

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

**Ysgol y Gader  
Dolgellau  
LL40 1HY**

**School Number: 661/4030**

**Date of Inspection: 22 - 26 November 2004**

**by**

**Gareth Wyn Roberts  
WO19/17166**

**Date: 27 January 2005**

**Under Estyn contract number: T/05/04**

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Ysgol y Gader, Dolgellau was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol y Gader took place between 22 - 26 November 2004. An independent team of inspectors, led by Mr 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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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<b>Context</b>	

### **The nature of the provider**

1. Ysgol y Gader is a naturally bilingual community comprehensive school for 11–16 year old pupils maintained by the county of Gwynedd's Local Education Authority. It has approximately 309 pupils. It is expected that this number will fall over the next few years.
2. The school is located on a hill near the centre of the market town of Dolgellau. Pupils are from the town and the neighbouring villages or rural areas. The vast majority of pupils are from areas which are neither economically nor socially privileged or underprivileged. Six per cent of pupils are registered as being entitled to free school meals. Ninety nine per cent of pupils belong to the white ethnic group. No pupil requires support to learn English as an additional language. No pupil is in the care of the local authority.
3. Pupils are from the full ability range. Twenty six pupils (approximately 8%) have a statement of special educational needs and this figure includes pupils attending the area special educational needs unit located on the same campus. Twelve pupils have been disapplied from the requirements of the national curriculum. In addition, 30 pupils (8.5%) are on the school action and school action plus code of practice for pupils with special educational needs.
4. One third of pupils come from homes where Welsh is the first language and the other two thirds come from homes where English is the main language. Sixty nine per cent of pupils speak Welsh to first language standard and the vast majority of pupils attend Welsh First Language classes. The school uses both Welsh and English as media of education.
5. The school was previously inspected during the spring term of 1999. Since then there have been two changes of headteacher; the current headteacher has been in post since January 2004.
6. 'Alternative Curriculum' courses are arranged for a small number of key stage 4 pupils in conjunction with Coleg Meirion Dwyfor at its site in the town of Dolgellau.

### **The school's priorities and targets**

7. The school's priorities for 2004 – 2007 are as follows:
  - to maintain and raise standards, ensuring that the school's performance in external examinations and tests are above the Gwynedd Education Authority's median and in the highest quartile nationally for all official key stage 3 and key stage 4 indicators;
  - to establish and implement effective strategies to respond to the educational and social needs of each individual pupil;

- to ensure that each individual pupil develops bilingual skills and is fully confident when speaking, reading and writing in both Welsh and English;
- to develop the managerial skills of staff so as to promote good practice which will result in an improvement in the quality of learning and teaching;
- to ensure effective and efficient use of resources to improve the quality of learning and teaching.

8. The school's quantitative targets for 2005 are as follows:

Key Stage	Subjects etc	% at level 5 or above in the school at key stage 3	County targets (%)
Key stage 3	Welsh	76	76
	English	77	74
	Mathematics	74	75
	Science	81	73
	Core subjects indicator	65	56
Key stage 4	5 GCSE subjects gaining grades A*-C	68	60
	5 GCSE subjects gaining grades A*-G	91	95
	Core subjects indicator	62	49
	% leaving without qualifications	0	0.4
	% unauthorised absences	0	0.4
<b>Summary</b>			

9. Ysgol y Gader is a good school and has some outstanding features. It has made good progress in dealing with key issues for action emanating from the last report.

10. **Table of grades awarded**

Key question	Inspection grade
	Key stage 3 and key stage 4
1 How well do learners achieve?	2

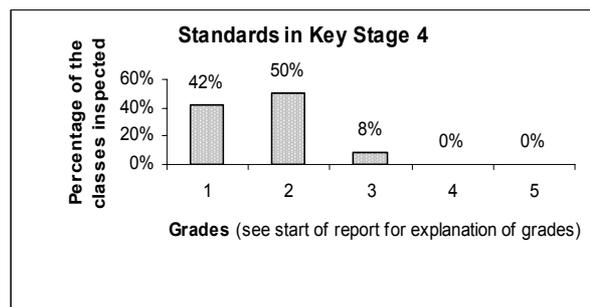
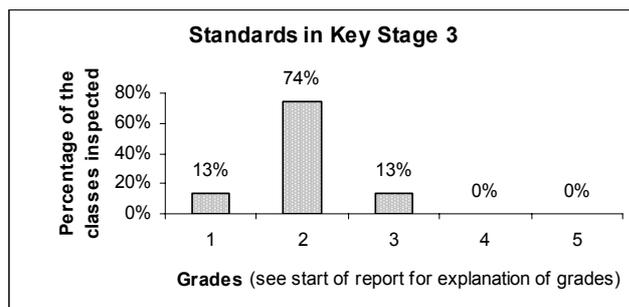
2	How effective are teaching, training and assessment?	2
3	How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4	How well are learners cared for, guided and supported?	2
5	How effective are leadership and strategic management?	2
6	How well do leaders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

## 11. Standards

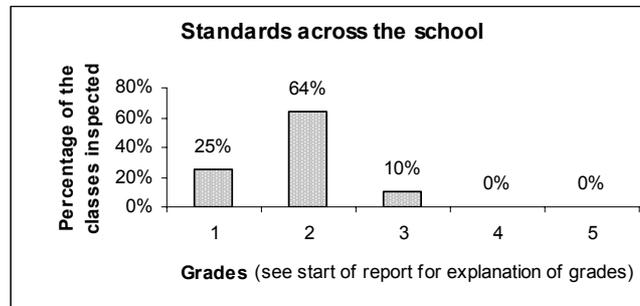
Standards in subjects inspected		
Subject	Key Stage 3	Key Stage 4
Welsh	2	2
English	2	1
Modern foreign languages	2	1
Design and Technology	3	2
Geography	2	2
Art	2	2

## Standards of achievement

12. The team inspected standards achieved by pupils in six subjects.
13. At key stage 3 and key stage 4, standards are good and there are no important shortcomings. The following graphs show the standards achieved by pupils at key stage 3 and key stage 4 in the six subjects inspected. Standards are good with no important shortcomings in Welsh, art and geography. In English and modern foreign languages, standards are good with no important shortcomings at key stage 3 and good with some outstanding features at key stage 4. In design and technology at key stage 3, good features outweigh shortcomings, whilst standards at key stage 4 are good with no important shortcomings.



14. In the six areas inspected all the standards were grade 3 or above. This means that there were no important shortcomings in these subjects. In addition, grade 2 and grade 1 standards were observed in 89% of classes. The standards observed in class and indicated in the following graph are well above the target set for Welsh schools by 2008, namely that standards should be grade 3 or above in 98% of lessons.



15. Pupils with additional educational needs achieve good standards.
16. Pupils throughout the school listen well to one another and to their teachers. At key stage 3 and key stage 4, pupils answer questions and respond at length in both languages. Standards in oral and written work in Welsh are good with no important shortcomings, and the same is true of English at key stage 3. At key stage 4, standards of oral and written English are good with outstanding qualities. Pupils' reading standards at key stage 3 and key stage 4 in Welsh, and at key stage 3 in English, are good with no important shortcomings. Reading standards in English at key stage 4 are good with outstanding qualities. Any differences in standards between Welsh and English across the curriculum reflect the fact that Welsh is not the first language of almost two thirds of the pupils, despite the fact that they take Welsh First Language tests and examinations.
17. Standards in numeracy are good with no important shortcomings throughout the school. Standards in information and communication technology display good features and no important shortcomings at key stage 3 and good features outweigh shortcomings at key stage 4.
18. At key stage 3 in 2004 in national curriculum statutory tests, results in science were very good and substantially higher than local education authority and Welsh averages. Results in English and mathematics were also good and higher than local education authority and Welsh averages. Results in Welsh were also good.
19. Sixty seven percent of pupils achieved the core subjects indicator. This is substantially higher than local education authority and Welsh percentages.
20. Since 1997, results in English, mathematics, science and the core subjects indicator at key stage 3 have been consistently higher than local education authority and Welsh percentages (apart from mathematics in 1999 and 2000). In Welsh, the percentages tend to be lower than those of the local education

authority and this is ascribed to the fact that a high number of pupils for whom Welsh is a second language follow the first language course.

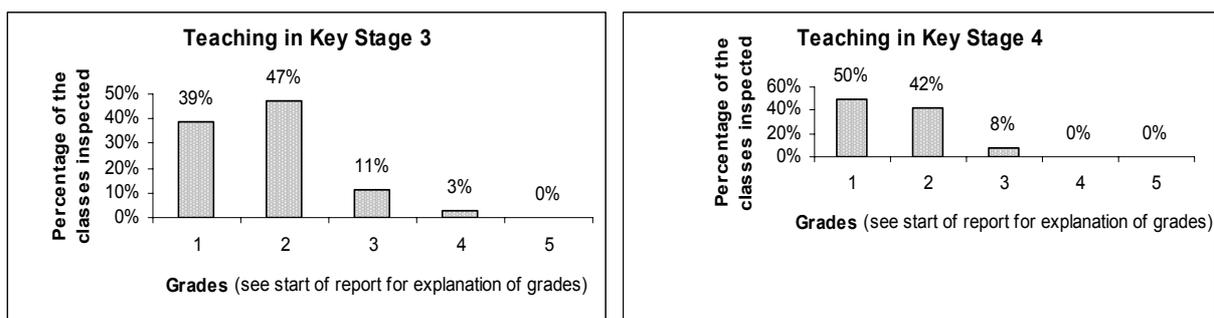
21. In Welsh, the gap in performance between boys and girls (in favour of the girls) has varied from one year to the next over the past four years. At times it has been narrower than the gap at authority level and at other times it has been wider. In English, the gap between boys' and girls' performance (in favour of the girls) has reduced over the past three years and has been consistently narrower than the gap at authority level.
22. In mathematics and science in 2004, boys' performance was below that of the girls for the first time in the past four years. In 2004 and 2003, a higher percentage of girls achieved the core subjects indicator for key stage 3.
23. When results of key stage 3 tests over the past four years are compared with those of schools which have similar percentages of pupils entitled to free school meals, results vary, but usually they are above the median for similar schools.
24. At key stage 4, in General Certificate of Secondary Education (GCSE) examinations in 2004, 76% of pupils succeeded in gaining five or more A\*-C grades. This is substantially higher than the percentages within the local education authority and in Wales and in line with the pattern observed over the past four years. The percentage of pupils who gained five or more A\*-G grades in 2004 is 84% which is substantially lower than this indicator over the previous three years. This is ascribed to the fact that pupils at the Tŷ Meirion unit and pupils following the alternative curriculum are included in the statistics.
25. In 2004 in Welsh, English, mathematics and science, the percentage of pupils achieving A\*-C is substantially higher than the local authority and Welsh percentages. The percentage of pupils who reached the core subjects indicator for key stage 4 is also substantially higher than the average county and Welsh percentage.
26. In English and science, the percentage of pupils who gained A\*-C over the past four years is substantially higher than local authority and Welsh percentages. Results in mathematics are also better than those of the local authority and Wales over the same period. Results in Welsh have improved steadily.
27. In the core subjects in 2004, girls outperformed boys in Welsh and English but the gap is narrower than that of the authority. In 2003, boys outperformed the girls in English and boys' performance was better than that of the girls in Welsh in 2002.
28. Over the past three years, boys have performed better than girls in science and mathematics.

29. The school's GCSE results for 2004 (apart from the 5 A\*-G indicators) are likely to place the school in the highest quartile of schools with similar numbers of pupils entitled to free school meals. Over the years, results in general have been above the median for similar schools.
30. There is an imbalance between the number of boys and girls in the school which has 13% more boys. No significant gender differences in standards were noted in the subjects inspected.
31. All pupils who completed their Y11 courses gained entry to the local further education college or another post-16 establishment.

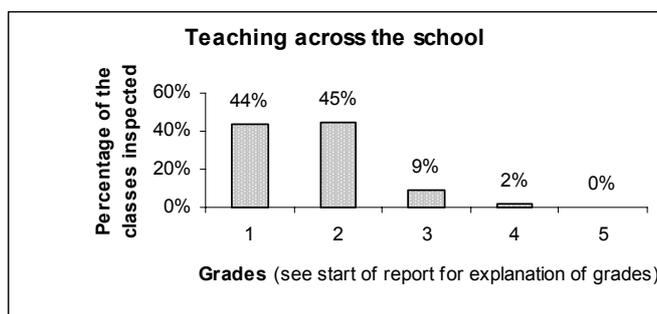
## The quality of education and training

### Quality of teaching

32. The following graphs show the quality of teaching in classes at key stage 3 and key stage 4 in the six subjects inspected.



33. Teaching is one of the school's apparent strengths. The following graph shows the overall quality of teaching; the school exceeds the target set by the Welsh Assembly Government that teaching should be good in at least 50% of classes and that good features should outweigh shortcomings in 95% of classes.



### Quality of assessment

34. In September of this year a new whole school assessment system was established and this is in its initial stages. Work is well assessed by individual departments but pupils' self-assessment has not been developed sufficiently.

Despite the fact that marking is thoroughly carried out, pupils are not always given clear guidelines as to how they can improve their work.

### **The quality of learning experiences offered by the school**

35. The curriculum caters successfully for the needs of all pupils and meets the statutory requirements for pupils of statutory school age in the 1996 Education Act. The additional educational needs unit, Tŷ Meirion, satisfies the statutory requirements for its pupils. All main stream pupils, including those with physical disabilities or additional educational needs, can access the curriculum. Pupils have opportunities to gain an appropriate range of qualifications, including GCSE, and opportunities to gain vocational qualifications.
36. The school's broad and balanced curriculum enables pupils to make good progress between years and across key stages.
37. The school succeeds in its aim of creating a caring ethos. Teachers, heads of year and the senior management team provide very good support for the pupils. Pupils are confident that personal problems will be dealt with quickly and sensitively when they are reported to staff.
38. Pupils' attendance, namely 93.7%, during the 2003-2004 academic year, is conducive to good learning despite the fact that unauthorised absences were comparatively high during the summer term. The school does not conform with the requirements of circular 3/99 (to be amended) regarding the registration of Y11 pupils' attendance after their external examinations.

### **Leadership and management**

39. The school has clear aims that are shared with governors, staff, parents and pupils.
40. The headteacher and senior management team provide supportive, effective leadership. Pastoral leadership is a particular strength throughout the school. The quality of departmental management is variable but overall shows good features with no significant shortcomings.
41. Governors are very supportive and work with the school in carrying out its responsibilities despite the fact that they are not as good at monitoring the provision.

### **Self-evaluation**

42. The school's self-evaluation report deals correctly and honestly with the seven question in the *Common Inspection Framework*. The findings of the inspection team match those of the school in six out of the seven key questions. The school's new self-evaluation procedure, the 'School Improvement Cycle', is of recent origin but it has been very meticulously planned to link several aspects

of self-evaluation. As yet, it has not resulted in sufficient monitoring of standards and teaching by direct lesson observation.

### **The school's use of resources**

43. The school has enough appropriately qualified staff to teach all aspects of the curriculum throughout the school. Ancillary and support staff are also of good quality.
44. Resources are of good quality. Information and communication technology equipment is of very good standard and is used effectively and efficiently.
45. On the whole, accommodation is adequate for the number of pupils on roll. In most subjects, rooms are located appropriately and used effectively. The school and the campus are very clean and well maintained. A small number of health and safety issues have been reported to senior staff, including the requirement to keep pupils and staff separate from cars and buses, particularly when crossing the main road and when walking to the leisure centre and the school playing fields for lessons.
46. The headteacher and finance officer control the budget effectively. The school provides good value for money.

## **Recommendations**

In order to improve the school must:

- \* continue to maintain the good and very good standards and eliminate any shortcomings noted in the subjects and fields of study;
- \* ensure that recent policies and procedures are successfully implemented, paying particular attention to self-evaluation and monitoring standards at school and department level;
- \* further develop pupils' self-assessment procedures;
- ensure that it meets the statutory requirement to record Y11 pupils' absences during the summer term after their external examinations in line with circular 3/99 (to be amended);

- \* pay due attention to the health and safety issues outlined in the report, and, particularly, the safety of pupils and others crossing the road and walking to the leisure centre and the school playing fields.

The recommendations denoted by \* are either in the school development plan or the school's documentation.

*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

47. This grade does not correspond to the grade the school gave itself in its whole school self- evaluation report, namely Grade 1.

#### 48. Standards

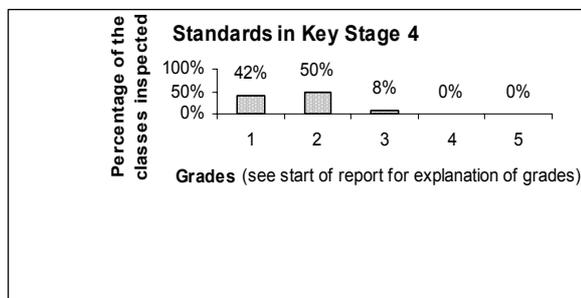
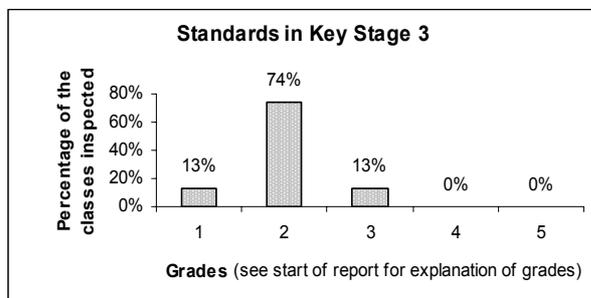
Subject	Key Stage 3	Key Stage 4
Welsh	2	2
English	2	1
Modern foreign languages	2	1
Design and Technology	3	2
Geography	2	2
Art	2	2

### Standards of achievement

49. The team inspected the standards achieved by pupils in six subjects.

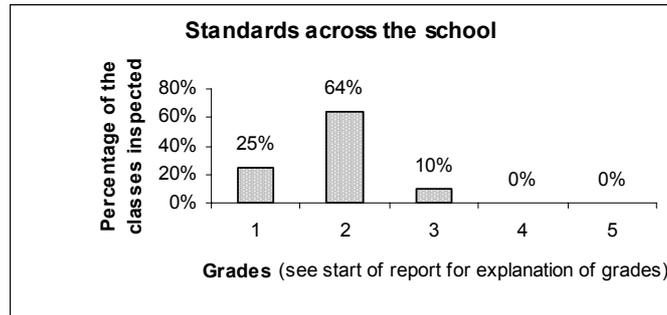
50. At key stage 3 and key stage 4, standards are good with no important shortcomings.

51. The following graphs show the standards achieved by pupils in key stage 3 and key stage 4 in the six subjects inspected. Standards are good with no important shortcomings in Welsh, geography and art. In English and modern foreign languages, standards are good with no important shortcomings at key stage 3 and good with outstanding features at key stage 4. In design and technology at key stage 3 good features outweigh shortcomings, whilst standards at key stage 4 display good features and no important shortcomings.



52. In the six areas inspected, all the standards are grade 3 or above. This means that there are no important shortcomings in these subjects. In addition, grade 2 and grade 1 standards were observed in 89% of classes. The standards observed in class and recorded in the following graph are well above those currently set for Wales. The school also reaches the target set for Welsh

schools for 2008, namely that standards should be grade 3 or above in 98% of lessons.



53. Pupils with special educational needs achieve good standards.
54. At key stage 3 in 2004, in national curriculum statutory tests, results in science were very good and substantially higher than the local education authority and Welsh percentages. Results in English and mathematics were also good and higher than the local education authority and Welsh percentages. Results in Welsh were also good.
55. Sixty seven per cent of pupils achieved the core subjects' indicator. This is well above the results of the local education authority and those of Wales.
56. Since 1997, results in English, mathematics, science and the core subjects indicator at key stage 3 have been consistently higher than the local education authority and Welsh percentages (apart from mathematics in 1999 and 2000).
57. In Welsh, the gap between the performance of boys and that of girls (in favour of the girls) has varied from year to year over the past four years. At times, it has been narrower than the gap at authority level and at other times it has been wider. In English, the gap between boys' and girls' performance (in favour of the girls) has narrowed over the past three years and has been consistently narrower than the gap at authority level.
58. In mathematics and science, in 2004, boys' performance was below that of the girls, for the first time in the past four years.
59. In 2004 and 2003, a higher percentage of girls achieved the core subjects indicator for key stage 3.
60. When the results of key stage 3 tests over the past four years are considered, bearing in mind the percentage of pupils who are entitled to free school meals, results vary, but percentages are usually above the median for comparable schools.

61. At key stage 4 in GCSE examinations in 2004, 76% of pupils gained five or more A\*-C grades. This is substantially higher than the local education authority and Welsh percentages and in line with the pattern observed over the past four years. The percentage of pupils who gained five or more A\*-G grades in 2004 is 84% which is substantially lower than it was over the previous three years. It is ascribed to the fact that pupils at the Tŷ Meirion unit and pupils following the alternative curriculum are included in the statistics.
62. In 2004 in Welsh, English, mathematics and science, the percentage of pupils achieving A\*-C is substantially higher than the local authority and Welsh percentages. The percentage of pupils who reached the core subjects indicator for key stage 4 is also substantially higher than the average for the county and Wales.
63. In English and science, the percentage of pupils who gained A\*-C over the past four years is substantially higher than local authority and Welsh results. Results in mathematics are also better than those of the local authority and Wales over the same period. Results in Welsh have improved steadily.
64. In the core subjects in 2004, girls outperformed boys in Welsh and English, but the gap is narrower than that of the authority. In 2003, boys outperformed the girls in English but boys' performance was better than that of the girls in Welsh in 2002.
65. Over the past three years, boys have performed better than girls in science and mathematics.
66. The school's GCSE results for 2004, (apart from the '5 grades A\*-G' indicator) are likely to place the school in the highest quartile of schools with similar numbers of pupils entitled to free school meals. Over the years, results in general have been above the median for comparable schools.
67. Throughout the school, pupils listen well to teachers and to each other. At key stage 3 and key stage 4, in both languages, pupils answer questions and respond at length. Oral and written work in Welsh at key stage 3 and key stage 4, and in English at key stage 3, shows good standards with no important shortcomings. At key stage 4, oral and writing standards in English are good with outstanding features. Pupils' reading standards in Welsh, at key stage 3 and key stage 4, and in English at key stage 3, are good with no important shortcomings. Reading standards in English at key stage 4 are good with outstanding features. Any differences in standards between Welsh and English across the curriculum reflect the fact that Welsh is not the first language of almost two thirds of the pupils despite the fact that they take examinations and tests in Welsh First Language.
68. Standards in numeracy are good with no important shortcomings throughout the school. Standards in mental arithmetic, measuring, calculating and using data are good.

69. Standards in information and communication technology show good features with no important shortcomings at key stage 3. Pupils are taught the skills in their information technology lessons and they are reinforced across the curriculum. Standards of computer control are good throughout the school. In general, at key stage 4, information and communication technology standards show good features which outweigh shortcomings. Fewer than a quarter of the pupils follow a formal information technology course at key stage 4. Pupils take advantage of good opportunities to use information and communication technology to complete coursework at this key stage, but they do not apply their skills across the curriculum.
70. There is an imbalance between the number of boys and girls in the school which has 13% more boys. No significant gender differences in the standards achieved by boys and girls were noted in the subjects inspected.
71. Pupils who have completed their Y11 courses have gained places at the local further education college or at another school or college of further education.
72. A very high percentage of pupils follow a first language Welsh course and, as the school teaches all the subjects (apart from Welsh, English, French and German) bilingually, there is an opportunity for them to develop a good level of bilingualism. In this way, they gain bilingual competence which enables them to discuss their work in both languages. At key stage 4, pupils are allowed to choose the language medium in which they wish to sit their examinations
73. Standards in problem solving are good throughout the school. Pupils throughout the school work well together. Pupils are not always aware of how they should improve their own learning.
74. Social, linguistic or ethnic background has no bearing on pupils' standards.

### **Progress pupils make in learning**

75. The pupils:
- gain knowledge, understanding and skills;
  - are able to apply their knowledge, understanding and skills to new and unfamiliar situations;
  - respond well to the good pace of the majority of lessons;
  - find satisfaction in completing a piece of work in their folder or exercise books;
  - are beginning to understand that the summary at the end of lessons is a means for them to ensure that they have learnt all that they should have learnt during that lesson;
  - take good advantage of homework to consolidate the work completed in school.
76. Pupils do not always know what they are doing well and what needs improving.
77. Generally, pupils make good or very good progress through their courses of study. This is more evident at key stage 4 than at key stage 3. In some instances, however, the most able pupils are not sufficiently challenged.

### **The development of pupils' personal, social and learning skills.**

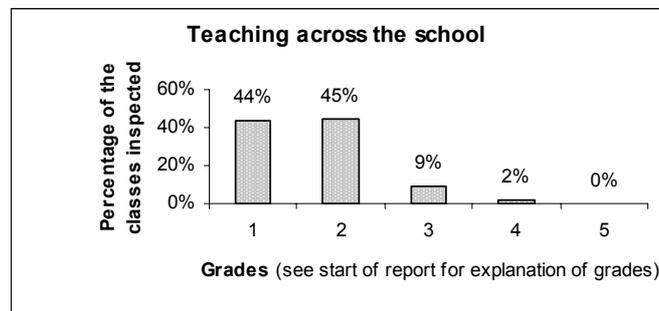
78. Generally, key stage 3 and key stage 4 pupils are interested in their work and have a positive attitude towards learning. These features are particularly evident in the majority of classes. In these classes, pupils are focussed and work hard for the full 50 minute lesson.
79. Pupils at key stage 3 and key stage 4 behave very well and relate well to one another and to their teachers. This greatly assists their learning. Behaviour around the school is particularly good. Pupils conduct themselves maturely when walking down the corridors and when eating in the canteen. When they arrive or leave on buses, they get on and off maturely, with the minimum of fuss. Pupils with additional educational needs are fully respected and cared for by other pupils.
80. Pupils' attendance during the 2003 –2004 academic year was 93.7%. Despite the fact that unauthorised absences were higher during the summer term, attendance reflects pupils' positive attitudes to learning.
81. Generally, pupils are punctual in the morning. They are also punctual to their lessons throughout the day.
82. Pupils are good at problem solving. In a good number of subjects, pupils rise to the challenge of being encouraged to think for themselves and become independent learners.
83. Most pupils at key stage 3 and key stage 4 organise their written work well and this aids their revision. Work done in exercise books is neat and complete. Key stage 4 pupils complete their course work on time.
84. Pupils throughout the school work well together. They help each other to learn and, when given the opportunity to do so, work purposefully in pairs and small groups. During practical activities, they share work out well.
85. Pupils throughout the school are well aware of different cultures, beliefs and lifestyles and how they differ from their own traditions and beliefs. They respect these diversities.
86. Pupils are developing an understanding of the world of work and entrepreneurship.

## The quality of education and training

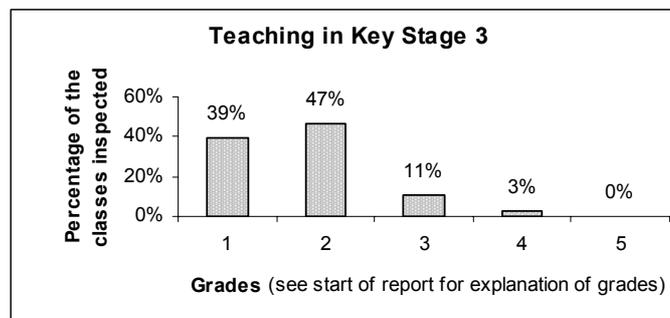
### Key question 2: How effective are teaching, training and assessment?

Grade 2: Good features and no important shortcomings

87. This grade corresponds to the grade the school gave itself in its whole school self-evaluation report.
88. Teaching is one of the school's obvious strengths. The following graph shows the quality of teaching across the school.

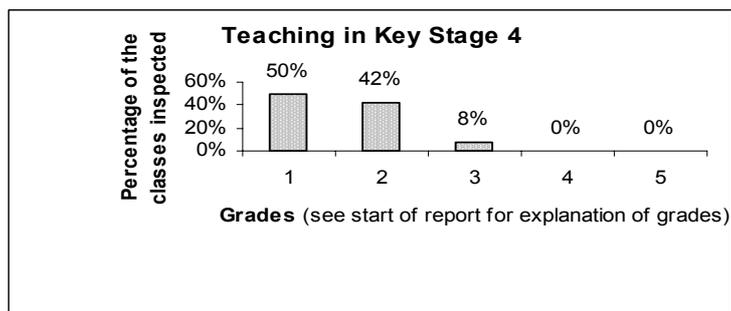


89. There are good and outstanding features in 44% of lessons and good features and no important shortcomings in a further 45% of lessons throughout the school. In 9% of lessons good features outweigh shortcomings, This is well above the target set by the Welsh Assembly Government that teaching should be at least good in 50% of classes. Despite the fact that there are some good features in the 2% of lessons which remain, some shortcomings in important areas are also a feature. Overall, teaching is well above the current target set by the Welsh Assembly Government that teaching should be at least satisfactory in 95% of classes.
90. The following graphs show the quality of teaching at key stages 3 and 4 in the six subjects inspected.



91. Teaching is good with outstanding qualities in 39% of key stage 3 lessons. In another 47%, the teaching is good and no important shortcomings. In 11% of

classes, good features in the teaching outweigh shortcomings. In the remaining three per cent of classes there are good features but there are also shortcomings in important areas.



92. At key stage 4, teaching is good with outstanding features in 50% of lessons. In another 42%, teaching is good with no important shortcomings. In 8% of classes good features in the teaching outweigh shortcomings. At this key stage, there are no shortcomings in important areas in any of the classes.
93. There are shortcomings in important areas in a very small number of lessons, at key stage 3, in design and technology, despite the fact that there are some good features in these lessons. In a small minority of other lessons, where good features outweigh shortcomings, the shortcomings tend to be over-long presentations, poor timing or lessons which are teacher centred. When groups are large for practical work, pupils are not always afforded the best opportunities and support.
94. In the vast majority of lessons, teachers successfully gain pupils' interest and motivate them to participate in lessons in a lively fashion. They set challenging tasks and respond positively to pupils' contributions, creating a good learning ethos. Expectations regarding behaviour are high. There is a very good pupil-teacher relationship and mutual respect. As a consequence, the atmosphere in class is friendly and civilised and this usually leads to very good results.
95. In only a few lessons pupils are afforded opportunities to self assess their work, but they are given opportunities to maximise their potential in the majority of lessons. At times teachers set tasks differentiated according to ability, but, frequently, as they know their pupils very well and can empathise with them, teachers successfully include less able pupils in their normal classroom activities by lending them personal support or through good use of classroom assistants.
96. With a few exceptions, the pace of lessons is good and pupils are encouraged to make use of every second of a lesson. Teachers use a very good range of contemporary strategies to gain pupils' interest, and provide varied and appropriate activities. In such a climate, pupils' motivation is high and they concentrate on their work and persevere. In some lessons, there is a touch of humour in teachers' presentations and responses and this provides the pupils with additional incentive.
97. Teachers are suitably qualified and have good subject knowledge. They are aware of cross curricular requirements, such as teaching personal and social education at key stage 3 across the subjects, and they plan appropriately.

98. Pupils with additional educational needs are well taught and are fully integrated into classroom activities.
99. Individual lessons and series of lessons are very well planned. In the good lessons, presentations are clear and teachers remind pupils of prior work and build on the foundations they have laid. Overall, teachers ensure that they explain the aims of lessons from the point of view of knowledge and understanding gained, and at the end, they usually review what pupils have learnt about the subject in that lesson. Aims in relation to personal and learning skills are not always explained, despite being an integral part of the best lessons.
100. The good features listed above are also a feature of the very good teaching. In addition there is evidence of continual and purposeful planning, very high expectations, very supportive relationships with pupils and incisive responses to pupils' needs, contributions and questions. Although individual lessons are planned thoroughly teachers are flexible when responding to the particular needs of their class. In the very good lessons, a lively pace is maintained and tasks are always stimulating, challenging and appropriate to pupils' age and ability.
101. Teaching styles are varied and include individual, paired, small group and whole class activities as well as opportunities to do practical and investigative work. Resources are very well used by pupils and teachers. In a number of lessons, the small white boards are used very purposefully. When they teach in rooms where interactive white boards have been installed, teachers plan carefully how to use them. In the best of these lessons, words, images, sound and snippets of film are interwoven skilfully and well timed. Where appropriate, there are opportunities to respond intellectually and through the senses. Pupils have appropriately timed opportunities for personal reflection either individually or with others.
102. Teachers are aware that pupils speak more than one language and that some also study a modern foreign language. Teachers cope very well with the requirement to use Welsh and English and, as a result, pupils become familiar with technical terms in both languages and can discuss in either language.
103. Teachers ensure that all pupils participate fully in lessons. In a very small minority of lessons, the work is not a good match to pupils' previous attainments.

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

104. The school has a detailed and clear assessment policy which includes a timetable for assessment and reporting. The policy explains how the school A - G levels of attainment correspond, in each year, either to National Curriculum levels at key stage 3 or to GCSE grades at key stage 4.

105. Procedures for assessing and reporting on the National Curriculum at key stage 3 are met and the requirements of the examination boards at key stage 4 are satisfied.
106. The headteacher effectively co-ordinates school assessment.
107. As the school assessment policy is of recent origin, it has, as yet, not penetrated fully into departmental policies. Each department has its own assessment policy and procedure. The procedures are successfully implemented within individual departments but are not consistent across departments. When departments submit their assessments to the headteacher, they adapt them to conform with school guidelines and, as a result, the reports are consistent.
108. With a few exceptions, work is marked carefully and regularly. Despite some variation, overall, assessment is consistent and correct across and between the departments. In the best examples, teachers write comments explaining how the standard of work can be improved when redrafting, or in future, and there are opportunities for pupils to self assess their work. Despite the fact that there are very good examples of pupils self evaluating their work, this good practice has not filtered through to the majority of departments.
109. Parents are informed each term of pupils' progress either in writing or orally. Two annual written reports inform parents of the pupils' progress. There is one interim report and one full report. The quality of the reports is good and achievement and effort grades, as well as targets, are included. Parents appreciate the information in the reports. During the term when parents do not receive a written report, the school organises a parents' evening where parents are given further opportunities to discuss their children's progress.

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

Grade 2: Good features and no important shortcomings

110. This grade corresponds to the grade the school gave itself in its whole school self-evaluation report.

**The extent to which learning experiences meet pupils' needs and interests.**

111. The curriculum caters for all pupils and meets the requirements of the 1996 Education Act for pupils of statutory school age.
112. The whole curriculum is accessible to all pupils, including those with physical disabilities and those with additional educational needs.
113. The broad and balanced curriculum provides continuity and progression between years and across key stages and provides pupils with opportunities to gain appropriate qualifications.
114. At key stage 3 and key stage 4, the personal and social education provision is good and meets with statutory requirements.
115. At key stage 3, personal and social education is presented through the subjects. The contributions of the individual subjects are carefully mapped and gaps are filled during the four specific lessons arranged, once a term, in each year. This works well and fulfils the pupils' personal and social education needs.

116. Also, at key stage 3, the normal timetable is suspended for one whole week annually and activities including open air activities, problem solving and other experiences which enrich the pupils' curricular experiences, are arranged. The week is carefully planned to meet the pupils' needs.
117. At key stage 4, personal and social education is presented effectively in Y10 and Y11 through one lesson a week of religious education, health education and careers education in rotation. The quality of these courses is good. The quality of religious education is very good. The course conforms to the agreed syllabus and expectations of the local SACRE (Standing Committee for Religious Education).
118. Information technology is taught as a subject in Y7 and Y9 and across the curriculum in Y8. The information and communication technology requirements of the National Curriculum are met at key stage 3. About a quarter of the pupils take information technology as a subject at key stage 4.
119. Nine of Tŷ Meirion's pupils have been disapplied from the National Curriculum and the curriculum has been modified for three other pupils. This is appropriate.
120. Pupils are appropriately grouped. Some departments set according to ability, some set linguistically and the remainder have mixed ability groups. The various methods of grouping have no significant effect on pupils' achievements. In Y8, in English, an interesting experiment is taking place which involves establishing one group of boys, one group of girls and one mixed gender group. The outcomes of this arrangement are yet to be evaluated.
121. Modern foreign languages are given a prominent place in the school's curriculum. French is the primary foreign language but all pupils in Y8 and Y9, apart from the very small number of pupils disapplied from learning a modern foreign language, are introduced to German. Both languages are offered at key stage 4 as options and the percentage of pupils choosing and successfully completing the courses are on a par with the national percentage for bilingual schools.
122. At key stage 4, a very wide choice of subjects is offered in four columns. The compulsory and optional subjects lay a good foundation for pupils going on to post-16 education or employment. Less able pupils are given the opportunity to study three optional subjects; study time is arranged for them whilst the fourth optional subject is being taught.
123. Two vocational courses are offered, in construction and health and social care. An appropriate alternative curriculum is organised for a small number of pupils. The vocational and alternative courses are taught partly at Meirion Dwyfor College and partly in school. The school organises its timetable to ensure that pupils who attend college course have full access to the core subjects in school.
124. Homework is set regularly across the curriculum and its quality is generally good. Pupils make effective use of the 'Dyddiadur a Llyfr Cyswllt' (Diary and Contact Book). This is also an effective way of reinforcing the link between the

home and the school as there is a specific space where parents or guardians can write comments.

125. The school plans well for pupils to develop numeracy and literacy skills across the curriculum at key stage 3 and key stage 4. A good system has been established for numeracy where a new co-ordinator has commenced work. A 'Llawlyfr Rhifedd' (Numeracy Handbook) has been given to each Y7 pupil and there are plans to build on this good practice. Specific steps are also in the pipeline in literacy.
126. A number of extra curricular activities are organised which enrich pupils' education and experiences are organised. There are various sports teams, a choir and school orchestra, lunchtime and after school clubs and local and foreign visits. A Christmas service and a summer concert are held annually.
127. The school promotes pupils' spiritual, moral, social and cultural development effectively throughout their time at school.
128. Pupils' spiritual development is good. In a number of subjects, pupils are afforded opportunities to reflect on their own experiences and to develop a sense of wonder and curiosity about life. Despite the fact that the quality of the daily act of communal worship is variable, this aspect of school life makes a valuable contribution to the pupils' spiritual development.
129. Pupils' moral development is very good. They show one another, their teachers and visitors much respect. There is no rubbish or graffiti inside or outside the school. Pupils also raise substantial sums of money for charity.
130. Pupils' social awareness is very good. They interrelate well with one another and with their teachers and with other members of staff. Pupils in Y11, in particular, respond very well to opportunities to undertake responsibility and pupils throughout the school are willing to contribute to the school's social life. In the school council, pupils' opinions are regularly considered and are taken seriously.
131. Pupils are very aware of Welsh, British, European and world cultures; they learn about them in lessons and during extra-curricular activities.
132. Learning experiences are enriched by effective links with parents which ensure that pupils attend school and complete their homework.
133. There are strong links with the local community and members of the community come into school to discuss their work and to share their experiences. The curriculum is further enriched by links with the local police, the youth service and the health and welfare services.
134. Links with the local college of further education have ensured appropriate curricular provision for a small number of key stage 4 pupils. The majority of pupils continue with their post-16 education or training at this college.

135. Good links with primary schools ensure that there is curricular continuity between the primary and secondary sector in over half the curriculum, including all the core subjects, information technology and physical education.
136. There are good links with establishments which provide initial teacher training for prospective teachers.

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

137. Occasional links are made with employers and local businesses. The School Development Plan notes the intention to develop these links further.
138. There is no whole school plan to co-ordinate and guide the partnership with the world of work. Consequently, the contributions of individual subjects towards increasing pupils' awareness of the world of work are sporadic.
139. The English department often takes advantage of opportunities to relate the curriculum at key stage 3 and key stage 4 to real situations in the local economy by giving pupils opportunities to write for specific purposes such as preparing tourist leaflets or carrying out a survey of the local environment.
140. The school is making an effort to increase the numbers of vocational courses. Some courses are effectively managed in co-operation with the local college of further education.
141. Pupils at key stage 4 learn about careers and the world of work in around a third of their personal and social education lessons. This year, at key stage 3, personal and social education has been incorporated in the syllabi of individual subjects. However, the mapping process for careers education and the world of work, in its new guise, is in its initial stages.
142. Links with a catering business and a forestry company have enriched the provision in food technology and work experience. Sponsorship has been received from local businesses towards sports strips.
143. Currently, there are no plans to increase teachers' awareness of the world of work's potential for curricular enrichment.
144. The school develops pupils' ability in both languages. An understanding of Welsh is nurtured among just under two thirds of the pupils who come from homes where Welsh is not spoken. This enables them to live life fully in the local community and prepares them for employment that requires knowledge of the language, Welsh culture and history. Special lessons are provided for latecomers.
145. The school, with its caring ethos, helps and supports each individual pupil without exception. Wheelchair access to almost all parts of a challenging site is

viable. In the one instance where this is not possible, a reasonable adjustment is made by arranging lessons in another room when this is necessary.

146. Several subjects, and geography in particular, promote pupils' understanding of sustainable development and the importance of saving energy. These messages are reinforced by good recycling habits within the school.
147. Recently, Y10 pupils derived pleasure and benefit from listening to the experiences of a successful businessman who visited one of their personal and social education lessons. They later considered to what extent they themselves possessed characteristics which could give rise to the same type of success.
148. There are currently no projects which allow pupils to exercise entrepreneurial skill by running a 'business' on a small scale.
149. The school has been awarded the Basic Skills Agency Kite Mark. Interest in a foreign language as a career qualification and for pleasure is encouraged. The school canteen promotes healthy eating. The facility at Coed y Brenin, a few miles away, and the support of the Sports Council have enabled pupils to enjoy cycling and to develop their skills in this field. A bicycle shed is available if pupils wish to cycle to school.

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

Grade 2: Good features and no important shortcomings

150. This grade corresponds to the grade the school gave itself in its self evaluation report.
151. The school places much emphasis on creating a caring ethos and parents and governors show obvious appreciation of this.
152. The school has an effective pastoral care system which includes the senior management team and class tutors. Since the recent innovations, each year has a head of year.
153. Class tutors, pastoral heads of year and the senior management team ensure that behaviour, attendance and the general welfare of each pupil are given due attention. In special circumstances, appropriate arrangements are made, such as offering 'short therapy' which gives individual pupils an opportunity for an individual hearing and counselling.
154. The school's pupils are afforded opportunities to convey their opinions to the senior management team on different relevant issues through regular meetings of the school council. This arrangement works well.
155. The school makes effective use of the support services available both in the school and outside. The Welfare Officer, the Youth Officer, the Police and the

nurse make weekly visits. Parents and pupils note that there are hardly any instances of bullying and praise opportunities given pupils to convey information in confidence by using the 'bully box', should the need arise, so that immediate action can be taken.

156. Relationships with parents are good and the Friends of the School Association lends very good support. Parents praise the school's open door policy which allows them to discuss any problem. Information is shared with parents through the school handbook as well as in the school's termly bulletin; parents' evenings are held regularly throughout the year. Parents praise the school's homely and happy atmosphere. They describe the school as a friendly and supportive community.
157. Teachers and tutors give good support and help pupils as they choose subject options for key stage 4.
158. The induction programme for local primary feeder school pupils is good. The school makes every effort to ensure that pupils transfer from the primary to the secondary sector with the minimum of disruption. Days to visit the school are arranged and there are open evenings for pupils and their parents. The secondary school headteacher visits each primary school to meet parents. Annually, in June, the head of Y7 visits each primary school to meet the pupils and their parents. The primary schools also derive great benefit from the arrangement to provide their pupils with extra experiences, such as physical education and information technology lessons at the secondary school during the year. In addition, the catchment area language co-ordinator shares information with the secondary school about which language group pupils who are transferring from primary schools belong to.
159. The school pays detailed attention to the framework for personal and social education and careers prepared by the Welsh Assembly Government. Pupils gain valuable experiences in subjects across the curriculum during normal school activities. In addition, other specific periods are arranged to provide good quality additional specialist input from external speakers on specific aspects of sex education, health and careers. Recently, also, pupils themselves have made a film on video about the dangers of drugs and this was a valuable experience for them.
160. Communal worship sessions conform to statutory requirements.
161. The system used to record attendance and punctuality is effective; the school network is used for this purpose at the beginning of morning and afternoon sessions. The Welfare Officer visits the school on a weekly basis to discuss any attendance that falls below 90% in order to consider the way forward. As a result of this careful and sensitive monitoring, parents become fully aware of expectations.
162. The behaviour of pupils is very good throughout the school. In the year prior to the inspection, one pupil was permanently excluded. An effective discipline and reward system exists. Appropriate use is made of the 'Cell Callio' (Cooling down room) when some pupils need to be disciplined.

163. Appropriate safety measures are in place when pupils arrive and leave on buses but the dangers of crossing to the opposite side of the road to board buses has been noted as a health and safety recommendation. Likewise, when pupils need to cross the main road to gain access to the Leisure Centre or the school playing fields, similar dangers exist.
164. The school has clear policy documents for the protection of children and young people, and there are effective procedures to follow in the event of a complaint.

### **The quality of provision for additional needs**

165. The co-ordinator offers good guidance and she is supported in the work by a specialist teacher and enthusiastic assistants. The school works closely with a number of external agencies that are very supportive of the school.
166. The school's provision is a good reflection of the requirements of the Code of Practice; each pupil on the school's special educational needs register has an individual education plan which sets appropriate targets and guidelines on how to achieve them. Parents and departments are given copies of the individual education plans for information and so that they can co-operate. The register of special educational needs and the statements are reviewed effectively.
167. Standards are generally good with pupils achieving in line with their ability. Pupils' motivation and behaviour are very good.
168. Pupils in Y7 are thoroughly assessed in September to identify those who need extra support. A number of different strategies are implemented to meet the various needs.
169. Those pupils who have specific reading difficulties are given effective support to develop their literacy skills. They make good progress and the vast majority are successful in gaining good GCSE grades.

Classroom assistants support a number of key stage three pupils effectively in class. Subject teachers co-operate well with the assistants to ensure that the work is appropriate for the pupils with special educational needs. A record is kept of the support provided but the co-ordinator is not always informed.

171. A number of strategies are used successfully to improve pupils' literacy and numeracy skills and they appreciate the opportunities offered them. The work has been well planned to ensure that there are no clashes with subject requirements. Pupils show good progress and develop in confidence.
172. When a pupil needs to be disciplined, the school works closely with the parents and there are clear procedures which are implemented immediately and consistently. Local agencies offer pupils, particularly those who are in danger of being excluded from school, extra support.

173. The curriculum at Tŷ Meirion, a special unit located on the school campus, responds well to pupils' ability, interests and needs. Pupils' knowledge and experiences are augmented by integrating pupils successfully into mainstream classes and through a number of extra-curricular activities. The experiences provided for the two post-16 students are good. Standards are generally good with pupils achieving in line with their abilities. Each pupil has a special education plan which sets educational and social targets. Schemes of work are not always successfully integrated with individual programmes nor are the targets set specific enough to measure progress. There is a strong community feeling in the unit. Each pupil is offered purposeful support through the units' pastoral structure.
174. The governors, headteacher and staff, as well as the pupils, display positive and constructive attitudes towards those who have disabilities.

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

175. The school purposefully creates a climate where discrimination or unpleasantness are not tolerated and where all pupils are treated fairly. Parents and pupils are confident that the school would respond without delay to cases of unfairness or discrimination.
176. The school monitors and compares the examination results of boys and girls. In Y8, the English department is experimenting with educational strategies designed to narrow the gap in performance between boys and girls.
177. All subject options at key stage 4 are available to boys and girls. Over the years, a good number of boys have followed French and German courses although this is not the case this year in Y10. Although the design and technology course is open to girls, few of them opt for this choice at key stage 4.
178. The school's tradition and its pastoral system encourage all pupils to adopt high expectations.
179. The small number of physically disabled pupils have access to all relevant areas in the school and follow the mainstream curriculum.
180. Each pupil is effectively and sensitively supported if difficulties arise in school. The school has a good working relationship with a wide range of external agencies. This year, no pupils are cared for by the local authority but the arrangement is that they would be supported by the appropriate agencies and by the school.
181. The very few pupils from minority ethnic groups have either been brought up in the same community as the other pupils and integrated naturally with their peers, or they were accepted without any difficulty by pupils as soon as they arrived. Racial equality is promoted by the school's personal and social

education programme. The school has procedures which would deal very incisively with any racial incident.

## Leadership and management

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

Grade 2: Good features and no important shortcomings

182. This grade corresponds to the grade the school gave itself in its whole school self-evaluation report.

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

183. The school has clear aims, objectives and values shared by governors, staff, parents and pupils.
184. The school achieves its general aim of 'developing each individual to his or her full potential educationally and socially'.
185. The school is well lead by a headteacher who supports his staff and pupils well. Recently, the school's management team and the pastoral management team have been restructured. These new management structures help the headteacher to set a clear and positive direction for the school's life and work.
186. Departmental management is generally good and there are some instances of very good management. Individual departments are not formally linked to members of the senior management team but there are strong informal links which reflect the school's supportive ethos. The headteacher receives minutes of departmental meetings and responds to them.
187. The headteacher draws up clear and concise whole school policies and these are discussed by the governors before they are adopted. Guidelines for implementing these policies are discussed with the whole staff.
188. School policies on equal opportunities and access are effectively implemented.
189. The school has good links with parents.
190. In addition to school priorities highlighted in the 'Cylch Gwella Ysgol'(School Improvement Cycle), the school pays due attention to Welsh Assembly Government's priorities, such as 'Pathways to Learning 14- 19', and to local education priorities, such as promoting pupils' bilingual skills.
191. The process of setting quantitative targets has been fine tuned and, as a result, they are realistic and challenging. Departmental performance against targets is thoroughly evaluated and heads of department and their teams are required to take appropriate steps to achieve them. Targets are shared with pupils at key stage 3 and key stage 4.

192. New arrangements have been established to monitor teaching and pupils' work as an aspect of the school improvement cycle but, as yet, the lesson monitoring procedure is not operational.
193. The day to day administration of the school is effective.
194. The headteacher is the team leader for all the staff for performance management. The first cycle of the process has been completed. The headteacher conducts annual interviews with staff in order to find out their continuous professional development requirements. Performance management and the school's usual in-service training system have not been fully integrated.
195. The time and resources invested by the school in courses and staff development are apparent in the quality of teaching.
196. There is an effective induction programme for new members of staff and suitable provision for newly qualified staff.
197. As yet, the school's system for developing the managerial and educational skills of staff acquiring new responsibilities has not been developed sufficiently.
198. The headteacher has gained the National Professional Qualification for Head teachers (NPQH).

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

199. Governors are very supportive and work with the school staff and the local education authority in carrying out their responsibilities. Governors have information which enables them, in consultation with the professional staff of the school, to participate in discussions about the school's strategic development. There are no detailed links between governors and the school to increase their understanding of the school's needs and work associated with its priorities.

Governors are well informed about the external examination and test results learners attain, and about how well the school is performing in relation to other similar schools. Standards are discussed at governors' meetings but the governing body is heavily dependent on the school's professional team for guidance. The governors have ensured that the vast majority of statutory requirements are met but they have not ensured that the school conforms to the requirements of circular 3.99 (to be amended) as regards registering Y11 pupils during the period which follows external examinations in the summer term.

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

Grade 3: Good features outweigh shortcomings

201. This grade corresponds to the grade the school gave itself in its whole school self evaluation report.

**How effectively the school's performance is monitored and evaluated?**

202. The school's self-evaluation report deals correctly and honestly with the seven questions in the *Common Inspection Framework*. The school has presented a full and accurate picture of the school's strengths and areas that need further attention.

203. The findings of the inspection team correspond to those of the school in six of the seven key questions.

204. The new self-evaluation system, namely the school improvement cycle, has recently been implemented and has been very carefully designed. It integrates several aspects of self-evaluation and performance management in a new format. In recent years, the monitoring of lessons was undertaken in the school as a separate procedure. As yet, the new arrangements have not resulted in sufficient monitoring of standards and teaching by direct lesson observation.
205. Establishing and implementing the school improvement cycle is a school development plan priority for 2004-2007.
206. The new system has begun to ensure uniformity in self-evaluation across the departments by preparing a detailed analysis of data derived from external test, assessment and examination results. This analysis lays the foundations for subject reviews, whereby the headteacher and heads of departments can hold discussions and set targets for improvement.
207. Senior managers and heads of department receive good information about their areas of responsibility. The headteacher prepares a detailed analysis of performance indicators, including external test and examination results. This analysis forms the basis of the subject review, namely a discussion between the headteacher and the head of department, and the basis for the setting of targets for improvement.
208. Agreement is reached on challenging individual targets on the basis of performance data from external tests and internal assessments. Whole school targets are set after analysing individual targets across the subjects.
209. The management team monitors a range of other indicators, including pupils' attendance, punctuality and behaviour.
210. The headteacher monitors the minutes of departmental team meetings and notes comments and ideas for action.
211. The new formal arrangements for monitoring have been established but there is little monitoring of teaching by the senior management team or by heads of department. By direct lesson observation. The school often takes advantage of more informal methods of discovering what needs to be improved.
212. The quality and detail of departmental self-evaluation reports vary. The best examples identify aspects they wish to improve in the context of test and examination results, the standard of pupils' work and reviews conducted by external agencies.
213. The aims for improvement are incorporated within departmental development plans and the whole school development plan.
214. Appropriate consideration is given to pupils' views through meetings of the school council. The opinion of parents and governors are considered informally and at meetings of the governing body.

### **The effectiveness of planning for improvement**

215. The school development plan, which is of very good quality, lists the school's main priorities for the next three years. It includes responsibilities, outcomes, estimates of costs and success criteria.
216. Definite plans are in place to review the school development plan in order to respond to the necessary changes in priorities.
217. The departmental development plans form appendices to the school development plan and note steps to be achieved. They correspond to the school's requirements and concentrate on raising standards and improving the quality of resources.
218. The quality of departmental development plans is varied. The majority concentrate on improving standards and the quality of teaching and learning. Some do not set specific aims or provide full details of action to be taken and criteria for measuring improvement.
219. Since the last inspection, the school has ensured improvement in the key areas for improvement listed in the previous report. The most obvious improvements are the following:
- in the subjects inspected, specifically, standards in English and geography have improved throughout the school and in design and technology and modern foreign languages at key stage 4. Currently, standards in English are very good at key stage 4 and the same is true of modern foreign languages at the same key stage. By now results are consistently above those of the local education authority and Wales;
  - quantitative and qualitative targets are set for each pupil at key stage 3 and key stage 4. In addition, as a consequence of strategies to improve the quality of teaching, there has been an improvement in the quality of subject teaching;
  - detailed policies and guidelines for assessment are regularly used within the majority of departments, despite the fact that there is no consistency throughout the school as yet;
  - standards in information and communication technology have improved at key stage 3.
220. Further development of procedures for monitoring teaching and learning continues to be a priority for improvement and remains a recommendation following this inspection.

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

Grade 2: Good features and no important shortcomings

221. This grade corresponds to the grade the school gave itself in its whole school self-evaluation report.

**Sufficiency, suitability and deployment of staff, use of learning resources and school accommodation**

222. The school has sufficient staff to meet its curricular requirements; the vast majority have qualifications appropriate to their subject areas. Owing to the size of the school, approximately half the staff teach a second subject. The results of key stage 3 and key stage 4 tests and examinations show that this does not have an effect on standards and heads of department lend good support.

223. The pupil-teacher ratio is 14:1 and it is generous in comparison with the national ratio. There are three classroom assistants who offer pupils who have additional educational needs good support in mainstream classes. In addition, three classroom assistants give pupils at the Tŷ Meirion Unit good support. Staffing costs in the school are high as 85% of teachers are either in receipt of allowances or on managerial grades.

224. Continuous professional development provision is good. Training needs are identified through departmental development plans and individual interviews. Training sessions and days are arranged frequently so that teachers who teach outside their area of expertise are able to get training and support.

225. Most members of the teaching staff have developed substantial information and communication technology skills and the twelve interactive whiteboards in the school are well used.

226. Class teaching is good or very good, on the whole, and good discipline and an organised approach are a prominent feature in lessons.

227. On the whole, the school has sufficient administrative and ancillary staff to enable the school to run efficiently.

228. Good support is provided for newly qualified teachers and the school ensures that new teachers are given clear information about how the school operates. The school has good links with initial teacher training establishments and trainee teachers participate fully in school activities.
229. Resources across subject areas are good, on the whole. They are used effectively, as are stimulating displays, to reinforce the learning and teaching process.
230. There has been heavy investment in information and communication technology hardware. There is a computer in each classroom. Effective use is made of interactive whiteboards in most departments.
231. There has been heavy investment in music resources to provide a good variety of instruments and information and communication technology software.
232. Some design and technology equipment is old. As no technician is employed in the department, arrangements have been made for a company to check the equipment annually and to maintain the machines in the workshop as necessary.
233. School buildings span three centuries; they range from the old nineteenth century boys' grammar school building to the new block, opened a year ago. This new block consists of a welcoming reception area, administrative offices, a library and a caretaker's storeroom. Departmental classrooms, such as those of the Welsh department, are conveniently located in close proximity.
234. Two computer rooms have been created. 'Gwefan A' (Net room A) is in the old school library, in a large convenient room. Space is at a premium in 'Gwefan 2' (Net room 2) but there has been an effort on the part of the school to make the best possible use of a less than convenient room. Safety policies are implemented effectively in both rooms. Despite the large investment in computers, the heavy demand causes access problems at times.
235. A separate building on the school campus has been adapted as the Tŷ Meirion Additional Educational Needs Unit. Pupils from all areas of Merionnydd and some from Powys are welcomed there to a homely, colourful and supportive environment.
236. Some classrooms are limited in size. The art room is small and that restricts its potential to display products and to undertake some types of art work.
237. Food technology and textiles are taught in the same room because of insufficient space in the design and technology department. This is contrary to good practice. The number of cookers is barely sufficient when there are some classes of up to 25 pupils. There are insufficient sewing machines.
238. The school's vast playing fields are some distance away on the opposite side of the Wnion river. At the time of the inspection, some of these fields were very wet and some of the fences on the perimeter need to be repaired. There are

no showers or changing room facilities near the fields. Pupils have to return to school to change.

239. The school makes much use of the school hall; the community also avails itself of this facility. The school canteen adjoins the hall and there is an effective arrangement to serve and eat sandwiches and school meals.
240. The fabric of the building is generally sound apart from the fact that some windows have started to rot and the condition of several toilets is unacceptable. A girls' toilet has been renewed recently, but one of the boys' toilets, in particular, is in bad condition. The school is aware of this shortcoming and renewing toilets has been brought to the top of the three year programme.
241. The whole school, inside and out, is kept neat and clean. In the vicinity of the school hall, the roots of a tree have uprooted the pavement which is now dangerous. Apparently, the roots have also affected the drains and has led to severe accumulation of rainwater.
242. In order to access school buses at the end of the school session, and when walking to the leisure centre and school playing field, pupils must cross busy roads. Despite careful supervision, pupils and vehicles are not kept apart. This situation is very dangerous because of the possibility of a collision.

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

243. The headteacher, assisted by the Administrative Officer, manages the budget efficiently.
244. Monthly reports are prepared for the headteacher and the chairperson of the governing body. The governing body receives a report each term.
245. The school responded appropriately to the important points raised in the most recent education authority financial audit (January 2004).
246. Finance is allocated to departments according to a formula. Finance is also allocated to meet the main priorities listed in the departmental development plans.
247. The School Development Plan's priorities are costed in detail.
248. At the end of the 2003 – 2004 financial year, a sum of £53,000 was carried forward to the current financial year. £30,000 of this sum had been earmarked to complete specific projects. It is envisaged that approximately £35,000 (about 2.7% of the budget) will be held in reserve at the end of 2004 – 2005. This is lower than the percentage (5%) recommended by the Audit Commission.
249. The school uses its teaching staff and its support and ancillary staff efficiently, making the best possible use of their time and experience. Full advantage has been taken of the specialist external support provided by the local advisory

team and others. Staff teaching subjects outside their specialist areas are mainly supported by internal arrangements.

250. On the basis of pupil number forecasts, the management team is conducting an evaluation of the school's future curricular and staffing needs. They are in consultation with the local education authority and are investigating curricular models used elsewhere in Britain.
251. The good quality of external test and examination results, standards of achievement, pupils' behaviour and the quality of the teaching, all mean that the school ensures good value for money.

## Standards achieved in subjects and areas of learning

### Welsh

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

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

#### Good and outstanding features

252. At both key stages, pupils display a positive attitude towards their work. They concentrate and listen purposefully.
253. The vast majority of pupils respond orally to teachers' questions and to each other, and the best pupils express themselves confidently and spontaneously, using appropriate language.
254. Pupils co-operate successfully in pairs and groups in various situations and take advantage of opportunities to develop their learning skills through role

play, presenting information or expressing a point of view on current and relevant topics to a high standard.

255. At both key stages, reading standards are good. The significant majority show increasing ability to read aloud fluently and to respond appropriately, in writing and orally, to varied literary, non-literary and media topics.
256. Pupils across both key stages read a range of fact and fiction books with good understanding. They avail themselves of opportunities to further develop their reading skills for pleasure by making good use of the books available within the department and the library.
257. Orally and in writing, increasingly at key stage 3 and especially by key stage 4, the best pupils produce mature work and write at length, responding intelligently to challenging texts and using literary terms successfully.
258. Pupils' writing standards vary from satisfactory to very good. The majority can write effectively in a range of forms and for different purposes and audiences; there are examples of very good creative and analytical writing across both key stages.
259. The majority of pupils take pride in their work and make an effort to present neat and interesting pieces, occasionally using the word processor.
260. The vast majority of pupils take advantage of regular opportunities to integrate their use of language skills through effective use of modern technology, such as the interactive whiteboard and language games, which encourages them to think independently and to co-operate with others.
261. The standard of their work also improves when they are given opportunities, occasionally, to self-assess their work and to redraft some pieces and, at key stage 4, to produce some of their course work using the computer.
262. A small minority of pupils study Welsh as a Second Language programme in school. These learners as well as pupils with special educational needs make good progress and derive great benefit from the extra support provided for them.

### **Shortcomings**

263. The oral and written work of some pupils across both key stages displays an insecure grasp of Welsh syntax and grammatical, spelling and mutation errors detract from their expression.

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

**Key Stage 4** - Grade 1: Good with outstanding features

**Good and outstanding features**

264. The vast majority of pupils across both key stages speak audibly, confidently and with clarity. Increasingly, they are able to vary their contributions according to context. They convey information and express points of view well at key stage 3 and very well at key stage 4.
265. There are opportunities for role play at both key stages, and at key stage 4, pupils are very confident before a large audience, at times. They use opportunities for discussion, before and after performances, to further develop their understanding of character and life situations and to self-assess their contributions astutely.
266. Pupils in Y11 use appropriate software as an aide-memoire in formal presentations. Oral work in English is an outstanding feature throughout the school.
267. Pupils listen very well to teachers and to each other as individuals, in pairs and in groups.
268. Reading standards are good at key stage 3 and very good at key stage 4. The vast majority read aloud correctly and fluently and, increasingly, their expression improves. When they provide written responses to a very wide range of challenging texts, pupils show good understanding at key stage 3 and very good understanding at key stage 4.
269. Pupils understand character, plot and theme well in a very wide range of literary texts. From Y9 onwards, the vast majority produce extended responses. Increasingly, as they develop in maturity, pupils of average ability and above

convey ideas and produce structured responses which reflect their personal deliberations.

270. Lower ability pupils, and some pupils with special educational needs make very good progress. They benefit from the high standards set by their peers when placed in mixed ability groups at key stage 3.
271. The challenging work completed by pupils at key stage 3 lays very firm foundations for key stage 4. This is an outstanding feature.
272. Another outstanding feature at key stage 4 is the way pupils across the ability range are able to read visual images and show insight as they respond to them.
273. At both key stages, pupils write very well using appropriate style and structure. Punctuation and paragraphing are very good and spelling is good, particularly at key stage 4.
274. The content of their written work is particularly interesting and ideas are well expressed at key stage 3. By Y9, pupils can describe very well, using a wide vocabulary and imagery very effectively. By Y11, the work is of a very good standard.
275. All pupils produce some pieces of written work with the help of modern technology and this improves the quality of the presentation as well as the standard of their work.

### **Shortcomings**

276. There are no significant shortcomings at key stage 4.
277. At key stage 3, there is a small minority of pupils who are not as confident when they respond orally.
278. In Y7, and to a certain extent in Y8, a few pupils have difficulty in expressing ideas fluently, both orally and in writing. There are more spelling errors in the work of this small group.

## Design and Technology

**Key Stage 3** - Grade 3: Good features outweigh shortcomings

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

### Good and outstanding features

279. At both keystages, pupils have a good knowledge and understanding of design and produce processes.
280. Pupils convey their ideas and express opinions effectively, both orally and in writing. They use technical vocabulary appropriately.
281. Graphical communication skills are developing well.
282. Pupils work well independently. They co-operate and share information effectively in groups.
283. They work to a good standard as they research, disassemble and evaluate products. Pupils in key stage 3 understand the importance of the characteristics of materials and components when designing products.
284. In key stage 4, pupils carry out thorough research and gather information effectively from a range of relevant sources in order to create specifications.
285. Pupils complete a variety of practical tasks. In resistant materials the standard of manufacturing skills is good.
286. Good use is made of information and communication technology skills when dealing with resistant materials. Pupils use desktop publishing and computer graphics effectively to present information and to convey ideas.
287. Pupils evaluate their designs and products and plan improvements to a good standard.
288. They discuss their ideas confidently and use technical terms appropriately.
289. Pupils possess thorough knowledge and good understanding of the characteristics of materials and finishes.
290. In the workshop, they use a range of equipment safely.

- 291. Pupils at key stage 4 display a high standard of numeracy skills when measuring, marking and estimating dimensions.
- 292. Some pupils complete ambitious practical projects, in terms of size and complexity.
- 293. They evaluate their work during the design and make process and after they have completed the work. The majority take advantage of opportunities to make improvements.
- 294. A number of key stage 4 pupils have been successful in national competitions to design and produce innovative products.

### **Shortcomings**

- 295. At key stage 3, in food and textiles, pupils do very little practical work. In addition, pupils do not produce original designs.
- 296. Pupils at key stage 3 do not develop sufficient practical skills in food and textiles.
- 297. In general, key stage 3 pupils' standards of attainment are lower in food and textiles than in resistant materials.
- 298. At key stage 4, pupils do not take full advantage of information and communication technology techniques to design and manufacture products.
- 299. There is lack of variety in some pupils' design work.

<b>Geography</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**

### **Good and outstanding features**

300. At key stage 3, pupils have a good knowledge of place locations, their character and features. The *vast* majority describe the character and features of the places they study clearly, particularly in their work on Brazil.
301. Most of the pupils acquire a good range of geographic terms. The *vast* majority use key words correctly in a variety of geographical texts.
302. The vast majority have a good understanding of the relationship between people and the environment. The work they have done on earthquakes contributes to their knowledge and understanding of how environmental management has a bearing on human activities and how people respond to natural disasters.
303. Most pupils complete work of good quality and show good knowledge and understanding of geographic concepts.
304. At key stage 4, most pupils' mapping and graphical skills are good. They use a wide range of geographic terms correctly in complex situations.
305. Course work projects, based on field work which includes urban studies and studies of rivers, contribute substantially to pupils' understanding of processes in physical and human geography. The projects display their thorough grasp of the processes at work in the formation of patterns and characteristics relating to rivers and towns.
306. They analyse geographical data well and convey their conclusions in a variety of formats.
307. The vast majority of pupils conduct structured investigations into a local river, and use information and communication technology effectively to analyse results and to present findings.
308. Most pupils have good understanding of the process by which oxbow lakes are formed. They are able to describe the process correctly and in detail.

### **Shortcomings**

309. A minority of key stage 3 pupils do not have a firm grasp of geographical terms.

310. The work of some pupils at key stage 4, particularly the less able, lacks sufficient detail.

### **Modern Foreign Languages**

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

**Key Stage 4** - Grade 1: Good with outstanding features

#### **Good and outstanding features**

311. Pupils at key stage 3 and key stage 4 respond to and ask questions orally in French and German. They respond at length and express an opinion well using

an appropriate range of verb tenses, a good vocabulary and varied constructions. This is an outstanding feature at key stage 4.

312. Pupils understand detail in the pieces of authentic French they read and listen to; key stage 4 pupils compare, select and interpret knowledge very skilfully.
313. Pupils write very extended pieces, utilising a good variety of verb tenses and constructions. At key stage 4, the standard of communication and the levels of accuracy in both foreign languages are outstanding features.
314. Pupils at both key stages can reuse the same linguistic content in a number of different language skills. Also, they combine different skills when responding.
315. Pupils at both key stages have a good grasp of French and German grammar and they apply this knowledge to produce new sentences.
316. The boys achieve as well as the girls.
317. The standard achieved by pupils with additional educational needs is good.
318. By the end of key stage 4, standards in German, the second modern foreign language, are as good as in French.

### **Shortcomings**

319. There are no significant shortcomings at key stage 4. At key stage 3, there are instances where inaccuracies affect oral and written standards.

<b>Art</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

### **Good and outstanding features**

320. At key stage 3 and key stage 4, pupils have a confident understanding of the visual language of line, colour, pattern and tone when they undertake work on the town's buildings.
321. They respond creatively to styles and to art from various cultures when designing three dimensional masks.
322. They develop an increasing understanding of techniques for working in clay when preparing their own individual ideas on the topic 'Living Things'.

323. Pupils use their sketchbooks effectively when gathering information and developing ideas before they produce their final compositions.
324. They develop their understanding of artists from different periods and of the Welsh Curriculum when working on landscapes based on the local area.
325. Pupils display an increasing ability to draw imaginary pictures when creating cartoons. In some outstanding examples, they further develop their compositions through the use of computers.
326. Pupils are confident in their direct observation and experiment with a variety of materials when preparing work for their final examination at key stage 4.

### **Shortcomings**

327. There are no significant shortcomings but pupils do not produce large 3D work; this reflects of the small size of the art room which inhibits this type of work.

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

328. Ysgol y Gader's headteacher, staff and governors welcome the report received as a result of the inspection carried out according to ESTYN's New Inspection Framework in November 2004.
329. It is encouraging that the team's findings for six out of the seven key questions reflect the school's own self evaluation and that the report recognises the high standards maintained by the school.
330. The very positive comments regarding the care, support and guidance given to pupils and about the quality of learning and teaching and pupils' behaviour all support the school's aims, objectives and values and provide us with a firm foundation for continuing to strive to maintain and improve standards in every aspect of the school's life.
331. The standards of our pupils' achievements, particularly at key stage 4, reflect the high quality of learning and teaching within the school, and the report sets a direction for further improving performance.
332. The comments on the curricular provision confirm our belief that we try to fulfil the needs of all our pupils as they prepare for life after leaving school. Maintaining and improving the vocational provision at key stage 4 over the next few years will be a challenge for the school.

333. The school has already identified four out of the five recommendations noted in the report, either in the School Development Plan or in other documents. All the recommendations will be incorporated in the Post-Inspection Action Plan and these will be integrated into the School Development Plan as it is reviewed.
334. We share the health and safety concerns noted in the report. We shall pay due attention to matters within our control and continue to bring pressure to bear on the Authority to ensure the safety of pupils crossing the road to attend the leisure centre, the playing fields and accessing school buses at the end of the day.
335. Despite the fact that the school has some concerns about the New Inspection Framework and how consistently the inspection process is applied by teams, the school wishes to thank the Registered Inspector for conducting the inspection in a thoroughly professional manner and for drawing up an unbiased and fair report.
336. The school appreciates the professionalism, sensitivity and courtesy shown by members of the inspection team during inspection week and appreciate the opportunities provided to conduct constructive discussions. The report is an independent evaluation of the school's present position and provides a basis for further development.

## Appendix A

### Basic information about the school

Name of school	Ysgol y Gader
School type	Community, naturally bilingual
Age-range of pupils	11-16
Address of school	Dolgellau Gwynedd
Post-code	LI40 1HY
Telephone number	01341 422578

Headteacher	Mr Peter Maddocks
Date of appointment	January 2004
Chair of governors / Appropriate authority	Mr Rhys Thomas c/o the school
Reporting inspector	Mr Gareth Wyn Roberts
Dates of inspection	22 - 26 November 2004

## Appendix B

### School data and indicators

Year group	Y 7	Y 8	Y 9	Y 10	Y 11	Total
Number of pupils	56	53	78	52	70	309

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	19	5	22.65

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	14:1
Pupil: adult (fte) ratio in special classes	2.7:1
Average teaching group size	21
Overall contact ratio (percentage)	76%

Percentage attendance for three complete terms prior to the inspection						
	Y7	Y8	Y9	Y10	Y11	Whole School
Winter 2003	93.6%	95.4%	92.2%	93.2%	94.1%	93.8%
Spring 2004	93.1%	95.8%	91.7%	94.8%	94.1%	94.1%
Summer 2004	92.7%	94.1%	90.9%	92.6%	97.4%	93.7%

Percentage of pupils entitled to free school meals	6%
Number of pupils excluded during 12 months prior to inspection	Temporary: 10 Permanent: 1 (No-one from any ethnic minority)

## Appendix C

### National Curriculum Assessment Results End of key stage 3:

National Curriculum Assessment KEY STAGE 3 results: 2004															
Total number of pupils in Y9: 71															
Percentage of pupils at each level															
			D	A	F	W	1	2	3	4	5	6	7	8	EP
English	Teacher assessment	School	0	4		0	0	0	4	19	23	25	25	0	
		National	0	1		0	0	2	9	22	34	22	9	0	
	Test	School	0	4		-	-	-	8	15	29	25	19	-	
		National	0	3		-	-	-	8	21	31	23	10	0	
Welsh	Teacher assessment	School	0	4		0	0	0	10	21	21	27	12	0	
		National	0	0		0	0	1	6	19	34	29	10	0	
	Test	School	0	4		0	0	0	6	23	29	17	13	0	
		National	0	2		-	-	-	4	19	35	28	10	0	
Mathematics	Teacher assessment	School	0	4		0	0	0	4	13	25	27	27	0	
		National	0	1		0	0	1	8	2	25	29	14	0	
	Test	School	0	4		-	-	-	6	17	25	31	17	-	
		National	0	5		-	-	-	7	19	21	32	14	0	
Science	Teacher assessment	School	0	4		0	0	0	2	13	33	27	21	0	
		National	0	1		0	0	1	8	21	32	25	11	0	
	Test	School	0	4		-	-	-	2	8	35	27	25	-	
		National	0	4		-	-	-	6	19	31	25	14	0	

- D Pupils exempted 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	67%	In the school	67%

In Wales	58%	In Wales	58%
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## Public Examination Results:

### Ysgol Y Gader Summary Report of achievements of pupils aged 15 2003/04.

LEA/School No.  
661/4030

Cynulliad Cenedlaethol Cymru  
National Assembly for Wales

# RE2

## GCSE, ELQ (1) and Equivalent Achievements

**Number of pupils aged 15 who were on roll in January 2004: 71**  
**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 2003/04	85	75	85	56	48
LEA Area 2003/04	91	59	90	43	45
Wales 2003/04	87	51	85	38	40
School 02/03/04	88	71	88	52	47
School 01/02/03	92	67	92	49	45

	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 2003/04	94	94	86	94	4	6	0	6
LEA Area 2003/04	100	97	83	96	17	4	3	1
Wales 2003/04	97	95	75	93	47	7	3	4
School 02/03/04	97	97	88	97	19	3	1	3
School 01/02/03	99	98	87	98	28	2	1	1

## GCSE results in selected subjects

**Percentage of pupils aged 15 who:**

Entered any GCSE in	Achieved a GCSE grade		Entered any GCSE in	Achieved a GCSE grade	
	A* to C in	A* to G in		A* to C in	A* to G in
	<b>English (2)</b>			<b>Welsh (2)</b>	

Report by Gareth Wyn Roberts  
Ysgol Y Gader – November 2004

School 2003/04	93	77	93	89	63	87
LEA Area 2003/04	93	56	93	93	71	93
Wales 2003/04	90	55	88	63	37	62
School 02/03/04	95	79	95	89	60	89
School 01/02/03	97	74	97	90	57	90

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Entered any GCSE in	Achieved a GCSE grade		Entered any GCSE in	Achieved a GCSE grade	
	A* to C in	A* to G in		A* to C in	A* to G in
<b>Mathematics (2)</b>			<b>Science (2)</b>		

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School 2003/04	94	58	94	94	75	94
LEA Area 2003/04	94	49	92	93	54	92
Wales 2003/04	91	46	87	90	48	87
School 02/03/04	96	55	96	96	68	96
School 01/02/03	96	52	94	97	62	97

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 D

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

Ten inspectors spent a total of 35 inspection days at the school and 64 lessons or part lessons were observed in the six subjects being formally inspected. Another 23 lessons or part lessons were inspected in other subjects to gain an insight into pupil standards in the key and personal skills. In addition, visits were made to a cross section of registration periods and morning services. Interviews were arranged with members of the senior management team, heads of departments, heads of year and class tutors, as well as members of staff including ancillary staff, with specific responsibilities.

A cross section of work from able, average and lower ability pupils from Y7 – Y11 was inspected. In addition, further work produced by pupils was seen when visiting classes, workshops and laboratories. Regular discussions were held with pupils about their work and formal interviews were held with representative pupils from each year including elected members of the school council.

Each document presented by the school before and during the inspection was analysed. Pre inspection meetings were held with members of the central committee, staff, the governing body and parents. Twenty parents attended the parents' meeting and 51 questionnaires were returned and six letters and comments on the questionnaires were received from parents.

## Appendix E

### Composition and responsibilities of the inspection team

Team member	Responsibilities and contributions to Key Questions
Gareth W Roberts Registered Inspector	Summary, recommendations Key question 1 Contributions to key questions 3, 4 and 5 Appendix Modern Foreign Languages
John Roberts Lay Inspector	Contributions to key questions 1,3 and 7
Gwilym Williams	Contributions to key questions 2, 3 and 7
Heddwyn Evans	Contribution to key question 4 (additional educational needs)
Neil Trevor Jones	Contributions to key questions 5 and 7
Anna Roberts	Contributions to key question 2 English
Gloria Davies	Contributions to key questions 2 and 4 Welsh
Rosemary Jones	Key question 6 Design and Technology
Graham Edwards	Art
Huw Llywelyn	Geography

The school's nominated representative was Mrs Lis Puw, deputy headteacher at the school. There was no peer assessor.

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

### Acknowledgement

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