Inspection under Section 28 of the Education Act 2005

A report on the quality of education in

Mary Immaculate High School
Caerau Lane
Wenvoe
Cardiff
CF5 5QZ

School number: 6814607

Date of inspection: 05/05/09

by

Michael Tibbott
16073

Date of publication: 8th July 2009

Under Estyn contract number: 1203108
Mary Immaculate High School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child’s school.

The inspection of Mary Immaculate High School took place between 05/05/09 and 08/05/09. An independent team of inspectors, led by Michael Tibbott undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nearly all</td>
<td>with very few exceptions</td>
</tr>
<tr>
<td>Most</td>
<td>90% or more</td>
</tr>
<tr>
<td>Many</td>
<td>70% or more</td>
</tr>
<tr>
<td>A majority</td>
<td>over 60%</td>
</tr>
<tr>
<td>Half/around half</td>
<td>close to 50%</td>
</tr>
<tr>
<td>A minority</td>
<td>below 40%</td>
</tr>
<tr>
<td>Few</td>
<td>below 20%</td>
</tr>
<tr>
<td>Very few</td>
<td>less than 10%</td>
</tr>
</tbody>
</table>

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

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

There are three types of inspection.

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

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

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

For **full** inspections, there are also reports on all subjects.
Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **full** inspection.
Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

<table>
<thead>
<tr>
<th>Key stage 1</th>
<th>Year 1 and Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key stage 2</td>
<td>Year 3 to Year 6</td>
</tr>
<tr>
<td>Key stage 3</td>
<td>Year 7 to Year 9</td>
</tr>
<tr>
<td>Key stage 4</td>
<td>Year 10 and Year 11</td>
</tr>
<tr>
<td>Contents</td>
<td>Page</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Context</td>
<td>1</td>
</tr>
<tr>
<td>Summary</td>
<td>3</td>
</tr>
<tr>
<td>Recommendations</td>
<td>8</td>
</tr>
<tr>
<td>Standards</td>
<td>9</td>
</tr>
<tr>
<td>Key Question 1: How well do learners achieve?</td>
<td>9</td>
</tr>
<tr>
<td><strong>The quality of education and training</strong></td>
<td>14</td>
</tr>
<tr>
<td>Key Question 2: How effective are teaching, training and assessment?</td>
<td>14</td>
</tr>
<tr>
<td>Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?</td>
<td>16</td>
</tr>
<tr>
<td>Key Question 4: How well are learners cared for, guided and supported?</td>
<td>19</td>
</tr>
<tr>
<td><strong>Leadership and management</strong></td>
<td>22</td>
</tr>
<tr>
<td>Key Question 5: How effective are leadership and strategic management?</td>
<td>22</td>
</tr>
<tr>
<td>Key Question 6: How well do leaders and managers evaluate and improve quality and standards?</td>
<td>24</td>
</tr>
<tr>
<td>Key Question 7: How efficient are leaders and managers in using resources?</td>
<td>26</td>
</tr>
<tr>
<td><strong>Standards achieved in subjects and areas of learning</strong></td>
<td>29</td>
</tr>
<tr>
<td>English</td>
<td>29</td>
</tr>
<tr>
<td>Welsh second language</td>
<td>31</td>
</tr>
<tr>
<td>Mathematics</td>
<td>32</td>
</tr>
<tr>
<td>Science</td>
<td>34</td>
</tr>
<tr>
<td>Modern foreign languages</td>
<td>36</td>
</tr>
<tr>
<td>Design technology</td>
<td>38</td>
</tr>
<tr>
<td>Information and communication technology</td>
<td>40</td>
</tr>
<tr>
<td>Geography</td>
<td>41</td>
</tr>
<tr>
<td>History</td>
<td>42</td>
</tr>
<tr>
<td>Art and design</td>
<td>44</td>
</tr>
<tr>
<td>Music</td>
<td>46</td>
</tr>
<tr>
<td>Physical education</td>
<td>47</td>
</tr>
<tr>
<td>Drama</td>
<td>49</td>
</tr>
<tr>
<td>Media studies</td>
<td>50</td>
</tr>
<tr>
<td>Catering</td>
<td>51</td>
</tr>
<tr>
<td>Child development</td>
<td>52</td>
</tr>
</tbody>
</table>
Context

The nature of the provider

1. Mary Immaculate High School is a voluntary-aided school serving a large, mixed catchment area in the south west of Cardiff. It is within the Archdiocese of Cardiff and is maintained by Cardiff Local Authority. The school was inspected in 2003, when it was found to have serious weaknesses, and was then found to have improved significantly when re-inspected in 2004.

2. There are 548 pupils on roll, mostly from the Catholic primary schools of St. Francis (Ely), St. Mary’s (Canton), St. Patrick’s (Grangetown) and St. Cuthbert’s (Cardiff Bay). The school serves six parishes; those named above plus St. Clare’s (Ely) and Sacred Heart (Leckwith). The school has established links with St. David’s Sixth Form College.

3. Pupils come from the full range of social backgrounds; a significant number come from economically disadvantaged areas; the majority of pupils come from areas which are neither particularly prosperous nor particularly disadvantaged; a small minority comes from relatively prosperous areas. Twenty-eight per cent of pupils are entitled to free school meals, a figure well above the national average of 15.6%.

4. There are 14 pupils with statements of Special Educational Need (SEN), and a further 104 pupils are on the SEN register. No pupil speaks Welsh as a first language, and English is the first language of 89% of the pupils; of the remaining pupils, around six per cent receive support teaching in English as an additional language (EAL).

5. Under section 48/50 of the School’s Inspection Act, religious education and the Catholic ethos were inspected separately. A separate report will be published.

6. The Senior Leadership Team (SLT) consists of the acting Headteacher, acting deputy Headteacher, an assistant Headteacher and two senior teachers. Of these, the Headteacher, his deputy and one senior teacher are very recently appointed to their current posts.

7. At the time of the inspection, the Local Authority (LA) was considering proposals for the reorganisation of secondary education across the city and the future of the school was uncertain.
The school's priorities and targets

8. In its mission statement, the school seeks to “Achieve the best for all in a Catholic learning community” by:
   - providing a curriculum which prepares young people for a rapidly changing world;
   - teaching in ways that challenge and inspire all pupils to be resourceful, resilient, reflective and reciprocal learners;
   - developing self-esteem and respect for all;
   - setting high expectations for achievement and celebrating the talents of all;
   - developing spiritual reflection and a community of faith;
   - promoting partnerships with parents, the Catholic community and the wider community;
   - developing the abilities and skills of staff to achieve the best for all.

9. The school has targeted the following priority areas for improvement in 2008-09:
   - Raising standards.
   - Improvement of teaching, training and assessment.
   - Meeting the need of the learners and the wider community.
   - To improve care, guidance and support for learners, and
   - Developing the capacity for leadership and management.
Summary

10. Mary Immaculate High School provides a calm and orderly learning environment where pupils are well cared for and feel safe. There have been some significant improvements since the last inspection, and there are sound foundations for further improvement. However, there are still shortcomings in important areas of standards and teaching. Because of this, and in accordance with The Education Act 2005, I am of the opinion, and HMCI agrees, that this school is in need of significant improvement.

11. In the 7 key questions the following grades were awarded:

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

Standards

12. Over the last three years, results of statutory assessments and public examinations have been below national averages. At key stage 3 these results are mostly in line with expectations in relation to pupils’ ability and prior attainment, and have improved over the three years. However, key stage 4 results are mostly below expectation in relation to pupils’ ability and prior attainment.

13. The inspection team inspected all subjects and awarded the following grades for standards in each subject and key stage:
14. The percentages of grades awarded for standards of achievement in the lessons observed in all of these subjects are:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>6%</td>
<td>39%</td>
<td>40%</td>
<td>14%</td>
<td>1%</td>
</tr>
</tbody>
</table>

15. The percentage of lessons awarded grades 1 or 2 is significantly lower than the national average. The proportion of lessons awarded grades 4 or 5 is much higher than the national average and particularly so in key stage 3.

16. Pupils’ communication and information and communication technology (ICT) skills are good in both key stages. Their other key skills and learning skills show good features but are more variable overall. Pupils’ bilingual skills are significantly underdeveloped.

17. In key stage 3, girls outperform boys in the core subjects by more than local or national averages. In key stage 4, girls continue to outperform boys, but usually by no more than national averages.

18. Pupils with SEN make good progress, as do pupils for whom English is not their first language.

19. The progress made by more able and talented (MAT) pupils is good in some subjects, but is variable overall.
20. Pupils’ behaviour is consistently very good; their attitude to work and motivation to do well in lessons are good. Nearly all pupils are punctual in arriving at school and at lessons. Attendance rates are well below agreed targets and absence from school significantly affects the progress of a small minority of pupils.

21. Since the last inspection, there have been a number of significant improvements including in pupils’ attainment at key stage 3, in four subjects, and in some key skills and wider learning skills. However, standards have not improved in Welsh, and they have fallen in three other subjects. While pupil attainment has improved a little at key stage 4, this is happening more slowly than at key stage 3.

The quality of education and training

22. The quality of teaching has good features but with shortcomings in important areas.

23. The percentage of grades inspectors awarded for teaching and assessment in the lessons they observed are:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>36%</td>
<td>40%</td>
<td>13%</td>
<td>1%</td>
</tr>
</tbody>
</table>

24. The proportion of lessons awarded grade 1 or 2, is well below the WAG target for 2010, and this is particularly so at key stage 3. The proportion of lessons awarded grade 4 or 5 is far higher than the national average.

25. A number of shortcomings are often evident in lessons, particularly a lack of pace and challenge in activities, teachers limiting the range of key and wider skills pupils can use, teachers not informing pupils clearly about what they should learn or how much progress they have made. In some cases, teachers fail to cover all aspects of the subject appropriately and, very occasionally, teachers’ own subject knowledge is limited.

26. One feature of teaching which is outstanding overall is the quality of relationships between teachers and pupils.

27. Many teachers mark pupils’ work regularly and conscientiously. Pupils are made aware of target grades or levels. The school meets all statutory requirements for assessment and fulfils the regulations of examination boards. However, there is too much variation in the quality of feedback provided about how pupils might improve their work.

28. The school provides a broad and balanced curriculum. Learning experiences provide good continuity from key stage 2, and partnerships with other providers allow pupils at key stage 4 a wide choice of courses. Some pupils who take courses with other providers miss lessons in other subjects.
29. The school makes good provision for the development of pupils’ basic skills and effectively co-ordinates the development of pupils’ key skills. However, further work remains to effectively co-ordinate the provision for pupils’ wider key skills.

30. Pupils’ spiritual, moral, social and cultural development is good. The school meets the statutory requirement of providing a daily act of collective worship for all pupils.

31. The school provides all pupils with a range of appropriate experiences that are in line with the Personal and Social Education (PSE) Framework. Pupils are also provided with careers guidance and their awareness about the world of work is developed in a variety of ways. These arrangements have a number of good features, but there is some variation in the quality of provision.

32. The time allocation for Welsh is limited, particularly in key stage 4, and the school does not place sufficient emphasis on the development of pupils’ bilingual skills. Pupils are provided with opportunities to develop their awareness of Wales, its culture and identity, but the promotion of Education for Sustainable Development and Global Citizenship (ESDGC) is variable.

33. The school offers a broad range of out-of-hours learning opportunities, has established a range of effective partnerships and, overall, makes suitable provision to prepare pupils for future study and employment.

34. The school has an effective pastoral system which provides good care and support for all pupils. Transition arrangements are good.

35. The special needs department has made a good impact on the quality of provision for pupils’ additional learning needs. Individual education plans (IEPs) have been recently developed and pupils’ statements of SEN are reviewed annually following consultation with key personnel. However, IEPs do not contain clearly defined targets, pupils’ involvement in the review process is limited and records and systems related to this process are not well co-ordinated.

36. Thorough systems are in place for monitoring punctuality, attendance, and behaviour, and procedures work well, enabling effective support. While these systems have a very positive impact on behaviour and punctuality, the school does not give sufficient attention to promoting better attitudes within the community about regular attendance.

37. The health and safety and well-being of pupils are actively promoted by the school. Child protection procedures are well established, including clear procedures for dealing with bullying or other oppressive behaviour. The school is inclusive of all pupils, actively promotes good race relations and celebrates cultural diversity.
Leadership and management

38. The acting Headteacher provides strong leadership, communicating clear vision and aims to the staff. The SLT and staff are generally very supportive of this vision. All members of the SLT work well together as a team. However, not all members of the SLT sufficiently challenge or hold accountable those who they manage.

39. The quality of middle leadership is variable, and, in a minority of cases, subject teams are not sufficiently well led to secure necessary improvements.

40. The school gives due consideration to some, but not all, Welsh Assembly Government (WAG) priorities.

41. Arrangements for performance management are comprehensive and are clearly linked to the school’s self-evaluation and improvement planning cycles.

42. Governors work hard to ensure the smooth running of the school; they have good knowledge of its main strengths and areas for development and take care to fulfil regulatory and legal requirements. Overall, governors do not challenge the school sufficiently about pupils’ attainment or become sufficiently involved in strategic planning.

43. Members of the SLT have a good knowledge of most of the strengths and areas in need of development in the school. Middle leaders are honest and self-critical when making judgements about the work of their teams. However, self-evaluation does not consistently identify those aspects of standards or teaching that most need to improve. Improvement planning at all levels is detailed, thorough and coherent. Current plans address too many priorities, so lack focus.

44. The school has sufficient well-qualified and experienced staff to provide an appropriate curriculum. Most subjects have a good range of suitable resources and there are clear links between improvement in resources and better standards of achievement in some areas. Accommodation is in excellent condition and provides pupils with a high quality learning environment, which they value.

45. The school has good financial management, and the school budget and additional funding are well-used. However, while much has improved since the last inspection, the deployment of the school’s resources does not yet have sufficient impact on standards of achievement. Overall, the school only achieves satisfactory value for money.
Recommendations

The school should:

R1 raise standards of achievement by addressing the important shortcomings in all subjects graded 3 or 4;

R2 improve the quality of teaching and assessment by addressing the shortcomings identified within the report;

R3 work in partnership with the LA, parents and carers, and the wider community to develop and implement further strategies in order to improve attendance; *

R4 improve the extent to which the SLT challenge and hold accountable those they manage;

R5 improve the consistency and overall effectiveness of middle leadership; *

R6 further improve the quality and impact of SEN provision by ensuring that pupils’ targets are suitably clearly defined and that pupils are fully involved in the review process;

R7 ensure that self-evaluation processes are effective in identifying all shortcomings so that resources can be used more strategically to improve teaching, and to raise standards;

R8 raise standards in bilingualism by addressing shortcomings in the teaching of Welsh and by developing further the use of incidental Welsh across the curriculum and around the school. *

* These issues are partly addressed by the current school improvement plan (SIP).

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

Key Question 1: How well do learners achieve?

Grade 4 some good features, but shortcomings in important areas

46. In its self-evaluation, the school judged this key question to be grade 3. The inspection team awarded one grade lower because:
   - there are shortcomings in important areas in a core subject and in three other subjects in key stage 3 and in two of these subjects in key stage 4;
   - the proportion of lessons awarded grade 4 or 5 is much higher than the national average, and particularly so in key stage 3.

47. Inspectors awarded grades for standards in all lessons observed as follows.

<table>
<thead>
<tr>
<th>Standards from 103 lessons</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key stage 3</td>
<td>7%</td>
<td>37%</td>
<td>35%</td>
<td>20%</td>
<td>1%</td>
</tr>
<tr>
<td>Key stage 4</td>
<td>5%</td>
<td>42%</td>
<td>46%</td>
<td>7%</td>
<td>0%</td>
</tr>
<tr>
<td>Whole school</td>
<td>6%</td>
<td>39%</td>
<td>40%</td>
<td>14%</td>
<td>1%</td>
</tr>
</tbody>
</table>

48. The figure of 45% of lessons at grade 1 or 2 is 25 percentage points below the average for all secondary schools inspected in Wales in 2007-08 and falls well short of the national target of 65% set for 2010. The figure of 85% of lessons at grade 3 or above is twelve percentage points below the 2007-08 average for all schools inspected and also falls well short of the national target of 98% set for 2010.

49. Compared with the last inspection, when all subjects were also inspected, there has been an improvement of ten percentage points in the proportion of lessons where grade 1 or 2 was awarded, and a smaller improvement in the proportion of lessons where grade 1, 2 or 3 was awarded. However, the rate of improvement has been much slower than that in Wales as a whole.

Pupils’ success in attaining agreed learning goals

50. Pupils’ attainments in public examinations in key stage 4 and teachers’ assessments in key stage 3 throughout the last three years have been below national averages. In general, pupils’ attainment has been in line with expectations at key stage 3, but well below expectations at key stage 4, in relation to their abilities and prior attainment.

51. Compared with similar schools, key stage 3 results in 2006 and 2008 in English and science were above the average, in mathematics below the average, and attainment of the core subject indicator (CSI) around average for those schools. (The school is in a group of 40 schools with between 20-30% of pupils entitled to free school meals.) Performance in the core
subjects in 2007 was in the lowest quarter of this group of schools. Attainment in the three core subjects has improved overall in recent years.

52. Pupils’ attainment in public examinations between 2006 and 2008 has mostly been well below local and national averages. However, in the core subjects of English, mathematics and science, entry rates and A*-G pass rates are only just below national averages. Also, in English, pupils have increased A*-C pass rates by ten percentage points, so reducing the gap with the national average.

53. Compared with similar schools, pupils’ performance in public examinations between 2006 and 2008 was mostly in the lowest quarter of this group of schools. However, pupils’ attainment of 5+ A*-G grades has improved over the last three years and is now above the average for this group of schools.

54. In most recent years at key stage 3, girls have significantly outperformed boys in the attainment of L5+ in English, mathematics and science and for attainment of the CSI. While girls do outperform boys at GCSE, this is generally by no more than the difference between girls and boys nationally.

55. There are shortcomings in important areas in mathematics and Welsh at key stages 3 and 4, and also in music and art at key stage 3. There are good features and no important shortcomings in English, IT, history and PE at both key stages and also in geography, health and social care, hairdressing, automotive vehicle maintenance, child development, catering and media studies in key stage 4. In all other subjects good features outweigh shortcomings. Since the last inspection, there have been improvements in standards in four subjects. There has been a fall in standards in three subjects, while standards in Welsh and pupils’ attendance rates remain a shortcoming.

56. Pupils with SEN achieve good standards overall. With very few exceptions, pupils from minority ethnic backgrounds, including those pupils whose first language is not English, achieve good standards in relation to their ability.

57. The standards achieved by MAT pupils are good in some subjects, but are variable overall.

58. In general, pupils use and apply a range of skills effectively across the curriculum. Since the last inspection, pupils’ speaking and listening has improved significantly, as has their application and use of ICT. Pupils’ application and use of number across the curriculum has good features but is more variable than communication and ICT.

59. Most pupils are careful and disciplined listeners, and many discuss work effectively in pairs and groups. Most pupils can respond orally to questions or draw out and summarise the main points of an argument, express their views clearly and appropriately challenge the views of others. Many pupils have a good command of subject specific vocabulary, can use Standard English and can adapt their language to suit a particular audience.
60. The majority of pupils read accurately and fluently and many are developing the ability to scan written material to identify the main points of a piece of writing. The more able can interpret what they have read quickly and confidently, while the less able can also do so, with appropriate support.

61. Most pupils can write in a range of forms and for a variety of audience, although the neatness and accuracy of written work has shortcomings in many cases. More able pupils write independently in ways that are imaginative and insightful; middle and lower ability pupils write well when supported appropriately.

62. Many pupils use and apply basic calculation skills, including mental calculation, effectively in key stage 3 and 4.

63. Most pupils can measure accurately, using a range of instruments and apply these skills appropriately in a number of subjects. A majority of pupils use their understanding of shape and space effectively and many pupils use and apply their data handling and data presentation skills well in a wide range of subjects. However, a significant minority of pupils are insecure on some aspects of analysing and interpreting graphical information.

64. Most pupils in key stage 3 are able to use ICT to find and develop information and create and present their ideas effectively. They use generic software to word process, desktop publish and present their work to a good standard. Many pupils research their work thoroughly and are able to select appropriate information from the internet. Most pupils make good use of the interactive whiteboard.

65. At key stage 4, many pupils gain confidence and accuracy in the use of software and the internet. Many present coursework very effectively using word processing and presentation software. In general, pupils do not make sufficient progress in applying some aspects of ICT in music and design technology.

66. Pupils’ bilingual skills are underdeveloped across both key stages. Outside the Welsh lessons, pupils make very little use of Welsh to communicate with each other or with their teachers.

Pupils’ progress in learning

67. The progress that pupils make to develop their skills, knowledge, and understanding varies between subjects. In many cases, the progress made in lessons is appropriate.

68. Most pupils whose key skills are poorly developed on arrival make good progress in developing their communication skills.
69. Most pupils do not understand how they might improve their performance over time.

70. Pupils of all abilities are making good progress in improving their literacy, numeracy and ICT skills in a range of subjects, including the integrated curriculum lessons in year 7 and key skills lessons in year 9 and 10.

71. The progress made by MAT pupils is good in a majority of subjects, and impressive in a small number of subjects. However, insufficient challenge in work limits their progress in a minority of subjects.

72. By the end of key stage 3, a majority of pupils have made appropriate progress towards fulfilling their potential, considering their abilities and their prior attainment. However, in a significant minority of subjects pupils make insufficient progress in important aspects of their work. By the end of key stage 4, many pupils have made good progress in English, physical education, ICT, history, and in a range of optional subjects, but overall, insufficient progress has been made during this key stage, considering pupils' abilities and prior attainment.

The development of pupils' personal, social and learning skills

73. Pupils' behaviour is outstanding, whether in classrooms, when moving around the school or when at leisure around the school grounds. Behaviour has improved significantly since the last inspection. During lessons, pupils of all ages are generally well motivated, showing a willingness to engage in work and to remain on task.

74. The school's recorded attendance figure of 87% for the last three terms is well below the average for similar schools in Wales. Poor attendance does significantly affect the progress and attainment of a minority of pupils, and attendance is a shortcoming. However, pupils are very punctual and truancy from lessons during the school day is very low.

75. Pupils' problem solving and creativity are both underdeveloped. In most subjects, pupils are not developing their independence as learners sufficiently. However, in a few subjects pupils are effective and independent learners, particularly where the 'Building Learning Power' initiative is making most impact.

76. In nearly every subject, most pupils work co-operatively in pairs and in groups. In the best examples, pupils listen and discuss their work carefully, show respect for the opinions of others, and effectively evaluate their own work and the work of other pupils.

77. Most pupils make good progress in developing their personal, social and moral skills. They build very good relationships with teachers and with each other. They also develop a good understanding of and respect for diversity both within the school and in the wider community.
78. The significant improvements in pupils' attitude and behaviour since the last inspection have contributed to pupils being better prepared for effective participation in the workplace.
The quality of education and training

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

Grade 4 some good features, but shortcomings in important areas

79. In its self-evaluation report, the school awarded this key question a grade 2. The inspection team judged this key question to be a grade 4 because:

- the proportion of lessons with important shortcomings is higher than national averages, and;
- areas of learning within specific subjects are not fully addressed by the teaching.

80. The following table shows the percentage of grades awarded for the quality of teaching and assessment in all lessons inspected in key stages 3 and 4:

<table>
<thead>
<tr>
<th>103 lessons</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key stage 3</td>
<td>12%</td>
<td>31%</td>
<td>39%</td>
<td>16%</td>
<td>2%</td>
</tr>
<tr>
<td>Key stage 4</td>
<td>7%</td>
<td>43%</td>
<td>41%</td>
<td>9%</td>
<td>0%</td>
</tr>
<tr>
<td>Whole school</td>
<td>10%</td>
<td>36%</td>
<td>40%</td>
<td>13%</td>
<td>1%</td>
</tr>
</tbody>
</table>

81. The proportion of lessons awarded grades 1 and 2 is far lower than the national average and well below the WAG target for 2010, and reflects an important shortcoming.

82. The proportion of lessons awarded grades 4 and 5 is much higher than the national average and this is particularly so at key stage 3.

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

83. Just over half of lessons have shortcomings that include some or all of the following features:

- Learning activities are not sufficiently challenging, so fail to engage the interest of all pupils.
- Teachers limit the range of learning skills that pupils are able to deploy in lessons.
- Activities lack pace and teachers use time inefficiently.

84. In a small minority of subjects, teachers fail to cover all aspects of the subject appropriately. In a very few subjects, teachers’ own subject knowledge is limited.

85. In around a half of all lessons observed, the following good features are evident:

- Teachers emphasise the development of subject skills and help pupils to become more independent learners.
- Questioning is used effectively to test pupils’ understanding.
• Teachers communicate high expectations of pupils, intervene skilfully to keep learning on track and provide pupils with supportive feedback.
• Teachers provide a range of lively activities, which stimulate all pupils.
• Teachers provide engaging stimulus material and use ICT effectively to support pupil learning.

86. Relationships between teachers and pupils are outstanding, with nearly all teachers creating a supportive atmosphere for learning. Outstanding features observed in a few lessons include:
• detailed planning that ensures that pupils’ learning is at the centre of the lesson and relevant to their learning needs;
• very high expectations set for all pupils, which encourages them to achieve to the best of their ability;
• innovative and motivating classroom activities and routines that engage all pupils.

87. The use of Welsh by teachers to promote pupils’ bilingual skills is at present restricted to taking the register and brief greetings, and the quality of this provision is variable.

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

88. Most teachers mark work regularly, consistently correcting errors and providing some guidance about what aspects of their work pupils need to improve. However, in a majority of cases, teachers do not provide sufficiently clear advice about how the pupils might bring about these improvements.

89. In a majority of subjects, where there is consistently good practice in assessment, the teachers:
• always set clear, helpful learning objectives;
• regularly provide clear oral feedback about how pupils can improve;
• skillfully question pupils to probe their understanding;
• clearly communicate to pupils what progress they have made in lessons, and;
• encourage pupils to assess their own work.

90. The school has well-developed tracking systems that are used by the key stage managers in order to identify and respond to underachievement. Nearly all pupils understand how their progress is tracked. They can recall their target levels or grades and know how close to these targets they are currently performing. A few departments use their own tracking data effectively to make sure that pupils make good progress in the subject, but this is variable across departments.

91. All core subjects have achieved accreditation for their standardisation of pupils’ work at key stage 3. The foundation subjects are beginning to gather examples of pupils’ work for departmental portfolios for accreditation in 2009 and 2010. In most subjects these measures have ensured the consistency of
The school meets statutory requirements for assessment and fulfills the regulations of examination boards.

Parents receive one annual report during the summer term and additional progress reports are issued during the year. The annual report is detailed, but contains some complex language that could reduce its usefulness to pupils and parents. Teachers’ comments are of variable quality and, in a minority of cases do not advise parents sufficiently about how they can help their children to improve.

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

Grade 3 good features outweigh shortcomings

This grade matches the school’s own self-evaluation judgement.

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

The school provides a curriculum that is broad and balanced, equally accessible to all pupils and complies with legal requirements.

The key stage 3 curriculum includes provision for all national curriculum (NC) subjects as well as religious education, PSE and drama. Learning experiences provide good continuity from key stage 2 and prepare pupils appropriately for the next stage of their development. Some subject schemes of work do not cover all curriculum requirements.

In key stage 4, pupils study all statutory subjects and select from a suitably broad range of optional courses. Working in collaboration with other institutions, in particular through the Faith-Based Learning Network, the school is able to provide an option menu that allows pupils to choose individual learning pathways. A broad range of courses is offered at various levels, including subjects from each of the five domains of learning.

In order to pursue courses delivered at other institutions, a number of pupils have to miss lessons in their other chosen subjects, and this has led to some pupils not being entered for some GCSE examinations. A further shortcoming at key stage 4 is the low time allocation for Welsh.

Programmes of work in all subjects include appropriate provision for the development of pupils’ key skills. In addition, pupils in year 7 receive ‘Integrated Curriculum’ lessons that place particular focus on skill development, and pupils in years 9 and 10 have discrete key skills lessons in
which they develop their skills in communication and ICT and aim to gain qualifications in these areas. The school has introduced a number of successful strategies to improve the co-ordination of key skills development. Further work remains, particularly in relation to the co-ordination of provision for the wider key skills.

100. The school makes good provision for developing pupils’ basic skills. The quality of its work in this area has been recognised with the renewal of the Secondary Quality Mark in 2008.

101. The school offers a broad range of out-of-hours learning opportunities and many pupils participate in one or more activities. Provision includes a good range of sporting activities and events, activities in areas such as art, cheerleading and performing arts, and arrangements for pupils to use school facilities to undertake ‘homelearning’ tasks. As well as the regular provision on three afternoons every week, there are also events such as an Activities Week and an annual musical production, and pupils also take part in a variety of off-site visits. These activities, which are open to all pupils complement the curriculum and provide additional opportunities for pupils to develop their social skills and self-esteem.

102. Pupils’ spiritual, moral, social and cultural development is good. The school makes effective provision for pupils’ spiritual development through assemblies and tutorials as well as in some subject areas. It promotes their moral, social and cultural development in formal lessons and out-of-hours learning. The school meets the statutory requirement of providing a daily act of collective worship for all pupils.

103. The school has established a range of effective partnerships. Links with parents have improved in recent years. The school keeps parents well informed about aspects of its work through a regular newsletter and other communications. Attendance at recent parents’ evenings has been good. The school’s Community and Publicity Officer makes a significant contribution to improving links with parents and also to building partnerships with the community - both the local community in Ely and the wider community which includes all the parishes that the school serves.

104. The school works closely with its four partner primary schools. Together they have developed highly effective procedures to ensure that pupils’ move from primary to high school causes as few problems as possible. The comprehensive arrangements include joint curriculum planning in the core subjects and religious education, taster lessons in other subjects, a programme of visits by staff and pupils, some joint extra-curricular activities and transfer of information. An additional programme provides support for pupils for whom the change of schools may pose particular difficulties. The school has received an award from the LA in recognition of the strength of its transition arrangements.

105. The school has developed a particularly strong partnership with St. David’s College and this helps to facilitate arrangements at key stage 4 and also the
progress of pupils into the sixth form. Good links have also been established with other local schools as well as a number of Initial Teacher Training (ITT) institutions.

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

106. The school’s PSE programme, delivered fortnightly by form tutors, involves all pupils in a range of appropriate experiences that are in line with the PSE Framework. Careers Education and Guidance (CEG) and Work Related Education (WRE) are included in this programme from year 9, providing pupils with an awareness of the world of work. Pupils also develop these aspects through the ‘Integrated Curriculum’, the work of Careers Wales advisers and work experience in year 10. The arrangements for PSE, WRE and CEG have many good features, but there is some variation in quality of provision.

107. All pupils receive lessons in both English and Welsh, but the time allocation for Welsh is limited, particularly in key stage 4. There is some evidence of the development of bilingualism in classroom displays and in pupils’ answering when registers are marked. Overall, however, the school does not place sufficient emphasis on developing this aspect.

108. Many subjects provide pupils with opportunities to develop their awareness of Welsh culture and other aspects of Wales and the Welsh identity, and further opportunities arise through activities such as the school eisteddfod.

109. Promotion of ESDGC is good in geography but is limited in other areas of the curriculum. There are examples of pupils’ involvement in activities such as the recycling of waste. The school has registered for the eco-schools award and has achieved accreditation for its work. Pupils have also participated in some initiatives promoting global citizenship, for example a youth parliament and a European Awareness Day.

110. There are some good examples of links with local businesses, for example in the areas of construction and automotive vehicle maintenance, and these provide pupils with valuable additional experiences. Overall, the school makes suitable provision to prepare pupils for future study and employment.
Key Question 4: How well are learners cared for, guided and supported?

Grade 3 good features outweigh shortcomings

111. The grade matches the school’s own self-evaluation judgement.

The quality of care, support and guidance to learners

112. The school has a well-planned and managed pastoral system which provides good care and support for all pupils. Pupils strongly value the support given to them by all members of staff. Detailed knowledge of pupils’ pastoral and academic development is gathered by key stage managers, who link effectively with senior and support staff and form tutors.

113. Good arrangements are in place to ensure the smooth transition of pupils from primary school, including a programme which supports social and emotional aspects of pupils’ learning (SEAL). Detailed information is gathered in year 6 to ensure that the school is able to design programmes to meet individual needs. Pupils who join the school later than year 7 are helped to settle in quickly with the support of staff and senior pupils.

114. The PSE programme, which is delivered by form tutors, covers a broad range of topics. Many outside agencies, including the police, make an effective contribution to PSE. The tutorial period is well structured and is mostly a productive use of time.

115. A Careers Wales adviser, who is based at the school for two days a week, provides valuable advice and support. Good advice and guidance is offered to year 11 pupils to enable them to make appropriate post-16 choices. Learning coach support is provided for pupils.

116. The school has developed thorough systems for monitoring punctuality and attendance. Effective procedures have a positive effect on pupils' punctuality. The attendance officer and education welfare officer work well together to respond to poor attendance and truancy. However, the school does not give sufficient attention to promoting better attitudes within the community about regular attendance.

117. The behaviour and attitude of pupils is closely monitored. The staged referral and behaviour policy works well, and is clearly understood by all. Thorough procedures involving parents at an early stage enable effective support for pupils.

118. The health and safety and well-being of pupils are actively promoted and procedures are well documented. The national project ‘5x60’ provides additional opportunities for all pupils to participate in a wide range of physical activities.
119. The student council and Youth Parliament provide a strong voice for all pupils. Their views are regularly sought on a wide range of issues, such as conduct around the school and teaching and learning issues.

120. The school has clearly documented child protection procedures which are understood by all members of staff, including student teachers and newly qualified staff. A good range of information has been produced for staff, pupils, parents and carers.

The quality of provision for additional learning needs

121. The special needs department has made a good impact on the quality of provision for additional learning needs. The school caters well for a wide range of additional learning needs in individual and small group sessions and in mainstream classes where support is available.

122. Appropriate assessment data, gathered from partner schools and on entry to the high school, is used effectively to identify pupils with a range of additional learning needs. All SEN data is centrally recorded as well as in pupil records. Decisions about when pupils are added to or removed from the SEN register are based on an evolving tracking system.

123. Pupils have only recently received IEPs. The targets these contain are not clearly defined, which reduces their value to the pupils concerned. Additionally, pupils are not involved as learning partners in the review process and are not aware of their targets. In all other respects the school does comply with the mandatory code of practice.

124. Pupil records and files are stored securely. Statements of SEN are reviewed annually, and all key personnel are consulted appropriately. Currently however, records and systems are not well co-ordinated.

125. Effective additional learning support for EAL pupils is targeted to improve pupils’ literacy and numeracy skills. Pupils are making good progress and are gaining confidence in their own ability.

126. There has been a steady reduction in the number of pupils excluded in recent years due to a more consistent implementation of the school referral procedures by all members of staff.

The quality of provision for equal opportunities

127. Both boys and girls have equal access to the curriculum and other school activities.

128. The school is inclusive of all pupils and actively promotes good race relations in a diverse community. The school celebrates cultural diversity in all
aspects of its work and this is reflected, for example, in the profile of prefects and student listeners.

129. The school deals effectively with incidents of inappropriate behaviour. Any incident of oppressive behaviour is taken seriously, monitored and recorded. A clear anti-bullying policy and procedures are in place and understood by pupils. A secure e-mail address is available for pupils to report concerns.

130. The school has produced a comprehensive accessibility plan, which is effectively monitored, updated and maintained.
Leadership and management

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

Grade 3  good features outweigh shortcomings

131. This grade matches the school’s own self-evaluation judgement. The reasons why the inspection team evaluates leadership one grade higher than standards are:
   - senior and middle leaders have transformed pupils’ behaviour and significantly improved standards in a range of key learning skills since the last inspection, and;
   - the clearly focused approach of the acting Headteacher and his SLT is beginning to have an impact on raising standards of achievement.

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

132. Senior leaders have articulated appropriate aims and values for the school and effectively communicate their vision to staff and to the wider community. The school’s staff is very supportive of this vision. The SLT is clearly aware of particular areas where the school needs to move forward to raise standards. The recently appointed acting Headteacher, supported by the SLT, has taken some carefully considered steps to further raise standards.

133. The acting Headteacher provides strong leadership and has the trust and support of the staff; he deploys the members of the SLT effectively, making good use of their individual strengths. Each member of the SLT has clearly defined areas of responsibility, yet there is clarity and consistency in the ways they work together where responsibilities overlap. All members of the SLT provide good support for the acting Headteacher although some are newly appointed and are still developing their roles. The SLT places a high priority on establishing effective communication with and support for those they manage. However, there is inconsistency in the extent to which different members of the SLT challenge subject leaders to be accountable for improving the work of their teams.

134. Since the last inspection, the school has secured some significant improvements, in particular the transformation of pupils’ behaviour, and improvement of their motivation and attitude towards schoolwork. The SLT has implemented a number of strategies aimed at improving learning, teaching and assessment. While these measures have led to very significant improvements in a few departments, and some improvements in most departments, their impact across the school is inconsistent.

135. Communication within the school is generally good. Policies and other documents are thorough and detailed. Regular formal meetings involve most
staff in discussions about raising standards, and improving teaching and learning. Teachers share their ideas readily and support colleagues willingly.

136. The principle of equal opportunities for all underpins the work of all staff and is particularly evident in the way that the SLT and governors distribute leadership very widely across the school. This system shares work equitably and helps many members of staff to develop professionally.

137. The quality of middle leadership is variable. Most subject leaders implement school policies appropriately and organize the work of their teams effectively. In a few cases, middle leaders provide exceptional vision and direction and communicate very high expectations to teachers and pupils. However, a minority of subject teams are not sufficiently well led to secure necessary improvements.

138. The school gives due consideration to a number of WAG priorities. Transition arrangements are very good. Since the last inspection, the range of vocational and other courses has been increased, and is now very wide for a school of this size. Partnerships with other providers are already in place to further improve the quality and range of choices available to pupils. Currently, the school does not place enough emphasis on the development of pupils’ bilingual skills or on promoting ESDGC.

139. The school sets challenging targets for achievement in examinations and assessments. Senior leaders and the key stage leaders use examination and internal assessment data effectively to identify underperformance by pupils, classes or departments. However, the effectiveness with which subject leaders address issues of underperformance is too variable.

140. Arrangements for performance management are comprehensive and are clearly linked to the school’s self-evaluation cycle. Staff training has effectively addressed key priorities in whole-school and in departmental improvement plans.

141. The school implements induction arrangements for new teachers appropriately.

How well governors meet their responsibilities

142. Governors are highly committed to the school and are supportive of the staff and the children. The self-evaluation report and improvement plan are fully discussed with the governing body before they are published. Governors have a good knowledge of the main strengths and areas for development of the school.

143. The new chair of governors is committed to improving standards within the school. However, the governing body does not challenge the school sufficiently about pupils’ attainment in statutory assessments and external examinations. Governors are not sufficiently involved in strategic planning.
144. One member of the governing body has particular responsibility for matters related to pupils with SEN, but governors need to monitor more closely the target-setting and review procedures relating to these pupils.

145. The governing body takes particular care to fulfil regulatory and legal requirements. All appropriate documents and procedures are in place, and are carefully updated and maintained.

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

Grade 3 good features outweigh shortcomings

146. This is one grade lower than the school evaluation. The difference is because, while the school’s self-evaluation is very thorough, evaluation in departments is too variable. Also, school and departmental improvement plans are detailed and thorough but currently address too many priorities to be completely effective.

How effectively the provider’s performance is monitored and evaluated

147. Members of the SLT have a good knowledge of the main strengths and areas for development in the school. Self-evaluation is based on a wide range of evidence. However, there are some specific shortcomings evident in a minority of subjects that are not identified by the senior leadership or by the leaders of those particular subjects.

148. All middle leaders use a range of evidence to evaluate how well their teams are performing. In nearly all cases, the judgements they make are honest and self-critical. However, in many cases, subject leaders do not make sufficient use of evidence from lesson observation and book reviews to identify which aspects of standards and teaching are most in need of improvement.

149. There is a wide involvement of all staff in the self-evaluation and review process. Much of the data they collect is used effectively by the school, for example, to track pupil progress and to monitor the development and implementation of initiatives. In general, these aspects of self-evaluation are good. The school values the views of pupils and parents, and increasingly uses their views to inform school self-evaluation.

150. The school’s self-evaluation report is wide-ranging and provides a detailed and honest view of the standards achieved by pupils, the quality of education provided by the school and the quality of leadership and management. The judgements made by SLT are clear and are well supported by evidence. The inspection team agreed with the school’s judgments on three of the seven questions, awarding one grade lower for three questions and two grades
lower for one other question. These differences in grades resulted mainly from the school’s failure to recognize some particular shortcomings in standards and teaching in a minority of subjects.

The effectiveness of planning for improvement

151. The SIP addresses a wide range of priorities, covering most aspects of the work of the school. The associated improvement plans identify appropriate strategies and are often very detailed. However the number of priorities is very large, so the plan lacks focus.

152. Departmental improvement plans (DIPs) and key stage improvement plans are closely aligned to the SIP, and most are detailed. Most plans do contribute to useful improvement. Some plans, like those for transition and English have contributed to significant improvement. However, in many departments improvement plans do not sufficiently address those aspects of standards or teaching that most need to improve.

153. A number of departments now develop and share good practice effectively, and this is starting to provide a clear focus for improvement of teaching and learning across the school.

154. SIPs and DIPs contain appropriate detail about what needs to be done, how success can be measured and what resources will be required. However, success criteria too often relate to the completion of tasks rather than measurable outcomes.

155. The school has made good progress to address many of the key issues from the last inspection. In particular:

• standards of pupils’ behaviour have been transformed and are now an outstanding feature of the school;
• school policies are detailed and consistently applied for the most part;
• tracking systems have improved significantly;
• tutorials are more effectively planned and used;
• all statutory requirements are met, and;
• standards of achievement have improved in English, science, ICT, pupils speaking and listening and some wider key skills.

However, standards in three subjects have declined, there are still important shortcomings in Welsh, and pupil attendance remains a shortcoming.
Key Question 7: How efficient are leaders and managers in using resources?

Grade 3  good features outweigh shortcomings

156. The grade awarded by the inspection team is one grade lower than that decided on by the school. This is because continuing professional development (CPD) has not been targeted well enough to address important shortcomings in particular subjects, and because standards have not yet improved sufficiently.

157. The grade awarded is also one grade higher than that awarded for key question 1. This reflects the fact that the school is managing its finances well in challenging times and the school's management has started to address the issues raised above.

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

158. The school has sufficient staff with a suitable range of expertise and experience to deliver the curriculum. Where Teaching Assistants (TAs) provide support for pupils, it is of good quality. However, this team is too small to support the relatively high numbers of pupils with SEN and EAL, so its impact on standards is limited.

159. The school now has a broader range of skilled support staff than was the case at the time of the last inspection. There is now a bursar who is also responsible for estate management, a data manager, a pastoral support manager and technical and network support for ICT. The impact of these is clearly evident in improving and maintaining a very good learning environment. It is also starting to impact on raising standards, including a small improvement in attendance.

160. Workforce remodelling is in place and there is an appropriate staffing structure. There are suitable arrangements for teachers’ planning, preparation and assessment time.

161. The level of staffing allows pupils access to a good range of subjects. Partnerships beyond the school provide a cost-efficient means of enriching the choices available to 14-16 year olds. In reviewing the curriculum each year, the school takes appropriate account of staffing provision.

162. Most subjects are equipped with a good selection of suitable resources. The school makes a significant investment in interactive whiteboard technology, which has improved the breadth of teaching strategies. In a very few subjects, there is insufficient ICT equipment to deliver some NC requirements, which has an adverse effect on standards in those subjects. In general, considerable investment has been made in ICT equipment. This is helping pupils to improve their ICT skills across the curriculum and in discrete
ICT lessons. The pupil/computer ratio is good and all PCs are less than three years old.

163. The school buildings are in excellent condition. They are welcoming and clean; they are maintained well on a day-to-day basis. Careful management of resources allows managers to plan more strategically for improvement which needs capital investment.

164. The learning resources centre is a well equipped and effectively used room, giving many pupils access to books and the internet. The facilities are made available until well after the end of the school day to ensure maximum impact for those pupils who do not have ready access to computers or to a good selection of reference books.

165. Most subjects have specialist rooms or areas which are well equipped. The school provides good accommodation for pupils both inside and outside the building. The learning environment is good in classrooms, corridors and outside. The school site is clearly respected and valued by pupils.

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

166. The acting Headteacher, bursar and governors work together effectively to manage the school’s resources. They have specific and focused financial aims which direct their planning. The bursar ensures that best use is made of the available income and constantly reviews services to maintain the standard of provision and to reduce costs. Contracts are regularly reviewed to ensure that money is spent wisely.

167. Effective use is made of additional funding. For example, good use is made of General Teaching Council for Wales (GTCW) funding, the transition grant and Raising Attainment and Individual Standards in Education (RAISE) grants.

168. The school ensures a good learning environment for pupils by making good use of its available buildings and resources. The budget is allocated well in order to ensure firstly the safety of pupils and secondly the quality of learning and teaching. However, lack of focus in the priorities for the SIP does not always enable this to happen. The SMT have recently introduced a direct link between DlPs and the allocation of funding. Currently however, this is at an early stage and does not yet have a positive impact on standards.

169. Staff CPD is extensive and innovative. All staff have opportunities to develop the skills required to support the delivery of the curriculum and management of the school. Currently however, there is no strategic evaluation of the impact of CPD on pupils’ standards of achievement. In a minority of departments, leadership skills and/or teachers’ subject skills are not sufficiently developed and this lowers standards in those subjects.
The school has good financial management, resources and accommodation. However, best use is not always made of the available finances when setting targets for improvement in departments. This means that the school cannot ensure that standards improve consistently across all areas of the curriculum. As a result the school achieves only satisfactory value for money.
Standards achieved in subjects and areas of learning

English

Key stage 3: Grade 2 good features and no important shortcomings
Key stage 4: Grade 2 good features and no important shortcomings

171. Examination results in this subject at GCSE in the last two years have been well below local and national averages for grades A*-C and slightly below averages for A*-G. However, these results are higher than those to be expected for pupils of similar ability.

Key stage 3

Good features

172. Most pupils read a range of texts confidently and fluently. The more able read poetry with good intonation and an understanding of meaning and emotion.

173. Most pupils understand the purpose of writing and identify and analyse the effect of particular language techniques on the reader.

174. All pupils can use strategies such as text marking to help them understand the messages in a piece of writing.

175. More able pupils can confidently identify poetic devices. They are able to give good explanations to confirm their understanding of the use of language.

176. When reading texts, almost all pupils demonstrate that they have sufficient understanding of the story to carry out a range of comprehension tasks. Many pupils use dictionaries effectively.

177. Most pupils present their ideas in writing in a coherent and lively form. Even pupils who lack technical accuracy successfully convey meaning in their written work.

178. Nearly all pupils show a good understanding of how to present writing for different audiences, purposes and forms.

179. Nearly all pupils engage enthusiastically in discussion, confidently expressing their opinions and views.
Shortcomings

180. A majority of the lower and middle ability pupils only produce brief written responses to texts. Their writing does not reflect the good standards displayed in their oral work.

181. A minority of the lower and middle ability pupils make frequent errors with spelling and grammar and fail to write with fluency and control.

182. A very few pupils with EAL find completion of written tasks challenging. In these cases work is not differentiated sufficiently and there is no in class support.

Key stage 4

Good features

183. Many pupils confidently read aloud with fluency and good interpretation of the meaning in the text.

184. In response to a range of texts, most pupils can select and use emotive language and a broad range of vocabulary.

185. Many pupils can respond to emotive texts and language in a thoughtful and mature way. They are able to identify how language conveys mood and atmosphere and comment on how the structure of texts contributes to the emotional impact.

186. Many pupils produce very well organised written coursework. It is lucid, fluent and has a lively style. Pupils clearly enjoy engaging with coursework tasks.

187. Almost all pupils are able to recall important information from previous lessons and apply this to current learning.

188. Nearly all pupils communicate their points of view with commitment and enthusiasm. Their responses are thoughtful, reflective and consider the views of others.

189. Many of the more able pupils produce work which is technically accurate and has a lively style and fluency. Nearly all pupils with EAL make good progress in English.

Shortcomings

190. A few pupils of lower ability are not always able to comment on how language forms in poetry and narrative have an impact on meaning.
191. The minority of middle and lower ability pupils makes careless errors with grammar and spelling and finds extended writing challenging.

**Welsh second language**

**Key stage 3: Grade 4**  
*some good features, but shortcomings in important areas*

**Key stage 4: Grade 4**  
*some good features, but shortcomings in important areas*

192. Examination results at GCSE Short Course in the last two years are well below national averages for A*-C grades. In 2008, examination results at GCSE Full Course are above national averages for A*-C grades and the results are higher than might be expected for the ability of the pupils. However, very few pupils enter the full GCSE examination.

**Key stage 3**

**Good features**

193. Many pupils are able to recall key words and short phrases from recently introduced topics and are able to take part in brief oral pair work with a good degree of accuracy.

194. Many pupils can give their opinions about familiar topics with a few pupils able to expand on their answers independently using suitable connectives.

195. Individual pupils can read aloud familiar short reading texts with accurate pronunciation.

196. Many pupils can understand the main facts from prepared written texts, e.g. short paragraphs and conversations responding in writing on word level /sentence level within the themes taught.

197. Many pupils write fairly accurately, giving personal and factual information about themselves in written conversations and in paragraphs.

**Shortcomings**

198. Many pupils from across the ability range find difficulty in recalling Welsh vocabulary from previous themes and key language patterns.

199. Most pupils from across the ability range make little purposeful conversation in Welsh in the classroom. They lack confidence when speaking and do not pronounce key words accurately.

200. Many pupils find difficulty in gathering information from very brief listening tasks.
201. A large majority of pupils write only briefly and in limited range of forms. They often make errors in spelling and there is unfinished work in their books.

Key stage 4

Good features

202. Most pupils are able, with support, to hold brief conversations on recently covered work. Most pupils who follow the full GCSE course can hold interesting conversations in Welsh.

203. Most pupils can understand and respond to brief readings in Welsh.

204. A minority of pupils can read brief passages of Welsh with understanding, while more motivated pupils show a good understanding of a selection of reading materials and respond accurately to the content.

205. Most pupils who pursue the full GCSE course can write at length in set writing forms, and accurately use a good range of vocabulary and a variety of sentence patterns.

Shortcomings

206. A majority of pupils make only slow progress in Welsh and lack confidence when using the language.

207. Many pupils’ pronunciation of day-to-day words is inaccurate. Most pupils are unable to hold extended conversations.

208. Because many pupils only respond to brief reading materials, they do not extend their understanding of the language sufficiently.

209. A majority of pupils produce written work which is brief and in a limited range of language patterns. There is inaccurate spelling of common words in the work of many pupils.

Mathematics

Key stage 3: Grade 4  some good features, but shortcomings in important areas
Key stage 4: Grade 4  some good features, but shortcomings in important areas

210. Examination results in this subject in the last two years have been well below the national average for passes at grades A*-C. These results are lower than expected for the abilities of the pupils.
Key stage 3 and key stage 4

Good features

211. Most pupils have good mental calculation skills. In particular, most pupils from all ages and abilities use number facts with fluency and accuracy when making mental calculations.

212. Most pupils can use and apply the four rules of number effectively and can appropriately explain why they choose their particular method.

213. Many of the more able pupils recall previously learned mathematical concepts, such as equivalent fractions, decimals, percentages and areas of two-dimensional shapes and probability. They can discuss and apply these concepts effectively in familiar situations.

214. Most pupils use calculators efficiently to support their learning, where appropriate.

215. In key stage 3, most pupils correctly sequence the steps in calculations that include brackets.

216. In key stage 4, nearly all of the more able pupils make good progress in understanding and using Pythagoras' theorem to calculate an unknown side of a right angled triangle.

217. In year 11, many of the middle ability pupils can construct good scatter diagrams from a table and can draw a suitable line of best fit, in order to describe correlation. Around half of these pupils can use the line of best fit to estimate scores.

Key stage 3 and key stage 4

Shortcomings

218. Pupils from across the ability range have limited abilities to choose the appropriate mathematics required to solve problems, communicate their ideas mathematically in written work or use reasoned arguments to justify outcomes and results. For example:

- most pupils are unable to use mathematical equipment appropriately;
- the majority of pupils do not use estimation skills effectively to check answers to calculations or draw conclusions from data presented in tables or graphs;
- the majority of lower ability pupils cannot use protractors to accurately measure or draw angles.

These important shortcomings are due to individual teachers not paying sufficient attention to the development of these abilities by their pupils.
219. Pupils with EAL make insufficient progress in lessons where they do not have specialist support as they cannot cope with the mathematical vocabulary being used.

220. In key stage 3, many pupils cannot recall the meaning of a number to the power of two or calculate its value, and the majority of pupils cannot simplify fractions.

221. In year 7 a majority of pupils are unable to use basic statistical measures to analyse and compare two sets of data.

222. In key stage 4, the majority of middle ability pupils are unable to solve simple algebraic equations with one unknown or change the subject of a simple formula.

**Science**

**Key stage 3: Grade 3  good features outweigh shortcomings**

**Key stage 4: Grade 3  good features outweigh shortcomings**

223. Examination results in this subject at GCSE in the last two years have been well below national averages for passes at A*-C grades. These results are lower than those to be expected for pupils of similar ability.

**Key stage 3**

**Good features**

224. Many pupils are able to recall and explain a wide range of scientific concepts, for example, the planets of the solar system and how animals can be classified according to their significant features.

225. The majority of pupils can apply their knowledge in new contexts.

226. Many pupils of all abilities use scientific terminology with increasing confidence and accuracy.

227. The majority of pupils can outline all the main aspects of an investigation. In particular, they are very confident in identifying and applying a fair test when carrying out their activity.

228. Many pupils, especially in year 9, are able to carry out accurate data analysis to make comparisons and identify trends.

229. Most pupils can analyse and extract scientific information from a range of sources to answer questions and solve problems.
230. Most pupils can relate science to their everyday lives and are beginning to understand the contribution science can make to society.

231. Most pupils show a keen appreciation of how to carry out practical activities with care for themselves and others.

232. Many pupils, including those for whom English is an additional language, make good progress through the key stage.

**Shortcomings**

233. About half of pupils cannot always fully identify the purpose of the investigation they are carrying out. For example, they are not able to explain they are changing the concentration of fertiliser to find out how that affects plant growth.

234. A minority of pupils do not develop their vocabulary or understanding of science beyond a simple, everyday level.

235. A small minority of pupils do not provide full and accurate reports on their practical activities.

236. When planning investigations, a few pupils make random predictions that are not based on any scientific reasoning.

**Key stage 4**

**Good features**

237. Many pupils can recall recent work and provide brief descriptions and explanations of scientific phenomena, such as polymers and the properties of light.

238. Many pupils provide accurate responses to questions requiring short, low level answers. Pupils in year 10 can produce more detailed answers.

239. Most pupils carry out practical work with enthusiasm and can describe their observations accurately.

240. The majority of pupils use scientific terminology in appropriate contexts, though this is stronger in year 10 than year 11.

241. Many show good awareness of how science can influence life today and explore some of the dilemmas facing people in present times, for example, the effect of the sun on the skin.

242. The majority of pupils carry out data analysis confidently and at a level appropriate to their ability.
243. Many pupils can gather data from a variety of sources, especially the internet, to produce well-reasoned research projects.

244. Many pupils carry out investigations thoroughly and precisely. They can:
   • make informed predictions;
   • plan for a fair test;
   • make systematic observations and measurements;
   • record their results in an appropriate manner;
   • draw reasoned conclusions; and
   • evaluate their work in a mature manner.

Shortcomings

245. The majority of pupils, particularly in year 11, give oral and written responses, for example to past paper questions, that lack precision, depth and understanding due to limitations in science knowledge and vocabulary. They also do not read questions carefully enough.

246. About half of pupils cannot use ideas raised in the first part of a lesson to explain their observation in their practical work.

Modern foreign languages

Key stage 3: Grade 3  good features outweigh shortcomings
Key stage 4: Grade 3  good features outweigh shortcomings

247. Examination results in this subject in the last two years have been just above national averages for passes at A*-C and these results are also higher than would be expected for pupils of similar ability. However, the proportion of pupils who enter GCSE examinations in modern languages has been very low.

Key stage 3

Good features

248. Most pupils listen carefully to their teacher and make good progress in their modern language lessons.

249. Nearly all pupils are beginning to use a dictionary effectively to extend their range of vocabulary and to check for accuracy.

250. Most pupils recall single vocabulary items well.

251. Most pupils copy accurately or use an example to write their own sentences.
Many pupils in year 7 Spanish are keen to talk. Some use the target language spontaneously to greet the teacher or to say when they have finished their work.

The more able can use their knowledge of English to help them work out the meaning of some Spanish phrases and speak confidently, using pictures as a stimulus for their speaking.

Year 8 pupils are beginning to link sentences together to extend their speech and writing in Spanish.

The more able in year 9 French can write sentences using the future and past tenses.

Shortcomings

Many pupils in year 9 French classes are not able to recall simple vocabulary and phrases.

Pupils of all abilities generally rely too much on their writing to help them form simple phrases and sentences when they speak.

Many of the more able pupils do not vary their writing as much as they could, and therefore do not reach higher levels of achievement.

A small minority of pupils make little progress because of their inattention.

Key stage 4

Good features

Most pupils recall recently learned words and phrases well. They pronounce them accurately and with good intonation.

Nearly all pupils can identify details about places in town from recorded dialogues.

Most show a sound understanding of basic grammar and can apply this in different topics.

A majority write accurately about a range of subjects. The more able pupils can use different tenses correctly when talking about their holidays for example.

Pupils are able to express their opinions clearly when they write or speak about their own town.
Shortcomings

265. Many lack confidence when speaking or listening and few pupils can produce extended responses in class.

266. Generally the pupils rely too much on written support or direction from their teacher in order to formulate a spoken response.

267. A majority of pupils need considerable repetition in order to complete listening tasks successfully.

Design technology

Key stage 3: Grade 3  good features outweigh shortcomings
Key stage 4: Grade 3  good features outweigh shortcomings

268. Examination results in this subject in the last two years have been much lower than national averages for passes at A*-C pass rates. However, these results are in-line with those to be expected for pupils of similar ability.

Key stage 3

Good features

269. Nearly all pupils are able to apply knowledge, understanding and skills across a range of projects. Pupils make good quality products that meet a clear need and are fit for purpose.

270. Many pupils use technical words and drawings effectively to describe and explain the products they design and make.

271. Most pupils are able to test their ideas against success criteria. They are competent in evaluating their designs.

272. A majority of pupils engage in design modifications and incorporate these into the prototype product.

273. Most pupils apply appropriate health and safety measures when using equipment, tools and materials.

274. Nearly all pupils are able to clearly explain their reasons for choice and produce effective plans for manufacture. They can measure; mark and cut materials with accuracy, and are able to use simple mathematical operations competently.
Shortcomings

275. When designing and making, a majority of pupils do not show enough originality in their work.

276. Few pupils research and investigate in depth, so many do not sufficiently improve their designs or the way they make a product.

277. Most pupils do not develop their use of computer aided design (CAD) technology sufficiently, and pupils do not develop their use of computer aided manufacturing (CAM) technology at all. Very few pupils have an appropriate understanding of control technology.

Key stage 4

Good features

278. Nearly all pupils can apply their prior knowledge and skills to solve design problems. They have a thorough understanding of the design and make process, and appreciate the need to explore a variety of ideas.

279. When studying resistant materials, most pupils demonstrate a wide range of practical skills and techniques. They use these skills and techniques effectively to manufacture prototypes and to assess their functionality and aesthetics.

280. Most pupils have a good command of subject terminology. They can recognise and name tools, techniques and equipment with confidence, and can make appropriate decisions regarding the material properties they require.

281. Initial design ideas are well presented by the majority of pupils.

282. A majority of pupils pay particular attention to health and safety issues, both to ensure their personal safety and to ensure that the things they design and make are safe to use.

Shortcomings

283. A majority of pupils do not present their work in a sufficiently neat and orderly way. For example, their hand-drawing skills are underdeveloped and their use of annotation, particularly for the final design, is limited.

284. Pupils generally make little progress to develop their ability to use CAD or CAM technology. This is an important shortcoming.

285. Most pupils have used too limited a range of resistant materials. In particular, they make insufficient use of metals or thermoplastics.
Information and communication technology

Key stage 3: Grade 2  good features and no important shortcomings
Key stage 4: Grade 2  good features and no important shortcomings

286. Examination results in this subject in the last two years have been above national averages for passes at A*-C grades. These results are higher than those to be expected for pupils of similar abilities.

Key stage 3

Good features

287. Most pupils are skilful and confident users of a wide range of ICT skills.

288. Nearly all pupils can explain their work effectively, highlighting areas for further development. They organise and combine information skilfully in various forms to enhance the quality of their work.

289. Most pupils are able to explore software in order to solve problems.

290. The majority of pupils have a sound knowledge and understanding of how a database works. They can sort, filter and search competently in order to extract appropriate sets of information.

291. Pupils with SEN make good progress, successfully developing a range of ICT skills.

292. Nearly all of the more able pupils can carry out a range of more complex information processing tasks and work effectively with multimedia tasks, for example to include movies within presentation and web pages.

Shortcomings

293. There are no important shortcomings.

Key stage 4

294. Most pupils have developed a wide range of ICT skills, which they use with increasing confidence and independence.

295. Nearly all pupils are able to find and select information from a wide range of sources. For example, they can search the internet, finding and selecting a variety of relevant images and information to solve a particular problem.

296. Pupils generally have a good understanding of their work, and in particular:
• nearly all can explain why they use specific applications for a particular task;
• most use appropriate technical vocabulary, and;
• nearly all more able pupils show good understanding of theoretical aspects of their work.

297. Most pupils produce high quality coursework, understanding how to improve the work by responding to the success criteria associated with a particular task.

Shortcomings

298. There are no important shortcomings.

Geography

Key stage 3: Grade 3 good features outweigh shortcomings
Key stage 4: Grade 2 good features and no important shortcomings

299. Examination results in this subject in the last two years have been below national averages for passes at grades A*-C. Overall, these results are in-line with those expected for pupils of similar ability.

Key stage 3

Good features

300. Most pupils acquire a good range of skills and techniques associated with locating places on maps. Most are able to interpret information effectively from maps, diagrams, photographs and graphs; they have a growing awareness of patterns, and understand how places connect within Wales and at a range of scales.

301. Most pupils understand the physical and human features of the places they are studying. They can explain the similarities and differences between countries at different stages of economic development. Pupils understand the causes and effects of the physical processes associated with a range of hazards.

302. Many pupils are able to ask relevant questions, plan their investigations, analyse and reach logical conclusions to their work.

303. All pupils have a good understanding of subject terminology, which they are able to recall and use in context. They express their views clearly, and make decisions about current geographical issues concerning multiculturalism and sustainability.
Shortcomings

304. Most pupils’ are unable to apply their skills and techniques through geographical enquiry and fieldwork. This is an important shortcoming.

305. Many pupils are unable to construct their own maps accurately.

Key stage 4

Good features

306. Most pupils have a secure knowledge and understanding of the location, features and character of places. They have a good understanding of physical and human processes at a range of scales.

307. Nearly all pupils have acquired a wide range of skills and techniques associated with the use of maps, diagrams and photographs. They apply their skills with increasing precision and accuracy through investigations and fieldwork, producing coursework of a good standard.

308. Nearly all pupils use correct terminology when describing tourism and other human and physical processes. The more able pupils can use a range of more complex geographical terms effectively.

309. Pupils have a good understanding of the pattern of economic development in less developed countries, and of the relevance of geography to social and economic issues such as sustainable tourism.

Shortcomings

310. Most pupils’ application of geographical skills and techniques through investigative fieldwork is limited only to those required for the completion of GCSE coursework.

History

Key stage 3: Grade 2 good features and no important shortcoming
Key stage 4: Grade 2 good features with no important shortcoming

311. Examination results in this subject in the last two years have been well below national averages for passes at A*-C grades. However, these results are in-line with those to be expected for pupils of similar ability.
Key stage 3

Good features

312. Nearly all pupils make good progress in their understanding of chronology. They can construct accurate timelines and sequence events correctly. By year 9, many pupils make reasoned comparisons across the historical periods, e.g. by explaining changes in Wales between 1700 and 1900.

313. Their knowledge and understanding is well developed. Most pupils can explain significant events in the history of Wales and Britain with suitable detail and analysis. Most demonstrate an appropriate understanding of the causes of events.

314. In year 9, most pupils use good prior knowledge to analyse different historical interpretations of past events. The most able pose challenging questions to do this.

315. Most pupils can select information from sources. By year 8 the majority combine information from a number of sources to present ideas with growing clarity.

316. SEN pupils investigate history with enthusiasm. They can select information from sources, sequence events accurately and reach sensible conclusions about the evidence they use.

Shortcomings

317. A small minority of middle ability pupils do not have a sound bank of prior knowledge.

318. Pupils in years 7 and 8 make less progress in understanding historical interpretations.

Key stage 4

Good features

319. Many pupils ask thoughtful questions which demonstrate good understanding. They make logical connections between cause and consequence, e.g. when explaining prosperity in America in the 1920s.

320. Most pupils confidently analyse historical sources. The majority are able to consider the use of historical evidence with growing accuracy.

321. Nearly all pupils complete coursework of a good standard with some more able pupils showing a very good understanding expressed in well developed historical language, e.g. when analysing the reasons for the evacuation from Dunkirk.
322. Pupils of lower ability make good progress in History.

Shortcomings

323. A few middle ability and less able pupils do not successfully apply rules for answering examination questions. This affects the standard of their written work.

Art and design

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<thead>
<tr>
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<th>some good features, but shortcomings in important areas</th>
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<td>Key stage 4: Grade 3</td>
<td>good features outweigh shortcomings</td>
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324. Examination results in this subject in the last two years have been below national averages for passes at grades A*-C. These results are in line with those expected for pupils of similar ability.

Key stage 3

Good features

325. Most pupils use a wide range of materials and tools well to develop a range of practical skills including drawing, painting, printing, craft processes and three-dimensional processes.

326. Around half of pupils show a lively interest in images and artefacts from a variety of historical and contemporary cultures and contexts.

327. Nearly all develop their ability to describe and copy the work of other artists, craft workers and designers.

328. More motivated pupils are able to write fluently and confidently about the work of European and African artists, responding in ways that are personal, insightful and imaginative.

329. A minority of pupils explore and experiment with materials well to solve problems and develop ideas. A few are able to experiment very well with printmaking tools to produce original and interesting images.

Shortcomings

330. Most pupils’ knowledge of and understanding of artists is insecure and many pupils are unable to use the work of artists, craft workers and designers to enrich and inform their own work.
331. Too often pupils copy from the work of other artists without purpose or understanding. Connections between the work of artists and pupils’ own work are tenuous.

332. Many pupils do not keep a sketchbook for exploring themes, developing ideas and feelings and for experimenting with materials and processes.

333. Many pupils’ recording skills from first-hand sources are underdeveloped.

334. Very few pupils are able to initiate their own independent work.

Key stage 4

Good features

335. Nearly all pupils research their chosen themes effectively. The quality of their investigation and enquiry is good; all are able to collect, organise and present their findings in a coherent way.

336. Many pupils choose and follow their own lines of enquiry well; they show interest and perseverance throughout the course of study.

337. A few make effective use of second-hand sources to develop their own ideas.

338. Nearly all pupils use a range of materials, tools and techniques competently and with increasing confidence across the key stage. Some pupils achieve technically very good final outcomes especially in the process of Batik.

339. Some pupils experiment well with tools, materials and processes including print, paint, wax resist and textiles.

Shortcomings

340. Many pupils’ ability to analyse the work of artists, craft workers and designers is underdeveloped. Their responses to the work of other artists are too descriptive and autobiographical and lack rigorous analysis and evaluation of context, meaning and purpose.

341. Many pupils’ recording skills are underdeveloped, particularly when they are working with first-hand sources. These pupils rely too heavily on copying from second-hand sources resulting in images that are derivative rather than original.
**Music**

**Key stage 3: Grade 4** some good features, but shortcomings in important areas

**Key stage 4: Grade 3** good features outweigh shortcomings

342. In 2007, GCSE results were below the national average for passes at A*-C, but were mostly in line with pupils’ ability. In 2008, the school’s results for BTEC Music were generally in line with the A*-C pass rate for GCSE music in Wales.

**Key stage 3**

**Good features**

343. Most pupils in year 7 sing a variety of songs in tune and with suitably clear diction.

344. Most pupils in all years can perform a range of simple parts on electronic keyboards, using appropriate fingering.

345. When composing, the majority of pupils are able to produce initial ideas that match the given brief.

346. Most pupils are able to identify the most familiar instruments and other basic features of the music they listen to in class.

**Shortcomings**

347. When singing, pupils often apply insufficient control to aspects such as dynamics and the ends of phrases.

348. Few pupils are able to perform more challenging instrumental parts.

349. Most pupils do not keep good time when they perform with others and are therefore unable to maintain good ensemble.

350. Most pupils’ compositions use an insufficiently broad range of sound sources and reflect limited imagination; very few display genuine musical interest.

351. In appraising work, few pupils are able to provide detailed comments or make effective evaluations of the music they hear.

**Key stage 4**

**Good features**

352. Most pupils demonstrate a sound understanding of the main considerations involved in planning a musical production.
353. Pupils' written work addresses course requirements appropriately and is generally well presented, often making effective use of ICT.

354. Most pupils make appropriate progress in developing their understanding during lessons.

**Shortcomings**

355. Pupils' work is uneven in quality; a minority of examples reflects research from a limited range of sources and presents a superficial consideration of the topic.


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### Physical education

**Key Stage 3: Grade 2**  
**good features no important shortcomings**

**Key Stage 4: Grade 2**  
**good features no important shortcomings**

357. Examination results in this subject in the last two years have been consistently above national averages for passes at grades A*-C. These results are higher than those that might be expected from pupils of similar ability.

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### Key stage 3

**Good features**

358. In adventurous activities, all pupils work well both collaboratively and competitively in the sport of orienteering. They plan, interpret and undertake these challenges very well and understand the importance of speed and accuracy when making choices about the route to take.

359. All pupils successfully navigate their way around a simple orienteering course. They understand how to orientate or set a map, use correct terminology to explain their choices and can evaluate how successful they have been.

360. Many pupils understand how to prepare for engagement in physical activity and how exercise affects the body, both in the short and longer term. They are able to sustain activity over appropriate periods of time in a range of different activities and fitness challenges.

361. All pupils keep accurate records of their physical activity and of the scores they achieve in these various challenges and activities. They have a clear understanding about the importance of a healthy diet and regular exercise.
362. Many pupils understand the importance of core strength in a range of physical activities. They can apply their knowledge and understanding of the different components of fitness to improving performance in specific sports and activities.

363. In striking and fielding games, boys are developing good sending and receiving skills. They make good choices when trying to outwit the opposing side. In group practices they work very well together in order to improve their skills taking on different roles and responsibilities as coach, observer and performer.

364. Many pupils are able to give constructive feedback to one another in order to improve performance. They can identify strengths and suggest ways that aspects of performances might be improved.

Shortcomings

365. In striking and fielding games, many girls have underdeveloped sending and receiving skills and lack the necessary focus and concentration needed to make progress.

Key stage 4

Good features

366. Nearly all of the pupils who follow the GCSE course achieve good standards. They are able to apply their knowledge and understanding to a range of activities and challenges.

367. In compulsory physical education lessons, a majority are able to sustain the required intensity of exercise for short and longer periods. They understand the importance of correct pacing and rest when taking part in physical activity. Many pupils demonstrate good technique in a variety of fitness activities.

368. Many pupils are able to measure and discuss the improvement made in their performances and to set appropriate personal targets.

Shortcomings

369. A few pupils do not make sufficient effort when they take part in fitness challenges, so make limited progress.
370. Examination results in drama GCSE in the last two years have been below local and national averages for passes at grades A*-C. Overall, these results are broadly in-line with those to be expected for pupils of similar abilities.

Key stage 3

Good features

371. Many pupils are aware of a wide range of drama techniques. They use these techniques constructively to explore different ideas and in response to their teacher.

372. When working to create scenarios and sequences of performance, most pupils co-operate well and work effectively together. In drama studio sessions these pupils are enthusiastic and speak and listen to each other appropriately when planning and executing different tasks.

373. The majority are able to contribute successfully and perform scenes in front of the class. They assume different characters and use movement and voice to enhance and improve their performances.

374. In teacher-led discussions, many are able to evaluate their own work and that of others. The majority comment constructively on the strengths and weaknesses of different approaches and their impact.

Shortcomings

375. Generally pupils do not make good use of space when practising and performing.

376. A few cannot maintain concentration in the manner required to sustain dramatic performance.

Key stage 4

Good features

377. Many pupils in key stage 4 have developed a good knowledge of rehearsal processes and the consideration of audience. They work well collaboratively to develop and stage scripted and devised theatre in response to various stimuli and teacher direction.
Most have a useful awareness of theatrical terminology. They are able to design their presentations with understanding of performance conventions and use of lighting and space to assist dramatic realisation.

When performing, many pupils show good awareness of a range of emotions, moods and gestures. They apply these appropriately to the different performance contexts they encounter, and this occasionally results in sensitive and interesting characterisation and good quality interplay between actors.

The majority reflect thoughtfully on each others’ work and contribute helpfully to evaluative discussions that move the team forward to improve outcomes in the drama studio.

Shortcomings

Pupils’ approaches to coursework lack rigour and in some instances work is incomplete. Written logs of practical work are simply descriptive and fail to analyse the dramatic aims and effects achieved in performance. This adversely affects the standards attained in public examinations.

Media studies

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

Examination results in this subject in 2007 were just below the national average for passes at A*-C. However, these results are higher than those to be expected for pupils of similar ability. No pupils entered the GCSE examination in media studies in 2008.

Good features

All pupils can identify film genre and recognise the media approaches associated with particular types of films.

Almost all pupils can comment on the intended impact of media texts, such as film posters or animated films. They can effectively investigate these texts and understand how they would be produced and marketed.

The more able pupils carry out sophisticated analysis of media text, using technical language accurately to do this.

Most pupils have a good understanding of pre-production tasks such as creating story boards, drafting publicity material and creating images to match specific types of music.

Most pupils can investigate and plan for the production of music compact discs and related publicity material, and show an understanding of media production.
388. Almost all pupils can recognise shot sizes.

Shortcomings

389. A minority of pupils, particularly in year 11, do not complete tasks promptly. They do not use the guidance and prompt sheets provided for them and fail to engage with the specific requirements of tasks.

390. A minority of pupils respond to media texts at a superficial level and produce work which is descriptive rather than analytical.

Catering

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

391. In the last two years, GCSE results in child development have been below local and National averages for A*-C grades, but broadly in line with pupils’ abilities.

Key stage 4

Good features

392. Nearly all pupils recall recent information accurately. They can apply their knowledge and understanding effectively to differing situations within catering.

393. Most pupils produce good quality coursework, using research and other investigative skills effectively to do so.

394. Many pupils have a good knowledge and understanding of catering terminology. They use these technical terms effectively in written work and in discussion.

395. Nearly all pupils can prepare detailed work plans that clearly identify the costs and the time required to complete a task.

Shortcomings

396. There are no important shortcomings.
Child development

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

397. Examination results in this subject in the last two years have been below the national average for passes at A*-C. These results are broadly in-line with those to be expected for pupils of similar ability.

Key stage 4

Good features

398. Nearly all pupils are able to recall recent work and have a good understanding of issues relating to the care and development of babies. In class, they discuss these issues effectively.

399. Most pupils are able to compare and contrast specific issues relating to child care. They apply their understanding of these issues effectively during class discussion.

400. Most pupils research, plan and carry out investigations competently. They produce good quality coursework.

Shortcomings

401. A small minority of pupils only give brief oral responses to questions.

Applied business studies (GCSE)

Key stage 4: Grade 3  good features outweigh shortcomings

402. Examination results in this subject in the last two years have been below the national average for passes at A*-C. These results are lower than those to be expected for pupils of similar ability.

Key stage 4

Good features

403. When comparing businesses, a majority of pupils have a clear understanding of the main features of ownership. They can identify the most important activities of each business.

404. All pupils can effectively explain the purpose of a range of business documents.

405. A majority of pupils have a good understanding of how businesses are controlled, organised and operated.
406. A majority of pupils use business terminology quite well and the more able pupils use these terms fluently in all aspects of their work.

407. The majority of pupils use and apply their business knowledge and their number skills effectively to complete a simple profit and loss account.

408. Most pupils can justify their recommendations to improve marketing activities within a business.

409. Nearly all pupils understand the importance of providing effective customer service.

**Shortcomings**

410. A minority of pupils make slow progress because they are often absent and do not complete all the work they have missed.

411. When completing coursework, lower ability pupils do not analyse their findings sufficiently.

412. On occasions, a majority of pupils have produced written work that lacks depth. This is mainly because these pupils do not have sufficient knowledge and understanding of the full range of work covered in this course.

**Health and social care – GCSE double award**

**Key stage 4: Grade 2: good features and no important shortcomings**

413. Examination results in this subject in the last two years have been in-line with national averages for passes at A*-C. These results are higher than those to be expected for pupils of similar ability.

**Key stage 4**

**Good features**

414. Most pupils have a good knowledge of the factors that can improve or damage people’s health and wellbeing.

415. Many pupils fully understand how care workers can identify clients’ needs and can plan to meet these needs.

416. Nearly all pupils recognize a wide range of care workers and understand the services that they provide.

417. Many pupils understand that care work is based on core values and how these values influence the ways that care is provided to clients.
Most pupils work effectively to research, create, develop and then present their ideas about client care.

Most pupils know that a client’s health can be measured in a variety of ways. They understand how care workers can use such measurements to identify health issues.

Most pupils have a broad understanding about how factors like exercise, diet and other features of our lifestyle can affect our health and well being.

**Shortcomings**

A few pupils do not effectively apply their scientific knowledge when they consider how microbes and genetics can affect human health.

**Automotive vehicle maintenance**

**Key stage 4: Grade 2 good features and no important shortcomings**

Pupils attend this course at a local training centre and have the opportunity to achieve a National Vocational Qualification (NVQ) at level 1 in this subject. This is a new course, so there is currently no record of examination attainment.

**Key stage 4**

**Good features**

All pupils involved in this course are developing:

- a sound knowledge and understanding of basic automotive vehicle maintenance;
- a good understanding of the structure and organisation of a garage repair shop;
- a wide range of knowledge and skills, including the use of tools and materials and an appreciation of health and safety issues.

All pupils use technical words and terms about mechanical fitting effectively in discussion and in written work.

All pupils produce good quality coursework that is well structured and completed to a good standard.

**Shortcomings**

There are no important shortcomings.
Hairdressing

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

427. This is a new course, so pupils from this school have not previously sat examinations in this subject. The pupils who follow this course attend St. David’s College for instruction and have the opportunity to achieve an NVQ level 1.

Key stage 4

428. All pupils are making good progress in this course. They are:
- developing a sound knowledge and understanding of the structure and organisation of a hairdressing salon;
- able to demonstrate a variety of skills including shampooing, colouring, blow drying, setting, basic perming;
- developing good awareness of the needs of the client;
- able to use specific terms related to hairdressing when talking and in their written work.

429. All pupils produce good quality coursework that is well structured and completed to a good standard.

Shortcomings

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

The school is delighted that the inspection team recognised Mary Immaculate High School as a school which provides a calm and orderly learning environment and where pupils are well cared for and feel safe. The significant improvements made to pupils’ attitudes and behaviour since the last inspection are commended, as are pupils’ attitude to work and motivation to do well in lessons.

These features, along with the outstanding relationships between pupils and staff, provide an excellent foundation for the development and progress of the school.

The governors and staff agree with the inspection team that there needs to be significant improvement in the standards achieved by pupils and in the quality of teaching and assessment. The school celebrates those subjects that achieved a grade 2 but is totally committed to improving those subjects graded 3 or 4.

The school will address the recommendations made in the report through whole-school and subject-specific action plans. The school will ensure that strategic planning provides the opportunity for all subjects to focus on the specific issues identified in the report. The governing body and SLT acknowledge the need to implement greater accountability at all levels and to achieve greater consistency within middle management.

The governing body welcome the opportunity to have a greater involvement in the school’s strategic planning. There is a proven link between pupil achievement and attendance, and the school will seek additional opportunities to work with parents and pupils to reduce absence from school. The school acknowledges the need to concentrate on several issues identified in the report concerning Welsh, bilingualism and involvement of pupils with SEN in the annual review process.

The inspection report provides the school with a valuable external audit and identifies a clear direction for school improvement. Many of the recommendations are concerned with issues identified in the school self-evaluation. The governors, SLT and staff are committed to ensuring that these recommendations are achieved.

The school wishes to acknowledge the professionalism of the inspection team and thank Mrs Annmarie Wilson who acted as the school nominee.
## Appendix 1

### Basic information about the school

<table>
<thead>
<tr>
<th></th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of school</td>
<td>Mary Immaculate High School</td>
</tr>
<tr>
<td>School type</td>
<td>Secondary</td>
</tr>
<tr>
<td>Age range of pupils</td>
<td>11-16</td>
</tr>
<tr>
<td>Address of school</td>
<td>Caerau Lane</td>
</tr>
<tr>
<td></td>
<td>Wenvoe</td>
</tr>
<tr>
<td></td>
<td>Cardiff</td>
</tr>
<tr>
<td>Postcode</td>
<td>CF5 5QZ</td>
</tr>
<tr>
<td>Telephone number</td>
<td>02920 593465</td>
</tr>
<tr>
<td>Headteacher</td>
<td>Mr. Simon Canham (acting)</td>
</tr>
<tr>
<td>Date of appointment</td>
<td>01.01.2009</td>
</tr>
<tr>
<td>Chair of governors /</td>
<td>Rev. Father Martin Donnelly</td>
</tr>
<tr>
<td>Appropriate authority</td>
<td>Cardiff</td>
</tr>
<tr>
<td>Reporting inspector</td>
<td>Mr. Michael Tibbott</td>
</tr>
<tr>
<td>Dates of inspection</td>
<td>5th – 8th May 2009</td>
</tr>
</tbody>
</table>
### Appendix 2

#### School data and indicators

<table>
<thead>
<tr>
<th>Year group</th>
<th>Y7</th>
<th>Y8</th>
<th>Y9</th>
<th>Y10</th>
<th>Y11</th>
<th>Y12</th>
<th>Y13</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of pupils</td>
<td>114</td>
<td>115</td>
<td>114</td>
<td>101</td>
<td>104</td>
<td>N/A</td>
<td>N/A</td>
<td>548</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total number of teachers</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Full-time equivalent (fte)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers</td>
<td>29</td>
<td>3</td>
<td>31.2</td>
</tr>
</tbody>
</table>

#### Staffing information

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil: teacher (fte) ratio (excluding special classes)</td>
<td>17.5:1</td>
</tr>
<tr>
<td>Pupil: adult (fte) ratio in special classes</td>
<td>N/A</td>
</tr>
<tr>
<td>Average teaching group size</td>
<td>25.3</td>
</tr>
<tr>
<td>Overall contact ratio (percentage)</td>
<td>69.5%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Y7</th>
<th>Y8</th>
<th>Y9</th>
<th>Y10</th>
<th>Y11</th>
<th>Y12</th>
<th>Y13</th>
<th>Whole school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>89.0</td>
<td>88.0</td>
<td>87.7</td>
<td>84.1</td>
<td>82.4</td>
<td>N/A</td>
<td>N/A</td>
<td>86.0</td>
</tr>
<tr>
<td>Term 2</td>
<td>88.3</td>
<td>86.0</td>
<td>86.3</td>
<td>84.0</td>
<td>81.6</td>
<td>N/A</td>
<td>N/A</td>
<td>85.5</td>
</tr>
<tr>
<td>Term 3</td>
<td>90.5</td>
<td>87.0</td>
<td>87.9</td>
<td>87.1</td>
<td>82.8</td>
<td>N/A</td>
<td>N/A</td>
<td>87.1</td>
</tr>
</tbody>
</table>

| Percentage of pupils entitled to free school meals | 28% |
| Number of pupils excluded during 12 months prior to inspection | 72 |
### National Curriculum Assessment Results

**End of key stage 3:**

#### National Curriculum Assessment KS3 results 2008

**Total number of pupils in Y9:**

#### Percentage of pupils at each level

<table>
<thead>
<tr>
<th>Language</th>
<th>Teacher assessment</th>
<th>School</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>Teacher assessment</td>
<td>0 0 0 1 1 12.2 21.4 42.9 19.4 2.0 0 0</td>
<td>0 0 0 0.4 1.4 6.8 21.4 35.7 24.1 8.5 0.2 0</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Teacher assessment</td>
<td>0 0 0 0 0 3.1 13.3 22.4 28.6 27.6 5.1 0 0</td>
<td>0 0 0 0.3 1.1 7.8 19.7 27.6 27.1 14.4 0.8 0</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Teacher assessment</td>
<td>0 0 0 0 0 0 2.3 11.1 22.4 50 15.3 3.1 0 0</td>
<td>0 0 0 0.2 0.8 6.5 20.9 34.7 25.7 10 0.1 0</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th></th>
<th>By teacher assessment</th>
<th>By test</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the school</td>
<td>53</td>
<td>In the school</td>
<td>N/A</td>
</tr>
<tr>
<td>In Wales</td>
<td>60</td>
<td>In Wales</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## Summary of Secondary School Performance (1)

### Pupils aged 15

**Number of pupils aged 15 who were on roll in January 2008: 148**

**Percentage of pupils aged 15 who:**

<table>
<thead>
<tr>
<th></th>
<th>Entered at least one qualification</th>
<th>achieved the Level 1 threshold</th>
<th>achieved the Level 2 threshold</th>
<th>achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics</th>
<th>Core Subject Indicator (2)</th>
<th>Average wider points score per pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School 2007/08</strong></td>
<td>95%</td>
<td>83%</td>
<td>33%</td>
<td>20%</td>
<td>20%</td>
<td>251</td>
</tr>
<tr>
<td><strong>LEA Area 2007/08</strong></td>
<td>99%</td>
<td>85%</td>
<td>56%</td>
<td>44%</td>
<td>43%</td>
<td>343</td>
</tr>
<tr>
<td><strong>Wales 2007/08</strong></td>
<td>98%</td>
<td>87%</td>
<td>58%</td>
<td>46%</td>
<td>44%</td>
<td>356</td>
</tr>
<tr>
<td><strong>School 06/07/08</strong></td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>17%</td>
<td>247</td>
</tr>
<tr>
<td><strong>School 05/06/07</strong></td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>14%</td>
<td>234</td>
</tr>
</tbody>
</table>

**Number of boys aged 15 who were on roll in January 2008: 63**

**Percentage of boys aged 15 who:**

<table>
<thead>
<tr>
<th></th>
<th>Entered at least one qualification</th>
<th>achieved the Level 1 threshold</th>
<th>achieved the Level 2 threshold</th>
<th>achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics</th>
<th>Core Subject Indicator (2)</th>
<th>Average wider points score per pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School 2007/08</strong></td>
<td>92%</td>
<td>78%</td>
<td>32%</td>
<td>22%</td>
<td>22%</td>
<td>238</td>
</tr>
<tr>
<td><strong>LEA Area 2007/08</strong></td>
<td>98%</td>
<td>82%</td>
<td>52%</td>
<td>42%</td>
<td>41%</td>
<td>327</td>
</tr>
<tr>
<td><strong>Wales 2007/08</strong></td>
<td>98%</td>
<td>84%</td>
<td>53%</td>
<td>42%</td>
<td>41%</td>
<td>334</td>
</tr>
<tr>
<td><strong>School 06/07/08</strong></td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>13%</td>
<td>237</td>
</tr>
<tr>
<td><strong>School 05/06/07</strong></td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>8%</td>
<td>222</td>
</tr>
</tbody>
</table>

**Number of girls aged 15 who were on roll in January 2008: 85**

**Percentage of girls aged 15 who:**

<table>
<thead>
<tr>
<th></th>
<th>Entered at least one qualification</th>
<th>achieved the Level 1 threshold</th>
<th>achieved the Level 2 threshold</th>
<th>achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics</th>
<th>Core Subject Indicator (2)</th>
<th>Average wider points score per pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School 2007/08</strong></td>
<td>96%</td>
<td>87%</td>
<td>34%</td>
<td>19%</td>
<td>18%</td>
<td>262</td>
</tr>
<tr>
<td><strong>LEA Area 2007/08</strong></td>
<td>100%</td>
<td>88%</td>
<td>59%</td>
<td>46%</td>
<td>45%</td>
<td>361</td>
</tr>
<tr>
<td><strong>Wales 2007/08</strong></td>
<td>99%</td>
<td>90%</td>
<td>63%</td>
<td>50%</td>
<td>48%</td>
<td>379</td>
</tr>
<tr>
<td><strong>School 06/07/08</strong></td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>20%</td>
<td>256</td>
</tr>
<tr>
<td><strong>School 05/06/07</strong></td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>21%</td>
<td>248</td>
</tr>
</tbody>
</table>
### Pupils aged 15

<table>
<thead>
<tr>
<th>Percentage of pupils aged 15 who:</th>
<th>Percentage of boys aged 15 who:</th>
<th>Percentage of girls aged 15 who:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieved one or more ELQ (2) only</td>
<td>Left full time education without a qualification (3)</td>
<td>Achieved one or more ELQ (2) only</td>
</tr>
<tr>
<td>School 2007/08</td>
<td>1.4%</td>
<td>6.8%</td>
</tr>
<tr>
<td>LEA Area 2007/08</td>
<td>3.2%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Wales 2007/08</td>
<td>2.6%</td>
<td>1.5%</td>
</tr>
<tr>
<td>School 06/07/08</td>
<td>1.7%</td>
<td>..</td>
</tr>
<tr>
<td>School 05/06/07</td>
<td>1.8%</td>
<td>..</td>
</tr>
</tbody>
</table>

### For pupils aged 17, results in A/AS, GNVQs and NVQs

<table>
<thead>
<tr>
<th>Description</th>
<th>2007/08</th>
<th>2008/09</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of pupils aged 17 in January 2008</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2008</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2008</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>2007/08</th>
<th>2008/09</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of pupils entered who achieved 2 or more grades A-C</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Percentage of pupils entered who achieved 2 or more grades A-E</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Average points score per candidate entering 2 or more subjects</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of pupils who achieved a GNVQ Advanced or NVQ at level 3</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Evidence base of the inspection

Eighteen Inspectors spent a total of 50 days in the school and were joined by the school’s Head of religious education/Senior Teacher, as nominee.

They held a meeting before the inspection.

During the inspection, inspectors visited:

• 103 lessons at the school and two lessons where pupils are educated at partner schools/training providers;
• tutorial and registration periods;
• assemblies; and
• a range of extra-curricular activities.

Members of the inspection team met with:

• staff, parents and governors before the inspection;
• senior managers, middle managers, teachers, support assistants and administrative staff;
• the chair and two other members of the governing body;
• headteachers of two associate primary schools;
• groups of pupils representing each year group;
• representatives of the school council; and,
• considered opinions from business and other school partners.

The team also considered:

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

After the inspection, inspectors held meetings with departments, senior managers and governors.
Appendix 5

Composition and responsibilities of the inspection team

<table>
<thead>
<tr>
<th>Team member</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Tibbott</td>
<td>Context, Summary, Recommendations, Appendix KQ1, KQ5 and KQ6, health and social care</td>
</tr>
<tr>
<td>Registered Inspector</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Heaven</td>
<td>Contributing to key questions 1, 2, 3, 5 and 7</td>
</tr>
<tr>
<td>Lay Inspector</td>
<td></td>
</tr>
<tr>
<td>Mererid Morgan</td>
<td>KQ2, Welsh and bilingualism (KQ1, 2 and 3)</td>
</tr>
<tr>
<td>Kevin Adams</td>
<td>KQ3 and music</td>
</tr>
<tr>
<td>Sue Allerston</td>
<td>KQ4</td>
</tr>
<tr>
<td>Miriam Norton</td>
<td>KQ7, history and ICT (cross-curricular KQ1 and 3)</td>
</tr>
<tr>
<td>Jayne Edwards</td>
<td>English, media studies and communication (KQ1 and 3)</td>
</tr>
<tr>
<td>John Comissiong</td>
<td>Mathematics and numeracy (KQ1 and 3)</td>
</tr>
<tr>
<td>Martin Holmes</td>
<td>Science</td>
</tr>
<tr>
<td>David Trace</td>
<td>Modern foreign languages</td>
</tr>
<tr>
<td>Patricia Jones</td>
<td>Design technology</td>
</tr>
<tr>
<td>Pamela Scourfield</td>
<td>Information and communication technology, child development, catering, hairdressing</td>
</tr>
<tr>
<td>Sue Tozer</td>
<td>Geography</td>
</tr>
<tr>
<td>Judith Davies</td>
<td>Physical education</td>
</tr>
<tr>
<td>Lorraine Buck</td>
<td>Art</td>
</tr>
<tr>
<td>Jane Houlihan</td>
<td>Support for KQ4 (SEN and additional learning needs)</td>
</tr>
<tr>
<td>Gregory Owens</td>
<td>Drama</td>
</tr>
<tr>
<td>Mary Crandon</td>
<td>Applied business studies</td>
</tr>
<tr>
<td>Annmarie Wilson</td>
<td>Nominee (contribution to all meetings, scrutiny of pupils’ work and listening to learners)</td>
</tr>
</tbody>
</table>

Contractor: ESIS
Tŷ Dysgu
Cefn Coed
Nantgarw
Cardiff
CF15 7QQ

The inspection team is very grateful to the school, the staff, the pupils, the parents, governors and other members of the school community for their welcome and cooperation during the inspection.