

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

A Report on the Quality of Education in

**Caereinion High School
Llanfair Caereinion
Welshpool
Powys
SY21 0HW**

School Number: 6664000

Date of Inspection: 8 October 2007

by

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Caereinion 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 Caereinion High School took place between 08/10/07 and 11/10/07. An independent team of inspectors, led by William Gwyn Thomas 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. Caereinion High School is an 11-18 mixed, naturally bilingual community school, situated in the small town of Llanfair Caereinion and maintained by Powys Unitary Authority (UA). There are 597 pupils on roll, compared with 564 at the time of the last inspection in February 2002. Of these, 88 form a small sixth form.
2. Most pupils come from the eight primary feeder schools from the surrounding rural area. Other pupils who wish to receive an education through the medium of Welsh come from Welshpool and Newtown. The catchment area is neither prosperous nor disadvantaged. Six per cent of the pupils are entitled to free school meals, a figure which is below the national average.
3. Pupils also represent the full range of ability. Thirteen pupils have a statement of special educational need (SEN) and a further 62 have been identified as needing some support. Seven pupils have national curriculum (NC) disapplications.
4. Seventy-six per cent of the pupils come from homes where the predominant language spoken is English. Twenty-three per cent come from Welsh speaking homes. Forty-seven per cent of the pupils speak Welsh as a first language or to an equivalent standard. Only three pupils receive support teaching in English as an additional language.
5. The acting headteacher was appointed to the post in January 2007. The leadership team is made up of the acting headteacher, a deputy headteacher and a senior mistress, all of whom were in the leadership team at the time of the last inspection. This team is joined by three other senior staff to complete the senior management team (SMT).
6. Vocationally-based courses at key stage (KS) 4 and in the sixth form are being developed internally and in conjunction with other providers in the area.

The school's priorities and targets

7. The school's mission statement is: "One's effort is one's reward". Its mission is to provide a stimulating bilingual environment, one which fosters a high quality of educational excellence in which hard work is rewarded.
8. The school has prepared a three-year overview development plan. A detailed development plan for 2007/8 identifies areas for development which encompass standards, teaching and assessment, bilingualism, the curriculum, pastoral care and guidance, management, self-evaluation and the learning environment.
9. The school also sets numerical targets for success at the end of KS3 and KS4 that, in 2008:
 - 69.4% of pupils should reach at least level 5, in teachers' assessments in all core subjects combined, at the end of KS3 (English 79%, Welsh 79.9%, Maths 77.4%, Science 72.6%); and
 - in the General Certificate of Secondary Education (GCSE) examinations, 63.4% of pupils should gain at least five grades A*-C, and 96.8% should gain at least five grades, A*-G.

Summary

10. Caereinion High School is a good school with some outstanding features. These include:
 - pupils' achievement at KS3 and the sixth form;
 - highly-motivated and very well-behaved learners;
 - pupils' very good progress in their, personal, social and wider development;
 - exemplary bilingual skills; and
 - provision of high quality for pupils with additional learning needs (ALN).
11. The school is moving forward strategically under the direction of the acting headteacher by developing its existing strengths further. He is fully supported by the governors, the local authority (LEA), leadership team and staff and is respected by pupils and parents.
12. There are shortcomings that require attention in the school's management structures and procedures.

Table of grades awarded

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

13. These grades match those of the school's self-evaluation report in key questions 1-4 and 6 and 7. While the school awarded itself a grade 2 for key question 5 in its self-evaluation report, the inspection team disagreed because of the identified shortcomings.

How well learners achieve

14. There are two outstanding aspects of the school in external assessments. In 2006 at KS3, compared with the 2001 figures, there had been a significant improvement in the percentage of pupils achieving level 5 or more in English, mathematics, Welsh first language and the core subject indicator (CSI). These figures are well above the national average and those of similar schools.
15. The 2006 Advanced (A) level results indicated that 95% of students achieved 2 or more A levels at grades A-C compared with only 75% in 2001. At A level, the school achieved the best results in Wales in 2006. Over the last four years, including 2007, the school has been very successful in the A level examinations.
16. In KS3 and in the sixth form results in public examinations have been outstanding.

17. The percentage of grades at A*-C for total entries at GCSE has been consistently high for 2005 and 2006 (above 80%). Indicators at GCSE are above the national and mostly above the LEA averages. The percentage of pupils achieving A*-C grades in the three core subjects combined has been consistently well above the national and local authority averages.
18. In the six subjects inspected, the following grades were awarded:

	KS3	KS4	SIXTH FORM
Welsh first language	2	2	2
Mathematics	2	3	2
Information technology	2	2	3
Modern foreign languages	2	1	1
Music	2	2	2
Religious education	2	2	2

19. In the sixth form, there are no courses leading to Advanced Subsidiary (AS) or A level examinations in information technology (IT). The grade awarded relates to the European Computer Driving Licence (ECDL) course which focuses on information communications technology (ICT) skills.
20. In the 63 lessons observed in these subjects, the following grades were awarded for standards of achievement:

Key Stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3+ KS4	6%	84%	8%	2%	0%
Sixth form	7%	67%	26%	0%	0%
Total	6%	79%	13%	2%	0%

21. The sample of lessons seen in the sixth form was very small and therefore comparisons between key stages are not reliable.
22. Overall, the percentage of lessons graded 1 and 2 exceeds the 2007 Welsh Assembly Government (WAG) target of 65%. It also meets the all-Wales figures in the latest report by Her Majesty's Chief Inspector (HMCI) for the target of 98% for grade 3 and above. In the last inspection, 77% of the lessons were grade 1 and 2 and this exceeded the 2002 National Assembly for Wales's target of 50%.
23. Pupils have good standards in most of the key skills and these are used effectively in all subjects across the curriculum. The exception is ICT in the sixth form and problem-solving skills in KS3 and KS4 where standards have good features outweighing shortcomings. Bilingual standards are very well developed. However, key skills are currently not accredited.
24. Pupils of differing abilities and background do well at school, through good teaching and effective learning support. However, pupils are not fully aware of what they have to do to improve in some areas of the curriculum.

Pupils' spiritual, moral, social and cultural development

25. A major strength of the school is the development of pupils' personal and learning skills. The outstanding features include:
- exemplary behaviour of pupils within the school community and on cultural visits;
 - respect for staff, visitors and fellow peers;

- pupils' support of one another in their learning; and
 - very good leadership skills demonstrated by the sixth-form students.
26. Assemblies and form-tutor periods are major contributors in raising these standards, especially when pupils are involved in the preparation and delivery of these activities.
27. The annual attendance rate has improved from 89.2% during the previous inspection to 92.5%. This is just below the WAG target of 93%.
28. The focus on preparing pupils for the work place and further or higher education begins in KS3. This focus and the numerous community-based projects, result in pupils being well placed to make informed choices about their future.

The effectiveness of teaching, training and assessment

29. An outstanding feature of teaching is the quality of relationships between staff and pupils as are the bilingual opportunities offered to pupils in KS3. Other good features include:
- effective use of resources;
 - work well matched to pupils' ability; and
 - stimulating group-work activities.
30. The following grades were awarded for the 63 lessons observed in the six subjects inspected and the 44 lessons observed in other subjects.

SUBJECT	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6 subjects	11%	68%	19%	2%	0%
Other subjects	27%	48%	21%	4%	0%
Total	18%	60%	19%	3%	0%

31. The size and nature of this sample differs from the last inspection. However, the percentage of lessons graded 1 and 2 in this inspection (78%) is above the all-Wales figures for 2005-06 of 69%. Good teaching promotes equal opportunities and all pupils are treated appropriately, irrespective of their abilities or background. Where teaching is good or very good, there is appropriate pace and challenge in nearly four-fifths of the lessons. The vast majority of lessons observed in Welsh first language, modern foreign languages and religious education is good or very good. Several of the lessons incorporate some outstanding features.
32. There are shortcomings in the remainder of the lessons, where inconsistencies exist both within and between subjects.
33. Assessment for learning strategies have been introduced. These are beginning to impact further on standards within the classroom. Where assessment practices are consistent, rigorous and accurate, departments are able to monitor pupils' progress and pupils are clear on how well they are doing. At whole-school level, there is a lack of overview of the monitoring of pupils' targets.

The extent to which learning experiences meets learners' needs and interests

34. The school's curriculum offers a wide variety of options to its pupils in KS4. College links and the introduction of vocational courses are beginning to extend the 14-19 option menu at this key stage. The school's development plan (SDP) outlines that additional vocational courses are being considered for introduction

in the near future. In September 2007, pupils in KS3 were given the opportunity to be taught bilingually in a wider range of subjects.

35. The development of sixth-form vocational provision is a priority for the school. Close collaboration with the authority's 14-19 Learning Pathways' co-ordinator is facilitating this development.
36. Able students in the sixth form are challenged and supported well. However, the provision for able and talented pupils is underdeveloped in KS3 and KS4.
37. Extra-curricular activities in KS3 are very good. These include cultural, outward-bound activities, and the promotion of environmental activities, all of which enhance their wider key skills. Pupils also benefit from the wide range of cultural activities available, including musical activities and theatre visits.
38. Pupils' entrepreneurial skills are developed well through activities involving business and team-building events. Their active participation in the promotion of education for sustainable development is visible by the way in which the environment is respected.

How well learners are cared for guided and supported

39. An outstanding feature of support within the school focuses on our advice shop in school (OASIS) scheme where pupils in KS4 are trained to be peer counsellors for pupils in KS3.
40. The very caring nature of the school is recognised by pupils and parents. Pupils feel that there is always someone there to help. Pastoral staff know their pupils well and provide good personal and social support to those pupils in their care. The measures taken for dealing with bullying are highly effective. The pastoral links with the primary schools are a strength and transfer arrangements are thorough.
41. Wide-ranging strategies are used to support the students in the sixth form to ensure that they succeed in entering the establishments of their choice. Support for prospective Oxbridge candidates is extensive.
42. The school council and upper school forum work successfully.
43. The quality of support and provision for pupils with ALN has outstanding features which include:
 - positive support and challenge given to pupils on an individual or class basis;
 - very good direction given by the SEN co-ordinator (SENCO) to all relevant staff;
 - effective learning support assistants (LSA) and support staff who clearly understand their roles and responsibilities; and
 - frequent experience of success afforded to the pupils.
44. The school's policies and practices promote gender equality and promote good race relations.

The effectiveness of leadership and strategic management

45. The school is well led by the acting headteacher who has a clear vision for the new strategic direction of the school. He is ably supported by his deputy headteacher. He is highly respected by staff, pupils and parents and is fully

supported by the governing body and the LEA. He has high expectations of everyone in the school and is developing a culture of continuing improvement with his SMT.

46. The roles of individuals in the SMT are not clearly defined and neither is the degree of accountability. The team's effectiveness is restricted by lack of time for management. This has resulted in insufficient focus on issues to do with standards, teaching and learning and assessment. There is inconsistency in the degree of rigour with which the SMT assures quality.
47. There is good practice evident in middle management, where departmental monitoring and target-setting procedures are rigorous. However, these practices are not applied consistently across departments.
48. Governors are increasingly involved with setting the strategic direction for the school. They were fully involved in the compilation of the inspection self-evaluation document. They have established departmental links and act as critical friends to heads of department.

How well leaders and managers evaluate and improve quality and standards

49. The school is developing its self-evaluation procedures which are in the process of being embedded. At present, the self-evaluation process does not impact fully on standards within or across subjects. The quality of departmental development plans is improving, but many are lacking in specific quantifiable targets and are not fully costed. This is also reflected in the SDP.
50. The curriculum is delivered by suitably qualified and experienced staff. Teachers and pupils are fully supported by a well-trained support staff. All departments are well resourced in terms of books and equipment. However, the number of classrooms with interactive whiteboards is limited. The quality of teaching is enhanced where departments utilise digital projectors effectively.

The efficiency of leaders and managers in using resources

51. The school manages its budget allocation effectively, through the deputy head teacher, governors and the finance officer. The budget's income and expenditure accounts are scrutinised rigorously to ensure value for money. Financial decisions are focused on the curricular and educational needs of the school.
52. Overall, the school provides good value for money in terms of the:
 - standards achieved by pupils;
 - quality of curriculum delivery;
 - effective way in which resources are regularly reviewed to match the school's priorities for development; and
 - school's inclusive, supporting and caring ethos.

Progress since the last inspection

53. With regard to the key issues from the previous inspection, the school has made progress in:
 - maintaining and raising standards where they were satisfactory;
 - raising standards in numeracy and ICT across the curriculum;

- complying with the statutory requirements for daily acts of collective worship and the provision of religious education in the sixth form; and
- improving pupils' attendance.

54. However, insufficient progress has been made in:

- improving the quality of departmental self-evaluation; and
- improving management by ensuring that:
 - the responsibilities of the school management team and middle managers are clearly defined;
 - the senior management role in monitoring standards across the curriculum is fully developed; and
 - their involvement in whole-school development planning is increased.

Recommendations

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

- *R1 Review and re-define more clearly the roles and responsibilities of the SMT to ensure greater accountability and consistency for the:
 - quality of teaching and learning; and
 - use of assessment to improve performance.
- *R2. Develop and implement a systematic and rigorous process for planning, monitoring and evaluating, at all levels of management.
- R3. Plan and implement a strategy for delivering key skills in each of the key stages to raise pupils' standards of achievement.
- *R4. Raise standards further by strengthening assessment procedures to enable pupils to understand more clearly how to improve their own performance in KS3 and KS4.
- *R5. Meet the requirements of the 14-19 Learning Pathways agenda by enhancing curricular provision in KS4 and the sixth form.

* The SDP addresses most of these recommendations.

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

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

KS3 and KS4

Pupils' success in attaining agreed learning goals

56. There are many very good and good features related to pupils' achievement.
57. Key stage 3 results are outstanding. Results compare very well with national averages and LEA averages. Compared with the previous inspection results, the 2006 figures show that there has been a significant improvement.
58. In 2006, the percentage of pupils achieving at least level 5 in teachers' assessments at the end of KS3 is in the top quarter compared to similar schools in the core subjects combined and in the top quarter for English, mathematics and Welsh first language. With the exception of science, the 2006 results in the core subjects were better than those of the previous two years. Overall, pupils have performed better than expected matched to prior attainment at KS2.
59. At KS4, pupils' GCSE results in the five or more grades A*-C, CSI, and average points' score (APS) indicators have been above LEA and national averages for the last three years. When compared with similar schools in Wales, Caereinion High School is placed in the category where up to ten per cent of pupils are entitled to free school meals.
60. Only six per cent of the pupils are entitled to free school meals. In 2006, this indicator placed the percentage of pupils achieving at least five GCSEs at grades A*-C, in the bottom half, compared with schools of a similar intake. The percentage of pupils achieving a grade A*-C in all core subjects (57%) is in the top half, compared with schools of a similar intake.
61. In 2006, compared with their performance at KS3, pupils had performed below that which was expected at five A*-C/G grades.
62. In 2007, the percentage of pupils achieving at least five A*-C grades was the same as 2006. The percentage of pupils achieving five A*-G grades exceeded the 2006 figure by six percentage points.
63. In 2007, the percentage of pupils achieving the equivalent of one GCSE grade A*-C (88%) exceeded WAG's "Vision Into Action" target of 53% for 2007.
64. At KS4 in 2006, girls attained better than boys. For example, the difference between the percentage of girls and boys gaining at least five A*-C is 17 percentage points compared with 12 percentage points nationally.
65. In 2006, pupils achieved 32% of the top A*/A grades at GCSE level in subjects across the curriculum. This compares very favourably with national figures where only 18% of subject entries accounted for A*/A grades. Boys gained 29% and girls 35% A*/A grades.

66. The following grades were awarded for standards of achievement at KS3 and KS4 in the 63 lessons observed in the six subjects inspected:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	0%	93%	7%	0%	0%
KS4	14%	71%	10%	5%	0%
KS3+KS4	6%	84%	8%	2%	0%

67. In the six subjects inspected, standards in modern foreign languages are good features and no important shortcomings in KS3 and good with outstanding features in KS4.
68. Standards are good with no important shortcomings in:
- all six subjects inspected in KS3; and
 - religious education, IT, Welsh first language and music in KS4.
69. Good features outweigh shortcomings in:
- mathematics in KS4.
70. Overall, pupils achieve standards that have good features and no important shortcomings in 84% of the lessons and outstanding features in a further 6%.
71. The standards achieved in 90% of the lessons observed in the six subjects being inspected, surpass the WAG target (65%) for 2007 by 25 percentage points. The percentage of lessons where standards were awarded grades 1, 2 or 3 is identical to the all-Wales target of 98% in last year's HMCI report.
72. Overall, pupils' standards in key skills have improved since the previous inspection.
73. Pupils' listening skills in Welsh and English are outstanding as are their skills of working with others. Their bilingual skills are outstanding as is evidenced by their use of both languages confidently in all activities.
74. At both key stages, the standards that pupils achieve in all their other key skills are good with no important shortcomings. The exception is ICT in the sixth form and problem-solving skills in KS3 and KS4 where standards have good features outweighing shortcomings.
75. Standards are very high because most pupils:
- listen attentively and apply what they hear effectively;
 - speak confidently and provide extended answers that demonstrate knowledge and understanding of their work; and
 - write accurately and present their work well.

Their progress in learning

76. In comparison with attainment on entry, pupils across the ability range make significant progress in KS3. Levels of attainment are outstanding.
77. Pupil achievement in KS4 at GCSE level in 2006 is below expectations. Pupils achieved above expectations in the core subjects when compared with the cohort's achievements in KS3. However, girls underachieved in mathematics and boys in science. There were several subjects at GCSE level in 2006 where pupils' achievement was below expectations.

78. The most able are challenged in many of the subjects in KS4 particularly where teaching has outstanding features. There is no planned cross curricular extension provision for the gifted and talented. In a number of classes, there is underachievement of the most able pupils. In over a quarter of subjects in 2006 there were no grade A* at GCSE and the percentage gaining five or more grades A*-C is not sufficiently high in relation to pupils' prior attainment.
79. The school entered all pupils for a full GCSE or short course or entry level qualification in KS4. In 2006 and 2007, no pupil left the school without a recognised qualification. In 2007, all pupils achieved a qualification equivalent to a GCSE grade at A*-G.
80. The introduction of vocational courses in KS4 has raised the degree of appropriate challenge for lower and middle ability pupils in order that they may achieve their potential. The school is beginning to meet the needs of the learning pathways of pupils by the provision of these vocational courses.
81. Pupils acquire new knowledge and skills but the process of assessing how well they have achieved is underdeveloped. Pupils are not fully aware of what they have to do to improve. There is an inconsistency across the curriculum in procedures by which pupils know how to improve. Written and oral feedback is variable in quality. Targets for improvement are given, but they are not always subject-specific.
82. Pupils' key skills are developed to a good standard. This has prepared them well for the expectations of lifelong learning.
83. Pupils with ALN achieve standards that are matched to or exceed their ability. The support of the special needs' department, including additional assistance given by sixth form mentors, has raised these pupils' standards both in reading and writing.
84. The standards of pupils' course work in business studies and other subjects have been raised due to additional access to new computer technology.

The development of their personal, social and learning skills

85. A major strength of the school is the development of pupils' personal and learning skills. These are outstanding features, as are their social and cultural development. Pupils' moral development is very good. Their spiritual development is good.
86. Pupils work very well in lessons, both individually and collaboratively. They show interest and enthusiasm in their work. High levels of concentration are evident in the majority of lessons. Most pupils demonstrate a high level of maturity and use these personal skills effectively. They support and help one another to improve.
87. Pupils' behaviour is exemplary both within the classroom and around the school. They show respect and behave responsibly towards one another, to members of staff and to visitors. The atmosphere within the school community is very calm and orderly. This contributes positively to pupils' learning.
88. The school has succeeded in raising its levels of attendance since the last inspection from 89.2% to 92.5% currently. During the inspection, high attendance rates were evident in lessons. Pupils are punctual to lessons.

89. The school has succeeded in becoming an inclusive establishment. During the last five years only one pupil has been permanently excluded. It has succeeded in integrating pupils who had been excluded from other schools.
90. Assemblies and form tutor periods, where pupils have opportunities to reflect on moral, spiritual and religious topics, make important contributions to their development. They show very good awareness of different lifestyles, beliefs and cultures.
91. Pupils demonstrate a sound awareness of equal opportunities issues and show great respect for diversity, both within school and in society. There are strong links with the community and local businesses. Through these, and values promoted by the school, pupils are prepared well for participation in the workplace and community.

Sixth form

Students' success in attaining agreed learning goals

92. In the six subjects inspected, standards in modern foreign languages are good with outstanding features, good with no important shortcomings in religious education, mathematics, Welsh first language and music. Good features outweigh shortcomings in IT.
93. The following table shows the grades awarded in standards achieved by students in the 15 lessons observed in the six subjects inspected.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	67%	26%	0%	0%

94. These figures indicate with this small sample that students achieve standards that have good features and no shortcomings in 74% of the lessons.
95. Results in external examinations in 2006 were outstanding and have improved significantly since the last inspection. Students did better at A level than expected from their GCSE results in 13 out of 16 subjects.
96. The percentage of students gaining two or more A levels or equivalent at grades A-C and at grades A-E improved on the previous two years. The A-C pass rate in 2006 was significantly above that of the LEA (21 percentage points) and national average (27 percentage points). Students gained 45% A grades compared with 25% of entries achieving that grade nationally.
97. The average A level points' score per student improved on the previous two years. These indicators are significantly above LEA and national averages by seven and eight percentage points respectively.
98. Girls outperformed boys in 2006 in terms of the higher A level grades and the average points scored.
99. These results are a reflection of the consistently high standards of attainment within the last four years, including 2007.
100. Students achieve good standards in all their key skills except ICT. All students study the ECDL course but the skills of a significant minority are underdeveloped. Many students do not complete the ECDL course. In a few subjects, opportunities are given to students to make PowerPoint presentations of their work. High-order levels of communication in both languages are evident

in class discussion. Students use complex subject-specific terminology in discussions with one another and with teachers. Outstanding qualities are evident in group work. These qualities assist students to enhance their good problem-solving skills and also enable them to improve their own learning.

Their progress in learning

101. The Critical Thinking course has contributed to the students' overall progress and raised standards by sharpening their powers of analysis and enhancing their levels of confidence to discuss openly and respect other students' opinions. Students benefit from a range of AS and A2 courses, including the recently introduced vocational course. In 2006 all students achieved at least A-E passes in two or more subjects. Completion rates exceed LEA and national average figures.
102. Retention rates of 45% to the sixth form are relatively low. The exceptional achievements of students at A level are having a positive impact on student numbers returning to the sixth form. The vast majority of those who return proceeds to higher education on completion of their courses. Their mature attitude to work prepares them well for progression to university or the world of work.
103. Students have a clear understanding of their levels of achievement. They are monitored closely, receive detailed guidance from staff, and are fully aware of what they need to do to improve. Targets for improvement are clearly set.

The development of their personal, social and learning skills

104. Students have well-developed personal and social skills. Students gain in maturity during their period of study in the sixth form. Their leadership skills are very good. They give freely of their time to mentor younger pupils in KS3 and KS4. This has had a positive impact on pupils' achievements and strengthened relationships between senior and junior pupils.
105. Members of the sixth form undertake their duties around the school effectively and are an added means of support for younger and those new to the school. They prove to be very good role models to the remainder of the school.
106. They display very positive attitudes to learning and these are reflected in the quality of relationships which are evident between the students and their teachers. Students are well supported by staff and they show appreciation of the opportunities made available to them.
107. Attendance is 90.8% in the sixth form and represents a significant improvement compared with the attendance figure in the previous inspection. Students are punctual to lessons.
108. Students gain much from their sixth-form experiences, in their academic, personal, social, moral and wider development.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

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

KS3 and KS4

110. In the 48 lessons in the six subjects inspected, the grades awarded for teaching at KS3 and KS4 were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	67%	19%	2%	0%

111. Overall grades for the quality of teaching in the 87 lessons observed at KS3 and KS4 were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	59%	20%	1%	0%

112. Teaching has good features with no significant shortcomings in 79% of all lessons in the six subjects inspected. This is significantly above the figure for all-Wales inspections for 2005-06 when 69% of lessons were judged to be a grade 1 or 2.

113. The outstanding feature of the teaching is the very good relationship between teachers and pupils. This relationship establishes and fosters a very positive learning environment. This promotes learning and high standards of behaviour and expectations from pupils in lessons. The bilingual opportunities offered to all pupils are good, outstanding at KS3 where nearly all pupils have opportunities to be taught bilingually.

114. In most lessons, teaching has good features and these include:

- the effective use of resources, including ICT, to promote learning;
- work that is well matched to pupils' abilities; and
- a varied range of individual, paired and group-work activities to stimulate pupils in their learning.

115. These lessons are carefully planned and teachers show good subject knowledge.

116. Teaching promotes equality of opportunity and all pupils are treated equally. In the vast majority of lessons, teachers support pupils in their learning very effectively by varying the range of tasks and activities. The pace of lessons is brisk and tasks are carefully timed. The links between present and previous work are made explicit to pupils and there is effective questioning.

117. Lesson objectives are clear and these are effectively communicated to pupils. At the close, pupils are required to explain what they have learned.

118. However, these approaches are not yet fully embedded in practice and a rigorous evaluation has yet to be completed. In a significant minority of lessons there is:

- lack of pace;
- ineffective use of ICT;
- too much teacher direction; and
- not enough extension work for the most able pupils.

119. Teaching provides very good opportunities to enhance pupils' skills in the Welsh language and their awareness of the culture of Wales.

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

120. All statutory requirements for assessment and reporting on NC subjects are met and teaching fulfils the regulations of examining boards.

121. There is good practice in some subjects where assessment practice is consistent, rigorous and accurate. Good use is made of pupil self and peer-assessment practices in lessons to help pupils gain an understanding of what standards they have achieved and what they need to do to improve. In some subjects, departmental portfolios of work have been introduced to help standardise assessment practice. Marking of pupils' work in these subjects is consistent and diagnostic with clear targets and guidance on how pupils can improve.

122. Where there are inconsistencies within and between departments, the following shortcomings are identified:

- assessment strategies are not embedded in classroom practice;
- grades, levels or marks are used; and
- there is a lack of constructive feedback and target-setting in relation to pupils' work.

123. These inconsistencies prevent pupils from understanding what they have achieved and what they need to do to improve. Pupils are not always clear about how well they are doing in relation to the other subjects they are studying.

124. There is a whole-school assessment, recording and reporting policy but it is inconsistently used by subject departments.

125. There is a lack of overview of the monitoring of pupils' targets at whole-school level. No designated person has responsibility for monitoring the target setting process.

126. Annual and interim reports to parents provide information on their child's academic and personal development. They also give a clear indication of a pupil's progress in a subject. Where reporting is of a good standard, the report contains useful factual content about the subject and informative judgements about how well the pupil is doing.

Sixth Form

127. In the six subjects inspected, the grades awarded for teaching in the sixth form were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	73%	20%	0%	0%

128. In the six subjects inspected teaching was at least good with no important shortcomings in 80% of the 15 lessons observed.
129. Overall grades for the quality of teaching in all 20 lessons observed in the sixth form were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	65%	15%	10%	0%

130. Teaching in 10% of lessons had shortcomings in important areas. The above figures should be treated with caution as they are based on observations of a very small sample of lessons.
131. An outstanding feature of teaching is the very good working relationship that staff develop with their students. Staff teaching in the sixth form have a thorough knowledge of their subject. Most students receive teaching of high quality that ensures that they have the knowledge, skills and understanding to succeed. The good features of teaching nearly always include the use of probing questions, giving regular positive encouragement and using resources imaginatively.
132. Bilingual teaching was also seen as a strength within the sixth form where teachers and students move effortlessly from one language to another.
133. The shortcomings identified at KS3 and KS4 are present in a small minority of lessons in the sixth form and include too much input by teachers. Consequently, there are insufficient opportunities for students to work independently. The slow pace and the restricted range of activities also impact adversely on learning in some lessons.
134. The assessment of students' work is good and most teachers maintain detailed records of students' achievements. Teachers mark students' work thoroughly and accurately and provide clear and detailed oral and written feedback to students that identify areas for improvement.
135. Annual and interim reports are sent to parents and guardians regularly, comments from subjects are detailed and generally provide good targets for improvement.

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

Grade 2: Good features and no important shortcomings

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

The extent to which learning experience meet learners' needs and interest

137. The provision of the Critical Thinking skills course to students in the sixth form is an outstanding feature of the curriculum. It focuses and challenges the minds of those students who wish to continue to higher education.
138. The guidance given to prospective university applicants is outstanding. Students are thoroughly prepared for entry to higher education by the support and guidance given to them. There are high expectations of all students, but especially of the prospective Oxbridge candidates.

139. The range of extra-curricular activities offered by the school is very good in KS3 and has good feature in KS4 and the sixth form.
140. The KS3 activities' week is particularly wide ranging and includes cultural visits to France, outward-bound activities and the promotion of environmental and sustainable development activities.
141. The 5x60 programme in KS4 has encouraged many pupils to take part in physical activities after school and the school has a number of teams which compete against other schools.
142. A large range of musical activities and instrumental lessons is available. Pupils progress and become members of the North Powys Youth Band and Orchestra. Further cultural experiences are provided by theatre and gallery visits and visiting authors and poets.
143. The promotion of learners' personal, spiritual, moral, social and cultural developments lies at the heart of the school's activities. Pupils and students show respect for adults and towards one another.
144. There are many other good features within the school's curriculum which meet statutory requirements.
145. The curriculum at KS3 is broad and balanced. It gives equal opportunities and access to all pupils. The provision of bilingual courses has been extended. There are good co-ordination, intervention and support arrangements for pupils with SEN.
146. The curriculum at KS4 has been extended by the inclusion of some additional vocational provision. The most recent being hospitality and catering. Some elements of these vocationally accredited courses are provided off-site, and are available to pupils of all abilities.
147. In KS4, language provision for pupils is very good. Pupils are able to study Welsh, Spanish and French. Pupils are given the opportunity of obtaining the ECDL qualification in ICT. The provision for gifted and talented pupils in KS3 and KS4 is underdeveloped.
148. Students in the sixth form have a good choice of AS and A2 level courses. The wide range of subject combinations has been enhanced by use of the video-conferencing facility. Students also study religious education which conforms to statutory requirements within a programme of personal and social education (PSE) lessons.
149. At present, the school is working closely with the LEA's 14-19 Learning Pathways co-ordinator to enhance vocational provision in the sixth form. Current vocational provision is limited to the child care course.
150. The school has successfully gained the Basic Skills Quality Mark. Pupils who need additional assistance with developing literacy and numeracy skills are identified early in Y7 and use Success-Maker to improve these skills.
151. Key skills are becoming well embedded in schemes of work and opportunities are being sought to accredit these skills. Pupils' communication skills are good in both languages. There are good examples of numeracy skills being used in Welsh, science and geography. However, problem solving skills are underdeveloped across all subjects at KS3 and KS4

152. A good feature of the work of the school is its wide range of partnerships with various education, welfare, support and community providers. Partnership links with parents and guardians are well developed. A number of parents are also very involved with the school and supportive of the activities of the Parent-Teachers' Association (PTA).
153. The supportive contribution of the current governing body has a positive impact on pupils' learning experiences.
154. Links with the community are strong and effective. Several local organisations and businesses support the school and many make a positive contribution to the education of pupils. All learners enhance their knowledge of the wider community by raising substantial amounts of money for charities and by studying other cultures in some subjects, notably religious education, history, geography, French and PSE.
155. Links with partner primary schools are strong. The pastoral transitional arrangements are comprehensive and effective. Joint staff training days and link lessons have been held as part of the three-year secondary transition consortium plan. Curricular links are developing.
156. Formal partnerships for initial teacher training exist with University College Aberystwyth and the mentoring, support and evaluation arrangements are well established. At times, the Open University is engaged in teacher-training activities with the school.

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

157. The school's policy of developing both languages has resulted in an ethos which normalises the speaking of two languages. This has promoted learners' bilingual skills as well as the culture of Wales and is an outstanding feature of the school.
158. Pupils benefit from an effective careers and work-related programme. A close working relationship has developed with Careers Wales and also with a very wide range of businesses that support the school's successful work-experience programme in Y10/12. Pupils benefit from visits made to the school by outside speakers who support the delivery of the careers and entrepreneurship programme within PSE.
159. Good opportunities exist for pupils to participate in various challenges, and there are visits to local companies, innovation projects and competitions involved with the world of work. Extensive use is made of activities related to the Dynamo project to further pupils' entrepreneurial and decision-making skills. The sixth-form provision in relation to the world of work is a very strong feature of the work of the school.
160. The success of pupils, learners and first language speakers alike in the Urdd Eisteddfod is complemented by the staging of English musicals. More subjects are now taught bilingually in KS3. This is enhanced by teachers using both languages and this good practice is being shared with primary schools.
161. The delivery of the *Cwricwlwm Cymreig* is particularly effective in Welsh, music, history, geography and art, but is not as well developed in other areas.

162. The school makes good efforts to promote equality of access and opportunities for all pupils. Everyone is given an opportunity to participate in events or attend educational visits with the school offering financial assistance in cases of individual hardship.
163. Education for sustainable development is a developing feature of the school's global citizenship activities.
164. National priorities are reflected in the school's planning for the implementation of the 14-19 Learning Pathways and preparation for the provision of the Welsh Baccalaureate Qualification (WBQ). A 14-19 learning coach has been appointed and links have been established with a WBQ pilot school.
165. The pupils' learning experiences, including extra-curricular activities and work-related activities, and the development of good key skills, lay the foundations for lifelong learning.

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

Grade 2: Good features and no important shortcomings

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

The quality of care, support and guidance to learners

167. There are many good features in the quality of care provided. One feature is outstanding. The OASIS scheme has been sustained successfully for several years. A group of pupils in KS4 is trained each year to become peer counsellors for pupils in KS3. They continue to use these skills as 'buddies' in the sixth form. Funds are raised by the pupils themselves to support the training. Most of them have achieved the Diana Princess of Wales Memorial Award for Young People. Pupils in KS3 value this scheme very highly. Pupils have a strong view that this is a very caring school. Staff are approachable and there is always someone there to help.
168. Pastoral staff provide very good personal and social support and know the pupils in their care very well. They keep detailed records of their behaviour and parents are well informed. The monitoring of academic achievement and target setting is less well developed. Systematic monitoring and formal links across the pastoral staff are not developed.
169. The school council and upper school forum work successfully. Pupils raise and debate key and relevant issues, which are subsequently resolved satisfactorily.
170. The school has effective links with a wide range of support services, which value the quality of communication and involvement with the school for the benefit of the pupils.
171. There are close links with contributory primary schools. The Y7 induction programme is well structured and transfer arrangements are thorough. Curriculum transition, including the standardising of pupils' work, is established in English, but developing in the other subject areas.
172. There are good option programmes for Y9 and Y11.
173. The PSE programme at all key stages has recently been reviewed. It is based on national guidelines and comprises a wide range of useful skills and relevant

issues. The supporting resource material for teachers is generally of a high standard. However, the programmes are not balanced in the coverage of key areas and lack strategic overview. They do not provide adequate guidance on the specific development of key skills.

174. There is effective guidance on standards and expectations for punctuality, attendance, behaviour and discipline. These are monitored closely, although the monitoring of attendance is inadequate for pupils in the 80-90% attendance range. The attendance rate of 92.5% for pupils of compulsory school age is slightly below the WAG target of 93% for 2007.
175. Careers guidance is supported by the Careers Wales service and follows government guidelines. Each pupil is interviewed in Y11. Students in Y13 receive extensive and thorough support and guidance with respect to their applications to higher education.
176. Health, safety and well-being are managed well. First-aid and medical arrangements are good. Health education is taught within the PSE programme and incorporates sex education in line with the school's policies. 'APAUSE' is a successful sex-education programme, delivered to pupils in Y11. In line with healthy-eating initiatives, some progress has been made in the promotion and provision of healthier food choices.
177. The child protection policy and designated officer are known to all staff. Staff have received appropriate training and the necessary procedures for dealing with child protection issues are followed.

The quality of provision for additional learning needs

178. The quality of the support and provision for pupils with ALN has the following outstanding features which lead to an inclusive curriculum where all pupils are valued and have equal access to their learning.
179. Pupils with SEN respond positively to support in mainstream classes and to the encouragement, challenge and praise they are given.
180. Pupils with SEN make very good progress. They display high standards of behaviour, have clear targets, know what they have to do and regularly feel a sense of achievement.
181. The SENCO provides very good direction to all departments as well as to her own. Greater awareness of SEN has developed across the school since the last inspection. Learning support assistants and support staff work very effectively with pupils with SEN. They are aware of pupils' targets and respond effectively to their needs and have well organised routines.
182. The following good features are also evident within the school.
183. The school has a comprehensive and effective SEN policy which is well implemented. The school satisfies the requirements of the Code of Practice for learners with special or additional needs and conforms to statutory requirements.
184. The identification and assessment of pupils with SEN and ALN are thorough. There is good liaison with its feeder primary schools.

185. Individual education plans are of good quality. They include specific and measurable targets and identify the resources that will help the pupils learn effectively. Subject teachers adapt their lesson well to meet the need of individual pupils.
186. Links with outside agencies, support workers and partnerships with other schools are good and effective use is made of their additional support and guidance.
187. All pupils have access to appropriate accreditation at the end of KS4. Pupils with SEN consistently do well in relation to their ability.
188. The school is developing a good range of strategies to deal with individual pupils and small groups of pupils, whose behaviour has a detrimental effect on their progress and that of their peers. Wider curriculum arrangements are facilitated by the youth service via the Inform Ed programme and links with Coleg Powys.

The quality of provision for equal opportunities

189. Provision for equal opportunities is good.
190. This is an open and inclusive school, where pupils recognise they are given every opportunity to achieve, irrespective of their personal and social background.
191. The school's policies and practices promote gender equality and foster the breakdown of traditional stereotypes. It promotes good race relations and meets its duties under the Race Relations Act.
192. The measures taken for dealing with bullying are highly effective. Pupils' awareness of this issue is raised in assemblies and in the PSE programme. They are confident that help is available, and that matters will be dealt with.
193. The school has comprehensive accessibility plans and a detailed disability discrimination policy, both of which are followed into practice. Inclusion is fostered exceptionally well.
194. Through the PSE programme, assemblies and some subject areas, pupils develop their understanding of equal opportunities and how to appreciate the diversity of races and cultures.

Leadership and management

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

Grade 3: Good features outweigh shortcomings

195. This is one grade lower than that of the school's self-evaluation, as the inspectors felt that good management initiatives are not yet consistently embedded in practice. There has also been insufficient progress with aspects of management since the last inspection.

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

196. The acting headteacher has a clear vision for the future strategic direction of the school. This has been shared with all staff, governors and the wider community.

He is developing the school's existing strengths further by introducing new initiatives and structures to assist the future development of the school, in particular, formalising procedures. However, these have not had sufficient time to be embedded.

197. The school actively promotes equality of opportunity for all, regardless of linguistic, cultural or social background. The success of pupils and students in their achievements, academic, cultural, sporting and social reflects the success of the policy.
198. The acting headteacher is ably supported by the deputy headteacher and the SMT. Each is linked to a cluster of departments, but their effectiveness is restricted by lack of time for management.
199. The links between senior leaders and the departments and teams which they line manage vary in their effectiveness. There is inconsistency in the degree of rigour with which the SMT assures quality and reviews the work of individual subject departments and teams. These are shortcomings.
200. Each member has a high teaching commitment and some hold heads of department responsibilities. They do not have clear lines of responsibility for which they are accountable. No named person has specific responsibility for teaching and learning or tracking assessment.
201. The role of middle managers and their accountability is developing.
202. The quality of leadership of middle managers is variable, with good practice in Welsh and history and outstanding practice in modern foreign languages and geography.
203. The school has a firmly established system of performance management. Targets are set for each individual teacher's professional development and one target for whole-school development. Outside of this process, heads of department do not formally monitor teaching and learning rigorously enough. Neither do they formalise nor record departmental meetings sufficiently.
204. The school has incorporated several national priorities into its agenda for improvement. There are good features in the development of work-related education, healthy eating and lifestyles, social inclusion, entrepreneurial skills and sustainable development. The school is working closely with the authority's 14-19 Learning Pathways' co-ordinator. Vocational pathways are in their infancy. The links with primary schools are very good and ensure continuity of learning.
205. The programme for the induction of newly-qualified teachers, and teachers new to the school is very well organised and managed. Initial teacher training (ITT) student teachers also receive very good support.

How well governors or other supervisory bodies meet their responsibilities

206. The governing body includes members who have supported the school over a number of years, and members recently appointed. Their individual expertise is used well. They and the UA are fully supportive of the acting headteacher.
207. The school is continuing to move forward strategically under his direction.

208. The inspection process has enabled the governors to be more focused in their roles. They see that self-evaluation is becoming more structured and is involved with the strategic development of the school. Governors were fully involved in the compilation of the self-evaluation report for the inspection.
209. Governors are regularly provided with appropriate information by the SMT and ask pertinent questions about performance and plans for improvement. Departmental reports are presented to the governors in an agreed structured cycle.
210. A member of the governing body links directly with the SEN department. The designated governor is very supportive of the work of the learning support team. Here, good working relationships have been developed.
211. Governors undertake lesson observations. Links to subject departments are established and they act as critical friends. However, these processes are not applied consistently.
212. All regulatory requirements are met.

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

Grade: 3 Good features outweigh shortcomings

213. This grade matches the school's self-evaluation grade.
214. The recently introduced self evaluation process is comprehensive, inclusive and well planned. However, the process is not yet fully embedded nor consistently applied throughout the school. It is yet to impact fully on standards.

How effectively the school's performance is monitored and evaluated.

215. The school's self-evaluation report is a detailed document, outlining strengths and areas for development. Its grades differed from those of the inspectors in only one of the key questions.
216. The school has recently introduced a self-evaluation process that is comprehensive and evaluative identifying the school's strengths and the areas of provision that it believes require further development. The staff are increasingly becoming better informed about individual, team and whole-school performance.
217. Every attempt is now being made to ensure that at all stages, the evaluation and judgements made are closely related to measurable performance outcomes and the analysis of trends over time. However, there remain inconsistencies between departments.
218. The school is beginning to use a broad range of evidence to ensure accurate identification of areas of strength and further development. These include departmental and senior management self-evaluation processes, active participation of the governors, developing classroom observation practice, analysis of performance data, monitoring of pupils' progress and evidence from a range of external perspectives.

219. The headteacher attaches considerable importance to the views of parents, carers and pupils, governors, external agencies as well as the wider community. Already parental views have been sought through questionnaires, including comments during parents' evenings and PTA activities. Equally, use by some departments of pupils' self-assessment sheets, views of the school council and forums as well as pupils' questionnaires in a few subject areas; ensure that pupils have an opportunity to provide first-hand evidence. Another developing feature is the holding of review meetings with a range of providers.
220. The school's self-evaluation processes which are comprehensive, inclusive and well planned, have several good features. These are the:
- strong sense of understanding and ownership by many of the priorities, targets and outcomes;
 - successful outcomes in some areas of learning and some whole-school initiatives;
 - senior leadership team links with some of the subject departments are effective and impact on outcomes; and
 - good examples of pupil, parental, external agencies and governor involvement within some of the school's practices and activities.
221. However, there is an absence of a coherent cycle linking performance management, school planning and self-evaluation into a cycle of inter-related activities. The self-evaluation process does not fully impact on standards across all areas of learning and the whole process is not as yet consistently applied and implemented.
222. In several instances, there is lack of rigour and consistency in the senior leadership and departmental teams monitoring classroom observation.
223. Pupils' participation in their own subject target-setting and self-evaluations is also underdeveloped.

The effectiveness of planning for improvement

224. The headteacher and governors' planning for improvement is developing and has many good features, particularly the rigour of the planning for improvement at all levels and the close linkages between performance management, planning for improvement, staff development, self-review and evaluation.
225. The school's strategic planning processes are mainly well implemented, involving all staff and ensure effective outcomes. The focus is always on improving standards with monitoring of teaching and learning being done both formally and informally. There is feedback at all levels as to how performance can be improved but the quality and consistency are variable. The priorities identified at whole-school and team-levels are relevant to fulfil the aims, objectives and vision of the school and they have realistic timescales.
226. The headteacher, governors and some managers have worked well together to ensure that the school is very well endowed with resources to ensure that priorities and objectives are met. A good feature is the range of professional staff development that is undertaken and its effectiveness on raising standards.
227. Use is made of a range of data to set whole-school, departmental, individual staff and pupil targets. There is increasingly a regular review of progress at all

levels and revised targets are then established in line with the progress being made. However, there are elements of inconsistency.

228. There is clear evidence to indicate that actions taken as a result of effective planning have resulted in measurable improvements in areas such as examination results, planning the professional development of staff, and the developing role of the governors in the self-evaluation and improving performance arrangements. Testimony to all this is that the school won the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) School Improvement Award in two consecutive years.

229. With regard to the key issues from the previous inspection, the school has made progress in:

- maintaining and raising standards where they were satisfactory;
- raising standards in numeracy and ICT across the curriculum;
- complying with the statutory requirements for daily acts of collective worship and the provision of religious education in the sixth form; and
- improving pupils' attendance.

230. However, insufficient progress has been made in:

- improving the quality of departmental self-evaluation; and
- improving management by ensuring that:
 - the responsibilities of the SMT and middle managers are clearly defined;
 - the senior management role in monitoring standards across the curriculum is fully developed; and
 - their involvement in whole-school development planning is increased.

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

Grade 2: Good features and no important shortcomings

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

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

232. The provision and organisation of the library/resource centre is an outstanding feature contributing significantly to the maintenance and improvement of pupils' standards. The library is staffed by a full-time and part-time member of staff. In addition to the recently purchased computer stations, the provision of fiction and reference books is good.

233. Teachers and pupils are fully supported by a team of well-trained, effective support staff. The contribution of this support team to all aspects of the provision for pupils with SEN is very good. The deployment of technicians is sufficient and they provide good technical support to meet the needs of the school.

234. There are sufficient suitably qualified and experienced teachers to deliver the curriculum. The pupil-teacher ratio of 14.8:1 is good. Teaching staff are effectively deployed with only a minority teaching outside their subject

specialism. Where non-specialists are deployed, additional training and support is required.

235. All departments are well resourced in terms of books and equipment. The school has invested extensively in IT leading to two fully-equipped IT suites and a library/resource centre with 16 computers. However, provision is inadequate in a number of areas due to:
- too few classrooms having inter-active whiteboards;
 - the lack of computer assisted manufacturing (CAM) equipment in the design and technology department; and
 - the need to update IT systems and training in order to enhance teaching and learning across the curriculum.
236. The caretaker and the cleaning staff keep the school buildings and the grounds in impeccable order. A rolling programme of classroom refurbishment and refurnishing is undertaken annually. As a result, staff and pupils enjoy a pleasant and enjoyable environment. The displays of pupils' work in the classrooms and along the corridor create a very positive and stimulating learning environment.
237. The accommodation has many other good features, including:
- a new teaching block with facilities for design and technology;
 - the majority of subject teachers based in their own specialist rooms; and
 - the community sports hall.
238. However it does not provide sufficient:
- space and appropriate facilities for dining arrangements;
 - suitable areas for sixth-form study and social activities;
 - cloakroom accommodation to cater for the needs of all pupils; and
 - changing and storage facilities in the sports hall area.

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

239. The budget allocation is very well managed by the deputy headteacher, the governors and the finance officer. The latter tracks the budget spends very effectively and efficiently on a day-to-day basis. The audit report declared that "sound practices are in place and no major issues identified". The minor shortcomings identified have since been addressed.
240. The school ensures cost effectiveness in all aspects of its financial management by good and efficient systems. The control and review procedures of all its income and expenditure are rigorous and effective. The school makes good use of all its available resources.
241. The SDP identifies priorities for development which are costed and kept under constant review. However, a number of areas within the SDP require a sharper focus and the inclusion of more detailed cost-analysis.
242. All personnel employed at the school are checked by the Criminal Records Bureau (CRB) on appointment to the school. The management, deployment and development of all staff demonstrate a number of good features, including:

- successful implementation of the workforce restructuring agreement;
- provision for teachers' planning, preparation and assessment time;
- very good guidance and support from appropriate senior and experienced staff for ITT students and newly qualified teachers; and
- access to a comprehensive continuous professional development (CPD) programme for teaching and non-teaching staff.

243. The school has recently accessed funding from the General Teaching Council of Wales to facilitate additional CPD activities.

244. Staffing levels for the delivery of the curriculum are very well managed. The average class size is a strength at 18.3. Maintenance of the sixth form is a priority for the governing body. Sixth-form provision is cost-effective; the allocation of staff and other resources does not unduly affect the provision for KS3 and KS4 pupils.

245. However, there is inconsistency in the application of non-teaching time in relation to additional responsibilities.

246. The school ensures that in agreeing contracts, it gets best value for money.

247. Outcomes in terms of the standards achieved by its pupils, the quality of curriculum delivery and the efficient and effective budgetary support mechanisms demonstrate that the school provides good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

Key Stage 3: Grade 2 - Good features and no important shortcomings

Key Stage 4: Grade 2 - Good features and no important shortcomings

Sixth Form: Grade 2 - Good features and no important shortcomings

248. Examination results at GCSE in 2005 and 2006 were well above national and local averages for passes at A*-C and A*A.

249. Examination results at A level in 2005 and 2006 were well above the national and local averages for passes at A/B.

KS3 and KS4

Good features

250. The vast majority of pupils listens purposefully and are enthusiastic when responding orally to teachers' questioning and to their peers, respecting each others' comments, with the more able expressing themselves confidently and expanding when offering reasons in an appropriate language and register.

251. Across the key stages, the pupils are working increasingly in pairs and groups in an environment which creates a positive language climate. This enables pupils to take advantage of opportunities to develop their learning skills through problem-solving, presenting and exchanging information and in expressing opinions.

252. By Y11 the more able respond confidently at length and are disciplined in maintaining the hubbub of oral activity, displaying a sound grasp of appropriate phraseology.
253. Standards of reading are good in both key stages. Pupils across the ability range are increasing in their ability to read aloud clearly and meaningfully, and the more able can do this easily.
254. Pupils glean information effectively from different sources and use ICT skills to organise and present information to a higher standard. This shows a good awareness of audience needs.
255. In KS3, many read for pleasure and take advantage of opportunities to develop their skills further through making use of the books available in the library. Pupils show a good understanding of what they have read, in fact and fiction. This is done in a variety of ways, including orally, and through pictures and written work. Pupils' appreciation skills are developing well.
256. By KS4, pupils show intelligent personal response in their critical work. Some pupils can display maturity and develop their ability to think analytically in getting under the skin of characters in a novel and interpreting themes in poems.
257. Pupils across the ability range in both key stages make good progress with regard to content, style and accuracy of their written work. Standards are good with examples of very good work across both key stages.
258. Pupils can write in a variety of formats, displaying good awareness of the needs of different styles in both key stages. In creative tasks, the writing of the more able pupils in Y9 is perceptive and there is varied and economic use of language to create effect. In KS4, the ideas offered by higher ability pupils are mature and original with rich language resources.
259. In both key stages, pupils' ability to evaluate independently or in groups what they have achieved orally and in writing is refining their learning skills and contributing well towards raising standards.
260. Pupils with SEN achieve good standards across the skills, appropriate for their ability.

Shortcomings

261. In both key stages and across the ability range spelling errors, inaccurate mutations and verb endings are evident in the written work of a number of pupils.
262. In both key stages, there are a few pupils who are more reluctant to contribute at length orally in class discussion and in group work. In these instances, pupils' vocabulary is often more limited.

Sixth form

Good features

263. The majority of students offers detailed extended comments when working together in groups or contributing to class discussions,

264. Students' ability to deal judgementally with a variety of set texts is developing well within the key stage. Many can easily exchange ideas and respond sensibly to one another's ideas using appropriate vocabulary.
265. In Y12 they succeed in discussing the motivation of characters in a drama sensibly and offer appropriate evidence to reinforce their opinions by applying their knowledge and understanding of the historical background. In analysing poems they succeed in responding to specific criteria and interpret themes showing an increasing understanding of the elements of literary criticism.
266. Students read for pleasure and for background reading for the topics they study and skills in cross-referencing and comparing texts of different authors and poets are developing effectively.
267. By Y13, students display a clear understanding of a variety of challenging topics in prose and poetry from different periods. They are able to update a text in Middle Welsh with understanding. They show a good understanding of the content and style of early poems.
268. The extended work of the majority of students shows their ability to write effectively, highlighting a good understanding of the different linguistic styles. A mature judgement is often accompanied with creativity as they write in different formats. In scripting, they create work of good quality showing an understanding of the needs of the media. The creative work of some students is original and full of imagination. Their essays demonstrate the ability to quantify different opinions and select facts to support a judgement.

Shortcomings

269. In Y12 and Y13 the oral and written analytical observations of a few students lack interpretation. In these instances, they have difficulty in extending their responses and comments are not consistently progressive.
270. Language errors impede the ease and accuracy of expression in the work of a few students in Y12 and Y13.

Mathematics

Key Stage 3: Grade 2 - Good features and no important shortcomings

Key Stage 4: Grade 3 - Good features outweigh shortcomings

Sixth form: Grade 2 - Good features and no important shortcomings

271. Examination results at GCSE in 2005 and 2006 were well above national and local averages for passes at A*-C and A*A.
272. Examination results at A level in 2005 and 2006 were above the national and local averages for passes at A/B.

KS3

Good features

273. Pupils recall and understand the content of previous lessons and apply it to a new problem in a different context, expressing mathematical ideas clearly using appropriate vocabulary.
274. Pupils use ICT and a variety of mathematical ideas to describe the properties of shapes, as well as calculating areas of shapes appropriate to their ability.

275. Year 7 pupils demonstrate a variety of mental calculating techniques and these are used confidently in the use of factors and multiples.
276. Pupils perform written formal calculations to a high standard. Multiplication and subtraction of two and three-digit numbers are correctly completed by pupils across the ability range.
277. Pupils check to see whether their answers are reasonable, and when working in pairs they develop and share strategies to solve a problem.

Shortcomings

278. Pupils of lower ability have poor basic mathematical skills, for example measuring, and they do not develop them during lessons.

KS4

Good features

279. Pupils work confidently with variables in algebra and are able to identify whether a formula fits a particular sequence.
280. They express their ideas clearly using correct mathematical terms. They describe formulae successfully and match them to particular types of graphs as well as describing the important properties of those graphs.
281. Pupils recall and understand the content of previous lessons and apply it to a new problem in a different context. They are particularly good at memorising rules such as those which describe the properties of indices.
282. Pupils have mastered a range of appropriate pencil and paper methods which are appropriate to their ability. This ranges from addition and subtraction to formal algebraic algorithms.

Shortcomings

283. Pupils' written responses do not reflect their understanding and they do not describe how they have completed a problem or an exercise from a textbook.
284. Pupils of lower ability who have poor basic number skills make limited progress when attempting to understand new concepts. These basic number skills are not developed during lessons.
285. The work of a minority of pupils is incomplete. They rarely correct or re-draft work in response to the teacher's comments. This limits their understanding of the work.

Sixth form

286. Most Y12 students have consolidated their GCSE skills effectively and apply them confidently to solve unfamiliar problems.
287. Students have good algebraic and co-ordinate geometry skills and explain their methods clearly.
288. Students approach new concepts confidently and are prepared to use their existing skills to explore unfamiliar mathematics. They make good decisions based on past experience.
289. In Y13, they have successfully used dynamic graphics software to explore graphs and their transformations. They are able to identify the important

properties of graphs and relate them to their formulae using appropriate terminology.

Shortcomings

290. Students are not rigorous enough when manipulating algebraic expressions, especially when they involve negative terms.
291. Students do not write down their methods of calculation in their own words. A minority of students does not ensure that all pieces of work are complete and fully understood.

Information technology

Key Stage 3: Grade 2 - Good features and no important shortcomings

Key Stage 4: Grade 2 - Good features and no important shortcomings

Sixth form: Grade 3 - Good features outweigh shortcomings

292. Standards in IT at the end of KS3 are good. In 2006, 87% of students reached NC level 5. This is above the average for the LEA and nationally.
293. At KS4 and the sixth form, all students study IT and take modules leading to the ECDL certificate. There is no benchmark data available for this vocational qualification KS3

KS3

Good features

294. Pupils understand how to manage files and documents and they use a range of software applications confidently. They use filters to process information on spreadsheets. They create dynamic links between documents and understand the advantages of such links.
295. Pupils are aware of the relevance of IT skills in community and business contexts. They understand the potential of IT applications for displaying and interpreting information.
296. They organise their files and documents and retrieve information from a range of sources. This is clearly demonstrated when they use word-processing and database applications.

Shortcomings

297. There were no significant shortcomings.

KS4

Good features

298. Pupils demonstrate a sound understanding of word-processing applications. They understand the potential of such applications to communicate information.
299. They describe the processes they use in creating and editing documents.
300. The majority of pupils have good practical IT skills and they complete tasks accurately. A minority of pupils has very good practical IT skills and is highly motivated to succeed.

Shortcomings

301. A significant minority of pupils makes slow progress.

Sixth form

Good features

302. A minority of students uses digital presentations to communicate information about IT skills, applications and health and safety issues. They use colour and images creatively in their presentations.

303. They organise and evaluate their own learning and complete diagnostic and module assessment tasks 'online'.

304. Some students researched information and then presented the data to a high standard using PowerPoint presentations.

305. A significant majority of students understands IT terminology and applies the information effectively to the tasks in hand.

Shortcomings

306. A significant minority of students lacks commitment to learning. They are not developing their IT skills appropriately.

Modern foreign languages

Key Stage 3: Grade 2 - Good features and no important shortcomings

Key Stage 4: Grade 1 - Good with outstanding features

Sixth form: Grade 1 - Good with outstanding features

307. Examination results at GCSE in 2005 and 2006 were well above national and local averages for passes at A*-C and A*A.

308. Examination results at A level in 2005 and 2006 were well above the national and local averages for passes at A/B.

KS3

Good features

309. Most pupils speak confidently. By Y9, they maintain about six exchanges in conversation well, varying sentences by changing elements.

310. Most pupils read well for detail and by Y9 also readily work out attitudes and opinions, which are less obvious.

311. Pupils with SEN achieve well throughout the key stage. This is because they listen carefully and try hard to imitate what they hear.

312. Younger pupils learn quickly to match sound to print in French. Therefore, most pupils' reading skills subsequently develop well.

313. Most pupils build up quickly a secure grasp of relevant grammar. Consequently, their writing is usually accurate.

Shortcomings

314. A few pupils need strong direction when trying to deduce the meaning of unfamiliar language.

315. A few pupils do not speak confidently. They revert easily to English or Welsh rather than use French for general classroom purposes.

KS4

Outstanding features

316. In French, pupils speak clearly and accurately. In conversation, messages are given and understood first time without difficulty. The accents and intonation of nearly all pupils show authentic features.

317. In French and Spanish, all pupils' coursework is well presented and of a high standard.

318. The content of their writing is original, the range is broad, and the level of accuracy is very high. They re-draft and refine their work with great attention.

319. Pupils taking Spanish from Y10 speak with confidence, readily taking the initiative. Most pupils work around vocabulary gaps competently, adapting well the structures they know to get their meaning through clearly.

Good features

320. Most pupils listen to and understand a good range of authentic language. They draw inferences and summarise important points well.

321. Most pupils read well and are skilful in working out the meaning of unfamiliar language from its context or by applying their earlier learning well.

322. The vast majority of pupils adapt and re-use language well in unfamiliar and unpredictable situations.

323. Pupils beginning Spanish make rapid progress and their standards soon match those found in the French classes.

Shortcomings

324. A few pupils are a little slow in spoken exchanges in French, and a very few show an obvious influence of their mother tongue.

Sixth form

Outstanding features

325. The written work of all students in French is consistently well structured, wide ranging in content, and accurate in language. Students argue their points well, making full use of evidence, using appropriate expressions, and regularly draw well-reasoned conclusions.

326. The vast majority of students speak confidently. They frequently demonstrate the distinctive sounds of an authentic accent. Their oral presentations, backed well by good use of PowerPoint presentations, are of professional quality. Students use an appropriate register and range of language to complement the detailed content which arises out of extensive research.

Good features

327. Students listen well, to identify and infer salient points from authentic recordings.

328. They read well, making appropriate deductions and evaluations from a wide range of written and electronic sources.

Shortcomings

329. A few students find the speed of authentic recordings hard to follow.

330. A few make occasional slips in pronunciation and grammar, which contrast strongly with the otherwise high quality of their work.

Music

Key Stage 3: Grade 2 - Good features and no important shortcomings

Key Stage 4: Grade 2 - Good features and no important shortcomings

Sixth form: Grade 2 - Good features and no important shortcomings

331. Examination results at GCSE in 2005 and 2006 were well above national and local averages for passes at A*-C and A*A.

332. Examination results at A level in 2005 and 2006 were well above the national and local averages for passes at A/B.

333. Small numbers of students are entered for AS and A2 examinations.

KS3

Good features

334. Pupils sing in tune with confidence and accuracy in lessons. They can sing in parts.

335. They perform on a variety of instruments with sensitivity and awareness of others in the ensemble.

336. Most pupils can improvise showing interesting use of rhythms and awareness of structure. They compose using computers showing imaginative textures and interesting combinations of sounds.

337. Pupils show good understanding of the elements of music and instrumentation when listening to music.

338. Pupils with SEN achieve well in music.

Shortcomings

339. A minority of pupils is less confident at performing both vocally and instrumentally in class.

340. A few pupils find difficulty commenting on the musical elements and instrumentation when listening to music.

KS4

Good features

341. Generally, pupils' performances are of a high standard.

342. Pupils show a good understanding of the musical elements, structure and style in their compositions. The use of ICT has improved the standards of pupils' composition since the last inspection and allows them to compose in a variety of different styles.

343. Pupils have a thorough understanding of the areas of study for GCSE and they can link these effectively to listening work.

Shortcomings

344. A few pupils are less confident performers and they find difficulty in performing with accuracy and expression.

345. The musical ideas and compositions of a minority of students are underdeveloped.

Sixth form

Good features

346. Most students perform to a very high standard showing conviction, a sense of style and context.

347. Compositions show interesting treatment of ideas, motives and aspects of style and structure. The compositions are well supported by the use of computers.

348. Essays and work on the set works show a good understanding of structure, style and the development of ideas. Students can listen and appraise their own and others' music perceptively making good use of the musical elements.

Shortcomings

349. Some students show little confidence in developing their improvising skills and have limited understanding of chords and their use in compositions.

Religious education (including religious studies)
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Key Stage 3: Grade 2 - Good features and no important shortcomings.

Key Stage 4: Grade 2 - Good features and no important shortcomings.

Sixth form: Grade 2 - Good features and no important shortcomings.

350. Examination results in this subject at both full and short course GCSE have been above the national averages for passes at A*-C.

351. Examination results at A2 level were below the national average for grades A/B and in 2006.

KS3

Good features

352. Key stage 3 pupils have a good knowledge of Christianity and the diversity of Christian traditions within their community.

353. They have good knowledge of other faiths practised in Wales. Their understanding of these faiths is developing.

354. Pupils recognise technical terms in religion. They can explain their meaning effectively both orally and in their written work.

355. Pupils with SEN are competent in recalling factual information from previous learning. They have a sound understanding of the meaning of religious symbols.

Shortcomings

356. A significant minority of students finds it difficult to understand the use of symbolism in religion.

357. The quality of work in a minority of books is not detailed enough to ensure progress.

KS4

Good features

358. Pupils demonstrate high levels of knowledge and understanding.

359. Pupils' ability to evaluate and reflect is well developed. They express their own views intelligently and often at length. They support their arguments with good evidence.

360. They possess a good knowledge of the Christian aspects studied. Their understanding of the views expressed by other faiths is developing.

361. Pupils are increasingly aware of the ways in which religious beliefs and practices address questions and issues raised by their experience of the natural world.

362. They are becoming increasingly aware of the use of symbolism in religion.

363. Pupils understand that various religions raise moral and social questions within different communities. In responding to these, most show respect for beliefs that often differ from their own.

Shortcomings

364. A significant minority of students does not always extend their knowledge and understanding through discussion.

Sixth form

Good features

365. In Y12, students show good understanding in their written work on abstract ideas. They give relevant examples and scholarly opinions.

366. Students select and present relevant factual information and arguments in an organised manner.

367. Students make good progress and articulate their views with confidence.

368. They show good understanding and judgement in their critical analysis of the utilitarian ethical theory. They evaluate its usefulness as a philosophy for life.

369. Year 12 and Y13 students are developing the ability to analyse and evaluate information from different sources.

Shortcomings

370. A few students in Y12 are reluctant to offer personal opinions or to use independent thought to evaluate effectively the views of scholars.

School's response to the inspection

The governors and staff are pleased that the inspection team describes Caereinion High School as a good school with some outstanding features. We were pleased that the team recognised the main qualities and features that we firmly believe are the fundamental principles on which the nature and ethos of the school are based and that they have clearly recognised the school for what it is. The following features were noted:

- a major strength of the school is the development of pupils' personal and learning skills which includes a number of outstanding features;
- the exemplary behaviour of pupils and their respect for staff, visitors and fellow peers;
- an outstanding feature of teaching is the quality of relationships between staff and pupils which fosters a very positive learning environment;
- the outstanding aspects of the school in external assessments; and
- the value the school places on the views of parents and carers, pupils, governors, external agencies and the wider community.

We were extremely pleased that the inspection team recognised the high level of care and support for pupils within the school, with initiatives such as OASIS and the quality of support and provision for pupils with ALN being described as outstanding.

The identified shortcomings were also recognised in the school's self evaluation report and development plan. We view the recommendations as a positive way of moving the school forward in order to improve standards even further. An action plan will be produced to address the recommendations in the report which will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

The school would like to thank the inspection team for working in partnership with us throughout the inspection process.

Appendix 1

Basic information about the school

Name of school	Caereinion High School
School type	Secondary
Age range of pupils	11-18
Address of school	Llanfair Caereinion Welshpool Powys
Postcode	SY21 0HW
Telephone number	01938-810888
Headteacher	Mr David Evans
Date of appointment	January 2007
Chair of governors	Mrs Myfanwy Alexander
Reporting inspector	Mr W Gwyn Thomas
Dates of inspection	8-11 October 2007

Appendix 2

School data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	100	125	96	93	101	29	38	592

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	33	10	39.93

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	14.8:1
Pupil: adult (fte) ratio in special classes	-
Average teaching group size	18.3
Overall contact ratio (percentage)	80.8

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole school
Term 1	96	95	94	94	91	92	91	94
Term 2	94	93	91	91	90	89	92	92
Term 3	92	90	90	90	96	84	98	91

Percentage of pupils entitled to free school meals	6
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of Key Stage 3:

National Curriculum Assessment KS3 results 2007															
Total number of pupils in Y9: 96															
Percentage of pupils at each level															
			D	A	F	W	1	2	3	4	5	6	7	8	EP
English	Teacher assessment	School	0	0	0	0	0	0	0	20	31	26	23	0	0
		National	0	1	0	0	0	2	7	22	36	24	8	0	0
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	15	33	33	20	0	0
		National	1	1	0	1	0	1	5	20	37	27	9	0	0
Mathematics	Teacher assessment	School	0	0	0	0	0	0	7	14	27	33	19	0	0
		National	0	1	0	0	0	1	7	18	25	30	16	1	0
Science	Teacher assessment	School	0	0	0	0	0	0	3	10	38	35	14	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			
In the school	71	In Wales	58

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 2006	96
Average GCSE or GNVQ points score per pupil	48

The percentage of 15 year old pupils who in 2006:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	89	91	88
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	67	62	54
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	89	91	86
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	57	50	40
entered at least one Entry level qualification, GCSE short course or GCSE	100	97	98
attained one or more GCSE grades A*-C or the vocational qualification equivalent	86	83	77
attained one or more GCSE grades A*-G or the vocational qualification equivalent	98	95	93
attained no graded GCSE or the vocational qualification equivalent	2	5	7
attained one or more Entry level qualification only	2	1	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 2006	43
Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2006	41
Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2006	2

	School	UA	Wales
Percentage of pupils entered who achieved 2 or more grades A-C	95	74	68
Percentage of pupils entered who achieved 2 or more grades A-E	100	96	94
Average points score per candidate entering 2 or more subjects	28	21	20
Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2	-	-	-
Number of pupils who achieved a GNVQ Advanced or NVQ at level 3	-	-	-

Appendix 4

Evidence base of the inspection

Inspectors spent a total of 39 days in the school and were joined by the school's senior mistress as nominee. They held a meeting before the inspection.

During the inspection, inspectors visited:

- 107 lessons, 63 lessons in the six subjects inspected and 44 lessons in all other subjects;
- registrations and assemblies; and
- some extra-curricular activities.

Members of the inspection team met with:

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

The team also considered:

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

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
W Gwyn Thomas	Rgl KQ1 and KQ5 Context, summary recommendations. Appendix
Gwynoro Jones	Lay Inspector KQ6 and support on KQ3 and contributing to all other key questions.
Dylan Gwyer Roberts	KQ2 and Music
Gwyn Robert Jones	KQ3 and Mathematics
Delyth Williams	KQ4
Huw Llewelyn	KQ7
Manon Wyn Sion	Welsh First Language
Martyn Stuart Williams	Modern Foreign Languages
Martyn Lloyd Williams	Religious Education
David B Morgan	Support on KQ4 Additional Learning Needs
Rosemary Jones	Information Technology
Sian Elizabeth Pugh	Nominee
Julie Griffiths	Peer Assessor contributing to all key questions

Acknowledgement

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

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