

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**Ysgol Uwchradd Tywyn  
Station Road  
Tywyn  
LL36 9EU**

**School Number: 6614032**

**Date of Inspection: 06/03/06**

**by**

**Gareth Wyn Roberts  
17166**

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- \* primary schools;
- \* secondary schools;
- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult and community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
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Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gsi.gov.uk](mailto:publications@estyn.gsi.gov.uk)

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Ysgol Uwchradd Tywyn 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 Uwchradd Tywyn took place between 06/03/06 and 10/03/06. An independent team of inspectors, led by Gareth Wyn Roberts undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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## Context

### The nature of the provider

1. Ysgol Uwchradd Tywyn is a community comprehensive naturally bilingual school for 11 – 16 year old pupils, maintained by the Gwynedd Unitary Authority's Local Education Authority. It has 487 pupils. The number of pupils has increased since the last inspection and it is envisaged that numbers will continue to increase gradually for the next couple of years before going down again.
2. The school is located near the station in the seaside town of Tywyn, in the south west of Gwynedd. Around two thirds of pupils come from the school's catchment area which includes Tywyn itself and the surrounding rural villages and outlying areas. Around one third of the pupils come from outside the catchment area; the vast majority come from other areas within Gwynedd but a few live in Powys. The number of latecomers to the area is significant. The vast majority of pupils come from areas which are neither prosperous nor socially or economically disadvantaged. Nine percent of pupils are registered as being entitled to free school meals. Almost all pupils belong to the white ethnic group. No pupil is given extra support to learn English as an additional language. The local authority cares for six pupils.
3. The school accepts pupils from the full ability range. Nineteen pupils (around 4%) have a statement of special educational needs. This is slightly higher than the national percentage (3.4%). The National Curriculum has been modified for five pupils who have statements of special educational needs. A further three pupils have been disapplied from National Curriculum requirements. In addition, there are 53 pupils (11%) on the "school action" and "school action plus" stages of the code of practice for pupils with special educational needs.
4. Twenty one point five percent of pupils come from homes where Welsh is the main language and 78% from homes where English is generally spoken. Sixty three per cent of pupils follow lessons in Welsh as a first language. The school's main medium of education is English but there is some teaching through the medium of Welsh in a number of subjects,
5. The school was previously inspected during the Autumn Term, 1999. In March 2006, the school had a 'standard' inspection where six subjects were inspected. The current head teacher was appointed to her post in September 1996.
6. A local business provides an engineering education service for key stage 4 pupils.

<b>The school's priorities and targets</b>
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7. The school's main priorities for 2005 – 2008 are the following:
- a) to continue to raise academic standards at all levels for all pupils;
  - b) to develop a Welsh ethos and create opportunities to use the language;
  - c) to develop pupils' basic skills;
  - d) to review performance management;
  - e) to develop opportunities in every department for pupils to assess their own work;
  - f) to improve links with external agencies;
  - g) to ensure that self evaluation is on-going and is reviewed at the beginning and the end of the school year;
  - h) to decide on a formula for restructuring the workforce;
  - i) to respond to curricular changes and develop opportunities to extend pupils' experiences.
8. The school's quantitative targets for 2006 are as follows:

<b>Key Stage 3 Indicators</b>	<b>Percentage level 5 or above</b>
Welsh	71.9
English	75
Mathematics	74
Science	79.3
Core subject indicator	62

<b>Key Stage 4 Indicators</b>	<b>Percentage gaining qualification</b>
5 GCSE subjects at grades A*-C	86
5 GCSE subjects at grades A*-G	98
Core subject indicator	61
Percentage leaving school without a qualification	0
Percentage unauthorised absences	0.1

## Summary

9. Ysgol Uwchradd Tywyn is a good school and it has a large number of outstanding features which include the:
- very good quality of external test, assessment and examination results;
  - quality of the school curriculum in general;
  - civilised ethos;
  - quality of care and guidance all the members of staff offer to pupils;
  - quality of the head teacher's leadership;
  - quality of the school's self-evaluation system.
10. The school has responded well to the key issues noted in the 1999 inspection report. The inspection team agrees with the majority of judgements made by the school in its self-evaluation report but has awarded two key questions a higher grade.

### Table of grades awarded

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

### Standards

11. Grades awarded for standards in the subjects specifically inspected are as follows:

Subject	Key stage 3	Key stage 4
Welsh (first language)	3	3
English	1	2
Mathematics	2	2
Information technology	2	2
Modern foreign languages	2	2
Geography	2	2

12. On combining the above subjects, the standard of achievement percentages in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	57%	28%	0%	0%

13. Most of the grade 3 standards observed were in Welsh (first language) lessons.
14. This is a positive picture. These figures are higher than the target set by the Welsh Assembly Government for the whole of Wales in 2007 which requires standards in 65% of lessons to be a grade 2 or better.
15. Pupils with special educational needs achieve good standards.

### The quality of external test and examination results

16. The quality of the school's results in tests, statutory assessments and examinations is an outstanding feature. The quality of key stage 3 results has been very good for a number of years. When the school's results are compared with those of schools with similar numbers of pupils entitled to free school meals, they are often in the highest quartile for those schools.
17. The quality of key stage 4 results has also been very good for a number of years. They are better or far better than national and county results according to the usual indicators. When the school's results are compared with those of schools with similar percentages of pupils entitled to free school meals, the results are consistently as good as or above the median for similar schools.

### Standards in the key skills, the wider key skills and other personal skills

18. The following table shows the pupils' standards in the key skills and the wider key skills. Where appropriate, in communication, different grades are noted for English (E) and Welsh (W).

Key Skill / Wider Key Skill	Key stage 3	Key stage 4
Speaking and listening	(E) 2 (W)3	(E)2 (W)3
Reading	(E) 2 (W)3	(E)2 (W)3
Writing	(E)2 (W)3	(E)2 (W)3
Numeracy / Application of number	2	2
Information and Communication Technology	2	3
Problem solving	2	2
Improving their own learning	2	2
Working together	1	1

19. The pupils' bilingual competence has some strong features but there are also weaknesses. Standards in English are good. A high percentage of the cohort (63%) studies Welsh as a first language and this is a positive feature. The remainder successfully follow a Welsh as a second language course. However, the pupils do not transfer their linguistic skills from one language to the other to any obvious extent. This is mainly because there are few formal or informal opportunities to do this in the life and work of the school.
20. The progress pupils make in their learning is good. Pupils of all abilities acquire new knowledge and skills. They understand what they need to do in order to improve and develop a high level of independence in their work. They develop good creative, personal, social and learning skills.
21. Pupils with special educational needs make good progress as do those pupils who receive extra support to improve their basic numeracy and literacy skills.
22. The pupils display positive attitudes towards learning, concentrate well and persevere with their work. They respect the views and beliefs of others, including those of people who are different from themselves.
23. The school is an organised and civilised community and pupils respect their teachers and are polite to visitors. Pupils behave well in lessons and around the school.
24. Attendance levels at 92.8% for the three terms prior to the inspection are above the target set for pupils by the Welsh Assembly Government. Pupils arrive punctually.

### **The quality of education and training**

25. The quality of teaching in the six subjects specifically inspected is as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
20%	60%	20%	0%	0%

26. The quality of teaching in lessons in the other subjects observed by inspectors is as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
14%	81%	5%	0%	0%

27. Both tables show that teaching standards are well above the Welsh Assembly Government's target for 2007 which requires that 65% of the teaching in lessons should be either a grade 1 or 2.

28. In the vast majority of lessons, teachers encourage pupils to take an active role in assessing their own strengths and weaknesses, analysing the key skills they are acquiring and learning how these will become lifelong learning tools.
29. In the best lessons, some of the outstanding features of the teaching are:
- the use of well timed introductions which immediately engage and then maintain pupils' interest;
  - the sharing of aims, objectives and criteria for success in a meaningful way;
  - the inclusion of a range of tasks and skills of appropriate length which are seamlessly interwoven into enjoyable and challenging lessons;
30. Some features of lessons where the teaching is good include:
- skilful and appropriate use of the interactive whiteboards;
  - ascertaining pupils' previous knowledge and reinforcing subtly , as appropriate;
  - challenging but realistic tasks;
31. In grade 3 lessons where many good features outweigh shortcomings, some of the following shortcomings were observed:
- lack of appropriate pace and lessons becoming monotonous because of a limited range of tasks;
  - asking closed questions and not encouraging pupils to expand on their ideas and supporting them with evidence;
  - missing opportunities to develop new skills and an in depth understanding of concepts;
  - bad timing resulting in an inappropriate balance of tasks and activities;
  - average expectations .
32. Teachers' relationships with their pupils are very good across and within most departments. In general, teachers' subject knowledge is good across the school. They plan their lessons well and usually set appropriate homework.
33. Some teachers teach bilingually and succeed in ensuring that all pupils understand and can contribute to discussions in either Welsh or English. These teachers encourage the minority of pupils who communicate naturally in Welsh, and others who have reached an appropriate level, to communicate through the medium of Welsh. Some bilingual resources are provided in the subjects taught through the medium of Welsh. Teachers ensure that pupils understand key terms in both languages.

34. The partnership between teachers and learning support tutors has developed immensely since the last inspection. The relationship between the tutors and the teachers is one of the school's strengths.
35. The school meets statutory and examination board requirements for assessment in key stage 3 and key stage 4.
36. The systems for tracking pupil progress are well organised and clear. There is a close link between subject departments and year and form tutors. Various relevant and effective methods are used to target pupils who underachieve. Pupils' self-assessment skills are very good in a number of subjects and peer marking and teaching are also commonly practiced in some subjects.
37. Teachers write helpful comments on pupils' work, explaining how it can be improved. It is also common practice to set targets for the pupils. The standard of marking, however, is variable within and across departments.
38. Reports are hand written and personal. The school provides teachers with guidelines so that the format is similar in all subjects.
39. Comments in some subjects are extremely analytical, detailed and helpful whereas others are not so specific. Parents appreciate the annual reports they receive.

### **The pupils' learning experiences**

40. The curriculum provides for all pupils and satisfies legal requirements for pupils of statutory school age. All pupils are afforded full access to the curriculum regardless of their educational needs.
41. The school offers a broad and balanced range of subjects. The curriculum is enriched in key stage 4 through the inclusion of an outstanding variety of subject options which include traditional subjects and also subjects of a vocational or practical nature.
42. The school ensures that there is continuity and progression between school years and across key stages. The school has strong curricular links with the primary schools to ease the pupils' transition to secondary education.
43. The school makes good provision to develop pupils' basic and key skills. It has now been awarded the Basic Skills' Agency Quality Mark for the third time.
44. The extra curricular activities' provision made by the school is outstanding. It makes a very substantial contribution to broadening and enriching pupils' experiences. A very wide range of activities are provided on site and beyond in Wales and internationally. After school sessions are prepared by teachers and the learning support team to help pupils and to offer them further experiences. The arrangements the school makes for the Duke of Edinburgh Award Scheme are outstanding.

45. The school has established a good partnership with the pupils' parents as individuals, the governors and the Parents', Teachers' and Friends' Association. The school's relationship with the community is outstanding and both benefit substantially from the close relationship. This is obviously one of the schools' strengths. The links with businesses and local specialists in their fields enrich the classroom learning experiences in a number of subjects.
46. The wide range of learning experiences provided by the school for all its pupils, on a curricular and extra curricular basis, reflect national priorities and set firm foundations for lifelong learning.

### **The support given to pupils**

47. The senior managers, teachers and support staff are dedicated to providing the highest standard of care for the pupils. They co-operate very effectively with external agencies. As a result, the quality of care, support and assistance to pupils is an outstanding feature and one of this school's particular characteristics.
48. The year and class tutors fulfil their duties effectively as they monitor the progress, wellbeing and behaviour of the pupils in their care.
49. The school provides good information about all the opportunities available and unbiased guidance so that year 9 and year 11 pupils can select the course which is appropriate for them.
50. The induction course for new pupils is very good. The school prefects in year 11 have a prominent and valuable role to play in supporting other pupils in the school.
51. The school provides appropriate information and advice to help pupils to make appropriate career choices. The School Council makes an active and positive contribution to the life of the school.
52. A special characteristic of this school is the willingness of staff to offer pupils support and opportunities outside official school hours.
53. The quality of the provision for pupils' special educational needs has many outstanding features.
54. The quality of the provision for equal opportunities also has a large number of outstanding features. The school recognises the pupils' varied social backgrounds and provides them with a broad and flexible curriculum.
55. The pastoral system and the school's tradition encourage all the pupils to have high expectations in their work and leisure activities. The school frequently praises the successes of individual pupils.

56. The school creates a climate where no discrimination or unpleasant behaviour will be tolerated and it ensures fair play for all its pupils. The vast majority of parents and pupils are confident that the school would respond without delay to any instance of discrimination or unfair treatment.

### **Leadership and management**

57. The head teacher offers the school outstanding leadership. She has a clear vision and extensive experience to guide the school effectively. She is highly respected by her colleagues, the governors and pupils.
58. As a result of recent appointments, a new management team has been established and the members complement one another as regards skills, background and experience. They co-operate effectively with the head teacher to set a clear direction for the school, to promote its values and to ensure the smooth day to day running of the school. Pupil welfare is at the core of the management team's work. It is working ever more effectively to ensure that departments evaluate their work, analyse data and plan in detail to ensure pupil welfare.
59. The management team, heads of departments, year tutors and others promote equality for all and this is reflected in the school's work.
60. There was some delay in setting quantitative targets in line with local education authority and Welsh Assembly Government requirements this year. However, there are clear and effective procedures to analyse assessment results' data throughout the school.
61. The school pays good attention to improving the performance of individual members of staff. Through the Performance Management process and the management team's links with departments, the staff's training requirements are recognised and all members of staff are offered opportunities to attend appropriate in-service training to meet their needs.
62. The governing body contributes well to the school's leadership. The governors are very supportive of the school and work in close conjunction with staff in performing their duties. The governors possess good knowledge to enable them, in consultation with staff, to participate actively in discussions about the school's strategic development. The governors have ensured that the school meets statutory requirements. The members participated very fully in the school's self-evaluation process.

### **The quality of self-evaluation**

63. The detailed self-evaluation and the manner in which it is interwoven with the school development plan and the subsequent co-operation between all the school's stakeholders is an outstanding feature.
64. The school's self-evaluation report analyses the school's strengths and shortcomings correctly and thoroughly. The school has analysed the strengths and shortcomings of the different aspects of key questions in an analytical and fair manner.
65. All those matters requiring attention are included in the self-evaluation document and are directly linked to the school development plan. This is an outstanding feature.
66. The school's detailed self-evaluation strategy has been firmly based on direct observation of pupils' work, lesson observation and detailed analysis of data. In addition, the report notes responsibilities, an appropriate timetable and the tasks that need to be addressed in order to improve the school. All these combined are an outstanding feature.
67. There are very clear expectations of all departments as regards implementing self-evaluation processes. Every department must respond in detail to matters requiring attention in their own subjects and also to some whole school matters.
68. The school development plan is a very effective working document which includes the school's intentions over a three year period. It notes priorities concisely and correctly.
69. The departmental development plans correspond closely to the whole school development plan. They concentrate on detailed strategies to improve standards and the quality of learning and teaching within departments. They also contribute to whole school objectives in the short and long term.
70. The school provides sufficient finance and resources to support and implement the main priorities.
71. The school has responded well to the key issues identified in the previous inspection.

### **Staffing, resources and accommodation**

72. The school has an adequate number of staff to meet curricular needs and the vast majority of the teachers have qualifications that correspond to the areas they teach. In the exceptional circumstances when teachers teach outside their own specialty, they are given appropriate support and it does not affect the pupils' achievements in the subject. In a number of subjects, the school has difficulties recruiting teachers who are able to teach through the medium of Welsh.

73. The administrative, ancillary, and technical staff, the learning support tutors and the resource centre manager make an effective contribution towards the smooth running of the school, as well as contributing to the teaching and learning.
74. The professional development of all the staff is good and in line with the expectations of the Performance Management system, the school development plan and individual teachers' needs.
75. The school makes outstanding use of the learning support tutors in a number of activities to assist and promote pupils' learning.
76. There are good resources for teaching all the subjects of the National Curriculum. There is no significant shortcoming. Every teacher makes good use of the resources available. The school has invested heavily over the years in computer equipment and interactive whiteboards. The school has decided not to install expensive equipment in some classrooms because of the condition of the accommodation.
77. The quality of the accommodation is very varied. Classrooms situated in a new, modern block are outstanding. The physical education department makes extensive use of the all weather pitch, the swimming pool and fitness facilities at the nearby leisure centre.
78. A number of departments are located in mobile classrooms and some of them are in poor condition.
79. On the whole, the fabric of the building is sound but a number of features need to be renewed.
80. The music department and one section of the art department are located in the building which was severely criticised during the last inspection. Two of the three floors cannot be used for safety reasons. There is no point in the school investing in music hardware or software because of the damp conditions. As a result of the shortcomings in this building, the motivation of some pupils suffers. The school is fully aware of this unfavourable situation which is beyond its ability to rectify without external assistance.
81. There are colourful displays in classrooms and corridors which celebrate success and promote and motivate learning. The school is kept clean and tidy inside. The same is true of the hard surfaced and green areas.
82. On the basis of this positive picture as regards the quality of external test and examination results, standards in class, the quality of teaching and the dedication of staff, the school provides good value for money.

## Recommendations

- R1 maintain the outstanding and good standards and raise standards in Welsh (first language);
- R2 disseminate outstanding and good teaching throughout the school.\*
- R3 promote the use of the Welsh language in all aspects of the school's life:\*
- R4 continue in its efforts to ensure safe and appropriate accommodation;\*
- R5 attend to the few health and safety issues which were drawn to the school's attention during the week of the inspection.\*

\*The school development plan for 2005- 2006 or the self- evaluation document include action points to deal with these recommendations.

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

## Standards

### Key Question 1: How well do learners achieve?

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

83. This grade corresponds to the grade the school awarded this key question in its self evaluation report.

#### Standards

84. The following are the grades awarded for standards in the subjects specifically inspected:

Subject	Key stage 3	Key stage 4
Welsh (first language)	3	3
English	1	2
Mathematics	2	2
Information technology	2	2
Modern foreign languages	2	2
Geography	2	2

85. On combining the above subjects, the standards of achievement percentages in the lessons are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
15%	57%	28%	0%	0%

86. Most of the grade 3 standards observed were in Welsh (first language) lessons. This is a positive picture. These figures are higher than the target set by the Welsh Assembly Government for the whole of Wales in 2007 which requires that standards in 65% of lessons are a grade 2 or better.

#### The quality of external test and examination results

87. The quality of the school's results in tests, statutory assessments and examinations is an outstanding feature. The quality of key stage 3 results has been very good for a number of years. When the school's results are compared with those of schools with similar percentages of pupils entitled to free school meals, they are often in the highest quartile. In mathematics, science and English, the results are better or far better than those of the county and national results. Results in Welsh are not as good as results within the county. The percentage of pupils achieving the core subject indicator of 72.6% in 2005, places the school above the median for similar schools throughout Wales.

88. The quality of key stage 4 results have also been very good for a number of years. They are better or far better than national and county results according to the usual indicators. When the school's results are compared with those of schools with similar percentages of pupils entitled to free school meals, the results are consistently as good as or above the median for similar schools.
89. In 2005, the percentage of pupils achieving grades A\*-C, at 71.3%, placed the school above the median for similar schools. The school's results between 2002 and 2005 placed the school in the highest quartile for comparable schools. Over the same period, the percentage of pupils gaining A\*-G grades in five or more subjects, or a similar qualification in at least one subject, placed the school in the highest quartile for similar schools. The percentage of pupils achieving the core subject indicator (54% in 2005 and 57% over the 2003-2005 period) is above the median for similar schools. The fact that no pupil left school in 2005 without at least one GCSE qualification is outstanding.

### Standards in the key skills, the wider key skills and other personal skills

90. The following table shows the pupils' standards in the key skills and the wider key skills. Where appropriate, in communication, different grades are noted for English (E) and Welsh (W).

Key Skill / Wider Key Skill	Key stage 3	Key stage 4
Speaking and listening	(E) 2 (W)3	(E)2 (W)3
Reading	(E) 2 (W)3	(E)2 (W)3
Writing	(E)2 (W)3	(E)2 (W)3
Numeracy	2	2
Information and Communication Technology	2	3
Problem solving	2	2
Improving their own learning	2	2
Working together	1	1

91. The standard of the pupils' oral expression in English is good but, in Welsh, there are good features and some shortcomings. In English, the pupils speak confidently; they are skilful at questioning and respond at length orally. The pupils listen well to each other and to their teachers. The standards of reading and writing are good in English throughout the school. Whilst the most able pupils speak, read and write well in Welsh, incorrect grammar and expression are more prevalent in the oral and written work of pupils who are less confident in Welsh.
92. The standards of pupils' work in measuring, estimating and applying mathematics are good. The quality of mental work is also good.

93. The standard of information presentation and internet research skills are good throughout the school. The standards of modelling and data handling are good at key stage 3. Pupils at key stage 4 retain these high level skills but the pupils who do not study information technology as a subject do not extend and apply all their skills further.
94. The pupils' standards are good in problem solving and they show outstanding ability to work together. They have a good idea how to improve their own learning. The high standards in the three wider key skills make a substantial contribution to the skills pupils require for lifelong learning.

### **The standard of pupils' bilingual competence**

95. The pupils' bilingual competence displays some positive features but there are also weaknesses. Standards in English are good. A high percentage of the cohort (63%) study Welsh as a first language and this is a positive feature. The remainder successfully follow Welsh as a second language. However, the pupils do not transfer their linguistic skills from one language to the other to any obvious extent. This is mainly because there are few formal or informal opportunities to do this in the life and work of the school.

### **Pupils' standards of achievement**

96. Pupils of all abilities achieve good standards regardless of gender, social or linguistic background. The standards achieved by pupils with special educational needs are good. Gifted and talented pupils become high achievers.

### **Pupils' progress in learning**

97. The progress pupils make in their learning is good. Pupils of all abilities acquire new knowledge and skills. They understand what they need to do in order to improve and develop a high level of independence in their work. They develop good creative, personal, social and learning skills. All these skills prepare them for post 16 education or the world of work.
98. Pupils are very aware of their levels of achievement in the subjects. They acquire a good grasp of their achievements following teachers' assessments and they are aware of criteria for assessments and external examinations. Pupils are often given targets for improving their work. They also set their own personal targets.
99. Pupils with special educational needs make good progress as do those pupils who receive extra support to improve their basic numeracy and literacy skills.

100. The pupils display positive attitudes towards learning, concentrate well and persevere with their work. They show respect towards the opinions and beliefs of others and towards the views of people who are different from them.
101. The school is an organised and civilised community and pupils respect their teachers and are polite to visitors. Pupils behave well in lessons and around the school.
102. Attendance levels at 92.8% for the three terms prior to the inspection are above the target the Welsh Assembly Government sets for secondary schools. The percentage is higher than the national average. There are no significant differences between the attendances of different cohorts and school years.
103. With rare exceptions, pupils arrive at school punctually. Absences resulting from parents taking their children on holiday during the school term affect preparations for external examinations.
104. Pupils' awareness of the world of work is good. The school achieves this well in various ways, including personal and social education lessons, business studies, design and technology and electronics courses and through careers' advice and the work experience arrangements made by the school.
105. Pupils perform well as they extend their understanding of their own local community and national and international communities.

## The quality of education and training

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

#### Grade 2: Good features and no significant shortcomings

106. This grade corresponds to the grade the school awarded this key question in its self-evaluation report.

#### How well does the teaching and assessment meet learners' needs?

107. Two thirds of the lessons observed were in the six subjects being specifically inspected. The quality of teaching in those subjects is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	60%	20%	0%	0%

108. The quality of teaching in the lessons observed in other subjects by inspectors is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	81%	5%	0%	0%

109. Both tables show that teaching standards are well above the Welsh Assembly Government's target for 2007 which requires that 65% of the teaching in lessons should be either a grade 1 or 2.

110. In the vast majority of lessons, teachers encourage pupils to take an active role in assessing their own strengths and weaknesses, analysing the key skills they are acquiring and learning how these will become lifelong learning tools.

111. In the best lessons, some of the outstanding features of the teaching are :

- the use of well timed introductions which immediately engage and maintain pupils' interest;
- the sharing of aims, objectives and criteria for success in a meaningful way;
- the inclusion of a range of tasks and skills of appropriate length which are seamlessly interwoven into enjoyable and challenging lessons;
- incisive questioning which encourages and empowers pupils of all abilities and ensures that they remain focussed throughout the lesson thus developing an appropriate depth of understanding;
- any potential problems being anticipated and dealt with unobtrusively as a result of outstanding pupil teacher relationships.

112. Features of lessons where the teaching is good include:
- skilful and appropriate use of the interactive whiteboards;
  - ascertaining pupils' previous knowledge and reinforcing subtly , as appropriate;
  - challenging but realistic tasks;
  - encouraging pupils to develop their thinking skills;
  - using peer marking as a diagnostic tool and as a means of increasing pupil awareness of requirements;
  - using appropriate strategies to target certain groups of pupils, such as potential underachievers, to participate meaningfully in lessons.
113. In grade 3 lessons where good features outweigh shortcomings, some of the following shortcomings are evident:
- lack of appropriate pace and lessons becoming monotonous because of a limited range of tasks;
  - asking closed questions and not encouraging pupils to expand on their ideas and support them with evidence;
  - missing opportunities to develop new skills and in depth understanding;
  - bad timing resulting in an inappropriate balance of tasks and activities;
  - average expectations .
114. Teachers' relationships with their pupils are very good across and within most departments. Teachers show a high level of commitment to ensuring the success and wellbeing of their pupils. This is reflected in the teaching.
115. In general, teachers' subject knowledge is good across the school. They plan their lessons well and usually set appropriate homework. Most teachers plan opportunities for pair, group and whole class participation. Some departments occasionally plan whole year activities.
116. Ability setting is a feature of the teaching in the core subjects and this provides opportunities for teachers to set challenging tasks for the most able pupils and allows pupils with lower than average ability more time to assimilate subject related skills. However, teachers ensure that there are equal opportunities and equal access for all pupils by offering similar experiences and working in very close conjunction with their subject learning support tutor.
117. Some teachers teach bilingually and succeed in ensuring that all pupils understand and can contribute to discussions in either Welsh or English. These teachers encourage the minority of pupils who communicate naturally in Welsh, and others who have reached an appropriate level, to communicate through the medium of Welsh. Some bilingual resources are provided in the subjects taught through the medium of Welsh. Teachers ensure that pupils understand key terms in both languages.

118. The partnership between teachers and learning support tutors has developed immensely since the last inspection. The support tutors develop expertise in a particular core subject but occasionally work with other subjects. The relationship between them and the teachers is one of the school's strengths. They work together very effectively to provide support for particular pupils with special educational needs. In order to ensure that no pupil becomes over dependent on others, the school encourages the learning support tutors to lend other individuals and groups some support.

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

119. The school meets statutory and examination board requirements for assessment in key stage 3 and key stage 4.
120. The systems for tracking pupil progress are well organised and clear. There is a close link between subject departments and year and form tutors. A member of the management team also monitors this system closely and is actively involved in the assessment process. Various relevant and effective methods are used to target pupils who underachieve. Parental involvement is sought when appropriate.
121. Pupils' self-assessment skills are very good in a number of subjects and peer marking and teaching are also commonly practiced in some subjects. The school is actively disseminating the examples of good practice to all departments.
122. Teachers mark pupils' work regularly and monitor self assessment and peer marking activities. School guidelines stipulate the setting and marking of a certain number of assessment tasks each year and pupil levels are recorded in all subjects.
123. Teachers write helpful comments on pupils' work. They explain how to improve the work. It is also common practice to set targets for the pupils. In the best examples, comments are analytical, appropriately selective and designed to meet the needs of individual pupils. Another feature of assessment at its best is the use teachers make of it to feed back into their lesson plans. The standard of marking, however, is variable within and across departments.
124. Reports are hand written and personal. The school provides teachers with guidelines so that the format is similar in all subjects.
125. Comments in some subjects are extremely analytical, detailed and helpful whereas others are not so specific. Pupils also contribute to their reports. This is good practice. Parents appreciate the annual reports they receive.

126. Other arrangements are made to inform parents of their children's progress through an interim report, the pupils' organiser and parents' evenings which are held annually for each school year. Pupils in year 9 receive an additional report informing their parents of the levels they achieved in the external statutory tests in core subjects and in teacher assessments at key stage 3, as is required by statute.
127. Pupils in years 10 and 11 work well on their progress file in personal and social education lessons and are able to track their progress and use their information and communication technology skills to enhance the presentation.
128. All departments analyse data on a regular basis. A number of departments conduct their own subject specific tests to validate external results and to increase their understanding of pupils' needs. The information feeds back into teaching, marking and assessment and allows the school to address special educational needs and other transient needs in a flexible and appropriate manner.

**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.**

129. The inspection team awarded the school a grade 1 for this key question. It is higher than the grade 2 the school awarded itself in its self evaluation report. The higher grade reflects the number of outstanding features in the learning experiences provided by the school.

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

130. The curriculum provides for all pupils and satisfies legal requirements for pupils of statutory school age. All pupils are afforded full access to the curriculum regardless of their educational needs. Each pupil is given the opportunity to gain an appropriate range of external qualifications. The school complies with the expectations in examination boards' specifications.
131. The school offers a broad and balanced range of subjects at key stage 3 and key stage 4 and allocates appropriate time for every subject. The curriculum is enriched in key stage 4 through the inclusion of an outstanding variety of subject options. The school's most able pupils are offered the opportunity to sit some GCSE examinations early. Options at key stage 4 include traditional subjects and also subjects of a vocational or practical nature such as leisure and tourism, astronomy, media and electronics. The school is flexible in its manner of providing for the needs of its pupils. Spanish is offered as an additional modern language through a distance learning course after school hours. The timetable is suspended once annually for year 7 to year 10 to hold an 'Opportunities Week'. The week offers a very broad programme of experiences which challenge pupils and enrich their experiences. The electronics course is arranged in conjunction with a local training agency. Some pupils follow an appropriate alternative curriculum which includes extended work experience.
132. The personal and social education provision is good and the comprehensive programme satisfies the requirements of the Personal and Social Education Framework.
133. The school ensures that there is continuity and progression between school years and across key stages. The school has strong curricular links with the primary schools to ease the pupils' transition to secondary education. One of the school's whole school self evaluation priorities is to improve the link with the further education sector.
134. The school makes good provision to develop pupils' basic and key skills. It has now been awarded the Basic Skills' Agency Quality Mark for the third time. The school's subject departments have incorporated the basic and key skills in their schemes of work and have signposted where they are relevant to specific lessons. However, these practices are not applied consistently throughout the school.

135. The extra curricular activities' provision made by the school is outstanding. It makes a very substantial contribution to broadening and enriching pupils' experiences. A very wide range of activities are provided on site and beyond in Wales and internationally.
136. After school sessions are prepared by teachers and the learning support team to help and assist pupils and to offer them further experiences. There is a breakfast club and a homework club as well as help for pupils who suffer from dyslexia. The school's resource centre records the homework details for years 7, 8 and 9 every day for the 'Helpline'. This is an arrangement whereby parents can confirm the homework details for their child's learning group.
137. The arrangements the school makes for the Duke of Edinburgh Award Scheme are outstanding.
138. The pupils' spiritual, moral, social and cultural development is good with outstanding features. The school is a happy and caring community.
139. The outstanding features include the following pupil characteristics:
- showing mature self-discipline and adopting values such as honesty and a sense of fair play;
  - undertaking responsibilities, taking sensitive action and working with others in an outstanding manner.
140. The good features include the fact that pupils:
- respect each other, the staff and the environment;
  - develop self confidence;
  - promote their spiritual development in a number of subjects, communal worship and the Christian Club;
  - are willing to help and show concern for others by raising money for local and national charities and good causes;
  - are aware of other cultures and respect diversity and other people's way of life.
141. There is a shortcoming in the quality of communal worship in some tutor groups as pupils are not given an opportunity to develop their understanding of spiritual issues nor to consider some of life's vital questions.
142. The provision for the three pupils who have been disapplied from the National Curriculum is appropriate.
143. The modification to the curriculum for five pupils reflects their special educational needs as specified in their statements.

144. The school has established a good partnership with the pupils' parents as individuals, the governors and the Parents, Teachers and Friends Association. The parents state that, on the whole, they are satisfied with the effectiveness of the school's communication and appreciate the school's efforts to experiment with new methods of communication. This partnership is reinforced by the 'Home School Agreement' which is concise, of good quality and reflects the school's values. The school handbook is clear and elucidates the school's philosophy, its ethos and its attitude towards an effective partnership with parents.
145. The school's links with the community are outstanding and both benefit substantially from the close relationship. This is obviously one of the schools' strengths. The school site is used for various activities and there is close co-operation between the school and a number of local organisations. The school's resource centre provides a typing, printing and collating service for chapels and local societies. A number of speakers from the community come into school to address the pupils about personal, social and environmental issues. The school receives sponsorship from a number of local businesses to conduct school projects and competitions for pupils.
146. There are very good links with the feeder primary schools and this ensures a smooth transition from one sector to the other. A programme of bridging visits from one sector to the other are arranged so that primary pupils can have taster sessions of secondary activities. The link between the school and the further education college is good despite the fact that one of the school's aims is to strengthen this link. Careers Wales reinforces this link effectively by means of the open days arranged for year 11 pupils at the further education college.

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

147. Good features outweigh shortcomings in the school's provision to promote bilingualism. Between 2001 and 2005 the percentage of year 7 pupils following the Welsh as a first language course has risen from 58% to 71%. In June 2005, 63% of all the school's pupils were following a Welsh as a first language programme of study although only just over 20% come from Welsh speaking homes. The provision for teaching Welsh as a second language is also good. However, the school offers formal opportunities to learn through the medium of Welsh in only some subjects. There is a shortage of staff who are sufficiently bilingual to teach through the medium of Welsh and this restricts the opportunities to extend the bilingual provision further.
148. The school provides equal opportunity and access for each pupil, responds appropriately to pupils who are socially disadvantaged and challenges any tendencies towards stereotyping. The parents lend the school very willing support in these matters.

149. The school is successful in raising awareness and understanding amongst pupils of global citizenship and some pupils travel to Japan and Morocco.
150. The school develops pupils' awareness of good practice as regards sustainability and this is reinforced on a daily basis as the school saves energy and recycles paper. Pupil volunteers for the Education for Sustainable Development and Global Citizenship project carried out research work at a local nature reserve. Some pupils attended a national conference on the changing world climate. The school has obtained the bronze award in the Green School project and it is working towards the silver level.
151. The school has received a healthy school award.
152. A number of subjects are relevant to the requirements of the world of work. Business studies provide opportunities for pupils to carry out an in-depth study of the requirements of running a company.
153. Links with local businesses and experts enrich classroom experiences in a number of departments. The school's teachers have a great deal of experience of working in industry. Sponsorship is received from business sources. Annual competitions are arranged in conjunction with the Rotary movement. Business people come into school to help senior pupils to improve their performance skills at interview.
154. The school develops the awareness of pupils of all ages of the features of entrepreneurship. In a workshop lasting a day, year 8 pupils formed and ran an imaginary company and year 9 pupils have designed and sold T-shirts.
155. Year 11 pupils raise substantial sums of money to pay the expenses of their visit to Morocco. They are imaginative and full of ideas. This includes producing and selling greetings cards, collecting rubbish and packing bags at a local supermarket. As a result, they became very familiar with the characteristics of entrepreneurship.
156. The wide range of learning experiences provided by the school for all its pupils, on a curricular and extra curricular basis, reflect national priorities and set firm foundations for lifelong learning.

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

### **Grade 1: Good with outstanding features**

157. This grade coincides with the judgement made by the school in its self evaluation report.

### **The quality of pupil care, support and guidance**

158. The senior managers, teachers and ancillary staff are dedicated to providing the highest standard of care for the pupils. They co-operate very effectively with external agencies. As a result, the quality of care, support and assistance to pupils is an outstanding feature and one of this school's special characteristics.

159. The school has a strong relationship with parents, the community and the Governors. The Parents and Friends of the School Association is particularly successful. The parents receive regular information about the life and work of the school. The telephone helpline gives parents information about homework on a daily basis. Parents are welcomed to school to discuss any concerns and they are regularly consulted by means of questionnaires to discover their views about different aspects of school life. They say that they are happy with the information that they receive and the care offered to their children. The school's Parents' Handbook is full of useful information and includes all statutory requirements.

160. The year and class tutors fulfil their duties effectively as they monitor the progress, wellbeing and behaviour of the pupils in their care.

161. The school provides good information about all the opportunities available and unbiased guidance which helps pupils to select the course which is appropriate for them at key stage 4. In addition, the school arranges visits to the local college of further education and ensures that it is possible for pupils to visit open days at schools over a wide geographical area which offer education for 16-18 year old students.

162. The induction course for new pupils is very good. Parents and pupils confirm this view.

163. The pupils selected to become school prefects in year 11 have a prominent and valuable role to play in supporting other pupils in the school.

164. The school provides appropriate information and advice to help pupils to make appropriate career choices.

165. The School Council actively contributes in a positive manner to the life of the school.

166. A special characteristic of this school is the willingness of staff to offer support and opportunities for pupils outside official school hours by means of:
- the breakfast club;
  - homework clubs;
  - the helpline;
  - extra-curricular activities.
167. The personal and social education programme is broad and complies with the ACCAC framework guidelines. External agencies, such as the school nurse and the police make key contributions in presenting the programme.
168. The school complies with statutory requirements as regards registration. Pupils' attendance and punctuality are carefully monitored. The school telephones the homes of a core group of pupils whose attendance causes concern. The Welfare Officer, who has a prominent role within the school, promotes the work effectively.
169. The school responds appropriately to pupils who misbehave. On the other hand, the school's pupil reward system has a positive impact on pupils' attitudes and behaviour.
170. The school has procedures which ensure that any pupil who has concerns about bullying is given opportunities to convey concerns safely. The school deals with any hint of bullying promptly. Parents and pupils confirm that there is no obvious bullying problem.
171. The school has received full accreditation from The Healthy Schools Scheme and this shows that the school values the health of pupils and staff highly and gives it high priority.
172. The school's careers co-ordinator implements the statutory careers' education framework appropriately. There is close co-operation between the school and Careers Wales and a careers' advisor visits the school once a week to advise pupils in years 9, 10 and 11. Units of work dealing with careers within personal and social education offer advice on subjects such as writing a CV and interview techniques. The school arranges appointments for every pupil and parent if they wish to have personal advice and guidance.
173. The school has a useful careers room which houses a library of prospectuses appertaining to establishments pupils transfer to at the end of year 11. There is also a small careers library in the school's resource centre, as well as a computer link and careers' advice on-line.
174. The school has good, relevant procedures to promote the health, safety and wellbeing of every pupil. Risk assessments appertaining to the school site and external visits are held. Fire extinguishers and electrical equipment are inspected regularly and several members of staff hold current first aid qualifications. There is a safe area for buses to embark and disembark pupils at the beginning and end of the school day and a member of staff supervises pupils who travel by train as they walk to the station.

175. All members of staff are very aware of procedures and protocol to protect pupils from abuse. The requirements have been discussed at staff meetings. The head teacher is in charge of supervising these arrangements and she performs the task conscientiously.

### **The quality of the provision for special educational needs**

176. The quality of the provision for pupils' special educational needs has many outstanding features which include:
- extended and efficient use of learning support tutors;
  - a very effective process for recognising pupils who need extra assistance;
  - outstanding support in the basic skills and across the curriculum during and after school hours;
  - outstanding use of key stage 4 pupils to mentor key stage 3 pupils educationally and emotionally;
  - very effective support to ensure that the behaviour of pupils with emotional problems does not impact upon other pupils' progress.
177. There are also a number of good features which include:
- making effective use of a computer program and reading with partners to develop literacy skills;
  - providing mainstream teachers with relevant information in order to aid their planning;
  - consistently good standards in the small special educational needs' groups and a GCSE accreditation for every pupil at the end of key stage 4;
  - effective implementation of the Special Educational Needs' Code of Practice;
  - good relationships with the vast majority of parents;
  - successful monitoring of individual pupils' academic and emotional progress by means of individual education plans or individual behavioural plans as well as other strategies;
  - good support for pupils with specific learning difficulties after school hours;
  - good use, when appropriate, of the expertise of external agencies.

### **The quality of the provision for equal opportunities**

178. The quality of the provision for equal opportunities has a large number of outstanding features.
179. The school recognises the pupils' varied social backgrounds and provides a broad and flexible curriculum for them. This includes special arrangements for some pupils to spend part of their course off-site.

180. There is appropriate provision for pupils from the whole ability range. The most able are given access to challenging courses whilst the school offers more practical and vocational courses for those pupils who are suited to them.
181. The pastoral system and the school's tradition encourage all the pupils to have high expectations in their work and leisure activities. The school frequently praises the successes of individual pupils.
182. A high percentage of pupils who come from non-Welsh speaking homes learn Welsh as a first language and, as a result, are given the opportunity, linguistically, to become full members of the local community. However, there are comparatively few opportunities for them and native Welsh speakers to study subjects formally through the medium of Welsh.
183. The school monitors and compares the results of boys and girls. Every subject option is available to both boys and girls at key stage 4 and the school tries to challenge stereotyping in advising pupils on subject choices.
184. Every pupil is given sensitive and effective support if problems arise in school. The school has a very good working relationship with a wide range of external agencies. Currently, there are six pupils in the care of the Local Authority. The school has procedures to provide them with the necessary support and guidance.
185. The personal and social education programme, as well as acts of communal worship, recognise and respect diversity. They also promote social and racial equality. The school has a procedure which would deal very firmly with any racial incident.
186. The school creates a climate where any discrimination or unpleasant attitudes will not be tolerated. It ensures fair play for all its pupils. The vast majority of parents and pupils are confident that the school would respond without delay to any instance of discrimination or unfair treatment.
187. The few disabled pupils can gain access to all parts of the school. Currently, there are no wheelchair users in school. However, such pupils would not be able to gain access to parts of the building. The school would be willing to make the utmost effort to make suitable arrangements should the need arise. The school's disabled pupils are given access to the full curriculum, where practical, and they are taught in the same classes as their peers. The school provides the necessary support to ensure the effectiveness of these arrangements.

## Leadership and management

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

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

188. This grade is the same as the grade the school awarded itself in its self-evaluation report.
189. The head teacher offers the school outstanding leadership. She has a clear vision and extensive experience to guide the school effectively. She is highly respected by her colleagues, the governors and pupils.
190. As a result of recent appointments, a new management team has been established and they complement one another as regards skills, background and experience. They work effectively with the head teacher to set a clear direction for the school, to uphold its values and to ensure the smooth day to day running of the school. The welfare of individual pupils is at the core of the management team's work. The team is working increasingly effectively to ensure that departments evaluate their work, analyse data and plan effectively for the benefit of pupils.
191. The school's aims and objectives are well understood by all persons who provide education or other services for the pupils. Since September 2005 a number of staff have been given new managerial responsibilities and they, and all the other members of staff, contribute towards maintaining the positive ethos of the school. The management team supports inexperienced staff in practical, valuable and supportive ways.
192. The management team, subject leaders, year tutors and others promote equality for all and this is reflected in the school's work.
193. By close co-operation, the school promotes relevant local partnerships such as the link with the education authority and local businesses. The head teacher is one of the local secondary schools' representatives on a group which is considering the current implications of educating 14 – 19 year old pupils and students. The school gives the Welsh Assembly Government's priorities pride of place.
194. This year, there was some delay with the process of setting quantitative targets according to the requirements of the local education authority and the Welsh Assembly Government. However, there are clear and effective measures for analysing assessment results' data throughout the school. This work has been developed within departments under the guidance of the assistant heads.
195. The school pays good attention to improving the performance of individual staff. New heads of department are given additional time when they commence their duties. Lessons are observed by the whole staff and senior members of staff are willing to learn from younger members of staff and vice versa.

196. The Performance Management provision of the whole staff includes an individual interview with the head teacher. This lends the process substantial status and enables the head to acquire a full picture of her staff's work.
197. Staff's training requirements are recognised through the Performance Management process and the management team's links with departments. Members of staff are given opportunities to attend appropriate training for their individual needs.

### **How well governors and other supervisory bodies meet their responsibilities**

198. The governing body makes a good contribution to the school's leadership. The governors are very supportive of the school and work in close conjunction with staff in performing their duties. The governors possess good knowledge to enable them, in consultation with the school's staff, to participate actively in discussions about the school's strategic development. They discussed the recent restructuring of the management team. The links between the governors and the departments are increasing the governors' understanding of the school's needs and priorities.
199. The governors possess good knowledge of the pupils' results in external tests and examinations and of how well the school performs in comparison with other local and similar schools. Pupil standards are discussed at governors' meetings. The body receives good information on a regular basis about the school's financial situation. This enables it to contribute towards discussions about budgets.
200. The governors have ensured that the school meets statutory requirements and they participated very fully in the school's self evaluation process.

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

### **Grade 1: Good features with outstanding features**

201. The grade the inspection team awarded this question differs from the grade 2 the school awarded itself. The inspection team considers the detailed self evaluation process, the way it is interwoven with the school development plan and the co-operation between the participants in school to be outstanding.

### **How well do leaders and managers provide a clear direction and promote high standards?**

202. The school's self evaluation report analyses thoroughly and correctly the school's strengths and shortcomings. The school has analysed the different aspects incisively and fairly.
203. The findings of the team correspond closely enough with those of the school's self evaluation report but the inspection team has awarded two of the seven key questions a higher grade.
204. All matters requiring attention in the school's self evaluation document are directly linked with the school development plan and this is an outstanding feature.
205. The school's detailed self evaluation strategy is firmly based on direct evidence of pupils' work, lesson observation and their detailed analysis of data. In addition, responsibilities, an appropriate timetable and tasks which need to be done to improve the school are outlined. All of these are outstanding.
206. The management team thoroughly analyses the results of internal and external tests and examinations throughout the school. The progress pupils make is carefully monitored; they are mentored thoroughly and on a regular basis and there is an effective mechanism to recognise any signs of underachievement.
207. There are very clear expectations as regards every department's self evaluation arrangements. Each department must respond in detail to matters requiring attention in their own subjects and also to some whole school issues.
208. The school considers the pupils' points of view carefully in various ways. Questionnaires, School Council responses and special strategies in some departments to analyse pupil attitudes as regards their day to day learning experiences constitute some examples.
209. The school has a long standing tradition of self evaluation and recently it has further improved the self evaluation process and given it high priority. The head teacher and the three assistant heads work well together to support middle management in order to ensure that every department and member of staff participates fully in the process.

### **The effectiveness of the process of planning to ensure improvement**

210. The school's self evaluation document is a very firm foundation upon which specific plans for departments and the whole school can be built.
211. The school development plan is a very effective working document which includes the school's plans for a three year period. It notes priorities in a clear and concise manner.
212. The departmental development plans complement the whole school development plan very well. They concentrate on detailed strategies to improve standards and the quality of teaching and learning within departments. They contribute towards school objectives in the short and long term.
213. The school provides sufficient resources and finance to support and implement the main priorities.
214. The school has responded well to the key issues in the last inspection. Self evaluation and strategic planning have had a positive impact on a number of aspects of the school's work. Standards in science have improved constantly over the past five years. The focus on teaching methodology has given rise to more interesting lessons and improved results in the external statutory tests at key stage 3 and examinations at the end of key stage 4. The departments have provided substantial input into promoting the use of the key skills in lessons. This promotes subject standards and provides pupils with useful lifelong learning tools.

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

### **Grade 2: Good features and no significant shortcomings**

215. This grade corresponds to the grade the school awarded this key question in its self evaluation report

### **The adequacy, suitability and use made of staff, resources and accommodation**

216. The school has appropriate staff to meet curricular needs and the qualifications of the vast majority of teachers correspond to the areas they teach.
217. In the exceptional circumstances when teachers teach outside their speciality, they receive appropriate support and it has no adverse effect on pupil achievements in that subject. In a number of subjects, the school has faced difficulties in recruiting teachers who are able to teach through the medium of Welsh,
218. The pupil-teacher ratio is good and teachers' non-contact time corresponds to their responsibilities. The teacher workload agreement has been implemented.
219. Newly qualified teachers are given very good support. The school has wide connections with initial teacher training establishments and a substantial number of prospective teachers are given good support and guidance. Supply teachers are well supported.
220. The administrative, ancillary, and technical staff, the learning support tutors and the resource centre manager make an effective contribution to enable the school to run smoothly, as well as contributing to the teaching and learning.
221. The professional development of all the staff is good and in line with the expectations of the Performance Management system, the school development plan and individual teachers' needs. The impact of continuous professional development is good in a number of subjects and in cross curricular aspects, such as information and communication technology and the support provided for pupils with additional educational needs.
222. The school makes outstanding use of the learning support tutors in a substantial number of activities to assist and promote pupils' learning.
223. The school's main priorities are the quality and levels of staffing and the school ensures that there is sufficient funding for these requirements.
224. There are good resources for teaching all the subjects of the National Curriculum. There is no significant shortcoming. Every teacher makes good use of the resources available. The school has invested heavily over the years in computer equipment and interactive whiteboards. The school has decided not to install expensive equipment in some classrooms because of the condition of the accommodation.

225. The quality of the accommodation is very varied. The site itself covers a large area and buildings are scattered with no convenient focal point to promote the feeling of unity. The old hall is the focus but space is at a premium here and the corridors leading away from it are narrow.
226. Classrooms situated in a new, modern block are of outstanding quality. The physical education department makes extensive use of the all weather pitch, the swimming pool and fitness facilities at the nearby leisure centre.
227. A number of departments are located in mobile classrooms and some of them are in poor condition.
228. On the whole, the fabric of the building is sound but a number of features need to be renewed. The hall is not convenient for holding some activities because of restrictions on numbers imposed by fire regulations. During the wet weather at the time of the inspection, the floor of the canteen which is in the hall was very slippery.
229. It has been necessary to renew the gymnasium floor after the roof leaked and as a result the floor became warped.
230. The music department and one section of the art department are located in the building which was severely criticised during the last inspection. Two of the three floors cannot be used for safety reasons and there was a promise to knock this building down several years ago. There is no point in the school investing in music hardware or software because of the damp conditions. Musical instruments cannot be stored because they become covered in mould and occasionally become warped. As a result of these shortcomings, the motivation of some pupils suffers. The school is fully aware of this unfavourable situation which is beyond its ability to rectify without external assistance.
231. For some time the school has also been trying to ensure that plans to keep vehicles and pedestrians apart on school grounds are put into practice. Despite actively discouraging vehicles to access some areas and attempts to stop them, some vehicles cross the yard during break and lunch times creating a potential hazard.
232. There are colourful displays in classrooms and corridors which celebrate success and promote and motivate learning. The school is kept clean and tidy inside. The same is true of the hard surfaced and green areas.

### **How efficiently resources are managed to achieve value for money**

233. The budget is controlled effectively on a day to day basis. The school has responded appropriately to the minor points raised at the last financial audit in 2003.
234. The school has efficient arrangements to distribute finance to departments. This includes responding to departmental development plans and the priorities of the school development plan.

235. The management team conducts a thorough annual evaluation of the school's curricular and staffing needs.
236. The link between the budget and the school development plan is good. The managers concentrate expenditure on the priorities included in the plans.
237. At the end of the last financial year around 5% of the budget was held in reserve and it is envisaged that the amount held in reserve will be fairly similar this year. This is in line with the recommendations of the Welsh Assembly Government.
238. In view of the positive picture as regards the results of external tests and examinations, standards in class, the quality of teaching and the dedication of staff, the school provides good value for money.

## Standards achieved in subjects and areas of learning

### Welsh first language

#### Key stage 3 Grade 3: Good features outweigh shortcomings

#### Key stage 4 Grade 3: Good features outweigh shortcomings

#### Good features

239. The pupils' confidence in talk and discussion is developing well and the most able pupils are able to express ideas well orally using appropriate and correct language.
240. The majority of set one pupils across both key stages can expand on their views, support them with good arguments, refer to sources and use evidence appropriately. In groups, they are able to defend a point of view sensibly and offer extended arguments. They respect each other's point of view.
241. The pupils across the ability range are successful in discussing basic subjects in an interesting and purposeful manner in group discussions. When they report on their work to the whole class, pupils across the ability range use basic phrases and constructions successfully. Moreover, the most able pupils can summarise their views and use an element of persuasion effectively.
242. A number of pupils have a good grasp of the language and syntax and use a wide vocabulary when presenting information and expressing views.
243. The literary appreciation work of the most able pupils at the end of key stage 3 and in key stage 4 is of good standard. They are able to quote evidence appropriately and use literary appreciation terms correctly.
244. The most able pupils read a variety of literary and non-literary texts aloud correctly, using appropriate tone and intonation. Their expression is pleasing.
245. Across the two key stages, pupils of average and lower ability are confident when they read their own work and basic texts within their range of experiences. They are also able to respond well to basic reading texts and produce written responses in a variety of forms to an acceptable standard.
246. A significant number of pupils are also able to respond well to a variety of literary, non-literary and media texts in their written work. They gather information from different sources. They present the facts in an organised manner showing good awareness of their audience's needs.
247. At best, pupils' factual and creative writing is good. The content, the style and the accuracy of the work are all good.

248. Pupils across the ability range, including those with special educational needs, write in a variety of forms and for different purposes and audiences to an acceptable standard. They are able to express views simply and maintain and develop them in an interesting manner.

### **Shortcomings**

249. The oral and written work of a number of pupils of average and lower ability across both key stages displays their unsure grasp of basic constructions in Welsh. Grammatical, spelling and mutation errors impair their expression.
250. The ability of a significant number of average and lower ability pupils to write at length in a number of different forms has not developed sufficiently.
251. A number of pupils of average and lower ability experience great difficulty in reading standard texts aloud.

<b>English</b>
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**KS3: Grade 1: Good with outstanding features**

**KS4: Grade 2: Good and no significant shortcomings**

**Outstanding features**

252. The vast majority of pupils across the ability range display the ability to listen carefully and constructively to their teachers, responding in an imaginative and detailed manner. Pupils at key stage 3 have developed very mature listening skills and their approach to a wide variety of stimuli is outstanding.
253. All pupils across the key stages are very eager to participate in pair, group and whole class activities. Pupils at key stage 3 have developed a very disciplined approach to their speaking and show the utmost respect towards others and a confident feeling of self worth. They speak relevantly and at appropriate length, expanding on their ideas and justifying their views succinctly. This is an outstanding feature.
254. The participation of pupils at key stage 3 in role play, drama and empathy tasks and their oral and written fluency are also outstanding.

**Good features**

255. The majority of key stage 3 and key stage 4 pupils read a wide variety of printed and media texts regularly and well. Pupils at key stage 3 read for pleasure on a regular basis and the vast majority across both key stages carry out individual personal research using modern technology and select relevant information and images.
256. Pupils at both key stages read aloud well and with confidence. Pupils of average ability enjoy reading modern plays in class; they read audibly and clearly and bring scenes to life.
257. A significant majority of pupils at key stage 4, in particular, are very good at appreciating stylistic features at whole text and word level. This is also true of a significant number of more able pupils at key stage 3 who develop their literary appreciation skills to a very high level from year 7 onwards. Empathy skills developed through drama activities are also in evidence when key stage 4 pupils complete past papers when preparing for their examinations.
258. The vast majority of pupils write well, in line with their age and ability, in a variety of contexts for different purposes and many audiences. The pupils' vocabulary is often impressive and they vary their sentence patterns. They develop their own sense of style as they become more mature and confident writers. Frequently, across the ability and age range, the content of personal writing is particularly interesting and at times moving.

- 259. The standard of persuasive writing is very high amongst more able pupils, particularly at key stage 4. Less able pupils can express opinions well and support their views with some evidence.
- 260. At both key stages, most pupils achieve good or very good standards in transactional writing and sometimes enhance their work by using desk top publishing facilities
- 261. A significant number of more able students consistently produce outstanding written work, particularly in literary appreciation tasks.
- 262. More able pupils have a very good command of language and spell, punctuate and paragraph to a high standard. Pupils of all abilities have good awareness of the requirement to follow grammatical conventions and write accurately. They note shortcomings in this area when they complete self assessment sheets and when they work in pairs to complete peer marking.

### **Shortcomings**

- 263. At key stage 4, a small number of less able pupils are careless with the presentation of their work and forget to punctuate, paragraph and check their spelling, occasionally. This is more evident when their work is word processed.
- 264. Less able pupils, mainly at key stage 4, do not always follow guidelines for improvement and particularly do not learn the correct spelling of some words.

<b>Mathematics</b>
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**Key Stage 3 Grade 2:      Good features and no important shortcomings**

**Key Stage 4 Grade 2:      Good features and no important shortcomings**

**Key Stage 3 and 4**

**Good features**

265. The vast majority of pupils in both key stages possess the necessary mathematical skills, and make consistent progress with the subject according to their ability.
266. Most pupils can recall key mathematical facts from previous lessons both quickly and accurately and explain these concepts to others using the appropriate mathematical terminology.
267. Pupils will readily propose solutions to problems during lessons, are confident when asked to complete investigative work, and will justify their solutions with logical reasoning.
268. At key stage 3 pupils respond quickly and accurately to a range of mental mathematical tasks.
269. Pupils have a firm understanding of number work and algebra, and will make sensible estimates to check their answers.
270. The manipulation of angle work is good and pupils can use mathematical diagrams, graphs and notation to effectively communicate their findings and ideas to others. Pupils understand the concept of a bearing.
271. Pupils are confident in collecting, exhibiting and interpreting statistical data, and their understanding of probability is good.
272. At key stage 4, pupils of all abilities demonstrate a mature understanding of their work and a willingness to improve their grasp of the subject.
273. Pupils from the higher sets are confident when dealing with the more complex elements of the subject at the highest level.
274. Pupils of all abilities demonstrate logical thought processes and can convey mathematical meaning through the consistent use of symbols and diagrams.
275. Pupils can accurately solve two dimensional trigonometric problems, and sketch, interpret and manipulate linear and quadratic functions.
276. Pupils with special educational needs make good progress.

### **Shortcomings**

277. The standards achieved by a minority of pupils at key stage 3 are adversely affected by their inability to maintain the required level of concentration during lessons.
278. Poor presentation of work by some pupils means that they are unable to recall and explain the context of previous work.

## Information technology

**Key Stage 3 – Grade 2: Good features and no significant shortcomings**

**Key Stage 4 – Grade 2: Good features and no significant shortcomings.**

### Good Features

279. Throughout the school, pupils show competence and confidence in using information technology equipment. Their confidence results in the vast majority being able to exercise a considerable degree of autonomy in their use of information and communication technology.
280. Pupils in both key stages apply their skills and knowledge of information and communication technology well in a variety of contexts.
281. At key stage 3, pupils use their presentation skills to good effect when designing and creating information leaflets and they are able to build web pages and use hyperlinks to make navigation easier and more effective.
282. Key stage 3 pupils show good competence is using spreadsheets to model data, and are capable of using simple formulae. In addition, they use spreadsheets well to produce a variety of graphical presentations.
283. Pupils at key stage 3 also show good ability to evaluate documents designed for presentation of information, and are aware of ways in which they can design and improve their own work.
284. These pupils are capable of evaluating the effects of information and communication technology on society. This includes aspects such as the benefits and disadvantages of the effect information and communication technology has on shopping. They can discuss the advantages and disadvantages of electronic tills, computer operated equipment and internet shopping.
285. In the GCSE Applied Information and Communication Technology Vocational double award course, key stage 4 pupils use their presentation skills to good effect when designing and creating business related materials appropriate for different audiences.
286. Pupils following the key stage 4 course show competence is using spreadsheets, and are capable of using formulae and logical processes in various contexts, such as collecting and processing business data. They use spreadsheets to produce a variety of graphical presentations and to analyse outcomes when variables are changed.
287. These pupils develop good skills in processing data, and can set appropriate data bases; and a good number of pupils can make quite complex enquiries. Pupils can use validation rules. They are very confident and competent in using the internet for a variety of enquiries.

288. Pupils in key stage 4 show a constant awareness of the way in which information and communication technology can deliver high quality presentations, and are aware of ways in which they can design and improve their own work.
289. Key stage 4 pupils are capable of evaluation the effects of information and communication technology on society, particularly in a business context. This includes the careful evaluation of authentic business documents. Pupils use this as a basis for designing their own documents for the GCSE project.

### **Shortcomings**

290. At both key stages, a few pupils do not take the necessary steps to improve their own work.
291. At key stage 3, pupils do not develop any further the good skill level they acquired in year 7 and year 8.

## Modern foreign languages

### Key Stage 3: Grade 2 – Good features and no significant shortcomings

### Key Stage 4: Grade 2 – Good features and no significant shortcomings

#### Good Features:

292. In French, most key stage 3 pupils listen attentively. They are able to understand a range of familiar language spoken on tape. The most able pupils can pick out additional details and subtleties when listening.
293. Most key stage 3 pupils are also able to respond clearly and confidently to oral questions. Many pupils from a range of abilities demonstrate good retention of language and are able to make-up more complex sentences.
294. Most pupils at this key stage are able to read and understand extended passages in the target language when made-up of familiar language in line with their ability.
295. Writing skills are generally good throughout key stage 3. Pupils have a sound grasp of basic grammatical concepts. A significant number of more able pupils are able to manipulate more complex language as they progress through the key stage.
296. Most key stage 4 pupils can make their meaning clear when speaking French.
297. These pupils are able to read and listen to a range of extended authentic materials containing familiar and unfamiliar language.
298. Writing skills are generally good at key stage 4. Most pupils are able to write accurately using a variety of tenses, vocabulary and expressions. They show an increasing awareness of how the language works.

#### Shortcomings

299. A significant minority of key stage 3 pupils lack confidence and initiative when speaking French and restrict themselves to responding to drills.
300. Few key stage 4 pupils speak at length with confidence. They lack initiative in using the target language.
301. A significant number of key stage 4 pupils are unable to recall and use previously learnt vocabulary and language patterns. They continue to make basic mistakes.

## Geography

**Key Stage 3    Grade 2: Good features and no significant shortcomings**

**Key Stage 4    Grade 2: Good features and no significant shortcomings**

### **Good features**

302. Pupils in both key stages use geographical terminology in detail and with increasing accuracy in both their written and oral work in their study of a variety of geographical themes and contexts.
303. The vast majority of pupils throughout the school are confident in using maps, photographs and textbooks. Many pupils in Year 8 can locate familiar localities independently, competently using indexes and content pages of an atlas. Year 8 pupils can also extract relevant information from maps to help them describe an unfamiliar location.
304. Pupils in both key stages address geographical issues with growing confidence and clarity and come to valid conclusions based on sound considerations.
305. Pupils at both key stages can discuss geographical events clearly and describe the impact of earthquakes on humans.
306. Pupils' oral and written work throughout the school shows a growing maturity in the depth and detail of their responses.
307. Throughout the key stages pupils make good use of their numeracy and problem solving skills to analyse and solve geographical enquiries.

### **Shortcomings**

308. Some less able pupils throughout the school have difficulty in recalling geographical facts
309. Some pupils at both key stages are unable to evaluate their progress and do not know how to improve.

## **School's response to the inspection**

The Inspection report of 1999 stated that 'This is a good school'. The current report notes that this continues to be the case, and that the school has responded well to the key issues referred to in 1999. Now it has a "large number of outstanding features".

These include the very good examination results, the quality of the school curriculum, the care and guidance given to pupils by all members of staff, and the quality of the Headteacher leadership.

The quality of self-evaluation within the school together with links to the School Development Plan was identified as an outstanding feature. The recommendations in the Report have already been identified within this procedure and are being acted upon.

As a school, we share the concern of the Inspectors regarding matters of Health and Safety noted in the report. However, the 1999 report raised the same issues with regard to Brynarfor, and despite dialogue between Governors and the County, the issue has remained unresolved.

The governing body and all the staff of the school wish to thank every member of the Inspection Team for their thorough and professional inspection. The relaxed and polite manner of the team, together with the respect shown by them towards staff and pupils were outstanding features of the Inspection.

The experience of being inspected by this team was valuable to the whole school. We now feel that we can all move forward together, feeling confident and proud, to develop Ysgol Uwchradd Tywyn even further into a successful future.

## Appendix 1

### Basic information about the school

Name of school	Ysgol Uwchradd Tywyn
School type	Community comprehensive, naturally bilingual
Age-range of pupils	11 – 16 years
Address of school	Station Road, Tywyn
Post-code	LL36 9EU
Telephone number	01654 711815

Headteacher	Mrs Mair Jones
Date of appointment	September 1996
Chair of governors/ Appropriate authority	Mr Roy Jones/Gwynedd Education Authority
Reporting inspector	Gareth Wyn Roberts
Dates of inspection	6 – 10 March 2006

## Appendix 2

### School data and indicators

Year group	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y13	Total
Number of pupils	100	81	99	105	102	-	-	487

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	30	11	35.79

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	13.6:1
Pupil: adult (fte) ratio in special classes	
Average teaching group size	18.12
Overall contact ratio (percentage)	75.08%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole School
Spring 05	92.5	91.4	93.2	92.1	91.8	-	-	92.2
Summer 05	92.7	92.8	93.2	91	95.8	-	-	92.9
Autumn 05	95.0	93.8	92.0	92.9	93.4	-	-	93.4

Percentage of pupils entitled to free school meals	9%
Number of pupils excluded during 12 months prior to inspection	7 boys, 2 girls temporary, no permanent exclusions, no one from an ethnic minority

## Appendix 3

### National Curriculum Assessment Results End of Key Stage 3:

National Curriculum Assessment KS3 results: 2005															
Total number of pupils in Y9: 106															
Percentage of pupils at each level															
			D	A	F	W	1	2	3	4	5	6	7	8	EP
English	Teacher Assessment	School	0	0	0	0	0	0	0	22.6	42.5	23.6	11.3	0	0
		National	0.4	0.8		0.2	0.4	1.7	8.1	21.3	33.6	23.5	9.4	0.2	
	Test	School	0	2.8		-	-	-	2.8	17.9	39.6	23.6	13.2	-	
		National	0.5	3.5	1.4	0	0	0	7.5	20.4	32.6	22.7	10.1	0	
Welsh	Teacher assessment	School	0	1.8		-	0	0	0	29.8	49.1	17.5	1.8	0	0
		National	0.1	0.4	0	0	0.1	0.4	6.1	19.5	34.2	29.1	9.8	0	
	Test	School	0	5.3		-	-	-	0	28.1	47.4	17.5	1.8		-
		National	0.2	2.1	0.6	0	0	0	4.8	18.5	35	28.4	10.1	0	
Mathematics	Teacher assessment	School	0	0	0	-	0	0	0.9	18.9	17.9	44.3	17.9	0	
		National	0.3	0.6	0	0.2	0.2	0.9	6.8	18.9	25.7	31.6	13.7	0.3	
	Test	School	0	6.6	0	-	-	-	0.9	11.3	17	46.2	17.9	0	
		National	0.3	5.1	0.7	0	0	0	5.1	17.2	19.9	36	15	0	
Science	Teacher assessment	School	0	0	0	0	0	0	0	8.5	37.7	31.1	22.6	0	
		National	0.3	0.7	0	0.2	0.1	0.4	6	20.1	32.8	27.1	11.6	0.1	
	Test	School	0	0.9	0	-	-	-	0.9	7.5	32.1	38.7	19.8	-	
		National	0.3	4	0.6	0	0	0	4.7	16.6	32.5	28.2	13	0	

#### National statistics for 2004

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

Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	73	In the school	72.6
In Wales	57	In Wales	56

**Ysgol Uwchradd Tywyn**  
**Summary Report of achievements of pupils**  
**aged 15 2004/05.**

LEA/School No.  
661/4032

Cynulliad Cenedlaethol Cymru  
National Assembly for Wales

**RE2**

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**GCSE, ELQ (1) and Equivalent Achievements**

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**Number of pupils aged 15 who were on roll in January 2005: 87**  
**Percentage of pupils aged 15 who:**

	Entered 5 or more GCSEs or equivalent	Achieved GCSE and vocational qualifications equivalent to five or more GCSE grades		Core Subjects Indicator (2)	Average GCSE/GNVQ points score per pupil
		A* to C	A* to G		
School 2004/05	99	70	99	54	49
LEA Area 2004/05	91	59	90	45	45
Wales 2004/05	87	52	85	38	40
School 03/04/05	98	75	98	57	50
School 02/03/04	98	75	98	53	50

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	Entered at least one short course, ELQ (1), GCSE short course, GCSE or equivalent	Entered one or more GCSE or equivalent	Achieved GCSE and vocational qualifications equivalent to		Achieved at least 1 GCSE short course - grades A* to G or equivalent	Achieved no graded GCSE or equivalent	Achieved one or more ELQ(1) only	Did not achieve a GCSE, GCSE short course ELQ (1) or equivalent
			One or more GCSEs at grades A* to C	A* to G				
School 2004/05	100	100	95	100	6	0	0	0
LEA Area 2004/05	100	98	83	97	24	3	2	0
Wales 2004/05	97	95	76	93	52	7	3	4
School 03/04/05	100	100	96	100	2	0	0	0
School 02/03/04	100	100	96	100	1	0	0	0

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## GCSE results in selected subjects

### Percentage of pupils aged 15 who:

	Entered any GCSE in			Achieved a GCSE grade A* to C in    A* to G in		
	<b>English (2)</b>			<b>Welsh (2)</b>		
School 2004/05	99	72	99	98	68	98
LEA Area 2004/05	93	55	92	93	68	93
Wales 2004/05	90	55	89	61	37	60
School 03/04/05	98	73	98	98	73	98
School 02/03/04	98	73	98	99	77	99

	Entered any GCSE in			Achieved a GCSE grade A* to C in    A* to G in		
	<b>Mathematics (2)</b>			<b>Science (2)</b>		
School 2004/05	99	63	99	100	71	99
LEA Area 2004/05	95	54	95	95	56	93
Wales 2004/05	91	48	88	90	48	87
School 03/04/05	98	64	98	99	74	99
School 02/03/04	98	59	98	99	75	99

Figures include pupils on Youth Access courses and similar schemes

(1) Entry Level Qualification

(2) For information about which syllabuses are included in each subject area see Notes for Guidance.

## Appendix 4

### **Evidence base of the inspection**

Nine inspectors spent a total of 36 inspection days at the school and 83 lessons or part lessons were observed. In addition, inspectors visited a cross-section of registration periods, extra-curricular activities during the lunch hour and after school and morning acts of communal worship. Interviews were held with members of the management team, heads of department and year tutors, as well as members of staff, including ancillary staff with specific responsibilities.

The work of a cross-section of able, average and lower ability pupils from Y7 to Y11 was inspected. In addition, further work completed by pupils was seen when visiting classrooms, workshops, laboratories and an industrial business site. Regular discussions were held with pupils about their work and formal interviews were held with the school prefects (Y11) and pupils selected to represent their different school years, including members of the School Council.

Every document the school presented before and during the inspection was analysed. Pre-inspection meetings were held with members of the management team, the staff, the governing body and parents. Thirty three parents attended the parents' meeting and 89 questionnaires were returned. Eight letters (including two during the inspection) were received and there were eight comments on questionnaires received from parents.

The inspection team wishes to thank the school for its hospitality and the co-operation shown during the inspection.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Gareth Wyn Roberts Registered Inspector	Context, Appendix Key question 1 Contribution to key questions 4, 5 and 6
John Roberts Lay Inspector	Contribution to key questions 1,3,4 and 7
Geraint Bowen Team Inspector	Geography
Heddwyn Evans Team Inspector	Contribution to key questions 3, 4 and 7
Trefor Lewis Team Inspector	Welsh Contribution to key question 6
Anna Roberts Team Inspector	English Key question 2
Ellen Roberts Team Inspector	Modern languages Contribution to key question 4
Huw Alun Roberts Team Inspector	Information technology Contribution to key question 5
Dewi Williams Team Inspector	Mathematics Contribution to key question 3
The head teacher undertook the role of nominee.	

**Contractor:** Cwmni Cynnal  
Technology Unit  
Bridge Street  
Llangefni  
Anglesey  
LL77 7HL

### Acknowledgements

The visiting inspectors wish to thank the governors, head, staff, pupils and parents of the school for their willing cooperation during the inspection.