about performance in the area for which they are responsible. Self-evaluation procedures are firmly embedded in the work of the school. Many people contribute to self-evaluation at department and whole-school level.
- 42 The school places a high priority on listening to the views of pupils and students and this makes a significant impact on the overall quality of school life. Parents have not been consulted as part of the formal arrangements.
- 43 The SIP arises effectively from the self-evaluation cycle. Priorities focus on pupils' and students' performance and welfare. The plan identifies priorities and targets clearly. Development planning is not as consistently good in all departments.
- 44 The school allocates resources to match its priorities carefully. A strong feature of planning for effective improvement is the extent to which whole-school initiatives are evaluated.
- 45 There has been very good progress in four of the six issues for action identified in the last inspection. The school has not made as much progress in improving attainment in mathematics and science at KS4 and the quality of reports to parents.
- 46 Teachers are well qualified and there is a good balance between experience and those relatively new to the profession. Teachers work very effectively with classroom support staff and this has a significant impact on pupils' learning.
- 47 The refurbishment of the accommodation and addition of new buildings has improved significantly the learning environment. The very extensive ICT provision and the well managed library contribute much to pupils' learning. However, ICT equipment in the sixth form common room does not meet the needs of students.
- 48 The headteacher's leadership in staff restructuring and work force remodelling, in a period of falling rolls, is outstanding. This has been achieved through sensitive handling of difficult situations by involving all stakeholders.
- 49 Budget preparation and monitoring is meticulous and this ensures very good value for money. The large sixth form is self-financing. However, spending on classroom materials is low.

Recommendations

To build on progress made the school should implement the following recommendations.

- R1 Continue to improve attainment in external examinations, particularly in mathematics and science.*
- R2 Develop greater consistency in the quality of teaching and assessment. *
- R3 Review and revise the format and content of reports so parents receive more information about current performance and how to improve it. *
- R4 Ensure that all middle managers implement fully whole-school initiatives to improve pupils learning. *
- R5 Continue to refine self-evaluation and development planning in subject departments so that it is more clearly focused on standards, learning and teaching.

R6 Continue to work to improve attendance. *

*Aspects of these recommendations are addressed in the current SIP.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

50 This grade matches the grade in the school's self-evaluation report.

KS3 and KS4

- 51 Most pupils of different abilities, including those with SEN, achieve good standards. In most cases, pupils achieve their agreed learning targets. Almost all pupils achieve equally well regardless of their social, ethnic or linguistic background.
- 52 At both key stages, the standards that pupils achieve in the key skills of communication and use of number have good features and no important shortcomings. Standards in ICT are good with outstanding features. Good progress has been made since the last inspection in the development of pupils' key skills.
- 53 Most pupils listen with interest to their teachers and each other. They discuss confidently aspects of their work. They often speak at length when presenting work they have prepared independently. They answer questions informatively and offer opinions that demonstrate mature levels of understanding. Most pupils across the age and ability range read confidently and with expression. Pupils with SEN make good progress in their reading. Overall pupils' written work is good. In a few subjects, pupils produce very good quality written work that shows mature levels of reflection and analysis.
- 54 Most pupils use their ICT skills to research successfully aspects of their work. There is a high level of consistency in the level of pupils' ICT skills across both key stages. Nearly all enjoy the challenge of using a wide range of ICT resources such as digital cameras and keyboards to enhance their studies. At KS4, most pupils apply their ICT skills very effectively when undertaking coursework tasks in many subjects. They use these skills very well to communicate information creatively.
- 55 Pupils' bilingual competence in English and Welsh is good overall. Most pupils make good use of their bilingual skills in lessons. They do this well in Welsh second language lessons.
- 56 At KS3, in the most recent assessments, attainment in English is better than it is in mathematics and science. In English, during the past three years, assessment results have been above average when compared to schools where a similar percentage of pupils is entitled to free school meals. They have been below average in science, mathematics and, consequently, the core subject indicator.

- 57 In 2007, at KS4, the percentage of pupils achieving five or more A*-C grades at GCSE is above local and national averages. The percentage of pupils achieving five or more A*-G grades at GCSE was below local and national averages. This is because a minority of lower ability pupils following the PRIDE course did not gain qualifications. Overall, results are below average when compared with similar schools.
- 58 The percentage of pupils achieving higher grades is lower than predicted and as in KS3, results in English are consistently better than they are in mathematics and science. Girls usually outperform boys but the difference in their performance fluctuates year on year. Overall the difference is similar to that on entry to the school.
- 59 Most pupils make good progress in learning. They develop their knowledge, skills and understanding as they move through the school. Almost all pupils know their target level or grade in all subjects. In nearly all subjects, they know how well they are doing and what they need to do to improve.
- 60 Pupils' behaviour is very good, both in lessons and around the school. They show respect for each other, their teachers and visitors to the school. Most pupils are highly motivated and engage enthusiastically in their learning. In a few lessons where there are shortcomings, pupils do not listen well enough to the teacher and are easily distracted. In these lessons, pupils have difficulty working together on basic tasks, and provide short answers to questions asked of them by the teacher.
- 61 Pupils' punctuality to lessons and at the start of the school day is good. Their attendance, at almost 92% compares favourably with local and national figures. Despite this, holidays taken in term time interrupts a few pupils' learning and progress.
- 62 Most pupils develop good independent learning skills as they move through the school. They use these skills very well to engage enthusiastically in pair and group work in many lessons.
- 63 Most pupils have a very positive attitude to learning. Most have well-refined personal and social skills. They use them effectively to enhance their learning in lessons and in extra-curricular activities. Pupils develop very good awareness and understanding of spiritual and moral issues as well as of different lifestyles, beliefs and cultures. All pupils show good levels of awareness of the importance of equality of opportunity.
- 64 Pupils benefit from learning about the world of work from the time that they enter the school in Y7. Their work-related skills are enhanced successfully as they move through the school and this prepares them very well to participate in the workplace and the wider community.

Sixth form

- 65 Results in external examinations are similar to averages locally and nationally.
- 66 The percentage of students achieving two or more A-C grades at A level has been above local and national averages in recent years. The percentage achieving two or more A-E grades is just below local and national figures. When compared to prior attainment at GCSE level, a minority of students underachieve in a few subjects.

- 67 About 60% of Y11 pupils stay on in the sixth form. Most of these complete their studies and progress on to higher education.
- 68 Almost all students have a positive attitude to learning. They understand what is expected of them and many work hard to achieve their potential. Most have very good personal skills that they apply well in their studies and other activities.
- 69 Students achieve good standards in the key skills of communication and application of number. Their ICT skills are outstanding. Many apply these skills well to improve their learning in most subjects. Despite this, not all students develop their skills well enough in key skills lessons.
- 70 Almost all students engage actively in high quality discussions in many lessons and ask questions confidently to check that what they are doing is correct. They demonstrate a mature understanding of the work in a range of subjects.
- 71 Most students are very highly motivated. They display excellent attitudes to learning. They work very productively in groups to challenge each other's thinking. Most have good independent research skills which they use effectively to analyse and reflect critically on aspects of their work.
- 72 There is a real sense of team work and high levels of respect between students and teachers in the sixth form. The very positive relationships between students and most of their teachers enhance learning.
- 73 Most students are very mature young people with good personal and social skills. They use these skills well when working with younger children in the school and arranging charity events. A few students are less mature and do not listen well enough in lessons. They do not engage well enough with their studies and underachieve in lessons.
- 74 Students' attendance is better in Y12 than it is in Y13. Overall it is below average levels. Low levels of attendance interrupt the learning of a minority of students.
- 75 Most students are well prepared for the next stage in their education. Very good support from the head of sixth form enables students to make informed decisions about their career. Most students achieve their targets and move on to higher education.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

- 76 This grade matches the grade in the school's self-evaluation report.
- 77 The following table shows the percentages of grades awarded for teaching and assessment in 83 lessons observed during the inspection.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	24%	48%	29%	0%	0%
KS4	19%	56%	11%	15%	0%
KS3+KS4	22%	51%	22%	6%	0%
6th Form	43%	36%	14%	7%	0%
Whole School	25%	48%	20%	6%	0%

- 78 Overall there are similarities in the effectiveness of teaching at KS3 and KS4 but there is more variability at KS4. In the sixth form, grade one was awarded in a significantly higher proportion of lessons than at KS3 and KS4. At each stage, however, teaching was awarded the top two grades in around three-quarters of lessons. Inconsistencies in the quality of teaching occur within subjects as well as between them.
- 79 There are important shortcomings in teaching in a small but significant minority of lessons, mainly in Y11, but also in Y13. In these cases, the majority of important shortcomings are linked to the teaching of science.
- 80 The whole-school figures in the table are close to, but slightly below, the grades for teaching and assessment in all secondary school inspections in Wales in 2006-2007. Although the percentage of lessons where teaching was judged to be grade one is six points higher than the national figure, the percentages where the top two, and the top three, grades were awarded is three points lower than the corresponding national figures. The percentage where Grade 4 was awarded is three points higher.
- 81 These figures fall short of the national target for 2010, for teaching to be Grade 2 or better in 80% of classes by seven percentage points.

KS3 and KS4

- 82 Overall, teaching meets pupils' needs well. In just over one lesson in five there are outstanding features. In many of the best lessons:
- teachers use questions skilfully to challenge pupils;
 - there are high levels of stimulus to engage pupils' interests;
 - teachers use ICT resources such as electronic whiteboards and PowerPoint presentations very effectively; and
 - there are excellent relationships between pupils and teachers.
- 83 In around three-quarters of lessons where teaching has good features and no important shortcomings, teachers motivate pupils well. In response, pupils make positive efforts to achieve high standards. Teachers generally have good subject knowledge which they communicate well to capture pupils' interests. The good relationships enjoyed between most teachers and pupils help to establish a good rapport. This promotes effective learning in these lessons.
- 84 Most teachers plan lessons well with clear learning objectives and well organised structures. The most effective lessons are conducted at a brisk and purposeful pace. They include a good variety of teaching strategies, supported by interesting and relevant resources. Pupils' attention is maintained through their active participation in different learning experiences, both individually and in groups.
- 85 Teaching succeeds in promoting equality of opportunity for all and, in most lessons, in addressing learners' individual needs. In many lessons, teachers encourage pupils to develop their bilingual competence. They use the Welsh language to greet and thank pupils, and for recording information such as attendance and dates. In most classrooms, displays include bilingual captions and titles.
- 86 Most teachers monitor pupils' progress well. The school's database, the Greenhill Improvement Model (GIM), generates predictions of attainment at the end of key stages using NC levels at KS3 and GCSE grades at KS4. Pupils attach

information from GIM about targets in subjects to their coursework books and folders. These raise their awareness of targets. Teachers make good use of data from the GIM to review pupils' learning and needs.

- 87 There are significant shortcomings in a little over a quarter of lessons where teaching was judged to be Grade 3 or Grade 4. In a few of these lessons, all in Y11, these shortcomings are in important areas. Where teaching is least effective:
- it relies too heavily on giving out information and instructions;
 - learning experiences do not secure pupils' active engagement;
 - the range of activities is too narrow; and
 - pupils' learning and behaviour are not managed well enough.
- 88 In the great majority of cases, teachers assess pupils' work regularly, accurately and fairly. There are, however, too many inconsistencies in the regularity of marking and the helpfulness of feedback within and between subjects. This variability prevents pupils improving the quality of their work equally well in all subjects.
- 89 In many subjects, pupils engage actively in peer and self-assessment. This helps increase their understanding of how well they are doing and assists them in planning for further improvement.
- 90 The school meets statutory requirements for assessing and reporting pupils' achievements in subjects of the NC at KS3. At KS4, the school satisfies the assessment requirements of examination boards. Teachers from both KS2 and KS3 moderate their marking to produce a constructive common framework for assessing pupils' work.
- 91 Annual and interim reports to parents provide much useful information. Interim reports contain predicted levels or grades and information about effort. Annual reports provide this information but also include comments from subject teachers. In most cases, these comments help pupils and parents understand how further progress can be made.
- 92 In a few cases, reports do not contain enough information about pupils' current performance because they concentrate on predictions of future attainment. Information about how pupils can achieve their predicted levels or grades is not always clear or helpful.

Sixth form

- 93 Teaching has good features and no important shortcomings in around four-fifths of lessons. There are outstanding features in just over half of these lessons. There are significant shortcomings in about a fifth of lessons. These figures should be viewed with caution because they are based on a relatively small sample.
- 94 In the best lessons, teachers:
- use probing questions very well to challenge students' understanding;
 - provide very good individual support and stimulating resources;
 - explain examination requirements and expectations very clearly; and
 - encourage students effectively to work more independently.

- 95 Teachers have very good knowledge of the subjects they teach. The great majority of teachers have very good working relationships with students and these help to promote effective learning. Most teachers plan and organise lessons well.
- 96 In those lessons where teaching is less successful:
- learning experiences are not planned and organised well enough to involve students actively;
 - relationships between students and teachers are strained at times;
 - less able students are not given enough encouragement; and
 - teachers rely too heavily on the use of poor quality worksheets that do not stimulate students to learn.
- 97 In almost all subjects, marking is rigorous. Teachers provide students with detailed, analytical feedback and constructive criticism. This enables them to understand how well they are doing in relation to the assessment criteria of examination boards and how they could improve further. Assessment arrangements meet the requirements of the examination boards.
- 98 Reports make good use of information generated by the GIM database and provide useful information to students and their parents about current performance and potential. Teachers also include in reports advice about how students can raise their standards of performance.

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

Grade 1: Good with outstanding features
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- 99 This grade matches the grade in the school's self-evaluation report.
- 100 The school is making very good progress in developing a curriculum to meet the individual needs of pupils and students and to reflect the Welsh Assembly Government priority for 14-19 learning pathways. The curriculum fully meets legal requirements.
- 101 In KS3, the school offers a broad and balanced curriculum that is enriched by the inclusion of drama and information technology. The way that pupils are arranged in classes enables teachers to offer pupils appropriate challenge in the majority of subjects.
- 102 The school provides pupils in KS4 and the sixth form with a wide range of option choices including GCSE, vocational and entry level courses. This year, the school has increased the number of BTEC options in Y10 and Y12. In Y11, one group of pupils benefits greatly from the LEA's PRIDE project, in which they follow courses provided off-site. The school offers good advice to all learners entering Y10 and Y12 so that they have equality of access to the curriculum and the opportunity to gain suitable qualifications.
- 103 The links between the school and its family of primary schools is outstanding. Members of staff from all schools have created a very positive working relationship which has significantly benefited pupils moving from Y6 to Y7. In many subjects, teachers have designed very effective bridging units so that pupils from all primary schools can begin the work in Y6 and complete it in Y7.

This has created very good curriculum continuity and has ensured that pupils make good progress.

- 104 The key skills managers have organised a good programme of support and development across the school. They have audited provision of key skills in all subjects and meet regularly with representatives from each department. So far, they have revised the provision of key skills in the sixth form and have developed an accredited key skills qualification in Y9 history.
- 105 The school provides outstanding opportunities for pupils and students to take part in a very large range of extra-curricular activities. In particular, the large number of pupils who take part in music, sport and drama achieve exceptional standards of performance. These activities contribute greatly to pupils' cultural development. The 'Radiowaves' project offers imaginative opportunities for more able and talented pupils and the '5x60' scheme has been very successful in attracting pupils who have not previously taken part in extra-curricular physical activity.
- 106 The school promotes well pupils' spiritual, moral, social and cultural development. The act of collective worship, broadcast daily, contributes significantly to the spiritual development of pupils and students throughout the school. In particular, the presentation by the headteacher is of outstanding quality and encourages pupils in most classes to reflect actively and discuss the issue of the day with their peers.
- 107 The school forms outstanding links with the community. Many outside agencies play an active part in the life of the school and, in particular, provide extensive opportunities for older pupils and students to experience the world of work. This greatly enhances their work-related education and significantly improves their self-esteem.
- 108 The provision for PSE is outstanding. The PSE coordinator has planned strategically a thorough and very well-structured programme in KS3 and KS4. A small group of staff develop aspects of the course. The arrangements by which they have trialled their own material before it has been delivered by others in the team contributes to its success.
- 109 The school is making very good progress in developing a coherent and well-planned programme of advice for pupils and students in careers and work related education. The programme starts in Y7. Many pupils take part in e-Progress, a successful Skills Day and other visits. Careers staff monitor carefully the various constructive opportunities that contribute to pupils' work experience in Y10. They ensure that pupils receive their full entitlement. The school takes careful account of employers' needs.
- 110 The head of Welsh has given a clear lead in promoting *Y Cwricwlwm Cymreig*. There is an increasing emphasis on the promotion of bilingual skills through use of bilingual signs and posters and greetings to pupils by most staff.
- 111 Pupils and students experience a good range of activities to develop their entrepreneurial and enterprise skills. The school provides an Enterprise Week, in which a number of interesting activities include 'Dynamo Role Models' and the involvement of local primary schools. In KS4 and the sixth form, pupils and students take part in 'Celtic Challenge' and the 'Make Your Mark' challenge.

112 The school succeeds in promoting sustainable development through the PSE programme as well as in a few subjects, such as geography and biology, and the Environment Club. The development of links with schools in a number of African and Asian countries is particularly strong and contributes positively to pupils' understanding of global citizenship.

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

Grade 2: Good features and no important shortcomings

- 113 This grade is one grade lower than the grade awarded by the school in its own evaluation. Although the inspection team concurred with the school in identifying many good features in the care, support and guidance for pupils and students, it was unable to judge a sufficient number of them as outstanding.
- 114 The school manages and plans its care arrangements for pupils very effectively. Most pupils and students feel that they are well supported and cared for by members of staff. The school places a high priority on listening to the views of pupils and students and this makes a significant impact on the overall quality of school life.
- 115 Transition arrangements with local primary schools are excellent. They are well established through the Tenby family of schools and are highly successful in enabling pupils to settle quickly into Y7. Pupils quickly develop a very clear understanding of what is expected of them. Induction programmes across the other key stages are good. The school provides pupils and students with valuable information to enable them to make informed decisions in selecting courses that are appropriate to them.
- 116 There are effective systems to monitor pupils' attendance and punctuality. The pupil support officer makes a valuable contribution to these. He meets weekly with heads of year and together they discuss issues and plan follow-up action. The procedures work well but the lack of a coordinator with overall responsibility for attendance inhibits the full success of the process.
- 117 Heads of year work closely with parents and carers to oversee learners' personal and academic progress. Issues are handled sensitively and promptly through informative letters, telephone conversations and individual interviews. The procedures ensure that parents and carers are kept well informed of any issues and that their views are taken into account in addressing them.
- 118 There are very good systems to monitor pupils' behaviour and performance. A notable feature of this is the use of the Learning Awards Scheme that provides merits to reward good behaviour and performance. It is mostly very successful and contributes to a learning culture in the school. There are, however, a few occasions where it is not applied consistently by teachers. Also, the system is less effective for a very few pupils who pride themselves in accumulating a large number of demerit points.
- 119 Most sixth form students speak very positively about the continuous support provided by the head of year in both pastoral and academic issues. The extent to which form tutors are involved in monitoring students' progress, however, is too limited.

- 120 There is a well-structured process that enables pupils to contribute their views regularly through tutor councils, year councils and the school council. Pupils and students identify and discuss relevant issues critically and actions from them have resulted in continuing improvements in many aspects. The process is evolving and is very successful in furthering pupils' and students' personal and social development.
- 121 The school is successful in promoting the healthy development, safety and well-being of all pupils. These feature prominently in the PSE programme in all years. The school makes a good contribution to assist pupils in healthy eating. Several vending machines provide access to bottled water in various parts of the school. A School Nutrition Action Group (SNAG) has been recently established and the school is striving to achieve recognition in the Healthy School Award scheme.
- 122 Careers advice and guidance is good. All Y11 pupils have an individual interview with the careers adviser and sixth form students are well supported in preparing applications for higher education. The school makes good use of a range of external speakers from local employers, colleges and universities to enrich the quality of the PSE careers programme.
- 123 There are well established partnerships with ChildLine (CHIPS). Many sixth form students have undertaken training to enable them to mentor and support younger pupils. In addition to this successful scheme, there is also a mentoring programme that has been devised in partnership with a local higher education institution. Pupils and students have gained significant benefit from both these experiences. A programme of mentoring also occurs in Y11 where individual pupils are mentored well by individual teachers.
- 124 Procedures to assure pupils' safety and wellbeing are well established. There are two designated senior members of staff with responsibility for child protection and their roles are clear and understood by all staff. The procedures ensure that pupils and students feel secure in the school and most comment very favourably about the way in which teachers listen to and respect their viewpoints.
- 125 Overall, provision for pupils with ALN is good. The school has an inclusive ethos and pupils with SEN, including those with severe and complex needs, are integrated well into the life of the school. Statutory requirements relating to statements, annual reviews and transition planning are met.
- 126 Pupils' needs are identified through effective liaison with partner primary schools and through further screening tests on admission. However, some pupils, who make significant progress in Y7 and Y8, remain inappropriately on the school's SEN register even though they are working at levels appropriate for their age. A few pupils are designated as 'school action plus' but do not receive any input from external specialists.
- 127 All pupils who require them have individual education plans (IEPs). All members of staff are aware of IEP targets and most use them to inform planning to meet individual needs. However some targets are not sufficiently precise or are strategies rather than targets and this limits their effectiveness.
- 128 A large team of general LSAs provide very effective support for pupils in the classroom. Withdrawal support for pupils who require additional help with literacy and numeracy is effective. This includes a small group of pupils with

- severe and complex needs. The daily 'guided reading' and 'SuccessMaker' programmes make significant contributions to developing pupils' literacy skills.
- 129 The LSAs who are attached to subjects contribute very effectively to the work of the departments through in-class support and by adapting work to suit pupils' needs.
- 130 Support for pupils with behavioural problems is very good. Pupils who are in danger of being excluded follow pastoral support programmes. They receive highly effective support from the specialist behaviour support teacher and this has helped to reduce the number of fixed term exclusions over the past few years.
- 131 Communication both within the learning and behaviour support department and between the department and subject departments is occasionally ineffective.
- 132 Provision for pupils with English as an additional language is outstanding. In-class support combined with very effective withdrawal teaching ensures that pupils with English as an additional language quickly acquire both spoken and written competence in English, often to a high standard.
- 133 Procedures to promote equal opportunities are good. They are successful in promoting equality for all and in ensuring that pupils' and students' choice of subjects and courses are free from gender bias. In a few subjects, however, access to the sixth form is too limited because of unsuitable entry requirements based on prior GCSE grades.
- 134 There are well-established procedures for tackling any incidents of bullying or oppressive behaviour. Pupils have made useful contributions to these procedures through the school council. They have been particularly successful in drafting and displaying posters and information leaflets across the school to raise pupils' awareness of issues. Overall, the anti-bullying procedures are effective in ensuring that incidents are few and dealt with swiftly and appropriately.
- 135 The school is successful in securing equal treatment for disabled pupils and makes suitable adjustments to cater effectively for their needs. Lifts provide ease of access to classroom on higher floors. The Disability Equality Scheme and Accessibility Plan have been drawn up in consultation with pupils.
- 136 There is a racial equality policy and the school provides good activities to enrich pupils' perceptions of racism and respect for all. These feature prominently in form tutorials where pupils and students are provided with very valuable opportunities to reflect on themes. The success of the policy is reflected in the fact that there are very few recorded incidents of racism in the last four years.

Leadership and management

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

Grade 2: Good features and no important shortcomings

- 137 This grade matches the grade in the school's self-evaluation report.
- 138 The school has clear aims and values, which seek to provide educational opportunities that enable pupils and students to fulfil their potential. These aims

are well-understood by staff and are generally promoted well by senior and middle managers.

- 139 Managers have produced a wide range of policies that reflect the school's aims and values. These policies effectively promote equal opportunities and, overall, staff members understand them well and implement them effectively. The school functions smoothly in its day-to-day routines.
- 140 The headteacher, in conjunction with members of the SMT, provides strong leadership and effective strategic management. The headteacher has been successful in creating an ethos in the school in which:
- leaders and managers are encouraged to accept responsibility and to develop their decision-making skills;
 - managers and teachers understand well the important role that the evaluation of provision has to play in improving achievement; and
 - staff collaborate well in teams and informally.
- 141 The work of the headteacher and SMT has led to a number of important developments in recent years including the building of new facilities and the introduction of a detailed system for whole-school and departmental self-evaluation.
- 142 The maintenance of high morale among staff and the increasing breadth of provision in the 14-19 curriculum are particularly notable outcomes of the management of the school, given the need for the school to reduce teacher numbers over several years as a result of falling rolls. The revision of the management structure that has taken place has been well-received overall. Relationships between senior managers and representatives of teacher unions are particularly good.
- 143 Leaders and managers have clear roles and responsibilities. Senior managers work closely with departments and pastoral teams, offering challenge, encouragement and support to help improve provision.
- 144 The leadership of subject and pastoral teams, and the quality of collaborative team work is good overall. In a few cases, it is outstanding. In a few other instances, middle managers do not focus enough on how whole-school initiatives, such as those focused on how children learn and the development of key skills, can improve standards.
- 145 The school gives good attention to many of the priorities of the Welsh Assembly Government. Much good work has been done to:
- help pupils to develop healthy life styles;
 - take account of pupils' views about provision;
 - plan and deliver a broader 14 to 19 curriculum; and
 - develop the theme of global citizenship across the curriculum.
- 146 The school has developed very good links with a number of local partners, which have helped improve standards. Examples include links with:
- partner primary schools to enhance continuity and progression in pupils' learning;

- the local leisure centre to improve resources available for sport and physical education; and
 - officers and advisers from the local authority.
- 147 Strong links have also been established with a number of local training providers and employers, to help develop work-related education, and with initial teacher education and training institutions.
- 148 Using a wide range of appropriate data, the school has developed its own system for determining end of key stage targets for the whole school, departments and pupils. The targets are suitably challenging for the school, subject departments and for many pupils.
- 149 Targets and outcomes are used rigorously in whole-school and departmental self-evaluations. The use of targets in this way has contributed to improvements in achievement. The system does not always take enough account of the need to readjust the targets for pupils who exceed one or more of their subject targets during a key stage.
- 150 Performance management arrangements are used very well to identify staff development needs. Very good efforts are made to ensure that, within available resources, opportunities for development are provided for all staff and that training and development impact on improving standards and quality.
- 151 Governors are active and committed supporters of the school. Through their work in committees, the scrutiny of written reports and data, and oral reports from senior and middle managers they monitor the work of the school very effectively. They make significant contributions to the strategic direction of the school.
- 152 The school has linked governors to individual departments. Some useful progress has been made in developing governors' roles as 'critical friends' of departments but this aspect of their work is not developed consistently enough. With the exception of the need for more information in the school prospectus on provision for disabled pupils, the governing body fulfils all statutory and legal requirements.

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

Grade 2: Good features and no important shortcomings

- 153 This grade matches the grade in the school's self-evaluation report.
- 154 The findings of the inspection team closely match those in the school's self-evaluation report. The grades are the same in six out of the seven key questions. The report is well organised and clearly presented and gives a succinct analysis of the school's main strengths and areas for development. Most departmental self-evaluation reports are also accurate, although a few lack rigour and are over-generous.
- 155 All senior leaders and almost all middle managers are well informed about performance in the area for which they are responsible, and welcome the opportunity to share in the process of school improvement. Senior leaders and heads of department use a wide range of first-hand evidence to analyse

- information carefully. This includes external examination performance data, internal school assessments, lesson observations and scrutiny of written work.
- 156 The cycle of self-evaluation procedures, introduced about five years ago, has been regularly reviewed, refined and strengthened and is now firmly embedded. Senior leaders coordinate the review cycle well and each part of the process reinforces and supports the others. Most heads of department consider it a valuable means of supporting improvement and use their findings to develop well-focused plans for improvement.
- 157 A strong feature of self-evaluation is the way that the school consults with pupils through its 'Listening to Learners' focus groups. These groups include pastoral and subject groups and topics for discussion focus well on teaching, learning and behaviour. Pupils' comments help to raise teachers' awareness of their concerns. Most, but not all departments, act promptly and effectively on the issues raised.
- 158 Senior leaders consult governors, teachers and the school council during the annual review cycle, and many people contribute to self-evaluation at department and whole-school level. Where LSAs are attached to particular departments, they also contribute well to the process. Parents have not yet been consulted as part of the formal arrangements. The school has identified this as an area for development in its self-evaluation report.
- 159 The SIP arises logically and effectively from the strands of the self-evaluation cycle. Senior leaders make sure that priorities focus unmistakably on pupils' and students' performance and welfare. The plan identifies priorities and targets clearly, and who has overall responsibility. It is a very useful working document. Targets and progress are regularly reviewed.
- 160 Development planning is not as consistently good in all departments. In those departments that have self-evaluated robustly, planning for improvement focuses clearly on teaching and learning. However, not all departments have embraced the philosophy of robust self-evaluation and their development planning lacks enough rigour. This has limited the potential of self-evaluation to bring about improvement across the whole school successfully.
- 161 The school allocates funds and resources to match its priorities carefully. A strong feature of planning for effective improvement is the way the school regularly evaluates initiatives like CHIPS and an internal teacher-mentoring project. In this way it considers carefully the effectiveness of the use of resources, by judging the impact of the outcomes of its various schemes and initiatives on support school improvement.
- 162 There have been measurable improvements in the school over the last five years. These include:
- the extent to which self-evaluation procedures are used to bring about improvement;
 - higher attainment in many subjects; and
 - the quality of teaching in a number of departments.
- 163 There were six key issues for action arising out of the last inspection. There has been very good progress in four of the six key issues:
- the accommodation has significantly improved;

- assessment procedures are more consistent, and assessment is monitored and evaluated regularly;
 - senior leaders monitor teaching and learning effectively; this leads to effective and appropriate professional development programmes; and
 - the school now fulfils statutory requirements for the provision of religious education in the sixth form and for a daily act of collective worship.
- 164 Although there has been some progress in the other two key issues, the school has not made as much progress in:
- attainment, particularly in mathematics and science at KS4; and
 - improving reports about pupil progress to parents.
- 165 The school recognises these as issues for further attention in its development plan.

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

Grade 1: Good with outstanding features
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- 166 This grade matches the grade in the school's self-evaluation report.
- 167 Teachers are well qualified and there is a good balance between experience and those relatively new to the profession. In the main, they are efficiently and effectively deployed, although there are a number of split classes.
- 168 The provision, deployment and effectiveness of the large number of classroom support staff are outstanding. They assist teachers with the planning and delivery of lessons and the preparation of classroom resources. They have a significant impact upon pupils' learning. The support of other non-teaching staff for pupils' learning is significant.
- 169 The work of the headteacher and governors with the LEA in remedying the accommodation defects, noted in the previous inspection report, is outstanding. £5.6 million has been spent in bringing about improvements, which reflect the school's commitment to create a positive learning environment. Developments include:
- specialist accommodation for design and technology, art, information technology and catering;
 - accommodation for pupils with ALN, including lift access;
 - a new sixth form block and Y11 area, which supports the strong curricular developments at 14-19;
 - refurbishment of science laboratories and the staff room; and
 - completion of the all-weather floodlit pitch and the upgrading of the tennis courts, with joint community use.
- 170 The quality of changing rooms and lack of toilet facilities in the physical education block remain aspects for improvement.
- 171 The very extensive provision of ICT resources is of high quality. It impacts upon pupils' learning across the key stages and in all curriculum areas. The network manager and his team effectively manage the ICT suites, seven of which are

very heavily used. The remaining two are due for upgrading in the current plan. However, the equipment in the sixth form common room does not meet students' needs.

- 172 The school library is very well managed and very well used by pupils and students. It offers a good range of both fiction and non-fiction books and has a wide range of magazines. There are not enough texts in the languages spoken by EAL pupils. The lack of both a SMT link and a development plan, together with the budget provided, hampers the further development of this successful learning resource.
- 173 Health and safety is very ably managed by the facilities manager, and local authority and school policies are effectively implemented. The headteacher and the governors are aware of, and continue to monitor, the standards of cleanliness in certain parts of the school.
- 174 Continuing professional development (CPD) of teachers is a strong feature of the school. It includes all staff and is well organised and evaluated. The performance management process is used effectively to establish individual CPD needs. An increasing number of teachers are applying for General Teaching Council for Wales (GTCW) grants to improve and update their skills. Newly qualified teacher training programmes and those for teachers in their early years of teaching are effective. The school has Investor in People status.
- 175 The headteacher's leadership in staff restructuring and workforce remodelling at a period of falling rolls is outstanding. Resources have been effectively moved from teaching into learning. This has been achieved through the sensitive and sensible handling of difficult situations, by involving all stakeholders.
- 176 Budget preparation and monitoring is meticulous and detailed. Governors play a full and active part in the process and their relationship with the headteacher is that of "critical friend". They have met the challenge of falling pupil numbers and consequently more difficult budgets, whilst at the same time increasing the range of curricular opportunities for pupils and students. The amount spent on classroom materials and equipment is low. The sixth form is economic and self-financing.
- 177 The hard work of the Friends of Greenhill (FOG) provides a small amount of additional funding which allows for the running of the minibus and some support for subjects.
- 178 Overall the school manages its resources efficiently and effectively and provides very good value for money.

School's response to the inspection

The governors and staff of Greenhill School welcome the findings of this inspection report. We wish to thank the inspection team for their care and diligence in their preparation for inspection, and for their exhaustive efforts during the four days spent with us, and subsequently in preparing the final report.

All teachers were observed teaching; a large number of students were interviewed; various organisations, including our partner primary schools and Pembrokeshire Education Department were contacted; and the views of parents sought. We are confident that the judgements made in the report are accurate, fair and based on reliable information.

During the six years since our previous inspection report in 2002, a great deal has been done to improve on the good standards that were noted at that time. In paragraph 11, the report states: *"Greenhill is a good school that gives all pupils and students an equal opportunity to achieve their potential. Strong leadership and effective strategic management have led to significant improvements since the last inspection."* We are pleased with that summary.

We have made major progress in the key skills, and are particularly pleased that standards throughout the school in ICT are rated outstanding. The investment required to make this, and other developments, possible has been difficult to find during the period of falling rolls throughout Wales. So it is good to note that the report credits the staff and governors for handling a number of difficult situations, including compulsory redundancies, with determination and sensitivity. That the school *"ensures very good value for money"* in these circumstances is a tribute to all involved.

Other outstanding features include our PSE programme; the very large range of extra-curricular activities available in music, drama and sport; strong links with the community; and the promotion of students' spiritual, moral, social and cultural development. We are particularly indebted to our partner primary schools within the Tenby Family for working so closely with us on transition to secondary school: the report classes this provision as *"excellent and highly successful"*.

Our large Learning and Behaviour Department is praised for its inclusiveness, very good support for pupils with behavioural difficulties and outstanding provision for English as an additional language. The involvement of sixth form students in this and other important areas of school life is effective and appreciated.

However, the report makes us equally aware that more could and should be achieved. Six recommendations are made which will lead to significant improvement. Although our examination results have improved in recent years, we believe that they will improve still further, particularly in mathematics and science. Greater consistency in teaching and assessment is required, as well as full implementation of whole-school initiatives to improve learning. Reports will be more informative, and self-evaluation will be developed to improve departmental planning for improvement. Finally, we will work hard to consult parents about issues which concern them, and to improve student attendance.

The governing body will, within 45 working days of the publication of this report, publish an updated development plan which will show how the school will respond to the recommendations, as well as any other improvements we intend to make.

Appendix 1

Basic information about the school

Name of school	Greenhill School
School type	Secondary
Age range of pupils	11-19
Address of school	Heywood Lane Tenby Pembrokeshire
Postcode	SA70 8BN
Telephone number	01834 840100
Headteacher	Mr Christopher John Noble
Date of appointment	1 September 1994
Chair of governors	Mr Philip Parker
Reporting inspector	Mrs Julia Helen Cattle Longville
Dates of inspection	21-24 April 2008

Appendix 2

School data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	201	214	216	239	244	109	100	1323

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	76	10	81.99

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	16.1:1
Average teaching group size	22
Overall contact ratio (percentage)	77.4%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole school
Term 1	94	92	93	92	97	96	93	94
Term 2	94	94	90	89	90	94	89	91
Term 3	92	92	92	88	87	90	87	90

Percentage of pupils entitled to free school meals	7
Number of pupils excluded during 12 months prior to inspection	75 temporary 0 permanent

Appendix 3

National Curriculum Assessment Results

End of key stage 3:

National Curriculum Assessment KS3 results 2007															
Total number of pupils in Y9: 225															
Percentage of pupils at each level															
			D	A	F	W	1	2	3	4	5	6	7	8	EP
English	Teacher assessment	School	0	0	0	0	0	1	6	9	40	38	7	0	0
		National	0	1	0	0	0	2	7	22	36	24	8	0	0
Mathematics	Teacher assessment	School	0	0	0	0	0	1	3	20	25	28	19	4	0
		National	0	1	1	0	0	1	7	18	25	30	16	1	0
Science	Teacher assessment	School	0	0	0	0	0	0	0	18	20	33	29	0	0
		National	0	1	0	0	0	1	6	19	34	28	12	0	0

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

Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language) by teacher assessment			
In the school:	67	In Wales:	58

Public Examination Results:

For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ	
Number of pupils aged 15 on the school roll in January 2007	243
Average GCSE or GNVQ points score per pupil	51

The percentage of 15 year old pupils who in 2007:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	84	86	87
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	65	59	54
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	84	86	86
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	44	42	40
entered at least one Entry level qualification, GCSE short course or GCSE	94	98	97
attained one or more GCSE grades A*-C or the vocational qualification equivalent	82	79	77
attained one or more GCSE grades A*-G or the vocational qualification equivalent	93	94	93
attained no graded GCSE or the vocational qualification equivalent	7	6	7
attained one or more Entry level qualification only	0	3	3
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1	12		
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2			

For pupils aged 17, results in A/AS, GNVQs and NVQs	
Number of pupils aged 17 in January 2007	130
Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2007	103
Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2007	27

	School	UA	Wales
Percentage of pupils entered who achieved 2 or more grades A-C	65	66	67
Percentage of pupils entered who achieved 2 or more grades A-E	91	95	94
Average points score per candidate entering 2 or more subjects	18	19	20
Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2			
Number of pupils who achieved a GNVQ Advanced or NVQ at level 3			

Appendix 4

Evidence base for the inspection

Twelve inspectors, including the school's nominee and a peer assessor spent a total of 42 days in the school and met as a team before the inspection.

These inspectors visited:

- 83 lessons taught by teachers in all subjects;
- acts of collective worship;
- registration and form-tutor periods; and
- extra-curricular activities.

Members of the inspection team met with:

- staff, governors and parents before the inspection began;
- senior managers, middle level leaders, teachers, support and administrative staff;
- a representative from the local authority;
- representatives of the community and other partners; and
- groups of pupils and students.

The team also considered:

- the school's self-evaluation report;
- 191 replies to the parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a range of pupils' work in all subjects across the curriculum from Y7 to Y13.

After the inspection, the registered inspector held meetings with the senior management team and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Julia Longville	Registered Inspector Context, Summary, Recommendations Key question one, Appendix
Peter Carter	Key question two
Martin Holmes	Key question three
David Williams	Key question four
Paul Donovan	Key question four (SEN)
Alan Lowndes	Key question five
Pru Davis-James	Key question six
Angus Dunphy	Key question seven
Clive Rowlands	Observation of lessons and bilingualism
Janet Warr	Lay Inspector
Judith Jones	Nominee
Alan Rowlands	Peer Assessor

Acknowledgement

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

Contractor

EPPC/Severn Crossing Ltd
Suite H
Britannic House
Britannic Way
Llandarcy
Neath
SA10 6JQ