

From: [Robert Gairey](#)
To:
Subject: 03 21 03 FoI Request - Ysgol Emrys ap Iwan
Date: 14 June 2021 10:00:00
Attachments: [6625400_Inspection_report_Ysgol_Emrys_ap_Iwan_Nov_2001.pdf](#)
[6625400_Inspection_Report_Ysgol_Emrys_Ap_Iwan_ENG_2009.pdf](#)
[6625400_Inspection_Report_Ysgol_Emrys_Ap_Iwan_ENG_2008.pdf](#)
[Estyn Annual Report 2007_2008\(e\).pdf](#)
[image003.png](#)

Dear

Thank you again for your email, in which you formally request information in regards to Ysgol Emrys ap Iwan.

When dealing with requests for information made under the Freedom of Information Act 2000 (the 'Act'), Estyn's obligations include:-

1. Confirming or denying whether it holds information of the description specified in the request; and
2. Communicating the information requested to the applicant.

There are a number of exemptions under the Act that impact these obligations. Estyn is required to consider whether an exemption applies in the context of the information being released into the public domain, not just in the context of the information being released to the particular applicant that has requested the information.

If Estyn releases information in response to a Freedom of Information request, this is essentially a decision that the information can be released in response to any similar request from any member of the public.

In response to your request, I can confirm the following responses to your questions.

- a. I attach the inspection reports we have for the school carried out within the dates you provided, dated 2001, 2008 and 2009.
- b. We no longer hold any information on examination results between the years 2000 and 2005. It may be that this information can be obtained from the Statistics team in the Welsh Government - school.stats@gov.wales – or via the “[My local school](#)” website.
- c. In our Annual Report 2007-2008 Ysgol Emrys ap Iwan was included in the list of schools whose inspection report outcomes were benchmarked for the year – I attach a copy of the relevant section from the Annual Report. Benchmarking information in respect of examination results we do not hold, but again may be obtainable from the Statistics department of the Welsh Government.

If you are not satisfied with the decision Estyn has taken regarding your request for information, you are entitled to request that we review the matter. Your request for a review should be addressed to the Feedback and Complaints Manager, and received no later than 20 working days after the date of this communication.

If you are still not satisfied, you also have a right to complain to the Information Commissioner through their website:

<https://ico.org.uk/about-the-ico/who-we-are/wales-office/>

Telephone: 0303 123 1113

Email: enquiries@ico.gsi.gov.uk

Yours sincerely

Robert

Robert Gairey

Swyddog Arweiniol Cyhoeddiadau / Lead Officer: Publications

Estyn

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From:

Sent: 11 June 2021 20:23

To: Enquiries <Enquiries@estyn.gov.uk>

Subject: 03 31 01 Fol Request - Ysgol Emrys ap Iwan

To whom it may concern,

I would like to make a request under the Freedom of Information Act 2000.

Could you please confirm that you hold the below information and provide copies of any relevant documents:

- a) Any Estyn inspection reports for Ysgol Emrys ap Iwan (Abergele) between the years of 1999 and 2009.
- b) Details of the exam performance for Ysgol Emrys ap Iwan (Abergele) between the years of 2000 and 2005.
- c) Any information on benchmarking or the comparative performance of Ysgol Emrys ap Iwan compared to:
 - i) Other schools within Conwy Council;
 - ii) Other schools within Wales; and/or
 - iii) Other schools in the United Kingdom.

If you do not hold the relevant information, I would be grateful if you could confirm the organisation who might.

With thanks,

Click [here](#) to report this email as spam.

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTIONS ACT 1996**

**Ysgol Emrys ap Iwan
Faenol Avenue
Abergele
Conwy**

School Number: 662/5400

Date of Inspection: 24–28 September 2001

*By: Mr B W Medhurst
Registered Inspector*

Date: 26 November 2001

Under Estyn Contract Number: CT06/01

LIST OF ACRONYMS IN COMMON USE

| | |
|--------|--|
| A | Advanced |
| ACCAC | Qualifications Curriculum and Assessment Authority for Wales |
| ALIS | Advanced Level Information Systems |
| AS | Advanced Subsidiary |
| CoEA | Certificate of Educational Achievement |
| EBP | Education Business Partnership |
| GCE | General Certificate of Education |
| GCSE | General Certificate of Secondary Education |
| GNVQ | General National Vocational Qualification |
| ICT | Information and Communication Technology |
| IEPs | Individual Educational Plans |
| KS | Key Stage |
| MFL | Modern Foreign Languages |
| MIDYIS | Middle Years Information Systems |
| NAfW | National Assembly for Wales |
| NC | National Curriculum |
| PRU | Pupil Referral Unit |
| PS(H)E | Personal and social (health) education |
| RNIB | Royal National Institute for the Blind |
| SDP | School Development Plan |
| SENCO | Special Educational Needs Co-ordinator |
| SEN | Special Educational Needs |
| Y1-Y13 | Year 1 - Year 13 |
| UA | Unitary Authority |
| WJEC | Welsh Joint Education Committee |
| YELLIS | Year Eleven Information Systems |

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1. CONTEXT

The school and its priorities

Ysgol Emrys ap Iwan is an 11–18 mixed comprehensive foundation school, situated in Abergele, in the county of Conwy. There are 1666 pupils on roll, of whom 230 are in the sixth form.

Pupils come from a large number of contributory primary schools situated in both urban and surrounding rural areas, and most of them arrive by bus each day. About one per cent of pupils speak Welsh as a first language or to an equivalent standard, with roughly equal proportions in each year group. Very few pupils come from minority ethnic heritages. Five pupils receive support teaching in English as an additional language. The school describes its catchment as predominantly economically disadvantaged. Twenty two per cent of the pupils are registered as being entitled to free school meals; four per cent above the Unitary Authority (UA) average figure.

The school's intake represents a wide range of ability, with unequal groups of able and less able pupils, the latter being greater in number than the former. There are 55 pupils with statements of special educational needs (SEN) (45 boys and 10 girls). There are an additional 342 pupils on the school's SEN register on Stages 1 to 4 of the SEN Code of Practice.

Welsh is taught and examined as a second language only. No subjects are taught through the medium of Welsh.

The school's stated aim is "to develop students' potential to the full so that they are equipped to accept the challenges of living in a changing society." In the school's development plan (SDP) clear objectives are written to achieve this aim. The curriculum is very broad embracing a large number of both academic and vocational subjects.

2. MAIN FINDINGS

The main findings of the report

Ysgol Emrys ap Iwan is a popular and caring school that values pupils' personal and social development highly. It offers a very wide range of courses, both academic and vocational, to cater for the full ability range of its intake. It is very well led by the recently appointed headteacher who has communicated high expectations of future success to all concerned with the school. He is well supported by all members of the leadership group, the teaching and support staff, and the governing body. The school has the capacity and the will to achieve even higher standards than those exhibited in its current accomplishments.

Educational standards achieved by the pupils

Since the previous inspection there has been an improvement in national test and external examination results. The proportion of pupils achieving level 5 or better in the Key Stage (KS) 3 tests has increased overall, and the percentage of pupils gaining at least five subjects at grades A*-C in the General Certificate of Secondary Education (GCSE) rose from 32 per cent (below the national average) in 1995 to 36 per cent (still below the national average) in 2000. The corresponding figure for five subjects at grades A*-G increased most noticeably from 63 per cent to 81 per cent (close to the national average). When the 2000 KS3 results are compared with those achieved by schools with similar socio-economic backgrounds, they match the average figure for such establishments.

In 2000 the average points score achieved by students in the General Certificate of Education (GCE) Advanced (A) level examinations was equal to both the UA and national average figure. Likewise the percentage of students who achieved two or more grades A-G was equal to the UA and Wales figure. The percentage of pupils who achieved two or more A level grades A-C, however, was below the averages for the UA and Wales.

STANDARDS IN SUBJECTS

| Subject | KS3 | KS4 | Sixth Form |
|--|--------------|-----------------------|--------------|
| English | Good | Good | Good |
| Mathematics | Satisfactory | Satisfactory | Good |
| Science | Good | Satisfactory | Good |
| Welsh (Second Language) | Satisfactory | Satisfactory | Good |
| Design and Technology | Satisfactory | Satisfactory | Satisfactory |
| Information and Communication Technology (ICT) | Good | Good | Good |
| Business/ICT | n/a | Very good | n/a |
| History | Satisfactory | Good | Satisfactory |
| Geography | Satisfactory | Satisfactory | Good |
| Modern Foreign Languages | Satisfactory | Satisfactory | Good |
| Art | Satisfactory | Good | Good |
| Music | Satisfactory | Satisfactory | Good |
| Physical Education | Satisfactory | Good | Good |
| Religious Education | Satisfactory | n/a | n/a |
| Religious Studies | n/a | Insufficient evidence | n/a |
| Personal, Social and Health Education | Good | Good | Good |
| Business Studies | n/a | Satisfactory | Satisfactory |
| Child Development | n/a | Good | n/a |
| Classical Studies | n/a | n/a | Good |
| Drama | Good | Good | Good |
| Electronics | n/a | Good | Good |
| Psychology | n/a | n/a | Satisfactory |
| Sociology | n/a | Very good | Very good |
| Leisure and Tourism | n/a | Good | Good |
| Health and Social Care | n/a | Good | Good |
| Hairdressing and Beauty Therapy | n/a | Satisfactory | Very good |
| Accounting | n/a | n/a | Very good |
| Media Studies | n/a | Good | Good |

STANDARDS AT KEY SKILLS

| | |
|---------------------|--------------|
| Listening | Good |
| Speaking | Satisfactory |
| Reading | Good |
| Writing | Satisfactory |
| Numeracy | Satisfactory |
| ICT | Satisfactory |
| Working with others | Good |
| Creative | Satisfactory |
| Problem solving | Satisfactory |

Positive features

- Results at KS3, GCSE and A level in 2000 represented a measurable improvement since the previous inspection.
- Standards were at least satisfactory in 95 per cent of classes observed and good or very good in 50 per cent. No poor standards were reported.
- Standards in sixth form classes in most subjects are good. No unsatisfactory standards were reported, 65 per cent of classes observed were judged as achieving good standards, with 10 per cent as very good.
- Standards observed in English, ICT, drama, leisure and tourism, health and social care, media, and personal, social and health education (PSHE) were good in all key stages where the subject is offered.
- Standards observed in business and communication systems, accounting and sociology were very good throughout.
- Pupils with SEN make good progress and achieve well. The provision made for those for whom the National Curriculum (NC) is either disapplied or modified is very good.
- The most able pupils are suitably challenged in the majority of lessons in the core subjects of English, mathematics and science, and generally gain good grades in examinations.
- Many pupils listen attentively, read well, use ICT to good effect and work well with their classmates.
- Where good standards are achieved, the significant factors in promoting these standards are the quality of teaching in the subjects, high expectations and the attitudes to learning exhibited by the majority of those who attend school regularly.

Shortcomings

- Standards were unsatisfactory in five per cent of classes observed.
- Inconsistency in teachers' expectations and low pupils' self-esteem in a significant minority of classes results in underachievement.
- There are insufficient opportunities for extended writing in many subjects and this limits the development of the full range of literacy skills.
- Although pupils use ICT advantageously in many subjects, the remaining curriculum areas make insufficient use of the technology available to them to raise standards.
- Too many pupils across the ability range fail to fulfil their potential by absenting themselves from school too often and/or for extended periods of time.

Quality of Education

Teachers have good knowledge and understanding of the subjects they teach. They care about the welfare of their pupils and work hard as a team to achieve the school's aims. Often they provide extra help in their own time and provide a range of other experiences to extend and broaden their pupils' education.

Positive features

- Teaching was at least satisfactory in 96 per cent of classes observed, and good or very good in 59 per cent. These figures compare favourably with the national expectations for 2002: 95 per cent and 50 per cent respectively.

- Teaching in the sixth form was good in 76 per cent of classes and very good in a further 10 per cent. There was no unsatisfactory teaching observed in the sixth form.
- Teachers and support staff provide sensitive support to help pupils with SEN to achieve well.
- The KS3 and the sixth form curricula offer a good, wide and appropriate range of subjects and courses to allow pupils and students of all abilities to have access to meaningful learning experiences.
- Teaching is very good in sociology, hairdressing and beauty therapy in the sixth form, and in business related ICT courses.
- All observed teaching in English and drama was judged to be good or very good.
- There is very good planning for and implementation of arrangements for key skills in the sixth form.
- The arrangements made for, and the quality of, PSHE, including careers education and guidance, are very good throughout the school.
- The modified curriculum for those pupils with SEN makes a very significant impact on their progress and attainment. It caters very well for them.
- There are good arrangements for assessing and recording pupils' achievements and progress in most subjects.
- The school provides regular, informative reports to parents.

Shortcomings

- Teaching was unsatisfactory in four per cent of lessons and was observed in a minority of subjects.
- The planning for the development of key skills across the curriculum is insufficiently consistent within faculties and departments to be fully effective across KS3 and KS4.
- Too many departments make insufficient use of analyses of assessment information to monitor and evaluate the curriculum, teaching and learning, with a view to promoting higher standards.
- In a substantial minority of subjects, teachers' expectations are not adequately high and insufficient attention is paid to matching tasks to pupils' needs and abilities in mainstream classes.
- Instances of unsatisfactory homework and non-informative marking occur in a small, but significant number of subjects.

The Spiritual, Moral, Social and Cultural Development of Pupils

Positive features

- Pupils' spiritual development is satisfactory.
- Pupils' moral development is good. The school promotes clear values and instils positive attitudes in the vast majority of its pupils. Most pupils have a clear understanding of right from wrong, understand and abide by the school rules, and show respect for others.
- Pupils' social development is satisfactory. Relationships amongst the pupils themselves and between teachers and pupils are predominantly good.

-
- Pupils' cultural development is good.
 - Most pupils feel secure, and confident that they can turn to their teachers with any problems.
 - Many teachers promote the Welsh language and culture within their subjects. All pupils take a GCSE or Certificate of Educational Achievement (CoEA) course in Welsh.
 - Charity work is a significant feature of the school's activities.
 - Religious education at KS3 makes a strong contribution to pupils' spiritual, moral and cultural development. Other subjects, in particular, English, Welsh, geography and art also support pupils' spiritual development.
 - Music is particularly strong in enhancing pupils' spiritual, social and cultural development.
 - Regular assemblies provide good opportunities for acts of corporate worship and personal reflection.

Shortcomings

- The school does not satisfy its statutory obligation for religious education at KS4 and in the sixth form.
- In a minority of cases, the use of group tutor time is ineffective and does not provide for an act of corporate worship at the start of the school day.

Leadership, Management and Efficiency

The newly appointed headteacher's leadership is purposeful, and is already proving to be very effective. There is a shared sense of purpose in the school and a strong corporate ethos. The leadership group shares a common vision of higher standards, along with all staff in the school, and amongst its members there is sufficient expertise, experience and knowledge of the school to enable an efficient management system to operate.

Positive features

- Heads of year and tutors contribute positively to pupils' pastoral and academic development. This is a strong feature of the school.
- The quality of departmental leadership is predominantly good. It is very good in English.
- The day-to-day administration of the school is efficient and effective. Support staff in all areas make valuable contributions to the smooth operation of the school.
- The school manages its budget well. It takes appropriate steps to ensure value for money and financial decisions are taken in accordance with the school's planned educational priorities and objectives.
- Staffing is sufficient to meet the school's needs and is of good quality.
- The governors play an active and supportive role in the school. They are kept informed about the school's work and have a good awareness of the school's strengths and shortcomings.
- The improvements in the accommodation since the previous inspection have helped provide pupils with good learning environments, and it meets the school's curricular needs. Accommodation for physical education is exceptionally good.

writing, responding well to literature, using quotations where appropriate, even at KS3, whilst less able pupils communicate meaning well in shorter pieces of writing. In science too, pupils often write good accounts of their investigations, the quality and quantity of detail varying according to ability, but often too much time is spent just copying material. In other subjects, such as history, writing frames help pupils present their work in meaningful contexts and for a variety of audiences. In geography, though, writing lacks depth. Too many pupils provide written answers that either lack structure or are very brief. Overall, too few opportunities are provided for extended pieces of writing across the curriculum.

Numeracy

Pupils develop good skills of numeracy in their mathematics lessons. They benefit from the time devoted to teaching numeracy and from regular practice of mental mathematical skills.

Standards in numeracy across the curriculum are satisfactory overall. Many subjects use mathematics within their programmes of study, for example when using formulae in spreadsheets in ICT, presenting statistical data in geography, handling fractions in foreign languages, dimensions and calculations in design and technology, interpreting numerical data in business and psychology, and using a wide range of mathematical applications in science.

At present, however, the range of pupils' mathematical experiences throughout the school is not fully recorded, nor is there any consistency of terminology or practice across the curriculum. The school has, however, addressed these issues and pupils' use of mathematics throughout the KS3 curriculum is being recorded, with a view to ensuring consistency in all lessons.

Information and communication technology

Although pupils receive regular lessons in ICT throughout KS3, and the majority of them pursue an ICT related course at KS4, there are missed opportunities in many subjects for using ICT to the full, and hence standards are satisfactory overall. Many departments make appropriate use of the ICT facilities available to them to enhance the teaching of their own subjects, to raise standards therein and incidentally to give pupils the opportunity of applying their skills in a wider context. Examples of such practice include: geography where pupils retrieve information from the Internet or use wordprocessing to present their written work; MFL where pupils use various packages to present their work in posters and similar displays; design and technology where a variety of software is used, both generic and subject specific. English make particularly good use of ICT for research, wordprocessing and desktop publishing, and pupils themselves commented upon the value of this. Nevertheless, the wider use of subject specific software across the curriculum is limited and, for instance, opportunities for pupils using wordprocessing to redraft their writing are too few.

Working with others

Pupils' ability to work with others is generally good. In lessons where they are given opportunities to work in small groups, for example, pupils cooperate well with each other, listening to classmates' comments and offering constructive criticism where appropriate.

Creative skills

Pupils' creative skills are satisfactory. Best examples occur in English and drama, where pupils respond imaginatively to writing tasks and role-play, in music where they compose arrangements, and in physical education where pupils are very creative in gymnastic aspects of the course. In design and technology pupils adapt recipes creatively and illustrate their designs well, but in other areas, such as geography and MFL, too few opportunities are provided for creative skills to be developed.

Problem solving skills

Pupils' problem solving skills are satisfactory overall. Good examples occur regularly in mathematics – in using and applying mathematics and in GCSE coursework, in physical education and in aspects of history when considering historical cause and effect. Standards are good too in science in the sixth form and amongst more able KS4 pupils. Standards in MFL are satisfactory – pupils are involved in competition work with 'European Year of Languages' and they respond well to 'guess who' tasks at KS4 German lessons. In other subjects though, such as science, lack of regular practice for middle ability pupils in particular, precludes these skills being developed fully. Also in design and technology (resistant materials) at KS3 the more able pupils in particular lack the opportunity to develop creativity and problem solving skills.

Key Skills qualification in the sixth form

Through a very well planned programme, sixth form students are provided with opportunities to acquire external validation for key skills. The school took part in a national pilot in 1999 and introduced key skills as compulsory for all Y12 students in 2000. Through well-designed student and tutor guides and the sixth form induction programme all parties concerned are made fully aware of routes through to accreditation and the school makes good provision for subject specific lessons, and methods of recording achievement and progress through other subjects.

During the year 2000/2001 many students were successful in achieving some level of accreditation. Fifteen students achieved success in three units and the national qualification; seven of them achieved level 3 units in all three areas: application of number, communication and information technology.

Following an evaluation of the full system as implemented, the school has expanded the programme to include the wider key skills of students improving their own learning and performance.

Overall standards in the key skills in the sixth form are good.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

This school is a happy and caring community. Pupils' spiritual development is satisfactory, their moral, social and cultural development good.

Pupils' spiritual awareness is developed through work in PSHE and religious education at KS3. A number of NC subjects, such as English, music and geography also contribute to the spiritual dimension. A corporate act of worship is arranged for every year once a week. These services are orderly occasions; pupils listen attentively and respond appropriately. Pupils contribute to assemblies, for example, through readings, and music is well used to create a reflective atmosphere at the beginning. The time is well used to reinforce school values and to acknowledge publicly pupils' achievement, for example in behaviour and attendance. On the days when pupils do not attend year assemblies, it is planned to hold a service in every class. Appropriate guidelines have been prepared. However, the delivery is variable. In the best services teachers make a positive and meaningful input, but in other instances, the presentation is mechanical and no time is given for pupils to reflect upon issues. Hence, despite the progress made in this respect since the previous inspection, the school does not fully satisfy statutory requirements for an act of corporate worship.

Pupils develop a clear sense of right and wrong. The vast majority show respect for each other, for their teachers and other adults. There are opportunities to discuss moral issues in PSHE, English and Welsh. Moral issues are raised regularly in year services and tutor periods. Pupils of all abilities and backgrounds show great concern, and a sense of responsibility for others through their support for a wide variety of charities, local, national and world wide for example: Hope House, Royal National Institute for the Blind (RNIB), World Vision and Freedom from Hunger. Within their year groups pupils raise significant sums of money for these and other charities.

Pupils' social awareness is fostered through a number of activities such as clubs and extra-curricular activities, in addition to day-to-day opportunities within school. A strong sense of community is established and pupils are proud of their school. Most pupils are confident and cooperative and feel that they belong to a close-knit community. They mix well socially, and collaborate in pairs and groups, naturally and happily. They take part in extra-curricular activities in the field of games, music and drama and gain valuable residential experiences in the Urdd Camp at Glan Llyn, which is attended by large numbers of pupils. There are only limited opportunities for pupils of all ages to take on and exercise responsibility. The relationship between pupils and teachers is good. Racism and other forms of prejudice are discussed and challenged both in PSHE and in other areas of the curriculum.

The development of pupils' knowledge of the culture and heritage of Wales is good. There is a successful school eisteddfod and the Welsh department organises Urdd activities and visits to Glan Llyn. It is reflected well in the work of the Welsh, history and music departments. There are many multi-lingual signs around the building but the Welsh dimension is not a very prominent feature in the life and ethos of the school. Multi-cultural education is reflected in aspects of work in many subjects for example, PSHE, religious education, design and technology and history. Visits to European countries enable pupils to gain an insight into their heritage and customs. The school choir is a very good ambassador for the school in Europe and America.

4.2 Behaviour and Attitudes

Standards of behaviour in lessons are generally good. In the public areas of the school, standards are satisfactory. The school functions well as an orderly and supportive community. The majority of pupils have a clear understanding of what is expected of them and are fully aware of the sanctions imposed for inappropriate behaviour. Most pupils are polite, courteous and relate well to staff and visitors. The school has a comprehensive policy and set of procedures to promote and reward good behaviour through its 'Right Start' programme. In the event of a serious situation, the school employs a 'fast track' system that draws on an immediate response from a senior member of staff. Pupils who do not conform to the expected standard of behaviour in the classroom may be removed to the Quiet Room with appropriate work. The Quiet Room is permanently staffed. The school's leadership group closely monitors use of this facility to eliminate inappropriate use. Parents are notified of unacceptable behaviour. The school has good procedures via the pastoral support programme for individual pupils at risk of exclusion. The special educational needs coordinator (SENCO) coordinates this programme efficiently. The SENCO works closely with the local Pupil Referral Unit (PRU) to successfully support a number of pupils within the school. Overall, pupils have a satisfactory attitude towards learning. They generally settle quickly to task, cooperate well with teachers and fellow pupils, and sustain concentration.

The school takes the issues of bullying, racism and sexism seriously and very good procedures are in place to deal with any incidents brought to the attention of members of staff. Pupils interviewed said that they felt secure in reporting such incidents to pastoral staff. The exclusion of pupils, both on a temporary and permanent basis follows the National

Assembly for Wales (NAFW) guidelines. The headteacher, governing body and the leadership group, consider exclusions. There have been 96 temporary exclusions for boys and 34 for girls over the last twelve months. These are high figures. One boy was permanently excluded.

The positive behaviour and attitude of the majority of pupils contribute not only to the efficient daily functioning of the school, but also to the standards pupils achieve, and to their personal and social development.

4.3 Attendance

Attendance is unsatisfactory. The overall attendance figure for the school year 2000/2001 was 87.4 per cent. Rates for the three terms during the year vary between 84.2 per cent and 91.2 per cent. These composite figures are below and sometimes well below both the UA and Wales averages. Other than Year (Y) 7, no year group sustains rates over 90 per cent. The lowest attendance rates are to be found in Y10 and Y11. Unauthorised absence is high, also above the UA and Wales averages. Intermittent and long-term non-attendance adversely affects pupils' standards of achievement.

Since the time of the previous inspection the school has introduced many initiatives to try and improve attendance rates, unfortunately these have had limited success. Absence is usually consistently and rigorously followed up. Reports are produced twice a year and analysed to identify patterns and reasons for pupils' non-attendance. Recently, year assemblies have been used to celebrate the success achieved by form groups with high attendance rates, and to encourage others to improve their attendance records.

During the inspection some anomalies and shortcomings in the registration systems employed were brought to the school's attention. These have been adequately addressed to improve the rigour of the systems.

A small number of pupils arrive late at school in the morning, often because of transport problems. Not all lessons start on time because there are occasions when pupils arrive late, mainly because of the large geographical spread of the site. There are however, occasions when a few pupils are late arriving at lessons and no valid reason is provided.

5. QUALITY OF EDUCATION

5.1 Teaching

The predominantly good teaching observed is a strength of the school. It positively influences pupils' learning and is thus an important contributory factor to the good achievements of many pupils who attend school regularly.

The quality of teaching was at least satisfactory in 96 per cent of classes observed, and good or very good in 59 per cent. These figures compare favourably with the national targets for 2002 where 95 per cent and 50 per cent are expected respectively. The quality was highest overall in the sixth form where it was good in 76 per cent of classes and very good in a further 10 per cent. At KS4, 51 per cent of the teaching was graded as good with 13 per cent very good. At KS3 the corresponding figures were 40 per cent and three per cent. These figures represent a considerable improvement since the previous inspection when teaching was judged to be at least satisfactory in 80 per cent of classes and good or better in 50 per cent.

Teachers have a good knowledge of pupils with SEN and they provide good teaching, care and support for these youngsters. They use individual educational plans (IEPs) effectively to provide appropriately difficult work. Learning support staff also provide good care for pupils with statements of SEN, and others, and help them to achieve well.

Personal, social and health education is taught very well throughout the school. The well-organised programme makes an important and valuable contribution towards pupils' personal development. Pupils discuss and consider a wide range of moral, social and cultural issues, including multi-cultural aspects and thus gain a good understanding of associated concerns, including health related items. Careers education is very well taught.

Teaching is very good in sociology, hairdressing and beauty therapy in the sixth form, and in the business related ICT courses. This high quality teaching is reflected in the motivation of the pupils and the calibre of external examination results achieved. Within the business related ICT courses, for example, teachers have analysed the course requirements very carefully and have prepared very good materials that enable all pupils to make progress at different rates – thus allowing them to realise their full potential. Teachers communicate their high expectations to pupils, encouraging them to become independent in their research, assessing their progress regularly and involving the pupils in the process so that they too are responsibly critical of their own work. Thus very good standards are achieved at a fast rate.

In most other subjects generally good teaching predominates, although some variation between key stages and within departments was evident during the inspection. Such teaching is a major factor in enabling pupils to make progress. Unsatisfactory teaching was observed in a very small number of lessons across the curriculum.

Most teachers have good knowledge and understanding of the subjects they teach, and often their enthusiasm for the subject motivates and encourages pupils to enjoy their lessons. They organise and manage their classes well and use a good range of teaching methods and strategies that are successful in maintaining pupils' interest in their work and in encouraging them to make good progress. In many lessons teachers use well-planned questions to probe pupils' understanding and to encourage them to think about their answers before responding, thus extending their understanding. They make effective use of the school's arrangements for the management of pupils' behaviour, including the 'quiet room', so that there is a good environment for learning in most classes.

Teachers make good use of some very good displays of pupils' work on the classroom walls to motivate pupils to learn well.

Relationships between most teachers and pupils are good, allowing learning to occur in a friendly but well-structured atmosphere. Expectations of good behaviour are made clear to pupils and most respond well. A few pupils, mainly from middle ability sets, however, exhibit challenging behaviour on occasions, and where teachers' classroom management skills are limited, learning is adversely affected for the whole group. In the sixth form, students are regarded as young adults and treated accordingly. They appreciate this and respond maturely. Many teachers give generously of their time outside of lessons to help individual pupils and to offer extra-curricular activities.

In many subjects a proportion of the teaching, though satisfactory and containing several good features, has a few shortcomings. In science, for example, teachers' expectations are not high enough in middle band KS4 classes. Likewise in geography and MFL a significant minority of pupils are insufficiently challenged and thus make unsatisfactory progress. The use of some non-specialist teaching in Welsh restricts the range of learning activities. In several subjects, teachers do not make sufficient use of ICT to enhance pupils' knowledge and understanding of certain topics that are well suited to the application of pupils' skills in ICT. In music, there is a tendency for over direction of the pupils' creative activities and insufficient development of pupils' skills in performance at KS3.

Teachers try to help pupils consolidate and extend their learning by setting homework of appropriate challenge and interest. Pupils do not always cooperate fully. The homework,

often and appropriately, includes work to develop pupils' creative and investigative skills. In many subjects, teachers help pupils to make progress through the use of constructive marking that shows pupils how to improve. There are, however, instances of unsatisfactory homework being set and non-informative marking occurring across a minority of subjects.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting of pupils' achievement is good.

Recently revised policies and codes of practice are clear and address the current national initiatives to drive up standards. Key documents are policies on assessment, recording and reporting, pupil performance, marking, reporting and rewarding achievement. All of these reflect the school's determination to improve standards by improving the quality of assessment, recording and reporting practice.

Pupils' work is marked regularly in most departments. However, the standards of marking vary from faculty to faculty and between teachers in the faculties. Most marking gives praise for neatness and achievement. Best practice is observed when the teachers comment on strengths and weaknesses and set a target to be achieved. This informs pupils of what they know and can do and contributes to their self-evaluation programme.

Most faculties keep good records of pupils' progress based upon regular assessments. Assessment is most often aligned to NC levels of achievement and to GCSE/General National Vocational Qualification (GNVQ) level descriptors. All faculties carry out at least one formal assessment each half term. Very good practice is to be found in the core subjects where a pilot exercise is implementing the new policies. In these faculties the quality and accuracy of assessment exercises is being examined. In all subjects assessment exercises are being standardised across all classes and teachers. The outcomes of the assessment are being recorded on the school's central data bank and fed back to the faculties and to the form tutor. In this way both teachers in the faculties and the form tutor monitor pupils' progress and set targets. Pupils in all years at KS3 and KS4 keep their own record of assessment scores and keep their own record of achievement too. The tutor is key to the overall monitoring of pupils' progress. Tutors receive weekly data on attendance and on completion of homework. They receive half-termly assessment data from the faculties based upon effort and attainment. Underpinning all of this data are the baseline scores at the end of each key stage plus the information, including predicted grades, that result from the school's use of performance testing: MIDYIS at KS3, YELLIS at KS4 and ALIS in the sixth form. Each half term one PSHE lesson is given over to tutors to discuss the progress being made by their pupils and to set targets. Parents are included in the mentoring process. Attainment and effort grades are converted into a points score and these relate to rewards. The school funds the reward initiative and there is some sponsorship. At KS4 there is one review day. Tutors are freed of timetable duties to meet pupils and their parents/carers. This is an impressive exercise. It involves a sharing of the performance data and a self-review exercise. The outcome is that each pupil will have made a commitment to increasing their estimated grades and will have accepted a mentoring programme. Pupils with SEN are included in this exercise and all information about them; their progress and review details are included.

The quality of reporting to parents is good. There are two interim reports each year as well as the written annual report. The interim report is well received by parents/carers. It supplies attendance, punctuality and performance data. The annual report gives a written account of strengths, weaknesses and sets targets. It meets all statutory requirements. Again, there are inconsistencies in the quality of writing between faculties and between teachers within the faculties.

Good practice is observed when heads of faculty and subject co-ordinators monitor the work of pupils' and teachers' planners, and when faculty members meet formally to complete an analysis of the performance of individual pupils and of groups of pupils as part of the faculty self-review process. As part of this process a portfolio of pupils' assessed work helps teachers to be consistent in their assessments of the levels of achievement of pupils.

Since the last report the school has made good progress in assessment, recording and reporting of pupils' achievement. The school has recently appointed two additional coordinators: one to oversee records of achievement and one to manage data analysis, to improve consistency of practice throughout the school.

5.3 Curriculum

The curriculum is broad and balanced. It promotes the spiritual, moral, cultural, mental and physical development of the pupils. In so doing, it prepares the pupils for the opportunities, responsibilities and experiences of adult life. It adequately reflects the overall aims of the school and is socially inclusive, in that it provides for pupils' needs, interests and abilities, and there is equal access for all. Where necessary, extra support is afforded by the school to ensure that this is the case. All of the statutory requirements of the NC are met apart from the provision for religious education at KS4 and in the sixth form. The recent change to a six period day has increased curriculum opportunities for pupils and has allowed the school to address issues raised in the last report.

The induction programme for pupils intending to come to the school involves two open days each year and visits to primary schools from subject teachers. This allows for teachers at KS3 to have curriculum information from KS2. Key members of staff collect assessment data and pastoral information held on pupils and the school's SENCO makes sure that the transition and induction of pupils with SEN are well informed.

At KS3, there is adequate time allocated to most subjects. The school makes good provision for teaching key skills by allocating one period each week, for supported self-study in Y7 and for information skills in Y8 and Y9. A period of mathematics is also provided each week in Y7, for numeracy skills development. Well-organised summer schools also provide extra opportunities for pupils to improve their numeracy and literacy skills. There is appropriate withdrawal and other in-class support to meet any special needs individual pupils may have and sound judgements are applied whenever there is a change to this pattern.

Personal, social and health education is allocated one period each week. Form tutors teach it. Units of study address all of the statutory requirements. In Y9 the careers programme ensures that pupils are well informed, well supported and advised when making their option choices. Time is set aside during PSHE for tutors to mentor their pupils and to set targets using baseline and other assessment data.

At KS4, pupils study English, mathematics, science, Welsh, physical education and PSHE (which includes aspects of religious education) as compulsory subjects, but there is no separate provision for religious education. Subject option groups are arranged carefully so as to offer pupils a variety of choices to suit their interests and to meet their needs. Generally, the time allocated to each available subject is adequate for pupils to meet the demands of their final examinations. The level of support given to pupils with special needs continues to be good. The range of needs is quite extensive, yet all pupils access the full curriculum and the full range of external examinations. They are fully integrated into other aspects of the life of the school too. Personal, social and health education continues to be taught by tutors. Units of study appropriately include citizenship, health and sex education, aspects of religious education, and misuse of drugs. The units of study allocated to religious education do not provide sufficient time to meet the statutory requirements of the subject. All pupils have the

opportunity to benefit from a well-organised session of work experience towards the end of Y10. Too many pupils are entered for CoEA Welsh, more should attempt the GCSE examination.

The breadth of the sixth form curriculum offered by the school is good. It caters for a wide range of interests and abilities, including resit KS4 examination lessons. Courses on offer to students include A level and Advanced Subsidiary (AS) level study in the subjects taken by students at KS4, and others too, such as psychology and sociology. In addition, the curriculum offers many vocational courses, some by way of a two-way arrangement with Llandrillo College.

At both key stages and in the sixth form, with the exception of religious education, courses meet the requirements of the NC. Most have well constructed programmes of study and in a number of cases efforts have been made to plan for key skills teaching, the use of ICT, the inclusion, where appropriate, of *Y Cwricwlwm Cymreig* and to identify the contribution made by the subject to pupils' spiritual, moral, social and cultural development. However, there is inconsistency in practice across the faculties in including these curriculum components in schemes of work. The importance of homework to raise pupils' levels of achievement is stressed in school policies. Again, a lack of consistency was observed between faculties and between individual teachers in faculties too. A small number of pupils are disapplied from NC MFL and Welsh. These pupils have very good provision made for them by the school's SENCO. There is a wide range of extra-curricular activities on offer to pupils across the school. Pupils value these and gain great benefit from them too.

5.4 Support, Guidance and Pupils' Welfare

The quality of support and guidance offered to the pupils is very good. The school places strong emphasis on the personal welfare and academic development of all pupils. Relationships between pupils and teachers are good overall. Pupils feel secure and are confident that they can turn to their teachers with any problems.

The school has a designated pastoral team with clearly defined responsibilities. A deputy headteacher with pastoral responsibilities leads the team very well. The form tutor is designated as the central figure in monitoring progress and setting targets for pupils. This is an area for continued development. Pupils stay with the same form tutor from Y7 to Y11. Consequently, tutors know their pupils well. The discipline structure provides clear guidance for staff in the event of a disciplinary matter. Heads of year, the SENCO and senior pastoral staff deal with more serious cases. Where outside agency involvement is considered necessary, the SENCO coordinates the administrative procedures and makes referrals to UA services. The assistant head and SENCO meet weekly to discuss referrals from staff. Where attendance is the main issue, referral can be via pastoral staff and the educational support worker. The school provides a self-help base, a facility that can be used to reintegrate pupils following exclusion or those with attendance problems. The SENCO works closely with heads of year to plan and monitor the reintegration of pupils.

The school has adopted a very positive response to social inclusion, NAFW Circular 3/99. Programmes of study are arranged involving core studies, the tertiary college and work placements. A social inclusion grant has been allocated to the school. This is being used to target attendance, fixed term exclusion and alternative provision at KS4. The deputy headteacher (pastoral) is the nominated member of staff for child protection. The comprehensive procedures employed comply with NAFW requirements. The governing body has approved a suitable range of policies that include: anti-bullying, health and safety and sex education. Arrangements for dealing with statutory health needs are met by the school nurse who is also a valued member of the school's counselling team.

The standard of the PSHE programme is very good. The programme has a dedicated 50-minute period per week. The programme incorporates a very good careers programme. This starts in Y8 and increases in depth in Y9. In Y9, pupils have an interview with the Careers Adviser, employed by Careers Wales North West, to prepare for GCSE options. Year 10 pupils use the KUDOS programme that provides access to careers guidance and a follow up plan. In Y11, all pupils receive a careers interview. Parents may attend if they wish. This facility is also available in the sixth form with career plans for students. Work experience is provided at the end of Y10. Careers Wales North West conducts risk assessments. Pupils have access to an extensive careers library. In addition, the school also has access to the Canllaw Online facilities.

The head of sixth form and form tutors provide good student support. There is effective monitoring of student achievement and follow up of individual action plans and records of achievement. The senior deputy head is the designated person in charge of health and safety. Procedures for ensuring the health and safety of pupils and staff are satisfactory. All teaching areas of the school have qualified first-aiders who can respond as necessary. Regular risk assessments are undertaken, as are fire drills. The school has identified and attempted to address without success some issues of health and safety. The most serious of these relate to pupils crossing the public road between sites and the lack of safety barriers between the school playing fields and the slip road to the A55 expressway.

The school has addressed the previous inspection key issue relating to improving the quality of provision within the PSHE programme.

5.5 Provision for Pupils with SEN

The school's provision to support pupils with SEN in their progress and achievement is good. Professional and material resources are deployed effectively to ensure that all pupils are well integrated into the life and work of the school and have access to a broad and balanced curriculum. The school's response to the Code of Practice is very good.

There are 55 pupils with statements of SEN and 25 per cent of pupils are on Stages 2, 3 and 4 of the Code of Practice. Fourteen pupils have been correctly disapplied from Welsh and MFL in order to receive extra help with their literacy skills. One statement includes modifications to the NC in order to meet the needs of the pupil.

The SEN Code of Practice is well implemented; statements are reviewed annually when parents and, where relevant, external agencies are properly consulted. The SEN register is reviewed effectively and the school has clear procedures for the identification and monitoring of all pupils on the register. All pupils on Stage 2 and above have relevant IEPs prepared by the special needs teachers. They include useful information, a good range of activities and relevant targets. They are distributed to all departments and they have started to influence the planning in most of them.

The Self Help Centre is very well organised and provides a very good teaching, support and resources base for a very wide range of pupils with SEN. Modifications to topics in subjects, together with differentiation of activities are routinely made to promote challenge through the provision of appropriate individual learning activities. Pupils' work is well matched to their educational ability levels. Good individual programmes are devised by the specialist teachers and supported by relevant commercial schemes. Pupils with a wide range of SEN are making very good progress in their reading and spelling skills. Visiting UA teachers for hearing impaired and visually impaired pupils work closely with the department to ensure maximum support and guidance.

The three specialist SEN teachers provide effective links with their relevant subjects for supporting pupils across the curriculum. They offer very good support to subject teachers in

developing their SEN expertise and for identifying pupils' needs. The in-class companion support provided in some mainstream lessons for pupils with SEN is effective, and allows pupils to be fully involved in the lessons, but it is insufficient to meet pupils' needs across the curriculum. Good practice occurs when teacher assistants record the activities and the progress of pupils with SEN when supporting. The pupils who have specific learning difficulties make good progress in literacy and in the way that they organise their work. They follow relevant individual language skills programmes, and they are gaining in self-confidence and developing useful strategies to improve their work. The visiting UA teacher and the school's special needs teachers offer good support.

In Y10 and Y11, a small group of pupils are withdrawn from one option to follow a core skills programme. The programme has been prepared to suit the pupils' needs, and the work is well planned with relevant and interesting units of work. Pupils are given very good opportunities to learn and practise life skills, such as the theory of safe driving and knowledge of driving skills. Most pupils enjoy the course and are achieving well. However, regular absences of a minority of pupils militate against both progress and standards for those pupils.

The SENCO provides very good leadership and is well supported by the two specialist SEN teachers and the teaching assistants. The 'Summer School', the Harry Potter Reading Club and the Self Help Room, that opens from 8.15 am to 4.30 pm, are all valuable resources to support pupils with SEN. The leadership group and the governors support the work and ensure suitable opportunities for pupils with SEN. Since the last inspection more strategies have been developed to ensure the success of the school's inclusion policy.

5.6 Partnership with Parents and Community, Schools and Other Institutions

Links with parents, the community, schools and other institutions are satisfactory. Overall, they make a positive contribution to pupils' standards of achievement and personal development. The results of the questionnaires to parents and comments from the meeting with parents indicate generally positive support for the school's work.

The information provided for parents is satisfactory. High quality information booklets are provided for parents of pupils about to enter the school, make option choices or move to sixth form education. The school prospectus is of a similar high standard. The school holds regular information evenings, for example for parents of pupils about to join the school in Y7 or giving advice how they might support their children studying for GCSEs and for those pupils with SEN. Day-to-day information, however, such as newsletters, is not produced regularly. Homework diaries are not consistently used as a means of communication between home and school. The governors' annual report to parents has a number of omissions and does not meet the recommendation of the NAFW.

Many parents support school productions and musical concerts where their children are involved. The self-help information evening for parents of pupils with SEN was well attended during the inspection week. The school reports, however, a disappointing support from parents at evenings to discuss the progress their children are making. There is a small parents and teacher association that organises social and fund-raising events for the benefit of the school; money raised has been used to purchase percussion instruments for the music department and resources for the SEN department. The school has produced a home/school agreement and this is issued to parents of all pupils entering Y7.

Links with the community are satisfactory. The school operates its own on-site printing company that members of the public can use; similarly the health and beauty department is run as a business and used by the community. Sixth form students organise a Christmas party

each year for a nearby school whose pupils have learning difficulties. The school choir sings at local senior citizens' centres. In a limited number of subjects visits to the local and wider community are used well to support the curriculum. Pupils' work, however, is not regularly celebrated within the community; for example, pupils' artwork is not displayed in local galleries.

The good liaison and transition programme with the partner primary schools ensures the smooth transition of pupils to the next stage of education. Curriculum links exist between 12 subject areas in the school and partner primary schools, and the school is seeking to improve these arrangements. Adult education classes are based on the school site through a strong partnership with Llandrillo College. The school has links with initial teacher training institutions and trainee teachers regularly undertake their teaching practice at the school.

5.7 Partnership with Industry

Although there is some good practice, the school lacks an overall policy or management strategy to ensure that the advantages of the work-related curriculum and industrial partnership permeate the whole curriculum and benefit all pupils. In a restricted number of subjects, where links with industry or business are well established, they make a valuable contribution to pupils' knowledge, understanding and awareness of the world of work. However, only a very limited number of elements of the work-related education programme are in place. Overall, the school's partnership with local business and industry is satisfactory.

The recently modified work experience programme is good. All pupils in Y10 have the opportunity to undertake a work placement; this is a change to the school's previous arrangements. The programme is well planned and well organised, but heavily reliant on the monitoring and support of all individuals by one teacher. Pupils and employers undertake an evaluation, and this feeds into pupils' record of achievement. The work experience opportunity is a valuable exercise and makes an effective contribution to pupils' personal development. However, with the exception of business subjects, there is limited follow up work undertaken in other areas of the curriculum. Students in Y12 and Y13 have no opportunity for work placements unless these are directly linked to their course programme.

The school has benefited greatly over recent years from sponsorship received from both local and national organisations; as a result the learning environment has been improved. However, there is only limited direct input from business to raise awareness of the world of work. Where good practice exists, such as in business related ICT, design and technology, Welsh and some GNVQ subjects, this has a positive effect on standards of achievement.

Curriculum enrichment opportunities are limited. Members of Round Table provide personnel who support mock interview days in Y11, and representatives from local business support a study skills day for these pupils. The leadership in industry day did not take place last year. There is no Enterprise activity, although the school has recently attended an introduction day for this aspect and hopes to form a group from the current Y12 pupils.

The careers advisory service provides effective objective advice to prepare pupils for employment, training, further and higher education. There are no links with the Training and Enterprise Council or Education Business Partnership (EBP) schemes.

A very small number of staff have benefited from industrial placements, which took place in their own time during school holidays. Experiences gained have had a limited impact, but some have been used to develop contacts of benefit to the school. Regular placements, however, do not form part of any professional development programme for staff.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

Until very recently the school had not fully embraced the accepted school improvement agenda of recent years, with its emphasis on systems of accountability. This philosophy arose from a belief in freedom and entrepreneurship rather than the perceived constraints of performance management systems. Consequently, although the school has embarked upon a good system of faculty and departmental reviews, using accumulated data in its evaluations, it has, as yet, had limited influence on pupils' standards of achievement or on teaching and learning styles.

Nevertheless, the school has evaluated its progress in addressing the key issues highlighted in the previous report well. In addition, it has identified 11 appropriate priorities for improvement and these include the development of a self-evaluative culture in the school. All are clearly acknowledged in the SDP, along with appropriate actions to be taken, expected outcomes, personnel involved, timescales and cost implications. It is a good development plan. The priorities identified within the SDP are appropriately reflected within individual departmental development plans.

The governing body reviews progress in the school through examination of external assessment results along with UA agreed targets and acknowledges that there is a measure of monitoring of classroom practice, but it is not fully involved in consistent evaluative procedures.

Even though the school's framework for self-evaluation is not yet fully implemented by all faculties, there is good practice within various departments. In English, for example, departmental meetings focus upon standards, teaching, analysis of results and teaching methods. All members of staff participate in the debates and these meetings then have a direct impact upon choice of curriculum, schemes of work, and lead to better standards. Aspects of good practice are also evident in mathematics, science, MFL, music and religious education. Conversely there is a lack of effective procedures in history, art, geography and Welsh. Too often data is collected, recorded and considered, but no action is taken to plan for improvement. Many departmental development plans are designed to raise standards and the priorities contained in them rightly coincide with those in the SDP. However, there is no systematic, regular monitoring of teaching, learning and standards to inform development planning. In too many departments evaluation is essentially informal or anecdotal and not based upon an agreed set of criteria or clearly delineated practices.

The school collects and analyses a considerable amount of available information, such as that provided by various external agencies and from standardised tests, as well as value added data from the Welsh Joint Education Committee (WJEC), on results at GCSE and A level. The extent to which departments use this data effectively to improve practice is variable. Not all heads of department make sufficiently rigorous use of national comparative and other data to inform their targets for future success.

6.2 Leadership and Efficiency

Under the very good and enthusiastic leadership of the newly appointed headteacher, who works closely and cooperatively with the rest of the school's leadership group and with the governing body, the school provides a good and supportive environment in which pupils have every opportunity to learn well and to achieve high standards. There is a clear and purposeful direction to the school's work, with a shared commitment to succeed. The morale of the staff and pupils is high.

The governing body is an able and committed group, involved in planning and reviewing aspects of the school's performance. There is an appropriate structure of committees and meetings of the full governing body by which to make decisions.

The school is working hard to achieve its main aims and to improve the quality of education it provided for its pupils. It has set ambitious targets in its development plan, which appropriately refers to, amongst other items, improving: the motivation, attendance and behaviour of students; students' key skills; home-school links; self-evaluation procedures. It also addresses the issues of more effective monitoring of pupils, reduction of underachievement and further development of the use of ICT across the school.

The quality of leadership and management of faculties and departments is satisfactory overall. The quality and effectiveness of current practice is under review at the time of writing this report.

In English, for example, the head of faculty is a very strong and effective leader who works very well with all subject teachers. Such efficient and cooperative management has had a major impact on the good performance of the faculty. All staff are focused upon seeking ways to raise standards, achievable but challenging targets are set to maintain progress, resources are well used and well managed, and there is a strong emphasis upon staff development so that pupils can receive the best teaching available to help them improve.

Many departments are well led. The science faculty, for instance, works effectively as a team, with members of staff having delegated responsibilities to ensure smooth and efficient operation on a day-to-day basis. In mathematics, well-prepared documentation provides a good basis for making progress and raising standards, but there is some inconsistency in the realisation of the faculty's aims. In the business related ICT and vocational studies areas, there is an obvious sense of purpose, good planning, target setting and monitoring. Priorities are changed to meet emerging needs and routine administration is good. Within a significant minority of subjects, however, unsatisfactory qualities are evident, such as in history where inconsistency of practice is adversely affecting standards.

Financial planning and management are very good. The budget is set by appropriate reference to the curriculum and the consequent staffing, accommodation and learning resource requirements. Governors and senior staff work well together to achieve this. The governing body also exercises careful oversight of the school's finances, staffing provision and appointments. Daily management of finances is very efficient. Spending decisions are taken only after proper consideration of the school's agreed priorities for development, and then the personnel concerned take particular care to ensure that best value for money is obtained. The latest auditors' report received by the school contained a number of recommendations. The school responded to these in an action plan and most of them have been implemented. The school maintains a sensible surplus year on year as a contingency fund for unexpected costs.

Staffing costs are equal to the national average, but the school's pupil to teacher ratio and its average class size are better than the national averages. Expenditure per pupil on books and equipment is well above the national figure. Capitation is awarded to departments based upon a pattern of funding used over a period of time along with an equitable bidding system, and in most cases the allowances are adequate or better, enabling subjects to provide well for their pupils.

Day-to-day organisation and administration are efficient and effective. Support staff in all areas make a positive and valuable contribution to the smooth running of the school.

On the whole the school makes good use of its resources for learning, but in a minority of subjects there is insufficient use of the available ICT facilities. The deployment of staff is

appropriate. The accommodation is well used and in most areas has a positive influence on pupils' learning.

The school meets statutory requirements relating to pupils' entitlement to subjects in the curriculum, with the exception of religious education at KS4 and in the sixth form. It follows the guidelines of the NAFW circulars and takes due note of advice received from ACCAC.

6.3 Staffing, Accommodation and Learning Resources

Staffing

The school is adequately staffed with 87 full-time and 17 part-time teachers, including the headteacher, resulting in the full-time equivalent of 95.7 teachers. This allows the school to benefit from a generous pupil to teacher ratio of 15.0 to 1, better than the national average. Teacher qualifications and experience match the requirements of the national and wider curricula. In most subjects, deployment of staff ensures that individual teachers' knowledge and skills are used effectively to the benefit of pupils and students and allows them to fulfil their pastoral and managerial roles. Non-contact time is well distributed in line with teachers' responsibilities. Many teachers give freely of their time and energies in out of lesson activities to support and encourage pupils to make better progress and to develop their personal and social skills.

The provision of support staff for pupils with SEN is adequate overall and they provide a highly efficient service.

Non-teaching staff, including office and clerical staff, technicians, information centre personnel, the nurse, caretaking and cleaning staff, and the restaurant personnel all provide effective support across a wide range of duties. They make a valuable contribution to the life of the school.

The programme of professional development for staff is generally well related to individual and departmental needs, and to the requirements of the SDP. Records of staff development are kept and teachers provided with opportunities to benefit from a good range of in-house and externally provided programmes to extend their expertise. During the last year development has appropriately focused upon curriculum changes, key skills and the development of management skills. A noteworthy development is the introduction of professional development portfolios for staff.

Newly qualified teachers and teachers new to the school are provided with a good planned induction programme, and they are well supported within their faculties.

A few staffing problems exist in some curriculum areas. For example, there has been some difficulty in recruiting qualified teachers of Welsh. This has resulted in half of all lessons in the language being taught by non-specialists.

Accommodation

The school's accommodation is, for the most part, in good condition and it caters well for most of the curricular needs. The school roll, however, is well in excess of that for which the school was intended and this results in overcrowding in some areas. Whilst the school does all it can to avoid such occasions, they do occur since some rooms within the school buildings are small. Such is the case in music where standards are, nevertheless, at least satisfactory. Lack of space and large numbers of pupils, especially at KS4, limit the range of activities that can be attempted and thus inhibit standards improving further. Many of the technology and science areas are used so often, albeit to good effect, but there remains too little time for preparation and repair work.

The accommodation for physical education is excellent and that for design and technology is very good throughout.

Although many departments enjoy suites of rooms in close proximity, on a significant number of occasions teachers have to travel some considerable distance across the school to teach classes. This creates problems for availability of resources and for access to support from colleagues.

The good quality decoration, the many carpeted areas, the good furniture, the well-used information centre and the restaurant all create an overall pleasant working environment for staff and pupils.

The quality of displays of commercially produced materials and pupils' work throughout the school in classrooms is generally good. They do much to enhance the learning environment for pupils. In many corridors, however, there is a lack of such good stimulating material.

Resources for learning

Expenditure on learning resources is above the national average and this results in the quality and quantity of resources being good overall with an appropriate range of books, equipment and audio-visual apparatus being available to enhance teaching and learning. There is a lack, however, of classroom instruments in music. This deficiency, added to the accommodation problems experienced by the subject, exacerbates the situation. Many pupils do not have access to textbooks for home use and in consequence of this the scope and range of homework is often limited. Many departments, though, make up for this deficiency by producing high quality worksheets and information sheets that help pupils consolidate their learning and to make progress.

The school enjoys a pupil to computer ratio of around 6 to 1, which is good, but many of the computers are old and not compatible with much of the modern software available in the commercial world today. Nevertheless, the equipment is well used in many areas; it helps pupils improve their ICT skills and enhances learning in many subjects.

The information centre, a valuable and well-managed resource that contains many computers, some with Internet access, also houses the school library. The number of books it contains, however, particularly in the fiction section, is very low for the size of school. On the other hand, the English department has a substantial fiction section of its own to ameliorate the situation somewhat.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

English

Standards of achievement are good at KS3, KS4 and in the sixth form.

At KS3, standards in speaking and listening are good. Pupils listen actively and are eager to read aloud. They mostly listen with courtesy and attention to their peers. They respond well to a good variety of speaking opportunities, exchange ideas freely, and contribute with enthusiasm to well-directed class discussion. Patient and sympathetic structuring of lessons encourages pupils with SEN to contribute without inhibition. Good progress is made in reading. Pupils explore a wide range of carefully selected texts, developing understanding through stimulating writing and speaking activities. Wide reading, supported by class libraries, is encouraged and well-monitored through the use of reading logs. Pupils develop good writing skills and write in a wide range of forms for different purposes. A programme

of thoroughly-assessed key tasks ensures that the requirements of the NC are met. Pupils of higher ability plan and execute significantly extended pieces of writing. All pupils, but particularly those of lower ability, are assisted by prompts and frameworks that help them extend and organise their writing. Marking is very thorough and offers good support and assistance to pupils in improving the quality of their writing. Good use is made of ICT to enable pupils to explore presentation techniques, inform their work with research and produce very professional pieces of work. The proportion of pupils achieving level 5 and above in the national tests at the end of KS3 is below the national proportion, but in line with the proportion for similar schools. It has increased since the last inspection and in 2000 the proportion of pupils achieving level 6 and above was in line with the national proportion. The results in English by the end of KS3 are broadly in line with those in mathematics and science.

At KS4, standards of speaking and listening are good. Pupils make good contributions to whole-class and group discussion though are less enthusiastic in their responses than younger pupils. They respond well to a stimulating range of formal and systematically assessed opportunities to demonstrate their speaking skills. Standards of reading are good. Pupils meet the demands of a good variety of texts and are able to extract information to support their answers. Their understanding is developed well through good use of directed speaking and writing activities, appropriate to their abilities. Pupils of higher ability make well-structured and extended responses, supported in the case of literature answers with textual references. Pupils of average and lower ability write clearly and relevantly with the help of prompts. The quality of writing is significantly improved by good practice in drafting. Relative to their abilities, pupils produce a significant body of written work, in which the quality of expression is improved by careful marking. Generally pupils present their work carefully, though pupils of lower ability sometimes have problems with spelling. Pupils utilise ICT capably to access information and a significant number makes good use of ICT in the presentation of work. GCSE results in English have improved steadily since the last inspection. Although they are a little below the national average at grades A*-C, they are in line at grades A*-G. Almost all pupils are entered for GCSE English except a very small number who cannot meet the demands of the GCSE course, and gain appropriate accreditation through the CoEA. Girls do better than boys, but only as they do nationally. In GCSE English literature the proportion of pupils entered achieving grades A*-C is below the national average but has improved since the last inspection and the proportion of pupils entered has increased to close to the national proportion. Generally, pupils achieve better at GCSE in English than in the other core subjects.

Standards of achievement in the sixth form are good. Students are comfortable in their relationships with staff and share ideas maturely. They contribute perceptively in class discussion, showing secure knowledge and understanding of texts and familiarity with the language of textual criticism and linguistic analysis. Students are able to make their own notes and their extensive and assiduous written work displays maturity and a considerable capacity for wide ranging research and analysis. Thorough and helpful marking of their work, and the provision by teachers of a significant body of support material, assist their progress. Their understanding is enhanced by good use of audio-visual aids, enabling pupils to record and analyse their own use of language and to study texts in performance, and by opportunities to visit and experience live theatre performances. Courses are offered in both literature and language to GCE, AS and A2 levels. Since the last inspection the results achieved by students have remained consistently satisfactory in relation to national standards and good relative to students' abilities.

Progress since the last inspection is good. Standards of achievement have risen at both KS3 and KS4. The proportion of pupils entered for GCSE has increased. Good attention has been

paid to the development of the range of pupils' reading through the provision of class libraries and the use of reading logs to monitor pupils' progress.

Mathematics

Standards are satisfactory at KS3 and KS4, and are good in the sixth form.

The results of the end of KS3 tests in 2001 showed that the percentage of pupils that achieved level 5 or better was lower than the national norm. The GCSE results in 2001 showed that the percentage of pupils achieving grades A*-C was also a little below the national norm, although the school's performance at this level has improved steadily over the past three years. The A level results in 2001 were satisfactory.

At KS3, pupils' algebraic techniques are developing appropriately; they understand the use of letters to represent an unknown, and they can solve a range of linear equations and also simple simultaneous equations. Their knowledge of the properties of shapes is good, and they can measure angles accurately. They can calculate the areas and perimeters of simple shapes, and can also measure correctly, and use the correct units in doing so. Pupils' number work, however, is marred by an inability to do mental calculations quickly and correctly. This is particularly evident with many middle ability pupils, and does little to enhance their mathematical confidence. This deficiency undoubtedly leads to some underachievement in both the middle and lower ability bands; it also leads to an over dependency on using a calculator. Some use is made of information technology in the lessons, but this aspect is underdeveloped at the moment.

At KS4, pupils have a good understanding of the basic concepts of number, and can select the appropriate mathematical operation when solving simple problems. The range of mental calculation strategies used by the vast majority of pupils is limited, and consequently their proficiency in numeracy is not sufficiently developed to assess the accuracy of answers. Most pupils are able to deal correctly with negative numbers, although a significant proportion experience difficulties when substituting negative numbers in algebraic expressions. The algebraic techniques of the most able pupils are well developed, and those of the middle ability and lower ability pupils are developing satisfactorily. Pupils can make appropriate use of Pythagoras' Theorem, and trigonometric techniques are developing well for the abler pupils. Pupils' knowledge of the properties of shapes is good, and pupils of average ability and above can solve problems involving angles, as well as measure angles correctly; they can also calculate the area and perimeter of various shapes, including a triangle, a circle, and a sector of a circle. Pupils' ability to collect and represent data in various graphs is satisfactory; their understanding of probability is also satisfactory. There is a limited use of ICT in the lessons, but this needs to be developed further in the future.

At both key stages, pupils with SEN make good progress, due to the good support given by the department.

Standards in the sixth form are good. Students show a good understanding of the concepts and principles involved in their courses, and apply their knowledge effectively when solving problems, and express their answers clearly and logically. They are able to discuss their work in a confident and mature manner, and produce work of a good, and sometimes very good standard. The A level results in 2001 were satisfactory, but over the three-year period 1999-2001 they have been good.

Since the last inspection in 1996 there has been a marked improvement in the standards of teaching in the department. The teaching standards are now at least satisfactory across the age ranges, and are good in the majority of classes. Several new strategies have also been introduced this year with the specific aim of continuing to raise the standards of achievement of pupils across the ability range.

Science

Standards of achievement are good at KS3 and in the sixth form, and are satisfactory at KS4.

At KS3, pupils are developing a good knowledge and understanding of science. They are developing their skills across the NC programmes of study relative to their individual levels of ability. New and developing learning resources support good standards of achievement and teaching. In many lessons, pupils work safely and confidently, observing and recording data accurately. The quality of their written work is also good. Pupils can explain current and earlier investigations clearly and use scientific vocabulary well. They apply what they know to new situations, solve problems and relate their knowledge to everyday life situations. Pupils use homework diaries well, keep a personal record of achievements and discuss these with their teachers. Pupils with SEN make good progress in their NC studies. Setting begins in Y9 to extend and meet the needs of the most able pupils, and they respond accordingly. In the 2001 NC tests the percentage of pupils achieving level 5 and above was just below the national average. Nonetheless, results are better than those reported at the time of the previous inspection.

At KS4 more able pupils make good progress. Most of them demonstrate a high level of achievement and a high degree of skills appropriate to scientific investigation. Written work is very good. In all lessons these able pupils respond to good quality teaching that challenges them appropriately. They apply very good knowledge and understanding to solving problems in new situations. Their level of scientific vocabulary used in both oral and written work is appropriate to their levels of ability. Tasks are always completed and recorded accurately. All homework exercises are completed. Fewer pupils in the middle band are secure in their understanding of the concepts. Whilst many display a level of skills appropriate to the scientific investigations undertaken, they do not retain knowledge and they are not sufficiently challenged by current teaching strategies. Classwork and homework remain incomplete. There are many passive listeners. The least able pupils make good progress and demonstrate a sound practical understanding of the application of science to everyday life. In the 2001 GCSE results, single and double science grades were below the national averages. However, the grades for the separate sciences are good and are well above the national average.

In the sixth form students further their knowledge and understanding well. They are able to apply this to problem solving in their investigations and to make good progress during practical work. They are able to answer questions at an appropriate level and to demonstrate a mature use of scientific vocabulary during discussion work. The 2000 mean grade A level score was above the national figure for all three sciences. Results in chemistry were very good. In the 2001 examinations, though, the three mean scores were below the national averages. In the 2001 AS results, however, standards were good.

The faculty has made good progress since the last report. Management is a strength, as is the structure that allows for good self-evaluation, development and support for the science team. The faculty handbook is effective in bringing about consistent practice and in raising standards. Teaching and learning are well supported by two technicians, but more technical support is required.

Welsh second language

Standards are satisfactory at KS3 and KS4, and good in the sixth form.

Pupils' listening skills are well developed and there is a positive response by pupils of all abilities to interesting listening and viewing exercises provided by the teaching staff. Pupils are able to capitalise on their listening skills to enhance their reading skills, for example,

when undertaking a reading comprehension task based on the script of part of a television programme whilst simultaneously listening to it.

The majority of pupils respond well to oral pair work both in the form of language practice and communicative tasks. Pupils in high ability sets at KS3 and those following the full GCSE course at KS4 are confident when discussing a range of current issues from television programmes to fox hunting and are able to express their opinions using a range of appropriate language.

Reading aloud is well developed and pupils of all abilities are confident when participating in paired and whole class reading tasks. Reading skills are further enhanced by the long established independent reading scheme.

The written tasks undertaken by pupils effectively integrate with the set oral and reading tasks at KS3 and KS4. However, scrutiny of pupils' work revealed insufficient opportunities for extended writing with the exception of pupils following the full GCSE course. Little evidence was found of pupils undertaking a range of appropriately challenging extended writing tasks as they progress through the key stages. There was no evidence of pupils drafting and re-drafting work, which is a crucial element in raising standards of writing.

At KS4 there is a disproportionate number of pupils following the CoEA course and a low number following the full GCSE course; these factors represent underachievement. The 2001 GCSE results obtained by the 23 per cent of Y11 pupils who sat the examination were above the national average for grades A*-C, being 68 per cent as compared with 63 per cent.

Standards in the sixth form are good; for example, students following the GNVQ pilot course are able to discuss complex issues using a wide range of appropriate language patterns. Only two students attempted the A level examination in 2001, but these achieved well, obtaining a grade A, and a grade C.

Since the last inspection, reading standards have improved and there has been progress in oracy, particularly at KS3. However, writing needs further attention.

Design and technology

Standards of achievement are satisfactory throughout the school.

At KS3, pupils progress through well-structured projects that enable them to design and make products using food, textiles and a range of resistant materials. With guidance, the majority can analyse design briefs, produce specifications, develop designs and make artefacts adopting a variety of appropriate processes. They acquire a sound basis of knowledge regarding the properties of various materials; they use hand tools effectively and adopt safe and hygienic working practices in the workshops and kitchens.

In both Food and Textiles pupils develop good research and investigational skills; they appreciate the value of flow charts and of on-going evaluation, but final evaluations are generally weaker. Practical cookery skills are well developed and the use of technical vocabulary is good. Drawing and sketching skills are practised effectively in Textiles with pupils able to use colours to enhance the presentation of their work.

In resistant materials, pupils achieve satisfactory standards overall. Nevertheless, the more able pupils in particular lack the opportunity to develop creativity and problem solving skills. Furthermore, due to the absence of appropriate equipment pupils are denied the opportunity to become involved in computer-aided design. Presentation of design work is weak generally, although it was evident that a few of the more able pupils can produce work of a good standard. Practical work is of a satisfactory standard.

At KS4, pupils may opt for design and technology in Food, Resistant Materials or Graphics. GCSE results are generally in line with the national average. Pupils who pursue Food respond well to tasks set, they contribute readily to class discussions and convey a good understanding of the functions of nutrients in the diet and of the principles underlying the cooking of food. They adopt a critical approach towards traditional recipes and readily accept the challenge related to adapting those recipes to meet the needs of specific groups of people.

The standards of those pursuing both Resistant Materials and Graphics are satisfactory. The more able pupils do not explore and investigate sufficiently sources of information which can influence effectively their design thinking, neither do they pay due attention to quality of finish. Overall standards in the practical skills are good, but the final quality of the product is sometimes reduced because designing skills are not well developed. Written work and drawings are neatly presented, but are in a form that lacks flair and imagination.

Most of the shortcomings outlined in the previous report have been addressed. Less able pupils progress well but the more able do not have sufficient opportunities for developing individual, creative thinking within design development related activities.

Pupils generally do not make sufficiently good use of ICT within the design and technology curriculum.

Information and communication technology

Standards are good at KS3, KS4 and in the sixth form.

Throughout KS3 in the weekly lessons, and over time, most pupils make good progress in relation to their ability. This occurs because they are taught well and encouraged to become independent learners. Most of them are confident when using ICT in a good range of applications. They concentrate well, demonstrate willingness to participate actively in lessons and seek help and advice when appropriate to do so. Pupils use self-assessment sheets well, critically analysing their work, and this too aids progress, along with the informative marking by teachers. High achievers are given every opportunity to extend their understanding and skills, and the most able are producing work at around level 6 in Y8 – well above national expectations. On occasions the least able pupils experience some difficulty when trying to extract information from printed text, but help is always on hand to help them obtain the required information.

Key Stage 4 GCSE lessons have a brisk pace and have an appropriate working balance between instruction and hands-on application. There is good evidence of experimentation and evaluation in pupils' work with relevant problem solving successfully undertaken. Coursework is well undertaken with strengths evident in wordprocessing and desktop publishing, and pupils also complete a variety of challenging tasks in all aspects of ICT. Most pupils are creative in their work; they are able to explain their tasks and their development in a structured and sensible way. Most pupils are reflective about their work and look to improve it. Each year pupils' GCSE results compare favourably with results obtained in their other subjects. In comparison with national figures, results were well above in 1999, but below in 2000 and 2001.

In the sixth form, well-motivated, talented students show confidence and capability in their work and demonstrate good standards of computer literacy. There is relevant project work that illustrates a sound balance between theoretical knowledge and the application of computing skills. Pupils are interested and motivated; there is active involvement in developing individual responses to tasks in organising, analysing and presenting their information in a variety of forms. They communicate ideas enthusiastically and generate a range of valuable outcomes. Examination results at A level compare favourably with national

averages. There is a well-organised provision for key skills development within sixth form study.

Business-related ICT at KS4

Many pupils opt to study GCSE Information Studies (Y11) or Business and Communication Systems (Y10) and, consequent to very good teaching, they achieve very good standards, which are mirrored in the examination results that are often well above national averages.

Highly motivated pupils are set very challenging tasks, and are expected to make fast progress during lessons and over time. This they do well, each individual working at a rate in excess of normal expectations.

History

Standards of achievement at KS3 are satisfactory, and at KS4 they are good. In the sixth form standards of achievement are satisfactory.

In Y7, pupils are developing a satisfactory knowledge of the concept of chronology. They also have a satisfactory understanding of historical sources. Many can distinguish between primary and secondary sources and some are developing skills of interpretation. Pupils in Y8 are developing an understanding of historical cause and consequence in relation to their study of Henry VII. In Y9, many pupils can successfully interpret visual historical data to identify the key changes brought about by the enclosures on farming. Standards achieved by pupils of all abilities, in one class, were impeded by a lack of pace and low teacher expectations. In one top set, pupils underachieved when work set did not match their abilities or extend them. The application of ICT at KS3 is underdeveloped.

Grades gained by pupils at A*-C in the GCSE in 2001 were below the national average. There has, however, been a significant improvement in the results in 2001 over previous years. Pupils have a good knowledge and understanding of previous and current work. In Y10, pupils offer informed historical judgements in relation to the events leading up to the First World War. They demonstrate good understanding of cause and effect. Pupils in Y11 use historical sources and statistical data successfully to extend their understanding of their study of the Vietnam War. Relative to the wide range of ability, pupils are achieving good standards in their coursework.

Grades gained by students in the A and AS level in 2001 were below the national average. Grades gained by students were consistent with those gained by them in their other subjects. In one Y12 class, standards achieved by students in their work on Nazi Germany are good. Students have a secure grasp of the economic, social and political issues relating to pre-World War II Germany. Many talk with confidence and accuracy about their work. Standards achieved in Y13 are satisfactory. Individual research and note making are of a variable standard. Analysis, synthesis and evaluation of interpretations of sources are underdeveloped. Oral work is limited. Written comments by teachers on students' work do not consistently promote improved achievement.

The key issue of improving standards at A level history, identified in the previous report, has been partially met. The revised NC history orders have been implemented.

Geography

Standards of achievement are satisfactory at KS3 and KS4; they are good in the sixth form.

In Y7, the majority of pupils are developing an understanding of physical and human geography; they are acquiring skills and techniques and building a subject vocabulary, for example, most pupils can explain latitude and longitude and can use them to locate countries

on a globe or map. More able pupils understand that grid references are used for location on a different scale and can provide and use six figure grid references for location. Pupils with SEN are taught as a discrete group in Y7. Their learning experience is highly structured but there are insufficient opportunities for them to practise and reinforce the skills they are taught. These pupils have one lesson of geography per week whilst other pupils have two. Pupils' knowledge of place and location is not well developed in Y7 and opportunities for extended writing are irregular; written tasks often lack depth and there is a great deal of teacher led learning and copying of information.

Teaching arrangements lead to setting in Y8 and Y9 and in the upper sets higher ability pupils achieve good standards. They show a good understanding of patterns and processes, for example, pupils in Y8 understand that the world is not evenly populated and know the factors that affect population density, but less able pupils are unable to apply these accurately and draw relevant conclusions. Their thinking skills are not well developed. Similarly, more able pupils in Y9 are able to understand the factors that affect the temperature of places and can determine the causes of extremes in temperature when given examples. Less able pupils are unable to use elimination to come to an accurate conclusion. Pupils have an underdeveloped understanding of political geography; they do not have a sound grasp of the functions of the European Union for example.

At KS4, GCSE results for grades A*-C have shown an improvement from 1999 to 2000. Results for 2001 shows further improvement, but published figures are below those for Wales and UA averages. Pupils generally have a sound grasp of geographical principles and the majority are confident in explaining concepts and ideas. Many able pupils use questioning to improve their understanding and consolidate their learning. Most have a satisfactory understanding of processes in physical and human geography, for example, able pupils in Y10 understand and can explain the processes of weathering and glacial erosion and use a variety of resources to gather information. The intermittent attendance of a significant number of pupils and the unsatisfactory behaviour and attitude of a small group are having a detrimental effect on standards. Missing work is not copied up and consequently the pupils have gaps in their knowledge.

In the sixth form there was no Y13 group in place at the time of the inspection; examination of past work and the results of the A level group in 2001 indicate good standards. Pupils have a thorough understanding of patterns and processes. They have acquired and use a wide range of geographical terminology and can apply previously learned and newly learned skills and techniques with increasing accuracy and precision. There is evidence of wide reading and independent study.

At both KS3 and KS4, pupils are generally not developing their thinking skills and independent learning techniques. A few able pupils are not sufficiently challenged.

At KS3 there are no opportunities for pupils to apply their skills and techniques through fieldwork. The use of ICT to enhance learning is underdeveloped.

Since the last inspection standards have been maintained at KS3 and KS4, and have improved in the sixth form.

Modern foreign languages

Standards in French and German are satisfactory at KS3 and KS4, and good in the sixth form.

GCSE results in both languages are improving and pupils perform well compared with other subjects in the school. However, the percentage of pupils achieving grades A*-C remains below the national average.

At KS3 most pupils are able to give short answers to questions in the target language, but they show little initiative and find it difficult to adapt language for their own use. The majority can understand listening and reading tasks taken from their new course book, their listening skills being particularly well developed. Lower ability pupils complete suitably differentiated tasks with pride but higher and middle ability pupils lack sufficiently challenging open-ended tasks to complete. Pupils write well according to their ability, using ICT on occasions, and contributing to The European Year of Languages competition organised with Llandrillo College. They do not, however, redraft their work. Pupils are given a month's "taster sessions" in a second foreign language in Y9, but the take-up from this system is minimal as pupils can only study one foreign language at KS4.

At KS4, in German lessons, pupils speak enthusiastically and competently, using a number of skills in combination and practising confidently in pairs. Most absorb new structures and vocabulary quickly and are able to adapt them easily in another context. In French they respond in short sentences, understand the gist and detail of reading and listening passages, but regularly use English to establish what they have understood. Pupils generally write accurately in both languages, using different tenses and registers.

Standards in the sixth form are generally good. The number of pupils is increasing and there are more boys than girls studying languages at this level. Pupils complete suitably challenging tasks in Y12, interacting well with each other and the teacher using the target language naturally, confidently and extensively, justifying their opinion and displaying their cultural awareness and understanding of how language works. In Y13 the standard of some individuals reading and listening skills is barely satisfactory. They have difficulty in understanding more complex and difficult language and they communicate very hesitantly. The others respond confidently with good pronunciation. The pupils' written work in the sixth form sometimes lacks variety with a number of grammatical exercises and few pieces of extended writing. No redrafting takes place.

Satisfactory progress has been made since the previous inspection.

Art

Standards at KS3 are satisfactory, at KS4 they are good, and in the sixth form they continue to be good.

Standards at KS3 are satisfactory. Pupils use line and tone effectively in imaginative and expressive drawings. Understanding of shape, form and texture is demonstrated in small-scale ceramic work. Within the limited time available they make progress in acquiring sound craft skills, particularly when teachers place sufficient emphasis on practical demonstration. Pupils have a satisfactory understanding of how the study of different artists, such as Cezanne, can help their own work. This can range from drawing Cubist portraits and painting still life compositions. They use a suitable art vocabulary due to the regular emphasis on key words in all lessons. Much written work is derivative but strategies to promote individual opinions and judgements are beginning to have an impact. Pupils in one group are able to describe the architecture of Gaudi and say why they like his work, but confident speaking about art is rare. Sketchbook work is of a satisfactory quality and quantity. Homework tasks are regularly set and completed but the level they are set at does not always make sufficient demands on the pupils.

Standards at KS4 are good. GCSE examination results at grades A*-C in 1999 and 2000 were better than the national average with girls out-performing boys at the higher grades. In 2001 results were below the national average. Building on their previous achievements pupils make good progress in exploring and acquiring new skills such as mixed media print and collage. Sketchbook work is bright and lively. Experimental colour exercises are used to

good effect. Pupils demonstrate good drawing skills in well-observed pastel studies. Knowledge of art of other cultures, such as Indian, is used to enrich their own imaginative two and three-dimensional craftwork despite very cramped working conditions which restricts the scale of work. While much of the work is based on drawing and painting, often extended with low-relief techniques, ceramic modelling of the human figure is done well. A satisfactory understanding of the role of art in representing moral quandaries is developed from the study of different pictorial representations of war.

Standards in the sixth form are good. In the most recent results both boys and girls achieved good A-C grades. Their work is imaginative due to the high expectations of the teachers and their encouragement given to students to interpret tasks in their own way. Drawing, painting and design skills are well developed from detailed formal studies that they then develop creatively. In one example, studies of tree roots were re-interpreted in subtle textile-based sculptural forms. Sketchbook work continues to be good with sensitive responses to personal themes. Knowledge of a range of artists or different art movements to the level expected is restricted by a shortage of adequate books and ready access to the Internet.

Pupils with SEN receive effective classroom support, make good progress and achieve satisfactory standards. At all stages, pupils' do not have sufficient opportunities to reflect on and discuss art, to visit art galleries or to work with practising artists. Pupils still do not have experience of using computers to generate creative artwork.

This is a well-managed department that has made good progress since the previous inspection. Schemes of work have been revised and NC attainment targets are now adequately covered. Following the introduction of a broader range of activities standards have improved at KS4 and in the sixth form where much work is now done with great flair. The subject makes a satisfactory contribution to *Y Cwricwlwm Cymreig* in eisteddfod competitions and in the use of Celtic art forms in practical work.

Music

Standards are satisfactory at KS3 and KS4 and good in the sixth form.

Standards of singing at KS3 vary between classes and are satisfactory, overall. Pupils sing with a pleasing tone though not always with sufficient attention to musical detail and expression. In Y7 pupils gain good awareness of rhythm and pulse by using body percussion. Pupils in Y8 and Y9 perform a variety of pieces on keyboards and achieve satisfactory standards, overall. Most pupils play individual melodic lines with a good degree of accuracy though progress is sometimes slow and certain pupils are unable to play in time with others. Pupils are less experienced in ensemble performance. Most of the large number of pupils at KS4, drawn from the full ability range, make good progress in vocal and instrumental performing and achieve good standards. The 26 students in Y12 and the four students in Y13 are experienced performers and achieve high standards.

Standards of composing are satisfactory at KS3 and KS4, and good in the sixth form. Across KS3 pupils work in pairs or small groups to compose music in response to a variety of stimuli. A few compositions show imagination but others are more limited in musical interest. The ability and experience of pupils to explore a range of sound sources and combine them creatively is limited. At KS4 more able pupils make good progress with compositions displaying interesting treatment of motifs and instruments used. Certain pupils, despite receiving positive support, have yet to develop initial ideas adequately. Students in Y12 make sound progress. In Y13 completed compositions and work in progress show initiative and a good understanding of the chosen medium. The use of ICT as an aid for composing at KS3 is insufficient. Several KS4 pupils and students in the sixth form make effective use of the limited ICT facilities available to enhance their work in composing.

Standards of appraising music are satisfactory at KS3 and KS4 and good, overall in the sixth form. Year 7 pupils make good progress. In Y8 and Y9 most pupils are able to identify technical features in recorded extracts from music from different styles. Their ability to critically evaluate the use of different elements of music in their own practical work is less well developed. At KS4, pupils in Y11 are, to varying degrees, able to discern musical features in music from different styles and periods. A few make perceptive comments, using appropriate terminology, when appraising each other's performances. Essays by Y13 students are of good quality and reflect personal research and a good understanding of the topics studied. Aural skills are uneven, and satisfactory overall.

Results in external examinations in recent years have, in general, been in line with the national average. Limited but insufficient progress has been made since the previous inspection. The recently revised scheme of work for KS3 provides a sound basis for improvement to ensure all pupils develop their full potential.

Vocal and instrumental tuition provided for one in 14 of the pupils on roll and a number of very high quality extra-curricular groups enrich the work of the department. These make a substantial contribution to the life of the school and the community.

Physical education

Standards are satisfactory at KS3, and good at KS4 and in the sixth form.

At KS3 pupils respond positively and enthusiastically to teachers' instructions and are well behaved. Well-paced and well-planned lessons coupled with effective teaching techniques maintain pupil motivation. Pupils show a good understanding of major team game principles and health related issues. In rugby some pupils display good passing technique and are able to maintain this standard in competitive situations. Control and passing skills in football are also good in a number of pupils. However, in both these major team games there are pupils whose standards are unsatisfactory; especially in terms of tactical awareness, evasion and tackling in rugby, and passing in football. In gymnastics pupils generally show good body management skills and spatial awareness. They are able to set up apparatus in a safe and effective manner and are given opportunities to plan their own sequences and develop problem-solving skills. Whilst the abler pupils are able to interpret the requirements of the task in an appropriate manner, others are unable to perform basic movements to a good standard.

At KS4 core curriculum physical education time is inadequate with only one 50-minute period allocated per week. This has only been introduced as a regular feature in the current academic year. It was not possible to observe this core curriculum physical education at KS4 during the inspection.

In GCSE standards of achievement are good. Pupils work enthusiastically and concentrate on set tasks. They display a good level of knowledge of the theoretical topics. In gymnastics pupils perform movements to a good standard whilst displaying creativity and problem solving skills in sequence construction. A thorough understanding of team game principles is evident in hockey and the pupils are able to maintain these good levels in competitive situations. Major contributory factors to the good standards and results achieved at GCSE – which were above the national average in 2001 – are the well-prepared schemes of work and their effective delivery. The concurrent teaching of CoEA physical education is commendable as it provides less able candidates with an opportunity to obtain appropriate qualifications.

In the sixth form there is no provision for physical education in the core curriculum. Many sixth form students are enthusiastic in extra-curricular activities and levels of interest in the Sports Leadership Award are high.

The standards of achievement at A level are good. Students display a good level of knowledge and understanding and are focused on their work. They are able to complete set tasks in a disciplined manner and contribute confidently to group discussions. In both years, Y12 and Y13 students have a considerable amount of written work and theoretical notes in their course files and the work is regularly assessed and monitored. Results at A level in 2001 were satisfactory with a 100 per cent pass rate, but at grades D and E. The number of pupils opting to follow the AS course has increased dramatically this year.

The department offers a wide and extensive extra-curricular programme and its success is due to the dedication of the staff.

Since the previous inspection results at GCSE have improved considerably and assessment strategies are much better. However, aspects of staff development, self evaluation and monitoring, and standards across KS3 are still areas for further consideration.

Religious education

Standards of achievement at KS3 are satisfactory. No lessons at KS4 or in the sixth form were available on the school timetable during the inspection week.

At KS3 pupils have good factual knowledge of the units of work studied, which reflect the requirements of the local agreed syllabus. Pupils have an understanding of religious texts and traditions and are aware of the ways in which people's way of life is affected by religious beliefs. Knowledge of the diversity of religion in Britain and its mainly Christian traditions is good. Pupils use technical terms well and are aware of the use of symbolism in religion. However, skills in evaluation and reflection are not often called upon, which limits achievement. There are some opportunities for pupils to seek information for themselves although the use of ICT is limited with no facilities in the classroom. Standards of the more able are satisfactory. Achievement is capped by some lack of challenge. Narrow tasks requiring too little thought, limited time and the small size of the religious education rooms contribute to this shortcoming. Relevant tasks ensure the full involvement of pupils with SEN in the lessons and they are making good progress. In some lessons all pupils increase their understanding through the use of audio-visual reference material and reference to previous visits to places of worship and religious interest.

At KS4, and in the sixth form, insufficient time is available for religious education within the school's curriculum to allow statutory requirements to be met.

Religious studies

Three Y10 pupils follow the GCSE course after school on one night a week. The week of the inspection was the second week of the course. There is insufficient evidence to judge standards of achievement. However in the lesson observed the pupils were enthusiastic and made good contributions to the lesson showing good basic knowledge and understanding of the diversity of religions. Pupils who have previously followed the course after school have achieved results much higher than the national average.

Personal, social and health education

Standards of achievement across KS3 and KS4, and in the sixth form are good. The course, which meets the ACCAC framework, successfully places a strong emphasis on developing pupils' attitudes and values and on raising personal and social skills. The course is very well planned and has clear aims and objectives. Pupils have the opportunity to develop their understanding of a wide range of issues through a good variety of learning styles.

A very good programme of careers education and guidance is central to the programme, and pupils value this highly.

In Y7, the course enables pupils to develop confidence and self-esteem in their new school. They have the opportunity to discuss issues such as study skills, personal hygiene, relationships, bullying and honesty. They also consider various items of current affairs as they arise. Pupils readily become engaged in class and/or pair discussions, making constructive comments that often indicate a depth of understanding of issues that belies their young age. Progress in lessons is usually good.

In Y8 and Y9, pupils develop further their understanding of spiritual, moral and physical aspects of the subject. These include sex and drugs education, and citizenship. They also build upon their Records of Achievement. Pupils are able to reflect upon what they have heard and seen, and they comment upon these items maturely and with due consideration.

In Y10 and Y11, units of study effectively prepare pupils for their development and maturation towards adult life. Pupils consolidate previous learning when the programme returns to key issues within the curriculum. The programme allows pupils to look in depth at health, social, environmental and global issues. In most lessons pupils respond well to the predominantly good teaching and they make considerable progress. Pupils' comments about international events show that they have learned well over the years – statements are well considered and pertinent.

In the sixth form, the PSHE programme is extended through researching further and higher education possibilities, and students become increasingly involved in activities involving outside agencies and speakers, bringing them into closer contact with the world of higher education, industry and commerce.

There has been very good progress in standards, teaching and learning since the previous inspection.

Business studies

Standards at KS4 and in the sixth form are satisfactory.

The vocational qualification results in 2000 at Foundation and Intermediate level for Business and Leisure and Tourism were good given the age and ability of the pupils. The standards of achievement for the GNVQ (Business) are comparable to those attained in similar schools in Wales. A majority of students gain a merit or distinction. Results over time have improved. The standard of achievement in the AS/A level courses are good. Results have varied from year to year. Girls at both GNVQ and AS/A level have out-performed boys taking business. A few students achieved their best grades in the subject. Students are gaining grades commensurate with their ability. Students' files contain accurate, clear definitions of business terms often expressed in their own words. Oral responses in class show that they understand economic concepts though only the higher achievers do so in depth. Good graphs are produced to support business analysis exercises. However, attendance, particularly in Y11, is below an acceptable level and hinders progress.

Students on both the GNVQ and AS/A level courses can use ICT to produce stylish work comparable to commercial standards. Standards are, however, hampered by poor spelling. Students have a very good factual knowledge and understanding of economic concepts. A good Y13 class on types of contract was observed. Students fully understood the creation of contracts. Progress is good and linked closely to expectations and demands of teachers. In most classes lively discussion indicates both depth and breadth of knowledge that is reflected in examination success. Students are able to give clear descriptions of what a business does to make a profit. The higher achievers correctly identify most of the relevant points of economic activity and can produce a numerically accurate case analysis of a firm's strategy to increase production. Students are articulate when expressing views and make reasoned arguments in groups and as a whole class. Outside speakers are used to good effect to broaden students'

perspectives. Students are aware of changes in the level of economic activity at the local level.

Good progress has been made since the previous inspection.

Child development

Standards are good.

Child development is a popular subject for pupils – mainly girls – in KS4, and the majority achieve good standards. They are well motivated and endeavour to achieve their potential. During the course, they monitor the development of young children and record their progress using appropriate vocabulary; they discuss in a sensible manner the needs of those children and how best to ensure that they are provided with a healthy environment. Although results in the GCSE home economics (child development) examinations were below national averages, they represent at least satisfactory achievement. A minority of pupils, however, are somewhat immature in their approach to the course. Additionally, their oral skills are insufficiently developed; they are unable to express themselves fluently and to participate fully in class discussions.

A good relationship exists between teachers and pupils, with pupils benefiting from the experience of teachers who have worked within this employment sector.

Classical studies

The classical studies course is an interesting option for sixth form students which offers breadth in the curriculum at AS and A2 level. It is taught to a small group of Y12 and Y13 students combined. They show good interest in the course, although they have no background in classics. They have developed a good knowledge and understanding of the “Aeneid” they are now studying, and the Y13 students are able to inform their thoughtful responses with their previous study of the “Odyssey”. Their knowledge and understanding of classical civilisations is well developed by stimulating and scholarly teaching. The standards achieved are good, relative to students’ abilities. Since the last inspection, all candidates following the course have achieved a grade in the examinations.

Drama

Standards of achievement are good at KS3, KS4 and in the sixth form.

Pupils at KS3 work with interest and enthusiasm. Their understanding is developed systematically by following a good well-constructed scheme of work. Pupils of all levels of ability are able to make a contribution to the processes of group planning, preparation and performance. They show good skills in mime, improvisation and role-play. They show good awareness of the motivation of their assumed characters and are able to explain themselves in hot seat and thought tracking activities. Pupils perform relatively without inhibition but, though they show their enjoyment of the activities, they mostly perform sensibly and with control. They appreciate each other’s performance and are able to be self-critical. The standards achieved are well in line with national expectations.

Pupils commencing the GCSE course at KS4 are beginning to gain the confidence to discuss, prepare and perform a script. They show knowledge and understanding of the plot of “Our Day Out” which enables them to explore characters in hot-seat activities, helped by sympathetic guidance from the teacher. Good progress is made through the key stage and in Y11, pupils are able to work well in groups and confidently prepare scenes from “Lord of the Flies”. They are able to negotiate and discuss aspects of presentation, and can act both as performers and directors. Relationships are good and pupils work very cooperatively.

Achievement by the end of KS4 is consistently good, with all pupils achieving a grade in GCSE, and an increasing proportion achieving above the national average of grades A*-C.

Standards of achievement are good in the sixth form. Students respond with enthusiasm in warm-up activities and show some confidence in improvisation. Many of the sixth form students are studying drama for the first time, but all are engaged and interested. The sixth form course is well constructed to enable students to develop their skills. The past standards achieved in examinations are good, with all students entered achieving a grade, indicating good progress relative to students' abilities.

Since drama has now become established as a separately timetabled subject in the curriculum, and results in external examinations are good, the progress since the last inspection is good.

Electronics

Standards of achievement at KS4 and in the sixth form are good.

Electronics is not taught at KS3. However, pupils do have opportunities to inform their option choices. In Y7 in design and technology they design and construct a fuse tester and in Y9 they study a control circuit. In Y9 in science, logic gates are studied.

At KS4 pupils choose electronics as a core option. They make good progress displaying the confidence, knowledge, understanding and a range of appropriate practical skills to begin to work independently and in small groups. They are able to bring pre-knowledge to unfamiliar situations, to design and to solve problems. In most cases they are able to answer challenging questions and to offer explanations in discussion work.

In the sixth form students apply and extend their knowledge and understanding appropriately and are able to work totally independently. They can plan, design and solve problems and complete work of a high standard.

Results at KS4 and in the sixth form are good and have been consistently better than the national average.

Psychology

Standards are satisfactory.

Results in the past three years at AS/A level have been below the national average for the top A/B grades. In most years students have added value to their GCSE results. Most students currently taking the course in Y13 have a good understanding of psychology. The higher achievers demonstrate originality and have a good, clear understanding of the subject. Most Y12 students know the basics of such topics as conformity and minority influence (social psychology), and the development and variety of attachments (developmental psychology). Within the AS course students are developing skills of analysis, interpretation and evaluation.

In Y12 and Y13 students interpret, research sensibly and plan their notes logically. They produce a good range of interesting evaluations of current psychological research. Students are being enabled to develop their critical and evaluative skills in relation to theory, empirical studies and methods of research in psychology. Most students can record data in appropriate forms such as tables and graphs. They can identify anomalous results and they perform calculations on data such as measures of central tendency, mean, median and mode. The higher achievers are able to predict results and draw conclusions from their findings. Writing skills vary in terms of style. Some writing, mainly boys', contains inaccurate spellings of technical terms. Most students successfully link theory and practical work and reveal a good

understanding of modern psychology. Students make good use of ICT to produce neat reports. Work contains graphs and tables with the use of appropriate software.

Since the previous inspection progress has been made. Information contained in Y13 folders provides evidence that students are capable of undertaking basic investigative work in psychology and recording their findings in a presentable manner. Most research is now well-organised, planned through prioritising actions and valid information is assessed and used.

Sociology

Standards of achievement at KS4 and in the sixth form are very good.

Grades gained at A*-C in the GCSE in 2001 were below the national average. Grades gained by pupils in sociology were better than those gained by them in their other subjects. There has been a consistent rise in standards of achievement over the last three years.

In Y10, pupils have a secure knowledge of current and previous work. Pupils can distinguish between primary and secondary agents of socialisation. Pupils use source materials with accuracy to answer set questions. In Y11, pupils in the third set achieve very good standards relative to their ability. The majority can define the concept of deviance in the context or circumstances in which the act takes place. Pupils use writing frames effectively to achieve good standards of written work. Some pupils produce coursework of a very good standard. A variety of sociological research methods is successfully employed. Statistical data is clearly interpreted and evaluations provided.

Grades gained at A level and AS level in 2001 were below the national average. Grades gained by students at AS level were higher than the grades gained by them in their other subjects. In Y12, students successfully apply previous work to extend their work on conflict and culture. In Y13 students undertake categorisation effectively in their study of the sociology of religion. Relative to their abilities, students achieve very good standards in their understanding of the distinctive vocabulary, theories and methods of sociology.

There has been a consistent improvement in standards and teaching since the last inspection.

Vocational education

Health and social care

Standards are good at KS4 and in the sixth form.

GNVQ pre-vocational units at either intermediate or foundation levels are available within the options for pupils at KS4. The more able pupils achieve very good standards, adopting an active interest in all aspects of the course. Less able pupils demonstrate a tendency to become talkative in class and less competent with written work. Nevertheless, they are achieving satisfactory standards.

Students in the sixth form pursue this course towards a GNVQ at intermediate level. Overall standards are good. The majority of students demonstrate a positive and mature attitude towards their work. They collaborate readily in group discussions, expressing their views openly and confidently. They show good planning and research skills, and are able to select and interpret information effectively. Portfolios are neatly presented and contain much evidence of good use of information technology mainly as a means of enhancing the presentation of their work.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

Key Issue 1: Improve standards in: Welsh as an additional language at KS3; design and technology at KS3; history at A level; and GNVQ manufacturing.

Good progress has been made, despite staffing problems in Welsh, and standards are now satisfactory. Standards are also satisfactory in history at A level; action taken following the last inspection increased the time allocations and allowed greater variety of teaching styles. Results improved with positive residuals being in evidence. GNVQ Manufacturing – the course no longer exists.

Key Issue 2: Ensure that a greater percentage of pupils at KS4 enter examination courses, complete the terminal examinations and achieve the subsequent qualifications.

Satisfactory progress has been made. Many more pupils are entered for GCSE examinations than at the time of the previous inspection, and results for grades A*-G have improved considerably. Absenteeism, however, still adversely affects outcomes for a significant minority of pupils.

Key Issue 3: Improve the quality of provision within the PSHE programme.

Very good progress has been made. Standards are good throughout and the PSHE programme is a strong feature of the school.

Key Issue 4: Meet its statutory duties in respect of religious education and collective worship and to improve pupils' spiritual development.

Unsatisfactory progress. Although religious education is now well-established throughout KS3, religious education at KS4 is confined to a section of the PSHE programme and does not satisfy statutory requirements. Neither does the provision made for religious education in the sixth form.

The size of the school means that corporate worship through assemblies can only take place once a week, with whole-school assemblies being limited to occasional events. Assemblies include pupil participation, visiting clergy and speakers with moral/religious messages. Corporate worship at local churches is also organised. Daily readings are organised for form tutor periods. However, statutory requirements are still not fully satisfied.

The wider meaning of spiritual development is enhanced by the school environment, painting, photographs, art work, use of plants, music etc.

Key Issue 5: Ensure that the revised NC history orders for KS3 and for physical education at KS4 are fully implemented.

Good progress has been made. National Curriculum orders in history are now fully implemented and physical education has been allocated one period per week at KS4, with the programme of study being drawn up from the national orders.

Key Issue 6: Develop, across all subjects, pupils' ability to discuss topics and to produce extended pieces of writing.

Satisfactory progress has been made. Through the use of writing frames, and use of homework diaries to record opportunities and developments standards have improved. Work on boys' underachievement has further reinforced this area of development.

Key Issue 7: Continue to upgrade the unsatisfactory parts of the school's accommodation, as funds become available.

Good progress. Considerable action has taken place, including provision for disabled access, Grammar Block upgrade, Prys Jones Theatre, furnishings and refurbishment, restaurant extensions, new floor in restaurant, new science laboratories, all-weather pitch, tennis courts, and currently the ongoing conversion of Dinorben (the sixth form block) as part of the link with Llandrillo College.

8.2 Key Issues for Action

1. Continue to raise standards in all subjects, but particularly in those where achievement is currently assessed as satisfactory by:
 - raising teachers' expectations;
 - providing more challenging tasks for pupils;
 - improving pupils' self-esteem and motivation;
 - extending the more able pupils.
2. Develop further existing structures for monitoring teaching and learning, analysing data and setting targets for future success so that a self-evaluative culture becomes embedded in the school's practices.
3. Address the health and safety issues associated with:
 - access to the river Gele off Dinorben field;
 - crash barriers on A55 slipway above Dinorben field;
 - crossover between sites.
4. Continue to build upon the progress made in combating pupils' unsatisfactory attendance. To aid in this the school should review and evaluate its registration systems to ensure consistency of practice across the school.
5. Comply with the statutory requirements for the provision of religious education for all pupils, and for an act of corporate worship for all.

Key Issues 1, 2 and 4 are acknowledged within the school's current development plan.

Items at Key Issue 3 above have been identified by the school and have been communicated to the appropriate authorities.

APPENDIX

A. Basic Information About the School

| | |
|---------------------|------------------------------------|
| Name of School | Ysgol Emrys ap Iwan |
| School type | Foundation |
| Age-range of pupils | 11–19 |
| Address of school | Faenol Avenue Abergele Conwy |
| Post-Code | LL22 7HE |
| Telephone Number | 01745 832287 |

| | |
|----------------------|----------------------|
| Headteacher | Mr N Southorn |
| Date of appointment | 01 September 2001 |
| Chair of Governors | Mr D Prys Jones |
| Registered Inspector | Mr B W Medhurst |
| Dates of inspection | 24–28 September 2001 |

B. School Data and Indicators

| <i>Number of pupils in each year group</i> | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|-------|
| Year group | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 | Total |
| Number of pupils | 274 | 293 | 290 | 286 | 293 | 137 | 93 | 1666 |

| <i>Total number of teachers</i> | | | |
|---------------------------------|-----------|-----------|----------------------------|
| | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers | 86 | 17 | 94.5 |

| <i>Staffing information</i> | |
|---|------|
| Pupil:teacher (fte) ratio (excluding special classes) | 17.6 |
| Average teaching group size | 18.1 |
| Overall contact ratio | 76% |

| <i>Percentage attendance for three complete terms prior to the inspection</i> | | | | | | | | |
|---|----|----|----|-----|-----|-----|-----|--------------|
| | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 | Y13 | Whole school |
| Term 1 | 91 | 86 | 86 | 80 | 78 | 85 | 84 | 84.3 |
| Term 2 | 94 | 88 | 89 | 83 | 80 | 87 | 87 | 86.9 |
| Term 3 | 96 | 93 | 90 | 90 | 87 | 91 | 92 | 91.3 |

| | |
|--|------------------------------|
| <i>Number of pupils excluded during 12 months prior to inspection.</i> | 130 temporary 1 permanent |
|--|------------------------------|

C. Results of National Curriculum Assessments and Public Examinations

| National Curriculum Assessment KS3 results: 2000 | | | | | | | | | | | | | | | |
|--|--------------------|----------|---|---|-----|-----|---|-----|---|----|----|----|----|----|-----|
| Total number of pupils in Y9: 293 | | | | | | | | | | | | | | | |
| Percentage of pupils at each level | | | | | | | | | | | | | | | |
| | | | D | A | N | B | W | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| EN | Teacher Assessment | School | 0 | 1 | n/a | n/a | 0 | 0 | 2 | 12 | 23 | 36 | 22 | 4 | 0 |
| | | National | 0 | 1 | 1 | n/a | 0 | 0 | 3 | 9 | 23 | 33 | 21 | 9 | 0 |
| | Test | School | 0 | 3 | 7 | 1 | 2 | n/a | 0 | 16 | 20 | 25 | 18 | 9 | n/a |
| | | National | 0 | 4 | 2 | 2 | n | n | n | 9 | 24 | 32 | 19 | 8 | n |
| MA | Teacher Assessment | School | 0 | 1 | n/a | n/a | 0 | 0 | 1 | 9 | 28 | 25 | 26 | 8 | 2 |
| | | National | 0 | 1 | 1 | n/a | 0 | 0 | 1 | 10 | 23 | 26 | 25 | 12 | 1 |
| | Test | School | 0 | 7 | 0 | 0 | 0 | 0 | 1 | 8 | 29 | 24 | 21 | 10 | n/a |
| | | National | 0 | 6 | 1 | 1 | n | n | n | 9 | 22 | 23 | 25 | 13 | n |
| SC | Teacher Assessment | School | 0 | 1 | n/a | n/a | 0 | 0 | 0 | 14 | 36 | 26 | 17 | 5 | 0 |
| | | National | 0 | 1 | 2 | n/a | 0 | 0 | 1 | 10 | 26 | 30 | 21 | 9 | 0 |
| | Test | School | 0 | 5 | 1 | 0 | 0 | 0 | 0 | 8 | 33 | 27 | 21 | 6 | n/a |
| | | National | 0 | 4 | 1 | 1 | n | n | n | 9 | 27 | 27 | 22 | 9 | n |

| Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language) | | | |
|--|----|----------------|----|
| by Teacher Assessment | | by Test | |
| In the school: | 41 | In the school: | 39 |
| In Wales: | 49 | In Wales: | 46 |

- D - Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.
- A - Pupils who have failed to register a level due to absence.
- N - Pupils who have failed to register a level for reasons other than absence.
- B - Pupils not entered for tests because they are working outside the levels of the tests.
- W - Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.
- n - Tests do not cover these levels.
- n/a - Not applicable.

| For pupils aged 15, results in GCSE, CoE, GNVQ and NVQ | | | |
|--|--------|----|-------|
| Number of pupils aged 15 on the school roll in January 2000: 254 | | | |
| The percentage of 15 year old pupils who in 2000: | | | |
| | School | UA | Wales |
| were entered for 5 or more GCSEs | 85 | 93 | 86 |
| achieved 5 or more GCSE grades A*-C | 36 | 55 | 49 |
| achieved 5 or more GCSE grades A*-G | 81 | 91 | 85 |
| achieved GCSE grades A*-C in each of mathematics, science, English or Welsh first language) | 25 | 38 | 36 |
| entered at least one CoE, GCSE short course or GCSE | 100 | 98 | 97 |
| achieved one or more GCSE grades A*-C | 63 | 79 | 73 |
| achieved one or more GCSE grades A*-G | 94 | 97 | 92 |
| achieved no graded GCSE | 6 | 3 | 8 |
| achieved one or more CoE only | 4 | 1 | 3 |
| achieved a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1 | 6 | - | - |
| achieved a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2 | 16 | - | - |
| achieved at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both | 36 | 55 | 49 |
| achieved at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both | 81 | 91 | 85 |

| For pupils aged 16, 17 and 18, results in A/AS, GNVQs and NVQs | | | |
|--|--------|----|-------|
| Number of pupils aged 16, 17 and 18 in January 2000: | | | 278 |
| Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2000: | | | 32 |
| Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2000: | | | 241 |
| | School | UA | Wales |
| Percentage of pupils entered who achieved 2 or more grades A-C | 59 | 61 | 61 |
| Percentage of pupils entered who achieved 2 or more grades A-E | 92 | 92 | 92 |
| Average points score per candidate | 17 | 17 | 17 |
| Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2 | 15 | - | - |
| Number of pupils who achieved a GNVQ Advanced or NVQ at level 3 | 5 | - | - |

D. The Evidence Base of the Inspection

- Eighteen inspectors spent the equivalent of 58.5 days at the school.
- Two hundred and twenty five lessons, including full and part-time sessions were observed covering all curricular areas and, additionally, a sample of PSHE lessons was inspected.
- Inspectors attended assemblies, tutorial sessions, registrations, and observed a range of extra-curricular activities.
- Inspectors held many discussions with the headteacher, members of the school's leadership group, heads of faculty, heads of department, some heads of year, staff with whole-school responsibilities, and members of support staff. The registered inspector and the lay inspector met with the governing body prior to the inspection week, and the registered inspector met with the chair of the governing body during the week.
- Work across the curriculum, from representative pupils from each year group was examined. Pupils' work was also scrutinised during lesson observations.

- Inspectors held formal discussions with groups of pupils and students selected from Y7 to Y13. They also talked with many pupils informally.
- The registered inspector met the staff and some students prior to the inspection.
- Twelve parents attended the pre-inspection meeting. Ninety-six replies to the questionnaire were received and analysed. Some parents also wrote to the registered inspector.
- Comprehensive documentation provided by the school was scrutinised before and during the inspection.

E. Composition and Responsibilities of the Inspection Team

| Inspector | Type | Aspect Responsibilities | Subject Responsibilities |
|------------------|------|---|--|
| Mr B Medhurst | RgI | context; main findings; standards achieved in subjects and areas of learning; standards achieved at key skills across the curriculum; teaching; quality of self-evaluation and planning for improvement; leadership and efficiency; staffing, accommodation and learning resources; progress since the last inspection; key issues for action | mathematics information and communication technology PSHE |
| Mrs D Shields | Lay | attendance; partnership with parents and community, schools and other institutions; partnership with industry | |
| Mr G Leech | Core | | English drama classical studies |
| Mr T C Davies | Core | behaviour and attitudes; support, guidance and pupils' welfare | history sociology |
| Mr R Bagguley | Core | assessment, recording and reporting; curriculum | science electronics |
| Mr H Evans | Core | pupils' spiritual, moral, social and cultural development; provision for pupils with SEN | religious education religious studies media studies |
| Mr R A Roberts | Team | | Welsh |
| Dr E Price-Jones | Team | | mathematics |
| Mr A Woods | Team | | science |
| Mrs M Raine | Team | | science |
| Mrs R E Jones | Team | | design and technology health and social care child development hairdressing and beauty therapy |
| Mrs A Neal | Team | | geography |
| Mrs C Henshaw | Team | | modern foreign languages |
| Mr E Forster | Team | | art |
| Mr A W Jones | Team | | music |
| Mr K Roden | Team | | design and technology |
| Mr I D Jones | Team | | physical education |
| Dr N Carr | Team | | business studies psychology accounting leisure and tourism |

The visiting inspectors wish to thank the governors, the head and all the staff for the co-operation and courtesy they received during the inspection.



Rhagoriaeth i bawb - Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales



The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2007-2008

Appendix 2: Outcome of Estyn inspections 2007-2008; a: Grades awarded to each provider inspected this year

Local authority maintained schools

* Inspection reports published in English only

| Provider type | | Provider | KQ1 | KQ2 | KQ3 | KQ4 | KQ5 | KQ6 | KQ7 |
|----------------------|---|---------------------------------------|-----|-----|-----|-----|-----|-----|-----|
| Blaenau Gwent | | | | | | | | | |
| Nursery and primary | * | Bryngwyn Primary | 2 | 2 | 2 | 2 | 3 | 3 | 2 |
| Nursery and primary | * | Coed-y-Garn Primary School | 2 | 2 | 1 | 1 | 2 | 2 | 2 |
| Nursery and primary | * | Georgetown C.P. School | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
| Nursery and primary | * | Roseheyworth Millennium School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Secondary | * | Brynmawr School | 2 | 2 | 3 | 2 | 3 | 3 | 1 |
| Secondary | * | Ebbw Vale Comprehensive School | 2 | 2 | 3 | 2 | 2 | 2 | 2 |
| Pupil Referral Unit | * | Proteus Project | 3 | 4 | 3 | 3 | 3 | 4 | 3 |
| Bridgend | | | | | | | | | |
| Nursery and primary | * | Afon-Y-Felin Primary School | 2 | 2 | 2 | 2 | 3 | 2 | 2 |
| Nursery and primary | * | Blaengarw Primary School | 2 | 1 | 2 | 1 | 1 | 1 | 1 |
| Nursery and primary | * | Cefn Cribwr Primary School | 2 | 2 | 3 | 1 | 2 | 2 | 2 |
| Nursery and primary | * | Corneli Primary School | 2 | 2 | 2 | 1 | 2 | 2 | 2 |
| Nursery and primary | * | Coychurch (Llangrallo) Primary School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Croesty Primary School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Nantymoel Primary School | 2 | 2 | 2 | 1 | 2 | 2 | 2 |
| Nursery and primary | * | Sarn Nursery School | 3 | 3 | 2 | 2 | 3 | 3 | 3 |

| Provider type | | Provider | KQ1 | KQ2 | KQ3 | KQ4 | KQ5 | KQ6 | KQ7 |
|---------------------|---|--|-----|-----|-----|-----|-----|-----|-----|
| Nursery and primary | * | St Mary's and St Patrick's Catholic Primary School | 3 | 3 | 2 | 2 | 3 | 4 | 3 |
| Nursery and primary | * | Tremains Junior School | 1 | 2 | 1 | 1 | 1 | 2 | 1 |
| Nursery and primary | * | West Park Primary School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Special | * | Héronsbridge School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Caerphilly | | | | | | | | | |
| Nursery and primary | * | Aberbargoed Primary School | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| Nursery and primary | * | Abertysswg Primary School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Bedwas Infant School | 2 | 2 | 2 | 1 | 2 | 2 | 2 |
| Nursery and primary | * | Cefn Fforest Primary School | 3 | 2 | 3 | 2 | 3 | 3 | 3 |
| Nursery and primary | * | Crumlin High Level Primary School | 2 | 3 | 3 | 2 | 3 | 2 | 3 |
| Nursery and primary | * | Markham Primary School | 2 | 2 | 1 | 1 | 2 | 2 | 2 |
| Nursery and primary | * | Pontllanfraith Primary School | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| Nursery and primary | * | Rhiw Sir Dafydd Primary | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| Nursery and primary | * | Rhydri Primary School | 1 | 2 | 1 | 2 | 1 | 1 | 2 |
| Nursery and primary | | Ysgol Gynradd Gymraeg Caerffili | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Nursery and primary | | Ysgol Ifor Bach | 2 | 2 | 2 | 2 | 1 | 1 | 1 |
| Nursery and primary | | Ysgol y Lawnt | 3 | 2 | 2 | 2 | 2 | 3 | 2 |
| Secondary | * | Risca Community Comprehensive School | 3 | 2 | 2 | 1 | 2 | 2 | 2 |
| Secondary | * | St Martin's School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |

| Provider type | | Provider | KQ1 | KQ2 | KQ3 | KQ4 | KQ5 | KQ6 | KQ7 |
|---------------------|---|-------------------------------------|-----|-----|-----|-----|-----|-----|-----|
| Cardiff | | | | | | | | | |
| Nursery and primary | * | Allensbank Primary School | 2 | 2 | 2 | 1 | 2 | 2 | 2 |
| Nursery and primary | * | Coryton Primary School | 2 | 2 | 2 | 2 | 2 | 1 | 2 |
| Nursery and primary | * | Cwrt-Yr-Ala Junior School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Nursery and primary | * | Eglwys Wen Primary School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Gladstone Primary | 2 | 2 | 2 | 1 | 2 | 2 | 2 |
| Nursery and primary | * | Herbert Thompson Primary | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Nursery and primary | * | Holy Family R.C. Primary School | 2 | 2 | 2 | 2 | 3 | 2 | 3 |
| Nursery and primary | * | Llandaff City C.I.W. Primary School | 3 | 3 | 3 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Llanishen Fach Primary School | 2 | 2 | 1 | 1 | 2 | 1 | 1 |
| Nursery and primary | * | Rumney Junior School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Nursery and primary | * | St Bernadette's R.C. Primary School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Nursery and primary | * | St David's C.I.W. Primary School | 2 | 2 | 2 | 1 | 2 | 2 | 2 |
| Nursery and primary | * | Thornhill Primary School | 1 | 1 | 2 | 1 | 1 | 2 | 1 |
| Nursery and primary | * | Tremorfa Nursery School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Nursery and primary | * | Trowbridge Infant School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Willowbrook Primary School | 2 | 2 | 2 | 2 | 3 | 2 | 3 |
| Secondary | * | St Teilo's C.I.W. High School | 2 | 2 | 1 | 1 | 2 | 2 | 2 |
| Special | * | Meadowbank Special School | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| Special | * | The Court Special School | 2 | 2 | 2 | 1 | 1 | 1 | 1 |

| Provider type | Provider | KQ1 | KQ2 | KQ3 | KQ4 | KQ5 | KQ6 | KQ7 |
|------------------------|------------------------------|-----|-----|-----|-----|-----|-----|-----|
| Carmarthenshire | | | | | | | | |
| Nursery and primary | Ammanford Infants School | 2 | 1 | 1 | 1 | 2 | 2 | 2 |
| Nursery and primary | Halfway C.P. School | 2 | 2 | 2 | 2 | 2 | 2 | 3 |
| Nursery and primary | Laugharne V.C.P. School | 3 | 2 | 2 | 3 | 2 | 2 | 2 |
| Nursery and primary | Llandybie C.P. School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | Llanmiloe C.P. School | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Nursery and primary | Llannon Primary School | 2 | 2 | 2 | 3 | 2 | 2 | 2 |
| Nursery and primary | Model C.I.W. School | 2 | 2 | 1 | 1 | 2 | 1 | 1 |
| Nursery and primary | Mynyddygarreg Primary School | 2 | 2 | 3 | 2 | 2 | 3 | 2 |
| Nursery and primary | Nantgaredig Primary School | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| Nursery and primary | Old Road Primary School | 3 | 3 | 3 | 3 | 3 | 4 | 3 |
| Nursery and primary | Richmond Park Primary School | 3 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | Tremoilet V.C.P. | 3 | 2 | 3 | 2 | 3 | 3 | 2 |
| Nursery and primary | Tumble Primary School | 2 | 2 | 3 | 2 | 2 | 2 | 2 |
| Nursery and primary | Ysgol Gymraeg Gwenllian | 2 | 2 | 3 | 2 | 2 | 2 | 2 |
| Nursery and primary | Ysgol Gynradd Brynsaron | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | Ysgol Gynradd Gorslas | 2 | 2 | 1 | 2 | 2 | 2 | 2 |
| Nursery and primary | Ysgol Rhys Prichard | 2 | 2 | 2 | 2 | 3 | 3 | 2 |
| Nursery and primary | Ysgol y Castell | 2 | 2 | 1 | 1 | 2 | 2 | 2 |
| Nursery and primary | Ysgol y Ddwylan | 1 | 2 | 1 | 1 | 1 | 1 | 2 |

| Provider type | Provider | KQ1 | KQ2 | KQ3 | KQ4 | KQ5 | KQ6 | KQ7 |
|---------------------|-------------------------------|-----|-----|-----|-----|-----|-----|-----|
| Secondary | Queen Elizabeth High School | 2 | 2 | 2 | 1 | 2 | 3 | 2 |
| Secondary | Ysgol Gyfun Dyffryn Taf | 1 | 2 | 2 | 1 | 2 | 2 | 1 |
| Ceredigion | | | | | | | | |
| Nursery and primary | Capel Seion Primary School | 2 | 2 | 3 | 2 | 3 | 2 | 2 |
| Nursery and primary | Cilcennin C.P. School | 3 | 3 | 2 | 2 | 3 | 3 | 2 |
| Nursery and primary | Ffynnonbedr Primary School | 2 | 2 | 1 | 1 | 2 | 3 | 1 |
| Nursery and primary | Mynach C.P. School | 2 | 3 | 3 | 2 | 3 | 3 | 2 |
| Nursery and primary | St Padarn's R.C.P. School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | Ysgol Craig Yr Wylfa | 2 | 2 | 2 | 2 | 3 | 3 | 2 |
| Nursery and primary | Ysgol Gynradd Beulah | 2 | 2 | 2 | 1 | 2 | 2 | 2 |
| Nursery and primary | Ysgol Gynradd Dihewyd | 2 | 1 | 1 | 1 | 1 | 2 | 2 |
| Nursery and primary | Ysgol Gynradd Llangwryfon | 2 | 2 | 2 | 3 | 2 | 2 | 2 |
| Nursery and primary | Ysgol Gynradd Llechryd | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | Ysgol Llwyn-Yr-Eos | 2 | 2 | 2 | 1 | 2 | 2 | 2 |
| Nursery and primary | Ysgol Penlôn | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | Ysgol y Castell Caerwedros | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | Ysgol y Dderi | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| Secondary | Penglais Comprehensive School | 2 | 2 | 1 | 1 | 2 | 1 | 1 |

| Provider type | | Provider | KQ1 | KQ2 | KQ3 | KQ4 | KQ5 | KQ6 | KQ7 |
|---------------------|---|------------------------------|-----|-----|-----|-----|-----|-----|-----|
| Conwy | | | | | | | | | |
| Nursery and primary | | Ysgol Babanod Llanfairfechan | 3 | 3 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | | Ysgol Capel Garmon | 2 | 2 | 2 | 2 | 3 | 3 | 2 |
| Nursery and primary | | Ysgol Eglwysbach | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | | Ysgol Glanwydden | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | | Ysgol Maelgwn | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| Nursery and primary | | Ysgol Pant-Y-Rhedyn | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| Nursery and primary | * | Ysgol T. Gwynn Jones | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Ysgol Trefriw | 2 | 2 | 3 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Ysgol Y Foryd | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
| Nursery and primary | | Ysgol Yr Wyddfïd | 4 | 3 | 4 | 3 | 4 | 5 | 4 |
| Secondary | | Ysgol Dyffryn Conwy | 2 | 2 | 2 | 1 | 3 | 3 | 2 |
| Secondary | | Ysgol Emrys ap Iwan | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| Denbighshire | | | | | | | | | |
| Nursery and primary | | Bodnant Infants School | 2 | 2 | 1 | 1 | 2 | 2 | 2 |
| Nursery and primary | | Bodnant Junior School | 3 | 2 | 2 | 2 | 3 | 3 | 2 |
| Nursery and primary | | Borthyn V.C. Primary School | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| Nursery and primary | | Ysgol Bro Famau | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | | Ysgol Caer Drewyn | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | | Ysgol Cefn Meiriadog | 2 | 2 | 2 | 2 | 2 | 2 | 2 |

| Provider type | | Provider | KQ1 | KQ2 | KQ3 | KQ4 | KQ5 | KQ6 | KQ7 |
|---------------------|---|---------------------------------|-----|-----|-----|-----|-----|-----|-----|
| Nursery and primary | | Ysgol Penmorfa | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | | Ysgol Trefnant | 2 | 2 | 2 | 2 | 3 | 4 | 2 |
| Nursery and primary | | Ysgol y Castell | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| Flintshire | | | | | | | | | |
| Nursery and primary | * | Brynford C.P. School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Custom House Lane Junior School | 2 | 2 | 1 | 1 | 1 | 1 | 1 |
| Nursery and primary | * | Nercwys Primary School | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| Nursery and primary | * | Rector Drew V.A. Junior School | 3 | 3 | 2 | 2 | 3 | 3 | 2 |
| Nursery and primary | * | Saltney Ferry C.P. School | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| Nursery and primary | * | Sandycroft C.P. School | 2 | 2 | 2 | 1 | 2 | 2 | 2 |
| Nursery and primary | * | St David's R.C. School | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| Nursery and primary | * | Ysgol Bro Carmel | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Ysgol Bryn Coch C.P. | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Nursery and primary | | Ysgol Derwenfa | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Ysgol Glan Aber C.P. | 3 | 2 | 2 | 2 | 3 | 3 | 2 |
| Nursery and primary | * | Ysgol Gronant | 3 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Ysgol Maes Edwin | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| Secondary | * | Castell Alun High School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

| Provider type | Provider | KQ1 | KQ2 | KQ3 | KQ4 | KQ5 | KQ6 | KQ7 |
|---------------------|--------------------------|-----|-----|-----|-----|-----|-----|-----|
| Gwynedd | | | | | | | | |
| Nursery and primary | Ysgol Beuno Sant, Y Bala | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | Ysgol Brithdir | 1 | 2 | 1 | 2 | 1 | 2 | 2 |
| Nursery and primary | Ysgol Bro Lleu | 2 | 2 | 2 | 1 | 1 | 2 | 2 |
| Nursery and primary | Ysgol Bronyfoel | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | Ysgol Crud y Werin | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| Nursery and primary | Ysgol Dyffryn Dulas | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | Ysgol Gwaun Gynfi | 2 | 2 | 2 | 1 | 1 | 2 | 1 |
| Nursery and primary | Ysgol Gynradd Bryncrug | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | Ysgol Gynradd Edern | 1 | 1 | 2 | 2 | 2 | 2 | 1 |
| Nursery and primary | Ysgol Gynradd Talsarnau | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | Ysgol Gynradd y Ganllwyd | 2 | 2 | 2 | 1 | 2 | 2 | 1 |
| Nursery and primary | Ysgol Gynradd y Groeslon | 2 | 2 | 2 | 2 | 1 | 1 | 1 |
| Nursery and primary | Ysgol Gynradd y Parc | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | Ysgol Llanbedrog | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | Ysgol Rhostryfan | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| Nursery and primary | Ysgol Tregarth | 2 | 2 | 2 | 1 | 2 | 2 | 2 |
| Nursery and primary | Ysgol y Friog | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
| Nursery and primary | Ysgol y Gorlan | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Secondary | Ysgol Botwnnog | 2 | 2 | 1 | 1 | 2 | 2 | 2 |

| Provider type | | Provider | KQ1 | KQ2 | KQ3 | KQ4 | KQ5 | KQ6 | KQ7 |
|-----------------------|---|--|-----|-----|-----|-----|-----|-----|-----|
| Secondary | | Ysgol Y Berwyn | 3 | 3 | 2 | 2 | 4 | 4 | 3 |
| Secondary | | Ysgol Y Moelwyn | 2 | 2 | 1 | 1 | 1 | 1 | 1 |
| Special | | Ysgol Pendalar | 1 | 1 | 1 | 1 | 2 | 3 | 2 |
| Pupil Referral Unit | | Canolfan Brynffynnon | 2 | 2 | 2 | 1 | 2 | 3 | 2 |
| Merthyr Tydfil | | | | | | | | | |
| Nursery and primary | | Abercanaid Community School | 1 | 1 | 1 | 1 | 1 | 2 | 1 |
| Nursery and primary | | Gellifaelog Primary School | 2 | 2 | 2 | 1 | 1 | 2 | 1 |
| Nursery and primary | | Pantysgallog Primary School | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| Nursery and primary | | St Mary's R.C. VA Primary School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Secondary | | Afon Taf High School | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| Secondary | | Bishop Hedley High School | 2 | 2 | 1 | 2 | 2 | 2 | 1 |
| Monmouthshire | | | | | | | | | |
| Nursery and primary | * | Gilwern Junior and Infant School | 2 | 3 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Llandogo C.P. School | 2 | 2 | 2 | 1 | 1 | 2 | 1 |
| Nursery and primary | * | Llanover Primary School | 3 | 3 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | St Mary's Junior School and Special Needs Unit | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | St Mary's R.C. Primary School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Thornwell Primary School | 2 | 3 | 2 | 2 | 2 | 3 | 2 |
| Secondary | * | Caldicot Comprehensive School | 2 | 2 | 1 | 1 | 1 | 1 | 2 |

| Provider type | | Provider | KQ1 | KQ2 | KQ3 | KQ4 | KQ5 | KQ6 | KQ7 |
|--------------------------|---|------------------------------------|-----|-----|-----|-----|-----|-----|-----|
| Neath Port Talbot | | | | | | | | | |
| Nursery and primary | | Abergwynfi Infant School | 4 | 4 | 3 | 3 | 3 | 3 | 3 |
| Nursery and primary | | Bryn Primary School | 2 | 2 | 2 | 1 | 2 | 2 | 1 |
| Nursery and primary | | Coedffranc Primary School | 3 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | | Croeserw Primary School | 2 | 2 | 2 | 1 | 2 | 1 | 2 |
| Nursery and primary | | Crynallt Infant School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | | Duffryn Afan Primary School | 3 | 3 | 3 | 3 | 4 | 4 | 3 |
| Nursery and primary | | Neath Abbey Infant School | 2 | 3 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | | Tonmawr Primary School | 3 | 2 | 1 | 2 | 2 | 2 | 2 |
| Nursery and primary | | Y.G.G. Blaendulais | 2 | 2 | 1 | 2 | 1 | 1 | 2 |
| Nursery and primary | | Ynysfach Primary School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | | Ysgol Gymraeg Pontardawe | 2 | 1 | 1 | 1 | 2 | 2 | 1 |
| Secondary | | Dyffryn School | 1 | 2 | 2 | 2 | 2 | 2 | 1 |
| Pupil Referral Unit | | Bryncoch Tuition Centre | 3 | 2 | 4 | 2 | 3 | 3 | 4 |
| Pupil Referral Unit | | Tŷ Afan Primary Centre | 2 | 2 | 3 | 1 | 3 | 3 | 3 |
| Pupil Referral Unit | | Tŷ Afan Secondary Centre | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| Newport | | | | | | | | | |
| Nursery and primary | * | Brynglas Primary School | 2 | 2 | 2 | 1 | 1 | 2 | 2 |
| Nursery and primary | * | Eveswell Primary School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Nursery and primary | * | Glasllwch Community Primary School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

| Provider type | | Provider | KQ1 | KQ2 | KQ3 | KQ4 | KQ5 | KQ6 | KQ7 |
|----------------------|---|--|-----|-----|-----|-----|-----|-----|-----|
| Nursery and primary | * | High Cross Primary School | 2 | 2 | 1 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Langstone Primary School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Nursery and primary | * | Malpas C.I.W. Junior School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Nursery and primary | * | Malpas Park Primary School | 1 | 1 | 2 | 2 | 1 | 1 | 1 |
| Nursery and primary | * | Milton Infants School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Nursery and primary | * | Rogerstone Primary School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Nursery and primary | * | St Julian's Junior School | 1 | 1 | 1 | 1 | 1 | 2 | 1 |
| Secondary | * | Bettws High School | 4 | 3 | 3 | 3 | 3 | 3 | 3 |
| Secondary | * | Duffryn High School | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| Pembrokeshire | | | | | | | | | |
| Nursery and primary | * | Hakin C.P. Infant and Nursery School | 2 | 2 | 1 | 1 | 2 | 2 | 1 |
| Nursery and primary | | Holy Name V.R.C. School | 2 | 1 | 1 | 1 | 1 | 2 | 1 |
| Nursery and primary | * | Pennar Community School | 2 | 2 | 2 | 1 | 2 | 2 | 2 |
| Nursery and primary | * | Sageston Community Primary School | 2 | 2 | 1 | 2 | 1 | 2 | 1 |
| Nursery and primary | * | St Florence VC School | 2 | 2 | 2 | 1 | 2 | 2 | 2 |
| Nursery and primary | | Tenby V.C. Infants School | 2 | 3 | 2 | 1 | 2 | 2 | 2 |
| Nursery and primary | * | The Meads C.P. Infant & Nursery School | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| Nursery and primary | | Ysgol Bro Ingli | 2 | 2 | 1 | 1 | 2 | 2 | 2 |
| Nursery and primary | | Ysgol Gynradd Eglwysrwr | 2 | 2 | 1 | 1 | 2 | 2 | 2 |
| Secondary | | Greenhill School | 2 | 2 | 1 | 2 | 2 | 2 | 1 |

| Provider type | | Provider | KQ1 | KQ2 | KQ3 | KQ4 | KQ5 | KQ6 | KQ7 |
|---------------------|---|---|-----|-----|-----|-----|-----|-----|-----|
| Powys | | | | | | | | | |
| Nursery and primary | * | Berriew C.P. School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Bronllys C.P. School | 3 | 3 | 3 | 2 | 3 | 4 | 3 |
| Nursery and primary | * | Crickhowell C.P. School | 2 | 2 | 2 | 1 | 2 | 2 | 2 |
| Nursery and primary | * | Ffynnon Gynydd Church in Wales Primary School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Forden C.I.W. School | 3 | 2 | 2 | 1 | 2 | 3 | 2 |
| Nursery and primary | * | Glasbury C.I.W.(A) School | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| Nursery and primary | * | Irfon Valley C.P. School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Knighton C.I.W. School | 2 | 2 | 2 | 1 | 2 | 1 | 1 |
| Nursery and primary | * | Llanbedr C.I.W. (Aided) | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | | Llandrindod Wells C.I.W. School | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| Nursery and primary | * | Llanelwedd C.I.W. School | 4 | 3 | 3 | 3 | 4 | 5 | 3 |
| Nursery and primary | * | Llanidloes C.P. School | 3 | 2 | 2 | 2 | 2 | 3 | 2 |
| Nursery and primary | * | Llansantffraid C.I.W.A. | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Radnor Valley C.P. | 2 | 2 | 1 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Rhayader Church in Wales School | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
| Nursery and primary | * | Trefnanney C.P. School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Ysgol Cynlais C.P. School | 2 | 2 | 1 | 1 | 2 | 2 | 2 |
| Nursery and primary | | Ysgol Gymraeg Ynysgedwyn | 2 | 2 | 1 | 2 | 2 | 1 | 2 |
| Secondary | | Caereinion High School | 2 | 2 | 2 | 2 | 3 | 3 | 2 |

| Provider type | | Provider | KQ1 | KQ2 | KQ3 | KQ4 | KQ5 | KQ6 | KQ7 |
|---------------------------|---|------------------------------------|-----|-----|-----|-----|-----|-----|-----|
| Secondary | * | Gwernyfed High School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Secondary | | Ysgol Bro Ddyfi | 3 | 2 | 3 | 2 | 3 | 3 | 3 |
| Rhondda Cynon Taff | | | | | | | | | |
| Nursery and primary | * | Abercynon Infants School | 2 | 2 | 1 | 2 | 2 | 3 | 2 |
| Nursery and primary | * | Aberllechau Primary School | 3 | 3 | 3 | 3 | 4 | 3 | 4 |
| Nursery and primary | * | Caradog Primary School | 2 | 3 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Carnetown Primary School | 2 | 1 | 1 | 1 | 2 | 2 | 2 |
| Nursery and primary | * | Cilfynydd Primary School | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| Nursery and primary | * | Cwmbach Infants School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Darren Iâs Primary School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Glantaf Infant School | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| Nursery and primary | * | Llanharan Primary School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Llanilltud Faerdref Primary School | 2 | 2 | 1 | 1 | 1 | 2 | 2 |
| Nursery and primary | * | Llwydcoed Primary | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| Nursery and primary | * | Miskin Primary School | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| Nursery and primary | * | Penygawsi Primary School | 2 | 1 | 2 | 2 | 1 | 1 | 2 |
| Nursery and primary | * | Porth Junior Mixed School | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Nursery and primary | * | Rhydyfelin Nursery School | 1 | 1 | 1 | 1 | 2 | 2 | 1 |
| Nursery and primary | * | Tonypandy Primary School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Ynyscynon Nursery School | 2 | 2 | 1 | 1 | 2 | 2 | 1 |

| Provider type | | Provider | KQ1 | KQ2 | KQ3 | KQ4 | KQ5 | KQ6 | KQ7 |
|---------------------|---|---|-----|-----|-----|-----|-----|-----|-----|
| Nursery and primary | | Ysgol G.G. Bronllwyn | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| Nursery and primary | | Ysgol Heol-y-Celyn | 3 | 2 | 2 | 2 | 3 | 3 | 2 |
| Nursery and primary | * | Ysgol yr Eos | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Secondary | * | Hawthorn High School | 1 | 2 | 3 | 1 | 2 | 2 | 2 |
| Secondary | | Ysgol Gyfun Cymer Rhondda | 3 | 2 | 2 | 1 | 3 | 3 | 2 |
| Pupil Referral Unit | | Tai Educational Centre | 1 | 1 | 2 | 1 | 1 | 2 | 1 |
| Pupil Referral Unit | | Ty Gwyn Education Centres | 2 | 2 | 4 | 2 | 2 | 3 | 2 |
| Swansea | | | | | | | | | |
| Nursery and primary | * | Cadle Primary School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Nursery and primary | * | Christchurch (C.I.W.) VA Primary School | 2 | 2 | 2 | 1 | 2 | 2 | 2 |
| Nursery and primary | * | Cwmbwrla Primary School | 2 | 2 | 2 | 1 | 1 | 2 | 1 |
| Nursery and primary | * | Gwyrosydd Primary School | 3 | 2 | 2 | 2 | 2 | 3 | 2 |
| Nursery and primary | * | Llangyfelach Primary School | 3 | 3 | 4 | 2 | 3 | 3 | 3 |
| Nursery and primary | * | Mayals Primary School | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| Nursery and primary | * | Newton Primary School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Parkland Primary School | 2 | 2 | 3 | 1 | 2 | 2 | 2 |
| Nursery and primary | * | Penclawdd Primary School | 2 | 1 | 1 | 2 | 2 | 2 | 1 |
| Nursery and primary | * | Pentrepoeth Junior School | 2 | 2 | 2 | 1 | 2 | 2 | 2 |
| Nursery and primary | * | Pontlliw Primary School | 2 | 2 | 1 | 1 | 1 | 2 | 1 |
| Nursery and primary | * | St Joseph's Cathedral Junior School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

| Provider type | | Provider | KQ1 | KQ2 | KQ3 | KQ4 | KQ5 | KQ6 | KQ7 |
|---------------------|---|--|-----|-----|-----|-----|-----|-----|-----|
| Nursery and primary | * | St Joseph's Catholic Primary School | 1 | 1 | 1 | 1 | 1 | 2 | 2 |
| Nursery and primary | * | Talycopa Primary School | 2 | 2 | 3 | 2 | 2 | 3 | 2 |
| Nursery and primary | * | Ynystawe Primary School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Secondary | * | Birchgrove Comprehensive School | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| Secondary | * | Penyrheol Comprehensive School | 2 | 2 | 2 | 2 | 2 | 2 | 1 |
| Special | * | Penybryn Senior Special School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Torfaen | | | | | | | | | |
| Nursery and primary | * | Brookfield Primary School | 2 | 2 | 1 | 1 | 2 | 2 | 2 |
| Nursery and primary | * | Croesyceiliog North Road Infant School | 1 | 2 | 2 | 2 | 1 | 2 | 2 |
| Nursery and primary | * | George Street Primary School | 3 | 2 | 2 | 1 | 2 | 1 | 2 |
| Nursery and primary | * | Griffithstown Primary | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| Nursery and primary | * | Llanyrafon Primary School | 2 | 2 | 1 | 1 | 1 | 1 | 1 |
| Nursery and primary | * | New Inn Primary School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | * | Our Lady of the Angels RC VA School | 2 | 2 | 1 | 1 | 2 | 2 | 2 |
| Nursery and primary | * | St David's Junior and Infant School | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| Nursery and primary | * | Victoria Primary School | 2 | 3 | 3 | 2 | 2 | 3 | 2 |
| Nursery and primary | * | Woodlands Community Primary School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Secondary | | Ysgol Gyfun Gwynllyw | 2 | 2 | 2 | 2 | 3 | 3 | 3 |
| Special | * | Crownbridge Special Day School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

| Provider type | | Provider | KQ1 | KQ2 | KQ3 | KQ4 | KQ5 | KQ6 | KQ7 |
|--------------------------|---|---|-----|-----|-----|-----|-----|-----|-----|
| Vale of Glamorgan | | | | | | | | | |
| Nursery and primary | * | Barry Island Primary | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Nursery and primary | * | Bute Cottage Nursery School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Nursery and primary | * | Eagleswell Primary | 3 | 2 | 2 | 4 | 4 | 4 | 3 |
| Nursery and primary | * | Holton Primary School | 3 | 2 | 2 | 2 | 2 | 3 | 2 |
| Nursery and primary | * | Llancarfan C.P. School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Nursery and primary | * | Llanfair County Primary School | 1 | 1 | 1 | 1 | 1 | 2 | 1 |
| Nursery and primary | * | Pendoylan C.I.W. VA Primary | 1 | 1 | 1 | 1 | 1 | 2 | 2 |
| Nursery and primary | * | St Helen's R.C. Infant and Nursery School | 2 | 2 | 2 | 1 | 2 | 2 | 2 |
| Nursery and primary | * | Sully Primary School | 1 | 1 | 1 | 1 | 1 | 2 | 2 |
| Nursery and primary | * | Wick Marcross C.I.W. Primary School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Nursery and primary | | Ysgol Sant Curig | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| Secondary | * | Cowbridge Comprehensive School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Wrexham | | | | | | | | | |
| Nursery and primary | | Acton Park Infants School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Nursery and primary | | Acton Park Junior School | 2 | 2 | 1 | 1 | 2 | 1 | 1 |
| Nursery and primary | | Bwlchgwyn C.P. School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | | Chirk Infants School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Nursery and primary | * | Froncysyllte C.P. School | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| Nursery and primary | | Holt Community Primary School | 1 | 1 | 2 | 1 | 1 | 2 | 2 |

| Provider type | Provider | KQ1 | KQ2 | KQ3 | KQ4 | KQ5 | KQ6 | KQ7 |
|---------------------|--|-----|-----|-----|-----|-----|-----|-----|
| Nursery and primary | Johnstown Infants School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | Johnstown Junior School | 2 | 2 | 2 | 1 | 2 | 2 | 2 |
| Nursery and primary | Minera Aided Primary School | 2 | 2 | 2 | 2 | 3 | 3 | 2 |
| Nursery and primary | St Chad's Church in Wales Aided Primary School, Hanmer | 2 | 2 | 1 | 1 | 2 | 1 | 1 |
| Nursery and primary | St Mary's C.I.W. Aided School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Nursery and primary | Ysgol Sant Dunawd | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Secondary | Darland High School | 4 | 3 | 3 | 3 | 3 | 3 | 3 |
| Secondary | St Joseph's Catholic and Anglican Secondary School | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Secondary | The Maelor School | 2 | 1 | 2 | 1 | 2 | 2 | 1 |
| Secondary | Ysgol Morgan Llwyd | 2 | 2 | 2 | 1 | 1 | 2 | 2 |
| Special | * St Christopher's School | 2 | 2 | 1 | 1 | 1 | 1 | 1 |
| Ynys Môn | | | | | | | | |
| Nursery and primary | Beaumaris Primary School | 2 | 2 | 2 | 2 | 3 | 3 | 2 |
| Nursery and primary | Ysgol Ffrwd Win | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| Nursery and primary | Ysgol Goronwy Owen | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | Ysgol Gymuned Llanfechell | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Nursery and primary | Ysgol Gynradd Caergeiliog | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Nursery and primary | Ysgol Gynradd Esceifiog | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| Nursery and primary | Ysgol Llangaffo | 2 | 2 | 2 | 2 | 3 | 3 | 2 |
| Nursery and primary | Ysgol Santes Fair, St Mary's R.C. Primary School | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Secondary | Ysgol Gyfun Llangefni | 2 | 2 | 2 | 1 | 1 | 2 | 2 |