Inspection under Section 28 of the Education Act 2005

A report on the quality of education in

Sir Thomas Picton School
Queensway
Haverfordwest
SA61 2NX

School number: 6684055

Date of inspection: 23 November 2009

by

Edward Aneurin Peter Harris
78673

Date of publication: 28 January 2010

Under Estyn contract number: 1200809
Introduction

Sir Thomas Picton 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 Sir Thomas Picton School took place between 23/11/09 and 26/11/09. An independent team of inspectors, led by Edward Aneurin Peter Harris 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>Percentage</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 Standard inspection.
Year groups and key stages

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

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

Primary phase:

<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>
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<td>Context</td>
<td>1</td>
</tr>
<tr>
<td>Summary</td>
<td>2</td>
</tr>
<tr>
<td>Recommendations</td>
<td>6</td>
</tr>
<tr>
<td>Standards</td>
<td>7</td>
</tr>
<tr>
<td>Key Question 1: How well do learners achieve?</td>
<td>7</td>
</tr>
<tr>
<td><strong>The quality of education and training</strong></td>
<td>10</td>
</tr>
<tr>
<td>Key Question 2: How effective are teaching, training and assessment?</td>
<td>10</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>14</td>
</tr>
<tr>
<td>Key Question 4: How well are learners cared for, guided and supported?</td>
<td>16</td>
</tr>
<tr>
<td>Leadership and management</td>
<td>19</td>
</tr>
<tr>
<td>Key Question 5: How effective are leadership and strategic management?</td>
<td>19</td>
</tr>
<tr>
<td>Key Question 6: How well do leaders and managers evaluate and improve quality and standards?</td>
<td>20</td>
</tr>
<tr>
<td>Key Question 7: How efficient are leaders and managers in using resources?</td>
<td>22</td>
</tr>
<tr>
<td>Standards achieved in subjects and areas of learning</td>
<td>24</td>
</tr>
<tr>
<td>English</td>
<td>24</td>
</tr>
<tr>
<td>Welsh second language</td>
<td>25</td>
</tr>
<tr>
<td>Information and communication technology</td>
<td>27</td>
</tr>
<tr>
<td>History</td>
<td>28</td>
</tr>
<tr>
<td>Modern foreign languages</td>
<td>30</td>
</tr>
<tr>
<td>Music</td>
<td>32</td>
</tr>
<tr>
<td>School's response to the inspection</td>
<td>34</td>
</tr>
<tr>
<td>Appendices</td>
<td>35</td>
</tr>
<tr>
<td>1 Basic information about the school</td>
<td>35</td>
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<tr>
<td>2 School data and indicators</td>
<td>35</td>
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<td>3 National Curriculum assessments results</td>
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<td>4 Evidence base of the inspection</td>
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</tr>
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<td>5 Composition and responsibilities of the inspection team</td>
<td>42</td>
</tr>
</tbody>
</table>
**Context**

**The nature of the provider**

1. Sir Thomas Picton School is an 11-18, mixed, comprehensive school in Pembrokeshire. The school serves Haverfordwest, Neyland and the surrounding countryside. There are 1169 pupils on roll, of whom 209 are in the sixth form. In 2003, when the school was last inspected, there were 1201 pupils on roll, 182 of whom were in the sixth form.

2. Pupils and students come from the full range of socio-economic backgrounds. In recent years the percentage of pupils receiving free school meals has fluctuated between 7.2% and 9.3%. These figures are below the averages for the Unitary Authority (UA) and for Wales as a whole.

3. The attainment of pupils on entry reflects the full range of ability. Approximately 14% of pupils are identified on the school’s register of special educational needs (SEN) and almost 3% of pupils have a statement of SEN. A very small minority of pupils comes from minority ethnic backgrounds. The vast majority of pupils comes from homes where English is the first language.

4. The school works closely with Pembrokeshire College and local comprehensive schools to provide a wide range of courses at key stage (KS) 4 and in the sixth form.

5. The current headteacher has been in post since September 2007. The senior leadership team (SLT) is comprised of one deputy headteacher, seven senior teachers and the school’s business manager.

**The school’s priorities and targets**

6. The school’s main aims are to:
   - ensure that all learners reach their potential;
   - promote teaching and learning of the highest quality; and
   - improve curriculum provision through partnership.

7. The school’s self-evaluation report (SER) is based on the seven key questions of the Common Inspection Framework (CIF).

8. Numerical targets are set, that in 2010:
   - 80% of pupils should reach at least level 5 in all three subjects combined in national curriculum (NC) assessments at the end of KS3; and
   - 64% of pupils should achieve at least five grades A*-C, and 98% at least five grades A*-G in the General Certificate of Secondary Education (GCSE) examination, or equivalent.
Summary

9. Sir Thomas Picton School is a good school with some outstanding features. Through the inspirational leadership provided by the headteacher, the school has made considerable improvement since the time it was last inspected. It benefits from a common sense of purpose that pervades the whole school community.

10. Since 2003 there have been improvements in the following areas:
   - examination results;
   - the quality of teaching;
   - the curriculum, and
   - leadership and management.

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

11. The grades for key questions 1, 2, 3, 4 and 7 match those of the school in its SER. Inspectors judged outstanding practice in key question 5 and awarded Grade 1 accordingly. However, inspectors awarded one grade lower than the school for key question 6.

Standards achieved

12. The team inspected the standards that pupils and students achieve in six subjects. The following table shows the grades awarded at KS3, KS4 and in the sixth form.

<table>
<thead>
<tr>
<th>Subject</th>
<th>KS3</th>
<th>KS4</th>
<th>Sixth form</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Welsh second language</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Information technology</td>
<td>2</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Modern foreign languages</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

13. Apart from English, the sample of subjects inspected was different from that of the previous inspection. In comparison with that time, these figures indicate an overall increase in standards. The increase in standards in English has been considerable.
14. The following table shows the percentages of grades awarded at each stage in the six subjects inspected.

<table>
<thead>
<tr>
<th></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>KS3</td>
<td>10%</td>
<td>70%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>KS4</td>
<td>32%</td>
<td>60%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Sixth form</td>
<td>36%</td>
<td>64%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Whole school</td>
<td>23%</td>
<td>65%</td>
<td>12%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

These grades are based on observations of 66 lessons

15. In over eight out of ten lessons observed, learners achieved standards which had good features and no important shortcomings. In over one lesson in five, standards achieved had outstanding features. In all other lessons, standards had good features which outweighed shortcomings.

16. These figures indicate a considerable increase in standards since 2003 when the school was last inspected.

17. At KS3, in the NC teachers’ assessments over the past three years, results have improved both in relation to local and national averages and those of schools of a similar intake. Achievement is broadly in line with expectation, based on prior attainment.

18. At KS3, there is no significant gap between the performance of boys and girls.

19. At KS4, pass rates in external examinations exceed the averages for Wales as well as those of the UA, particularly at the higher grades. As at KS3, results have improved in relation to local and national averages as well as those of schools of a similar socio-economic profile. Achievement is in line with expectation, based on prior attainment.

20. As at KS3, there is no significant gap between the performance of boys and girls.

21. At both key stages, standards among pupils with SEN are very good and have increased considerably over recent years.

22. Results at Advanced (A) level are broadly in line with local and national averages.

23. Pupils and students acquire new knowledge and skills as they progress through the school. They have good levels of skill in communication, numeracy and information and communication technology (ICT).

24. On the whole, learners have a good understanding of how well they are progressing and what they have to do in order to make good progress. It is only with a small minority that this understanding is not secure.

25. While bilingual skills are developed through Welsh lessons, there is limited use made of incidental Welsh throughout the school.

26. Pupils and students adopt very positive attitudes towards learning. They work hard in lessons, engage in asking and answering questions and maintain appropriate levels of concentration.

27. Learners enjoy very good relationships with staff. Pupils and students are well behaved and courteous.
28. Levels of attendance have improved since 2003. They exceed UA and national averages.

29. Learners make outstanding progress in their personal, moral, social and cultural development. The way in which they progress personally and show respect for peers, adults and diversity in society is exemplary. Learners’ spiritual development is good.

30. Pupils and students respond well to the opportunities the school provides to work with other partners and to individual opportunities for involvement in the school’s life. The ways in which they are prepared for higher education and employment are good.

**The quality of education and training**

31. Teaching has good features and no important shortcomings.

32. The following grades were awarded for teaching in the lessons observed:

<table>
<thead>
<tr>
<th></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>KS3</td>
<td>15%</td>
<td>63%</td>
<td>22%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>KS4</td>
<td>45%</td>
<td>47%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Sixth form</td>
<td>17%</td>
<td>66%</td>
<td>17%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Whole school</td>
<td>27%</td>
<td>58%</td>
<td>15%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

These grades are based on observations of 104 lessons

33. The quality of teaching is above the current average for Wales as reported by Her Majesty’s Chief Inspector (HMCI). Eighty-five percent of lessons were graded 1 and 2 compared to 75% in all inspections in Wales 2007-2008.

34. These figures exceed the Welsh Assembly Government (WAG) targets for 2010, that 80% of lessons be judged to be Grade 2 or better.

35. While, throughout the school as a whole, inspectors judged the quality of teaching to be never less than good, they judged the quality of teaching at KS4 to be outstanding.

36. Although the nature of the sample is different from that of the last inspection, these grades show that teaching has improved since that time.

37. The respect that teachers have for learners and the effect this has on pupils’ attitudes to learning are outstanding. Teachers plan their lessons well and have high expectations of what pupils and students will achieve. Most use a wide range of strategies to engage pupils and students. However, there are inconsistencies, more at KS3 and in the sixth form, within and between departments in the ways in which teachers secure the active engagement of all learners.

38. Teachers provide good support for pupils from minority language backgrounds. Learning assistants make a very positive contribution to the classroom experience of many pupils who have learning or behavioural difficulties.

39. On the whole, the quality of assessment, recording and reporting has good features and no important shortcomings. Most teachers mark learners’ work regularly and make comments on how their work can be improved. However, there are inconsistencies within and between departments in the way in which teachers give subject-specific targets for improvement.

40. The school meets statutory requirements for assessment.
41. There are shortcomings in teachers’ plans to provide appropriate opportunities for learners to develop and apply bilingual skills.

42. The ways in which the curriculum meets learners’ needs are outstanding. It is broadly based and balanced, has coherence and progression and enables learners to develop their basic and key skills.

43. The ways in which the school works in partnership with other schools and provides work-related education are exceptional. This has led to an extensive range of vocational courses provided to meet learners’ needs.

44. The curriculum promotes effectively pupils’ and students’ moral, social and cultural development. Pupils regularly explore issues relating to global citizenship and, increasingly, sustainable development. The ways in which extra-curricular provision broadens and enriches learners’ experiences are highly effective.

45. While the provision of work-related education is good, the ways in which the curriculum is enhanced by opportunities to develop enterprise skills are outstanding.

46. The quality of guidance and support is outstanding. Teachers and support staff encourage pupils to give of their best and give very good pastoral support. The provision for pupils with special needs, and for pupils at KS4 when preparing for external examinations, is extensive. They are well supported at this time and their progress against their targets is closely monitored.

47. The inclusion of all learners, including those with severe needs, in a safe and happy environment is a central concern of all who work at the school. They are successful in the way in which they plan and organise all aspects of the school’s life to enhance learners’ well-being.

Leadership and management

48. The improvements since the last inspection have come about as a result of highly effective leadership and management.

49. The headteacher has a strong vision, based on clear aims and values, which influences directly the work of the school. Her comprehensive vision for excellence in education is shared by her deputy, senior and middle managers and all members of staff.

50. There is a consistent sense of purpose that has promoted, and continues to promote, improvement at the school. There are shared expectations of behaviour, standards and care that leaders and managers throughout the school demonstrate in their day-to-day work.

51. The school has drawn up a suitable range of policies which reflect these aims and in the majority of cases, these policies are implemented effectively. The school operates well on a day-to-day basis and is a stable environment for learning.

52. Excellent account is taken of UA and national priorities, particularly in the ways in which the school works in partnership with other providers to include Learning Pathways 14-19 in its priorities and strategic direction. Working relationships with local providers at primary, secondary and further education levels are very good.
53. The arrangements for setting whole-school targets have become more rigorous in recent years by a more effective use of data to set and monitor performance.

54. Governors make a successful contribution to the strategic development of the school. They are aware of the main challenges it faces and its priorities in addressing them. The governing body is committed to the WAG priorities and meets all regulatory and legal requirements.

55. The arrangements to monitor and evaluate the school’s performance are consistently good. Leaders and managers gain first-hand knowledge of standards of provision and of pupils’ work. The views of pupils, parents, staff and governors are actively sought.

56. Governors receive regular reports from leaders and managers in the school. They have a clear understanding of their role and work very efficiently through a range of appropriate committees.

57. The school is suitably staffed to ensure that the demands of the curriculum and the needs of learners are met. The way in which support staff work with teachers to plan, teach and record pupils’ progress is outstanding.

58. The accommodation and grounds are of good quality and are very well maintained. Resources are well matched to school priorities. Though the school has invested in computers in line with a growing demand, ICT and library resources are insufficient.

59. The school makes very efficient use of its resources. Senior managers and the governing body consider carefully financial decisions and the school manages its budget to a very high standard. The way in which the school trains and develops staff is very good.

60. In view of the consistently good progress made by the school in implementing the recommendations for improvement made by inspectors in 2003 the school gives very good value for money.

**Recommendations**

In order to build on current achievement, the school should focus on the following priorities.

R1. Continue to raise standards throughout the school.

R2. Raise standards of bilingualism.

R3. Eliminate remaining inconsistencies in implementing agreed policy on teaching and assessment.

*Aspects of all these recommendations are addressed in the school’s current planning.*

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

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

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

KS3 and KS4
Pupils’ success in attaining agreed learning goals

62. The following table shows the standards that pupils achieved at KS3 and KS4 in the six subjects inspected.

<table>
<thead>
<tr>
<th></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>KS3</td>
<td>10%</td>
<td>70%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>KS4</td>
<td>32%</td>
<td>60%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>KS3 &amp; KS4</td>
<td>20%</td>
<td>65%</td>
<td>15%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

These grades are based on observations of 55 lessons

63. These figures exceed the 2010 national target of 98% of standards of achievement to be judged Grade 3 or above. They exceed by 20 percentage points the target that 65% of lessons be awarded Grade 2 or above.

64. The proportion of good and very good lessons exceeds the averages for Wales as reported by HMCI in his 2007-2008 report.

65. The proportion of lessons judged to be good and very good has improved since the last time the school was inspected. In no classes were there important shortcomings observed.

66. Results at KS3 exceed local and national averages. There is an upward trend of improvement in all three core subject areas, particularly in English. On the whole, when compared to those of schools of a similar intake, these results are above average.

67. Pupils’ achievement at KS3 indicates good progress when compared to what was expected, based on prior attainment. Achievement is broadly in line with targets set.

68. At KS4, the percentage the school enters for GCSE or equivalent is in line with the average for Wales as a whole. Results exceed local and national averages.

69. As at KS3, there has been an upward trend of improvement since the time the school was last inspected. In 2008, 66% of pupils passed external examinations at the higher grades, and 89% passed at the lower levels. Provisional data for 2009 show even further improvement.

70. On the whole, when compared with those of similar schools, these results are above average. In mathematics they are among the top 25%.

71. At KS4, achievement is in line with expectation, based on prior attainment and the school meets its targets.

72. Pupils with SEN make thorough progress and achieve very good results relative to their ability.

73. At KS3 and KS4, there is no significant gap between the performance of boys and girls.
74. Standards in the key skills of communication, use of number and ICT have good features and no important shortcomings.

75. The majority of pupils speaks clearly and confidently. They are confident speakers and use an appropriate range of subject vocabulary. They are ready to offer ideas in class and develop their understanding through discussion. They listen well to one another and to their teachers.

76. Pupils read fluently and with expression. Pupils write well in a variety of forms and style. The more able have good note-taking skills and can re-draft their work confidently so as to produce good levels of extended writing.

77. Pupils use their numeracy skills effectively across a comprehensive range of subjects.

78. On the whole, pupils’ ICT skills are good. Pupils work well together in pairs and in groups, in creative and problem-solving opportunities.

79. While all pupils at KS4 follow courses leading to recognised qualifications in Welsh second language, their bilingual skills are not well developed outside Welsh lessons.

**Their progress in learning**

80. In the six subjects inspected, and from a scrutiny of samples of pupils’ work, inspectors saw evidence that the vast majority of pupils is able to recall previous work successfully and relate it to their current study in a relevant way. In class, pupils work well together to clarify and solve problems.

81. On the whole, in comparison with attainment on entry to the school, pupils make good progress. They respond well to the encouragement provided and are prepared effectively for the next stage of education and training.

82. While there is some variation within and between subjects in terms of the benefits pupils get from peer and self-assessment, on the whole, pupils have a good understanding of how well they are progressing and what they have to do in order to improve their work.

83. Pupils with SEN respond well to in-class support and make very good progress over both key stages. They respond to challenge and the encouragement to work hard. They are aware of the key skills and exercise them at a level appropriate to their ability.

**The development of their personal, social and learning skills**

84. The vast majority of pupils behaves well and adopts very positive attitudes to learning. There is an orderly atmosphere in the school and pupils understand the high expectations the school has of them.

85. They join in the activities provided and work hard in lessons. The praise and support, which the school offers, motivate them to give of their best.

86. Pupils display exemplary standards of courtesy and tolerance, both with one another and with adults and visitors. There are very few incidents of bullying and aggressive behaviour.

87. The overall attendance rate for the three terms prior to the inspection was 92%. This figure is above UA and national averages. Punctuality at the start of the school day and at the start of lessons is good.
88. Pupils’ moral, social, cultural and wider development is exceptionally good. Their spiritual development is good. Most pupils take part in sport and in the wide range of curricular and extra-curricular activities the school offers. The benefit they receive from this is extensive.

89. Relationships with adults in the school enable pupils to express their views openly and honestly. Pupils have a valuable understanding of diversity in society. The knowledge and skills they acquire through assemblies, personal and social education (PSE) and religious education help them to approach social and personal issues rationally.

90. Careers guidance and work-related education of good quality prepare pupils extremely well for the world of work. Pupils have very positive attitudes towards life-long learning.

**Sixth form**

**Students’ success in attaining agreed learning goals**

91. Standards in the sixth form have good features and no important shortcomings.

92. The following table shows the standards achieved by students in the subjects inspected.

<table>
<thead>
<tr>
<th>Grade</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>Sixth form</td>
<td>36%</td>
<td>64%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

These grades are based on observations of 11 lessons

93. As at the time when the school was last inspected, results at A level are broadly in line with local and national figures.

94. On the whole, girls outperform boys at A level.

95. As at KS3 and KS4, standards in the key skills of communication, use of number and ICT have good features and no important shortcomings. In particular, students’ communication skills are very good.

96. Students speak and listen well to the teacher and to one another. The questions they pose are probing. They express their views with confidence and clarity. The more able students engage in extended discussion with their teachers and one another.

97. Students engage in problem-solving activity and use ICT well to support their research and present their work. They handle files and folders confidently. Many use data-bases, PowerPoint and spreadsheets to good effect.

98. Students write at length, using subject-specific vocabulary fluently and accurately. They write critically and justify their opinions with relevant argument.

99. As at KS3 and KS4, outside of discrete lessons in Welsh second language, students’ bilingual skills are not well developed.

**Their progress in learning**

100. Participation in the local 14-19 partnership has enabled students to benefit from a broad range of Advanced Supplementary (AS) and A2 courses including an increasing range of vocationally-based courses.

101. Sixth formers respond positively to very good levels of support, particularly to those who wish to proceed to higher education.
102. Students have a good understanding of how well they are doing. Their work is marked and commented upon in detail and targets for improvement are clearly set.

The development of their personal, social and learning skills

103. Students enjoy very good relationships with staff and develop a sense of maturity and independence as they respond to the many opportunities they have to take a leading role in the school. They take seriously their responsibility for supporting younger pupils.

104. Sixth-form students develop very good personal, social and learning skills. They are confident and articulate young adults who relate well to pupils, their peers, teachers and other adults in the school.

105. Students’ spiritual, moral, social and cultural development is very good. Sixth-form students have an appropriate programme of work-related education that enables them to become mature young people who are aware of, and respond to, the needs of others.

106. They have good levels of attendance and punctuality.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

107. This grade matches the school’s self-evaluation grade.

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

108. In the six subjects inspected, the following grades were awarded to teaching:

<table>
<thead>
<tr>
<th></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>Whole school</td>
<td>27%</td>
<td>61%</td>
<td>12%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

These grades are based on observations of 66 lessons

109. There is no significant difference between the standards of teaching in the six subjects inspected and the overall quality of teaching throughout the school.

110. The following grades were awarded for the quality of teaching in all the lessons observed:

<table>
<thead>
<tr>
<th></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>Whole school</td>
<td>27%</td>
<td>58%</td>
<td>15%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

These grades are based on observations of 104 lessons

111. The figure of 85% of lessons judged to be Grade 1 or 2 is substantially higher than the national average for 2007-2008 where 75% of lessons were judged to be Grade 2 or better. Good and outstanding features were seen in the quality of teaching at each key stage. In 15% of lessons, good features outweigh shortcomings. The school exceeds the ‘Vision into Action’ target for 2010 that the quality of teaching should be Grade 2 or better in 80% of lessons.

112. These grades are considerably higher than those awarded in the previous inspection, when 60% of lessons were judged to be good or better.
113. The school has responded positively to the key issues raised in the previous inspection report and worked hard to eliminate the proportion of teaching with significant shortcomings. Pupils are now provided with clear lesson objectives, there are high expectations of learning and behaviour, and more consistency in marking and assessment.

KS3 and KS4

114. The following table shows the quality of teaching in all lessons observed at KS3 and KS4:

<table>
<thead>
<tr>
<th></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>KS3</td>
<td>15%</td>
<td>63%</td>
<td>22%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>KS4</td>
<td>45%</td>
<td>47%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>KS3 &amp; KS4</td>
<td>29%</td>
<td>56%</td>
<td>15%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

These grades are based on observations of 86 lessons

115. While the overall quality of teaching at KS3 and KS4 is never less than good, at KS4, inspectors judged it to be outstanding.

116. Where outstanding features were observed at both key stages, there were very positive working relationships between teachers and pupils. Most pupils were enthusiastic learners and thrived in a secure and supportive atmosphere which enhanced their learning.

117. Lessons are characterised by enthusiastic and well-informed teaching, with high levels of challenge and appropriate expectations of all pupils.

118. Good questioning probes pupils’ understanding and requires them to extend their reasoning.

119. Teachers use ICT confidently. They deploy a good range of creative and imaginative approaches and resources which encourage active pupil participation.

120. Lessons are planned carefully with clear purpose. Intended outcomes are well matched to pupils’ learning needs.

121. Pupils are provided with interesting and well-focused activities and tasks, appropriately timed to maintain momentum and interest.

122. Teachers frequently require pupils to work in pairs and small groups to solve problems, present their findings and analyse their learning. This provides opportunities for pupils to show initiative and develop further their independent and collaborative learning skills.

123. In the few lessons where shortcomings occur, there is overlong input by teachers, a lack of suitable challenge and variety, and a slow pace of learning. On occasions there is poor control of low-level disruption.

124. The school has a strong commitment to equality of opportunity which is reflected in curricular planning and teaching within lessons. The comprehensive monitoring and review of pupils’ progress ensures that staff are very well informed of individual pupils’ needs.

125. Learning support assistants (LSAs) are allocated to departments and work very effectively with teachers. They make a significant contribution to ensuring that all pupils make good progress, irrespective of gender, race or disability.
126. The school caters well for pupils with English as a second language. More able and talented pupils benefit from early identification and an increasing range of provision at department and whole-school level, though developments are at an early stage.

127. Many staff give freely of their time outside of lessons to provide additional support for pupils.

128. *Y Cwricwlwm Cymreig* is well promoted within the curriculum, and there are frequent references to Welsh culture. However, whilst there are bilingual signs in areas of the school and registers are occasionally taken in Welsh, there are insufficient opportunities for pupils to develop their bilingual skills.

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

129. There are many good and some outstanding features in the quality of assessment, recording and reporting, with shortcomings in the consistency of implementation.

130. The school's comprehensive assessment policy provides direction and guidance of good quality. Assessment procedures are outstanding in a number of departments with assessment used skilfully to motivate pupils and improve learning and standards. Teachers regularly and accurately assess pupils' work. The majority provides clear and useful feedback, and ensures that self and peer assessment are incorporated effectively into the process.

131. Marking is thorough in most cases but does not always give pupils sufficient confirmation of what they have done well, or specific information on how to improve.

132. Almost all teachers make good use of assessment information to modify their lesson planning and ensure work appropriately matches pupils’ needs.

133. The tracking of pupils' progress has made a significant contribution to improvement in expectations, pupils' attitudes to work, and standards, especially at KS4. The school uses an extensive range of data to provide a very clear indication of pupils' potential. Their performance is closely monitored and analysed against target grades. Underachievement is promptly identified and effective academic and pastoral strategies implemented.

134. Pupils have a good understanding of the system. They work closely with their teachers within regular timetabled mentoring sessions to evaluate their progress, identify learning needs and establish targets for improvement. Parents are also kept well informed of their children's progress and achievement.

135. However, there is inconsistency in the quality of targets for improvement. Most teachers set effective targets which identify clear steps to improvement. In other cases targets are too general, and there is less effective monitoring of the impact of the targets on standards of work.

136. The quality of the arrangements for reporting to parents is good. Most interim and annual reports provide clear and useful information on all aspects of progress, but not all teachers provide subject-specific improvement targets. Parents are appreciative of the consultation evenings, the use of pupil diaries to provide daily contact, and the overall care taken by the school to keep them informed and involved in their children’s education.
137. The school fulfils statutory requirements for assessment and reporting on NC requirements at KS3 and meets examination requirements at KS4. The school has increased the accuracy of its assessments through its successful engagement in internal moderation and external verification in partnership with partner primary schools.

**Sixth form**

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

138. In the sixth form, the quality of teaching is good.

139. The table below shows the grades awarded for the quality of teaching in the sixth form:

<table>
<thead>
<tr>
<th>All 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></td>
<td>17%</td>
<td>66%</td>
<td>17%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

These grades are based on observations of 18 lessons

140. In 83% of all lessons observed there were good features and no important shortcomings. These figures are above the WAG target for 2010 for 80% of lessons to be Grades 1 and 2. In 17% of lessons good features outweighed shortcomings.

141. The proportion of teaching that was good or better included features similar to those observed at KS3 and KS4.

142. In addition, meticulous planning and implementation of a wide range of strategies in the Welsh Baccalaureate Qualification (WBQ) programme cater effectively for those of students’ key skills.

143. In lessons where shortcomings were observed, expectations were too low. Students were unclear about the standard of work required and the pace of learning was too slow.

144. As at KS3 and KS4, bilingualism is underdeveloped within the sixth form.

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

145. Students’ work is assessed carefully against course requirements. Most teachers mark regularly. Good, and sometimes very good, feedback is provided in the majority of cases. In the best cases, teachers’ comments are informative and indicate succinctly how improvements can be made.

146. A consistently good monitoring programme, involving subject and pastoral staff, tracks individual students’ progress and provides very good guidance to them. They are aware of their target grades, have a clear understanding of their progress and what they need to do to improve.

147. Students comment very favourably on the high quality of the mentoring provided within the regular timetabled interviews. They are appreciative of the school’s strong commitment to their individual well-being and achievement.

148. Parents and carers are provided with a comprehensive overview of progress through written reports of good quality and through consultation meetings. Almost all teachers provide useful subject-specific targets.
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

| Grade 1: Good with outstanding features |

149. This grade matches the school’s self-evaluation grade.

150. There are many outstanding ways in which the learning experiences meet the needs and interests of learners and the wider community. These features include the:

- curricular provision at KS4 and in the sixth form;
- wide range of activities offered in the extra-curricular programme;
- provision for the social and moral development of pupils and students;
- partnership with other providers, and
- opportunities to develop entrepreneurial skills at every key stage.

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

151. The school meets the statutory requirements of the curriculum in all key stages very well. The curriculum is accessible to all and provides pupils and students with the opportunity to gain a range of qualifications and learning experiences.

152. In KS3, there is an effective balance of teaching time for all subjects. In Y7, pupils follow a recently developed skills-focused Integrated Curriculum for English, history, geography, religious education and PSE. All pupils study information technology and drama as discrete subjects across the key stage. French and German are studied by all pupils in Y7 and Y8; however only French is available in the Y9 curriculum.

153. At KS4, the curricular provision is outstanding. Half the pupils benefit from a partnership arrangement with Pembroke College and local comprehensive schools. The core provision is supplemented by a wide range of academic and vocational courses.

154. The option menu of courses at KS4 includes subjects from all the domains of learning. In two option columns 13 vocational courses are offered at either Level 1 or Level 2 in addition to some GCSE courses. In the other two option columns a further wide selection of GCSE courses is offered.

155. The curricular provision in the sixth form also has many strengths. Twenty subjects are offered in-house whilst a further 18 subjects are accessible through the partnership. With common timetabling and effective transport arrangements, students have greater flexibility when choosing their learning pathways. In addition all students follow the WBQ programme.

156. Learning experiences develop basic and key skills well, with the school being successful in gaining the Basic Skills Quality Mark on two occasions. The main and wider key skills are clearly mapped in schemes of work. Good progress has been made in implementing the skills-based curriculum at KS3.

157. Opportunities for the accreditation of key skills are developing well. Last year, all pupils in Y9 gained qualifications in the application of number, with most at level 2. At KS4, it is planned for all pupils to gain qualifications in all key skills by
2011. Students in Y12 have time-tabled key skills lessons and 90% of students in Y13 are close to completing their portfolios as part of the WBQ.

158. The extensive range of extra-curricular activities is an outstanding feature. Pupils and students can access a wide range of activities that enhance their learning experiences considerably. Many learners take part in sporting and musical activities, clubs, theatre visits and excursions both in this country and abroad. Very many pupils and students participate in the Duke of Edinburgh Award Programme.

159. The personal development of pupils is developed very effectively. There is a well-structured PSE programme delivered to all pupils and students. The PSE programme has recently been rewritten and complies with all requirements.

160. The promotion of pupils’ and students’ moral and social development is outstanding. Respect for all people is evident throughout the school. The ethos of the school reflects a clear sense of shared values, and learners and staff contribute very effectively to a harmonious community for learning. The moral development of all within the school is successfully achieved. Through many events substantial amounts of money are raised for different charities.

161. Learners’ awareness of their own and other cultures is good. This is successfully promoted in many subjects, extra-curricular activities and school events.

162. Spiritual development is successfully developed through religious education lessons and contributions in a number of subjects across the curriculum. The school meets statutory requirements for a daily act of collective worship. Year assemblies and the daily ‘thought for the day’ also enhance learners’ awareness.

163. The school has established excellent partnerships with schools and Pembroke College. These partnerships have been very successful in developing the 14-19 Learning Pathways agenda and widened considerably the choices available to learners at KS4 and in the sixth form.

164. Partnerships with partner primary schools are very effective. The numerous visits and activities ensure that transition between KS2 and KS3 is successful. There has been close co-operation in the planning of the Integrated Curriculum for Y7, shared curricular projects in the core subjects, specialist and general taster days and regular visits by teachers.

165. Pupils’ and students’ learning experiences are also enhanced by effective partnerships with parents and other providers. The Home-School Association is successful in organising and supporting events and raising substantial sums of money to support the school. The school’s arrangements to work with a number of agencies provide very effective access to support for many learners. Good links are established with employers, universities and initial teacher training (ITT) students.

166. The school complies with all legal requirements at all key stages.

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

167. The school provides an effective programme of work-related education. It aims to equip pupils to take their place in a rapidly changing world of work and is
delivered through the PSE programme, contributions from visiting speakers and advice from Careers Wales. The work experience provided for pupils and students is planned and monitored well. There is good preparation and follow-up and pupils develop many appropriate skills for future employment.

168. Aspects of Y Cwricwlwm Cymreig feature well in many subjects across the curriculum. Pupils study Welsh at KS3 and KS4 and there are activities such as the school eisteddfod, pupils competing in the Urdd Eisteddfod and visits to Llangrannog which promote the Welsh language and culture. However, there are few opportunities for pupils across the curriculum, in assemblies and day-to-day activities to develop and practise their bilingual skills.

169. The school is very successful in ensuring that no pupil is disadvantaged. The school challenges stereotyping in its aims and objectives and values, and provides full equality of access to learners of all abilities, backgrounds and disabilities.

170. The school has made good progress in raising the awareness of sustainable development and global citizenship. A detailed audit has identified good coverage in a number of subjects and PSE across the curriculum. Through the work of an enthusiastic eco-warriors’ group, the school has been successful in gaining the Eco-Schools and Pembrokeshire Sustainable Schools bronze awards. A number of initiatives have successfully promoted a wider awareness of recycling, health issues and energy conservation.

171. Learners have a good awareness of employers’ needs. This is successfully promoted through the work-related programme, work experience, inputs from visiting speakers and the close link between enterprise activities and business.

172. The opportunities for learners to develop their entrepreneurial skills occur at every key stage and are an outstanding feature. A wide range of activities gives many pupils an experience of ‘real business’ situations. Most enterprises are successful, with a majority showing considerable profit in a short period of time. The wide range of enterprises are important features in the School Open Evening, Christmas Fair and at the Haverfordwest enterprise market. A number of local senior managers and entrepreneurs are regularly involved in the planning and evaluation of a number of enterprises.

173. The school has made good progress in addressing the WAG priorities and initiatives. There is outstanding progress with the 14-19 Learning Pathways agenda and transition, and good progress with the skills curriculum and the development of key skills. The promotion of bilingualism across the curriculum is at an embryonic stage.

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

**Grade 1: Good with outstanding features**

174. This grade matches the school’s self-evaluation grade. Outstanding features are seen in the:

- care, support and guidance for learners;
- support available for pupils with SEN, and
- promotion of equal opportunities.
The quality of care, support and guidance to learners

175. The well-being of its pupils is at the forefront of the school’s work. The school has a very positive, inclusive ethos, and pupils report that they feel secure, happy and well supported.

176. The school has a dedicated area, known as “The Blue Lagoon”, where highly-trained, specialist, multi-agency staff are based. They provide individual advice, support and counselling for pupils. Trained peer-supporters are also on hand during school break times where more informal support is made available.

177. The school works very effectively with a wide range of support agencies to supplement and enhance its own resources.

178. The school provides outstanding care and support for all its pupils.

179. The school welcomes and values parents’ and carers’ views. It provides an extensive range of information for them and regularly consults with them. Pupils’ daily diaries update them with information on progress and behaviour, in addition to newsletters, the school web page, parents’ evenings and annual reports.

180. The school council is well established. It meets regularly and pupils’ views are sought. The school listens to its suggestions and takes them into account when putting school improvements in place.

181. Pupils and parents receive information and advice of good quality on the wide range of academic and vocational courses available to them. The school has a number of skilled learning coaches who provide individual guidance and support for pupils, helping them to select their appropriate learning pathway.

182. Pupils entering the school receive very good support. The school provides a very good range of induction activities, including visits, subject-based workshops and information booklets, as well as good information-sharing between schools and parents.

183. Good care is also taken in supporting pupils entering KS4 and the sixth form. Strong and effective links within the local partnership enable pupils and students to transfer between them and to benefit from the variety of courses provided.

184. Sixth-form students benefit from very good support, information and advice during the process of university application. They take part in a good number of visits and courses, and receive high-level support and guidance from school staff.

185. The PSE programme offers support of high quality. Teaching and support staff as well as the school nurse, and police liaison officer deliver a comprehensive programme throughout the school.

186. Learners’ personal and academic targets are carefully monitored by form tutors. Along with senior staff and learning coaches, support and guidance are made available to ensure appropriate progress is made by pupils.

187. The school makes extensive use of outside professional and specialist services to further enhance its work. The school counsellor, the youth worker, the pupil support officer, and other agencies, all contribute to the high quality of support available.
188. There are very good procedures in place to encourage good behaviour, 
attendance and punctuality. Attendance levels are good and show an upward 
trend. Standards of behaviour are good throughout the school. Well-structured 
pastoral support along with good communication links ensure that prompt action 
is taken to address any behavioural issues.

189. The school works in partnership with Careers Wales West in providing a good 
range of career information and experiences for pupils. A Careers Advisor 
based at the school ensures that pupils are made aware of career opportunities 
and provides regular inputs for pupils and parents.

190. The school has well-documented health and safety policies and systems in 
place. Pupils take part in a good range of additional physical activities provided 
by the 5x60 programme. The school has been successful in being the first 
school in Wales to achieve phase 6 of the Healthy Schools programme.

191. The school has well-established and effective procedures in place for the 
protection of its pupils. Staff are appropriately trained, and the school maintains 
good links with other support agencies.

The quality of provision for additional learning needs

192. The school has very good procedures in place for identifying and supporting 
pupils with SEN. The SEN co-ordinator (SENCO) assesses all pupils on entry. 
Pupils who require support are provided with appropriate specialist tuition. The 
SENCO is very well informed and manages the provision very effectively. Close 
links with other schools, support agencies, parents and carers, as well as very 
good communication systems within the school, all contribute to the outstanding 
quality of provision.

193. The learning support department provides advice and training for staff on 
aspects of additional learning needs. Individual education plans of high quality 
provide useful guidance on teaching and support strategies. In addition to more 
general pupil targets, subject teachers identify subject-specific targets for each 
pupil.

194. Effective systems are in place to monitor pupils’ progress. Additional support is 
provided on a flexible basis to meet individual learning needs.

195. Parents and pupils are regularly consulted and kept informed of progress made. 
Statutory requirements are fully met.

196. Pupils with SEN are fully included within the school. A good range of resources 
and facilities are in place to meet a wide range of individual needs. Pupils 
benefit from the high quality of support provided by LSAs. They use their 
training, skills and expertise to very good effect, enabling pupils to make very 
good progress with their learning, social skills, and personal development.

197. Pupils with physical disabilities receive good support and the necessary facilities 
and equipment are in place to meet their personal needs.

198. The school is successful in addressing the behavioural needs of pupils. 
Proactive intervention ensures that pupils whose behaviour impedes their 
progress receive effective support to address their difficulties. A number of 
pupils are withdrawn for limited periods where they benefit from individualised 
programmes to address their behavioural difficulties, along with study skills 
advice. Well-trained and highly effective staff convey high expectations to pupils,
work positively with them and support them effectively when they return to mainstream classes.

**The quality of provision for equal opportunities**

199. Pupils learning English as an additional language make good progress. Specialist individual teaching alongside good classroom support enables them to settle quickly into the school.

200. The school works well with outside agencies in supporting pupils who are provided with care by the local authority, their progress is carefully monitored, and additional support is provided where necessary.

201. Girls and boys are given equal access to all areas of the curriculum. The school is active in informing pupils about the wide range of options and careers available equally to both sexes. Despite this there is a tendency for pupils to make stereotypical subject choices.

202. Good race relations are promoted effectively within the school’s curriculum. Incidents of racist behaviour are very rare and are monitored and addressed appropriately.

203. The school takes prompt action in addressing incidents of harassment and bullying. The school’s PSE programme raises awareness of these issues and of the importance of reporting concerns. Where incidents occur they are monitored, and followed up appropriately by senior staff. The school counsellor and pastoral staff provide support for vulnerable pupils, in addition to actively challenging bullying behaviour. The recently introduced whole-school anti-bullying week has further raised pupils’ awareness of wider issues such as cyber-bullying.

204. The school has a three year disability and equality scheme plan in place which fully meets legal requirements. Very good arrangements have been established to ensure that pupils with more severe physical disabilities are fully included in daily routines and activities, as well as out-of-school social events. Staff and fellow pupils respond positively to the individual needs of disabled learners.

205. The school has well-established and effective plans to ensure equal opportunities for all. It takes active steps to ensure that diversity issues are addressed through the curriculum, the pastoral support systems and the organisation of the school. The school succeeds very well in its aim to include, inspire and improve all its pupils.

**Leadership and management**

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

**Grade 1: Good with outstanding features**

206. This grade is one grade higher than the school’s self-evaluation grade because the team judged leadership and management to have outstanding features.

207. The main outstanding features are:

- the ways in which the headteacher provides inspiring leadership;
- the support provided by the deputy headteacher and leadership team, and
- the ways in which staff with leadership and management responsibility have contributed to improvements in teaching and learning.
How well leaders and managers provide clear direction and promote high standards

208. Since her appointment the headteacher has established an exceptionally clear sense of purpose that has promoted school improvement. She has high expectation of herself, her leadership team, learners and the wider community. This has had the effect of giving a clear sense of direction based on shared norms and values about learning, behaviour and relationships.

209. She is admirably supported by her deputy and the wider leadership team. They have encouraged all staff to share in the formulation of policies and procedures which reflect the school’s aims and receive the active support of the vast majority.

210. The school pays close attention to the WAG priorities and initiatives, particularly the 14-19 Learning Pathways where it works enthusiastically with other educational providers and with local businesses. The school is working well towards Eco-Schools status; it is developing the promotion of bilingualism.

211. Heads of department and heads of year have clear roles and responsibilities. There is a strong focus on raising standards and a culture of affirming good practice and outcomes. Communication at all levels is good and members of staff at all levels feel valued and supported.

212. The school has put in place effective procedures to monitor the quality of its work. A rolling programme of reviews is well planned and executed. The outcomes of these reviews are used effectively to set priorities and targets for whole-school and departmental improvement plans.

213. Performance management is well established for staff at all levels. The systems for the induction and development of staff are highly effective.

How well governors or other supervisory bodies meet their responsibilities

214. Governors make a valuable contribution to strategic development. They are aware of the main challenges the school faces and its priorities in addressing them. The governing body is committed to WAG priorities and meets all regulatory and legal requirements.

215. Governors represent a wide range of local interests. They use their individual expertise and experience effectively in their support of the school.

216. Governors have high expectations of the school. They are fully supportive of the headteacher and her vision and strategies for school improvement.

217. Governors understand their roles and act as effective critical friends of the school. They monitor the quality of education provided by the school and the standards achieved. They work through a suitable range of committees and receive regular reports from the headteacher. They know the school well and hold it to account for many aspects of its performance.

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

Grade 2: Good features and no important shortcomings

218. The grade awarded by the inspection team is one grade lower than the Grade 1 the school awarded itself in its SER. The team judged that, whilst the self-
evaluation process was of a very high standard, the consequent improvement in outcomes was not yet outstanding.

**How effectively the school’s performance is monitored and evaluated**

219. The judgements of the inspection team match well those of the school in its SER.

220. The grades awarded in five out of the seven key questions are the same as the school awarded itself. For key question 5, the team awarded one grade higher than the school because of the number of outstanding features in its leadership and management. The grade awarded for key question 6 was one grade lower.

221. The arrangements for self-evaluation are well embedded across the school and are established within an annual quality cycle. The quality cycle is an ongoing process and is continually improved and refined. A new improved audit document recently introduced has improved consistency and encouraged a whole team approach.

222. An outstanding feature of self evaluation is the shared vision and contribution of the SLT in leading, supporting and challenging performance. There is a clear focus throughout the school on teaching and learning and on improving standards of achievement. Leaders and managers are very well informed and have identified accurately strengths and areas for improvement. All subjects and pastoral areas are subject to a detailed and rigorous annual review of performance with the headteacher and SLT line manager.

223. Departmental and pastoral self-evaluation reports are detailed and accurate. They are based on first-hand information collected through termly monitoring, lesson observations, book scrutiny, formal and informal discussions and data analysis. In the best examples, departments also take good account of pupils’ views. An increasing amount of peer observation is undertaken within and across subjects. Although variable, it reflects progress in sharing good practice. Variations also exist in the collection and use of information across departments.

224. A strong culture of self evaluation and accountability has been established and extended over the last two years. All leaders and managers are aware of their responsibility for self-evaluation, planning and monitoring. An outstanding feature is the involvement and understanding of all staff in supporting these responsibilities.

**The effectiveness of planning for improvement**

225. The SER and the school development plan (SDP) are of good quality and identify a number of development issues arising from self evaluation. The SDP is organised according to the seven key questions of the CIF. It reflects the drive towards improving standards of achievement, by promoting teaching and learning of good quality.

226. Following the self-evaluation reports, academic subjects and pastoral areas identify priorities for improvement and incorporate these into their development plans (DP). A common framework is used for all DPs. Most are linked closely to the SER, their priorities are clearly identified, carefully costed and have clear success criteria. In a few departments, however, the links between the SER and DPs are not as clear and their success criteria are not clearly quantified.
227. Financial resources are appropriately targeted for the continuing professional development (CPD) of staff. Peer observations of good practice supports CPD and performance management needs. Basic funding for departments is supplemented by bidding based on identified priorities. This provides good support for improvement planning.

228. Mid and end-of-year reviews evaluate the extent to which priorities are met. These ensure a continuous cycle of improvement planning. This has resulted in significant progress in some departments such as science and modern foreign languages.

229. Recent improvements in the monitoring of learners’ progress have resulted in their raised awareness of what they need to do to improve their standard of work. This, together with progress reviews and pupil mentoring, has ensured good progress towards the schools’ priority for pupils to reach their potential.

230. There were seven key issues for action in the last inspection report. The school has made good or very good progress in addressing all of them.

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

<table>
<thead>
<tr>
<th>Grade 1: Good with outstanding features</th>
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</table>

231. This grade matches the school’s self-evaluation grade. Inspectors awarded Grade 1 because of outstanding features in the ways in which the school:

- makes effective use of its resources, and
- develops its staff.

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

232. The school employs a sufficient number of well-qualified and experienced teachers. They are deployed effectively so that all pupils have teaching of good quality.

233. There are sufficient, well-skilled support staff to ensure that the school is administered efficiently. The large number of highly-skilled LSAs provides good support for pupils across the curriculum.

234. The teaching force has been re-modelled in line with statutory requirements. The requirements of the planning, preparation and assessment (PPA) time agreement have been implemented. This time is well used. All teachers have criminal record bureau (CRB) checks carried out in line with UA policy.

235. There are sufficient books and other material resources to support the teaching of the curriculum. Adequate funds are allocated to the curricular areas, using a fair and transparent formula. Many classrooms have interactive whiteboards that are well used by teachers to motivate and inspire their pupils.

236. The accommodation is of good quality and sufficient for the number of pupils on roll. It is very well managed and maintained by the business and premises managers. It provides a good setting for teaching and learning.
237. Although there are enough computers to allow the effective teaching of ICT and business studies, there are not enough to allow teachers to develop pupils’ ICT skills in all subjects.

238. Although the library has been moved to a central location it is insufficient for a school of this size. There are too few fiction books. Its small size and limited supply of reference books limits its use as a resource for pupils’ independent learning.

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

239. The way in which classroom support staff are trained, developed and deployed is outstanding. Their training needs are carefully diagnosed and the school employs a variety of effective ways to develop both their skills and their careers. In this way they come to specialise in different aspects of pupil support and so make a very effective contribution to the achievement of pupils with SEN.

240. The school has planned to provide the best standards of accommodation in an outstanding way. It has established a premises working party, with wide membership. This group has planned a strategic, rolling, programme of improvements to the accommodation. By very careful management of the budget the business manager, senior leaders and governors have generated a significant surplus that has been used to implement this plan. Furthermore they have been very proactive in obtaining additional outside funding and have worked very well in partnership with the UA.

241. Every year the budget-setting process begins with a careful analysis of existing costs, together with the implications of any new provision planned. The school management is fully aware of the total costs of all aspects of the school’s provision. The headteacher and business manager seek out the most cost-effective solutions for the school’s spending priorities.

242. Staffing costs at 16+ are reasonable and sixth-form provision is not subsidised by money intended for KS3 and KS4. In view of the standards achieved, the sixth form offers good value for money.

243. The professional development of staff is planned and managed in an extremely effective manner. Training needs are carefully diagnosed and are met in a number of cost-effective ways. There are appropriate arrangements for the Induction of newly qualified teachers (NQTs) and their early professional development. The school makes good use of its training budget.

244. Financial management is very good. The business manager controls spending in a very careful way. All the routines associated with financial management are sound. The latest audit report was very favourable and the school has already addressed the minor issues that it raised. The headteacher and the business manager meet monthly to monitor expenditure and check that the budget is being spent as planned. They report regularly to the finance committee of the governing body.

245. Every year the school reviews its spending priorities and outlines these in its SDP. The school allocates sufficient funds to support these priorities. Given the standards achieved and the careful way in which the school allocates its spending it offers very good 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
Sixth form:   Grade 1: Good with outstanding features

246. At GCSE, examination results in the last two years have been above national averages for passes at grades A*-C. The attainment of boys is lower than the attainment of girls. Results are below national averages for both boys and girls at grades A*-G.

247. Examination results at A Level in the last two years have been above national averages for passes at grades A-C.

KS3

Good features

248. By the end of the key stage, both boys and girls make good progress and are achieving well. More able pupils and pupils with SEN make outstanding progress.

249. Nearly all pupils listen and respond thoughtfully to the ideas of others. Most speak confidently and purposefully in a range of individual, group and whole-class situations.

250. Nearly all pupils engage thoughtfully with a range of texts, including visual and moving-image text. They know how to read texts to locate meaning. Many can skim and scan to locate information.

251. Most pupils show good understanding of the language features of different texts and have good empathy skills in response to character and theme. They are successful in using a variety of scaffolds and learning strategies such as:

- text marking to locate and analyse information;
- planning grids to organise writing;
- concept maps and brainstorming to share ideas, and
- peer support to assess and consolidate their learning.

252. Most pupils write creatively and imaginatively in response to a range of written and visual stimuli. They have a good understanding of how language features in texts can inform their own writing. Most pupils can sequence events logically and, towards the end of the key stage, many show good summary skills.

253. More able pupils show outstanding skills of writing for different purposes and audiences; some of their writing is sophisticated, mature and imaginative.

254. For most pupils, extended writing is well presented, purposeful and accurate. ICT is used effectively and appropriately to present their ideas.

Shortcomings

255. The writing of a few middle-ability pupils lacks care and accuracy. This means that they do not make progress in line with ability.
KS4

Good features

256. Most pupils listen and respond effectively in pairs, groups and as a class. They can discuss their ideas and they have a good understanding of character in literature texts.

257. Most pupils have a good understanding of how language features and literary devices shape texts. They use a range of purposeful learning strategies to locate information, clarify meaning and support points of view.

258. Many pupils apply successfully their knowledge of texts in their writing. They know how to use terminology in text analyses and they write creatively in response to a range of stimuli.

259. Most pupils plan, draft and improve their work effectively. They can organise and structure their ideas purposefully.

260. At both key stages, pupils with SEN make good progress in relation to their abilities.

Shortcomings

261. A few pupils are passive in class and do not listen and respond to the ideas of others.

Sixth form

Good and outstanding features

262. Students of all abilities make very good progress.

263. Nearly all students work very effectively in pairs, groups and as a class to discuss and analyse texts. Many students show outstanding listening and responding skills.

264. Nearly all students understand how language features and literary devices shape texts. Most have a good command of technical vocabulary. Many understand how contexts affect readings and how other interpretations of texts can be applied.

265. More able students have a sophisticated and mature understanding of literature. They present their ideas, orally and in writing, with fluency, confidence and skill.

266. Nearly all students have good skills of independent enquiry. This is an outstanding feature. Written responses to texts are thoughtful and, at the end of the key stage, probing and incisive.

Shortcoming

267. A few students do not speak clearly in discussion and when explaining their points of view.

Welsh second language

Key Stage 3: Grade 2: Good features and no important shortcomings
Key Stage 4: Grade 2: Good features and no important shortcomings
Sixth form: Grade 2: Good features and no important shortcomings

268. GCSE Welsh second language full-course and short-course results for grades A*-C were well above the UA and Wales averages in 2008 and 2009.
269. At A level, results are above UA and all-Wales averages.

**KS3**

**Good features**

270. Most learners speak clearly with good pronunciation and intonation. They listen carefully to their teachers and to one another. They respond within the constraints of the topics they discuss and the limits of the language at their disposal. More able learners extend their responses by using conjunctions and including reasons to support their views.

271. Most learners read aloud clearly with appropriate emphasis to show understanding. They readily understand the main flow of short texts on familiar topics that are within their experience either by responding orally or in structured written tasks.

272. Written work is usually completed to a good standard and neatly presented. Most learners generate a range of sentence patterns. Standards of language accuracy are good on the whole and pupils make good use of the help sheets available to them to produce work that is accurate in the main. More able learners vary tenses appropriately.

273. Pupils make effective use of ICT to produce a variety of Welsh texts.

274. Pupils with SEN make good progress in line with their abilities.

**Shortcomings**

275. The language of a few learners is prone to grammatical errors, such as incorrect positive and negative answers.

276. A few pupils tend to speak English to one another instead of persevering to speak Welsh.

**KS4**

**Good features**

277. As at KS3, pupils speak with appropriate pronunciation and intonation and many read aloud with meaning and expression.

278. Standards of oracy are good. Most pupils understand their teachers and visitors without difficulty when they speak to them in the target language. In pair work, they ask and answer questions appropriately and the more able can hold a conversation of several exchanges. With encouragement learners extend their answers by providing more detail and by giving reasons to support their views.

279. Learners understand the main flow of texts on set GCSE topics. They respond well, orally or in structured tasks.

280. Writing standards are good and most learners show a sound grasp of grammar and spelling. Work is neatly presented and learners make good use of the support materials available to them to produce work that is accurate in the main. More able pupils produce work that contains a greater variety of language structures, tenses and vocabulary.

281. Pupils with SEN make good progress in relation to their abilities.
Shortcomings

282. Many learners are too dependent on support materials to allow them to respond and contribute spontaneously in conversations.

283. As at KS3, reading for pleasure and independent reading are underdeveloped and a few learners do not make sufficient use of the target language in pair and group work.

Sixth form

Good features

284. Students respond well to lessons delivered mainly in Welsh. Listening and discussion skills are well developed and students respond well to one another and to their teachers. Many can now engage in a natural conversation and they discuss the set texts with understanding.

285. Within the context of the set texts, students extend their vocabulary and understand and use a wider range of complex language structures.

286. Literary appreciation skills are developing well. Students have acquired more specialist vocabulary and terminology and are making good use of it. They make accurate and purposeful notes on set texts. They justify their opinions with well-thought-out reasons, and many also quote to support their comments. More able learners in Y13 are able to make synoptic links with other texts.

287. Students produce coursework of good quality that includes extended and varied pieces of writing for a range of purposes, showing the ability to elaborate and develop ideas coherently. Standards of language accuracy in coursework are good. It is well presented making good use of ICT.

Shortcomings

288. A few students prefer to listen than to contribute. They do not respond at length and their work is prone to grammatical errors.

ICT

Key Stage 3: Grade 2: Good features and no important shortcomings
Key Stage 4: Grade 1: Good with outstanding features

289. In 2007 GCSE results were well below local and national averages for passes at grades A*-C in the full GCSE course. In the short course, they were much higher. Provisional results for 2009 are significantly higher than both local and national averages.

KS3

Good features

290. All pupils make good progress in developing their practical computing skills. The most able have good skills. Most pupils' confidence and competence skills in handling software icons, menus and functions are generally good.

291. Most pupils make good progress in understanding the software used for creating web pages. They are discerning and careful about the information they select to use in their projects. The pictures and photographs considered for their web slides are relevant and add impact to their designs.
292. Almost all pupils communicate information using word processing, desktop publishing, and presentation software well. The presentation work of the best pupils is imaginative with good levels of animation, innovative flair and creativity.

293. Most pupils make good progress in their understanding and use of a spreadsheet and show good numeracy skills in the tasks set them.

294. Pupils with SEN make good progress and achieve well for their capabilities.

**Shortcomings**

295. A very few pupils lack confidence and regularly need the support of their teachers. They tend to produce the simplest solution to the work set for them.

296. In a very few presentations, pupils do not always give sufficient consideration to the style and contents of their communication slides. They do not always ensure that their slides are clear and easily read by their audiences.

**KS4 Good and outstanding features**

297. Almost all pupils' practical computing skills are outstanding. They use the hardware, together with a very broad range of software and associated peripheral equipment exceptionally well.

298. In coursework folios most pupils' problem solving skills are outstanding. Problem-solving skills feature strongly in every lesson particularly when pupils are required to choose and use the more complex functions and attributes of software.

299. Most pupils' knowledge, understanding and use of higher-order computing skills and techniques especially the creation and use of "macros" including "spinning macros" are outstanding.

300. Most pupils make good progress in their knowledge, understanding and use of searches and sort functions when handling data in a database. They can create business applications such as headed notepaper well and make good progress in their understanding and use of mail-merge functions.

301. Almost all pupils plan their work thoroughly. Problem-solving skills are good. The most able have a very good understanding of the theoretical aspects of their tasks and can explain and discuss their work confidently.

302. At both key stages, pupils with SEN make good progress and achieve to their potential.

**Shortcomings**

303. There are no significant shortcomings.

**History**

**Key Stage 3:** Grade 2: Good features and no important shortcomings  
**Key Stage 4:** Grade 1: Good with outstanding features  
**Sixth form:** Grade 2: Good features and no important shortcomings

304. For the last three years, the proportion of pupils gaining GCSE grades A*-C has been consistently well above local and national averages.
305. In the sixth form, the proportion of students achieving grades A-C in written examinations in 2007 and 2008 was broadly in line with local and national averages, but dropped slightly below this level in 2009.

**KS3**

**Good features**

306. Pupils following the Integrated Studies programme in Y7 can discuss the reliability of historical sources and detect bias in contemporary accounts of the battle of Crug Mawr. They go on to compose their own biased accounts of the battle in the style of a medieval chronicler.

307. They show impressive research skills in accounts of the lives of their grandparents that incorporate interview data, photographs, artefacts and other contextual material.

308. Pupils across the key stage use mind maps of varying complexity, either as a means of organising their notes or as scaffolding for longer pieces of writing, for example about reasons for Henry VII’s victory at Bosworth.

309. In Y8, pupils show a developing understanding of empathy in a simulation exercise dealing with the impact on a local community of the closure of a monastery.

310. There is clear evidence in Y9 work of pupils’ ability to make critical use of source material, for example to support and challenge views about the evils of slavery.

311. Pupils with SEN make good progress at KS3.

312. Pupils across the key stage can pose questions as well as explain why they use a particular approach to answering them.

**Shortcomings**

313. In Y7, there is a lack of balance in pupils’ written work between ‘skills-based’ exercises and the kind of extended writing that enables them to practise and apply these skills to actual historical problems.

**KS4**

**Good and outstanding features**

314. The subject knowledge, work rate and productivity of pupils in Y11 are outstanding as are the standards they achieve.

315. Pupils in Y10 studying the Civil Rights Movement can distinguish what changed from what happened, propose factors that advance and impede change and begin to calculate the significance of particular developments.

316. As in other key stages, pupils with SEN make very good progress, for example in the quality of empathy they show in letters home from Black GIs stationed in England during the Second World War.

317. Pupils in Y11 demonstrate good knowledge of GCSE assessment criteria for determining the relative significance of events over time and then apply this understanding to their own written work, for example by helping to construct line graphs showing the development of anti-Semitism in Nazi Germany in the 1930s in order to identify trends and turning points.
318. In Y11, pupils of differing abilities achieve high levels of explanation and judgment when tackling examination-style questions. The work of pupils with SEN is of a remarkably high standard.

Shortcomings
319. There are no significant shortcomings.

Sixth form
Good features
320. Students in Y12 can suggest criteria relevant to the late 15th century for determining the significance of Henry VII’s actions and achievements.
321. Those in Y13 produce written essays that are well structured and contain good levels of critical analysis.
322. In both written work and open debate, students in Y13 show many of the skills of academic argument, for example:
   - an awareness of multiple causation;
   - the use of empathy in understanding of contemporary conditions; and
   - a critical use of source material and of historians’ views.

Shortcoming
323. In their written essays, a minority of students lacks a strategy for demonstrating the relative importance of different causal factors in an explanation.

Modern foreign languages (French and German)
Key Stage 3: Grade 2: Good features and no important shortcomings
Key Stage 4: Grade 2: Good features and no important shortcomings
Sixth form: Grade 2: Good features and no important shortcomings
324. Examination results in French and German for passes at grades A*-A at GCSE in 2007 were well below local and national averages; at grades A*-C in French they were in line with local and national averages and in German they were below. In 2008, results in French and German for passes at grades A*-A were below local and national averages; at grades A*-C they were below local averages but closer to national figures.
325. Provisional data for 2009 indicate a continuing upward trend.
326. Examination entries at A level in the past three years have been too small for valid statistical comparison.

KS3
Good features
327. In French and German, taken in Y7 and Y8, most pupils read aloud well.
328. They also listen well and are developing good accents and intonation as a result.
329. Most pupils identify important details from the texts they read and spoken material.
330. Many of them re-use the verbs and vocabulary they have learned in order to ask and answer questions for themselves.
331. Most pupils write short sentences, and adapt a given model to suit their purpose.
332. In Y9, where pupils currently only study French, most pupils understand spoken language and speak competently in reply to questions.
333. Most of them read printed text in familiar language with good understanding.
334. Many pupils use the context well to work out the meaning of unfamiliar words.
335. Most pupils use bilingual dictionaries well and write in sentences using past as well as present tenses. Many write at length in letters for example to describe their town and say what they like or dislike about it.
336. Pupils with SEN achieve well in relation to their abilities.

**Shortcomings**
337. A few pupils revert readily to English rather than continue to the limit of their skill in the target language.
338. Many pupils do not speak confidently at great length unless they are prompted by their teachers.
339. A few, including in Y9, also make mistakes in basic spellings and agreements.

**KS4**

**Good features**
340. Most pupils readily follow spoken or recorded French or German at normal speed and identify relevant details.
341. In conversation most of them convey the main points of what they want to say without much difficulty, and with a good level of accuracy.
342. Many add additional details to their questions or answers, going beyond the minimum to make their exchanges longer and more natural.
343. A few cope well with unexpected questions and reply with confidence.
344. Most pupils read word-processed or handwritten text with sufficient understanding to note the main points without a lot of recourse to glossaries.
345. Many pupils write competently at length and use a range of different tenses appropriately. They generally use a good range of vocabulary and structures to suit the purpose, for example in letters sent to foreign partners prior to exchange visits or in more formal communications to book hotel accommodation.

**Shortcomings**
346. A few pupils tend to display an obvious English influence in the word order of their written work and make errors in elementary spelling, grammar and punctuation. In a very few cases this makes their meaning hard to grasp.
347. A few pupils also show the influence of English strongly in their accents and tend to be reluctant to speak at length.

**Sixth form**

**Good features**
348. Most students listen and understand authentic spoken language such as television news reports or interviews well.
349. They also read for example the transcripts of such interviews and of popular songs, showing a good knowledge of the contemporary vocabulary employed.

350. Most students work around gaps in their knowledge by using inference and deduction to good effect.

351. The majority of students speaks competently in response to questions.

352. In their written work, most students adopt an appropriate structure and draw well on their own experiences to argue for or against such things as vegetarianism, smoking or the influence of the media. Many of them write well at length.

**Shortcomings**

353. A minority of students is hesitant in speech and does not take the initiative.

354. A few do not write at great length or use many complex structures.

355. A very few show some obtrusive Anglicism in their writing.

### Music

**Key Stage 3:** Grade 2: Good features and no important shortcomings  
**Key Stage 4:** Grade 1: Good with outstanding features  
**Sixth form:** Grade 1: Good with outstanding features

356. During 2007-2009, GCSE results were broadly in line with figures for the UA and Wales.

357. At A level during the same period, entries have been too small to make meaningful comparisons.

**KS3**

**Good features**

358. Pupils demonstrate a good understanding of “blues” music in their use of chord progressions and in the application of “blues” style melodies to 12-bar chord structures.

359. Pupils are well informed about the characteristics of Minimalism in music and apply their knowledge well to create simple compositions in that style.

360. Pupils demonstrate sound knowledge of the musical elements and use musical terminology appropriately for appraising purposes when listening to music.

361. Knowledge of structural issues and basic musical devices is demonstrated effectively by pupils in groups, as in the composition of simple pieces in ternary form and the use of “ostinato.”

362. Pupils generally produce a good standard of sound when singing in vocal ensembles, giving due attention to diction, phrasing and intonation.

363. Pupils with SEN make good progress.

**Shortcomings**

364. A few pupils fail to maintain proper intonation when singing in groups.

**KS4**

**Good and outstanding features**

365. A very high level of harmonic, melodic and rhythmic creativity is demonstrated by pupils in composition work.
366. Pupils perform vocally and instrumentally to a very high standard, both individually and in ensembles, and encompass a range of musical styles.

367. Good use of music technology is made by pupils whereby they demonstrate very good skills in music composition.

368. Pupils effectively apply their sound theoretical knowledge to practical activities by appraising music intelligently and by evaluating their own musical performance.

369. Pupils with SEN make very good progress in relation to their abilities.

**Shortcomings**

370. There are no significant shortcomings.

**Sixth form**

**Good and outstanding features**

371. Students demonstrate in-depth knowledge of the characteristics of musical styles and devices and apply them effectively to their own compositions.

372. Students improve their own learning by researching various musical topics individually and present their detailed findings to their peers in lessons by the use of appropriate technology.

373. Students make competent use of music technological software to create compositions of a good standard.

374. They demonstrate very sound knowledge of orchestration and of musical elements needed for effective musical appraisal.

**Shortcomings**

375. There are no significant shortcomings.
School's response to the inspection

The governors, headteacher, and staff of Sir Thomas Picton School welcome a report that so strongly reflects the ethos of the school and the progress made since the last inspection. The clear trend we have seen in improved attainment is now endorsed by confirmation of high quality teaching and learning taking place in the classroom, with so many of the observed lessons being judged as good or good with outstanding features.

A great deal of work has been done over the last few years to ensure that we provide a curriculum that meets the needs and interests of learners and the wider community. To be deemed to have outstanding features in this provision is a particular area for celebration as it acknowledges the contribution made by other schools, the further education college and other agencies with whom we work in partnership.

Every school hopes that it offers care, support and guidance to pupils and for so many outstanding features to have been identified in this aspect is an endorsement of all that our school represents. To ‘Include, Inspire, Improve’ rests at the heart of our philosophy and practice, and so to receive such recognition of the effectiveness of the range of strategies implemented by the school on a daily basis is much appreciated. It is rewarding to note that the inspection team acknowledged the fact that pupils at Sir Thomas Picton School adopt such positive attitudes towards learning, are well behaved and courteous and enjoy such good working relationships with staff. Pupils deserve credit for the part they play in school improvement and it is particularly pleasing to read this.

The school is extremely fortunate in having a governing body that so fully engages with the daily life of the school and recognition of the contribution our governors make to the strategic development of the school is richly deserved. Credit is also given to the outstanding leadership and management of the school, the strength and rigour of self evaluation procedures and the investment made in professional development of all staff.

The very strong features identified during the inspection reflect the commitment, enthusiasm and determination to excel that permeates throughout the school. This will be maintained and the report gives us a valuable basis from which to continue to move forward.

The school would like to thank the Registered Inspector and his team for the highly professional, courteous and supportive way in which the visit was conducted.
## Appendix 1

### Basic information about the school

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Sir Thomas Picton School</th>
</tr>
</thead>
<tbody>
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<td>School type</td>
<td>Secondary</td>
</tr>
<tr>
<td>Age range of pupils</td>
<td>11-18</td>
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</tr>
<tr>
<td>Postcode</td>
<td>SA61 2NX</td>
</tr>
<tr>
<td>Telephone number</td>
<td>01437 765394</td>
</tr>
<tr>
<td>Headteacher</td>
<td>Mrs Joan Bessant</td>
</tr>
<tr>
<td>Date of appointment</td>
<td>September 2007</td>
</tr>
<tr>
<td>Chair of governors</td>
<td>Mr Stanley Hudson</td>
</tr>
<tr>
<td>Reporting inspector</td>
<td>Mr Peter Harris</td>
</tr>
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<td>Dates of inspection</td>
<td>November 23rd – 26th 2009</td>
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## Appendix 2

### School data and indicators

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<th>Year group</th>
<th>Y7</th>
<th>Y8</th>
<th>Y9</th>
<th>Y10</th>
<th>Y11</th>
<th>Y12</th>
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<td>Number of pupils</td>
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<td>174</td>
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<table>
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<th>Part-time</th>
<th>Full-time equivalent (fte)</th>
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<tr>
<td>Number of teachers</td>
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### Staffing information

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<tr>
<td>Average teaching group size</td>
<td>17.45</td>
</tr>
<tr>
<td>Overall contact ratio (percentage)</td>
<td>78.74%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Term</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>92.5</td>
<td>91.6</td>
<td>92.9</td>
<td>90.3</td>
<td>91.8</td>
<td>90.8</td>
<td>88.2</td>
<td>91.5</td>
</tr>
<tr>
<td>Term 2</td>
<td>93.3</td>
<td>91.4</td>
<td>93</td>
<td>90.3</td>
<td>92.9</td>
<td>91.1</td>
<td>97.9</td>
<td>91.9</td>
</tr>
<tr>
<td>Term 3</td>
<td>93.3</td>
<td>91.2</td>
<td>92.5</td>
<td>89.4</td>
<td>96.6</td>
<td>90.7</td>
<td>93.5</td>
<td>92.6</td>
</tr>
</tbody>
</table>

### Percentage of pupils entitled to free school meals

| Percentage of pupils entitled to free school meals | 8.2% |

### Number of pupils excluded during 12 months prior to inspection

| Number of pupils excluded during 12 months prior to inspection | 40 temporary 0 permanent |
Appendix 3

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

Sir Thomas Picton
Pembrokeshire

School comparative information: National Curriculum Assessments 2009 with benchmarking

Key Stage 3

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

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th></th>
<th></th>
<th>Girls</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>67</td>
<td>64</td>
<td>63</td>
<td>86</td>
<td>78</td>
<td>76</td>
</tr>
<tr>
<td>Welsh</td>
<td>76</td>
<td>76</td>
<td>76</td>
<td>92</td>
<td>83</td>
<td>82</td>
</tr>
<tr>
<td>Maths</td>
<td>67</td>
<td>71</td>
<td>72</td>
<td>73</td>
<td>77</td>
<td>78</td>
</tr>
<tr>
<td>Science</td>
<td>93</td>
<td>79</td>
<td>74</td>
<td>73</td>
<td>77</td>
<td>78</td>
</tr>
<tr>
<td>CSI</td>
<td>86</td>
<td>58</td>
<td>57</td>
<td>68</td>
<td>68</td>
<td>68</td>
</tr>
</tbody>
</table>

Contextual Information

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

Schools results shown in shaded boxes. Column headings refer to:

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

<table>
<thead>
<tr>
<th></th>
<th>Quartile 1</th>
<th>Lower Boundary</th>
<th>Quartile 2</th>
<th>Median Boundary</th>
<th>Quartile 3</th>
<th>Upper Boundary</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>76</td>
<td>57</td>
<td>89</td>
<td>89</td>
<td>89</td>
<td>89</td>
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<tr>
<td>Welsh</td>
<td>79</td>
<td>74</td>
<td>88</td>
<td>88</td>
<td>88</td>
<td>88</td>
</tr>
<tr>
<td>Maths</td>
<td>72</td>
<td>68</td>
<td>88</td>
<td>88</td>
<td>88</td>
<td>88</td>
</tr>
<tr>
<td>Science</td>
<td>72</td>
<td>68</td>
<td>87</td>
<td>87</td>
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<tr>
<td>CSI</td>
<td>68</td>
<td>72</td>
<td>74</td>
<td>74</td>
<td>74</td>
<td>74</td>
</tr>
</tbody>
</table>

Notes:

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

Report created by DEW on 25/09/2009
This report uses data for 2009 for LEA and Wales comparative information

Sir Thomas Picton
Pembrokeshire

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

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Welsh Second Language</td>
<td>72</td>
<td>66</td>
<td>46</td>
<td>73</td>
<td>66</td>
<td>66</td>
<td>72</td>
<td>62</td>
<td>66</td>
</tr>
<tr>
<td>Modern Foreign Language</td>
<td>51</td>
<td>56</td>
<td>65</td>
<td>71</td>
<td>76</td>
<td>73</td>
<td>68</td>
<td>65</td>
<td>64</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>95</td>
<td>73</td>
<td>65</td>
<td>66</td>
<td>55</td>
<td>63</td>
<td>63</td>
<td>79</td>
<td>75</td>
</tr>
<tr>
<td>Information Technology</td>
<td>88</td>
<td>79</td>
<td>72</td>
<td>79</td>
<td>84</td>
<td>83</td>
<td>83</td>
<td>81</td>
<td>77</td>
</tr>
<tr>
<td>History</td>
<td>94</td>
<td>75</td>
<td>65</td>
<td>66</td>
<td>63</td>
<td>63</td>
<td>76</td>
<td>75</td>
<td>72</td>
</tr>
<tr>
<td>Geography</td>
<td>94</td>
<td>75</td>
<td>67</td>
<td>86</td>
<td>81</td>
<td>77</td>
<td>80</td>
<td>75</td>
<td>72</td>
</tr>
<tr>
<td>Art</td>
<td>84</td>
<td>68</td>
<td>65</td>
<td>86</td>
<td>81</td>
<td>85</td>
<td>66</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Music</td>
<td>83</td>
<td>70</td>
<td>65</td>
<td>86</td>
<td>84</td>
<td>81</td>
<td>89</td>
<td>77</td>
<td>73</td>
</tr>
<tr>
<td>Physical Education</td>
<td>74</td>
<td>77</td>
<td>72</td>
<td>86</td>
<td>74</td>
<td>72</td>
<td>86</td>
<td>75</td>
<td>72</td>
</tr>
</tbody>
</table>

School Performance over time (2005 - 2009)

Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.
School's results shown in grey boxes. Column headings refer to...

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Quartile 1 Boundary</th>
<th>Quartile 2 Boundary</th>
<th>Quartile 3 Boundary</th>
<th>Quartile 4 Boundary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welsh Second Language</td>
<td>63</td>
<td>62</td>
<td>61</td>
<td>60</td>
</tr>
<tr>
<td>Modern Foreign Language</td>
<td>59</td>
<td>57</td>
<td>55</td>
<td>64</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>56</td>
<td>54</td>
<td>53</td>
<td>52</td>
</tr>
<tr>
<td>Information Technology</td>
<td>63</td>
<td>64</td>
<td>65</td>
<td>66</td>
</tr>
<tr>
<td>History</td>
<td>74</td>
<td>72</td>
<td>73</td>
<td>64</td>
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<tr>
<td>Geography</td>
<td>72</td>
<td>71</td>
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<td>64</td>
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<tr>
<td>Art</td>
<td>61</td>
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<td>Music</td>
<td>63</td>
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<tr>
<td>Physical Education</td>
<td>73</td>
<td>72</td>
<td>71</td>
<td>71</td>
</tr>
</tbody>
</table>

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

Report created by DEWi on 25/09/2009
## Pupils aged 15

### Number of pupils aged 15 who were on roll in January 2009: 209

<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 2008/09</strong></td>
<td>98</td>
<td>91</td>
<td>69</td>
<td>64</td>
<td>64</td>
<td>390</td>
</tr>
<tr>
<td><strong>LEA Area 2008/09</strong></td>
<td>99</td>
<td>90</td>
<td>63</td>
<td>50</td>
<td>48</td>
<td>412</td>
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<tr>
<td><strong>Wales 2008/09</strong></td>
<td>99</td>
<td>88</td>
<td>61</td>
<td>47</td>
<td>46</td>
<td>379</td>
</tr>
<tr>
<td><strong>School 07/08/09</strong></td>
<td>98</td>
<td>89</td>
<td>65</td>
<td>...</td>
<td>57</td>
<td>363</td>
</tr>
<tr>
<td><strong>School 06/07/08</strong></td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>50</td>
<td>345</td>
</tr>
</tbody>
</table>

### Number of boys aged 15 who were on roll in January 2009: 100

<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 2008/09</strong></td>
<td>99</td>
<td>91</td>
<td>66</td>
<td>58</td>
<td>60</td>
<td>379</td>
</tr>
<tr>
<td><strong>LEA Area 2008/09</strong></td>
<td>99</td>
<td>88</td>
<td>58</td>
<td>44</td>
<td>41</td>
<td>388</td>
</tr>
<tr>
<td><strong>Wales 2008/09</strong></td>
<td>98</td>
<td>86</td>
<td>55</td>
<td>43</td>
<td>43</td>
<td>357</td>
</tr>
<tr>
<td><strong>School 07/08/09</strong></td>
<td>97</td>
<td>87</td>
<td>63</td>
<td>...</td>
<td>55</td>
<td>349</td>
</tr>
<tr>
<td><strong>School 06/07/08</strong></td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>48</td>
<td>325</td>
</tr>
</tbody>
</table>

### Number of girls aged 15 who were on roll in January 2009: 109

<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 2008/09</strong></td>
<td>97</td>
<td>92</td>
<td>72</td>
<td>69</td>
<td>67</td>
<td>400</td>
</tr>
<tr>
<td><strong>LEA Area 2008/09</strong></td>
<td>99</td>
<td>92</td>
<td>68</td>
<td>56</td>
<td>54</td>
<td>436</td>
</tr>
<tr>
<td><strong>Wales 2008/09</strong></td>
<td>99</td>
<td>91</td>
<td>66</td>
<td>51</td>
<td>50</td>
<td>401</td>
</tr>
<tr>
<td><strong>School 07/08/09</strong></td>
<td>99</td>
<td>91</td>
<td>67</td>
<td>...</td>
<td>58</td>
<td>377</td>
</tr>
<tr>
<td><strong>School 06/07/08</strong></td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>51</td>
<td>364</td>
</tr>
</tbody>
</table>
## Summary of Secondary School Performance (1)

**LEA/School No.** 668/4055

### Pupils aged 15

<table>
<thead>
<tr>
<th></th>
<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></td>
<td>achieved one or more ELQ (3) only</td>
<td>Left full time education without a qualification (4)</td>
<td>achieved one or more ELQ (3) only</td>
</tr>
<tr>
<td>School 2008/09</td>
<td>3</td>
<td>1.9</td>
<td>5</td>
</tr>
<tr>
<td>LEA Area 2008/09</td>
<td>2</td>
<td>1.3</td>
<td>4</td>
</tr>
<tr>
<td>Wales 2008/09</td>
<td>2</td>
<td>0.9</td>
<td>3</td>
</tr>
<tr>
<td>School 07/08/09</td>
<td>2</td>
<td>..</td>
<td>2</td>
</tr>
<tr>
<td>School 06/07/08</td>
<td>2</td>
<td>..</td>
<td>2</td>
</tr>
</tbody>
</table>

### Pupils aged 17

<table>
<thead>
<tr>
<th></th>
<th>Number of pupils aged 17 who were on roll in January 2009 : 78</th>
<th>Number of boys aged 17 who were on roll in January 2009 : 36</th>
<th>Number of girls aged 17 who were on roll in January 2009 : 42</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage of 17 year old pupils entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold</td>
<td>Average wider points score for pupils aged 17</td>
<td>Percentage of 17 year old pupils entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold</td>
</tr>
<tr>
<td>School 2008/09</td>
<td>99</td>
<td>658</td>
<td>100</td>
</tr>
<tr>
<td>LEA Area 2008/09</td>
<td>95</td>
<td>757</td>
<td>96</td>
</tr>
<tr>
<td>Wales 2008/09</td>
<td>96</td>
<td>688</td>
<td>95</td>
</tr>
<tr>
<td>School 07/08/09</td>
<td>..</td>
<td>649</td>
<td>..</td>
</tr>
<tr>
<td>School 06/07/08</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
</tbody>
</table>

(1) For details on approved qualifications, point scores and contribution to thresholds, please see the Database for Approved Qualifications in Wales (DAQW) at http://www.daqw.org.uk/

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

(3) Entry Level Qualification.

(4) As defined under the National Performance Indicator EDU/002.

.. Data not available
SSSP
Sir Thomas Picton
School Type: Comprehensive 11-18
Linguistic Delivery: English medium
LEA/School No. 668/4055

Number of SEN Unit/Special Classes: 0

Number of Pupils on Roll in NCY 11: 210

Percentage of compulsory school age pupils eligible for FSM 2008/09: 7.5

Percentage of compulsory school age pupils eligible for FSM 07/08/09: 8.1

Percentage of compulsory school age pupils on SEN register: 25.8

Percentage of 15 year old pupils on SEN register: 20.2

Level of Welsh Baccalaureate Offered:

<table>
<thead>
<tr>
<th>Level</th>
<th>Advanced for Post-16 Pupils</th>
<th>Intermediate for Post-16 Pupils</th>
<th>Pilot Foundation for Post-16 Pupils</th>
<th>Pilot Intermediate for Pre-16 Pupils</th>
<th>Pilot Foundation for Pre-16 Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welsh Baccalaureate Offered: Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
Appendix 4

Evidence base of the inspection

Inspectors spent a total of 45 days in the school and were joined by the school’s deputy headteacher as nominee. They held a meeting before the inspection. During the inspection, inspectors visited:

- 104 lessons;
- registrations and assemblies, and
- some extra-curricular activities.

Members of the inspection team met with:

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

The team also considered:

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

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

### Composition and responsibilities of the inspection team

<table>
<thead>
<tr>
<th>Team member</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter Harris</td>
<td>Context, Summary, Recommendations, Appendices</td>
</tr>
<tr>
<td>Rgl</td>
<td>Key Questions 1 &amp; 5</td>
</tr>
<tr>
<td>Andrew Herdman</td>
<td>Key Question 2</td>
</tr>
<tr>
<td>Glyn Davies</td>
<td>Key Question 3</td>
</tr>
<tr>
<td>Gill Unwin</td>
<td>Key Question 4 &amp; SEN</td>
</tr>
<tr>
<td>Keith Davies</td>
<td>Key Question 6</td>
</tr>
<tr>
<td>David Hughes</td>
<td>Key Question 7</td>
</tr>
<tr>
<td>Jenny Williams</td>
<td>English</td>
</tr>
<tr>
<td>Bethan Clement</td>
<td>Welsh second language</td>
</tr>
<tr>
<td>Keith Hopkins</td>
<td>Information technology</td>
</tr>
<tr>
<td>Alan Kelly</td>
<td>History</td>
</tr>
<tr>
<td>Martyn S Williams</td>
<td>Modern foreign languages</td>
</tr>
<tr>
<td>Hywel Lewis</td>
<td>Music</td>
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<tr>
<td>Tim Williams</td>
<td>Nominee</td>
</tr>
<tr>
<td>Carl Jones</td>
<td>Peer assessor</td>
</tr>
</tbody>
</table>

### Acknowledgement

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

### Contractor

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