

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

A report on the quality of education in

**Ysgol Gyfun Llanhari
Llanhari
Pontyclun
Rhondda Cynon Taf
CF72 9XE**

School number: 6744088

Date of inspection: 4 May 2010

by

**William Gwyn Thomas
79567**

Date of publication: 7 July 2010

Under Estyn contract number: 1203609

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

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

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

The inspection of Ysgol Gyfun Llanhari took place between 04/05/10 and 07/05/10. An independent team of inspectors, led by William Gwyn Thomas undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	7
Key Question 1: How well do learners achieve?	7
The quality of education and training	11
Key Question 2: How effective are teaching, training and assessment?	11
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	13
Key Question 4: How well are learners cared for, guided and supported?	16
Leadership and management	18
Key Question 5: How effective are leadership and strategic management?	18
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	20
Key Question 7: How efficient are leaders and managers in using resources?	22
Standards achieved in subjects and areas of learning	24
Mathematics	24
Science	26
Modern foreign languages	28
History	29
Geography	31
Drama	33
School's response to the inspection	35
Appendices	36
1 Basic information about the school	36
2 School data and indicators	36
3 National Curriculum assessments results	37
4 Evidence base of the inspection	43
5 Composition and responsibilities of the inspection team	44

Context

The nature of the provider

- 1 Ysgol Gyfun Llanhari is an 11-18 mixed, designated Welsh-medium comprehensive school maintained by Rhondda Cynon Taf (RCT) Unitary Authority (UA). There are currently 783 pupils on roll including 184 students in the sixth form, compared with 1061 at the time of the last inspection in April 2004 when there were 144 students in the sixth form.
- 2 The school is situated in the village of Llanhari. The majority of pupils come from areas that are neither prosperous nor economically disadvantaged. The school attracts pupils from outside of the catchment area. Currently, pupils in years (Y) 9-13 are received from Bridgend and RCT UAs. Pupils in Y7/8 only come from RCT UA.
- 3 In 2009, 11.3% of pupils were eligible for free school meals (FSM). This figure is below that of the UA average of 20.6% and below the national average of 16.3%. The FSM indicator had fallen to 8% for the 2009-2010 academic year.
- 4 Pupils of all abilities are received by the school. There are three pupils with a statement of special educational needs (SEN) and a further 84 have been identified as needing additional support. The percentage of compulsory age pupils on the SEN register is 12.5% which is below the UA average of 16.5% and below the national average of 20.9%. No pupil is disapplied from the National Curriculum (NC). One pupil is "looked after" by the local authority and no pupils are dual registered.
- 5 Ninety-two per cent of the pupils come from homes where the predominant language spoken is English. However, all pupils in the school speak Welsh as a first language or to an equivalent standard. No pupil receives support teaching in English as an additional language.
- 6 The headteacher was appointed to the post in January 2008 and the leadership team (LT) includes the headteacher, one deputy headteacher and three assistant headteachers.

The school's priorities and targets

- 7 The school's aims are to create a supportive, caring and inspiring learning community in which all learners grow in self-worth and self-esteem. The school wishes all learners to take full advantage of the wide variety of educational, social and cultural experiences and opportunities offered to them to enable all learners to develop fully and become well-rounded individuals. These expectations are set out clearly in the school's documentation.
- 8 The school improvement plan (SIP) for 2010-2013 identifies areas for development that meet the school's needs. The school has identified five main areas which will have priority from 2010 onwards. These priorities are a continuation of areas identified for development between 2006 and 2010. These include raising learners' academic standards across the school, developing the curriculum, staff, resources and the community in its widest context.
- 9 The school also sets numerical targets for success at the end of key stage (KS) 3 and KS4. The targets are that in 2010, 65% of pupils should reach at least

level 5 in teachers' assessments in all core subjects combined at the end of KS3 (Welsh first language 77%, English 77%, mathematics 76% and science 75%).

Performance in external examinations at the end of KS4

10 In 2010, the following percentages are the targets for 15 year old pupils:

Level 1 threshold (a volume of qualifications at level 1 equivalent to 5 General Certificate of Secondary Education (GCSE) grades A*-G)	93%
Level 2 threshold (a volume of qualifications at level 2 equivalent to 5 GCSE grades A*-C)	59%
Level 2 threshold including English or Welsh first language and mathematics (a volume of qualifications at level 2 equivalent to 5 GCSE grades A*-C including English or Welsh first language and mathematics)	44%
Core subject indicator (CSI) English/Welsh first language, science and mathematics combined	40%
Leaving full-time education without a recognised qualification	0%
Average wider points' score (AWPS)	379

Performance in external examinations at the end of Y12/13

11 In 2010, the following percentages are the targets for 17 year old students:

Level 3 threshold (a volume of qualifications at level 3 equivalent to 2 Advanced (A) level grades A-E)	96%
AWPS	670

Summary

12 Ysgol Gyfun Llanhari provides learning experiences and support and guidance of outstanding quality to its learners. Leaders and managers use resources well and the quality of teaching is good. Under the leadership of the headteacher and his LT, the school is ready to apply its identified strengths to raise standards using the inspection team's recommendations as a strong basis for development. The inspection team agrees with the judgements made by the school in its self-evaluation report for key questions (KQs) 2, 3, 4 and 7. It disagrees with the school's judgements for the other three key questions inspected.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	3
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?	1
5 How effective are leadership and strategic management?	3
6 How well do leaders and managers evaluate and improve quality and standards?	3
7 How efficient are leaders and managers in using resources?	2

Standards

- 13 Results in tests, statutory assessments and performance in external examinations have good features outweighing shortcomings over a three-year period. Based on prior attainment, pupils' attainment is mainly below what was expected in KS3 and in KS4. In 2009, pupils' attainment levels in KS3 were above local and national averages in the majority of the key indicators. The performance of pupils in external examinations in KS4 placed the school below the national averages in many of the key indicators. Sixth-form results have improved and were good in 2009.

Grades awarded in the six subjects inspected	KS3	KS4	Sixth form
Mathematics	2	3	2
Science	3	3	2
Modern foreign languages	2	1	2
History	2	1	1
Geography	2	1	1
Drama	2	2	1

- 14 Standards in geography and history in KS4 and the sixth form and in modern foreign languages in KS4 and drama in the sixth form are good with outstanding features. Where a subject has been awarded a grade 2, standards are good with no important shortcomings. A grade 3 indicates that standards have good features outweighing shortcomings.
- 15 The overall grades for the standards of achievement observed in the six subjects inspected are good, as shown in the grid below:

74 lessons	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	22%	62%	16%	0%	0%

- 16 The overall standard of pupils' key skills in KS3 is good to outstanding. In KS4, standards overall have good features outweighing shortcomings. The standard of all sixth-form students' key skills is good with no important shortcomings.
- 17 The standard of learners' communication skills in English is generally good. It is good through the medium of Welsh in KS3 and outstanding in KS4 and the sixth form.
- 18 The standard of learners' bilingual skills has good features and no important shortcomings.
- 19 Nearly all pupils with SEN make sound progress in relation to their ability.
- 20 The school is a very orderly community where nearly all learners behave outstandingly. Learners are courteous and have positive attitudes towards their work. Attendance levels have improved through effective monitoring procedures. Nearly all pupils are punctual to lessons.
- 21 Standards in learners' personal, social, cultural and moral development are outstanding and good in learners' spiritual development.

The quality of education and training

- 22 Teaching is good. The quality of teaching in the six subjects inspected and in the other lessons observed (81% for grades 1 and 2) is above the national average (76%) as reported in the 2008/09 annual report of Her Majesty's Chief Inspector

of Education and Training in Wales (HMCI). These grades are shown in the following table:

102 lessons	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Whole-school	23%	58%	15%	4%	0%

- 23 In the best lessons, the outstanding features include respectful working relationships between staff and pupils, very good questioning by teachers and high levels of challenge.
- 24 In the majority of lessons, very good planning and well-prepared resources provide learners with a wide range of engaging and challenging activities. There is good pace and pupils have frequent opportunities to develop their key skills. Teachers' explanations, which reflect good subject knowledge, are very clear.
- 25 Where there were shortcomings, the pace was too slow, teachers' explanations were overly long and there were too few opportunities for pupils to demonstrate independent learning.
- 26 Individual pupils' progress is not always monitored and tracked consistently in KS4. In the majority of lessons, there are opportunities for pupils to assess their own and others' work. Good use is made of the contact books and progress files to record and monitor pupils' targets, particularly at KS3.
- 27 Reports to parents provide a comprehensive range of information. Targets for improvement in the majority of cases are specific and useful.
- 28 The school's curriculum meets legal requirements for pupils of statutory school age. It offers an outstanding range of subject options to learners in KS4 and in the sixth form. The curriculum is accessible to all.
- 29 The opportunities for learners to develop their basic and key skills are exceptional in Y7, good in Y8/9, but adequate in KS4 and the sixth form.
- 30 The opportunities for all learners to use their bilingual skills are good.
- 31 An outstanding range of extra-curricular activities enriches learners' personal, social, cultural and moral development.
- 32 Curricular links are highly effective. These links help pupils with transition from primary to secondary education. All transition arrangements provide exceptionally strong support for learners.
- 33 The provision for learners' personal, social, moral, spiritual and cultural development is outstanding.
- 34 Partnerships with numerous organisations are good. Work-experience opportunities and outside speakers enhance the work-related and personal and social education (PSE) programmes.
- 35 The provision of work-related education is good throughout the school.
- 36 The promotion of sustainability issues is outstanding. The school's contribution to the Healthy Schools' initiative is developing.
- 37 The ways in which the school takes account of employers' needs and develops learners' entrepreneurial skills are good.
- 38 The care, support and guidance provided for pupils are outstanding. The caring and supportive atmosphere throughout the school is highly effective.

- 39 The school provides a well-planned, PSE programme of high quality. Pupils have very good access to personal support.
- 40 The school makes good provision to ensure the safeguarding and well-being of all pupils. The promotion of pupils' personal fitness and healthy living is effective and includes good support for the emotional well-being of pupils, promoting healthy eating, and raising awareness of the dangers of drugs and alcohol.
- 41 The school gives priority to providing inclusive support within mainstream classes to meet the range of pupils with SEN or specific learning needs.
- 42 Sixth-form students have been trained to act as peer mentors and have followed accredited peer mediators' courses. This is an outstanding feature.
- 43 The school meets the needs of its pupils in terms of the quality of teaching, the outstanding curriculum and care it provides. It only adequately meets their needs in terms of the standards achieved.

Leadership and management

- 44 The headteacher leads the school very well in difficult circumstances where there are falling rolls. He is ably assisted by the members of the LT. The links between the LT and the departments it manages are variable in quality. There is outstanding leadership by some middle leaders. The current system of lesson observations is inconsistent and lacks rigour. The target-setting procedures at departmental, whole-school and learners' levels are developing. Administrative and technical members of staff are not fully involved in the performance management process.
- 45 The governing body's role as a critical friend is not rigorous enough. The governing body does not hold departmental leaders to account sufficiently.
- 46 There are good features in the process of self-evaluation at LT level and in a majority of departments and progress teams. However, a number of departmental and progress teams' self-evaluation reports lack detailed analysis of data and performance. Support members of staff are not involved in the self-evaluation process.
- 47 The current SIP addresses many areas for improvement, but is not specific enough in identifying priorities for development. In a majority of departments and progress teams, improvement plans have clear strategies and success criteria to raise standards. In others, plans do not have clear strategies to bring about improvement.
- 48 All teaching members of staff are suitably qualified. They ensure the effective delivery of the curriculum. The present number of learning support assistants (LSAs) is insufficient to provide the appropriate level of support.
- 49 The technical and administrative support members of staff provide an invaluable service in supporting the teaching and learning programmes.
- 50 Learning resources are generally good. The quality of the buildings and facilities are variable. Sixth-form facilities are outstanding. Some areas of the school are in need of refurbishment. The site-management team makes a significant contribution to the maintenance of the school campus.

- 51 Systems for the management and planning of use of resources are detailed and rigorous. The sixth form is self-financing and gives good value for money. All members of staff have access to a very well-managed staff-development programme.
- 52 Due to the good quality of teaching, the efficient use and management of resources under difficult conditions, the outstanding learning experiences and quality of care, and support and guidance to learners, the school delivers good value for money.
- 53 Several of the key issues identified in the 2004 inspection report require further development. These include standards of achievement in KS4 in science and mathematics; further developments in self-evaluation and planning for improvement at departmental and whole-school level; and effective monitoring and co-ordination of key skills in KS4.

Recommendations

- 54 In order to achieve its objectives, the school should focus on the following priorities.
 - R1. Raise pupils' academic standards in science in KS3 and KS4 and mathematics in KS4 and continue to raise standards across the school.
 - R2. Ensure that all members of the LT:
 - co-ordinate the whole-school initiatives of assessment for learning;
 - monitor rigorously and consistently the quality of the work of middle managers; and
 - share best practice to promote outstanding features across the curriculum.
 - R3. Develop the accountability of all post holders with responsibility in leading teams of staff, consistently monitoring and evaluating practice and planning for improvement on a regular basis.
 - R4. Ensure that the school's monitoring and tracking procedures are implemented consistently and develop the school's target-setting system so that targets are realistic and challenging and pupils achieve their full potential.
 - R5. Increase significantly the proportion of good and outstanding teaching by addressing the inconsistencies, particularly in terms of challenge and pace.
 - R6. Enhance the capacity of the governing body to act as a critical friend of the school by improving its monitoring procedures and holding managers to account more effectively.
 - R7. Improve the co-ordination and monitoring of the delivery of all the key skills especially in KS4 and the sixth form.

** The SIP addresses several of these recommendations.*

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

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

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

KS3 and KS4

Pupils' success in attaining agreed learning goals

- 56 Results in teachers' assessments for the core and non-core subjects at the end of KS3 have been adequate during the last three years. However, in 2009, attainment had improved in mathematics, English, Welsh first language and many non-core subjects compared with the previous year. Results in mathematics, English and Welsh first language were in the top half of results in comparison with those of similar schools in Wales, based on the FSM's indicator in the 10-15% range. Results in science were in the bottom half.
- 57 Attainment at KS3 was above what was expected in 2009, based on prior attainment, in English and Welsh first language and below what was expected in mathematics and significantly below in the CSI and science.
- 58 The percentage of pupils achieving level 5 or more in English, Welsh first language and mathematics was above the local and national averages in 2009. However, compared with its family of 10 schools, results placed the school well below the family average in the CSI and science.
- 59 Pupils' performance in external examinations in KS4 in 2009 in half of their subjects was good. Results in these subjects compare well against local and national averages.
- 60 In comparison with 2008, the school's performance in all key indicators had risen in 2009. However, with the exception of Welsh first language, the school had performed below the family averages in all key indicators in KS4.
- 61 The school's performance in 2009 resulted in:
- 91% of pupils achieving the level 1 threshold, below the family but above the local and national averages;
 - 58% of pupils achieving the level 2 threshold, above the local but below the family and national averages; and
 - 44% of pupils achieving the level 2 threshold including mathematics and English or Welsh first language, above the local but below the family and national averages.
- 62 In 2009, with the exception of Welsh first language, the school is placed in the bottom half of results for the core subjects, the CSI and all other key indicators in comparison with those of similar schools in Wales.
- 63 About 11.6% of pupils gained the A*/A grades in the GCSE examinations in 2009. This is well below the national figure of 19.2% that gained successes at A*/A grades.

- 64 Attainment at KS4 in 2009 was significantly below what was expected, based on prior attainment at KS2 and KS3.
- 65 In the end of KS3 assessments in 2009, girls outperformed boys in the core subjects and the CSI. At KS4, in contrast to national trends, boys outperformed girls in mathematics.

Their progress in learning

- 66 Pupils' progress in the majority of lessons is only adequate.
- 67 The following grades were awarded for standards of achievement at KS3 and KS4 in the 55 lessons observed in the six subjects inspected:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	11%	74%	15%	0%	0%
KS4	29%	43%	28%	0%	0%
KS3+KS4	20%	58%	22%	0%	0%

- 68 In 78% of the lessons, pupils achieved standards that have good features and no important shortcomings. In 22% of lessons, good features outweighed shortcomings.
- 69 The inspection grades awarded for standards in lessons for grades 1 and 2 (78%) are above the grades in all secondary schools inspected and reported in HMCI's 2008/09 annual report (73%). They are above the national 2010 "Vision into Action" target of 98% for standards to be graded 1, 2 or 3.
- 70 At both key stages, the standard in drama has good features and no important shortcomings and in science, good features outweigh shortcomings.
- 71 In KS3, the standard in the other four subjects is good with no important shortcomings.
- 72 In KS4, the standard in geography, history and modern foreign languages is good with outstanding features and in mathematics good features outweigh shortcomings.
- 73 All key skills have standards which have at least good features outweighing shortcomings.
- 74 Many learners have good communication skills through the medium of English. In KS4 and the sixth form they are very good overall through the medium of Welsh. Nearly all learners have listening skills of very high quality. When given the opportunity, they use extended speech confidently. Reading skills are good and those with reading difficulties are supported effectively. Written work is good relative to ability. The standard of pupils' writing skills through the medium of English in KS4 is sound.
- 75 Pupils' bilingual skills have good features and no important shortcomings. The Welsh language is used consistently in the classroom and around the school.
- 76 Many pupils work well in pairs or larger groups. Standards during group activities are good and many pupils are constantly on task. Group work in KS3 is outstanding.
- 77 The standard of nearly all pupils' information and communication technology (ICT) skills is outstanding in KS3 and good in KS4. Pupils use word-processing skills and simulation packages well.

- 78 Pupils' numeracy skills are stronger in KS3 than they are in KS4. Where these skills were evident in a range of subjects across the curriculum, pupils undertook their tasks adequately.
- 79 Standards in the skill of improving one's own learning and creative and problem-solving skills are good with outstanding features in KS3 and good features outweigh shortcomings in KS4. Self-assessment processes are being developed. Many pupils in KS3 and KS4 understand what they are doing and how well they are progressing. However, in KS4 there is uncertainty on what they need to do to improve and this is impacting negatively on the standard of their work.
- 80 All pupils with SEN make sound progress in relation to their ability.
- 81 In a majority of subjects in KS4, pupils make limited progress towards their targets.

The development of their personal, social and learning skills

- 82 Nearly all pupils behave outstandingly in KS3 and KS4. They are courteous, respectful, behave in an orderly manner and understand the high expectations which the school has of them in terms of their behaviour and attitudes.
- 83 The school is an orderly, caring and an inclusive community. During the last academic year, 31 pupils were temporarily excluded and no-one permanently.
- 84 The attendance level for the three complete terms prior to the inspection was 92%. This is above the all-Wales figure of 91% for 2008/09 and above the UA average of 90.7%. Pupils' attendance levels are as expected compared with similar schools with similar levels of FSM. Attendance levels were better than the average when compared with similar schools over the last three years. Good monitoring procedures ensure good attendance levels. Nearly all pupils are punctual to lessons.
- 85 The standard of nearly all pupils' social and moral development is outstanding and their spiritual and cultural development is good.
- 86 In KS3 and KS4, pupils are prepared for participation in the workplace and community to good standards.

Sixth form

Students' success in attaining agreed learning goals

- 87 Students' performance in external examinations has been adequate in 2007 and 2008. There had been a marked improvement in 2009 and results are now good.
- 88 Results at A level are below those recorded in the previous inspection in two of the last three years. Students' successes at two A level grades A-C have been above local and national averages in 2009.
- 89 In 2009, 96% of students achieved the level 3 threshold. These results are the same as the local (96%) and the national average (96%).
- 90 In 2009, students' AWPS of 671 points was above the local average (642) and below the national average (688). Girls outperformed boys in the AWPS in 2009.
- 91 In September 2009, 73% of Y11 pupils returned to the sixth form and 17% continued their studies in Further Education (FE). No 15 year old pupils left full-time education without a qualification. Eighty per cent of students leaving Y13 continued their studies in Higher Education (HE). These are good features.

Their progress in learning

- 92 Most students make good progress during their period of study in the sixth form.
- 93 In drama, geography and history standards are good with outstanding features. Standards are good with no important shortcomings in mathematics, science and modern foreign languages. The following grades were awarded for standards of achievement in the six subjects inspected in the 19 lessons observed in the sixth form:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Sixth form	26%	74%	0%	0%	0%

- 94 Although the sample is small, these figures indicate that students achieve standards that have good features and no important shortcomings in 100% of the lessons. These grades are well above those reported in HMCI's annual report for 2008/09.
- 95 Very few students have gained qualifications in the six key skills.
- 96 Students' communication skills through the medium of Welsh are very good and are good overall through the medium of English. Most students' writing skills are good or better with evidence of accurate extended work available in files. Linguistic skills of high quality were also evident. Students' bilingual skills are good and students listen very attentively.
- 97 The standard of students' numeracy skills is good as evidenced in their files.
- 98 The standard of students' ICT skills is good as is evidenced in their project work. Class presentations using PowerPoint to highlight aspects of students' work are good. Nearly all students work well in pairs or larger groups when delivering these presentations.
- 99 Standards in the skill of improving one's own learning and problem-solving skills have good features and no important shortcomings. These skills have raised students' performance at A level.
- 100 Most students have an understanding of their levels of achievement and what they have to do to improve.

The development of their personal, social and learning skills

- 101 The standard of students' personal, social and moral development is outstanding and their spiritual and cultural development is good.
- 102 Most students are developing good working habits. They use their time in a structured manner and organise their work well. Their attitude to learning is good.
- 103 Students accept responsibility and work well as groups to raise money for charity. Nearly all students have a strong social conscience.
- 104 All students are very good role models. They involve themselves in supporting younger pupils effectively and act as mentors and mediators.
- 105 Nearly all students demonstrate outstanding behaviour and respect towards one another and towards all members of the school community.
- 106 Students listen carefully to the view of others. They are able to express their views openly and honestly.

- 107 The ability to work effectively both with one another and independently has prepared the students well for HE.
- 108 Punctuality to lessons is very good. However, attendance is lower than expected.
- 109 Students currently gain much from their sixth-form experiences, in their academic, personal, social, moral and wider development.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

KS3 and KS4

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

- 111 A very strong feature in this key question is the school's investment in developing assessment for learning strategies, "Learning to Succeed and Developing Skills" (Dysgu i Lwyddo a Datblygu Sgiliau), particularly at KS3.
- 112 The following table shows the quality of teaching in the six subjects and other lessons observed in the school in KS3 and KS4:

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6 subjects inspected (55 lessons)	24%	63%	9%	4%	0%
All subjects inspected (75 lessons)	24%	58%	13%	5%	0%

- 113 The percentage of lessons (82%) judged to be grade 1 or 2 is above the national picture as reported in HMCI's 2008-2009 annual report where 76% of lessons were judged to be a grade 1 or 2. This figure is just above the 'Vision into Action' secondary target for 2010 that the quality of teaching should be grade 1 or 2 in 80% of lessons.
- 114 The outstanding features seen in lessons, particularly in history and geography include:
- respectful working relationships between staff and pupils;
 - very good questioning by teachers;
 - high levels of challenge; and
 - a wide range of tasks which include whole-class, group and individual work.
- 115 In the majority of lessons, good subject knowledge, very careful planning and well-prepared resources provide pupils with a wide range of engaging and challenging activities. Learning proceeds at a good pace and pupils have frequent opportunities to develop their key skills and as independent learners.
- 116 In the few lessons with shortcomings, the pace was too slow, teachers' explanations were overly long and there were too few opportunities for pupils to demonstrate independent learning.

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

- 117 Assessment practice has good features and no important shortcomings in KS3 and good features outweigh shortcomings in KS4.
- 118 There is a clear and comprehensive whole-school assessment policy and assessment for learning is being embedded in the curriculum.
- 119 The procedures of the majority of departments for standardising and moderating pupils' work from KS2-KS3 have developed well. The four core subjects have received positive reports. These assessment developments promote a better understanding in respect of standards and ensure greater consistency in assessment.
- 120 Targets are set yearly for pupils and are written in their contact books and progress files. These are reviewed by subject staff and subject leaders and through one-to-one interviews with each pupil's personal tutor.
- 121 Targets are collated on a whole-school data-base and progress leaders identify underachievement. Whilst the assessment process is clear and systematic there are some issues of inconsistency in practice as the role of the personal tutor is continuing to develop.
- 122 Many departments involve pupils effectively in assessing their own and others' work and setting short-term goals. Verbal and written feedback is generally good and comments are on the whole subject-specific which allows pupils to improve their work, especially at KS3.
- 123 In KS4, there are inconsistencies in the quality of feedback on pupils' work, target setting and subject-specific feedback between and within departments.
- 124 The school's procedures meet statutory requirements in relation to assessment and reporting of NC subjects at KS3 and full examination requirements at KS4.
- 125 The quality of the arrangements for reporting pupils' progress to parents is good. In addition to achievement grades and targets, which are written in pupils' contact books, interim and annual reports provide a range of information and give a clear indication of pupils' achievements and progress in relation to expectation.
- 126 Pupils in Y7 and Y8 have two target-setting and progress-review days a year which include parents. From Y9 to Y11 parents have subject-teacher meetings to discuss the progress and achievements of their children. These are good features.

Sixth Form

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

- 127 The quality of teaching is good with no important shortcomings in the sixth form. The following table shows the grades awarded for the quality of teaching in the six subjects and in all the lessons observed in the sixth form :

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6 subjects inspected (19 lessons)	26%	69%	5%	0%	0%
All lessons (27 lessons)	22%	59%	19%	0%	0%

- 128 The percentage of lessons (81%) graded 1 or 2 in the sixth form is close to that of KS3 and KS4. All lessons observed in the sixth form had at least good features outweighing shortcomings.
- 129 The good and outstanding features in the teaching observed at KS3 and KS4 are also present in teaching in the sixth form which include:
- respectful working relationships between staff and students;
 - very good questioning; and
 - very good planning and use of resources.
- 130 The additional good features observed in teaching in the sixth form included regular reference to examination requirements, the sharing and reflecting on marked work between students on how they could improve and develop future work. Teachers also provided detailed knowledge of examination criteria.
- 131 In the very few lessons with shortcomings, these related to a lack of challenge and too few opportunities for students to take part in the lesson.

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

- 132 The quality of assessment and feedback, both written and verbal, across the sixth form is good. Overall, students' work is regularly marked and has good feedback on strengths and areas for development. In the best examples, marking includes diagnostic comments from teachers and effective self-assessment by the students.
- 133 The monitoring programme in the sixth form is relatively new but is comprehensive and involves students in their own review of targets and progress. Parents are regularly informed of students' progress and students meet regularly with their personal tutors and the sixth-form progress leader. Both interim and annual reports give suitably subject-specific guidance for improvement and clear evidence of attainment.

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
--

- 134 This grade matches the school's self-evaluation grade. The outstanding features include:
- numerous opportunities to gain qualifications;
 - provision of a very wide range of courses;
 - outstanding opportunities to develop thinking skills in Y7;
 - an extensive range of activities to enrich learners' experiences;
 - primary links and transition arrangements;
 - very effective provision to ensure learners' personal development; and
 - promotion of education for sustainable development.

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

- 135 At KS3, all the NC subjects are taught and the curriculum is broad and balanced. Part of the curriculum in Y7 is delivered in a thematic way, embracing a number of subjects and skills. The "Learning to Succeed" programme emphasises thinking and learning skills and is exceptional in its approach. In 2008, the school won the national Welsh Secondary Schools' Award (WSSA) for this.
- 136 At KS4, the school offers a very wide range of courses from which learners can choose their individual learning pathways to gain qualifications. All pupils follow the short or full GCSE course in religious education and ICT. Vocational subjects are offered as part of the Welsh Assembly Government's (WAG's) Learning Pathways (14-19) options' menu in partnership with the local schools' cluster and colleges.
- 137 The number of subjects available already exceeds WAG's requirements for 2011 as agreed by the UA. The learning core and the five domains for non-vocational and three for vocational subjects are already exceeded. This provision is very good. The school has been at the forefront of developments in this aspect.
- 138 Pupils gain qualifications at either Entry level, level 1, level 2 or GCSE.
- 139 Currently, there are no opportunities for assessment and accreditation of key skills in KS3 and KS4.
- 140 In the sixth form, students select from a wide range of subjects at A level, including vocational courses leading to the Business and Technology Education Council (BTEC) qualifications and the Council for Awards in Children's Care and Education (CACHE) at levels 2 and 3. Students also gain the Duke of Edinburgh's Award.
- 141 Liaison with primary partner schools is outstanding. There is a close association and the induction programmes and transition links are extensive and highly effective, including curricular progression and the moderation of pupils' work. The physical education and school sport (PESS) project has been established and is developing further.
- 142 Overall, the school's provision to develop key skills is satisfactory. It is comprehensive in Y7 and embedded in the planning for most subject areas in KS3. However, their delivery across the whole school is loosely audited and monitored. The process lacks rigour and there is no assessment system.
- 143 The school has good provision for the delivery of basic skills to identified learners in KS3. It has been awarded the Basic Skills Quality Mark, although further development in assessing and monitoring is being undertaken.
- 144 The provision for effective enrichment through extra-curricular activities is outstanding, particularly in the sixth form. There is a wide range of sports, musical and cultural activities and opportunities for trips and visits both home and abroad. A range of clubs is well supported and the 5x60 initiative is very successful.
- 145 The promotion of learners' personal development is outstanding. The PSE programme follows the agreed framework closely and together with the morning registration period contributes effectively to the learners' personal, social, spiritual and moral development. The PSE lessons are monitored effectively

- 146 There are strong and close links with a range of partners. Parents are exceptionally supportive of the school. There is a home-school agreement which is active and contributory. There are developing links with the local community, for example the E3+ scheme which encourages local people to make use of the school's facilities. Links with the nearby primary school are developing well.
- 147 Links with HE and local initial teacher training (ITT) institutions are well established and strong. Trainees are taken on every year and the quality of their contribution, care and induction is good. A significant number are subsequently appointed to the school. The school is an accredited centre for the Graduate Teacher Programme.
- 148 Statutory requirements are met in full, including those for a daily act of collective worship, which is of a good standard and religious education in the sixth form.

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

- 149 The school provides very effective work-related education, which follows the national framework.
- 150 There are positive links with Careers Wales at all key stages and learners are prepared very well for the world of work.
- 151 Close and positive links with local employers ensure that their needs are being met. The school has selected to offer vocational courses that are related directly to local employers' needs. This is a strong feature.
- 152 A wide range of enterprise activities throughout KS3 and KS4 fosters very effectively understanding of economic development. The contribution of the local Education Business Partnership is particularly effective in this respect. There is, however, no Young Enterprise scheme in the sixth form.
- 153 The school promotes the Welsh language and culture very well in a number of ways. One exceptional feature is that Llanhari had the only school stand manned throughout the Urdd National Eisteddfod in Cardiff. Aspects of "Y Cwricwlwm Cymreig" feature well in all subjects across the curriculum.
- 154 The promotion of sustainable development and global citizenship is outstanding. The school has gained the Green Flag status as a result of the efforts of the school's eco-committee which is supported by staff and the whole school.
- 155 The school promotes equality of access and opportunity to all and tackles social disadvantage well. Youth workers make a valuable contribution to the school as does other out-of-school-hours provision.
- 156 The school takes good account of the WAG's priorities. Pupils are learning to be responsible, to show initiative and how to improve their own learning. This aspect is outstanding in Y7 and another good example is the fashion show organised solely by Y8 pupils. There is exemplary transition from the primary partner schools and provision for the 14-19 year old learners exceeds requirements. All pupils use the Welsh language very well. Learners have a strong appreciation of Welsh culture and other cultures and they are developing their ICT skills well.

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

Grade 1: Good with outstanding features

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

158 There are a number of outstanding features in the way in which the school cares for, guides and supports its pupils. These include:

- the high level of support given by all members of staff and support services to all pupils;
- the school's highly effective arrangements to help new pupils settle into the school;
- highly effective procedures to recognise and address the diversity of pupils' backgrounds; and
- the support provided to pupils by sixth-form students.

The quality of care, support and guidance to learners

159 All members of staff know the pupils well. Each teacher accepts responsibility for ensuring a highly effective caring and supportive atmosphere throughout the school. This is an outstanding feature and is very well supported by a range of relevant support services.

160 Many parents praise the school for its caring and supportive ethos. The home-school contact books serve as very effective links between parents and the school. They provide valuable information on the school's activities, homework given to the pupils, and in ensuring that parents are kept well informed of their child's progress. The school council takes an active role in seeking improvements. It has been effective in contributing towards healthier options on school meals, and in identifying ways of making classrooms more attractive to promote learning.

161 The school makes very effective arrangements to ensure that pupils receive the best information, advice and guidance within the 14-19 Learning Pathways to help make options' choices in KS4. The school's homework club supports those in KS4 who are undertaking topic work in specific subjects. Pupils who wish to progress into the sixth form receive a very well-planned induction course. Sixth-form students receive very good guidance on how to apply for, and choose courses in HE and FE.

162 The school has established a comprehensive induction programme for new learners. The school provides a series of well-planned curricular and other activities to help pupils become accustomed to their new environment. The work undertaken to produce a collection of short stories and poetry written by pupils in the primary schools as part of their induction programme is an outstanding feature. The school's mentoring system is effective in supporting new pupils to settle in well into their new environment. These are outstanding features.

163 A well-structured PSE programme provides outstanding support and guidance for all learners and makes very effective use of specialist support services to enhance provision. Pupils have very good access to personal support which meets the requirement of Learning Pathways (14-19) successfully. Learning

coaches provide outstanding support by helping pupils organise their time and present their work.

- 164 The school tracks and monitor pupils' personal development effectively. The school monitors pupils' attendance daily and administrative members of staff follow-up any unexplained absences using an automatic texting system.
- 165 The school's reward system has been particularly effective in helping pupils to take responsibility for their own actions regarding positive contributions to class activities.
- 166 All pupils have access to, and make good use of the Careers Wales On-line facility to seek relevant information. Careers' members of staff support pupils in identifying future learning and working-opportunity pathways.
- 167 The school makes good provision to ensure the safeguarding and well-being of all pupils. The promotion of healthy living is effective and includes good support for the emotional well-being of pupils, promoting healthy eating, and raising awareness of the dangers of drugs and alcohol. A comprehensive range of sporting activities provides good opportunities for learners to become fit and develop positive attitudes towards healthy living and well-being.
- 168 The school has ensured that appropriate child protection policies and procedures are in place and are known to all.

The quality of provision for additional learning needs

- 169 Pupils are assessed early effectively. The school's inclusion co-ordinator visits pupils in primary schools to identify their learning needs. The school monitors pupils' progress through a variety of standardised tests and has developed a data-base to track pupils' progress. The monitoring and tracking procedures are being developed.
- 170 The school gives priority to providing inclusive support within mainstream classes for its pupils. It also provides effective withdrawal support for those pupils who require further support. Learning support assistants provide valuable support in lessons.
- 171 The pupils' individual education plans (IEPs) are clear and record pupils' individual targets in line with statutory requirements. However, they are not always specific enough to identify appropriate teaching strategies. The new IEP format recently adopted by the school is used with pupils in Y7, and contains targets that are presented as challenges to the pupils. These targets enable pupils to become more actively involved in knowing what to do to improve.
- 172 The inclusion co-ordinator provides a supportive environment that provides a good base for learning. An electronic system has been established to provide every teacher with information contained in the IEPs that indicate expectations of how to adapt lessons to meet pupils' needs.
- 173 The inclusion co-ordinator meets LSAs regularly to discuss and monitor the provision and progress of pupils. This allows the school to re-evaluate targets and adapt its strategies appropriately. Many teachers provide a range of strategies and resources designed to address pupils' needs. In the best examples, these meet the needs of the pupils well, but they are not consistent across all subject areas.

- 174 Sixth-form students provide very effective support through listening to younger pupils read. These pupils make good progress in their reading skills. A few pupils with specific learning difficulties receive support on a withdrawal basis to improve specific aspects of literacy. Pupils and parents are invited to contribute towards the IEPs.
- 175 The school governor with responsibility for SEN visits the school regularly. This provision meets statutory requirements.
- 176 The school has a clear set of staged responses to deal with pupils whose behaviour impedes their own and others' progress. The monitoring of behaviour is rigorous and the school ensures that effective strategies are implemented to address the needs of those pupils who are at risk of exclusion, disaffection or disengagement, and to support those pupils who return after a period of exclusion.

The quality of provision for equal opportunities

- 177 The quality of equal opportunities has outstanding features. The school has established procedures which are highly effective to recognise and address the diversity of pupils' background, in particular for those who are looked after by the local authority, and those who care for members of their families. The school ensures that all pupils receive full access to all activities.
- 178 Departments are responsible for adapting lessons to meet the needs of the more able and talented learners. This provision is inconsistent across the school.
- 179 There are good procedures to make pupils aware of the effects of bullying. Concerns are reported and addressed. Members of the sixth form have been trained as peer mentors and followed accredited peer mediators' courses to support pupils. The support provided by sixth-form students is outstanding.
- 180 The school readily challenges stereotypical viewpoints, ensuring that pupils' varying needs are met. All activities are made available to learners and there are no examples of stereotyping within the school's provision. Pupils learn about the importance of respecting different faiths, races and cultures through PSE and school assemblies. Aspects of diversity and of promoting racial equality are included in lessons such as religious education.
- 181 The school has an appropriate accessibility plan and fully meets the statutory requirements of the Disability Equality Scheme.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

- 182 The school awarded itself a grade 2 in its self-evaluation report. The grade awarded by the inspection team is one grade lower because good features outweigh shortcomings. These shortcomings relate to:
- insufficient and inconsistent monitoring of staff and departments by senior and middle managers; and
 - insufficient rigour in the target-setting processes at departmental level.

183 The grade awarded to KQ5 is one grade lower than the grade awarded to KQ7 because insufficient attention has been given to the monitoring of standards and the quality of teaching. Greater emphasis has been placed on the monitoring of resources.

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

184 The school has developed several national priorities, some of which are well embedded while others are in the process of being embedded. The school is a strong advocate of the 14-19 Learning Pathways' initiative and collaborates well with other Welsh-medium establishments and local colleges. The school has moved forward substantially with the skills' agenda in KS3. The school has developed and sustained many successful partnerships.

185 The school actively promotes equality of opportunity for all. Everyone in the school is treated with respect and has a contribution which is valued.

186 The school is led very well by the headteacher during a period of constant falling rolls. He is highly respected by his staff, governors and the wider community. He works harmoniously with his LT, middle leaders and governing body. He gives clear strategic direction and is very influential in promoting school community values, by example.

187 Since his appointment in 2008, the headteacher has dealt very effectively with rapidly falling roles caused by the opening of a new Welsh-medium school in Bridgend UA from where many pupils attend Ysgol Gyfun Llanhari. The annual loss of large numbers of staff necessitated frequent changes, many of which resulted in new personnel being introduced to senior and middle-management posts of responsibility. This constant change has resulted in the inconsistencies. Members of staff new to their posts of responsibility have not yet become embedded sufficiently into these roles.

188 The aims and expectations of the school are made clear to all. There are clear and good levels of communication between the LT and members of staff, the majority of whom are working effectively with high levels of expectations. However, there are inconsistencies in the way in which these aims and policies are implemented by the minority.

189 Each member of the LT is linked to a group of departments. However, there are elements of inconsistency associated with these links. Members of the LT do not attend the meetings of the departments which they line-manage on a regular basis. Monitoring systems through performance management are in place to ensure the quality of teaching and learning. However, they are not sufficiently rigorous to ensure full and consistent accountability from middle managers. There are several middle managers of outstanding quality in the school. They monitor the quality of teaching positively and rigorously within their departments. However, a few middle managers do not monitor the quality of teaching and learning of all their departmental members.

190 The school operates a cycle of departmental reviews in a time-scale which is too long and ineffective.

191 There are inconsistencies evident in the practice of book reviews, the marking of books and the setting of specific targets for improvement at departmental level.

The school is in the process of developing further its target-setting procedures to ensure that progress can be identified and measured against expected outcomes more rigorously.

- 192 Currently, the targets set to raise learners' standards in a minority of instances are not sufficiently challenging or subject specific.
- 193 The school has a system of performance management which is firmly established for all members of teaching staff. However, members of the technical and administrative staff are not set formal targets during their reviews.
- 194 The programme for the induction of newly-qualified teachers, those new to the school and individuals on ITT is very well organised. The organisation of continuing professional development (CPD) for all staff is effective. However, the school does not monitor the impact of this CPD on raising standards nor on the quality of teaching with sufficient rigour.

How well governors or other supervisory bodies meet their responsibilities

- 195 The governing body is beginning to make a sound contribution to the leadership of the school. Many members are new to the governing body which is beginning to develop its strategic role effectively.
- 196 All members have a clear understanding of the school's main priorities through the efficient working of the main sub-committees.
- 197 The chair of governors and the chairpersons of the sub-committees work harmoniously with the headteacher.
- 198 Governors are linked to departments. However, the role of the governing body as a critical friend is not rigorous enough.
- 199 The governing body receives regular detailed reports from the headteacher. Heads of department do not make formal presentations to the governors and the governing body's focus on holding leaders and managers to account is not rigorous enough.
- 200 All regulatory and legal requirements are met.

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

Grade 3: Good features outweigh shortcomings

- 201 The school awarded itself a grade 2 in its self-evaluation report. The grade awarded by the inspection team is one grade lower because good features outweigh shortcomings. These shortcomings relate to:
- inconsistency in the quality of self-evaluation at departmental and progress teams' level and insufficient monitoring at all levels; and
 - the lack of priorities in the SIP and inconsistencies in the effectiveness of planning for improvement in a minority of departments and progress teams.

How effectively the school's performance is monitored and evaluated

- 202 The school has made some progress in developing the process of self-evaluation since the last inspection. The school's self-evaluation report draws on

subject and progress teams' reports and lesson observations as part of the performance-management process, pupil trails, book surveys in departments and the reviews of departments in certain key stages. This is good practice.

- 203 Although the self-evaluation report is accurate in its judgement of four key questions, its grades in three of the seven key questions are different from those of the inspection team which awarded one grade lower in KQ 1, 5 and 6. The school underestimated the shortcomings in the standards achieved by learners and the inconsistencies in leadership and management at all levels.
- 204 Although there are good features in the process of self-evaluation at both senior and middle management levels, there is a lack of regular quality-assurance procedures in some areas to inform self-evaluation.
- 205 The LT uses a number of methods to inform about performance. These include the analysis of data, discussion of examination results with subject leaders, shared reviews with Education Support in Schools' (ESIS) service and lesson observations as part of the performance-management process. However, there are few formal meetings after the initial annual meeting to discuss examination performance, to review progress and consider further strategies for improvement or review action plans.
- 206 The infrequent review and lesson-observation programme and the lack of regular book surveys limit the effectiveness of self-evaluation at LT level.
- 207 In a majority of departments, the self-evaluation process is well developed with in-depth analysis of performance, effective use of data and regular book surveys. In a minority of departments, data and target grades are not used effectively to identify areas for improvement in teaching and learning and standards. There are also inconsistencies in the quality of self-evaluation by progress teams. At middle-management level, the practice of linking lesson observations to the performance-management process limits the scope and regularity of observations.
- 208 In a majority of departments and progress teams, a culture of self-evaluation is now established and all members contribute to the process of self-evaluation and planning. However, in a minority of departments and progress teams, self-evaluation processes are not as well focused. Although the special educational needs' co-ordinator (SENCO) meets regularly with LSAs, they and other support and administrative staff do not have opportunities to contribute to self-evaluation.
- 209 The school is successful in taking account of stakeholders' views. The school has a strong partnership with many organisations which provide considerable support and advice to the school. Parents' views are regularly canvassed at parents' evenings and pupils and members of staff have completed a number of questionnaires.
- 210 The school council is successful in bringing matters to the attention of the LT and has contributed to making changes to the menu in the school canteen, the replacement of computers in the sixth-form study area and the learning environment in some rooms.

The effectiveness of planning for improvement

- 211 The 2006-2010 SIP is a comprehensive document which has identified many areas for improvement during the four-year cycle. Areas for improvement are

identified by the LT arising from curricular and progress teams' self-evaluations. Areas to improve, actions to bring about improvement, time-scales, training needs, and resources needed with financial costings and success criteria are identified. However, the plan lacks focus with too many areas for improvement and fails to identify specific priorities for development. In its evaluation of the current SIP, the LT has identified the need to address this issue in preparing and modifying the improvement plan for 2010-2013.

- 212 Department and progress teams' plans are closely linked to the SIP but are of variable quality. In a majority of departments and progress teams, improvement plans are detailed, have clear strategies, specific targets and success criteria to raise standards. In other departments and progress teams, plans are less focused and do not have clear strategies and quantifiable targets for improving standards.
- 213 The use of targets for individual pupils is developing. The majority of subject leaders and progress leaders and personal tutors are developing effective strategies to identify underachievement and set up mentoring programmes to support individual pupils. However, some targets have insufficient challenge and a minority of subject and progress managers do not use this data to its full potential to raise standards.
- 214 The school and many departmental plans have been appropriately costed. Although the school has experienced considerable budgetary pressures over the last three years, the headteacher and governors make every effort to provide resources to support the priorities identified.
- 215 Since the last inspection, the school has made good progress in addressing the majority of the key issues identified. These include the raising of standards in modern foreign languages at KS3, the development of more varied teaching strategies, the level of attendance, the quality of pupils' IEPs, and in meeting the requirement for a daily act of collective worship.
- 216 Although some progress has been made in the quality of self-evaluation and planning, there remain some inconsistencies at all levels of management. Also, there is still insufficient monitoring of how effectively key skills are used to raise standards.
- 217 The standard achieved in mathematics and science at KS4 remains a key issue in this report.

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

Grade 2: Good features and no important shortcomings

- 218 This grade matches the school's self-evaluation grade.
- 219 The grade awarded to KQ7 is one grade higher than the grade awarded to KQ5 and KQ1. This is because of the effective and detailed arrangements that are in place for the planning and deployment of all resources including staffing, finance and accommodation. The effective use of the annual staff audit is a very good feature of its planning decisions to ensure that the curriculum is maintained fully. The meticulous planning by the headteacher, LT and governors has enabled the school to continue to provide a good learning and teaching environment despite

difficult circumstances associated with falling pupil numbers and the significant amount of staff turnover over the last two years.

220 The detailed and effective planning and monitoring of all available resources ensure that the school continues to achieve good value for money.

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

221 All teaching members of staff are well-qualified subject specialists and are effectively deployed to deliver the broad and well-balanced curriculum. The very few members of staff who teach outside their subject specialism receive good support in those curricular areas.

222 The school employs a small number of LSAs who are effectively managed by the inclusion co-ordinator. The LSAs have particular specialisms and provide a good level of support for pupils in need of additional learning support, particularly in the core-subject lessons. However, the number of LSAs is inadequate to meet the learning and support needs of learners fully across the curriculum.

223 The school has successfully implemented all arrangements associated with workforce remodelling.

224 The appropriately skilled and efficient administrative and technical support team is valued highly by the school and teaching staff.

225 Although the amount of money currently allocated to the provision of departmental resources is relatively low there remains a good level of books, equipment, hardware and software across all departments. Departmental expenditure is monitored effectively by the bursar and headteacher. They ensure that all expenditure is directly linked to departmental plans and the SIP. Information and communication technology resources have improved significantly since the last inspection.

226 The building is more than sufficient to accommodate the current number of pupils on roll. Subject teaching takes place in suited accommodation and overall, the classrooms and specialist accommodation provide a good learning environment. A significant number of developments have been implemented in recent years to improve the information technology provision across the school, in the classrooms and sixth-form area. The provision for the sixth form is outstanding. The community makes considerable use of the school's physical education, sporting and other facilities and there is a community library on the campus.

227 The headteacher and governors are fully aware that the existing accommodation will require rationalisation over the next few years and already have identified the actions to be implemented in order to ensure cost effectiveness. The site manager and his caretaker colleagues make a good contribution to the maintenance, cost-saving activities and future planning for the accommodation.

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

228 The management and control of the school's delegated budget by the headteacher and bursar are good. Financial management procedures are

rigorous ensuring a cost-effective operation of all aspects of the school's investment and expenditure programmes.

- 229 The school ensures that there is a comprehensive CPD programme for all staff. The management of this programme is very good. The support and development programmes for newly qualified teachers and those in early professional development are comprehensive and of a good quality.
- 230 However, the outcomes of the CPD provision are not effectively monitored to evaluate their impact on classroom practice and learners' standards. Currently, all non-teaching members of staff are not included in the annual performance review process.
- 231 Criminal Records Bureau (CRB) checks have been successfully completed for all teaching and support staff.
- 232 All members of staff use their 10% planning, preparation and assessment time effectively.
- 233 The sixth form is self-financing.
- 234 The value for money delivered by the school is good due to the detailed and effective planning by the senior staff and governors to overcome significant difficulties, teaching of good quality, outstanding support and guidance for learners and an exceptionally broad and balanced curriculum.

Standards achieved in subjects and areas of learning

Mathematics

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

Key stage 4: Grade 3: Good features outweigh shortcomings

Sixth form: Grade 2: Good features with no important shortcomings

235 Examination results at GCSE in the last two years have been below national averages for passes at grades A*-C and A*/A.

236 Examination results at A level in the last two years have been below national averages for passes at grades A/B.

KS3

Good features

237 Across the age and ability range, most pupils answer questions orally to a high standard clearly showing understanding of the work covered. This is true whether the work covered involves number work, algebra, shapes or data handling.

238 Pupils can name two and three-dimensional shapes, calculate their areas and volumes including the relevant units in the answers. They are able to determine the answers of relatively complex shapes well.

239 Pupils are able to simplify algebraic expressions, solve simple equations and explain clearly the methods used to determine the answers.

- 240 Most pupils are able to apply the Theorem of Pythagoras according to their ability to determine the length of a missing side and hence, calculate square roots.
- 241 Most pupils have a clear understanding of work involving angles and can use a protractor accurately to construct angles and are able to use this to represent or calculate bearings.
- 242 The more able pupils can use the trial and improvement method to solve more complex equations where the answer is not a whole number and are able to correct their answers to a given number of decimal places as required.

Shortcomings

- 243 In some exercise books, the tasks set have not been attempted or completed by some pupils. This has a detrimental effect on standards.
- 244 Some pupils do not practise the topics studied enough to enable them to understand the work being covered.

KS4

Good features

- 245 The majority of pupils show good capability in mental arithmetic and use calculators appropriately and are able to estimate answers and determine if the answers are sensible.
- 246 Nearly all pupils can determine the coordinates required to draw the graphs of linear equations, labelling the axes appropriately.
- 247 Nearly all pupils are able to use trigonometrical ratios to calculate missing lengths in triangular diagrams and equally are also able to use the Theorem of Pythagoras in problems as required.
- 248 Nearly all pupils have a clear understanding of probability and are able to use tree diagrams to represent and answer more complex scenarios.
- 249 The more able pupils are able to solve quadratic equations by factorisation, using the formulae or by constructing the appropriate graph to determine the factors.

Shortcomings

- 250 A significant number of pupils do not understand fully the topics they are studying.
- 251 The most able pupils do not always fulfil their potential since they do not apply themselves sufficiently well in their lessons.
- 252 There are a number of instances of incomplete work in a majority of exercise books.
- 253 A minority of pupils fail to understand the work and are unable to grasp the explanations given by their teachers.
- 254 Some pupils fail to consider if the interim or final answers they have calculated are sensible from the information given.

Sixth form

Good features

- 255 Most students are able to integrate and differentiate expressions, can use these techniques to determine other information and to determine more complex answers.
- 256 In mechanics, most students are able to apply the equations of motions appropriately, understand the work covered on forces and answer some complicated questions.
- 257 Most students are able to use the Binomial Theorem to expand given expressions involving powers as appropriate.
- 258 Most students are able to grasp new topics studied quickly and to use their understanding of work done previously, completing a considerable amount of work during this two-year course, be it in pure mathematics and either mechanics or statistics.

Shortcomings

- 259 A number of students do not arrange their files suitably for these to be of value when revising.

Science

Key stage 3: Grade 3: Good features outweigh shortcomings

Key stage 4: Grade 3: Good features outweigh shortcomings

Sixth form: Grade 2: Good features with no important shortcomings

- 260 Examination results at GCSE over the last two years have been consistently below the local and national average for grades A*-C. These results are lower than those to be expected from pupils of similar ability.
- 261 Examination results in the separate sciences at grades A/B at A level in 2008 and 2009 were mainly below local and national averages.

KS3

Good features

- 262 Nearly all pupils are developing an understanding of science that is in line with the requirements of the NC in science.
- 263 Most understand their current work, make progress during lessons and acquire new knowledge. Pupils with SEN make good progress.
- 264 Some more-able pupils can apply their learning to new situations.
- 265 Nearly all pupils have good practical skills.
- 266 Most pupils record their results in tables and a few can analyse and evaluate their results. Most can plot good graphs to display their data
- 267 All pupils use scientific terms correctly, orally and in writing.

Shortcomings

- 268 A minority of pupils do not have an appropriate understanding of their previous work.

- 269 A minority of pupils fail to master the lesson content and make no progress. Some do not carry out work as directed. Others fail to complete written tasks.
- 270 A minority of pupils fail to see how their practical work is related to the theory they have studied. They do not analyse their results sufficiently and cannot identify outcomes.

KS4

Good features

- 271 Nearly all pupils are developing an appreciation of the place of science in modern society, for example the contribution made by, “smart materials” and the importance of a balanced diet.
- 272 Many pupils have an appropriate recall of previous work. Some understand molecular structure, details of the solar system and others know about the body’s organ systems.
- 273 Most pupils have good practical skills and carry out practical work in line with their teachers’ instructions.
- 274 Many can use scientific instruments with the appropriate degree of precision. They make good observations and record them in tables. The more able can draw appropriate conclusions from their data.
- 275 Nearly all pupils use scientific terms correctly both orally and in writing.
- 276 Many pupils can extract scientific information from given data and can use this to extend their understanding.

Shortcomings

- 277 Many pupils cannot recall sufficient details of their previous work. Others cannot apply their scientific understanding to new situations.
- 278 Many middle-ability pupils are underachieving. Some of these pupils work too slowly and have incomplete work. They do not make enough progress during lessons.
- 279 There is clear evidence of underachievement by many pupils in aspects of the external examinations.

Sixth form

Good features

- 280 Nearly all students’ understanding is in line with their ability and prior achievement. They make good progress and acquire new knowledge and understanding during lessons.
- 281 Most students can recall and explain appropriate details of their work. They know about the microscopic structure of the flower, the rates of chemical reactions and some of the laws of physics.
- 282 The more able students can apply their understanding to explain unfamiliar situations.
- 283 Most students have good practical skills. They carry out practical work carefully and use complex apparatus with ease. They make good observations and record them appropriately. Most can identify sources of experimental error.

284 Many students communicate their understanding of science very effectively. They write clear explanations and use graphs and diagrams to illustrate their work. All use scientific terms accurately, both orally and in writing. Students use chemical equations very effectively to demonstrate their understandings.

Shortcomings

285 A few students do not have a secure understanding of previous work. Others do not have a sufficiently deep understanding of scientific concepts.

286 A few students cannot identify possible sources of experimental error.

Modern foreign languages

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

Key stage 4: Grade 1: Good with outstanding features

Sixth form: Grade 2: Good features with no important shortcomings

287 Examination results in French at GCSE in the last two years have been well above both local and national averages for passes at grades A*-C and A*/A. These results represent outstanding achievement. In 2008, results in Spanish were in line with national and local averages. In 2009 they were above the national figures, which represent good achievement.

288 Examination results at A level in Spanish in 2009 were broadly in line with local and national averages, and in line with students' ability. Entries in Spanish in 2008 were too small for valid comparison. There were no entries in French in either year.

KS3

Good features

289 In both French and Spanish, most pupils listen well and follow most of what they hear without need for much repetition.

290 In conversation, most pupils give simple descriptions of people and items, using appropriate adjectives, and generally make the correct agreements. A few pupils confidently initiate conversations. Many speak with good accents.

291 Most pupils read printed or word-processed text well for detail. They use bilingual dictionaries effectively.

292 Most pupils write well about their daily routines and explain what they have done, are going, want, or have to do. They give good reasons for their preferences.

293 Many pupils are quick to re-use newly-learned language for their own purposes, to create longer and more detailed sentences.

Shortcomings

294 A few pupils are too reserved to begin a conversation; they also make errors in pronunciation.

295 A few pupils do not write at length.

KS4

Outstanding features

296 In French, many pupils in Y11 write with a high level of accuracy. They make relevant notes quickly from authentic recordings without support.

297 When writing at length many pupils use a wide and pertinent vocabulary, varying tenses and sentence structures competently to suit their purposes, and selecting a style matched well to the task.

298 A majority of pupils speak exceptionally well, readily taking the lead in a conversation and sustaining it with ease.

Good features

299 In Spanish, most pupils write well at length. Many pupils ask and answer questions well, using an appropriate range of tenses.

300 In French and Spanish, most pupils demonstrate a good vocabulary for a wide range of different topics.

301 Most pupils use dictionaries well to check vocabulary and to extend their range.

302 Most pupils listen well and identify much detailed information, for example from authentic recordings of normal speech.

303 Most pupils read a good range of different texts and styles well and understand detail.

Shortcomings

304 In French, a very few pupils write using only a narrow range of tenses and structures.

305 In Spanish, a few pupils make errors in verb endings and adjective agreements.

Sixth form

Good features

306 Most students identify well relevant detail from recordings of authentic French or Spanish current affairs broadcasts and films.

307 Most students read newspaper and magazine articles with good understanding of topical issues, making appropriate notes of the salient points.

308 Most students write well at length, using a range of styles suited to different purposes.

309 In response to questions, most students speak accurately, using a broad range of language with good pronunciation.

Shortcomings

310 A majority of students, in both French and Spanish, are less confident in initiating a conversation and in sustaining it at length than in simply responding to specific questions.

History

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

Key stage 4: Grade 1: Good with outstanding features

Sixth form: Grade 1: Good with outstanding features

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

312 Examination results at A level in the last two years have been well above the national averages for passes at grades A/B. These results represent very good achievement.

KS3

Good features

313 All pupils demonstrate good awareness of chronology. They can place events within the correct historical time scale and understand the importance of chronology in history.

314 All pupils are comfortable in their use of historical terms such as “the Industrial Revolution”.

315 Nearly all pupils show sound knowledge and understanding of the period studied. They are able to make comparisons and connections between the main events and developments studied as exemplified in their work on the Industrial Revolution. They are able to assess the importance of historical events, and are confident in recalling historical information previously learnt to support their assessment.

316 Most pupils are aware of the importance of evidence and its reliability. They are confident extracting accurate and relevant information from a variety of historical sources such as film, cartoons, and pictures as well as printed sources.

317 Nearly all pupils appreciate that views of historical events change over time. They appreciate that people in the past would not have viewed events in the same light as people today.

318 All pupils produce written work of a good standard in line with their ability in a variety of styles. Pupils’ presentation of work is good.

Shortcomings

319 There are no significant shortcomings.

KS4

Outstanding features

320 Pupils’ standards of achievement in external results are consistently higher than the national and local averages.

321 Nearly all pupils demonstrate excellent knowledge of the topics studied and can recall and make very effective use of prior knowledge in all aspects of their work.

322 Nearly all pupils demonstrate a very sound grasp of complex historical concepts, and appreciate their importance in the topics studied.

Good features

323 All pupils demonstrate very sound knowledge of historical terminology and the importance of chronology in topics studied. They appreciate the nature and effects of causality in history and can differentiate between long and short-term causal factors.

324 All pupils can analyse and evaluate the importance to historians of different sources to a high standard.

- 325 Most pupils show they understand that events and issues in the past would not have been viewed then as they are now, and that any judgements they make when commenting on those subjects, should bear that in mind.
- 326 All pupils deal with historical set tasks in a well-informed way. The most able argue articulately, provide evidence to support their arguments from a variety of sources, and are aware that several interpretations of events are possible.
- 327 Nearly all pupils produce a range of written activities to a high standard.

Shortcomings

- 328 There are no significant shortcomings.

Sixth form

Outstanding features

- 329 All students display exceptional subject knowledge and understanding. They can recall work previously learnt to support their arguments.
- 330 All students analyse and evaluate a range of historical interpretations very effectively. They can pass judgement on the strengths and weaknesses of sources under scrutiny using their depth of knowledge.
- 331 Most students are able to assess effectively the contribution of professional historians to historical debate.

Good features

- 332 Many students provide examples of very well-constructed, well-balanced and well-argued answers in their written work.
- 333 Many students deal with set historical tasks in a well-informed way and are confident in their use of historical terminology and concepts. They are able to develop and refine their answers in order to raise their level of achievement.
- 334 The quality of all students' oral work is good.

Shortcomings

- 335 There are no significant shortcomings.

Geography

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

Key stage 4: Grade 1: Good with outstanding features

Sixth form: Grade 1: Good with outstanding features

- 336 Examination results in this subject at GCSE in the past two years have been well above national averages for passes at grades A*-C. These results represent very good achievement for these pupils.
- 337 Examination results in this subject at A level in the last two years have been well above national averages for passes at grades A/B. These results represent very good achievement for these students.

KS3

Good features

- 338 Pupils demonstrate a good understanding of geographical vocabulary. They apply key terminology with precision in a range of topics.

- 339 Nearly all pupils deploy their basic geographical skills to good effect. They interpret and use written and original fieldwork source material, maps and photographs to complete assignments to a very high standard.
- 340 Nearly all pupils demonstrate a good knowledge and understanding of place. They have a sound understanding of the characteristics of the physical features of Peru.
- 341 Pupils with SEN complete work of good quality in relation to their ability. They apply a range of geographical skills very successfully to complete set tasks.
- 342 Most pupils display a good understanding of the factors which influence microclimate. They describe and explain microclimatic graphs in detail.

Shortcomings

- 343 There are no significant shortcomings.

KS4

Outstanding features

- 344 Pupils' understanding of urban patterns and processes is very good. The coursework assignments based on fieldwork in Cardiff demonstrate their outstanding grasp of the geographical skills of investigation, analysis, interpretation and recording.
- 345 Nearly all pupils demonstrate an outstanding knowledge of geographical terminology. They apply complex geographical vocabulary with increasing precision and accuracy to their studies.
- 346 Pupils show an outstanding grasp of the changes and new developments in inner city areas. They understand the need to ensure such developments are as sustainable as possible.

Good features

- 347 Most pupils use maps and other resource materials well. They present accurate work deploying a variety of techniques.
- 348 Nearly all pupils have a good understanding and knowledge of the erosion, transportation and depositional processes in relation to the work of rivers.
- 349 Pupils with SEN complete work of a good standard in all aspects of their studies.
- 350 Nearly all pupils demonstrate a sound grasp of the major causes of flooding in Bangladesh. They describe with confidence the social, economic and environmental impact on the Bangladeshi communities.

Shortcomings

- 351 There are no significant shortcomings.

Sixth form

Outstanding features

- 352 Most students apply a wide range of statistical techniques, map and graphical skills to outstanding effect in interpreting, analysing and recording data on all aspects of their course.

353 All students demonstrate an outstanding understanding of the uneven distribution of wealth. They are fully conversant with the strategies deployed to reduce the huge gap in wealth distribution. They use the Rio de Janeiro case study to good effect.

354 Most students use complex geographical terminology with confidence. Their research work of very high quality is leading to the completion of assignments of good and often outstanding standards.

Good features

355 Students' files are systematically organised with neatly presented notes and diagrams, with maps and graphical work of a good standard.

356 Students possess a good understanding of the social and economic impact of out-of-town retail developments on existing communities.

357 Nearly all students achieve good standards in all aspects of their work.

358 Nearly all students demonstrate a sound understanding of the patterns and processes in human geography. Their individual fieldwork-assignments on aspects of rural settlements are thorough and of high quality.

Shortcomings

359 There are no significant shortcomings.

Drama

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

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

Sixth form: Grade 1: Good with outstanding features

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

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

KS3

Good features

362 All pupils can produce credible monologues – making effective use of movement and voice to create tension.

363 Most pupils can exemplify stereotypes and analyse peers' performances using appropriate subject-specific vocabulary.

364 All pupils use a wide range of performance techniques in their advertising scripts and can maintain convincing roles.

365 Many pupils across the ability range are developing good evaluation skills.

Shortcomings

366 A minority of pupils do not provide extended oral and written responses to performances.

KS4

Good features

- 367 Most pupils can plan, stage and evaluate impromptu situations convincingly.
- 368 Year 11 pupils can interpret and stage sections of 'Saer Doliau' – effectively conveying the tension in their facial expression and voices.
- 369 All pupils can discuss the staging and directing obligation of plays. They can justify their arguments with appropriate references to the text.
- 370 Nearly all pupils' written assignments are well structured. Most pupils respond sensitively to texts and provide detailed, intelligent responses.

Shortcomings

- 371 A minority of pupils do not fully develop their ideas and opinions in their oral evaluation of performances.

Sixth form

Outstanding features

- 372 All students apply their knowledge and understanding of theatre appreciation effectively to a range of challenging texts.
- 373 All students experiment confidently with different ways that feelings can be presented in drama.

Good features

- 374 All students' planning-skills are well developed. Students research the psychology and context of characters and discuss how these can be realised in performance.
- 375 All students understand fully the director's role in theatre and make increasing use of special effects to enhance their performances.
- 376 All students discuss and critically evaluate performances – offering considered, constructive advice to others.
- 377 Written assignments demonstrate thoroughness of research. All students' critical analysis is sensitive and mature.

Shortcomings

- 378 There are no significant shortcomings.

School's response to the inspection

We are delighted that the inspection team has recognised that Ysgol Gyfun Llanhari provides learning experiences and support and guidance of outstanding quality to its learners and that the school gives good value for money.

The report also testifies that due to the good quality of teaching, the efficient use and management of resources under difficult conditions, the outstanding learning experiences and quality of care, support and guidance to learners, the school delivers good value for money.

We place great emphasis on offering pupils a variety of experiences and therefore we are delighted with the team's comments that the curriculum offered to pupils has outstanding features and that the provision for learners' personal, social, moral, spiritual and cultural development is also outstanding.

We would like to thank Mr Gwyn Thomas and his team for their professionalism and their friendliness during the inspection.

We accept the report and its recommendations as a firm basis for further development in a period of considerable change in the school's history.

Appendix 1

Basic information about the school

Name of school	Ysgol Gyfun Llanhari
School type	Secondary
Age range of pupils	11-18
Address of school	Llanhari Pontyclun Rhondda Cynon Taf
Postcode	CF72 9XE
Telephone number	01443 237824

Headteacher	Mr Meirion Stephens
Date of appointment	January 2008
Chair of governors	Mrs Pauline Harrison
Reporting inspector	Mr William Gwyn Thomas
Dates of inspection	4-7 May 2010

Appendix 2

School data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	78	68	145	146	162	125	59	783

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	44	12	48.8

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	15:1
Pupil: adult (fte) ratio in special classes	-
Average teaching group size	20.5
Overall contact ratio (percentage)	73%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole school
Term 1	92.1	89.6	88.8	90.1	96.5	81.0	89.5	90.6
Term 2	93.5	91.1	89.9	92.5	93.5	91.0	84.7	91.3
Term 3	93.5	94.4	91.5	91.3	92.2	90.8	78.5	90.9

Percentage of pupils entitled to free school meals	8%
Number of pupils excluded during 12 months prior to inspection	31 temporary 0 permanent

Appendix 3

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

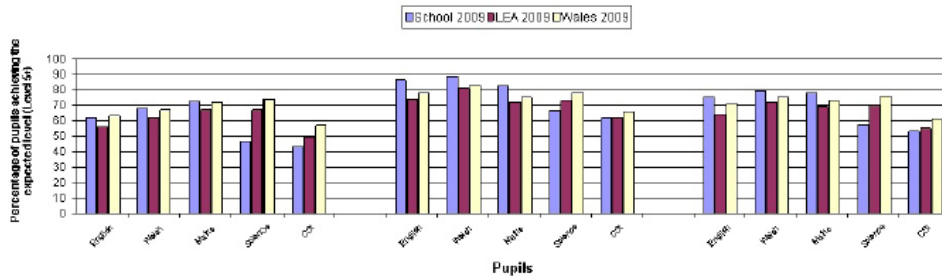
YSGOL GYFUN LLANHARI
Rhondda Cynon Taf

LEA/School no: 674/4088

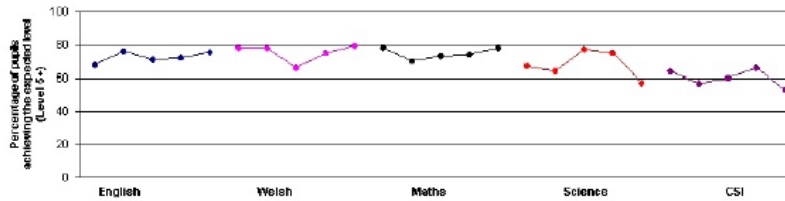
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 3

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

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	62	56	63	86	74	78	75	64	71
Welsh	68	62	67	89	81	83	79	72	75
Maths	72	67	72	83	72	75	78	69	73
Science	46	67	74	67	73	78	57	70	76
CSI	43	49	57	62	62	66	53	55	61



School Performance over time (2005 - 2009)



Contextual Information

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

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

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

Free School Meal Group

More than or equal to 10 per cent and up to 15 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		70		74	75	79	
Welsh		67		77	79	81	
Maths		73		78		81	
Science		57		80		82	
CSI		53	60	66		71	

Notes:

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

Report by William Gwyn Thomas
Ysgol Gyfun Llanhari, 04/05/10

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

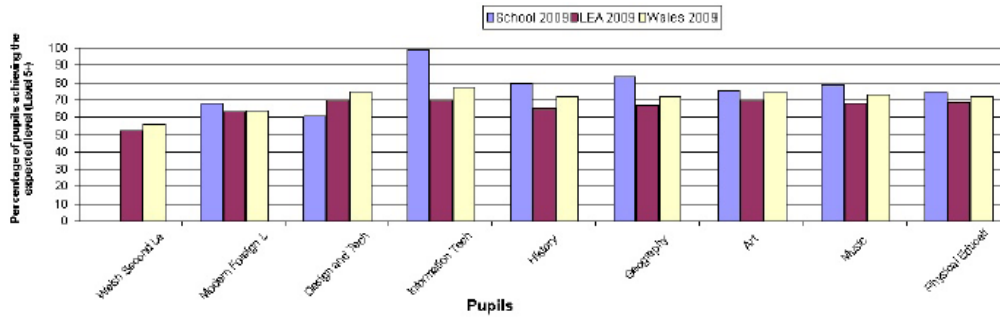
YSGOL GYFUN LLANHARI
Rhondda Cynon Taf

LEA/School no: 674/4088

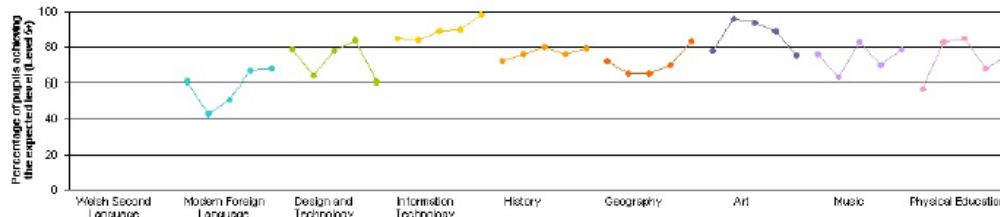
School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 3

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

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
Welsh Second Language	.	43	46	.	63	66	.	52	56
Modern Foreign Language	62	55	55	73	72	73	68	63	64
Design and Technology	35	62	68	83	79	83	61	70	75
Information Technology	97	63	72	100	78	83	99	70	77
History	65	57	66	91	73	78	79	65	72
Geography	72	61	67	93	73	77	83	67	72
Art	52	59	66	95	82	85	75	70	75
Music	67	59	66	89	77	81	79	68	73
Physical Education	81	69	72	69	69	72	75	69	72



School Performance over time (2005 - 2009)



Contextual Information

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

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

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

Free School Meal Group

More than or equal to 10 per cent and up to 15 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
Welsh Second Language		50		61		71	
Modern Foreign Language		61		68		75	
Design and Technology	61	73		80		85	
Information Technology		78		83		86	99
History		72		76	79	80	
Geography		74		79		83	
Art	75	76		83		89	
Music		72		76	79	83	
Physical Education		68	75	76		82	

Notes:

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

Pupils aged 15

Number of pupils aged 15 who were on roll in January 2009 : 196

Percentage of pupils aged 15 who :

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average wider points score per pupil
School 2008/09	99	91	58	44	42	371
LEA Area 2008/09	98	87	57	41	40	372
Wales 2008/09	99	88	61	47	46	379
School 07/08/09	98	89	55	..	40	354
School 06/07/08	..	..	..	..	38	355

Number of boys aged 15 who were on roll in January 2009 : 97

Percentage of boys aged 15 who :

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average wider points score per pupil
School 2008/09	99	91	53	44	41	346
LEA Area 2008/09	98	84	51	37	37	350
Wales 2008/09	98	86	55	43	43	357
School 07/08/09	97	89	49	..	39	330
School 06/07/08	..	..	..	..	38	330

Number of girls aged 15 who were on roll in January 2009 : 99

Percentage of girls aged 15 who :

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average wider points score per pupil
School 2008/09	100	92	63	44	42	395
LEA Area 2008/09	99	90	63	44	43	395
Wales 2008/09	99	91	66	51	50	401
School 07/08/09	99	90	60	..	40	380
School 06/07/08	..	..	..	..	39	380

YSGOL GYFUN LLANHARI

SSSP

Summary of Secondary School Performance (1)

LEA/School No. 674/4088

Pupils aged 15

	Percentage of pupils aged 15 who :		Percentage of boys aged 15 who :		Percentage of girls aged 15 who :	
	achieved one or more ELQ (3) only	Left full time education without a qualification (4)	achieved one or more ELQ (3) only	Left full time education without a qualification (4)	achieved one or more ELQ (3) only	Left full time education without a qualification (4)
School 2008/09	1	0.0	1	0.0	0	0.0
LEA Area 2008/09	3	1.2	4	1.2	2	1.3
Wales 2008/09	2	0.9	3	1.0	1	0.8
School 07/08/09	1	..	1	..	0	..
School 06/07/08	0	..	1	..	0	..

Pupils aged 17

	Number of pupils aged 17 who were on roll in January 2009 : 80		Number of boys aged 17 who were on roll in January 2009 : 42		Number of girls aged 17 who were on roll in January 2009 : 38	
	Percentage of 17 year old pupils entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17	Percentage of 17 year old pupils entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17	Percentage of 17 year old pupils entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17
School 2008/09	96	671	92	655	100	688
LEA Area 2008/09	96	642	93	624	98	657
Wales 2008/09	96	688	95	656	97	715
School 07/08/09	..	635	..	594	..	665
School 06/07/08	..	..	..	..	..	..

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

YSGOL GYFUN LLANHARI
School Type: Comprehensive 11-18
Linguistic Delivery: Welsh medium

LEA/School No. 674/4088

Number of SEN Unit/Special Classes: 0

Number of Pupils on Roll in NCY 11: 195

Percentage of compulsory school age pupils eligible for FSM 2008/09: 10.1

Percentage of compulsory school age pupils eligible for FSM 07/08/09: 11.3

Percentage of compulsory school age pupils on SEN register: 12.6

Percentage of 15 year old pupils on SEN register: 7.7

Level of Welsh Bacallaureate Offered:

		Pilot	Pilot	Pilot
Advanced for Post-16 Pupils	Intermediate for post-16 Pupils	Foundation for post-16 Pupils	Intermediate for pre-16 Pupils	Foundation for pre-16 Pupils

Welsh Bacallaureate Offered:

**Key Stage 4 free school meal benchmarking data for Ysgol Gyfun Llanhari (6744088)
(summary data)**

Free school meals (FSM) benchmarking group (a)	2007	2008	2009
Up to and including 10% of pupils of statutory school age eligible for FSM			
Over 10% and up to and including 15% of pupils of statutory school age eligible for FSM	13.4%	10.2%	11.3%
Over 15% and up to and including 20% of pupils of statutory school age eligible for FSM			
Over 20% and up to and including 30% of pupils of statutory school age eligible for FSM			
Over 30% of pupils of statutory school age eligible for FSM			

Source: Pupil Level Annual Schools' Census (PLASC)

(a) From 2009, a three-year average of these data is used to determine the free school meal benchmarking group for the school, and so these data are presented as a three-year average from that point (i.e. by taking the data for the current year, and also the two years prior in deriving the figure).

Summary of positions within the relevant FSM benchmarking group for each achievement (a)

Subject	2007	2008	2009
Percentage of 15 year olds achieving the level 2 threshold including English/Welsh and Maths	.	4	4
Percentage of 15 year olds achieving the level 2 threshold	3	4	4
Percentage of 15 year olds achieving the level 1 threshold	4	3	3
Percentage of 15 year olds achieving the Core Subject Indicator	3	4	4
Average wider points score across all subjects	3	4	3
Percentage of 15 year olds achieving a level 2 qualification in English	3	4	4
Percentage of entrants achieving a level 2 qualification in Welsh as First Language (b)	1	2	1
Percentage of 15 year olds achieving a level 2 qualification in Mathematics	3	4	4
Percentage of 15 year olds achieving a level 2 qualification in Science	4	4	4

Absence data (a):

Percentage of half-day sessions missed due to absence	3	3	3
---	---	---	---

Sources: Pupil Examination Performance Information and Pupil Level Annual Schools' Census (PLASC)

(a) A rating of 1 means that school's position is within the highest 25% of schools in the relevant benchmarking group.

A rating of 2 means that school's position is within the highest 50%, but not the highest 25% of schools in the relevant benchmarking group.

A rating of 3 means that school's position is within the lowest 50%, but not the lowest 25% of schools in the relevant benchmarking group.

A rating of 4 means that school's position is within the lowest 25% of schools in the relevant benchmarking group.

This system applies to both subject performance and absence. A rating of 1 indicates above average performance and also above average absence within the relevant benchmarking group, while a rating of 4 indicates below average levels of each indicator.

(b) For Welsh as First Language, the position is determined with reference to ALL relevant schools rather than just those in the benchmarking group.

The symbol "." means that data are not applicable.

The symbol "~" means that data are not available until late 2009.

Appendix 4

Evidence base of the inspection

Inspectors spent a total of 42 days in the school and were joined by the school's deputy headteacher as nominee. They held a meeting before the inspection.

During the inspection, inspectors visited:

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

Members of the inspection team met with:

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

The team also considered:

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

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
William Gwyn Thomas Registered Inspector	Context, Summary, Recommendations, Appendix Key Questions 1 and 5
Gwynoro Jones Lay Inspector	Key Question 7
Dylan Gwyer Roberts	Key Question 2
Delyth Williams	Key Question 3
Glyn Griffiths	Key Question 4
Glyn Davies	Key Question 6
Peredur Francis	Mathematics
David Hughes	Science
Zac Davies	Drama
Huw Llewelyn	Geography
Bethan Whittal	History
Martyn S Williams	Modern foreign languages
Emyr Wyn Roberts	Support for all key questions
Aaron Bayley	Peer Assessor
Rhian Phillips	Nominee

Acknowledgement

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

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