

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

**Llanedeyrn High School
Roundwood
Cardiff
CF23 9US**

School Number: 6814047

Date of Inspection: 24/04/06

by

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16347**

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The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult and community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

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- * makes public good practice based on inspection evidence.

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

The inspection of Llanedeyrn High School took place between 24/04/06 and 28/04/06. An independent team of inspectors, led by Julia Longville undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **full** inspection."

Year groups and key stages

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

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

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

1. Llanedeyrn High School is an 11-16, co-educational school situated in the north-east of Cardiff. There are 886 pupils on roll, a slight increase from the last inspection in May 2000.
2. Pupils come mainly from the local areas of Pentwyn and Llanedeyrn. Fifty percent of pupils come from backgrounds which are economically disadvantaged. The remaining pupils come from backgrounds that are neither prosperous nor disadvantaged. Just over 27% of pupils are entitled to free school meals, compared to 15.7% nationally.
3. The vast majority of pupils has English as their first language. Approximately 15% of pupils come from minority ethnic heritages. Of these, for 3%, neither English nor Welsh is the predominant language spoken at home. Very few pupils speak Welsh as a first language.
4. The school's intake includes the full range of ability. It comprises a minority of able pupils and a majority divided equally among middle and lower ability pupils. In the last four years, over 60% of pupils entered the school with a reading age below their chronological age. Twenty-seven pupils have a statement of special educational need (SEN) and a further 320 pupils have been identified as needing some support. This proportion is much higher than nationally. There is one special unit in the school for pupils with visual impairment (VIU).
5. In the last year, 356 pupils have been temporarily excluded from school. Most of these pupils were boys.
6. The school is part of the Cardiff Collegium partnership with a local further education college. This partnership provides opportunities for 14-19 curriculum development.
7. The headteacher was appointed in September 2001. The deputy headteacher and two assistant headteachers were in post at the time of the last inspection.

The school's priorities and targets

8. The school's vision statement is 'Achievement, Equality and Excellence for All' and its aims are to:
 - set and maintain high standards of pupil achievement;
 - equip pupils with the skills and knowledge needed for life in the modern world;
 - encourage pupils to work together and to develop a respect for themselves and other people;

- develop and maintain effective links with the local community and business partners; and
- encourage pupils in a love of learning as a basis for lifelong education.

9. The school improvement plan for 2005-2006 has four priorities:

1. Raising standards by improving the quality of teaching and learning;
2. Improving the quality of leadership at all levels;
3. Becoming a more inclusive school;
4. To establish the school as a community-focused school.

10. Numerical targets are set for the next three years. These include:

- 65% of pupils should reach at least level 5 in each of the core subjects at key stage (KS)3, and just over half should reach this level in all three subjects combined;
- over 40% of pupils should gain at least five grades A*-C in the General Certificate of Secondary Education (GCSE) examinations; and
- over 85% of pupils should gain at least five grades A*-G.

Summary

11. Llanedeyrn High School has some good features, including the standards achieved by pupils in some subjects and the effective support they receive in a safe and caring environment. The governors, headteacher, senior leadership team and most staff have worked hard to try and raise standards and improve the quality of teaching and leadership. There are, however, important shortcomings in the standards pupils achieve, the effectiveness of teaching and assessment and, as a result of this, the quality of strategic leadership and management across the school. These weaknesses relate directly to unsatisfactory attendance and punctuality, the disruptive behaviour of a significant minority of pupils who interrupt the learning of others in the class and pupils' negative attitude to their work.
12. In accordance with the School Inspections Act 2005 I am of the opinion, and Her Majesty's Chief Inspector agrees, that special measures are required in relation to this school.

Table of grades awarded

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

13. These grades match the school's self-evaluation grades in key questions 3, 4 and 7. Inspectors awarded grades 4 for the remaining key questions, which are one grade below those published in the school's self-evaluation report.

Standards of achievement

14. There are a number of very significant factors that impact negatively on pupils' ability to learn and make progress. The unwillingness of some pupils' to listen to the teacher and other pupils in lessons has a significant impact on the standards they achieve and the progress they make. In these lessons:

- the disruptive behaviour of a significant minority of pupils interrupts the learning of others in the class;
 - pupils are passive in their learning and a significant minority does not remain on task; and
 - pupils lack interest and motivation and have a negative attitude towards their work.
15. The very high number of temporary exclusions, 356 in the last twelve months, exemplifies the on-going issues that the school has had with the behaviour of pupils, particularly boys.
16. Unsatisfactory attendance and punctuality also have a major impact on the standards pupils achieve. Pupils' attendance:
- is just over 85% annually and well below the national target of 92%;
 - affects all age and ability groups;
 - results in them having many gaps in their work that are not followed up by teachers;
 - contributes to their inability to remember work they previously covered in class;
 - affects their motivation and ability to engage fully with their learning; and
 - has a negative impact on their attainment in external tests and examinations.
18. In the 18 subjects inspected, the following grades were awarded:

Subject	KEY STAGE 3	KEY STAGE 4
English	3	3
Welsh second language	2	3
Mathematics	3	2
Science	4	3
Information technology	3	3
Design and technology	4	3
Modern foreign languages	3	2
History	4	3
Geography	4	4
Art	2	2
Music	3	3
Physical education	2	3
Religious education	3	3
Media studies	-	2
Home economics: Food and nutrition Child development	-	3
Sociology	-	2
Drama	2	2
Business studies	-	4

19. Standards were consistently good in art and drama in both key stages and in one key stage in Welsh second language, mathematics, modern foreign languages, physical education, sociology and media studies.
20. There were shortcomings in important areas in geography at both key stages, science, design and technology and history in KS3 and business studies in KS4.
21. Good features outweigh shortcomings in all other subjects.
22. The grades awarded for standards achieved in the 170 lessons inspected in subjects at KS3 and KS4 were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1%	38%	39%	21%	1%

23. These grades are well below the grades awarded for lessons in KS3 and KS4 in all inspections in Wales in 2004-2005 in which 60% of lessons were graded 1 or 2 and 94% 1, 2 and 3. They are also well below the Welsh Assembly Government (WAG) target for 2007 for 98% of lessons to be graded 1, 2 or 3.
24. The 22% of lessons where there are shortcomings in important areas is very high when compared with national figures for 2004-5.
25. Overall, these figures are also below those recorded at the time of the last inspection.
26. The significant factors that impact negatively on pupils' ability to learn and make progress are also reflected in pupils' attainment in external tests and examinations.
27. Since the last inspection in 2000, there has been improvement in the proportion of KS3 pupils achieving at least level 5 in English, mathematics and science and all three core subjects combined. Despite this improvement, the school remains in the bottom 25% of schools with a similar intake.
28. Overall, GCSE examinations results are not as good as they were at the time of the last inspection. The significant shortcomings in performance at GCSE are that the proportion of pupils:
 - gaining at least five grades A*-C has dropped from 33% in 1999 to 29% in 2005;
 - gaining at least five grades A*-G has dropped from 81% in 1999 to 78% in 2005;
 - gaining grades A*-C in the three core subjects of English, mathematics and science has improved over the past three years but remains well below the percentage achieved at the time of the last inspection; and
 - leaving school without GCSE or Entry level qualifications over the past four years has been approximately 6% higher than the figure nationally.

29. Overall pupils' attainment in tests in GCSE examinations in KS4 is currently below local and national figures and places the school in the bottom 25% of schools with a similar intake.
30. Pupils with SEN and many pupils at risk of underachievement in KS4 make particularly good progress and often achieve beyond what is expected. However, in a significant number of subjects and classes the most able pupils are not extended sufficiently well and middle ability pupils underachieve.
31. Although standards in key skills have improved since the last inspection and initiatives introduced by the school are starting to have a positive impact, there is a great deal of inconsistency in the standard of pupils' key skills across the curriculum. Overall, pupils' key skills are better in those subjects where standards are good and pupils are enabled to attain well in external tests and examinations. Of all the key skills, listening is the weakest and has the greatest negative impact on pupils' ability to learn and make progress.
32. The Basic Skills Award has recently been renewed.

The quality of education and training

33. Overall, teaching has good features and no important shortcomings in just over half of lessons. Good features outweigh shortcomings in about one third of lessons.

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
11%	41%	33%	14%	1%

34. The good features are the:
 - teaching in a few curriculum areas where there are good features and no important shortcomings;
 - strategically planned and well-structured mentoring programme for KS4 pupils;
 - support of high quality given to visually-impaired pupils;
 - effective transition arrangements for pupils from Year (Y) 6 to Y7 and those proceeding to further education;
 - wide range of out-of-hours activities and clubs available to all pupils;
 - varied links with the local community and with a wide range of establishments and agencies;
 - programme of work placements offered to Y10 pupils;
 - provision of a caring and safe environment with a wide range of systems to support pupils; and
 - effective links with neighbouring secondary schools and local colleges to extend the 14 – 19 curriculum.
35. Despite the good teaching in just over half of lessons observed, there are important shortcomings in the:
 - teaching in a significant minority of lessons;

- consistency in which teachers implement positive behaviour management strategies;
- quality, regularity and consistency of marking across the school; and
- quality of information pupils receive about their achievements and what they need to do to improve.

36. Other shortcomings include the:

- relatively small number of vocational courses in KS4; and
- organisation and structure of the combined studies programme.

Leadership and management

37. There are important shortcomings in the quality of leadership and management across the school. There are a number of issues that have not been addressed fully by senior and middle managers. These include:

- inconsistencies in the standards pupils achieve in subjects across the curriculum and particularly in science, design and technology, geography, history and business studies;
- insufficient progress in pupils' attainment in external tests at KS3 and examinations at KS4;
- inconsistencies in the quality of teaching, learning and assessment across the curriculum and particularly in those lessons where there were important shortcomings;
- the role of year co-ordinators, form tutors and middle managers in monitoring pupils' academic progress;
- the strategic monitoring of teaching, learning and standards by curriculum leaders within their departments;
- inconsistency in the way middle managers use self-evaluation to plan strategically for improvement;
- significant inconsistency in the way in which data are used to identify underachievement and measure systematically pupils' progress;
- the extensive cost of supply cover and its impact on the limited resources available to the school; and
- the impact of the departmental review process on improving the quality of teaching and learning.

38. Despite these important shortcomings there are good features in the quality of leadership and management. These good features relate more to the work of the senior leadership team than they do to the quality of middle management. They are the:

- clear vision and aims outlined in the school improvement plan to enable the school to move forward;
- drive and enthusiasm of the headteacher and senior leadership team to improve the quality of leadership at all levels;
- clear line management structure that, in most cases, effectively links middle managers with the senior leadership team;

- regular and systematic departmental review process that has started to encourage middle managers to monitor and review the work of their curriculum area;
 - honest and reflective self-evaluation report that identifies what the school needs to do to make progress in improving standards;
 - consideration by senior managers of how resources are linked to the school's priorities for development; and
 - rigorous financial management.
39. Governors are committed and involved actively in the work of the school and contribute fully to strategic development. They have a secure knowledge of pupils' performance and understand how this compares with local and national figures.
40. A particular strength of the governing body is the committee structure that has been established in line with key priorities for school improvement.

Progress since the last inspection

41. The school has not fully addressed the issues raised in the last inspection. The headteacher, senior leadership team and governing body have introduced a wide range of initiatives to try and improve standards and this has been successful in a number of areas and subjects. The following have been addressed to some degree:
- standards in Welsh second language and religious education at KS4, in music at KS3 and in information technology (IT) at both key stages;
 - numeracy and the use of information and communications technology (ICT);
 - use of assessment in some subjects;
 - tracking of pupils' academic progress in KS4; and
 - the systematic link between the school's analysis of its performance and its quality assurance programme.
42. Overall there are still shortcomings in the:
- standards in geography;
 - range and variety of teaching strategies employed;
 - degree of challenge in some subjects;
 - provision for pupils to engage in independent learning;
 - active participation of pupils in lessons;
 - level of attendance;
 - consistency in the implementation of the school's policy for assessment, recording and reporting; and
 - quality assurance role of subject leaders.

Recommendations

In order to improve, the school should focus on the following targets:

- R1. Improve standards in those subjects where there are shortcomings and ensure that pupils of all abilities achieve consistently well across the curriculum.
- R2. Improve pupils' attainment in external tests and examinations and monitor more rigorously their performance across the curriculum.
- R3. Continue to improve pupils' key skills and ensure that they achieve consistent standards in all subjects.
- R4. Implement more rigorously existing strategies for improving:
- the quality of teaching and learning;
 - pupils' attitude and behaviour in lessons and around the school; and
 - use of assessment to improve performance.
- R5. Work with the local education authority and parents to improve levels of attendance and punctuality.
- R6. Increase the number of vocational courses in KS4.
- R7. Implement the plans for improving leadership and management across the school.
- R8. Develop the role of middle managers in monitoring systematically pupils' academic progress and set targets for improvement.
- R9. Improve the quality of departmental leadership and self-evaluation to ensure that it is rigorous, consistent and impacts on raising standards.
- R10. Continue to improve accommodation and resources, and in particular the:
- learning support centre;
 - physical education facilities; and
 - resources in design and technology.

The school improvement plan addresses most of these recommendations. These need to be clearly prioritised and monitored rigorously to enable the school to improve the quality of education that it provides for pupils.

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

A copy of this summary will be sent to every family with a child at the school. The full report can be obtained from the school.

Standards

Key question 1: How well do learners achieve?

Grade 4: Some good features, but shortcomings in important areas

43. This grade is one lower than the school's self-evaluation grade. This is because the inspection team judged there to be shortcomings in important areas in the standards pupils achieve and the progress they make in attaining agreed goals.
44. There are a number of very significant factors that impact negatively on pupils' ability to learn and make progress. The unwillingness of some pupils' to listen to the teacher and other pupils in lessons has a significant impact on the standards they achieve and the progress they make. In these lessons:
45.
 - the disruptive behaviour of a significant minority of pupils interrupts the learning of others in the class;
 - pupils are passive in their learning and a significant minority does not remain on task; and
 - pupils lack interest and motivation and have a negative attitude towards their work.
46. The very high number of temporary exclusions, 356 in the last 12 months, exemplifies the on-going issues that the school has had with the behaviour of pupils, particularly boys.
47. Unsatisfactory attendance and punctuality also have a major impact on the standards pupils achieve. Pupils' attendance:
 - is just over 85% annually and well below the national target of 92%;
 - affects all age and ability groups;
 - results in them having many gaps in their work that are not followed up by teachers;
 - contributes to their inability to remember work they previously covered in class;
 - affects their motivation and ability to engage fully with their learning; and
 - has a negative impact on their attainment in external tests examinations.

47. In the 18 subjects inspected, the following grades were awarded:

Subject	KEY STAGE3	KEY STAGE4
English	3	3
Welsh second language	2	3
Mathematics	3	2
Science	4	3
Information technology	3	3
Design and technology	4	3
Modern foreign languages	3	2
History	4	3
Geography	4	4
Art	2	2
Music	3	3
Physical education	2	3
Religious education	3	3
Media studies	-	2
Home economics: Food and nutrition Child development	3	3
Sociology	-	2
Drama	2	2
Business studies	-	4

48. The grades awarded for standards achieved in the 170 lessons inspected in subjects at KS3 and KS4 were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1%	38%	39%	21%	1%

49. These grades are well below the grades awarded for lessons in KS3 and KS4 in all inspections in Wales in 2004-2005, in which 60% of lessons were graded 1 or 2 and 94% 1, 2 and 3. They are also well below the WAG target for 2007 for 98% of lessons to be graded 1, 2 or 3.

50. The 22% of lessons where there are shortcomings in important areas is very high when compared with national figures for 2004-5.

51. Overall, these figures are also lower than those recorded at the time of the last inspection.

52. The significant factors that impact negatively on pupils' ability to learn and make progress are also reflected in pupils' attainment in external tests and examinations.

53. Since the last inspection in 2000, there has been improvement in the proportion of KS3 pupils achieving at least level 5 in English, mathematics and science and all three core subjects combined. Despite this improvement, the school remains in the bottom 25% of schools with a similar intake.

54. Overall, GCSE examinations results are not as good as they were at the time of the last inspection. The significant shortcomings in performance at GCSE are that the proportion of pupils:
- gaining at least five grades A*-C has dropped from 33% in 1999 to 29% in 2005;
 - gaining at least five grades A*-G has dropped from 81% in 1999 to 78% in 2005;
 - gaining grades A*-C in the three core subjects of English, mathematics and science has improved over the past three years but remains well below the percentage achieved at the time of the last inspection; and
 - leaving school without GCSE or Entry level qualifications over the past four years has been approximately 6% higher than the figure nationally.
55. Overall pupils' attainment in tests in KS3 and GCSE examinations in KS4 is currently below local and national figures and places the school in the bottom 25% of schools with a similar intake.
56. Despite these shortcomings, there has been an upward trend in some GCSE results over the past three years in the:
- percentage of pupils gaining at least grade C in mathematics and science; and
 - percentage of pupils gaining at least grade C in the three core subjects of English, mathematics and science;
 - pupils' attainment in design and technology (graphics), drama, art and sociology which are above national averages; and
 - results in modern foreign languages and media studies which have been consistently good.
57. As a result of staffing problems, 2005 results in English at KS3 and KS4 were not as good as they were in science and mathematics. Girls' performance in English is significantly better than boys. In mathematics and science the difference between the performance of boys and girls has fluctuated year on year.
58. Following a thorough analysis of results, the Headteacher, in collaboration with curriculum leaders and the governing body, set challenging numerical targets for improvement to try and raise the expectations and self-esteem of pupils. Individual pupils in KS4 who receive weekly mentoring have attained well and often gain qualifications well beyond what is expected. Overall, however, the challenging targets for attainment in tests and external examinations at both key stages have not been met.
59. Despite these shortcomings there are good features in the standards pupils achieve in some subjects. Pupils across the ability range make better progress and achieve standards that match their level of ability when they:

- have a clear understanding of what they need to do to improve and are expected to achieve;
 - make good use of stimulating materials that engage them in their learning;
 - respond well to the challenges set for them; and
 - understand and use numerical and written targets to measure their progress accurately and regularly review these targets with their teachers.
60. Pupils with SEN and many pupils at risk of underachievement in KS4 make particularly good progress and often achieve beyond what is expected. However, in a significant number of subjects and classes, pupils' progress is less evident. In these classes:
- the most able pupils are not extended sufficiently well;
 - middle ability pupils underachieve; and
 - the absence of teachers and inappropriate supply cover have impacted negatively on continuity and progression in pupils' work.
61. Standards in key skills have improved since the last inspection and initiatives introduced by the school are starting to have a positive impact. Overall, pupils' key skills are better in subjects where standards are good and pupils are motivated and challenged to attain well in external tests and examinations.
62. The Basic Skills Award has recently been renewed.
63. Where standards in key skills are good, pupils:
- speak with confidence and enjoy the challenge of group discussions;
 - use subject-specific terminology accurately to demonstrate understanding of their work;
 - are motivated to improve their extended writing through planning and redrafting;
 - read fluently in class;
 - calculate and measure distance accurately; and
 - support one another and work well together in small groups.
64. However there remain important shortcomings in the standard of pupils' key skills in a significant minority of lessons and subjects and, as a result, pupils' work suffers and they underachieve. In these lessons pupils:
- give brief oral responses and lack confidence when speaking;
 - produce written work that has errors in punctuation and spelling and is often incomplete and poorly presented; and
 - lack confidence in working independently when researching aspects of their work.
65. Pupils' ICT skills have improved since the last inspection and are good in information technology, sociology, business studies, media and modern foreign languages. However there are shortcomings in the standard of pupils' ICT skills across the curriculum. There are important shortcomings in ICT in Welsh

second language, science, history and music. Standards in ICT are good with no important shortcomings in all other subjects.

66. In almost all subjects, good features outweigh shortcomings in the wider key skills of problem-solving, creative skills, working with others and improving one's own learning. However, there are shortcomings in important areas in these key skills in science, design and technology, history, geography and business studies.
67. Pupils' knowledge and understanding of the Welsh language and their awareness of the culture of Wales are developed effectively in a few subjects. They, however, are not promoted extensively across the curriculum.

The quality of education and training

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

Grade 4: Some good features, but shortcomings in important areas

68. This grade is one lower than the school's self-evaluation grade. This is because the inspection team judged there to be shortcomings in important areas in both teaching and in the use of assessment.
69. Overall grades for the quality of teaching in all lessons observed in KS3 and KS4 were:

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
11%	41%	33%	14%	1%

70. Teaching has good features with no important shortcomings in just over a half of all lessons. Good features outweigh shortcomings in about a third of lessons. These figures are well below both current national targets and the grades awarded in secondary schools in Wales last year.
71. There are some important shortcomings in teaching in just under half of lessons. In a significant minority of lessons the shortcomings are more prevalent than the good features. This is particularly apparent in a number of lessons in business studies, science, design and technology and geography.
72. Where there are important shortcomings teaching does not:
- ensure that pupils are clear of what is expected of them;
 - capture pupils' interests and their participation in effective classroom discussion;
 - provide sufficient variety and challenge in tasks given to pupils;
 - give enough opportunity for pupils to work independently;
 - make effective use of resources to maintain pupils' concentration; and

- make effective use of the knowledge and understanding of support staff to assist pupils with SEN.
73. Overall, there are shortcomings in the assessment of pupils' work across the school. Assessment is not used effectively to plan for improvement and there are important shortcomings in a minority of subjects. These are that:
- marking lacks rigour and consistency;
 - comments on pupils' work do not indicate clearly to them what they need to do to improve; and
 - pupils are unaware of targets set for them.
74. Despite these shortcomings there are outstanding features in teaching in a few lessons in French, mathematics and design and technology. Teaching also has some outstanding features in a very small number of lessons in English, art, Spanish, physical education and combined studies.
75. Where there are outstanding features, teaching promotes a very positive atmosphere of learning where:
- teachers demonstrate excellent subject knowledge that is conveyed enthusiastically to pupils;
 - expectations of pupils are high and they are encouraged to succeed; and
 - activities are well matched to pupils' needs and stimulate their interest.
76. Where there are no important shortcomings, teaching:
- is well planned and pupils understand what is expected of them;
 - is well structured and lessons progress at a good pace;
 - fosters learning through good working relationships between teachers and pupils;
 - makes effective use of resources including purposeful use of ICT in some lessons;
 - provides appropriate activities to match the needs of most pupils; and
 - promotes equality of opportunity and treats all pupils fairly.
77. All statutory requirements for assessment and reporting on national curriculum subjects are met and teaching also fulfils the regulations of examining boards.
78. Pupils' work is often marked well in a majority of subjects. Teachers assess pupils' achievements fairly and regularly. They also provide supportive feedback to pupils that indicates aspects for improvement. Furthermore several subjects use homework effectively to consolidate and extend pupils' learning. A minority of pupils makes good use of an electronic system for revision and homework.
79. The process for identifying pupils in Y11 for mentoring support has some outstanding features. It makes systematic use of a good range of assessment information and is highly effective in monitoring those who are

underachieving.

80. The school has started to use computerised systems to track pupils' progress across subjects, these are not yet fully operational. Currently whole-school procedures are more established in KS4 than in KS3.
81. Annual reports to parents and guardians provide good information on their children's academic and personal development. There is, however, inconsistency in the quality of comments in subjects. Some are very detailed and specify clearly what a pupil needs to do to improve. Others are too general and targets for improvement are unclear.

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

Grade 2: Good features and no important shortcomings

82. This grade matches the school's self-evaluation grade.
83. There are many good features in the way learning experiences meet pupils' needs and interest. These include:
- a strategically planned and well-structured mentoring programme for KS4 pupils that provides very good and successful support for pupils in building their confidence and in preparing them for external examinations;
 - strong links with partner primary schools that ease pupils' transfer to the secondary school;
 - successful curricular links with primary schools in a few departments;
 - the effective curriculum development centre that has been set up as part of the Physical Education and School Sport (PESS) initiative to support the development of the subject in primary schools;
 - strong links with a number of providers that ease pupils' transfer to further education and provide opportunities for Y11 pupils to visit local colleges on their open days to discuss courses and options. Pupils are also interviewed by representatives from the college in the more familiar surroundings of their own school;
 - the wide range of out-of-hours activities and clubs available to all pupils that are well supported and provide further opportunities for pupils to develop their learning experiences;
 - school-based initiatives such as 'Superlearning Days' and Easter Revision classes that are very well attended by pupils;
 - the generally broad and balanced curriculum in KS3 which includes Spanish and enables pupils to develop their language skills;
 - the well-structured alternative curriculum for a small number of pupils in Y10 and Y11 that provides good support for pupils' learning;
 - the Award Scheme Development and Accreditation Network courses (ASDAN) that are offered to pupils unable to cope with the more traditional curriculum;
 - effective links with neighbouring secondary schools and local colleges to extend the 14-19 curriculum provision;
 - effective strategies in KS3 and KS4 that are starting to develop pupils' key skills;
 - very successful involvement in fund-raising events for local and national charities: the school raised the largest sum for a secondary school in the George Thomas Hospice Charity walk;
 - varied links with the local community, and a range of establishments and agencies that have developed many effective initiatives;
 - good links with the local education authority support team and regular visits to the school by the educational psychologist which contribute to the good provision for pupils with SEN;
 - very good long-standing links with initial teacher training colleges; and

- a curriculum which meets legal requirements in all key stages including provision for a daily act of collective worship.

84. The shortcomings are the:

- organisation and structure of the combined studies programme in Y7; and
- relatively small number of vocational courses in KS4.

85. There are also many good features in the way the school responds to the needs of employers and the wider community. These include the:

- carefully monitored two-week work placement for Y10 pupils that requires them to keep a detailed diary of events and evaluate their placements;
- good and supportive links with Careers Wales that are used successfully to develop business links;
- effective links with local employers;
- successful careers convention that is held annually at the school to identify the needs of employers to the community, parents and pupils;
- various strategies used to tackle social disadvantage and stereotyping and successfully ensure equality of access and opportunity for all pupils;
- impressive support given to pupils by staff and outside agencies; and
- way the school, by means of a range of learning experiences and links with local colleges and employers, seeks to develop pupils as independent learners to enable them to acquire the knowledge, understanding and skills to progress further.

86. The shortcoming is the inconsistency in the provision for promoting education for sustainable development.

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

Grade 2: Good features and no important shortcomings

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

88. Outstanding practice

<p>The Visual Impairment Unit is a particularly valuable resource in the school. Pupils supported by the unit are fully included in the life of the school including extra-curricular activities.</p>

<p>The head of the unit is very experienced and well organised. She is expertly supported by a small team of appropriately qualified special support assistants. They provide individual support and the necessary skills for pupils to work independently with their mainstream peers.</p>

In order to gain full access to the curriculum, appropriately differentiated resources of high quality are produced in the unit. Clear guidelines are provided by the Unit to facilitate good practice in the teaching of visually-impaired pupils. These include whole-school professional development that is delivered at the beginning of each school year. Visually-impaired pupils make good progress and achieve well at GCSE.

89. There are very good features in the way pupils are cared for, guided and supported. These include arrangements to facilitate the smooth transfer of pupils from Y6 into Y7. An experienced Y7 co-ordinator supports pupils during their first year in secondary school through effective initiatives such as the Screen and Privilege clubs.
90. The many good features of the school's provision include the:
- positive and productive links with external contributors and support agencies;
 - pastoral support provided by year co-ordinators and form tutors;
 - provision of a caring and safe environment with a wide range of systems to support pupils;
 - good quality careers advice and work experience offered to most pupils;
 - well-established and understood child-protection procedures;
 - the effective and extensive programme of support for pupils with a wide range of SEN that results in pupils making good progress;
 - very good support provided by the learning support department for pupils with an increasing range of SEN;
 - early identification and assessment of individual pupils' specific needs;
 - positive links with primary schools' SEN co-ordinators to prioritise provision at the beginning of Y7;
 - important early communication link with parents of pupils with SEN at the initial open evening;
 - effective provision for special needs and disaffected pupils in KS3 in small discrete classes; and
 - good use made of the referral system to target individual pupils requiring support.
91. Pupils with SEN have particularly good quality and relevant Individual Education Plans (IEPs) that:
- have clear targets for improvement that are negotiated with pupils and conveyed to parents in a formal letter;
 - are reviewed regularly and relate directly to assessments of pupils' progress;
 - are used effectively as working documents in the Learning Support Department; and
 - are made available to all subject departments and are also available electronically.

92. The good features of the quality of provision for equal opportunities are the:
- positive and successful practices to integrate all pupils and promote equal opportunities;
 - climate of tolerance and respect in matters of race relations and the way any issues of racial harassment are promptly and appropriately dealt with;
 - way in which bullying is taken seriously and quickly dealt with; and
 - extensive recognition and promotion of cultural diversity in subjects and other areas of school life.
93. Statutory requirements are fully met and the response to the Code of Practice is good.
94. Despite the overall good provision and systems in place there are shortcomings.
95. These are the:
- lack of consistency in the implementation of positive behaviour management strategies by all staff and, as a result, the high number of temporary exclusions;
 - many on-going strategies to improve attendance and punctuality that have still not resulted in sufficient and significant improvements; and
 - unevenness in the quality of the delivery of a comprehensive personal and social education programme.

Leadership and management

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

Grade 4: Some good features, but shortcomings in important areas

96. This grade is one lower than the school's self-evaluation grade. This is because there are shortcomings in important areas of leadership and strategic management at all levels. There are many issues that have not been addressed fully by senior and middle managers. These are the:
- inconsistencies in the standards pupils achieve in subjects across the curriculum and particularly in science, design and technology, geography, history and business studies;
 - insufficient progress in pupils' attainment in external tests at KS3 and examinations at KS4;
 - inconsistencies in the management of teaching, learning and assessment across the curriculum and particularly in those lessons where there were shortcomings in important areas;
 - role of year co-ordinators, form tutors and middle managers in monitoring pupils' academic progress;

- strategic monitoring of teaching, learning and standards by curriculum leaders within their departments;
 - inconsistency in the way middle managers use self-evaluation to plan strategically for improvement;
 - significant inconsistency in the way in which data are used to identify underachievement and measure systematically pupils' progress;
 - lack of impact of the departmental review process on standards of achievement;
 - insufficient prioritising and monitoring of initiatives and their impact on standards, teaching and learning; and
 - lack of rigorous monitoring of those curriculum areas where there are shortcomings in important areas, including standards, teaching and management.
97. There has also been insufficient improvement in the following key issues raised in the last inspection report. These include inconsistencies in the:
- standards, teaching, learning and assessment within and between departments;
 - work of year co-ordinators, form tutors and middle managers in monitoring pupils' academic progress;
 - use of data to set targets for improvement in pupils' performance in KS3;
 - ability of curriculum leaders to rigorously monitor and review standards, teaching and learning; and
 - attendance, punctuality and behaviour of pupils.
98. Despite these shortcomings, the senior leadership team works hard to promote the school's clear mission statement, vision and aims with all members of the school. They have started to work towards the development of a centre of learning excellence within the community.
99. The school aims to become a community-focused, inclusive school that provides achievement, equality and excellence for all by raising standards and improving the quality of teaching and leadership. These priorities are clearly stated in the school improvement plan to help move the school forward.
100. The senior leadership team is a very hardworking unit, the members of which are committed to setting and achieving high standards across the school. They have:
- the drive and enthusiasm to seek ways to improve continually;
 - clear roles and responsibilities that are being further developed as part of the new staffing re-structure;
 - a clear line management structure that, in most cases, effectively links middle managers with the senior leadership team;
 - in relation to some departments, an effective departmental review process that has started to encourage middle managers to monitor and review work in their curriculum area;

- good systems at KS4 to identify those pupils requiring specific support which have enabled many pupils to attain standards beyond expectations in external examinations;
 - regular senior leadership team meetings that focus effectively on key aspects of school improvement, including pupils' progress and behaviour; and
 - effective links with the local authority and other consultants to support school improvement.
101. However, there continue to be inconsistencies in the quality of middle management across the school. In those curricular areas where there are shortcomings, middle managers do not monitor strategically all aspects of their work.
102. In mathematics, modern foreign languages and provision for pupils with SEN leadership and management are good with some outstanding features and in English, IT and art they are good with no major shortcomings. In history, geography, music and business studies there are some good features but shortcomings in important areas. In all other subjects good features outweigh shortcomings.
103. The outstanding features in mathematics, modern foreign languages and SEN are the:
- strong leadership and real vision for improving standards;
 - exceptional team-work and high expectations; and
 - rigorous targets for improvement that are well matched to departmental and school priorities.
104. In curricular areas where leadership is good, middle managers:
- provide support and guidance of good quality to staff within their curriculum area;
 - establish very positive working relationships that foster learning;
 - strategically monitor standards of achievement, teaching and learning to ensure that there is consistency across the department;
 - regularly review and moderate pupils' work in order to set clear and consistent targets for improvement;
 - use data effectively to set individual pupil and whole-group targets for improvement; and
 - work closely with the senior link manager in reviewing progress within the curricular area and establishing priorities for long-term development.
105. The governing body is a pro-active group that is committed to and involved actively in the work of the school. They:
- work hard to support the headteacher and the senior leadership team by evaluating rigorously information they receive about all aspects of the school's performance;

- contribute fully to the strategic development of the school by critically questioning and reviewing new initiatives and developments;
- have a secure knowledge of pupils' performance and understand how this compares with local and national figures;
- are linked to curriculum areas and have first-hand knowledge of the work of that subject department;
- have an effective committee structure that has been established in line with key priorities for school improvement; and
- set clear governing body targets for improvement that are included in the school improvement plan.

106. A particular strength of the governing body is the committee structure that has been established in line with key priorities for school improvement.

107. The school meets regulatory and legal requirements.

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

Grade 4: Some good features, but shortcomings in important areas

108. This grade is one lower than the school's self-evaluation grade. This is because shortcomings identified by the inspection team, several of which are in the school's self-evaluation report, were judged sufficiently important to lower the school's grade 3 to a grade 4.

109. The grades of the inspection team do not match the grades awarded by the school in its self-evaluation report in 4 out of the 7 key questions.

110. The previous inspection report identified that there was no inclusive, systematic and fully integrated self-evaluation programme and that self-evaluation was not fully developed at subject level. The school has attempted to address these shortcomings but progress, particularly at middle management level, has been very slow.

111. Shortcomings in the way the school reviews its progress are the:

- match between the self-evaluation report grades, the evidence to support the judgement and the significance of the shortcomings identified;
- lack of rigour and regularity of departmental self-evaluation in a majority of departments;
- limited and varied use of statistical data by departments to analyse the performance of pupils and identify effective targets for improvement;
- lack of regular and systematic monitoring of teaching by curriculum leaders;
- lack of understanding of the process and function of self-evaluation in improving standards; and
- insufficient provision by curriculum leaders to address weaknesses in their subject departments.

112. There are a number of good features in the systems by which leaders and managers evaluate and improve quality and standards. These are:
- a reflective self-evaluation report that identifies what the school needs to do to make progress in improving standards;
 - a departmental review process that involves the senior leadership team in monitoring the work of curricular areas through observation, scrutiny of documentation, consultation with pupils and regular meetings;
 - the role of the governing body in systematically and rigorously scrutinising the outcomes of external examination results; and
 - the use of self-evaluation in a few departments to provide a clear and accurate insight into the work of the department. In these cases curricular leaders have a clear picture of strengths and shortcomings and identify appropriate areas for improvement.
113. Senior managers and a minority of teachers are using a variety of data to identify areas for development in relation to the performance of individual pupils and departments.
114. The school has a development plan that has a number of good features. These include:
- appropriate whole-school priorities for improvement that are focused on improving learning and teaching;
 - investment in initiatives to improve the quality and consistency of self-evaluation; and
 - improved links between the senior leadership team and some curriculum leaders.
115. However there are shortcomings:
- the majority of departmental self-evaluation lacks focus and fails to identify clear priorities for improvement. Some departments take insufficient action to remedy the findings of departmental reviews by senior managers;
 - there is significant inconsistency in the way in which data are used to evaluate performance and set targets for improvement;
 - there is little evidence that departmental self-evaluation has led to an improvement in standards in a majority of subjects; and
 - although the school is beginning to implement a number of initiatives intended to improve the quality of learning and teaching, many of these are still in the early stages of development and have yet to impact on standards.
116. The school has not fully addressed the issues raised in the last inspection. The headteacher, senior leadership team and governing body have introduced a wide range of initiatives to try and improve standards and this has been successful in a number of areas and subjects. The following have been addressed to some degree:

- standards in geography;
- range and variety of teaching strategies employed;
- degree of challenge in some subjects;
- provision for pupils to engage in independent learning;
- active participation of pupils in lessons;
- level of attendance;
- consistency in the implementation of the school's policy for assessment, recording and reporting; and
- quality assurance role of subject leaders.

117. These remain key issues.

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

Grade 2: Good features and no important shortcomings

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

119. The good features in the adequacy, suitability and use made of staffing, learning resources and accommodation are the:

- systematic and regular way in which administrative staff and senior managers efficiently and effectively monitor all spending decisions;
- number of suitably qualified and experienced staff;
- role played by support and administrative staff in ensuring that the school runs efficiently and effectively;
- considerable investment the school has made in a rolling programme of improvements in ICT facilities which has result in an increase in the number and quality of computers that are well used by the IT department and other subject areas;
- provision of interactive whiteboards in a few departments and the wider use of data projectors, which has encouraged teachers to develop new approaches to learning and teaching;
- varied size of classrooms although most provide a suitable and stimulating learning environment;
- standard of decoration in rooms and corridors throughout the school which has improved since the last inspection and is good in places; and
- support provided by the modern foreign languages assistant and technicians in science and design and technology.

120. There are however shortcomings. These are the:

- extensive cost of supply cover which impacts on the limited resources available to the school;
- insufficient number of learning support assistants to ensure adequate support for all pupils with additional learning needs;
- limited library facilities and book provision that does not meet recommended levels per pupil in KS3 and KS4;

- unreliability of some of the older ICT hardware, which sometimes means that lessons are interrupted due to technical problems;
- limited resources in design and technology which impact negatively on the standards achieved, particularly in KS3;
- inadequate access to text books in a minority of subjects; and
- unsatisfactory accommodation in physical education.

121. Good features of how efficiently resources are managed to achieve value for money are the:

- careful consideration by senior managers of how well resources are linked to the school's priorities for development;
- effective deployment of staff, including teaching assistants;
- rigorous financial management by the senior managers and administrative staff to ensure value for money;
- close scrutiny and monitoring of departmental spending by senior managers and administrative staff, which have improved since the last inspection;
- effectiveness of the governing body in financial management, in monitoring spending well and contributing usefully to decisions about the allocation of resources;
- staff in-service training (INSET) that is linked effectively to the school's priorities for development and is carefully monitored to ensure that the outcomes are appropriate for the needs of the school and the individual member of staff;
- priority given to staff development for learning support assistants and other support staff within the school;
- award of 'Investors in People';
- plans to re-structure the workforce linked to the school's priorities for development particularly learning and teaching and inclusion; and
- school is allocating the resources for remodelling effectively.

122. There are a few shortcomings in staffing. These are:

- a minority of teachers across the curriculum do not use the skills of support staff effectively; and
- the deployment of some teaching staff outside of their subject area leads to weakness in the delivery of a few subjects.

Standards achieved in subjects and areas of learning

English

KS3 - Grade 3: Good features outweigh shortcomings

KS4 - Grade 3: Good features outweigh shortcomings

KS3

Good features

123. Pupils' speaking abilities are generally good. The majority is confident in offering responses to topics and most are keen to take part in pair and class discussion. Most pupils listen attentively and interact positively with one another and use appropriate language in standard English.
124. Many pupils can, for example, offer well-reasoned viewpoints and make relevant contributions to discussions about language and the persuasive techniques employed in texts. In speaking and listening, for example, a class of pupils showed that they could participate with maturity and insight in a debate about teenage pregnancy.
125. Standards of reading are generally sound and the majority read fluently and display good broad understanding of texts encountered. Pupils read appropriate texts, for example, *Holes* by Louis Sachar and respond productively to encounters with fiction. Useful work is also done in connection with Shakespeare's *Romeo and Juliet*.
126. Some good writing, in terms of understanding and creativity from pupils of average ability, was seen in response to Alfred Noyes' poem *The Highwayman*.
127. The great majority of pupils produce written work that is sound and in line with the demands of the national curriculum. Many pupils produce a range of different styles of writing that adequately covers the categories of letters, reports and responses to poetry analysis.
128. The more able use planning, drafting and rewriting to improve their work effectively and the writing of these more able pupils is generally well structured, sustained and technically sound.
129. Most pupils with learning difficulties make good progress in mainstream classes. They complete appropriate tasks that are successful in raising their basic levels of literacy.
130. Pupils with SEN make good use of suitable materials and support and progress well.

Shortcomings

131. A significant number of pupils in the majority of classes has to be continually reminded about the conventions of turn taking and of listening to, and responding appropriately to the contributions of others in whole-class discussions. This impacts adversely on the quality of the oracy component of some lessons and the time available for teaching and learning.
132. A few pupils in each class often exhibit off-task behaviour and are less productive in terms of their writing and oral contributions to group work.
133. A significant minority produce written work that is not sustained and that is often incomplete. Some written work displays a range of technical errors and general lack of accuracy in sentence structure, punctuation and spelling.

KS4

Good features

134. Pupils generally respond well to topics introduced by teachers and they speak and express their views confidently. They usually employ standard English in exchanges with each other and in response to teachers' questions about tasks and texts. They show good understanding when analysing persuasive devices and techniques used by writers. For example, the majority in one class understood what a rhetorical question meant and were able to offer some explanation regarding its purpose as a technique.
135. Pupils of average ability can make sensible verbal contributions and show adequate understanding of topics and texts under discussion. They are able to work reasonably productively in small groups and participate in well-focused discussions. The majority of pupils can voice viewpoints in discussion and collaborate acceptably in group and class discussion.
136. Standards of reading are generally sound for the majority of pupils who show sufficient understanding of texts. More able pupils are able to read fluently and expressively. These pupils produce written work that shows increasing understanding and creativity in response to appropriate texts such as H.G. Wells' *The Red Room* and Steinbeck's *Of Mice and Men*.
137. The majority of writing is of a reasonable standard commensurate with the indicated levels of ability of pupils. Many produce work that is reasonably proficient in terms of presentation, layout and technical accuracy.
138. Able pupils display good standards in coursework with well-crafted essays that are often sustained, particularly in response to literary texts such as Arthur Conan-Doyle's *Sherlock Holmes*, Shakespeare's *Macbeth* and J.B. Priestley's *An Inspector Calls*. A few pupils produce word-processed work of particularly high quality in their assignments for GCSE.

139. Pupils with SEN are managed with sensitivity and make good progress in smaller groups and engage well with appropriate aspects of the GCSE curriculum. They complete appropriate tasks that help them raise their basic level of literacy.

Shortcomings

140. Some reading is hesitant and less fluent. Some pupils stumble over relatively common words and they do not articulate an understanding of what they are reading.
141. A significant minority of pupils works less effectively in group and pair situation. Responses tend to be brief and the listening skills of these pupils are less well developed as they frequently over-ride the conventions of group discussion.
142. The written work of a significant minority of pupils is prone to formal error, particularly with regard to punctuation, sentence construction and spelling. This work is often incomplete and generally careless in presentation.

Welsh second language

- KS3 - Grade 2: Good features and no important shortcomings**
KS4 - Grade 3: Good features outweigh shortcomings

KS3

Good features

143. Pupils offer brief but accurate responses in oral exchanges. They are prepared to participate in pair work and complete appropriate activities correctly. Occasionally pupils build on language patterns and attempt to extend their answers.
144. On the whole, pupils pronounce words accurately, in an appropriate accent. They understand short passages based on vocabulary previously acquired and complete a variety of tasks which require information such as filling in grids and profiles.
145. Listening tasks are completed correctly when specific information is needed.
146. Reading skills are being developed and pupils are given some opportunities to read aloud in class. Reading is confined to short extracts and comprehension questions are completed.
147. Pupils are able to consolidate oral work by producing a number of related written tasks such as simple paragraphs, questions and answers, and structured exercises which are all completed fairly accurately.
148. A range of sentence patterns is accurately written and pupils produce a good

variety of written work such as letters and dialogues.

Shortcomings

149. Recalling language previously learnt is a problem for the average and lower ability pupils. Oral work can lack fluency and some pupils do not have the confidence to use language meaningfully. Pupils understand more than they can express.
150. A number of pupils have difficulty with enunciation and intonation and sometimes mispronounce familiar words.
151. The less able pupils have difficulty with written work and some of it is inaccurate and brief. More able pupils have difficulty writing extended pieces for different purposes using a range of patterns and a wider vocabulary.

KS4

Good features

152. The more able pupils use familiar sentence patterns fairly confidently when conveying information. Some pupils have enough vocabulary to discuss different topics and can make use of familiar sentence patterns.
153. Pupils show a good understanding of reading material and respond to the material by completing written tasks accurately. They are encouraged to read aloud but quite a number are reluctant to read in front of the class. Less able pupils have some difficulty with pronunciation but will persevere.
154. Pupils complete a fairly good variety of written tasks including, for example, descriptive passages, letters containing personal details and dialogues about work experience. More able pupils are encouraged to complete extended pieces of work.
155. When pupils are guided with their written work, they can produce good structured pieces of work. The less able complete well short paragraphs, dialogues and basic language exercises.

Shortcomings

156. Pupils' use of incidental language is weak. They complete oral tasks rather slowly and tend to rely heavily on the teachers' support, booklets and previous notes.
157. A number of pupils have difficulty using language for real purposes. In oral work pupils lack confidence to give extended responses to questions.
158. Pupils following the short course frequently experience difficulty in pronouncing words commonly encountered in a topic. Their reading is often slow and they cannot read with clarity and meaning.

159. Some written work is brief and very limited in scope and challenge. In these examples, the quality of writing and the correctness show little progression.

160. Frequent absences, especially in Y10, impede the progress of many pupils.

Mathematics

KS3 - Grade 3: Good features outweigh shortcomings

KS4 - Grade 2: Good features and no important shortcomings

KS3 and KS4

KS3

Good features

161. Pupils make steady progress in all aspects of the national curriculum programmes of study. The more able have good investigative skills, solve problems systematically and explain their reasoning clearly.

162. Pupils of all abilities can recall and use basic number facts and perform simple calculations mentally. They manipulate fractions, decimals and percentages and understand the relationship between them.

163. Pupils solve simple equations and simplify algebraic expressions in one or two variables. By the end of the key stage the more able can identify features in the graph of a straight line and understand the connection between the equation of the line and its gradient and intercept.

164. Pupils have good recall of the language of shape and can draw and measure different types of angle accurately and describe the properties of a range of polygons.

165. Pupils understand and use different types of averages and can construct and interpret a range of simple graphs.

166. Pupils with SEN achieve good standards across all attainment targets.

Shortcomings

167. In a minority of classes, pupils have difficulty remembering previous work.

168. In a few classes the most able pupils do not make as much progress as they might because the work set is not sufficiently challenging.

169. In a few lessons work is poorly presented and, even where presentation is satisfactory, graphs and diagrams are drawn in pen without a ruler and pupils are unable to read information accurately.

KS4

Good features

- 170. Pupils are usually able to explain their reasoning in appropriate mathematical language.
- 171. Pupils are able to apply the mathematics they have learned and the standard of their GCSE coursework is good overall.
- 172. Pupils of average ability and above can use powers, roots and indices and write numbers in standard form. They can use inequalities, rearrange formulae and manipulate algebraic expressions correctly.
- 173. Pupils can use Pythagoras' theorem, calculate angles in polygons and enlarge shapes by a given scale factor. More able pupils can also manipulate vectors and apply circle theorems to solve problems in two dimensions.
- 174. Data handling skills are good and pupils can interpret their results correctly in a range of contexts. They understand experimental and theoretical probabilities and can apply these to everyday situations.
- 175. Pupils with SEN achieve good standards across all attainment targets.

Shortcomings

- 176. Progress made during lessons is limited for a very few pupils in KS4.

Science

KS3 - Grade 4: Some good features but shortcomings in important areas
KS4 - Grade 3: Good features outweigh shortcomings

KS3

Good features

- 177. Many pupils have an adequate understanding of the biology, chemistry and physics topics they study at KS3.
- 178. Most pupils make adequate written records of their work and can use scientific terms correctly.
- 179. Most pupils respond accurately to oral questions and a number can give oral explanations of scientific events.
- 180. Most pupils work well together when they carry out practical activities.

181. In some classes pupils make accurate measurements, can collect data in tables and plot graphs. A minority of pupils can analyse scientific results and draw simple conclusions.
182. Low ability pupils and those with SEN are well supported by the department and make good progress.

Shortcomings

183. Many pupils:
- have difficulty in remembering previous work;
 - cannot draw conclusions from scientific results;
 - fail to complete the work set;
 - do not pay attention to their teachers, or the answers of fellow pupils; and
 - do not make sufficient progress in their learning.
184. In many classes a significant number of pupils disrupt lessons and this prevents other pupils from progressing with their work.
185. Few pupils can give extended answers to scientific questions, either orally or in writing.
186. Because they are often absent, many pupils have significant gaps in their work.

KS4

Good features

187. Most pupils have an adequate understanding of the scientific content of the GCSE course. They can use scientific terms accurately and give extended answers to questions, both orally and in writing.
188. Many pupils work well together when they carry out practical activities. They can record their results accurately and present them using graphs. Some understand the concept of a fair test.
189. A minority of pupils can use scientific understanding to explain unfamiliar situations.
190. The most able pupils reach high standards in their GCSE work.

Shortcomings

191. Many pupils cannot remember previous work and this reduces their ability to apply their scientific knowledge.
192. Because they are often absent, many pupils have significant gaps in their work. Some pupils are poorly motivated and fail to complete their work.

Information technology

KS3 - Grade 3: Good features outweigh shortcomings

KS4 - Grade 3: Good features outweigh shortcomings

KS3

Good features

193. Most pupils are able to explain well some of the roles and the importance of ICT both in the context of their learning and society generally, at a level that is consistent with their age and development.
194. Most pupils produce presentations for specific audiences and purposes. They make appropriate choices concerning the information to be presented, the format and style, in order to communicate more effectively with the audience addressed.
195. Most pupils produce presentations of a good standard, making good use of a range of ICT resources and they integrate different types of information from a range of sources.
196. Most pupils demonstrate an understanding of the need for accuracy when inputting and processing data. They use spreadsheets and charts to analyse data and enhance presentations.
197. Pupils can utilise computer models to reflect systems in the real world. Many pupils are able to modify such models in order to change parameters, for instance using spreadsheet formulas.

Shortcomings

198. The progress of a minority of pupils is restricted because they are not sufficiently confident to explore ICT capabilities or solve problems for themselves without help.
199. The most able pupils do not reach the higher levels of achievement, for instance with the development of their own models.

KS4

Good features

200. Most pupils are able to apply good practical skills to integrate outputs from different applications to present information effectively. This is achieved within the context of a business organisation and a variety of suitable documents are produced.

201. Most pupils can produce a suitably structured database which is fit for its purpose and meets the prescribed needs. Some pupils develop systems which enable the processing of information and the production of a variety of suitable reports.
202. The most able pupils can produce presentations of the highest quality, such as a website which would meet the needs of an organisation to promote its business.

Shortcomings

203. A large minority of pupils does not reflect sufficiently on theoretical aspects of the needs of business and organisations, before embarking on the production of ICT solutions.
204. Many pupils are less successful in explaining the solutions they have developed, in user documentation for instance.

Design and technology

KS3 - Grade 4: Some good features but shortcomings in important areas
KS4 - Grade 3: Good features outweigh shortcomings

KS3

Good features

205. In all areas, the quality of the practical work and pupils' making skills are generally of a good standard. The end products resemble closely what they designed.
206. Most pupils show a sound knowledge of health and safety measures and practise them during practical sessions.
207. In practical sessions pupils work well on their own work and seek help when they need it. Pupils take pride in what they make and enjoy the practical activities.
208. Pupils have a sound knowledge and understanding of the skills and processes involved in their practical tasks.

Shortcomings

209. Pupils' creative skills are under-developed within their design booklets. Much of their work relates to shape or form of products and there is too little about construction.
210. In most work, pupils' problem-solving skills are limited. As a result, their knowledge of skills and processes is restricting further development.

- 211. Pupils have a limited range of knowledge about materials and processes, which shows little improvement from one year to the next.
- 212. Pupils have a limited understanding of the design process and the role each part has to play within it.
- 213. Pupils do not produce measurable criteria in the form of their own specification. This has led to design work that lacks breadth and detail.
- 214. Pupils do not evaluate their products thoroughly against their original specification. Pupils' evaluations are superficial and rarely relate to the specification.

KS4

Good features

- 215. Pupils can apply the design process to produce solutions to problems. In graphical communications, this work is of a very good standard.
- 216. Pupils express their ideas through sketches and annotations and in graphical communication this is done particularly well.
- 217. Most pupils use ICT to enhance their folder work, some of which is of a high standard.
- 218. Pupils can explain the reasoning behind their ideas and articulate well their knowledge of practical skills and processes.
- 219. All pupils produce their designed solutions and within graphical communication these are of a good standard.

Shortcomings

- 220. Standards of creative freehand sketching and annotation are weak. Pupils do not show confidence in using this medium freely.
- 221. In some cases, pupils do not show that their skills have been fully developed in their practical outcomes.

Modern foreign languages

KS3 - Grade 3: Good features outweigh shortcomings
KS4 - Grade 2: Good features and no important shortcomings

KS3

Good features

222. The majority of pupils of all abilities make good progress across the key stage. They have an increased awareness and knowledge of language. In year 7 they recognise parts of speech, select appropriate vocabulary and recall basic vocabulary accurately. By Y9, pupils demonstrate increased confidence, and the more able pupils in particular contribute well in all four skill areas.
223. Pupils recall previously learned language successfully. Pronunciation is generally good, particularly during well-paced and focused drilling, where pupils respond well with the support of their teacher. They recognise, understand and, in the best examples, take ownership of new language quickly.
224. Pupils are beginning to develop grammatical awareness. They can identify different categories of words and explain simple aspects of grammar, for example differences in gender and the use of reflexive pronouns.
225. In reading and listening exercises, pupils recognise familiar vocabulary. They identify basic details and answer simple questions in French or Spanish. More able pupils understand and identify new vocabulary in speech delivered at normal speed. By Y9 they recognise vocabulary out of context and are beginning to transfer language across topic areas.
226. Written work is generally well presented and pupils take a pride in their work. Pupils in Y7 can copy accurately and many write responses in full sentences and in short paragraphs on familiar topics. They use negatives with success and have an awareness of gender and agreements.
227. By Y9, pupils can express simple opinions. Pupils of all abilities incorporate past and future tenses into their work, although not always accurately. Many pupils extend their sentences beyond the basic structures drilled. They write in paragraphs, completing, for example, presentations, postcards and short letters.

Shortcomings

228. Some pupils have a poor recall of language. They do not recognise familiar structure in new contexts.
229. Most pupils of low ability make pronunciation errors when reading aloud and they have limited comprehension skills.

- 230. Many pupils write vocabulary based on sound rather than on accurate spelling.
- 231. Pupils lack confidence in independent speaking skills and a minority can only respond in single words.
- 232. A significant minority of pupils does not participate effectively. There are gaps in their work and their progress is limited.

KS4

Good features

- 233. Pupils readily build upon prior learning and approach their work with greater maturity. They are able to discuss their progress and identify areas where they need support. Some pupils are becoming proactive in seeking advice.
- 234. Pupils can identify key points and arguments in factual and informal texts of varying lengths and complexity. They recognise different parts of speech and tenses and the more able are beginning to infer meaning successfully.
- 235. The majority of pupils can express themselves clearly orally and in writing. Pupils of all abilities demonstrate good recall of language. Some more able pupils recall extensive language without support. For the most part, pupils have good pronunciation and quickly utilise new language in their own work. In the best examples, pupils successfully build on each other's responses.
- 236. In their written work, pupils write at length on a range of familiar topics in a number of tenses. More able pupils possess an extended vocabulary and readily incorporate their own ideas into their work. They use dictionaries and glossaries successfully to support their own learning. They express themselves accurately and support their work with reasons and opinions. In the best examples, pupils utilise more complex structures and readily go beyond what is required. They make effective use of synonyms to enrich their responses.
- 237. Language previously learned is used in new contexts correctly. Less able pupils, although not as accurate in terms of spelling and grammar, still express themselves well and make themselves understood. Pupils successfully use ICT to draft and redraft their work. Coursework is of a good standard and pupils of all abilities achieve well, and many achieve in excess of expectation.
- 238. Most pupils display a good grounding in grammar. They can understand and use tenses other than the present with success. They have a good awareness of agreements. Some pupils are able to identify and explain grammatical rules effectively.

Shortcomings

- 239. A small minority of pupils does not readily extend responses unless prompted.
- 240. A few pupils of lower ability make pronunciation errors when reading aloud.
- 241. Spontaneity and initiative are not yet fully developed in speaking.

History

KS3 - Grade 4: Some good features but shortcomings in important areas

KS4 - Grade 3: Good features outweigh shortcomings

KS3

Good features

- 242. Pupils in Y8 and Y9 place key events in chronological order and give reasons for historical changes. They explain and compare changes over time in their work on the industrial revolution.
- 243. Most pupils in Y7 know the main events and consequences of the Norman invasion and some understand the concepts of feudalism and power.
- 244. Most pupils in Y8 and Y9 extract information from historical sources. High ability pupils in Y8 recognize and compare opinions given in different sources in their work on the civil war.
- 245. Some high ability pupils in Y9 understand the concept of alliances between countries and why they were formed in Europe prior to the first world war. Some ask relevant historical questions.

Shortcomings

- 246. Pupils in Y7 make less progress than they could because they do not progressively develop an understanding of source investigation and interpretations of history.
- 247. A significant number of high ability pupils in Y8 are not able to draw detailed conclusions from sources on the civil war or justify them fully. They do not discuss their reasons for forming opinions.
- 248. Most Y9 pupils' knowledge of the events leading to the first world war and their understanding of the reasons for the formation of alliances are limited.
- 249. Pupils' oral and written responses to historical questions are brief and contain little analysis or critical evaluation and they do not present and communicate their findings in history in a variety of ways.

250. Many pupils do not complete set tasks and leave a significant amount of work unfinished.

KS4

Good features

251. Most pupils have a good understanding of events and changes in American history and explain causes and consequences of the Vietnam war. Some middle ability pupils write detailed answers.
252. Many pupils investigate visual and written sources and answer questions using examples from them to illustrate their points. Some ask relevant historical questions in class.
253. Some high ability pupils write well-structured extended responses to historical questions and justify their conclusions with reference to relevant evidence.
254. Some low ability and pupils with SEN in Y10 make good progress in their understanding of chronology and causation, as in their work on Hitler and the inter-war depression.

Shortcomings

255. Pupils do not explain historical events and changes in sufficient depth and detail when responding to oral and written questions. They do not discuss their findings and learning in history confidently in class.
256. A significant number of pupils do not complete their work in history and mis-spell or do not fully understand historical terms.

Geography

- KS3 - Grade 4: Some good features, but shortcomings in important areas**
KS4 - Grade 4: Some good features, but shortcomings in important areas

KS3

Good features

257. The majority of pupils can locate places such as Paris and Disneyland Paris using an atlas. They use scale to calculate distance from Paris with accuracy.
258. Most pupils demonstrate a sound grasp of the factors influencing the location of tourist attractions. They describe and explain the locational factors that determined the siting of Disneyland on the outskirts of Paris.
259. A number of pupils understand and apply geographical vocabulary with accuracy in their study of the environment. Most demonstrate a sound

knowledge of the organisations with responsibility for the protection of differing natural environments.

260. Some of the benefits and problems associated with the development of tourism in Majorca are well understood by the majority of the pupils. Most pupils appreciate how developments of this kind impact upon the environment and people.

Shortcomings

261. The standard of work of all pupils is adversely affected by continual low-level disruption during lessons.
262. A significant number of pupils demonstrates a totally negative attitude towards work that is reflected in the consistently low standard of work.
263. Exercise books display a considerable amount of missing and incomplete work and poor presentation that impact adversely on standards achieved.
264. A significant number of pupils has an insecure understanding of some key geographical vocabulary.
265. Skills of enquiry and independent study are limited.

KS4

Good features

266. Some pupils use geographical terminology with confidence as applied to their weather and climate studies. They demonstrate a sound grasp of terms such as warm front, warm sector, condensation and cyclones.
267. A number of pupils understands the formation of a depression and are able to describe its characteristics.
268. Most pupils demonstrate knowledge and understanding of physical processes especially those associated with glacial landforms and river basins.

Shortcomings

269. Pupils' responses to written tasks demonstrate a lack of depth and understanding.
270. A significant number of pupils are not applying themselves to the set tasks and as a result are unsure of some of the terminology used in the weather and climate unit.
271. The differences between an anticyclone and a depression are not fully understood by all pupils.

272. The majority of pupils' understanding of process and patterns in physical geography is hampered by the unwillingness of a number of pupils to apply themselves positively to their schoolwork.

273. Pupils' files are poorly presented and have an unacceptable amount of incomplete work.

Art

KS3 - Grade 2: Good features and no important shortcomings

Ks4 - Grade 2: Good features and no important shortcomings

KS3

Good features

274. Pupils are able to:

- explore and develop new craft skills in a wide variety of media and work in two and three dimensions;
- show an increasing understanding of the visual language of line, tone, colour, texture, pattern, shape, form and space;
- make good use of their sketchbooks to record ideas and observations to inform their creative making;
- demonstrate good levels of control using different media and techniques;
- make appropriate, imaginative use of the work of artists from different cultures and backgrounds to inform and enrich the development of their investigating and making activities, such as aboriginal, African and north American art;
- develop a greater understanding of art by working in the style of others, such as, Hundertwasser and Welsh artist, Anthony Evans; and
- use purposefully a very good range of primary and secondary sources of reference, such as original paintings, African artefacts, natural forms, electronically based imagery and reference books.

Shortcomings

275. Pupils are not confident using computers to generate and manipulate images and ideas.

KS4

Good features

276. Pupils are able to:

- use the Internet and reference books to purposefully collect information to initiate ideas, inspire their practical work and make sound connections with the work of artists, craftspeople and designers;
- review and modify their work as it progresses;
- competently select and control an appropriate range of media and techniques;
- develop original, competent work based on portraiture and cubism;
- use their sketchbooks to good effect to research and develop ideas. More able pupils use a well developed art vocabulary to annotate their personal work, explore appropriate imagery and demonstrate an imaginative and investigational approach to art making; and
- critically analyse, form sound judgements and express their views competently both orally and in written form.

Shortcomings

277. A minority of pupils do not achieve as well as they could because their work is incomplete and poorly finished.

278. Few pupils use computers to generate ideas or manipulate their artwork.

279. Pupils' experience and skills in certain crafts and materials, such as textiles and photography are limited.

Music

KS3 - Grade 3: Good features outweigh shortcomings

KS4 - Grade 3: Good features outweigh shortcomings

KS3

Good features

280. Boys and girls in Y7 and Y8 sing with enthusiasm showing some control of musical elements. They use warm-up routines effectively and progress from singing in unison, to call and response, and then to simple two and three-part exercises. They sing in both English and Welsh.

281. Pupils develop their performing skills steadily on tuned and untuned percussion instruments and on keyboard instruments. Ensemble playing is better when percussion instruments are used.
282. Some pupils can recall previous learning and they use this to acquire new skills. This is particularly evident when they are composing and improvising music from a range of stimuli.
283. Y9 pupils discuss and debate matters confidently when analysing the elements of music in listening tests.
284. Nearly all pupils demonstrate skill levels appropriate to their abilities when listening to and appraising music from different cultures across the world.
285. Many pupils use self-assessment effectively to improve the quality of their performance when listening to and composing music.

Shortcomings

286. A minority of Y7 pupils, particularly boys, sings with limited intonation and diction. As a result, their performances lack sensitivity and expression.
287. A minority of Y9 pupils lacks the confidence to join in class singing even though the music and vocal ranges are chosen for their age.
288. The compositions of a few pupils lack imagination; they are immature in relation to pupils' development and have little musical interest.

KS4

Good features

289. Nearly all pupils have good listening skills which they use effectively when appraising music.
290. Y10 pupils have a good understanding of musical structures found in a range of styles. The majority presents conclusions using accurate, technical language. They make critical judgments which show good understanding of musical form.
291. The most able pupils in Y11 have very good aural ability which they use successfully when discriminating between the more sophisticated elements of music.
292. Nearly all pupils demonstrate technical competence and accuracy, appropriate to their development, in instrumental performance. Most perform confidently with expression and sensitivity.
293. Many of the pupils with SEN achieve high standards across all aspects of the course.

Shortcomings

294. Too many pupils either fail to gain a qualification at the end of the course or do not submit elements of their coursework
295. Pupils' composing skills are under-developed. Their work shows few signs of being refined and extended and there is evidence of a lack of originality.
296. A minority of able Y10 pupils fails to respond adequately to more challenging compositions. Pupils have difficulty remaining on task which results in them under-achieving.

Physical education

KS3 - Grade 2: Good features and no important shortcomings

KS4 - Grade 3: Good features outweigh shortcomings

KS3

Good features

297. In cricket and baseball, most pupils:
- have good ball-handling skills and demonstrate high levels of technical competence when throwing for distance;
 - are able to direct the ball away from fielders when batting; and
 - have well-refined decision-making skills that they use to good effect in the game situation.
298. The batting and fielding skills of Y8 boys are very good. Nearly all pupils in the class are able to:
- catch balls thrown or hit to them over different distances and speeds; and
 - use effective communication in the game situation that enhances their own and the team's performance.
299. In athletic activities, most pupils make good progress in throwing and jumping events. They have:
- a good understanding of correct technique: and
 - the ability to observe and correct each other's performance.

Shortcomings

300. With the exception of Y8 boys, the majority of pupils has difficulty catching the ball in the game situation.
301. In athletic activities, a significant minority of girls lacks:

- concentration and makes minimal progress in developing knowledge and understanding of the correct throwing technique; and
- the necessary body tension required when jumping for distance.

KS4

Good features

302. In basketball, most boys have:

- a good understanding of the game and apply rules accurately;
- good vision and are able to make decisions about whether to pass or take on the opposition; and
- a basic understanding of defensive strategies and apply these with varying degrees of success in the game situation.

303. Girls make particularly good progress in trampolining. Most pupils can:

- perform a basic routine with varying levels of refinement; and
- work to the best of their ability accurately observing and correcting individual actions; and
- get height off the trampoline bed and maintain good body shape throughout their sequence.

304. In athletic activities, pupils following the GCSE course are able to:

- understand correct running technique and, using basic analysis, help to improve the performance of others in the group;
- use basic terminology quite well to demonstrate their understanding of the physical requirements needed for running and throwing events; and
- achieve standards commensurate with their ability.

305. Most pupils following the GCSE course are able to apply practical skills in their written work. They understand:

- components of fitness and how they can be tested and improved; and
- what is expected of them and how they can improve their work.

306. In both key stages pupils across the ability range, including those with SEN, are very well supported and make good progress.

Shortcomings

307. Boys' shooting skills in basketball and girls' decision-making in baseball are less well refined.

308. The progress of a significant minority of girls is affected by their overall lack of participation in lessons.

309. Overall, pupils following the GCSE course make little use of ICT to enhance their understanding of the work.

310. In both key stages, pupils:

- are not actively involved in the lesson if they are unable to participate; and
- are not confident about reflecting on their performance and talking about how it might be improved.

Religious education

KS3 - Grade 3: Good features outweigh shortcomings

KS4 - Grade 3: Good features outweigh shortcomings

KS3

Good features

311. Pupils across the ability range have good factual knowledge and understanding of the units of work studied, which reflect the locally agreed syllabus.

312. Pupils have a good knowledge of some of the major beliefs of Islam as expressed in the five pillars. They are able to recall previous teaching on Hinduism.

313. Pupils are aware of the historical events surrounding the development of Sikhism. They are aware of how religious belief influences everyday life and culture. They respond sympathetically and with empathy.

314. Pupils read competently and with understanding. The written work of many pupils is of a good standard. They take responsibility for their learning. They are able to give their own responses, the more able supporting their views with religious reasons.

315. Pupils with SEN have an appropriately secure factual knowledge and a good conceptual understanding.

Shortcomings

316. A minority of pupils has an unclear recollection of prior learning. With a minority of pupils their understanding is superficial.

KS4

Good features

317. Pupils have a good understanding of the personal and social challenges faced by contemporary society. Pupils are able to describe some of the major

environmental issues faced today and discuss them in the light of the Biblical view of creation and human stewardship.

318. Pupils are able to discuss the place of family and marriage in society. They have a clear understanding of the religious commitment made at Christian wedding ceremonies.
319. Most pupils respond well to clear teacher direction and display an open mindedness when challenged. The more able pupils write accurately and at length. They are able to describe, analyse and apply their knowledge.

Shortcomings

320. A few pupils demonstrate the skills of managing their own learning. Their ability to judge their own performance and identify targets for improvement is limited.

In both key stages:

321. A minority of pupils shows limited skills of exploring understanding and responding to new knowledge. Their ability to speak at length, giving extended answers, is limited.
322. Low- level disruption inhibits pupils' learning.

Media Studies

KS4 - Grade 2: Good features and no important shortcomings

Good features

323. Pupils are able to use, with a good degree of confidence and accuracy, a range of media terms. They apply their knowledge of media terminology and texts to new contexts.
324. Pupils are able to engage critically with media texts in order to determine how they are constructed and their appeal to specific audiences. Their work displays imagination and application of some media skills.
325. Most pupils are willing to contribute to discussions and debates about the media. The majority of pupils are interested and motivated by the subject and has sufficient confidence and understanding to make useful contributions to class discussions.
326. Pupils make good use of ICT to produce a range of media texts for GCSE coursework.

Shortcomings

327. A few pupils are reluctant to commit their ideas to paper and do not complete the work set in the time allocated.

Business Studies

KS4 - Grade 4: Some good features but shortcomings in important areas

Good features

328. A minority of pupils understands the different types of office environments, including cellular and open-plan offices.
329. Pupils are able to recall the main methods of communication.
330. The majority of pupils is able to recall previous learning on wages and salaries.
331. Pupils use ICT confidently to demonstrate their understanding of office environments.
332. The majority of pupils demonstrate an understanding of typing conventions to produce a business document.

Shortcomings

333. Pupils' answers are brief and they are unable to extend them to demonstrate sound understanding of wages and salaries.
334. Many pupils do not complete tasks set and leave a significant amount of work unfinished.
335. A significant minority of pupils' folders contains a considerable amount of incomplete work and this has an impact on standards achieved.
336. Poor behaviour and lateness significantly hinder the progress of the majority of pupils.
337. Pupils are passive in their learning and have difficulty remaining on task.
338. Written responses produced by the majority of pupils are brief and lack depth of knowledge and understanding of business and communications systems.
339. Pupils demonstrate a limited understanding of health and safety issues within an office environment.

Home economics: Food and nutrition

KS4 - Grade 3: Good features outweigh shortcomings.

Good features

- 340. More able pupils make a consistent effort to complete their course work to a good or better standard for their age and ability.
- 341. All pupils understand the vegan lifestyle and the needs of a vegetarian diet, bringing previous knowledge and understanding to the subject.
- 342. Pupils organise their food preparation areas well and work to a good standard of cleanliness and safety.
- 343. They use a variety of small food equipment well to process vegetables and show good hob and oven control when cooking their vegetarian dish.
- 344. Pupils use technical vocabulary reasonably well to explain the processes they are undertaking and the nutritional value of foods.

Shortcomings

- 345. A small number of pupils have work that is incomplete. Their written work lacks depth and their knowledge and understanding are limited.
- 346. Pupils make insufficient use of ICT applications to aid their understanding and knowledge of food values and functions, and also to improve presentation of their coursework.
- 347. They lack confidence as independent learners to research and develop topics individually to meet the needs of the examination syllabus.

Home economics: Child development

KS4 - Grade 3 - Good features outweigh shortcomings.

Good features

- 348. A significant number of more able pupils demonstrate a good knowledge of the social, emotional, intellectual and physical development of young children in all aspects of their work.
- 349. Pupils in Y10 are able to discuss the issues around child abuse well, demonstrating good previous knowledge and understanding from national stories on this topic.

350. More able pupils in Y11 have completed in-depth case studies on a young child to a high standard of presentation. Their enjoyment of undertaking the study shines through the presentation and thoroughness of their work.
351. The prescribed task undertaken by these pupils in Y11 has been completed thoroughly with a practical outcome that shows flair and understanding of the context of language development.
352. Technical vocabulary is used well by many pupils to explain their understanding and knowledge of a range of topics.
353. The presentation of the coursework tasks produced by pupils demonstrates the use of a wide range of ICT applications to enhance written and numerical data.
354. The high examination grades achieved by these more able pupils reflect the quality of their coursework.

Shortcomings

355. A significant minority of pupils fails to complete work in all aspects of the coursework and fails to undertake a child case study or board-prescribed task fully to meet the requirements of the examination.
356. Written responses produced by a significant minority of pupils lack depth of knowledge and understanding.
357. The work of a significant minority of pupils lacks quality of presentation with little use made of ICT applications to enhance their work. They show little pride in their work.
358. Less able pupils do not work as independent learners to research and develop topics individually, to meet the needs of the examination syllabus.

Sociology

KS4 - Grade 2: Good features and no important shortcomings

Good features

359. Pupils have a good knowledge and understanding of social structures such as the family, education, crime, and poverty.
360. Pupils have a good understanding of social processes such as socialisation, culture and identity, and social change.
361. Pupils develop good knowledge and understanding of research methods in sociology. They are able to form hypotheses, gather data, and analyse them critically.

362. Pupils demonstrate an effective use of ICT. They word process their work and use graphs to display numerical data. The more able pupils write to a high standard.
363. Less able pupils achieve well respond positively to differentiated support, particularly in their written work.
364. Pupils' knowledge of the subject is supported by high teacher expectations in terms of their behaviour and work.

Shortcomings

365. Many pupils have limited skills of pair and group work.
366. Many pupils are unsure of how to improve the standard of their work in subject specific terms. They are unable to design questionnaires, analyse data and draw conclusions from it.

Drama

KS3 - Grade 2: Good features and no important shortcomings
KS4 - Grade 2: Good features and no important shortcomings

KS3

Good features

367. Pupils work productively in groups exploring relevant tasks, using a good range of drama techniques.
368. The majority is able to listen purposefully and engage in role-play that displays confident interaction and co-operation with one another.
369. They are able to work within time limits set for tasks and the great majority is able to present effective short improvised performances that convey story and character well.
370. Pupils demonstrate that they are able to depict character well and in doing so, they convey meaning effectively through voice, actions and gestures.

Shortcomings

371. A few pupils are off task for short periods, particularly at times of transition from one activity to another.
372. A few pupils are less able to sustain roles in performance.

KS4

Good features

- 373. Pupils engage well with appropriate texts such as *Blood Brothers* that are sufficiently demanding and show that they can produce devised work in groups that is in line with the demands of GCSE requirements.
- 374. Pupils use their voices and facial expressions well in their portrayal of clearly defined characters and emotions. They are also able to make use of silence and discuss its impact and value in improvised scenes.
- 375. Written work usefully develops and reinforces ideas encountered in practical lessons and texts.
- 376. The good quality of performances combined with written work, provides confirmation that pupils are meeting GCSE demands at KS4.

Shortcomings

- 377. Some written work and performances are less effective in terms of insights and understanding conveyed.

School's response to the inspection

The school accepts the findings of the report and notes the positive comments about its strengths. We are pleased that the inspectors commended the safe and caring environment and that they found outstanding practice in the visually impaired unit which is a centre of excellence.

The school recognises that improvement is necessary in those areas that the inspection team has identified as shortcomings. These include weaknesses relating to the standards that pupils achieve, attendance and punctuality, pupils' behaviour and aspects of leadership.

An action plan is being prepared to address these shortcomings. We are confident that we can address all of the recommendations and staff and governors have already made good progress in some aspects.

A copy of the school's action plan in response to the inspection report will be sent to all parents. The governors annual report to parents will identify the progress we are making.

In conclusion, the school would wish to identify that the inspection took place at the time of the announcement of the school organisation plan by Cardiff City Council. The plan identified Llanedeyrn High School for phased closure. During the inspection week the plan was abandoned by the council.

Appendix 1

Basic information about the school

Name of school	Llanedeyrn High School
School type	Secondary
Age-range of pupils	11-16
Address of school	Roundwood, Llanederyn Road Cardiff
Postcode	CF23 9US
Telephone number	02920540688

Headteacher	Mrs Dianne Jeremy
Date of appointment	1 September 2001
Chair of governors/ Appropriate authority	Mrs Gill Chudley
Reporting inspector	Julia H.C. Longville
Dates of inspection	24 – 28 April 2006

Appendix 2

School data and indicators

Year group	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y13	Total
Number of pupils	181	178	170	172	185	0	0	886

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	48	6	51.9

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	17.1
Average teaching group size	23
Overall contact ratio (percentage)	73.1%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole School
Term 1	89	86	87	84	82			86
Term 2	86	82	86	82	89			85
Term 3	91	88	85	86	83			86

Percentage of pupils entitled to free school meals	27.3
Number of pupils excluded during 12 months prior to inspection	356 (temp)

Appendix 3

National Curriculum Assessment Results End of Key Stage 3:

National Curriculum Assessment KS3 results: 2005														
Total number of pupils in Y9: 172														
Percentage of pupils at each level														
			D	A	F	W	1	2	3	4	5	6	7	8
English	Teacher assessment	School	0	3	0	0	0	1	8	27	46	13	2	0
		National	0	1	1	0	0	2	8	21	34	24	9	0
	Test	School	0	2	4	0	0	0	13	29	40	10	2	0
		National	0	4	1	0	0	0	8	20	33	23	10	0
Mathematics	Teacher assessment	School	0	3	0	0	0	1	8	28	34	21	5	0
		National	0	1	1	0	0	1	7	19	26	32	14	0
	Test	School	0	10	3	0	0	0	8	22	28	24	5	0
		National	0	5	1	0	0	0	5	17	20	36	15	0
Science	Teacher assessment	School	0	3	0	0	0	1	10	28	37	20	1	0
		National	0	1	1	0	0	0	6	20	33	27	12	0
	Test	School	0	5	2	0	0	0	10	27	37	18	1	0
		National	0	4	0	0	0	0	5	17	33	28	13	0

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

Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	48	In the school	38
In Wales	56	In Wales	57

Public Examination Results:

For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ	
Number of pupils aged 15 on the school roll in January 2005	154
Average GCSE or GNVQ points score per pupil	28

The percentage of 15 year old pupils who in 2005:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	84	86	87
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	29	50	52
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	78	83	85
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	15	36	38
entered at least one Entry level qualification, GCSE short course or GCSE	97	97	97
attained one or more GCSE grades A*-C or the vocational qualification equivalent	62	73	76
attained one or more GCSE grades A*-G or the vocational qualification equivalent	88	92	93
attained no graded GCSE or the vocational qualification equivalent	12	8	7
attained one or more Entry level qualification only	1	3	3
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1			
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2			

UA Unitary Authority

Appendix 4

Evidence base of the inspection

Twenty-two inspectors spent a total of 55 days in the school and were joined by one of the school's assistant headteachers as nominee. They held a meeting before the inspection.

During the inspection, inspectors visited:

- 170 lessons;
- registrations and assemblies; and
- some extra-curricular activities.

Members of the inspection team met with:

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

The team also considered:

- the school's self-evaluation report;
- 58 replies to the parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection;
- a range of pupils' work in all subjects; and
- samples of pupils' reports.

After the inspection, inspectors held meetings with heads of curricular areas, senior managers and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Julia Longville	Rgl: Context, Summary, Recommendations, KQ1, KQ5, Appendix, Physical education
Mr David Williams	KQ2
Mr Clive Rowlands	KQ3
Mr Martin Rawle	KQ4
Ms Jayne Edwards	KQ6, KQ7, Media studies
Mr Ted Tipper	Lay inspector: Attendance, part of KQ7
Mr David Hughes	Science
Mr Jeff Hanney	Science
Mr Gwyn Griffiths	Contributing to KQ4: additional learning needs
Mr Charlie Harris	English, drama
Mrs Mererid Stone	Mathematics
Mr Hywel Buckland	Design and technology
Mrs Jane Down	Home economics
Mr Mike Pickin	Information technology
Mr Huw Llewelyn	Geography
Dr Sian Williams	History
Mrs Heulwen Jones	Welsh second language
Mrs Dawn Sadler	Modern foreign languages
Ms Shan Samuel-Thomas	Art
Mr Brendan Barry	Music
Mr Peter Harris	Religious education and Sociology
Ms Julia Hopkins	Business Studies
Mr Paul Tiltman	Nominee

Contractor

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