

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**St Teilo's C.I.W. High School
Llanedeyrn Road, Cardiff, CF23 9DT**

School Number: 6814609

Date of Inspection: 28/01/08

by

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St Teilo's C.I.W. 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 St Teilo's C.I.W. High School took place between 28/01/08 and 01/02/08. An independent team of inspectors, led by Peter Guy Carter 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 nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

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. St Teilo's Church-in-Wales High School is an 11-18 co-educational comprehensive voluntary-aided school in the Cardiff Local Education Authority (LEA). There are 1211 pupils and students on roll compared to 1145 at the time of the last inspection in February 2002. The number of students in the sixth form has increased from 202 to 250 in the same period. The school is heavily oversubscribed.
2. The school is located on the eastern side of Cardiff. It serves the immediate area of established housing estates and takes pupils from the eastern half of Cardiff for denominational education. Attainment on entry represents the full range of ability. There are 112 pupils and students who are identified as having special education needs (SEN) including 19 who have statements of SEN. At the last inspection, 177 pupils had SEN, of whom 13 had statements.
3. A small percentage of pupils comes from minority ethnic backgrounds. Approximately 10% are Muslim. Around two-thirds of pupils and students come from areas of urban deprivation. English is the first language of 95% of pupils and students. Around 10% of pupils are entitled to receive free school meals. This figure is lower than the national average of 17.5% and the local average of 21%.
4. The headteacher has been in post since just before the last inspection. Two new deputy headteachers were appointed in 2004. The senior leadership team (SLT) consists of the headteacher, both deputies and three assistant headteachers; at the time of the inspection, one of these posts was being covered by two acting assistants.

The school's priorities and targets

5. The school's motto is "Education with Care". Its vision statement emphasises the importance of:
 - high achievement and enthusiasm for learning;
 - developing strengths and realising potential; and
 - a caring, happy community that values the individual within a Christian environment.
6. The priorities set out in the current school improvement plan (SIP) 2007-2008 are:
 - learning and teaching;
 - staff development;
 - inclusion;
 - school environment; and
 - partnership with others.

Summary

7. St Teilo's Church-in-Wales High School is a good school. It has a distinctive Christian ethos, based on its motto "Education with Care". This ethos is evident in all aspects of the school's work. The range of learning experiences and the quality of care which it provides have outstanding features.

Table of grades awarded

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

Standards

Grades for standards in subjects inspected

8. The inspection team inspected the standards that pupils and students achieve in six subjects of the curriculum at Key Stage (KS) 3, KS4 and in the sixth form. The following table shows the grades awarded at each stage in the six subjects.

Subject	KS3	KS4	Sixth form
English	2	2	2
Welsh second language	2	2	2
Science	3	2	2
Design and technology	3	2	2
Modern foreign languages	2	2	2
Physical education	2	2	2

9. The following table shows the percentages of grades awarded for standards of achievement at each stage in all lessons observed during the inspection.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	13%	51%	33%	3%	0%
KS4	6%	71%	16%	6%	0%
KS3+ KS4	10%	60%	26%	4%	0%
Sixth form	13%	70%	17%	0%	0%
Whole school	11%	62%	24%	3%	0%
These figures are based on the observation of 93 lessons					

10. The figures in this table fall short of the national target for 2010 for standards of achievement to be awarded grades one, two or three in 98% of lessons by a single percentage point.

KS3 and KS4

11. In over two-thirds of lessons observed, pupils achieved standards which have good features and no important shortcomings. There were outstanding features in around a tenth. In most other lessons good features outweighed some shortcomings. In very few lessons there were shortcomings in important areas. There is some variation, however, in the standards achieved in different subjects.
12. Overall, standards of achievement are higher at KS4 than at KS3. Pupils who have additional learning needs (ALN) achieve standards which are good in relation to their abilities at both stages.
13. The great majority, at both stages, is successful in attaining agreed learning goals. They achieve good standards in the key skills of communication, use of number and information technology (IT). Most pupils demonstrate good bilingual competence. They have a good level of understanding of the Welsh language but do not often use it, except in Welsh second language lessons.
14. In almost all cases, recent results in examinations and assessments by teachers at the end of key stages compare favourably with local and national averages. They are also close to comparative figures from schools where a similar percentage of pupils is entitled to receive free school meals.
15. With few exceptions, pupils make good progress in learning. They make good progress in acquiring knowledge, skills and understanding. This prepares them well to move on to the next stage of learning. In most cases, pupils know how well they are progressing and how to improve.
16. Pupils' personal, social and learning skills are very good. They work well, both individually and together, and make good use of their time in lessons. They act responsibly and show respect for each other and their teachers. Their mutual respect is a distinctive feature of this school. Pupils make outstanding progress in their spiritual, moral, social and cultural development.

17. Pupils' behaviour is very good, both in lessons and around the school. They achieve good levels of attendance which are significantly higher than the local average. Very good progress has been made in improving attendance since the last inspection. Most pupils arrive punctually at the start of the school day and for their lessons.
18. Pupils show good levels of awareness of equal opportunities issues and diversity within society. This prepares them very well for effective participation in the workplace and the community.

The quality of education and training

19. Teaching has good features with no important shortcomings in over two-thirds of all lessons observed. There were outstanding features in almost a fifth of these lessons. Teaching is better in KS4 than it is in KS3. The proportion of lessons where teaching was awarded grade three or four is higher in KS3 than it is in KS4. In most of these lessons, good features outweighed shortcomings. Overall these figures are very close to figures from all secondary schools inspected in Wales in 2005-2006.
20. In the best lessons, the teaching is dynamic and challenges pupils to achieve their best. Teachers expect pupils of all abilities to achieve high standards and explain clearly what they are going to learn. They plan well-structured and stimulating lessons which engage pupils in learning as soon as they enter the classroom.
21. The best teachers provide very good support for less able pupils and relevant extension activities for the most able in the class. They encourage pupils of all abilities to work independently to research aspects of their work.
22. Common features of teaching of high quality are the very good relationships that foster learning and the high level of respect that exists between teachers and their pupils.
23. Where there are shortcomings in teaching, teachers talk for too long and provide too much direction. In these lessons, expectations are not high enough. The pace of lessons is slow and there is insufficient challenge. Classroom activities are not structured well enough and pupils have difficulty concentrating and remaining on task. Homework is not set regularly enough to extend and consolidate the work covered in class.
24. Teachers assess and monitor pupils' progress regularly in most subjects. In many subjects, portfolios of evidence of pupils' work are used successfully to moderate accurately across the subject department.
25. The majority of teachers provides pupils with relevant oral feedback in lessons and diagnostic written feedback on their work. This helps pupils understand what they need to do to make progress and set targets for improvement.

26. Self-assessment and peer-assessment are used well in a few subjects to help pupils identify strengths and areas for development in their work.
27. There is inconsistency in the quality of marking within and between departments. Where there are shortcomings, teachers' comments are superficial and do not provide pupils with enough information about how their work could be improved.
28. There is a lack of consistency in the extent to which teachers use National Curriculum (NC) levels at KS3 and grades at KS4 to set accurately challenging targets for pupils.
29. The electronic system for recording pupils' academic progress across the curriculum is difficult for teachers to access on a regular basis. As a consequence, the wide range of data that is available is not used well enough to set challenging targets for improvement nor to monitor pupils' academic progress.
30. The quality of reports to parents varies within and between departments. The best examples include encouraging and personalised comments about pupils' progress. However, overall targets are not specific enough. They are too general and focus more on effort than on knowledge, understanding and skills in the subject.
31. The education which the school provides meets the needs and range of pupils. The curriculum is broad and balanced and meets effectively the needs and interests of individual learners of differing abilities at both key stages. A good range of subject options is provided at KS4. Pupils can select from five possible routes. The extent to which the curriculum enables learners' aspirations to be met is an outstanding feature.
32. Assemblies and form tutorial periods are of excellent quality and are a distinctive feature of the school. They are used very successfully to promote pupils' spiritual and moral development.
33. Partnerships with parents, the community and other providers are strong. The school has effective collaborative links with other denominational schools and colleges in south Wales through the Faith-Based Network. The current project based on Welsh and IT is an outstanding example of transition links with partner primary schools. The campus is used well as a community resource for learning.
34. There are outstanding features in the school's Work-Related Education (WRE) programme. Pupils in Year (Y) 10 complete a carefully monitored two-week work-experience placement. The school has identified the needs of local employers and they, together with industrialists, visit the school on a regular basis to deliver presentations and help develop pupils' entrepreneurial skills.

35. The school is very successful in ensuring equality of access and opportunity for all learners. The complementary curriculum with its vocational ethos helps to extend the range of learning experiences provided very effectively.
36. The school makes a very good contribution to the well-being of pupils. There are outstanding features in the high standard of care and support provided. Pupils are confident that they can approach members of staff to discuss any concerns or problems. The school listens to parents' views and nearly all parents report that the school is a very caring and supportive community.
37. A comprehensive induction programme helps new pupils to settle in well. The school ensures that all pupils are fully supported in their transition from KS3 to KS4 and to the sixth form. All pupils receive appropriate and well-planned careers guidance.
38. The school makes good arrangements to encourage pupils and students to be healthy. The school council is effective in promoting a good choice of healthy options on the lunchtime menu.
39. The effective system of rewarding pupils' performances, achievements, behaviour, and attendance is greatly appreciated by the pupils. The clear focus on positive reinforcement helps to ensure continued good behaviour. This is valued highly by the pupils and parents.
40. The SEN co-ordinator (SENCO) liaises effectively with members of staff to plan to meet the needs of pupils who are identified as underachieving. Individual Education Plans (IEP), however, are not sufficiently detailed to support planning to meet pupils' needs. The school is addressing this.
41. The school's teaching assistants make effective and positive contributions to support pupils with SEN. The SEN link co-ordinators distribute relevant information to all members of staff within their subject teams. In the best examples, teachers plan and adapt materials appropriately to meet the needs of pupils with ALN. However, there are inconsistencies across subject areas in the preparation of relevant materials.
42. Pupils who are learning English as an additional language receive good support and make good progress.
43. Managing and promoting positive behaviour are outstanding. These contribute well towards the ethos of mutual respect and tolerance throughout the school. Pupils are rewarded for good behaviour in a variety of ways.
44. The school's procedures to prevent bullying are outstanding. They have been recognised as good practice by the LEA. Students and pupils are trained to act as peer-counsellors. Pupils interviewed stated that they felt safe at school.
45. The Christian ethos of the school does much to promote mutual respect within the wide range of diversity among its pupils. School assemblies and collective worship provide outstanding opportunities for pupils to enhance their

understanding of different cultures. The school provides an outstanding range of activities through which pupils can develop an understanding of, and respect for, diverse cultures and traditions. It succeeds in inspiring the pupils towards establishing further good practice in adopting positive race relations. This is an outstanding feature.

Leadership and management

46. The headteacher provides vision and positive leadership. He leads by example and has clear objectives for school improvement. He provides good direction for the work of the school and is supported very well by the SLT. Their aims and values are known and shared by all members of the school community. These aims promote equality for all successfully and are evident in all aspects of the school's work.
47. Leaders and managers have devised and produced a suitable range of policies which reflect the school's aims. These policies are implemented effectively and help generate the school's distinctive ethos. This enables the school to function smoothly in its day-to-day routines and provide a stable and secure environment where learning and caring are valued.
48. Leaders and managers have established very good and productive working partnerships with neighbouring providers of education at all levels. Members of the SLT and middle managers take account of national priorities and address them very effectively.
49. The management of staff teams and initiatives such as the Learning Forum is carried out effectively and efficiently in most cases. A small but significant minority of middle managers, however, is not rigorous enough in managing aspects of their teams' work. The targets they set for improving their teams' performance are not challenging enough.
50. Governors make significant contributions to setting the school's strategic direction. The governing body (GB) monitors provision very effectively and is well informed about the school's performance. Members of the GB are rigorous in holding the school to account for its performance. They ensure that all legal and regulatory requirements are met.
51. Leaders and managers are developing procedures for self-evaluation which are based on first-hand evidence. Systems which provide information about the performance of staff, pupils and students are in place. This has made a valuable contribution to improvements in examination results and attendance figures. However, aspects of evaluation lack depth and rigour in identifying shortcomings and monitoring outcomes. Self-evaluation does not identify areas for improvement clearly.
52. Self-evaluation is successful in seeking the views of parents, carers and governors. A growing use is being made of the contribution of pupils and students to the process. Whole-school evaluation, driven by senior leaders, is

firmly embedded in the work of teams and is becoming increasingly effective. There are inconsistencies in the extent to which self-evaluation procedures are used to develop strategic plans for improvement.

53. Where priorities are identified they are supported well by the allocation of adequate resources and funding. The school provides appropriate opportunities for the professional development of staff members.
54. The self-evaluation process is reviewed annually and is subject to modification. Substantial improvements in many areas of school work have been made since the last inspection. All key issues have been addressed. Particularly good progress has been made in improving examination results, attendance, behaviour and the whole-school ethos. An emphasis on teaching, learning, leadership and management is having a positive impact on standards.
55. The school has sufficient well-qualified and specialist teachers to deliver all the subjects and aspects of the curriculum. There is a good balance of age and experience amongst teachers. Technicians provide good support for teachers in science, design and technology, art and IT. Two able language assistants provide good support in modern foreign languages. Learning support assistants (LSA) are deployed well to support individual pupils or help in designated subject areas.
56. Very good use is made of a wide range of external specialists to support the school's provision. Members of administrative staff work very well together and ensure that the school day runs smoothly. In most respects, the estate management team maintains the buildings and site adequately.
57. The school's resources for learning are sufficient. In most cases subjects have a good range of suitable resources. However, even though the school has made good progress since the last inspection in improving IT resources across the curriculum, there are not enough computers in the school. The school has a rolling programme to increase the number of computers in all departments and in the Learning Resource Centre (LRC).
58. The LRC provides a very good resource and, although funding has not increased recently, there are now more books than at the last inspection. Much thought has gone into presenting and labelling groups of books to maximise their appeal and encourage all to become avid readers.
59. The school makes good use of the accommodation which is adequate for the number of pupils and students on roll. The teaching rooms of most subjects are clustered together. They are generally in a good state of repair and decorated well. Many teaching rooms, however, are small for the size of many classes that use them. The school house makes a valuable addition to the facilities for teaching and learning.
60. Despite improvements since the last inspection, there are still shortcomings in the facilities for physical education. The school site is small and there is limited provision of playing fields.

61. The attractive paved area with a small shop selling snacks has helped improve the school's dining facilities. The good and, in some cases, outstanding displays in corridors and classrooms provide a stimulating learning environment.
62. During the last five years, through prudent financial management, the school has turned a budget deficit into a surplus. The school controls its own bank account, independently of the LEA, and this enables it to negotiate the best price for purchases. The bursar manages the accounts very well and ensures that the SLT and GB are kept fully and regularly informed about the financial situation. The new and transparent formula-based system for allocating funds to departments operates effectively.
63. Despite constraints caused by the size of the campus and the age of much of the accommodation, the school makes very good use of its available facilities. The competent and efficient use of all resources and the overall standards of achievement show that the school gives good value for money.

Sixth form

Standards

64. Students achieve standards which have good features and no important shortcomings in over four-fifths of lessons observed. There are outstanding features in their achievements in over one tenth of lessons observed. In all other lessons, good features outweighed some shortcomings. Standards of achievement are consistently good in all six subjects inspected.
65. Students generally attain good standards in academic and vocational courses. They demonstrate good standards in all key skills.
66. In the sixth form, students make good progress in learning and particularly in the development of knowledge and understanding of the subjects they study. The great majority knows how well they are doing and how they can improve. Their successful attainment helps them to move on to higher education or employment.
67. Students have very good personal and social skills. They show confidence and self-esteem and are at ease when speaking to each other, their teachers and visitors to the school. They work conscientiously making good use of their time. They are good role models for younger pupils and make important contributions to the school community.

The quality of education and training

68. In over three-quarters of all lessons observed teaching had good features and no important shortcomings. There were outstanding features in just over one in every five lessons. Good features outweighed shortcomings in just over a fifth of lessons. Teaching is better in the sixth form than it is at KS3 and KS4.

69. The best lessons are planned in considerable detail and enable students to make very good progress. In these lessons teachers provide very good levels of individual support to help students reflect on and improve their work. Key features of the best lessons include:
- very good and purposeful relationships between students and teachers that create a good learning atmosphere in classes;
 - effective questioning which challenges students' understanding; and
 - good use of a range of resources to stimulate learning.
70. In lessons where teaching is less effective the pace and challenge are occasionally too slow. Tasks are not planned well enough, sometimes go on for too long and do not secure the active engagement of all students.
71. Many teachers mark students' work regularly and provide good feedback to help them improve. In many subjects, very detailed assessment records are kept for each student. This enables students' progress to be tracked and targets for improvement set. In the best examples, good use is made of assessment criteria to help students understand how well they are doing, and how to achieve higher grades.
72. Students' academic progress is monitored carefully and any underachievement is identified quickly. Students who need additional support are mentored effectively.
73. The quality of written reports is better in the sixth form than at KS3 or KS4. Reports include current performance levels and subject-specific targets for improvement.
74. Overall, there is a lack of consistency in the quality of marking both within and between subjects. There is too much variation in the use of grades and numerical marks. Written feedback is not detailed enough to inform students about how well they are doing and to enable them to set targets for improvement.
75. In the sixth form, the curriculum is extensive and caters very successfully for all students. An outstanding feature is the wide range of vocational courses offered. School-based tuition is complemented by carefully selected work placements which are suitable for students' individual needs.
76. A wide range of academic courses is offered at Advanced Subsidiary (AS) and A2 levels. In addition, students have a timetabled lesson in the key skill of communication and a compulsory sport or community option. The diverse range of accredited courses provides very effectively for further and higher education and for the world of work.
77. The quality of care, support and guidance for students is also very good with outstanding features. All students receive appropriate and well-planned careers advice.

78. Many students demonstrate their social skills by actively supporting younger pupils. Many sixth-form students have been trained to act as counsellors for this purpose.

Leadership and management

79. The good features of leadership and management evident at KS3 and KS4 are also evident in the sixth form. The sixth form is managed very effectively. Its leadership and management reflect the school's values but also recognise the increased maturity of sixth-form students. The 'open door' policy for admission to the sixth form and the broad curriculum offered have both contributed to the increase in the number of students since the last inspection.
80. The sixth form has sufficient well-qualified teachers to teach both academic and vocational courses. Facilities for the sixth form have been improved since the last inspection. There is now a well-furnished common room although space is limited because of the increase in numbers. The provision of text and reference books and other materials for study is good.

Recommendations

In order to build on the progress made the school should implement the following recommendations.

- R1 Raise standards of achievement where shortcomings have been identified, particularly at KS3.
- R2 Continue to reduce inconsistencies in assessment procedures by improving marking, the monitoring of academic progress and target setting.*
- R3 Continue to develop the consistency of reports to parents so that all reports include subject-specific targets for improvement.
- R4 Develop greater consistency at all levels of management in setting challenging, realistic goals for improvement and in monitoring rigorously the progress made in meeting them.

*This recommendation is addressed in the current SIP.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

81. This grade matches the grade in the school's self-evaluation report.

KS3 and KS4

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

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	13%	51%	33%	3%	0%
KS4	6%	71%	16%	6%	0%
KS3 + KS4	10%	60%	26%	4%	0%

These grades are based on observations of 70 lessons

83. The figures in the table above, for the two key stages combined, fall short of the national target for 2010, for standards to be awarded grades one, two or three in 98% of lessons, by two percentage points.

84. Standards of achievement are significantly higher at KS4 than KS3. The percentage of lessons in which standards were awarded grades one or two at KS3 is one point higher than the corresponding figure for all secondary schools inspected in Wales in 2005-2006. At KS4, standards in the school are 17 points higher than the corresponding national figure.

85. There are good features in all lessons. Overall, in a tenth of the lessons observed, outstanding features were identified. In these lessons, pupils showed high levels of interest and motivation, worked productively and achieved good or very good standards in relation to their abilities. Pupils with ALN achieve good standards. The majority of pupils achieves success regardless of social background.

86. At KS4, the standards achieved have good features and no important shortcomings in all six of the subjects inspected. Similar standards are achieved at KS3 in English, Welsh second language, modern foreign languages and physical education. In both science and design and technology at KS3, good features outweigh shortcomings.

87. Overall, at KS3 there are significant shortcomings in just over a third of lessons, whilst at KS4 there are significant shortcomings in just over a fifth of lessons. Where there are significant shortcomings, pupils' knowledge and understanding are insecure, they show too little interest in lessons and make only slow progress.

88. At KS3, in the most recent assessments where comparative data are available, attainment in the core subjects of English, mathematics and science is significantly higher than local and national averages. The percentage of pupils who achieved level five or higher in all three core subjects in 2007 is around ten points above the national average. Overall, attainment is close to that in schools where a similar percentage of pupils is entitled to receive free school meals.
89. At KS4, recent results in General Certificate of Secondary Education (GCSE) examinations compare very favourably to local and national averages and show an underlying upward trend. In 2007, 60% of pupils gained five or more A*-C grades compared with 50% locally and 54% nationally. Also in 2007, 94% gained five or more A*-G grades compared with 85% locally and 86% nationally. In most key indicators of performance at KS4, performance is in line with expectations based on comparative performance in similar schools.
90. In many subjects girls outperform boys. The differences between their levels of performance are generally similar to the situation nationally. In the majority of lessons observed girls and boys achieved standards appropriate to their abilities, but in a few lessons there was evidence of underachievement by boys.
91. Overall, at both key stages, the standards of pupils' key skills have good features and no important shortcomings. Pupils make good use of their communication skills in the English language in subjects across the curriculum. They develop these skills increasingly well as they progress through the key stages. Pupils also have good skills in numeracy and IT but do not apply them equally well in all subjects.
92. The standards of pupils' bilingual competence have good features which outweigh some shortcomings. Pupils have a sound basic knowledge of the Welsh language which they demonstrate well in Welsh second language lessons. They understand bilingual signs and respond appropriately to the incidental use of the Welsh language by some teachers. They seldom, however, make voluntary use of the Welsh language.
93. Across the curriculum at KS4, and in most subjects at KS3, pupils of all abilities are generally successful in attaining their agreed learning targets. In some cases, particularly at KS4, they exceed expectations. There are no significant barriers to learning.
94. With few exceptions, pupils make good progress in learning. They make good progress in acquiring knowledge, skills and understanding. They do this well at both stages, but with greater consistency across subjects at KS4. This prepares them well for external examinations at the end of KS4. It also helps them to move smoothly to the next stage of learning.
95. In most cases, pupils know how well they are doing and what they need to do in order to improve. In a few cases, however, mainly at KS3, pupils do not have a clear understanding about the standards they are achieving. They are not fully aware of shortcomings in their performance, targets for improvement or what they need to do to make progress.

96. Overall, pupils' personal, social and learning skills are very good. The great majority of pupils has positive attitudes to learning. They show good levels of motivation and, in almost all lessons, take a real interest in their work. They work well in lessons, both individually and together, and make productive use of their time.
97. With very few exceptions, pupils behave responsibly and show respect for each other and their teachers. The very good relationships between members of the school community help form the school's distinctive ethos and an atmosphere where learning is valued. Lessons, collective worship and the school's ethos enable pupils to make outstanding progress in their spiritual, moral, social and cultural development.
98. A few pupils at both stages occasionally show more challenging behaviour. These pupils are reluctant to engage actively in lessons and cause some low level disruption. Teachers generally deal with this effectively to minimise the impact on other learners.
99. Pupils achieve good levels of attendance. In the three terms before the inspection, average attendance was over 92%. This is higher than the local and national averages and very close to the Welsh Assembly Government (WAG) target of 93%. In the last term, average attendance was 95%. Very good progress has been made in improving attendance since the last inspection.
100. Most pupils arrive punctually at the start of the school day and to lessons. Occasionally, some pupils are unavoidably late because school buses have been delayed. In a small minority of cases, a few pupils arrive late for lessons without a good reason.
101. Pupils develop their capacity to work independently as they move through the key stages. At KS3, pupils tend to rely on their teachers for direction. At KS4, their increased maturity helps them become more proficient in improving their own learning. This helps them to develop skills necessary for lifelong learning.
102. Pupils show good levels of awareness of equal opportunity issues and diversity within society. Lessons in many subjects, the Personal and Social Education (PSE) programme as well as school and class assemblies all contribute to the development of this awareness. Pupils care for others, both within and beyond the school community. These qualities help to prepare them very well for worthwhile participation in the workplace and the wider community.

Sixth form

103. The following table shows the standards that sixth-form students achieved in the six subjects inspected.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Sixth form	13%	70%	17%	0%	0%
These grades are based on the observation of 23 lessons					

104. These figures exceed the national target for 2010. However, the sample is relatively small and this constrains their reliability. The target is for grades one, two or three to be awarded in 98% of lessons.
105. The percentage of lessons where the two highest grades are awarded for standards is slightly lower than the corresponding figure for school sixth forms in Wales inspected in 2005-2006. In this inspection, grades one or two were awarded in 83% of lessons compared to 84% nationally.
106. Standards have good features and no important shortcomings in over two-thirds of the lessons inspected. In addition, in over an eighth of lessons outstanding features were identified. Overall, standards in the sixth form are judged to have good features and no important shortcomings in all six subjects inspected.
107. In the most recent A2 level examinations, 53% of candidates achieved two or more grades A, B or C. This figure is significantly lower than the local and national averages and below corresponding performance in the school in 2005 and 2006. However, the percentage of students who achieved two or more pass grades (A to E) was 95%. This is the highest pass rate achieved by the school and is above both local and national averages.
108. The school has an 'open entry' policy for the sixth form. This reflects the school's inclusive ethos. Students are accepted into the sixth form from across the ability range. In most cases, students' achievements are in line with predictions based on their abilities and previous performance. In a minority of cases, achievement falls below expectations.
109. Students make good, and in some cases very good, progress in developing their key skills. The standards they achieve in speaking and listening in the English language have outstanding features. Overall, standards in key skills have good features and no important shortcomings. Higher standards were noted in communication skills than in numeracy and IT skills. Students' bilingual competence has good features which outweigh some shortcomings.
110. The number of students in the sixth form has increased significantly since the last inspection. More than two-thirds of pupils in Y11 choose to progress into the sixth form and most of them continue into Y13. The great majority of students proceeds directly from Y13 to higher education when they have completed their examination courses.
111. In the majority of cases, students are successful in achieving their agreed learning goals. Their progress and performance are monitored and this helps many students to fulfil their potential. Students are prepared well to move on to the next stage of learning.
112. Students have very good personal and social skills. They are confident and mature and most use their interpersonal skills well to help others. Many accept responsibility as prefects and as mentors, helping to support the behaviour and

learning of younger pupils. They are good role models and contribute well to the school's ethos.

113. Most students demonstrate good learning skills. They show high levels of interest in their studies and sustain good levels of motivation and concentration. They make good use of their time in the sixth form. In particular, they make good progress in developing their skills in learning independently. This helps prepare them for lifelong learning.
114. Students know the importance of equality of opportunity for all, both within the school community and in society in general. They show respect for diversity and understand that society is made up of groups and individuals with a range of beliefs and cultures. The school enables them to participate effectively in the workplace and the wider community.
115. Students' attendance and punctuality are generally good.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

116. This grade matches the grade in the school's self-evaluation report.

KS3 and KS4

117. The following table shows the quality of teaching and assessment in lessons observed in the six subjects at KS3 and KS4.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	18%	41%	36%	5%	0%
KS4	13%	58%	26%	3%	0%
KS3 + KS4	16%	49%	31%	4%	0%

These figures are based on observation of 70 lessons

118. The following table shows the grades awarded for teaching in all the lessons inspected.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	22%	44%	30%	4%	0%
KS4	14%	63%	21%	2%	0%
KS3 + KS4	18%	53%	26%	3%	0%

These figures are based on observation of 93 lessons

119. Teaching has good features with no important shortcomings in over two-thirds of all lessons observed. There were outstanding features in almost a fifth of

these lessons. Teaching is better in KS4 than it is in KS3. The proportion of lessons where teaching was awarded grade three or four is higher in KS3 than it is in KS4. In most of these lessons, good features outweighed shortcomings. Overall these figures are very close to figures from all secondary schools inspected in Wales in 2005-2006.

120. Members of staff have worked hard to improve the quality of teaching across the school. A Learning Forum, which includes senior leaders and a teacher from each curricular area, has provided:
- strategically planned training days for teachers to improve their knowledge and understanding of how pupils learn;
 - opportunity for the sharing of good practice in teaching and learning across subjects;
 - learning and revision days for pupils; and
 - informative workshops for parents and carers.
121. Overall, teachers are well qualified for the subjects they teach. Most have good, up-to-date subject knowledge and expertise and use it very well in lessons to inspire pupils to learn. In most lessons teachers provide a wide range of stimulating, well-timed activities that challenge pupils to achieve high standards. They engage pupils in their learning, by encouraging them to work together in pairs and groups, to solve problems and answer challenging questions.
122. Nearly all lessons are planned well. Usually there is a brisk start to lessons which engages pupils in their learning as soon as they enter the classroom. Most teachers explain clearly what pupils are going to learn. They structure lessons well and provide a very good range of activities that enables pupils of all abilities to make progress. They modify the work very well to meet the needs and learning styles of different pupils in the class
123. Most teachers establish a very positive and stimulating learning environment that encourages pupils to achieve of their best. Common features of the best lessons are the very good relationships and high levels of mutual respect that exist between teachers and their pupils. Teachers encourage pupils to achieve high standards and this contributes to the positive atmosphere in many lessons. Teachers, technicians and support staff often work very well together to ensure that pupils make rapid progress.
124. In just under 20% of lessons where there were outstanding features, the teaching is dynamic. Lessons are delivered at pace and enable pupils to consolidate what they have previously learned and to practise and refine new knowledge and skills. In these lessons teachers reflect critically and continually on their own teaching. They use carefully considered questions to reinforce pupils' learning and they support and challenge pupils to achieve high standards. Pupils across the ability range are extended and make very good progress.
125. Most teachers use a range of relevant resources, including IT, to inspire pupils to achieve their potential and enjoy learning. Teachers produce original and

interesting subject-specific resources that are often modified well to meet the needs of pupils of different abilities.

126. In the few lessons where there are shortcomings, teachers talk for too long and provide too much direction. In these lessons, expectations are not high enough. The pace of lessons is slow and there is insufficient challenge. Activities are not structured and managed well enough and pupils make too little progress. In these lessons, pupils have difficulty concentrating and remaining on task. They spend too little time focusing on what they are learning in the subject. They do not spend enough time practising and consolidating their work
127. Most teachers set stimulating homework that encourages pupils to research and extend what they have learned in class. In these lessons, pupils use their planners very effectively to record and monitor their work. However, homework is not set regularly nor consistently enough across subjects to extend and consolidate the work covered in class. In a small minority of lessons, teachers spend too much time covering work in class that pupils could easily complete at home.
128. In a few subjects, teachers provide opportunities for pupils to use the Welsh language and develop an understanding of the culture of Wales. A few teachers make good use of bilingual signs displayed in classrooms. However, with the exception of Welsh second language lessons, there is little use of incidental Welsh in other subjects or around the school.
129. Most teachers engage boys and girls equally in their lessons. In a small minority of lessons, boys and girls sit and work separately. In these lessons boys tend to dominate when answering questions and girls remain passive.
130. Most teachers assess and monitor pupils' progress regularly. Many subject teams use portfolios of evidence of pupils' work to moderate standards accurately across the department.
131. The majority of teachers marks pupils' work thoroughly. They provide relevant diagnostic written feedback that gives pupils a clear indication of what they need to do to improve. Nevertheless, the quality of marking within and between departments is variable. Where there are shortcomings, teachers' comments refer more to effort and presentation than to specifying how the work could be improved.
132. Most pupils understand the purpose of assessment. They use self and peer-assessment successfully in a number of subjects to identify strengths and areas for development in their work. This is most successful in those subjects where pupils are actively engaged in setting targets for improvement with their teachers.
133. The school uses a wide range of relevant data to assess pupils' progress year on year. However, the whole-school system for monitoring and recording pupils' academic progress across the curriculum is difficult for teachers to access on a

regular basis. Assessment information is not used well enough to set challenging targets for improvement or to monitor pupils' academic progress.

134. Overall, there is too much inconsistency in the use of assessment to improve pupils' learning. This is because there is variation in the extent to which teachers use NC levels in KS3 and grades in KS4 to assess pupils' work accurately and set challenging targets for improvement.
135. The school provides progress reports and final reports to parents and carers every year. Reports provide useful information about pupils' personal and academic progress. Most subject reports include encouraging comments about progress and a few include relevant subject-specific targets for improvement. In several subjects, however, overall targets focus more on effort than on the subject-specific knowledge and skills that pupils need to improve.
136. Statutory requirements in relation to assessing and reporting on NC subjects at the end of KS3 are met. Teachers also meet the regulations of examination boards for subjects at KS4.

Sixth form

137. The following table shows the quality of teaching and assessment in lessons observed in the six subjects in the sixth form.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	61%	22%	0%	0%
These figures are based on observation of 23 lessons				

138. The following table shows the grades awarded for teaching in all the lessons inspected.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	57%	20%	0%	0%
These figures are based on observation of 35 lessons				

139. Teaching has good features with no important shortcomings in four-fifths of all lessons observed. There were outstanding features in just over one in every five lessons. Good features outweighed shortcomings in a fifth of lessons. Teaching is better in the sixth form than it is in KS3 and KS4.
140. Teachers challenge students effectively in most lessons. In the best lessons the teaching is stimulating and enjoyable. Most students contribute to the success of lessons and enjoy learning. They respond accurately and enthusiastically to probing questions asked by the teacher. They often challenge each other to secure a better understanding of their work.
141. Teachers are well qualified with up-to-date subject knowledge and expertise. They use them very well in lessons to inspire students to learn. The best lessons are planned strategically in considerable detail and enable students to make very good progress. In these lessons, teachers provide very

good levels of individual support to students that help them reflect on, and improve their work.

142. In almost all lessons there is a very good relationship between teachers and students. This creates a very positive working environment which provides learning experiences of high quality for students. In most lessons, both teachers and students demonstrate an infectious enthusiasm for the subject. Teachers regularly provide students with very effective support in lessons. This enables students to make very good progress in their learning.
143. Teachers use a range of innovative resources to stimulate students' learning. They often set challenging tasks that enable students to work effectively in groups to share ideas and expertise. This extends students' knowledge and understanding successfully and encourages them to reflect critically on their work.
144. Homework is often used well to consolidate the work covered in class. It challenges students to work independently when researching aspects of their course. Teachers often critically review homework with students in lessons and provide very good individual and group feedback.
145. In the very few lessons where there are shortcomings in teaching, the pace is occasionally too slow and there is insufficient challenge. Tasks are not planned well enough, sometimes go on for too long and students are not actively engaged in their learning.
146. Most students understand how well they are doing and what they need to do to improve. Most teachers mark students' work regularly and provide good diagnostic oral and written feedback to help them improve. Students use this information effectively to help them improve and achieve a higher grade. There is, however, lack of consistency in the quality of marking both within and between subjects. There is too much variation in the use of grades and numerical marks. Written feedback is not always detailed enough to enable students to set targets for improvement.
147. In many subjects, very detailed assessment records are kept for each student. This enables students' progress to be tracked and targets for improvement set. In the best examples, good use is made of A level grades to help students understand how well they are achieving. Students' academic progress is carefully monitored and any underachievement is picked up quickly. Students requiring additional support are mentored effectively.
148. All requirements of examination boards are met. Most teachers ensure that students are prepared well for their coursework assessments and examinations.
149. Annual reports to parents are better in the sixth form than in KS3 and KS4. They include predicted grades and subject-specific targets for improvement. Comments are subject-specific and most identify strengths and areas for development.

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

Grade 1: Good with outstanding features

150. This grade matches the grade in the school's self-evaluation report.
151. The curriculum is broad and balanced and meets effectively the needs of individual learners of differing abilities at all levels. A good range of subject options and Learning Pathways is provided at KS4 and pupils select from five pathways. Courses in three modern foreign languages are available. The extent to which the curriculum meets learners' aspirations, giving them a good range of opportunities to achieve accreditation, is an outstanding feature.
152. The sixth form curriculum is extensive and caters very successfully for all students. An outstanding feature is the number of vocational courses available. A wide range of academic subjects is offered at AS and A2 levels. The diverse range of accredited courses prepares all students very effectively for higher and further education and for the world of work.
153. Assemblies and form tutorials are of outstanding quality and are a distinctive feature of the school. They are used very successfully to promote learners' spiritual and moral development. The school develops effectively pupils' personal and social education by means of a comprehensive PSE programme. Visiting speakers and agencies complement the programme in a very positive manner.
154. The school is actively involved in raising large sums of money for a variety of charities both locally and abroad. This highlights pupils' and students' concern for people less fortunate than themselves.
155. Partnerships with parents, the community and other providers are strong. The school has effective collaborative links including the local Faith-Based Cluster and the wider-ranging Faith-Based Learning Network. The school works very closely with the local college, to provide a coherent and strategically planned curriculum programme, which is accessible to pupils in KS4 and students in the sixth form. The school has very beneficial arrangements with local higher education institutions.
156. The current project involving Welsh and IT is an outstanding example of transition links with partner primary schools. The campus is well utilised as a community resource for learning. The school has very close links with initial teacher training institutions and welcomes a number of trainees annually.
157. The school has initiated successfully several 'learning to learn' initiatives. Good features include 'learning to learn' days, super-revision days, a well-planned 'learning to learn' programme for each year group and a parents' workshop informing parents about how pupils learn.
158. Learning experiences at all stages meet statutory requirements fully.

159. There are outstanding features to the school's WRE programme. Pupils in Y10 complete a carefully monitored two-week work-experience placement and students in Y12 undertake a work-shadowing placement for one week. In the sixth form, students who study a foreign language can undertake work experience abroad. Links with Careers Wales are very productive. The school has identified the needs of local employers who visit the school on a regular basis as guest speakers. The school's WRE programme is co-ordinated very efficiently.
160. The school is very successful in ensuring equality of access and opportunity for all learners. It tackles social disadvantage and stereotyping in a very positive manner. The complementary curriculum with its vocational ethos supports learners very effectively.
161. Overall, the learning experiences across all key stages are planned well to develop learners' basic and key skills effectively. Students in the sixth form attend key skills lessons in communication. The school holds the Basic Skills Quality mark.
162. Many learners participate in a very wide range of extra-curricular activities. These include musical events, drama productions, sports teams, the Duke of Edinburgh award, debating and quiz competitions. The school has earned national recognition for its performance in certain events such as the BBC Question Time Competition. Subject departments arrange a variety of visits to different places and events at home and abroad such as local theatre productions and 'Techniquet'. These help foster learners' cultural development. The annual activities week gives learners an extensive range of learning experiences.
163. Several subjects promote successfully aspects of sustainable development and global citizenship. The school actively supports the use of 'Fair Trade' products and is the first recognised 'Fair Trade' secondary school in Cardiff. Learners understand the importance of recycling and the significance of healthy eating. The Eco group positively promotes aspects of sustainability. An informative water sustainability project website, constructed by a Y9 learner, looks in detail at ways of overcoming imbalances between water resource areas.
164. Several initiatives develop learners' entrepreneurial skills. Pupils benefit greatly by participating in a variety of learning experiences including Young Enterprise involvement, industry day activities and the 'Dynamo' project. Visits and talks by a number of industrialists further promote learners' entrepreneurial skills.
165. Aspects of *Y Cwricwlwm Cymreig* feature in several subjects and in extra-curricular activities including the annual school eisteddfod. All pupils study the Welsh language and most make good progress. Initiatives to promote aspects of bilingualism throughout the school are being developed. However, opportunities to develop learners' bilingual skills across the curriculum are limited.

166. The school's curriculum reflects the WAG priorities. Through a broad range of learning experiences, the curriculum successfully develops learners' skills for lifelong learning.

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

Grade 1: Good with outstanding features
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167. This grade matches the grade in the school's self-evaluation report.

168. A number of outstanding features helps ensure the highest standard of care and support. Older students take pride in the effective and outstanding support they give to younger pupils. The parents report that the school is a very caring and supportive community.

169. The strong and effective links with parents serve the pupils well. Pupils' planners enable parents to know about their children's progress. Most parents state that they receive good information about school activities. However, a minority of parents feels that some information does not arrive in good time. Consequently, the school has revised its process of providing information.

170. The vocational programme offered to pupils in KS4 reflects local employers' views accurately. This is an outstanding example of effective partnership.

171. A comprehensive induction programme helps new pupils settle happily into the school. The range of innovative activities is outstanding. Pupils and parents state that these activities contribute well towards the school's welcoming atmosphere. Parents attend an induction day and receive comprehensive information on all aspects of school life, expectations and activities.

172. The school ensures that all pupils are fully supported in their transition from KS3 to KS4. Option evenings and individual interviews provide pupils with opportunities to help them make decisions. Pupils who wish to progress into the sixth form receive a well-planned induction course.

173. The school provides a wide range of effective careers education and guidance for pupils. An outstanding programme is conducted throughout KS3 and KS4. Pupils who enter the sixth form value the outstanding quality of guidance and support they receive from the school.

174. Staff members provide expertise and advice about careers. They help pupils and students identify suitable future learning pathways and working opportunities. These provide them with a sound basis to make informed choices regarding their future.

175. The school's pastoral support encourages motivation and confidence in new pupils in many subjects. The outstanding guidance they receive leads to a positive attitude and an eagerness and willingness to learn. Pupils feel confident that they can approach any member of staff to discuss any concern or problem.

176. Teachers track and monitor pupils' personal development well. The tracking and monitoring of some aspects of academic work are developed less well. The school monitors pupils' attendance and punctuality in each lesson effectively. Any unexplained absences are investigated promptly.
177. The school's system of rewarding pupils' performances, achievements, behaviour, and attendance is greatly appreciated by the pupils. These strategies have contributed positively towards improving pupils' attendance. The focus on positive reinforcement through monitoring and celebrating pupils' achievement is an outstanding element within the school.
178. The school makes good arrangements to encourage and enable pupils and students to be healthy. The democratically-elected school council is effective in promoting a choice of healthy options on the lunchtime menu. The early breakfast club provides a healthy start to the school day for many pupils.
179. There are appropriate child protection policies and procedures in place. The school has a named child protection officer. Members of staff receive appropriate training. They are aware of the correct procedures to follow should a concern arise. The school has established good links with appropriate support services.
180. The school has a good policy and clear procedures to address the needs of pupils with ALN. These pupils are fully included in all aspects of school life.
181. The school uses standardised tests to assess pupils' levels of attainment in basic skills. The SENCO liaises well with members of staff to plan to meet pupils' needs. Each pupil with SEN has an IEP. However, IEPs are not detailed enough to support planning to address pupils' needs. The school is addressing this. It is making effective use of LEA support services to improve the format of the IEPs.
182. Subject department SEN link co-coordinators attend a termly ALN forum meeting. The SENCO provides them with clear guidance on how to adapt resources and plan appropriately to meet pupils' identified needs. In the best examples, teachers plan and adapt materials appropriately and match these well to pupils' levels of learning. However, the adaptation of tasks and appropriate materials is inconsistent across all subjects and age ranges.
183. The school's teaching assistants make effective and positive contributions to support pupils with SEN within their allocated departments. A few pupils who experience more severe difficulties are withdrawn for specific support. All pupils with SEN make progress developing their basic skills.
184. The school keeps parents of pupils with SEN fully informed of their children's progress. Pupils and their parents are invited to contribute towards reviews of IEPs, and towards annual reviews of pupils who receive a statement of SEN.
185. Pupils who are learning English as an additional language receive good support. They make good progress in developing their communication skills.

186. The school identifies pupils who are more able and talented. The majority of teachers plans appropriately to meet their needs. However, this practice is inconsistent across all subject areas. Monitoring of this provision is not implemented fully.
187. The school has an effective policy to manage and promote positive behaviour. The school rules contribute towards establishing an ethos of mutual respect and tolerance throughout the school. Pupils are rewarded for good behaviour in a variety of ways. This is an outstanding feature, which helps to ensure continued good behaviour. It is highly valued by the parents.
188. The school identifies pupils who show signs of disaffection. Teachers support them well by a comprehensive mentoring system and through good support by LSAs. There is appropriate provision to re-integrate those pupils who have been excluded for a fixed period of time.
189. The school's procedures and measures to prevent bullying are outstanding. They have been recognised as good practice both locally and nationally. Many students and pupils receive appropriate training to act as peer-counsellors. They carry out their duties effectively. A member of the non-teaching staff oversees, and manages effectively, the support offered by the students. Pupils interviewed stated that they feel safe at school. They recognise that bullying is not tolerated under any circumstances.
190. The Christian ethos of the school does much to promote mutual respect within the wide range of diversity among its pupils. The school challenges stereotypical viewpoints, ensuring that pupils' varying needs are met. No specific group of pupils underachieves and the school makes effective provision to meet the needs of a small number of pupils who are looked after by the local authority.
191. School assemblies and collective worship in classes provide outstanding opportunities for pupils to develop an understanding of diversity and equal opportunities. They promote successfully the diverse contributions of different people within a multi-cultural society. The school succeeds in inspiring its pupils to adopt good practices in positive race relations. This is an outstanding feature.
192. The school has a clear accessibility plan and policy. The school plan highlights the need to make the school more accessible to wheelchair users.

Leadership and management

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

Grade 2: Good features and no important shortcomings

193. This grade matches the grade in the school's self-evaluation report.

194. The headteacher provides vision and positive leadership. He leads by example and has clear objectives for school improvement. He provides good strategic direction for the work of the school. He is supported strongly by two very effective deputy headteachers.
195. The SLT consists of the headteacher and his two deputies plus four assistant headteachers. They work well together and ensure that the school's aims and values, based on the motto "Education with Care", are known and shared by all members of the school community. These aims promote equality for all and are evident in all aspects of the school's work.
196. Senior leaders have good links with middle managers through the Joint Learning Leaders' meetings, attended by subject leaders and heads of year, and the Strategic Planning Group which consists of all team leaders. The Strategic Planning Group is concerned with determining the future direction of the school.
197. Leaders and managers have devised and produced a good range of policies which reflect the school's aims. These policies are implemented effectively and help generate the school's distinctive ethos. This enables the school to function smoothly in its day-to-day routines and provide a stable and secure environment where learning and caring are valued.
198. Leaders and managers have established very productive working relationships with other providers of education. These have developed into effective collaborative partnerships. Strong links with many partner primary schools have helped create the very good transition arrangements from KS2 to KS3.
199. There is also a very good partnership with a neighbouring Roman Catholic sixth form college which enables both institutions to work together to enhance provision for students. Both institutions are members of the 'Faith-Based Cluster'. This is a mutually supportive network of local church schools and colleges.
200. Leaders and managers take appropriate account of national priorities and address them effectively. Very good progress has been made in addressing many national targets, such as the target for school attendance. In other cases work is ongoing, for example the development of pupils' bilingual competence.
201. The management of whole-school initiatives, such as the 'Learning Forum' and the work of teams is carried out effectively and efficiently in most cases. Managers are involved in setting targets for improvement and monitoring the progress made in meeting them. A small but significant minority of middle managers, however, is not rigorous enough in managing aspects of their teams' work. The targets they set for improving their teams' performance are not challenging enough.
202. Systematic procedures are used by members of the SLT and team leaders to monitor the performance of teams and individuals. These include the

observation of lessons as well as the review of outcomes such as examination results. These procedures are used well to identify staff development needs in order to improve the overall quality of provision.

203. The good features of leadership and management evident at KS3 and KS4 are also evident in the sixth form. The sixth form is managed very effectively. Its leadership and management reflect the school's values but also recognise the increased maturity of sixth-form students.
204. Governors work closely with the school and help to set its strategic direction. They meet regularly as a GB but also operate through a good range of sub-committees. They are closely involved in, for example, reviewing the SIP and monitoring the finances. They appoint all staff members. Their priorities reflect the school's Christian ethos.
205. Governors also monitor the quality of education that the school provides. They help review performance in examinations through their links with subject departments. Members of the GB visit the school regularly and participate in activities such as school assemblies. Through their first-hand experiences and their scrutiny of reports on many aspects of provision, governors are well informed about the work of the school.
206. The GB fulfils all its legal duties and statutory responsibilities. It works effectively as a critical friend of the school. It holds the school to account for the standards it achieves and the quality of its provision. Governors also provide good support to help the school improve.

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

Grade 2: Good features and no important shortcomings

207. This grade matches the grade in the school's self-evaluation report
208. The findings of the inspection team match very well those of the school. The grades awarded, by the team, for each key question, are the same as those the school awarded itself through self-evaluation. The Self-Evaluation Report (SER) is well organised and presented and is a useful document.
209. Leaders and managers have an effective and continuing dialogue that helps them to understand their roles and duties. The self-evaluation process is conducted on an annual cycle which is becoming established in the school's culture. Leaders and managers are developing self-evaluation procedures which are based upon first-hand evidence. Systems which provide information about the performance of staff and pupils are in place.
210. Systems for tracking the standards, attendance, progress and well-being of all pupils have recently been updated, building on previous good practice. They inform staff well about individuals so that they can help pupils to reach their

potential. This has made a valuable contribution to improvements in external examination results and school attendance figures.

211. All subject departments are involved in evaluating their work using the Common Inspection Framework. Subject leaders monitor their teams' work well through focused lesson observations and dialogue. The outcomes are used to develop departmental self-evaluations. However, there is inconsistency between self-evaluation reports concerning their depth and rigour in identifying shortcomings and in monitoring progress.
212. Self-evaluation is successful in seeking the views of parents, carers and governors. Pupils and students are involved in the process through an active school council and questionnaires. Whole school evaluation, driven by senior leaders, is firmly embedded in the work of teams and is becoming increasingly effective. However, there are inconsistencies in the extent to which self-evaluation procedures are used to develop strategic plans for improvement.
213. Where priorities are identified they are supported well by the adequate allocation of resources and funding. Remodelling reforms have been made, planning for the current and future needs of the school. There is good Continuing Professional Development (CPD) for staff which is linked well to individual and school priorities.
214. The self-evaluation process is reviewed annually and subject to modification. Substantial improvements in many areas of school work have been made since the last inspection.
215. All the key issues from the report of the last inspection have been addressed successfully. In particular:
- leadership and management have improved to include substantial involvement in monitoring and improving standards and the quality of education provided;
 - standards in teaching and learning for all pupils have improved greatly;
 - investment in computers and IT equipment has enhanced the capability of pupils at all levels;
 - the work to address spiritual, moral, social and cultural issues is outstanding resulting in a reduction in bad behaviour and an impressive increase in attendance rates; and
 - accommodation issues have been partially addressed within the constraints of the finance available through an on-going refurbishment programme.
216. The school has moved on considerably in a wide range of areas since the last inspection. Further work is needed in assessment, communication with parents and reducing management inconsistencies.

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

Grade 2: Good features and no important shortcomings

217. This grade matches the grade in the school's self-evaluation report.

218. The school has sufficient well-qualified and specialist teachers to deliver all subjects of the curriculum. There is a good balance between experienced teachers and those new to the profession. Teachers are very well supported by technicians in science, design and technology, art and IT. Two language assistants, one for German and one for French, assist the teachers well in the modern foreign languages department. Overall the ratio of teachers to pupils is good.
219. The LSAs are deployed well, either supporting individual pupils or helping in designated subjects. These systems work well and good use is made of the LSAs to support learning. There is good liaison with teachers. Very good use is made of a wide range of external specialists to support the school's provision. Good use is made of cover supervisors who take classes when teachers are absent temporarily. They have good links with subject departments and help provide continuity in pupils' learning.
220. Members of administrative staff work very well together and ensure that the school day runs smoothly. In most respects the estate management team maintains the buildings and site adequately.
221. The school's resources for learning are sufficient and most subjects have a suitable range to enhance the quality of work. These are generally of good quality. There are shortages, however, of CDs and DVDs in the modern foreign languages department and of sewing machines in the design and technology department. The gym is well equipped but there are some shortages in equipment and storage space for physical education.
222. Even though good progress has been made since the last inspection in improving resources for IT across the curriculum, there are not enough computers in the school.
223. The school, however, has a rolling programme to upgrade or replace computers in all departments. In addition a number of classrooms now have interactive whiteboards or data projectors.
224. The LRC provides a very good resource and there are now more books than at the last inspection. Much thought has gone into presenting and labelling groups of books to maximise their appeal and encourage all to become avid readers. The LRC makes a valuable contribution to raising standards of achievement.
225. The school makes best use of the accommodation, which is adequate for the number on roll. The teaching rooms of most subjects are clustered together and are generally in a good state of repair and decorated well. However, many of the teaching bases are small for the size of some classes. In spite of the improvements since the last inspection, there are still shortcomings in the facilities for physical education. The site is small and there is relatively limited provision of playing fields. During wet weather these fields do not drain sufficiently.

226. Teaching and learning facilities for vocational courses have been much improved by the use of the school house. It has its own well-equipped kitchen and is an ideal base to learn, amongst others, hospitality skills.
227. The attractive paved area, with a small shop selling snacks that opens early in the morning, has helped improve the school's dining facilities. The covered outside area makes a good space for pupils to socialise at break or lunchtime.
228. The good, and in some cases outstanding, displays in the corridors and classrooms provide a stimulating learning environment.
229. There are very good strategies, overseen by the headteacher, for ensuring that the school is properly staffed with well-qualified teachers. Systems for monitoring the performance of all members of teaching staff identify strengths and weaknesses and areas for CPD. These are very well linked to the school's self-evaluation and improvement plans. Suitable arrangements have been made to address workload and workforce remodelling issues.
230. During the last five years, through prudent financial management, the school has turned its budget deficit into a surplus. It has full control over its own bank account, independent of the LEA, and this enables it to negotiate the best price for purchases.
231. The bursar ensures very efficiently that the bank accounts are kept up-to-date and that senior management and the GB are kept fully and regularly informed. The new and transparent formula-based system for allocating funds to departments, in line with their development plans and the school's improvement plan, operates very effectively.
232. The sixth form has sufficient, well-qualified teachers to deliver both the academic and vocational curriculum. Pastoral leaders offer good personal and pastoral support, backed up by specialists from outside agencies and the school counsellor.
233. Facilities for the sixth form have been improved since the last inspection. There is now a well-furnished common room although space is limited considering the increasing numbers. The provision of text and reference books and other materials for study is good.
234. Despite the restraints caused by the size of the campus and the age of the accommodation, the school makes very good use of its available facilities. The competent and efficient use of all resources and the overall standards achieved, show that the school gives good value for money.

Standards achieved in subjects and areas of learning

English

235. Results at KS3 exceed the national average and have done so for the past three years. GCSE results are above the LEA and national averages. A Level results are close to LEA and national averages in passes overall but below those averages in terms of higher grades achieved.

KS3 Grade 2: Good features and no important shortcomings

KS4 Grade 2: Good features and no important shortcomings

Sixth form Grade 2: Good features and no important shortcomings

KS3

Good features

236. Most pupils listen attentively and are confident in responding to questions. They are keen to take part in small group and class discussion.

237. A majority of pupils is able to recall previous learning and demonstrate a good understanding of their work. For example, they define similes and metaphors and understand techniques of different genres, such as persuasion, in both written and spoken forms.

238. Standards of reading are mostly good. Many pupils read aloud clearly, accurately and with expression. They demonstrate understanding of a good range of texts including 'Holes' by Louis Sachar, 'Dracula' by Bram Stoker and 'Romeo and Juliet' by Shakespeare.

239. All pupils engage in a wide range of writing. This is a particularly good feature. They understand the language requirements of different audiences, purposes and forms. Many improve their writing through drafting and peer- and self-assessment against known criteria.

240. Pupils with SEN make good progress.

Shortcomings

241. A few pupils do not engage fully or productively in group discussion. This slows the pace of their learning.

242. A few pupils do not re-draft their written work with sufficient rigour. As a result, the structure of their writing is weak and errors in punctuation and spelling persist.

KS4

Good features

243. A majority of pupils speaks with confidence and is able to voice opinions and justify points of view. Most listen carefully and work well collaboratively. More able pupils respond well to open questions and present sustained and developed responses in an articulate manner.
244. All pupils read an appropriate range of fiction, poetry and drama texts. Most show a good understanding of character and plot. Able pupils understand the techniques employed by authors to create tension, mood and atmosphere.
245. One less able group demonstrated good understanding of the characters in Steinbeck's 'Of Mice and Men' whilst another group of similar ability were able to discuss how Steinbeck portrays a character from this novel as a threatening figure.
246. Many pupils write well for a variety of purposes and a range of audiences. The structure and organisation of their written work are often good. Most use drafting to good effect in improving their writing. All evaluate their own work and many do so effectively.
247. Most pupils of lower ability make sound progress in relation to their abilities.

Shortcomings

248. A few pupils of lower ability lack motivation and concentration. They do not listen with respect and do not make productive use of their time. This has a negative impact upon the standards that they achieve in class.
249. The work of a few pupils contains many basic errors which they do not know how to remedy.

Sixth form

Good features

250. Students are highly motivated and listen respectfully to their teachers and to one another. Most demonstrate a very good knowledge of characters, plot and themes as well as the social, cultural and historical backgrounds of set texts.
251. Nearly all students put forward ideas and justify opinions. The most able engage confidently in critical debate. They challenge others, persuade and hypothesise effectively.
252. Students are able to analyse the language and the concepts in complex drama texts such as 'The Duchess of Malfi' by Webster and 'King Lear' by Shakespeare and in a challenging range of poetry from Chaucer to Abse.
253. By the end of the course most students produce well-crafted and perceptive critical writing using mature vocabulary and expression.

Shortcomings

254. A very few students lack confidence in interpreting texts. They are reluctant to engage in critical debate and are over reliant upon the teacher.
255. In a very small number of cases writing includes weak expression and lacks detailed, critical analysis.

Welsh second language

256. Examination results at GCSE in both the full course and the short course in the last two years have been well above the local and national averages for passes at grades A* -C. Pupils representing the full range of ability are entered. The small number of students following the AS and A level courses has achieved results which compare favourably with local and national averages.

KS3 Grade 2: Good features and no important shortcomings
KS4 Grade 2: Good features and no important shortcomings
Sixth form Grade 2: Good features and no important shortcomings

KS3

Good features

257. All pupils respond well when using familiar sentence patterns. When working in pairs and small groups they convey information confidently and have a disciplined approach in these situations. Their pronunciation is good especially when they repeat the teacher's words. Pupils in Y9 combine a variety of sentence patterns and extend well their ideas and contributions.
258. All pupils listen attentively and enthusiastically to the spoken language. They read aloud confidently and extract information well from text for use in oral or written work. A good variety of written work is completed correctly. This variety includes dialogues, questions and answers, letters, paragraphs and language exercises.
259. As pupils progress they are encouraged to extend their writing. The more able learners complete pieces in which they use a range of language patterns and a wide vocabulary.
260. IT is a strong feature of Welsh lessons and has a positive effect on the standards achieved by the pupils.
261. Pupils with SEN make satisfactory progress. They are confident and articulate in oral exchanges.

Shortcomings

262. A small minority of pupils speak hesitantly. They lack the confidence to speak independently, without a script or a booklet, and as a result their exchanges lack fluency.
263. Pupils of lower ability have difficulty recalling language learnt previously and rely heavily on support from teachers. A minority of pupils has difficulty with pronunciation when reading aloud.
264. Pupils with SEN in Y7 and Y8 make less progress in reading and writing than others in their classes.

KS4

Good features

265. The majority of pupils responds well orally in structured situations in class. The more able use a range of vocabulary, constructions and verb forms accurately in set situations.
266. Pupils following the GCSE full course express personal opinions on certain topics effectively and extend their contributions by giving relevant reasons.
267. Pupils read a range of material linked to the course and respond to the contents. They complete a good range of activities related to this reading material.
268. Standards in writing are good. Pupils complete appropriate exercises correctly to consolidate language. Pupils can write in various styles such as dialogues, letters, a diary on work experience and extended paragraphs, with increasing confidence. They use a range of sentence patterns coherently and accurately in these tasks showing accurate spelling, grammar and good use of tenses.

Shortcomings

269. A small minority of pupils following the short course has difficulty recalling language already acquired. Due to their infrequent use of the language they lack the confidence and fluency to respond orally. A few are reluctant to contribute in class and do not pronounce words correctly.
270. The less able pupils make slow progress when faced with certain aspects of the language. They are reliant on their teachers for support.
271. When required to complete written tasks, a small minority of pupils lacks confidence in their own ability. They spend too much time looking through various support materials.

Sixth form

Good features

272. Students have a good knowledge and understanding of grammar and are able to correct their own mistakes. They can use Welsh idioms correctly to show their meaning.
273. Students' understanding of set texts is good. Students in Y13 show a good understanding and an appreciation of poetry. They express opinions clearly and justify their points of view. They respond well to literary themes in drama.
274. Most students write accurately in a range of forms and for a variety of purposes. They have a good understanding of formal written language structures and apply them in their writing tasks. They respond to helpful critical comments written by teachers and improve their writing.
275. Folios of students' coursework contain a wide variety of written formats such as formal letters, expressions of opinion, extended dialogues, interviews and graph work to a good standard. Good use is made of research skills to present this work. The majority of the written work is accurate with a good understanding of syntax and grammar.

Shortcomings

276. A few students lack the confidence to speak spontaneously. They confine themselves to short answers when questioned. A few lapse too quickly into English when faced with a difficulty.
277. In oral work, when discussing the text, a minority of students is reluctant to express their ideas. They are too reliant on the teacher.

Science

278. The examination results at GCSE in 2007 were slightly lower than in 2006, but nevertheless, were above the local and national averages. In view of the abilities of pupils these are in line with expectations. Nevertheless there are indications of underachievement by a minority of pupils of average and lower ability. At A Level, students' achievements are in line with expectations.

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

KS3

Good features

279. Where pupils' work was judged to be particularly good they showed great interest and enthusiasm for their work. They had a clear understanding of the quality of their work, how well they were progressing and what they needed to

do to improve. These pupils could provide extended oral answers to complex questions.

280. Pupils have an appropriate understanding of the NC Science Programmes of Study for their age group. For example, they recall details of topics such as photosynthesis, acid rain, infectious diseases and the reactivity series. More able pupils use their understanding well to explain new situations and make predictions.
281. Most pupils are well motivated and make good records of their work in their notebooks. They communicate their ideas well using text, diagrams and charts. All pupils use scientific terms correctly, both orally and in writing
282. Many pupils have developed good investigative skills. They carry out practical group work carefully, with due regard to health and safety. Most record their results appropriately. They present their results well using correct line graphs. The more able can interpret the meaning of their graphs.
283. Pupils are beginning to appreciate the effect of humans on the environment. For example they understand the dilemmas caused by the burning of fossil fuels.

Shortcomings

284. A minority of lower ability pupils has difficulty recalling and applying their work. Some of these, mainly boys, have an inadequate understanding of their work and so do not make enough progress.
285. A few pupils do not pay sufficient attention to their practical work. Others do not understand the concept of the fair test and so cannot plan systematic practical work. They do not make enough progress.
286. A minority of pupils does not know how well they are progressing or what they need to do to improve.

KS4

Good features

287. Pupils understand and can recall details of the work they need to do for the GCSE science examinations. For example, in biology they understand the working of the human digestive system, in physics they can calculate power and efficiency and in chemistry they know about ammonia production.
288. Most pupils make good progress and keep sufficiently detailed records of their work in their notebooks. They use scientific terms correctly and confidently in both their oral and written work.
289. Pupils carry out practical work carefully and with due regard to safety. They record observations appropriately and plot good graphs of their results. Most

can interpret their graphs and the more able know about linear and non-linear relationships. A minority of pupils understands about experimental error.

290. More able pupils are developing an understanding of some of the effects that humans have on the environment. Many know the effects of the overuse of fertilisers. They also understand how global warming affects marine food chains and the fishing industry. Others appreciate the dangers that might be posed by radiation, for example in mobile phones.

Shortcomings

291. A minority of lower ability pupils has a limited understanding of some concepts, such as the use of indicators to test for acids and alkalis. Others do not know the link between wavelength and the colours of the spectrum. These pupils do not show much interest in their work, they fail to engage with it and so do not make enough progress.

292. A few pupils have difficulty in recalling their previous work.

Sixth form

Good features

293. Students possess a good, in-depth understanding of their A level work. They are confident in their use of appropriate theories and can use their understanding to explain new and unfamiliar situations.
294. Most students write good notes and use a range of text, diagrams and charts to present their work. They are confident in their use of complex technical terminology.
295. Students carry out practical work carefully and with due regard to safety. They have good practical and investigative skills and handle a range of complex apparatus well.
296. Students have a mature understanding of some of the dilemmas posed by modern science. For example they can debate the issues surrounding kidney transplants in an informed way.

Shortcomings

297. A small minority of students lacks a well-founded understanding of how well they are performing. They are not sure what they need to do to improve.
298. A few students use a limited range of investigative techniques.
299. A few students have important gaps in their understanding of their work. For example some chemistry students do not fully understand the concept of the "mole".

Design and technology

300. At KS4, results in design and technology were similar to national averages in 2006, except in the Food and Textiles courses where they were significantly higher. In 2007 the results were in line with the national averages except in the Graphics course where they were lower. Considering pupils' ability and their performance, the results have been very good.
301. At A level, examination results in design and technology in 2006 were below the national averages, except in the Food course where they were much higher. In 2007, the results were below the national average in the Product Design course, but above it in the Textiles course. Considering students' abilities and their performance in other subjects, the results are, in general, very good.

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

KS3

Good features

302. Most pupils understand the design process and follow it to design and make a broad range of products. Pupils' research skills are developed throughout KS3. This leads to the collection and good presentation of a range of material. Pupils can use the knowledge gained from their research to produce their own outline specifications for a given problem. Pupils use these specifications to design their own solutions.
303. Most pupils develop their skills in using computer-aided design (CAD) software from an early stage in the school. In the best examples the use of this software is very good and is presented within their design work.
304. Most pupils demonstrate a good range of knowledge about manufacturing skills and processes. They use these skills and processes to make products of a very good standard. In some of these projects, pupils are able to interconnect electronic components correctly to make products which can generate their own movement.
305. Pupils are able to use their knowledge of CAD software to produce very well made products on a computer-aided laser cutter. The quality of this work and range of product designs are very good.
306. When evaluating the work of their peers against specification targets, pupils are able to explain the reasons for their decisions and comment on the product's fitness for purpose.
307. Pupils with ALN make good progress and reach their potential in producing products of a good standard in all areas of design and technology.

Shortcomings

308. The work in the booklets of many pupils shows that they do not develop their designing skills adequately. This work shows insufficient originality and flair. Pupils' notes on their ideas are not sufficient to fully express their thoughts about their ideas or their knowledge of construction and processes.
309. Pupils do not always understand the links between the stages of the design process. This is evident in their evaluations which do not make enough reference to the specification targets.

KS4

Good features

310. Pupils identify their own problems to which they can produce solutions using their designing and making skills. They are very good at explaining their design intentions orally. Before pupils produce their own design specification they collect a good range of materials using their well-developed research skills.
311. Most pupils show good use of IT software to collect and present information for their coursework. Within their coursework folders the development of design ideas by the more able pupils is good. In these folders pupils show a good knowledge and understanding of materials and processes.
312. Pupils have a good range of skills in a wide range of materials, having developed them through a range of focused tasks. They use these skills to make products of quality, particularly in the Textiles and Resistant Materials courses.
313. In all areas, pupils with ALN make good progress, reaching their potential and producing outcomes of a good standard.

Shortcomings

314. Pupils' skills for independent learning in some areas are not developed enough. As a consequence, they do not progress at the pace normally expected of pupils working at this level. This results in the range of possible solutions not being explored sufficiently in the work of a few pupils.
315. A few pupils do not always develop their chosen ideas thoroughly enough and do not include sufficient information about alternative construction details. Having manufactured their solutions, their evaluation of this work shows insufficient depth. There is not enough reference to the original intentions of their specification.

Sixth form

Good features

316. Most students can demonstrate knowledge of the design process and are able to design and make products in a good range of materials. In the work of the best students the design process is used well. They display good designing skills which are used effectively to show solutions to problems.
317. Students use a range of investigative techniques effectively before developing design solutions. This provides them with a basis for producing detailed specifications.
318. Most students display a very good working knowledge of a number of relevant computer software packages. They use these well to present the research and design work in their folders, where students' good grasp of a variety of media can be seen. This is particularly evident within the Textiles course.
319. Students draw upon good knowledge of materials, skills and processes when making their solutions. The quality of the practical work of the more able students is good in all areas of design and technology.

Shortcomings

320. A few students' abilities to question and analyse situations are not developed sufficiently. This shows in design work which lacks sufficient information about alternative materials and construction details.
321. A few students' abilities to produce quick developmental sketches are not developed sufficiently. This leads to folders which lack depth and attention to detail and underdeveloped solutions.
322. Evaluations written by a few students on the Textiles and Product Design courses, after making their products, do not include sufficient reference to initial intentions. Within the Food course, students do not develop their specification with measurable criteria, which makes evaluating their products more difficult.

Modern foreign languages

323. GCSE results have been in line with national averages or above in recent years, in French and German. Results in Italian have been particularly good, through extra-curricular provision. Results at AS and A2 levels have been good, with an appropriate proportion of top grades and with a 100% pass rate in recent years.

KS3 Grade 2: Good features and no important shortcomings
KS4 Grade 2: Good features and no important shortcomings
Sixth form Grade 2: Good features and no important shortcomings

KS3

Good features

- 324. Pupils of differing abilities achieve well in all four language skills. The most able succeed well in both French and German in Y9.
- 325. Standards in writing the foreign language are highest. From Y7 onwards, pupils use extended writing on an increasingly wide range of topics, to a good level of accuracy.
- 326. Pupils understand, easily, the target language spoken by the teacher and foreign language assistants and can extract specific information appropriately.
- 327. Pupils read texts in the target language with understanding, for both gist and detail.
- 328. Pupils respond orally with enthusiasm and in full sentences. A significant minority of the most able uses extended speech with confidence, adapting language to new contexts and expressing opinions cogently.
- 329. Pupils with SEN make good progress in all language skills.

Shortcomings

- 330. Not all pupils achieve their potential in extended oral work and in speaking without prompts.
- 331. A few pupils do not complete work in their exercise books.

KS4

Good features

- 332. Extended writing is, again, of a very high standard. Pupils write fluently on a wide range of topics and in varied styles, to a good level of accuracy.
- 333. Pupils' knowledge of the rules of grammar, particularly the correct use of tenses, develops well and contributes effectively to the good standards of oral and written work.
- 334. Pupils' ready comprehension of the spoken and written language enables them to absorb and consolidate new vocabulary and structures.
- 335. Oral skills develop well, with an increasing number of pupils able to communicate confidently and accurately in full sentences. The most able express themselves with conviction and humour, using language naturally in conversation.
- 336. Pupils of differing abilities make good progress, particularly those who have recently acquired a second modern foreign language.

Shortcomings

337. There remains a degree of inconsistency in the extent to which pupils use extended speech with confidence and without prompts.

Sixth form

Good features

338. Students' oral skills develop well at this stage. Their intonation, range of vocabulary and structures and overall confidence enable students to communicate very effectively.

339. Extended writing, overall, continues to be of a high level of accuracy and is increasingly idiomatic and critical, on both literary and social topics.

340. Easy understanding of the written and spoken language enables students to respond to questions quickly and fluently.

341. Increased understanding of the rules of grammar allows most students to speak and write with considered attention to detail.

Shortcomings

342. Not all students, particularly in Y12, have an accurate knowledge of grammar, particularly tenses. This mars, to some extent, their standards in speaking and writing.

Physical education

343. Most Y11 pupils gain as good or better GCSE grades in physical education as they do in their other subjects. Results are above local and national averages and compare favourably with similar schools. Attainment in Business and Technical Education Council (BTEC), AS and A level courses is good. BTEC results are particularly good, with a 100% pass rate over the last three years and more. Both AS and A level have positive three-year averages; at GCSE, AS and A level last year results were well above local and national figures and compare favourably with similar schools.

344. In all key stages, almost all pupils work hard to improve their work during lessons. Many are becoming effective independent learners. Most pupils can evaluate performance well in different activities and across the key stages. Many can suggest positive and sensible ways to improve. Pupils with ALN make good progress at all key stages.

345. Boys and girls of all ages achieve well in extra-curricular, inter-school competitions and performances. Many gain individual and team honours, both local and national and their success is celebrated by the whole school.

KS3 Grade 2: Good features and no important shortcomings

KS4 Grade 2: Good features and no important shortcomings

Sixth form Grade 2: Good features and no important shortcomings

KS3

Good features

346. Most boys and girls understand the benefits and effects of exercise on health and well-being. They know the difference between static and active stretches and can identify and perform appropriate stretches for particular muscle groups.

347. In Y7 badminton, many boys can vary the distance, height and direction of the short and long service effectively. Almost all Y7 girls understand the importance of sudden changes of speed and direction in order to outwit an opponent in netball. Most Y7 girls can perform a sequence in gymnastics showing good understanding and application of tension and extension to improve the quality of their performance. They use prompts well to inform their peer evaluation, and know what they need to focus on to improve in future. They all carry, place and replace apparatus safely, showing care and consideration for others.

348. In hockey, almost all Y8 girls can dribble a hockey ball skilfully when moving at speed in and out of a series of cones, and many can use the reversed stick well to control the ball. In dance, most Y8 girls have a very good sense of rhythm and timing, and can make a robotic-style partner dance using a stimulus from a TV advert. They can identify the basic actions and the elements that lead to quality in movement, such as levels, directions and extension.

349. In Y9 badminton, most boys can perform the short backhand service well; the most able can vary the direction and disguise their intention. Most can sustain a rally of several shots in a game, and the best players use a good range of shots, moving about the court very well in the game.

Shortcomings

350. There are no significant shortcomings, although a small minority of pupils does not apply their skills well enough in a game, and a small number of girls does not show enough body tension and control in dance and gymnastics.

KS4

Good features

351. Girls in Y10 following the GCSE course understand the meaning of skill definition and use subject-specific terminology correctly and in the right context.

They can lead a warm up well, identifying relevant activities to develop flexibility.

352. Boys in Y10 following the GCSE course show competent skill levels in football, whilst the most able demonstrate higher order skills. They show very good balance and co-ordination; they can maintain control of the ball whilst outwitting an opponent and pass a long ball with precision even when under pressure.
353. Boys in Y10 core provision lessons show good balance and control when dribbling, passing and trapping a football, and a significant majority transfers the skill into a small game well. The most able boys change speed and direction quickly to outwit an opponent in a game. Most boys in Y10 can continue running for several minutes, sustaining rhythm and pace. They know and understand the difference between continuous and interval training and can relate it to their own sporting experience.
354. In badminton, all Y11 boys can perform the high clear shot effectively, and the more able move well around the court. They get into the best position to play a shot and, most of the time, select the most appropriate shot to play.

Shortcomings

355. There are no significant shortcomings, although a small number of boys loses some control and spatial awareness in football in the speed and excitement of a full game.

Sixth form

Good features

356. Students following the BTEC course recall previously learnt work about training and fitness for sport well. They can select successfully appropriate training regimes for different sports and situations, and can apply them to their own experiences. They are beginning to use this knowledge to design an appropriate training programme for a client, using the internet successfully to research additional information. Most students present their written assignments exceptionally well, showing good word-processing skills and importing images to illustrate their answers.
357. A level students' recall of previous work in exercise physiology is sound. They apply this knowledge, along with their own research and experience, to prepare an oral presentation. The best of these are delivered fluently, using subject-specific, technical terminology in the appropriate context.

Shortcomings

358. There are no significant shortcomings, although a very small minority of pupils on the BTEC course failed to complete some early written work, and a few did not present it well enough.

School's response to the inspection

359. The headteacher, staff and governors welcome the Estyn report following the inspection undertaken in January 2008. We particularly welcome the recognition that St Teilo's is a good school and that "the range of learning experiences and the quality of care ... have outstanding features".
360. We are delighted the report recognises the substantial progress that has been made since the last inspection, particularly in the areas of examination results, attendance, behaviour and whole-school ethos. In addition, the award of the highest grade in two of the seven key questions provides a positive endorsement of the high standards the school has set itself.
361. Our church school ethos is a critical part of the school, and it is pleasing to note that the inspectors recognised the outstanding contribution it makes to the success of the school, particularly in relation to our pupils' and students' spiritual, moral, social and cultural development.
362. It is a great encouragement to see the acknowledgement of the significant achievements of the school in the areas of collaboration with other local providers, and also the outstanding transition links with partner primary schools.
363. The quality of learning and teaching is central to the work of the school, and we recognise the need highlighted in the report for further improvements, in particular at KS3, to ensure that all learners gain the maximum from their time at school, and are able to achieve their full potential.
364. The report has made recommendations that we are keen to embrace, and will be incorporated into our current School Improvement Plan. We will continue to focus on providing even greater consistency at all levels of management so that we provide the best possible experience for all our pupils and students.
365. The positive endorsement of our school this report provides means we can confidently move forward and build on the many strong features that are highlighted. The school wishes to acknowledge the professional, thorough and positive approach of the inspection team under the encouraging and constructive leadership of the Registered Inspector.

Appendix 1

Basic information about the school

Name of school	St Teilo's C.I.W. High School
School type	Secondary
Age range of pupils	11-18
Address of school	Llanedeyrn Road, Cardiff
Postcode	CF23 9DT
Telephone number	029 20 434700

Headteacher	Mr Tim Pratt
Date of appointment	1 st September 2001
Chair of governors / Appropriate authority	Revd Canon Neville Jones
Reporting inspector	Mr Peter Carter
Dates of inspection	28 th January – 1 st February 2008

Appendix 2

School data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	193	191	192	190	194	151	100	1211

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	64	13	71.64

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	16.95 : 1
Average teaching group size	23.1
Overall contact ratio (percentage)	74.06

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole school
Term 1	92.4	90.6	88.7	89.3	96.2	92.6	91.0	91.5
Term 2	92.7	92.1	88.5	90.3	87.7	91.2	91.2	90.5
Term 3	95.6	93.7	90.9	91.6	89.1	92.6	91.8	92.2

Percentage of pupils entitled to free school meals	10%
Number of pupils excluded during 12 months prior to inspection	31 (temporary) 1 (permanent)

Appendix 3

National Curriculum Assessment Results End of key stage 3:

National Curriculum Assessment KS3 results 2007															
Total number of pupils in Y9: 192															
Percentage of pupils at each level															
			D	A	F	W	1	2	3	4	5	6	7	8	EP
English	Teacher assessment	School	1	1	1	0	0	1	2	17	45	27	7	0	0
		National	0	1	0	0	0	2	7	22	36	24	8.0	0	0
Mathematics	Teacher assessment	School	1	1	1	0	0	2	4	14	31	36	13	0	0
		National	0	1	1	0	0	1	7	18	25	30	16	1	0
Science	Teacher assessment	School	1	1	1	0	0	0	3	16	52	26	2	0	0
		National	0	1	0	0	0	1	6	19	34	28	12	0	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	69	In the school	-
In Wales	65	In Wales	-

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 2007	192
Average GCSE or GNVQ points score per pupil	45

The percentage of 15 year old pupils who in 2007:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	94	87	87
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	60	50	54
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	94	85	86
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	38	37	40
entered at least one Entry level qualification, GCSE short course or GCSE	100	99	97
attained one or more GCSE grades A*-C or the vocational qualification equivalent	89	75	77
attained one or more GCSE grades A*-G or the vocational qualification equivalent	98	94	93
attained no graded GCSE or the vocational qualification equivalent	2	6	7
attained one or more Entry level qualification only	0	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	-	-	-

For pupils aged 17, results in A/AS, GNVQs and NVQs	
Number of pupils aged 17 in January 2007	106
Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2007	73
Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2007	33

	School	UA	Wales
Percentage of pupils entered who achieved 2 or more grades A-C	53	68	67
Percentage of pupils entered who achieved 2 or more grades A-E	95	93	94
Average points score per candidate entering 2 or more subjects	2	3	3
Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2	22	-	-
Number of pupils who achieved a GNVQ Advanced or NVQ at level 3	24	-	-

UA Unitary Authority

Appendix 4

Evidence base of the inspection

Thirteen inspectors spent a total of 48.5 days in the school and were joined by a deputy headteacher as the school's nominee on the inspection team. The team held a meeting before the inspection.

During the inspection inspectors visited:

- 128 lessons or part lessons, 93 in the six subjects and 35 in other subjects;
- assemblies and form tutor periods; and
- some extra-curricular activities.

Members of the inspection team met with:

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

The inspection team also considered:

- the school's self-evaluation report;
- 60 responses to the parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection;
- samples of pupils' and students' reports; and
- a range of pupils' and students' work.

After the inspection, inspectors held meetings with subject departments, senior leaders and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Peter Carter (Registered Inspector)	Context, Summary, Recommendations, KQ1, KQ5, Appendix
Julia Longville	KQ2
Clive Rowlands	KQ3
Glyn Griffiths	KQ4
Ron Graham	KQ6, Science
Rhiannon Boardman (Lay Inspector)	KQ7
Steve Sheppard	Peer Assessor
Pauline Morgan	Nominee
Tony Sparks	English
David Hughes	Science
Heulwen Jones	Welsh second language
Hywel Buckland	Design and technology
Glynis Owen	Modern foreign languages
Pru James-Davis	Physical education

Acknowledgement

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

The inspection contractor

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