

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

**THE BISHOP OF LLANDAFF C/W HIGH SCHOOL  
Rookwood Close  
Llandaff  
Cardiff**

**School Number: 681-4608**

**Date of Inspection: 17-20 October 2005**

**by**

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W110/8205**

**Date: 12 December 2005**

**Under Estyn contract number: T/007/05**

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The Bishop of Llandaff Church in Wales High School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of The Bishop of Llandaff Church in Wales High School took place between the 17<sup>th</sup> and 20<sup>th</sup> October 2005. An independent team of inspectors, led by Miss Glynis Owen 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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

## LIST OF ACRONYMS IN COMMON USE

A	Advanced
AS	Advanced Subsidiary
GCSE	General Certificate of Secondary Education
ICT	Information and Communications Technology
IEP	Individual Education Plan
IT	Information Technology
KS	Key Stage
LEA	Local Education Authority
LSA	Learning Support Assistant
NC	National Curriculum
NQT	Newly Qualified Teacher
PSE	Personal and Social Education
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SIP	School Improvement Plan
UA	Unitary Authority
WAG	Welsh Assembly Government
Y	Year

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## **Context**

### **The nature of the provider**

1. The Bishop of Llandaff Church-in-Wales High School is an 11-18, co-educational, voluntary-aided comprehensive school in the north-western part of Cardiff. There are 1175 pupils on roll, a slight increase from the last inspection in November 1999. Of these, 258 are in the sixth form, also a slight increase from six years ago.
2. Pupils come from a wide geographical area, including Barry, Llantwit Major and Bridgend to the west, and Llantrisant and Pontypridd to the north. The large majority come from the city of Cardiff.
3. The governors' admission criteria give preference to practising Anglicans and then to other Christian denominations. The school is oversubscribed. Believers of other faiths and no faith may be admitted to years (Y) 12 and 13.
4. The vast majority of pupils come from backgrounds which are socially and economically advantaged. Just over four per cent of pupils are entitled to free school meals, compared to 15.7% nationally.
5. The vast majority of pupils have English as their first language. Under five per cent of pupils come from minority ethnic heritages and very few speak Welsh as a first language or to an equivalent standard.
6. Pupils' attainment on entry is well above the national average. There are many able pupils, though fewer very able pupils and students in the current Y7, Y11 and Y13 than in other year groups. Eleven pupils have statements of special educational need (SEN) and a further 114 have been identified as needing some support, a much smaller proportion than nationally.
7. There are links with other schools and institutions through the local education authority (LEA) and faith consortia, but currently no joint courses leading to examination. However, discussions are on-going and arrangements are made for individual students when required.
8. All but one of the senior leadership team have taken up their posts since the last inspection. The headteacher and one deputy headteacher were appointed in 2002, one assistant headteacher in 2003, and a deputy and assistant headteacher are newly in post this term.

### **The school's priorities and targets**

9. The school's motto is 'Faith in Education' and it identifies eight priorities in its school improvement plan for further growth as a Christian community, in teaching, learning, assessment and use of data, SEN provision, liaison with primary schools, improving accommodation and implementing the workload agreement.
10. The school's targets for public examination results at the end of each key stage are high and aim that over 80 – 85% of pupils should reach level 5+ in all three core subjects combined at the end of key stage (KS) 3, and gain at least five grades A\*-C in the General Certificate of Secondary Education (GCSE) examinations at the end of KS4. No pupil should leave school without

qualification. In the sixth form it aims that about 95% of students should gain at least two Advanced (A) level passes.

## Summary

11. The Bishop of Llandaff Church-in-Wales High School is a successful school which has made significant progress since the last inspection in a number of areas, including standards overall, examination results, teaching and evaluating its own performance. There remain some areas for further development and the newly established leadership team is working with vision and with energy to continue improvement.

### 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 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?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	3

12. The school gave an accurate picture of the stage of development it has reached in its self-evaluation report and these grades match the school's in all key questions.

### Standards of achievement

Subject	KS3	KS4	Sixth form
Mathematics	3	3	2
Information Technology	4	2	2
History	2	2	2
Modern foreign languages	3	2	2
Music	2	1	1
Physical Education	2	1	1

13. Overall, standards of achievement are good. In physical education and music there are outstanding features in some key stages. In lessons observed in other subjects, there were also some outstanding features in standards in key skills.

14. In the 78 lessons observed in the above six subjects, the following grades were awarded:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	54%	27%	1%	0%

15. This represents good performance, and meets the Welsh Assembly Government (WAG) targets for 2007, for standards to be graded 1 or 2 in 65% of lessons and grade 3 and above in 98%.



16. Whilst a comparison with the figures awarded in the last inspection is not totally reliable because of a difference in the nature and size of the sample, nevertheless significant progress has been made. The percentage of lessons awarded grades 1 and 2 has increased from 50% to 72%, and the percentage graded 4 or 5 has decreased from 5% to 1%.
17. Pupils and students have good communication and numeracy skills. They collaborate well and are highly motivated to improve their performance.
18. Both boys and girls achieve well, by contrast to the national picture, where girls do better. In 2005, boys' results in the GCSE examinations were higher than girls'.
19. Examination results in 2005 were the highest to date at all three key stages. By comparison with national averages, they were about 30 percentage points above at KS3 and KS4, and the average points score at A level was above. In the last few years, results at KS3 and KS4 have also placed the school in the top 25% of schools with a similar socio-economic intake, in most indicators.
20. By comparison with pupils' and students' prior attainment, the progress made varies between subjects. The large majority of subjects add value at each key stage, some significantly.
21. Pupils and students also achieve well in a wide range of extra-curricular activities and are successful at national and international level in a variety of fields.
22. Pupils' attendance, at nearly 94% in the last academic year, is higher than in most schools. Punctuality is good, apart from the late arrival of buses on occasions.
23. Behaviour overall is good. There are many responsible and responsive pupils and students who are well motivated and relate easily to others. Their personal and spiritual development is good and sixth formers are mature young adults.
24. Within this good achievement, there are, however, some shortcomings which curtail the extent to which achievement is outstanding.
25. Pupils of differing abilities do not achieve their potential in class when the same task is set for all. The most able are not challenged and the least able struggle to complete the task set.
26. In the six subjects inspected, there are shortcomings in mathematics in KS3 and KS4 and in modern foreign languages at KS3. The lack of curricular time for information technology (IT) at KS3 and lack of regular use of information and communications technology (ICT) in a range of other subjects results in pupils not reaching the required level by the end of the key stage. However, at KS4, all pupils have lessons in IT, take GCSE and standards are good.
27. In a small minority of classes, pupils do not explore ideas, debate, justify opinions and use extended speech, because they are not given opportunities.
28. A small minority of pupils, by their attitudes and behaviour, show a lack of respect for their teachers, peers and visitors.

## The quality of education and training

29. The outstanding feature of provision is the range of opportunities which the school provides for pupils' spiritual, academic and personal development, especially through the extra-curricular activities. These are extensive across curricular subjects and are particularly strong in music, drama, physical education and the Duke of Edinburgh's award scheme.
30. There are also many good features in the quality of education.
31. Teaching overall is good. The grades awarded for lessons observed were as follows:

Lessons	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6 subjects (78)	27%	42%	29%	2%	0%
Other subjects (43)	23%	56%	21%	0%	0%
Total (121)	26%	47%	25%	2%	0%

32. Despite the difference in the sample from the last inspection, these grades are a significant improvement. The percentage of lessons awarded grades 1 and 2 has risen from 49% to 73%, with an increase in grade 1 from 1% to 26%. The amount of unsatisfactory teaching has reduced from 9% to 2%. They are broadly similar to the grades awarded in inspections throughout Wales, in the last year for which figures are available.
33. In the lessons graded 1 and 2, the outstanding and good features of teaching are:
- the relationships between teachers and pupils;
  - the planning of lessons;
  - the individual support given to pupils; and
  - the variety of methods to stimulate pupils' learning.
34. Data of very good quality are used effectively by most teachers to monitor pupils' performance as they move through the school. Those who require support are identified and good provision is made.
35. In particular, pupils with SEN are clearly identified and they are well supported in a range of additional curricular and extra-curricular activities. They also receive effective help from learning support assistants (LSAs). The most able are clearly identified and offered additional curricular subjects and extra-curricular opportunities.
36. Pastoral care is strong. Links with primary schools have been strengthened to ease transition. Form and year tutors provide continuity of care whenever possible, and there are thorough processes to address the issue of bullying. Pupils speak highly of the house system and of the contact between older and younger pupils. Links with parishes are strong and enhance pupils' sense of community and of their responsibilities towards the wider world.
37. Sixth formers take a leading role in raising large amounts of money for charities, on a weekly basis and they are very much involved in community service, Amnesty International and debating on a national and international level.
38. The personal and social education (PSE) programme is well planned and delivered. There are effective arrangements for work-related education, with

good links to business and industry and to Careers Wales. The comprehensive arrangements for work experience in KS4 are being extended to the sixth form this year.

39. The curriculum offers pupils a broad range of examination courses, extended this year to include video-conferencing opportunities. At KS3 and KS4, there is good provision for drama, and, for the most able, a second modern foreign language and Latin, and, in KS4, statistics.
40. The shortcomings which adversely impact on the quality of education are as follows:
41. There is inconsistency in the quality of teaching and, where there are shortcomings, in lessons graded 3 and 4, these lie mainly in:
  - an overly directive style which does not fully engage pupils;
  - lack of extension of the most able and support for the least able; and
  - ineffective control of low-level disruption.

In general, limited use is made of ICT as a teaching tool, despite new equipment.

42. The quality of marking of pupils' work is variable between and within departments. In general, it does not give pupils sufficient feedback on how to improve their performance. Target-setting is also variable in terms of quality and consistency.
43. Annual reports to parents focus too much on attitudes and behaviour at the expense of informative, subject-specific judgements about what pupils have achieved and what they need to do to improve.

### **Leadership and management**

44. There are many good features at all levels of management.
45. The school has clear aims and values as a Church-in-Wales school and these are shared among all those associated with the school. There is a common purpose among the staff in moving forward as a community. Pupils and students are happy at and speak proudly of their school. The Friends of the School are highly supportive, for example, raising large sums of money to equip the school with minibuses.
46. The headteacher, ably supported by the senior leadership team, gives clear leadership and has introduced a number of appropriate initiatives and strengthened the links between senior and middle managers. Despite changes in the leadership team, these links have had a positive impact on improving performance.
47. Governors fulfil their role of strategic planning, monitoring and evaluating performance and have been pro-active in planning to improve the accommodation substantially in the longer term.
48. Middle managers and teaching staff are becoming more reflective of their own performance, through a wide range of good self-evaluation procedures and sharing of good practice between individual staff and between curricular areas. Appropriate priorities have been identified in development planning, which are closely linked to whole-school aims.

49. Financial planning is closely linked to the school improvement plan. Budgets, though tight, are managed, tracked and monitored by the headteacher, governors and bursar to ensure value for money.
50. Pupils and students feel that they have a voice, through the school council, and that the school listens and responds to their concerns. The school council has secured important changes and benefits for the student body.
51. There are suitably qualified, specialist and experienced teachers and the number of support staff has been considerably increased since the last inspection. Continuing professional development is well managed and there are effective links with teacher-training institutions, for the benefit of their students and the school.
52. Learning resources have also been increased and the Learning Resource Centre has been refurbished to provide an attractive and effective environment. Considerable investment has been made in ICT facilities in the last three years, to enhance pupils' learning.
53. The school has planned effectively for the improvement of its accommodation through refurbishment, carpeting, decorating and attractive displays around the school.
54. There are also some shortcomings, as follows:
55. There are issues related to co-ordination and consistency across the curriculum, which have not yet been fully resolved, by senior and middle managers, and, in a small minority of departments, there are shortcomings to be eliminated. The role of the form tutor is not fully developed in monitoring pupils' academic and personal development.
56. The timetable does not represent the best use of staff, with a number of split classes in some subjects, uneven distribution of lessons during the cycle and a significant number of lessons not taught in specialist rooms. The staff contact ratio is low and some classes are unduly large.
57. The accommodation has significant shortcomings. These relate especially to the physical education facilities, in which a number of health and safety issues were reported to the school, and the facilities for design and technology. In some other subjects, there is insufficient specialist accommodation and sixth-form facilities are small for the number of students. Corridors are narrow and become congested.
58. Nevertheless, the school makes best use of its accommodation and has planned for improvement.

## **Recommendations**

In order to build on current good practice, the school should focus on the following areas within its comprehensive plan for continuing improvement:

- R1. Maintain and improve standards and examination results generally, and, in particular, raise standards in:
  - mathematics at KS3 and KS4;
  - modern foreign languages at KS3;
  - information technology at KS3; and

- ICT across the curriculum.
- R2. Continue to improve the quality and consistency of teaching with particular focus on the needs of the range of ability within the class.
- R3. Improve the quality of:
- marking;
  - report-writing; and
  - target-setting.
- R4. Develop the role of the form tutor in the monitoring of pupils' personal and academic progress.
- R5. Work in partnership with funding agencies to improve the accommodation, particularly with regard to:
- design and technology facilities;
  - physical education facilities;
  - the movement of pupils around the school, and
  - address the health and safety issues reported to the school.

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

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

#### Key Stage 3 and Key Stage 4

#### **Pupils' success in attaining agreed learning goals**

59. Examination results at the end of KS3 and KS4 in 2005 were the highest to date.
60. In the national curriculum (NC) tests at the end of KS3, 86% of pupils reached at least level 5 in all three core subjects combined, compared to the latest national figure of 57%. The school's target overall and in each subject was surpassed, with 94% reaching level 5 in English, 90% in mathematics and 92% in science. Compared to pupils' prior attainment, there was significant value added in English and science.
61. At GCSE, 86% gained at least five grades A\*-C, compared to 52% nationally. Ninety-nine per cent gained at least five grades A\*-G, compared to 85% nationally. By comparison with pupils' prior attainment, there is value added in the large majority of subjects and particularly in science, history, music, drama, physical education and religious education, in recent years.

62. At both key stages, results in recent years have mostly placed the school in the top 25% of schools which have a similar socio-economic intake, in virtually all indicators.
63. Both boys and girls attain well in examinations and achieve well in class. In 2005, boys' results at GCSE were higher than girls', by contrast to the picture nationally, where girls do better.
64. There is also evidence that pupils achieve well regardless of their social, ethnic or linguistic background. The school has supported individuals who have had difficulties well, and they have been successful in examinations.
65. Pupils also achieve success in a wide range of extra-curricular activities, sometimes reaching national and international levels. Pupils of all abilities have the opportunity, in extra-curricular activities, to achieve success in activities specifically targeted at differing abilities. Both the most able and pupils with SEN achieve well in these.
66. In the six subjects inspected, there are some outstanding features in music and physical education at KS4. Achievement overall is better at KS4, where there are shortcomings in only one of the six subjects – mathematics. At KS3, there are no outstanding features, good features with no important shortcomings in three subjects and shortcomings in three subjects.
67. In the 58 lessons observed in these subjects at KS3 and KS4, the following grades were awarded:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	51%	33%	2%	0%

68. Whilst it is not easy to make direct comparison with the figures from the last inspection because of the difference in the nature and size of the sample, it is clear that these figures represent a significant improvement. There were more lessons awarded a grade 4 at that time and only one per cent of lessons was awarded a grade 1.
69. Pupils achieve equally good standards in knowledge, understanding and skills. They show good recall of previous work, use subject-specific terminology appropriately, ask questions to further their understanding, and respond most effectively to practical situations where they develop particular skills.
70. Pupils also have good knowledge of examination criteria and practise examination techniques. They are prepared to work independently at home to reinforce their knowledge and to complete coursework deadlines, with support from the school.
71. Their good key skills of communication and numeracy also impact positively on the standards they achieve. Most pupils listen carefully and act on instructions. They are articulate and, when given opportunities, speak confidently and fluently in presenting ideas and debating with others.
72. Reading skills are good and those with difficulties are given additional support. Many pupils use computers in the learning resource centre and at home for research purposes.

73. Written work is more variable in quality. Whilst the more able write accurately and extensively, the presentation and technical inaccuracies in the work of a significant minority of pupils have an adverse impact on their standards of achievement.
74. Pupils use number in a range of applications in other subjects to good effect. They also collaborate well in solving problems and, in some classes, in assessing their own and others' performance. All pupils are entered for a short or full course in Welsh second language at GCSE, but Welsh is rarely used in other lessons. Emphasis on bilingualism is growing, through extra-curricular activities, but is not strong.
75. Within this overall picture of good achievement, there are, however, some shortcomings.
76. In the six subjects inspected, there are shortcomings in mathematics at KS3 and KS4, in modern foreign languages at KS3 and in IT at KS3. The last named is because of lack of curricular time during the key stage, a situation compensated for in KS4, where all pupils study IT to GCSE.
77. Standards in the key skill of ICT also have shortcomings. Pupils do not make regular use of ICT across the curriculum, particularly at KS3, and thus do not develop their skills further or use ICT to raise their standards in each subject.
78. In a small minority of classes, where teaching is overly directive, pupils do not express ideas, debate, justify their opinions or use extended speech. Nor do they collaborate effectively in groups.

### **Their progress in learning**

79. In subjects where standards have outstanding features, pupils of differing abilities all make very good progress in a variety of tasks. They probe their understanding and concepts, and ask pertinent questions to further their knowledge.
80. Many pupils speak of the individual support which teachers give them outside lessons to enable them to succeed and feel that their progress is not confined to the class situation.
81. At the end of KS4, the large majority of pupils stay on at the school into the sixth form. Of those who leave, most continue in education in different institutions.
82. Whilst progress generally is good, the rate at which pupils of differing abilities make progress varies between subjects and between classes within subjects. In the six subjects inspected, there is significant variation in progress as the overall grades suggest. In other classes observed, this variation was also evident.
83. The most common factor in curtailing maximum progress is the setting of the same task to the whole class. As a result, the most able are not always challenged and the least able struggle to complete the task, especially if there is no learning support available.
84. Pupils feel that they know how well they are doing generally, but the feedback which pupils receive does not always fully inform them or their parents about their strengths and weaknesses, and how to improve.

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

85. Pupils are generally well motivated to work at school and at home. Behaviour generally is good and there are many responsible and responsive pupils who relate easily to others.
86. Pupils' spiritual, moral, social and cultural development is good. In many lessons and activities they develop awareness of their own and others' needs and cultures and look outwards towards the wider world in community work and raising funds for charities.
87. Work-related education prepares pupils well for their future development. Many speak well of their aspirations and know what is required to undertake a particular career. They undertake research and take a large measure of responsibility for their own progress and career plans.
88. Attendance is higher than in most schools, at 94% in the last academic year. Punctuality is also good, though buses arrive late on occasions.
89. There is, however, a small minority of pupils who, on occasions, show by their attitudes and behaviour that they lack respect for their teachers, their peers and visitors. They cause low-level disruption in some classes and slow the rate of progress of others, as well as their own.

### **Sixth form**

#### **Students' success in attaining agreed learning goals**

90. Examination results at the end of the sixth form in 2005 were above the national average. The average points score was 22, compared to 20 nationally. Girls did considerably better than boys.
91. In recent years, the average points score has remained above the national average but not significantly so in all years. In most years, there has been greater success in the top grades than across the full range of grades. The most value has been added in computing, geography, sociology and music over recent years.
92. In the six subjects inspected, there are outstanding features in two subjects, and no subjects in which there are significant shortcomings.
93. The grades awarded for the 20 lessons in the sixth form observed in those subjects were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25%	65%	10%	0%	0%

94. These are generally good figures but the small sample makes direct comparisons with other indicators difficult.
95. Students reach good standards in knowledge, understanding and skills. They respond well to the breadth and depth of knowledge required in A-level study and probe their understanding by effective interaction with the teacher.
96. Their key skills develop well. They are articulate and confident in using extended speech for a variety of purposes and they write extensively in a range of formats, with a good level of technical accuracy. Students read widely, with appropriate skills of skimming and scanning, and use ICT facilities for research



effectively. They apply numbers confidently in a range of applications to solve problems and collaborate well.

97. Students are more aware of their targets in the sixth form than at previous key stages and work to achieve these, with success.

### **Their progress in learning**

98. Though the range of ability is narrower in the sixth form, students of differing abilities within that range make better progress than at KS3 and KS4. The individual support offered is paramount in that success.
99. Students understand how well they are doing from the verbal and written feedback they receive. Regular monitoring assesses progress and identifies underachievement.
100. Most students go on to Higher Education. They are well-informed about opportunities and ambitious in their aspirations. Students are successful in applications to a wide range of universities, including Oxford and Cambridge.

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

101. Sixth-form students are mature young adults. They accept responsibility easily and have a strong social conscience, which leads them into a variety of activities, helping in the community, raising large sums of money for charities weekly, and supporting Amnesty International.
102. They acquire awareness of a wide range of issues relating to spiritual development and social and cultural diversity, through contact with outside speakers. Students express their views cogently and listen respectfully to the views of others.
103. Their attendance is good, as is punctuality to school and to lessons.
104. This year, opportunities to gain from work experience placements in the sixth form are being extended, though students' knowledge of the world of work is generally good and they are prepared to take the initiative in finding out information for themselves.
105. Not all students made best use of their study time during the week of the inspection, though the physical nature of the facilities available to them are not conducive to the best habits of independent study.
106. Overall, students' personal, social and learning skills are well developed.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

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

#### Key Stage 3 and Key Stage 4

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

109. In the six subjects inspected, teaching was at least good with no important shortcomings in 66% of lessons.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	43%	31%	3%	0%

These figures are based on observation of 58 lessons

109. Lessons in other subjects were also observed. In these lessons, teaching was at least good with no important shortcomings in 82% of lessons.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	64%	18%	0%	0%

These figures are based on observation of 33 lessons

110. In lessons where the teaching is outstanding, teachers use effectively:

- a variety of methods to stimulate pupils' learning;
- challenging questions to check pupils understanding of their work;
- well-timed intervention that challenges pupils to correct errors in their work and make progress;
- their knowledge and understanding of how children learn when planning and delivering lessons.

111. These lessons have a clear purpose, are lively and interactive and engage pupils fully in their learning.

112. Overall, teachers are well qualified and use effectively up-to-date knowledge of their subject to motivate pupils to learn.

113. Most teachers have high expectations of pupils and establish very good relationships that promote learning. They create a very positive and supportive learning environment in which pupils of all abilities prosper.

114. Most teachers provide very good individual attention that targets pupils' needs and allows them to make very good progress. In these lessons teachers are able to evaluate critically the performance of their pupils and provide oral feedback of good quality.

115. Homework is used effectively in most subjects to consolidate and extend pupils' learning.

116. However, there is some inconsistency in the quality of teaching. In a few lessons, teachers use an overly directive style, particularly in mathematics and history, which does not fully engage pupils in their learning. In modern foreign

languages, particularly at KS3, there is insufficient pair and group work for pupils to gain confidence in speaking, through regular reinforcement. Despite the introduction of new equipment, there is limited use of ICT as a teaching tool.

117. In a minority of lessons, the work is not well matched to pupils' individual needs. When tasks are set for the class as a whole, the most able pupils are not challenged to achieve their potential and the least able are not supported well.
118. In a small minority of classes, low-level disruption interrupts the learning. In these classes pupils are inattentive and do not fully engage in their work.

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

119. Most teachers use data of very good quality to monitor pupils' attainment as they move through the school. Pupils requiring support are identified and supported well.
120. A few teachers use a variety of assessment strategies to monitor pupils' progress and provide diagnostic feedback that helps them to improve consistently. In these lessons, teachers use questioning of good quality, targeted at individual pupils, to assess what pupils have learned.
121. In a few subjects, teachers provide detailed, clear guidance on how pupils can improve their written or project work. In these lessons, pupils are encouraged to assess their own work and identify strengths and areas for improvement.
122. The quality of marking of pupils' work is variable between and within departments. In general, it does not give pupils sufficient constructive feedback to help them understand what they have achieved and what they need to do to improve.
123. Target-setting and the use of self-assessment are also variable in terms of quality and consistency.
124. Annual reports to parents focus too much on attitudes and behaviour at the expense of informative, subject-specific judgements about what pupils have achieved and what they need to do to improve.

**Sixth Form**

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

125. In the six subjects inspected teaching was at least good with no important shortcomings in 80% of lessons observed.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
40%	40%	20%	0%	0%
These figures are based on observation of 20 lessons				

126. Lessons in other subjects were also observed. In these cases, teaching was at least good with no important shortcomings in 70% of lessons.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
40%	30%	30%	0%	0%
These figures are based on observation of 10 lessons				

127. All the outstanding features of teaching identified at KS3 and KS4 are also evident in the sixth form.
128. Most teachers have high expectations of students and enthusiastically challenge them to learn new concepts and apply them in their work. In these lessons, students are inspired and engage actively in further research to enhance their learning.
129. Teachers use their very good subject knowledge to stimulate and challenge students to learn. They provide well-targeted support and very good oral feedback that makes students aware of their strengths and encourages them to improve.
130. The relationship between teachers and students is very good. Most teachers are able to modify their teaching to suit the needs of students. This encourages students to take more responsibility for their learning and progress.
131. On the few occasions where there are shortcomings in the teaching, too much direction by teachers and lack of pace and challenge limit students' ability to progress. In these lessons, students are unable to express understanding of their work.
132. In a very small minority of lessons the work is not always applicable to the ability level of students and their stage of development.

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

133. Overall assessment is used effectively to monitor progress. Teachers use data effectively to provide targeted support to students. Students are aware of their current performance and potential and understand what they need to do to improve.
134. In some subjects, students are encouraged to reflect on and critically assess their own work. This practice is not consistent across subjects.
135. Overall, the quality of marking of students' work is variable between and within departments. Work is sometimes marked infrequently and feedback is superficial.
136. Reports to parents are useful and inform parents and students about academic and personal progress. Work has begun to improve further the quality and consistency of reports.

**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**

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

**The extent to which learning experiences meet learners' needs and interests.**

137. The extensive range of extra-curricular activities, in subjects across the curriculum and particularly strong in music, drama and physical education, is supported well by pupils and students and is an outstanding feature of

provision. A high proportion of learners, the largest in Wales, acquires life-skills through participation in the Duke of Edinburgh's award scheme.

138. The broad curriculum meets statutory requirements and offers a wide range of examination courses. At KS4 an alternative curriculum is followed by a small number of pupils at risk of disengagement. There is good provision for drama at KS3 and KS4, and, for the most able, Latin and German, and, at KS4, statistics.
139. The range of Advanced Subsidiary (AS) and A2 level courses is diverse and the delivery of law and film studies, through video-conferencing, is an exciting innovation.
140. Provision for developing pupils' key skills is identified in schemes of work, but is not effectively co-ordinated across the curriculum. Pupils with additional needs have extra lessons in literacy and numeracy, and access to a wide range of clubs. The most able also benefit from clubs which provide extension work.
141. The large majority of sixth formers is engaged in compiling portfolios of evidence of their work related to key skills' development but there are no timetabled lessons in key skills.
142. Worship plays a central role in the life of the school with pupils and students planning and presenting assemblies. The majority of pupils and students shows respect for teachers, visitors and each other. Concern for those in need is demonstrated by raising large sums of money for charities at home and abroad. Pupils' and students' spiritual, moral, social and cultural development is good and they show good awareness of issues relating to global citizenship.
143. Partnership with parents is good and there are strong links with local parishes. All of the many primary schools are visited and effective curricular links established with the main partner schools.
144. Arrangements are made for sixth formers who wish to study a subject at another institution and there are some joint activities with other schools. There are appropriate links with colleges and universities and the school makes effective use of student teachers to support learning.
145. The curriculum complies with legal requirements. However, pupils do not spend enough time using ICT at KS3 and time for short course Welsh at KS4 is less than that recommended.

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

146. There are strong links with Careers Wales. Appropriate advice on subject choices and career pathways is provided at transition stages and all learners are trained to access Careers Wales online. For example, learners use this facility to find suitable placements for work experience in Y10 and Y12. Work-related education complies with national guidelines.
147. The school recognises the value of strong industrial links and encourages learners' involvement with employers in out-of-hours' activities with the support of the Careers Wales Education and Business Partnership. Guest speakers from the world of business address PSE groups and help run industry days.
148. An effective programme of entrepreneurial activities for pupils and students is organised at all key stages. The Dynamo project at KS3, an Enterprise Day at

KS4 and the organisation of charity functions such as the 'Fashion Show' enable learners to become well skilled in problem-solving, decision-making and setting up small businesses.

149. The learning experiences offered to pupils and students reflect national priorities for lifelong learning, encouraging them to be flexible, enterprising and adaptable.
150. All pupils study Welsh at KS3 and all pupils at KS4 are entered for examinations in either full or short course Welsh. Bilingual signs are in evidence around the school and 'Y Cwricwlwm Cymreig' is embedded well in schemes of work in many subjects. The annual Eisteddfod is popular, successful and influential. Nevertheless, the use of incidental Welsh around the school is not prominent.
151. Aspects of sustainable development are covered in PSE and geography. A healthy lifestyle is promoted through healthy-eating options. Mobile phones and printer ink cartridges are collected for recycling but overall sustainable development is not embedded strongly in the culture of the school.

#### **Key question 4: How well are learners cared for, guided and supported?**

<b>Grade 2: Good features and no important shortcomings</b>
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This grade matches the school's self-evaluation grade.

#### **The quality of care, support and guidance to learners**

152. The school has efficient and effective systems in place to ensure pastoral support of high quality for all pupils. The three key stage managers work closely with, and are very supportive of, their year tutors. There is a strong team ethos, which is sustained both formally and informally. Pastoral teams work well in partnership with parents and outside agencies.
153. The school has developed thorough and sensitive processes to address any instances of bullying and harassment, which might occur, including the introduction of a 'worry web' e-mail system for pupils.
154. Following the decision to establish continuity of the year tutor post for Y7, the school has made significant progress in developing more effective pastoral and curricular links with its partner primary schools. There is a well-planned induction programme for pupils, both before and upon their transfer to secondary school.
155. Processes for the induction of sixth-form students and for the monitoring of their progress are very good.
156. There is a comprehensive programme of PSE in place in KS3 and KS4, including careers education and guidance, which is valued by pupils. It follows national guidelines and is generally well delivered by specialist staff, form tutors and outside speakers.
157. The school council, which has been in place for three years, provides an effective voice for pupils. It has secured important changes and benefits for the student body, but as yet does not play an active role in the decision and policy-making process.

158. Procedures for addressing child protection issues are very good, though procedures for meeting the needs of looked-after children are not yet sufficiently formalised.
159. Key stage managers and year tutors have established procedures for monitoring the academic progress of some pupils. This is generally confined to the more able and talented pupils and the less able at KS4, so is limited in its scope. Although in KS4 some monitoring by form tutors has started, overall in KS3 and KS4 form tutors are not taking sufficient responsibility for the academic and personal progress of all the pupils in their tutor group.
160. The school's referral and discipline procedures require subject departments to take initial responsibility for pupils' behaviour within their own area. In some cases curriculum leaders do not fulfil this role and too readily pass problems on to year tutors and to key stage managers.

### **The quality of provision for additional learning needs**

161. Considerable progress has been made since the last inspection. There are now very good procedures in place for the identification of pupils with additional needs. Systems for the monitoring of their progress are exemplary.
162. The school has appointed five full-time and two part-time LSAs. They are very well managed by the SEN co-ordinator (SENCO). Together the SENCO, LSAs, assisted learning tutor and LEA tutors are providing properly targeted learning and behaviour support. They plan and record the support given to individual pupils very effectively.
163. There is a very good range of lunch-time activities for pupils with additional needs, designed not only to support them with basic skills but also to enhance their dexterity and to give them confidence and self-esteem. These clubs are predominantly attended by girls.
164. Although pupils with additional learning needs make good progress in lessons where there is grouping by ability, they continue to struggle in a number of other, mixed-ability lessons because of a lack of planning for their specific needs. Some departments liaise on an informal basis with the SENCO over schemes of work, lesson planning and teaching strategies. However there is no designated link teacher for SEN within departments. This is hindering the school's progress in improving the quality of provision for these pupils.
165. Individual education plans (IEPs) are regularly produced and revised. They are detailed and well focused in the context of mathematical skills and behaviour, but are less specific in the context of literacy. Subject departments receive IEPs but teachers do not pay sufficient attention to them when planning lessons and in their classroom management.
166. Accommodation for small withdrawal groups, individual work with pupils and SEN clubs has improved but is still less than satisfactory.

### **The quality of provision for equal opportunities**

167. The school has very good policies and procedures in place for anti-bullying.
168. It has equally good policies in place for racial equality. The proportion of pupils from ethnic minority groups, although very small, is increasing. These pupils are clearly well integrated into all aspects of school life. Diversity is recognised

and celebrated in many aspects of the curriculum and through the very wide range of whole-school activities and projects.

169. Pupils with additional learning needs have full access to the curriculum in KS3 and KS4 and the school has high expectations for them in external tests and examinations.
170. There is currently an element of gender stereotyping in terms of pupils' option choices at KS4. Although pupils are able to take part in externally organised events and projects, which are designed to counter stereotyping in the workplace, the school does not pay sufficient attention to gender stereotyping in its guidance procedures.

## **Leadership and management**

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

<b>Grade 2: Good features and no important shortcomings</b>
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This grade matches the school's self-evaluation grade.

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

171. The school has clear aims and values as a Church-in-Wales school and these are shared among all those associated with the school. There is common purpose among the staff in moving forward as a community. Pupils and students are happy at and are proud of their school. The Friends of the School are highly supportive in raising large sums of money to equip the school with minibuses.
172. The headteacher gives clear leadership in the spiritual and academic life of the school. He has introduced a number of appropriate initiatives to raise standards and the quality of education, which have resulted in significant progress. The self-evaluation report is a professional and honest document, which indicates what is still to be achieved, as well as what has been successful.
173. He is ably supported by the senior leadership team. Those who are established, albeit in recent years, have worked with teams of staff in moving the school forward collaboratively. Those new in post this term have already made an impact and have specific plans for further growth. All have ample management time to implement and monitor provision effectively. The high quality of the team is having a significant impact on school improvement.
174. The links between senior managers and middle managers have been strengthened in recent years, and, despite changes at senior management level, have proved effective in raising performance. The quality of middle management has improved since the last inspection and, though there are some inconsistencies, is generally good.
175. Both middle managers and staff are becoming more reflective of their own performance, through a range of good self-evaluation procedures and sharing of good practice. Continuing professional development is linked to individual, departmental and pastoral needs, and appropriate priorities have been drawn up in all areas, for school improvement.



176. The WAG priorities are included in the school's priorities. Inclusion, particularly of pupils with SEN, has been high on the agenda, as have strengthening links with primary schools, racial equality and global citizenship, preparation for lifelong learning and personal, social and work-related education. Bilingualism and emphasis on sustainable development are evident in the school but not as well developed.
177. The school has developed good links with many other establishments, including other schools, colleges, Higher Education establishments, businesses and industry, Careers Wales and a number of churches and theological institutions. These links provide good opportunities for pupils and students within and outside the curriculum. Parish priests take prayers every week at the school.
178. Arrangements are made for individual students in the sixth form to attend another school or college, if they want to study a subject which is not on offer. Video-conferencing has also been introduced this year. The school belongs to a consortium of LEA and faith schools, in which there is collaboration on a number of issues. The school is outward-looking with regard to new partnerships.
179. The many good features of management have not yet reached maximum impact in all areas. There are issues of consistency in standards, teaching and learning which have not yet been fully resolved by senior and middle managers. In a small minority of departments, there are shortcomings to be eliminated.
180. A number of cross-curricular policies and provision are not effectively co-ordinated and managed. These are principally the provision for pupils with SEN in mainstream classes, and key skills, including ICT across the curriculum. Both the policies and the links between departments, through which policies will be implemented, are not yet established effectively. Nor is the role of the form tutor fully developed in monitoring pupils' progress.

#### **How well governors or other supervisory bodies meet their responsibilities**

181. Governors are fully involved in strategic planning. Many have served the school for a number of years and recognise its long-term priorities. They have commissioned plans for extending and improving the accommodation. They are also fully involved in setting the annual priorities for school improvement. Linked to these is detailed financial planning, which has seen considerable expenditure on ICT in recent years, to good effect.
182. Governors recognise the need to monitor and evaluate performance through first-hand evidence. Accordingly, they are monitoring strands of the school improvement plan by interviewing staff and observing practice. This system is developing; evaluations to date have been thorough and comprehensive.
183. Governors are very supportive of the school in its spiritual life and academic work, and attend many of its functions.
184. Regulatory and legal requirements are met.

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

**Grade 2: Good features and no important shortcomings**

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

**How effectively the provider's performance is monitored and evaluate**

185. Arrangements for measuring school improvement are very well organised and effective. The procedures, although only established in September 2002, are becoming firmly embedded in a positive cyclic system of evidence-gathering, leading to the setting of challenging and realistic curriculum area and whole-school targets. The progress made in this area is an outstanding feature of the school's self-evaluation.
186. The school is able to plan accurately for improvement as a result of its meticulous attention in getting the processes and procedures into the correct sequence. This ensures that the cyclic pattern of events complements and informs the various strands of the self-evaluation arrangements.
187. The self-evaluation document, prepared for the inspection, is an accurate assessment of the school, in all key questions. The senior leadership team and curriculum leaders possess a thorough understanding of the performance within their area of responsibility. The methods they employ are both professional and effective in the raising of standards to meet set targets.
188. The school deploys specialist advisers and other personnel from the Unitary Authority effectively, to support the development of its self-evaluation processes and procedures.
189. The school has successfully implemented schemes whereby the views of pupils and students are taken seriously. Meaningful consultation exercises to ascertain pupils' and students' views are carried out through the school council, in addition to the completion of questionnaires and specific projects dealing with a variety of relevant topics, including teaching and learning.
190. The governing body undertakes an active and positive role in the evaluation of school activities and performance. They are effective in ensuring the implementation and monitoring of the agreed targets for improvement.
191. The involvement of all teachers in the measurement of pupils' outcomes and their own performance ensures a high degree of ownership by teachers. Strengths and areas for development are identified, allowing the implementation of appropriate action. The self-evaluation process is particularly strong in English, geography, physical education, music and Welsh.
192. The self-evaluation process leads to a greater awareness of the work of other curriculum areas. This transparency of operation has led to a number of good inter-curricular area initiatives and the sharing of good practice. The teaching and learning committee is a strong facilitator in encouraging greater inter-curricular area co-operation.
193. The curriculum review process allows curriculum leaders to reflect on all aspects of their area of responsibility with the headteacher, leadership team link person, another teacher from the curriculum area and a teacher from another

curriculum area. This leads to a clear and informed system whereby strengths can be recognised and rigorous targets for improvement can be established for identified areas for development.

194. In one or two curriculum areas, such as mathematics and modern foreign languages, the principles of the self-evaluation procedures are not applied consistently.

### **The effectiveness of planning for improvement**

195. The findings of the self-evaluation exercise are appropriately transferred into action points in the school improvement plan (SIP) and the curriculum area development plans. The eight priorities for development within the SIP are clearly identified, outlining success criteria, responsibility, timescale, resources and monitoring arrangements. Along with the majority of the curriculum area plans, the SIP is a clear, focused document which provides a structure for future improvement and development.
196. Most curriculum area development plans and the SIP set challenging and ambitious targets, which are focused on improving standards in all aspects of pupils' learning and the quality of teaching.
197. Funds and resources are allocated to fund priorities identified in the SIP and curriculum area development plans. The SIP and curriculum area development plans contain realistic costing in terms of staff time and finance.
198. Considerable progress has been made since the last inspection. Self-evaluation procedures have been firmly established, along with a positive and meaningful link between the senior leadership team and curriculum areas. This arrangement is very much valued by curriculum leaders and teams and it contributes positively to driving up standards. Teaching and learning have improved as indicated by the results at KS3, KS4 and the sixth form. Most teachers now use a greater range of teaching methods, resulting in richer and more rewarding experiences for pupils.
199. Standards in information technology, however, identified as an area in need of development in the previous inspection, remain an area for development in KS3.

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

<b>Grade 3: Good features outweigh shortcomings</b>
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This grade matches the school's self-evaluation grade.

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

200. There are suitably qualified, specialist and experienced teachers. Support staff work well with pupils and teachers and the number has considerably increased to include an ICT technician, a Learning Resource Centre manager, seven learning support assistants, three and a half cover supervisors and part-time design and technology, home economics and art technicians.

201. The school effectively introduced the national workload agreement for teaching staff and through effective planning is on target for the introduction of teaching and learning responsibility posts for March 2006. There are relevant and robust job descriptions in place.
202. The range and condition of books and materials across the curriculum meet pupils' needs. The refurbished Learning Resource Centre is used to very good effect by pupils to support their learning. The recent considerable investment in ICT, across the school, enriches pupils' learning experiences, particularly at KS4 and in the sixth form.
203. Considerable improvements have been made to the internal fabric of the buildings through painting and decorating, carpeting, refurbishment, display and furniture replacement. There is a planned rolling programme for improvement.
204. However, there is not sufficient timetable provision for IT at KS3 nor sufficient use of ICT resources across the curriculum to ensure that pupils reach the required standard by the end of the key stage.
205. There are insufficient specialist rooms in some subjects, which entails excessive movement of pupils and staff across the site. This is particularly noticeable in mathematics. The sixth-form area does not effectively provide for quiet study, offer adequate ICT facilities or provide sufficient space for the large number of students.
206. Two out of the three design and technology workshops are inadequate for the delivery of the national curriculum as well as for post-16 programmes of study. Teaching in one home economics room is made unduly difficult by the sound coming from the well-used music practice rooms, which lie on the other side of the wall.
207. The sports' hall requires major refurbishment if it is to play an effective role in the delivery of the curriculum. A number of health and safety issues were reported to the school, some of which were rectified during the inspection.
208. Whilst pupils act very sensibly and staff constantly monitor the situation, corridors are congested. The buildings need major adaptations to reduce the flow.

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

209. Budgets, though tight, are well managed, tracked and monitored by the headteacher, bursar and governors, to ensure value for money. Priorities for spending are linked to the school improvement plan.
210. The training provided within and beyond the school day for student teachers and newly qualified teachers (NQTs) is robust and provides them with a wide range of experiences. The staff training budget is well managed and tracked, and benefits all staff. It is linked to the staff's performance management objectives, the school improvement plan and curriculum area plans. A growing number of teachers run in-service training for colleagues. Training is also provided for non-teaching staff.
211. However, the timetable does not represent the best use of staff with many split classes in mathematics at KS3. Too many classes are not taught in specialist

rooms. There are many large classes at KS3 in particular, and too many available staff periods are left out of the main timetable.

212. Whilst an additional 6.6 staff have been added to the school's complement since the last inspection and with similar numbers of pupils, the staff contact ratio is low at 70.3%. The pupil-teacher ratio is high at 17.5:1. Nationally the figure is 15.6:1. The senior leadership team's total non-contact time is also ample for their management responsibilities.
213. Lifts for students with disabilities are found in only one building.

## Standards achieved in subjects and areas of learning

### Mathematics

**Key Stage 3 – Grade 3: Good features outweigh shortcomings**

**Key Stage 4 – Grade 3: Good features outweigh shortcomings**

#### Key Stage 3

##### Good features

214. Pupils understand angles and are able to classify and draw any given angle to an acceptable degree of accuracy. They are able to use protractors effectively to draw angles in all quadrants.
215. Pupils are competent in number work and are able to classify numbers using the correct terminology. They are equally capable in applying the four rules of numbers in any given situation.
216. The more able pupils are able to plot straight line graphs with accuracy. They understand the concept of calculating the gradient and intercept of such graphs and realise the importance of determining co-ordinates from the information they are given.
217. Pupils of lower ability can increase or decrease a given value by a stated percentage and can also deal effectively with factors and multiples even of more complex examples.
218. Pupils are able to convert percentages to fractions or decimals as required and do this work with competence, showing a good understanding of the concepts involved.
219. Pupils are able to estimate answers to given questions and they use such a method appropriately, to determine if their answer is sensible or whether what has been found needs to be reconsidered to ensure accuracy.
220. Pupils are able to read mathematical charts accurately to answer, correctly, questions that rely on that information.
221. Pupils are able to apply the Theorem of Pythagoras to find the length of a hypotenuse in a right-angled triangle or to determine the lengths of other sides. Hence they deal effectively with squares and square roots of numbers.
222. Pupils understand equations and are able to solve the same, including dealing effectively when equations are changed in terms of their subject.

### **Shortcomings**

223. The work of a significant number of pupils is poorly presented and of limited value for revision and reinforcement.
224. Some pupils do not complete all the work set and this adversely affects standards, since they lack sufficient practice in the topic being considered.
225. Pupils are not always confident in explaining a method they are using to solve a problem and consequently they are unable to give reasons for their answers.
226. Some lower ability pupils are unclear in dealing with basic concepts such as fractions and they lack confidence in changing fractions to lowest terms.
227. Some pupils do not complete their homework and do not reinforce their understanding of the topic covered.
228. Not all pupils are confident when plotting graphs and some are also unsure about co-ordinates.

### **Key Stage 4**

#### **Good features**

229. Pupils are able to recall key mathematical facts quickly and accurately and apply them in their work at a level appropriate to their ability. Pupils are fluent in number work, both in terms of mental and written calculations.
230. Pupils of lower ability are able to convert imperial units from one unit to another and they are equally confident in dealing with sequences.
231. The more able pupils understand vectors and realise that vectors in the same direction are parallel. They can also use Pythagoras' theorem to find the length of a vector in a given triangle.
232. Pupils are able to deal with various types of graphs at a level appropriate to their ability and can determine what shape of graph can be drawn from a function they are given in whatever context.
233. Pupils can deal effectively with shapes in two and three dimensions and can classify them and find their areas and volumes.
234. Relative to their abilities, pupils are able to deal with fractional notation in all forms including fractions where negative terms are employed.
235. The more able pupils do a considerable amount of work of good quality and reach good standards.

#### **Shortcomings**

236. The progress of some pupils is affected by their lack of concentration in lesson and this has a detrimental effect on the standards achieved in some lessons.
237. Not all pupils take the opportunity to complete all the work set including homework and hence they lose many opportunities to improve their understanding of the topic being covered.
238. Not all pupils, including able pupils, are fully confident with fractions.

239. Not all pupils check the accuracy of their work by using estimations or other techniques and hence they fail to understand fully the method used to solve a question or a problem.
240. The work of a number of pupils is poorly presented. This limits its effectiveness for revision purposes and consolidation of the topics covered in class.

### **Sixth Form - Grade 2: Good features with no important shortcomings**

#### **Good features**

241. Students are able to apply the correct methods to factorise quadratic and cubic equations and fully understand the process involved.
242. Students understand Newton's laws and can use relevant facts given in a problem to model their answers and hence determine the most appropriate method to work out the answer to a particular problem set.
243. Students are able to construct trigonometrical curves and are competent in recalling related work.
244. In statistics, students are able to apply relevant formulae in the topics covered such as probability and also realise how to use the area under a graph to determine the probability involved.
245. Students can apply relevant formulae to determine the length of a line on a given graph or to find the length of a line between two given points.
246. Students can use calculus appropriately to find the gradient of a line or curve at a given point and are equally able to differentiate or integrate a given expression.

#### **Shortcomings**

247. Some students are reluctant to engage fully in a lesson and do not consolidate their understanding or discuss the topic under consideration.

<b>Information technology</b>
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### **Key Stage 3 - Grade 4: Some good features but shortcomings in important areas**

### **Key Stage 4 - Grade 2: Good features with no important shortcomings**

#### **Key Stage 3**

#### **Good features**

245. Pupils can combine information such as text, picture and sound from different sources to produce documents, posters, leaflets, presentations and Web pages of good quality.
246. Pupils in Y7 learn a wide variety of skills in the communicating information strand and present work with a good sense of audience and in a suitable, aesthetic manner.
247. Pupils in Y7 are confident in their use of software packages for word processing, desktop publishing, presentation graphics and web page design.

### **Shortcomings**

- 248. Pupils do not develop their modelling and data handling skills across the key stage and consequently the achievements of pupils in both of these areas are below the standards expected for pupils of this age.
- 249. Pupils in Y8 and Y9 are not given sufficient feedback on their progress and skills development and as a result they are uncertain about their achievement in the subject.
- 250. A significant minority of pupils are uncertain of the particular features of different software packages.

### **Key Stage 4**

#### **Good features**

- 251. In both the full and half GCSE courses pupils plan their work thoroughly and design solutions rationally, choosing software suitable for the tasks.
- 252. In the coursework, pupils take advantage of regular and constructive feedback to produce good standard coursework folios.
- 253. More able and motivated pupils are given the opportunity to follow the full GCSE course in the time allocated to the short course and most achieve well at this level.

#### **Shortcomings**

- 254. Some less able pupils in Y11 are making slower progress than expected due to the lack of differentiated tasks.

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

#### **Good features**

- 255. Students display a good understanding of theoretical concepts and a detailed knowledge of a range of applications and can apply these to unfamiliar and real problems.
- 256. In both Y12 and Y13, students respond well to the course requirements and display the willingness and maturity to work effectively.
- 257. Students refine and develop their projects to a good standard.
- 258. Students have a methodical, analytical and critical approach to problem-solving and show they are able to design and produce effective solutions to realistic problems.
- 259. Students can design, operate and justify appropriate testing strategies, can clearly communicate solutions to problems, and display the skills to evaluate their work effectively.
- 260. Students take full advantage of regular and constructive feedback to produce coursework of a consistently good standard.

#### **Shortcomings**

- 261. There are no important shortcomings.



## History

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

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

### Key Stage 3

#### Good features

262. Pupils present their work in a range of styles and formats such as letters, reports, posters and class presentations. They select relevant material and organise their arguments logically.
263. More able pupils produce written work of very good quality. Pieces of extended writing are carefully planned and well expressed and make accurate use of historical terminology.
264. From Y7, pupils can describe and explain why events happened. In their study of the Battle of Hastings for example, they display a good understanding that reasons for events are inter-connected and that some events can constitute a turning point.
265. In Y8, pupils, learning about the English Civil War, confidently categorise the economic, religious and political causes of the dispute between King and Parliament.
266. Pupils of all abilities, learning about the Gunpowder Plot, understand that there are different interpretations of historical events. More able pupils produce effective arguments to show why one interpretation is stronger than another.
267. Most pupils of average and high ability have a good understanding of evidential work. They extract information from visual and documentary sources effectively, make comparisons and discuss their provenance and reliability.

#### Shortcomings

268. The work of some pupils, of average ability and below, is incomplete and contains inaccurate spellings of historical terms.

### Key Stage 4

#### Good features

269. The oral and written work of pupils shows growing maturity in the depth of response to questions and their insights into the motivation and attitudes of people in the past.
270. In their study of the USA and Germany in the pre-world war two years, they demonstrate the ability to analyse, explain and evaluate key events and issues.
271. In their study of protest movements in the early 19<sup>th</sup> century, all pupils demonstrate a sound understanding of the reasons for the growth of Merthyr as an industrial centre. The more able pupils examine these causes in detail and explain clearly why some causal factors are more important than others.
272. Pupils make confident use of a range of source materials. They are able to test the reliability of evidence and identify and explain potential sources of bias. Many pupils show skill in cross-referencing sources, point out omissions and use their background knowledge to make inferences.

273. Some more able pupils produce coursework of the highest quality. They select evidence skilfully, examine issues thoroughly and produce sustained, balanced arguments. before arriving at sound judgements.

### **Shortcomings**

274. Some pupils, of average ability and below, do not include sufficient detail to support their written answers.

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

#### **Good features**

275. Students produce well-written essays. They are able to develop and sustain an argument, demonstrating a sound understanding of historical concepts.

276. They use their background knowledge, independent reading and information drawn from primary sources, to make considered and informed judgements.

277. Students are able to evaluate the reliability and utility of a wide range of primary and secondary sources. They demonstrate skill in cross-referencing sources, point out omissions and use their background knowledge to make inferences to highlight differences and points of agreement.

278. In their study of the crisis in the Tudor state, students are able to construct arguments to challenge a traditional view of Queen Mary. They show an understanding that historical interpretations of the role of Edward VI in the Protestant Reformation have changed over time and can put forward coherent explanations for these changes.

279. In their work on Tudor Rebellions they demonstrate a well-developed understanding of causation and are able to explain clearly the relative importance of different causal factors.

### **Shortcomings**

280. In their consideration of Mussolini's policies, some students' knowledge and understanding of economic issues are insecure.

<b>Modern foreign languages</b>
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### **Key Stage 3 - Grade 3: Good features outweigh shortcomings**

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

#### **Key Stage 3**

#### **Good features**

281. Pupils are able to understand a range of familiar statements in the target language including basic instructions. They are able to respond clearly and confidently to oral questions. Their accents are generally good.

282. They can engage in prepared oral tasks of two or three exchanges. The majority of pupils read aloud confidently.

283. Pupils read and understand longer passages of the target language made up of familiar phrases.

284. A significant number of pupils show an increasing understanding of grammatical concepts as they progress through the key stage. In some classes, pupils extend their speech by recycling language in new contexts.

285. Throughout the key stage, pupils write with a high degree of accuracy.

### **Shortcomings**

286. A significant number of pupils struggle to recycle language in new contexts. Most restrict themselves to drills rather than spontaneous and genuine communication.

287. A minority of pupils, including some pupils with SEN, have difficulty with basic concepts in all four skills.

288. Most pupils show little initiative in using the target language.

289. Some pupils have difficulty understanding unfamiliar language.

### **Key Stage 4**

#### **Good features**

290. Pupils throughout the key stage progress from simple to more complex language and most show an increasing awareness of how the language works.

291. Pupils speak clearly and accurately and have good pronunciation.

292. A significant number of pupils produce extended speech by recycling previously acquired language, to create more complex sentences.

293. Some pupils use strategies to cope with unfamiliar language in listening and reading. Pupils are able to read and listen to authentic materials.

294. Pupils write with increasing accuracy and most demonstrate a good understanding of tense.

295. Most pupils are able to re-use language acquired in one skill in another.

#### **Shortcomings**

296. Pupils lack initiative in using the target language.

297. A minority of pupils struggles with grammar and continues to make basic mistakes.

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

#### **Good features**

298. Students have a good knowledge of grammar and write very accurately.

299. They begin to use the target language more extensively in speech.

300. They are able to use clues, including links with other languages and appropriate resources to work out meaning.

301. They read and understand authentic texts.

302. They are able to recycle language to participate in classroom discussions. Their accents are generally accurate.

303. Most students are able to re-use language from electronic sources in their writing and speech.

## **Shortcomings**

304. Students do not take initiative in speaking and some are reticent to participate in oral work in the target language.

## **Music**

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

**Key Stage 4: Grade 1: Good with outstanding features**

### **Key Stage 3**

#### **Good features**

305. The large majority of pupils achieve good standards of work in all aspects of the NC.
306. Standards of singing, especially in Y7 and Y8 are good. Pupils sing in two and three parts in Y7 and produce even tone and good diction. In most classes pupils sing with expression.
307. Keyboard standards are good overall. Abler musicians are encouraged to develop sophisticated chordal accompaniments and respond well to opportunities to play orchestral and band instruments in class activities. The majority of pupils cope well in percussion playing.
308. Composing standards are generally good with abler pupils in Y8 and Y9 producing imaginative pieces in a range of classical and world music styles.
309. In appraising work, pupils show confidence in using technical vocabulary directly linked to the elements of music.

#### **Shortcomings**

310. Less musically able pupils experience difficulty in developing accurate keyboard fingering technique.
311. The compositions of a small minority of less musically able Y8 pupils lack variety.

### **Key Stage 4**

#### **Outstanding features**

312. Performance standards are very good.
313. Pupils respond very enthusiastically to a wide range of class ensemble experiences and reach very good standards.
314. Composing skills are very well developed.
315. Pupils take full advantage of the department's computer provision to develop creative skills.

#### **Good features**

316. Pupils respond enthusiastically to related appraising work and standards are frequently very good.

317. Less musically able pupils make good progress in whole class and group activities.

### **Shortcomings**

318. There are no important shortcomings.

### **Sixth Form – Grade 1: Good with outstanding features**

#### **Outstanding features**

319. Year 13 students achieve outstanding performing standards on a range of orchestral and band instruments.

320. Standards of written and listening work linked to Bartok's Concerto for Orchestra show excellent knowledge of musical style and period.

321. Compositions show a good sense of music form and genre and Y13 students have created extended works of impressive quality.

#### **Good features**

322. Year 12 students achieve good standards in aural and appraising activities.

323. Group ensemble skills are good in performing Vivaldi's Trio.

### **Shortcomings**

324. There are no important shortcomings.

<b>Physical education</b>
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### **Key Stage 3 – Grade 2: Good with no important shortcomings**

### **Key Stage 4- Grade 1: Good with outstanding features**

#### **Both Key Stages**

325. Pupils demonstrate a very good level of understanding in both the content and activities of the national curriculum.

326. Pupils make very good progress during lessons and build upon what they have learned in previous sessions.

327. Pupils display a deep understanding of the importance of physical education in relation to developing an active and healthy life-style.

#### **Key Stage 3**

##### **Good features**

328. In gymnastics, pupils produce good movement patterns. Sequence construction is inventive and sustained. Skill execution is precise.

329. Pupils move equipment very quickly, efficiently and safely.

330. In dance and gymnastic activities, the planning, performing and evaluating aspects of pupils' work are good, with peer assessment contributing well to securing understanding and developing standards of performance.

##### **Shortcomings**

331. The progress of a number of pupils is hindered by their lack of fitness.

332. Fine motor skills are underdeveloped in a number of pupils.

## **Key Stage 4**

### **Outstanding features**

- 333. Pupils are confident, knowledgeable learners who can articulate their understanding both physically and verbally.
- 334. Pupils know and understand their own learning preferences and are able to use these when approaching new physical and theoretical challenges.
- 335. Pupils are able to analyse physical actions effectively and are prepared to offer a variety of solutions to improve technique.
- 336. Pupils' awareness of risk assessment and risk management in sport and physical activities is very good.

### **Good features**

- 337. In theory sessions, pupils use mind-mapping effectively to secure learning.
- 338. Pupils produce good individual and team skills in practical activities, such as rugby, hockey, netball and soccer.
- 339. The quality of the portfolios of a number of pupils is good and demonstrates good use of ICT to raise standards.
- 340. Pupils use role-play effectively to reinforce learning and to develop their concepts of physical education and sport in the wider world.

### **Shortcomings**

- 341. There are no important shortcomings.

## **Sixth Form - Grade 1: Good with outstanding features**

### **Outstanding features**

- 342. Students are confident and express their understanding very effectively, verbally and physically.
- 343. Students analyse physical actions effectively and use their understanding to improve technique.
- 344. Students show very good awareness of risk assessment and risk management.

### **Good features**

- 345. Students have good individual and team skills, which they use effectively in a range of activities.
- 346. The quality of students' portfolios is good. ICT is used effectively to improve the standards of students' written work.
- 347. Students show good understanding of the place of physical education and sport in the wider world and of related issues.

### **Shortcomings**

- 348. There are no important shortcomings.

### **Extra-curricular activities:**

- 349. The school provides a wide range of extra-curricular activities and is justifiably proud of a large number of pupils who have distinguished themselves by being

successful at Area, Regional and International level, in a wide variety of sports. The school also provides a high quality and extensive Duke of Edinburgh Award scheme for a large number of pupils, of which outdoor activities form an intrinsic part.

### **School's response to the inspection**

The inspection findings recognise that the school is a successful Church-in-Wales High School and that significant progress has been made since the last inspection. The aims and the values of the school are shared with a common purpose to provide education within a Christian community. We are pleased that the inspection found that overall standards of achievement are good and that boys and girls achieve well academically and in a wide range of extra-curricular activities. The report praises our pupils for collaborating well, relating easily to others and being positively motivated. The school places great emphasis on pupils' spiritual and academic development, and the opportunities offered to pupils were noted as an outstanding feature of the school. The quality of learning and teaching is most important and the inspectors identified mainly outstanding and good features, namely the relationships between teachers and pupils, planning of lessons, individual support to pupils and the variety of methods used to stimulate pupils in lessons. Pastoral care was also described as being strong, as were links with primary schools and parishes. We are particularly proud that our pupils and students are happy at, and speak proudly of the school and that they feel that the school listens and responds to any concerns.

An action plan will be put in place to address the recommendations in the report. We believe we can maintain and improve standards and examination results generally, and in particular in mathematics at KS3 and KS4, in modern foreign languages at KS3 and in information technology at KS3. We have already put procedures in place to improve the quality of ICT across the curriculum by establishing a working party to develop subject teachers' use of ICT.

We are dedicated to improving the quality and consistency of teaching and working groups are investigating strategies for responding to the needs of pupils of all abilities. Improving the quality of marking, report writing and target setting will be a major priority for us, and is already a part of the School Improvement Plan 2005-2006. Where possible, staff will address the recommendations by the end of the academic year. We will also provide guidance and support for form tutors to develop their role in monitoring pupils' personal and academic progress. We will contact the relevant funding agencies in an attempt to improve facilities in design and technology and physical education and this is highlighted in the School Improvement Plan 2005-2006.

The positive endorsement of our school means that we can confidently move forward and build on the many strong features that are highlighted in the report for even further improvement. The school wishes to acknowledge the fair, professional and comprehensive approach of the inspection team under the encouraging and constructive leadership of the Registered Inspector.

## Appendix A

### Basic information about the school

Name of school	The Bishop of Llandaff Church in Wales High School
School type	Voluntary
Age-range of pupils	11-18
Address of school	Rookwood Close Llandaff Cardiff
Post-code	CF5 2NR
Telephone number	02920-562485

Headteacher	The Reverend C G Hollowood
Date of appointment	1/09/02
Chair of governors	Miss C A Cobert
Reporting inspector	Miss G M Owen
Dates of inspection	17/10/05 – 20/10/05

## Appendix B

### School data and indicators

Year group	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y13	Y 14	Total
Number of pupils	184	183	186	183	181	138	120		1175

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	63	7	67.1

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	17.51:1
Average teaching group size	22.8
Overall contact ratio (percentage)	70.3%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole School
Term 1	95.9	93.9	94.2	93	93.2	83.1	98.4	95.9
Term 2	95	93.8	93.1	91.6	93	91.4	98.8	93.6
Term 3	94.1	93.8	94.2	93.1	97.5	93.9	99.4	94.7

Percentage of pupils entitled to free school meals	4.4%
Number of pupils excluded during 12 months prior to inspection	48 temp 2 perm.



## Appendix C

### National Curriculum Assessment Results End of key stage 3:

National Curriculum Assessment KS3 results: 2005															
Total number of pupils in Y9: 183															
Percentage of pupils at each level															
			D	A	F	W	1	2	3	4	5	6	7	8	EP
English	Teacher assessment	School	0	1	0	0	0	0	1	5	32	46	15	0	
		National	0	1	1	0	0	2	8	21	34	24	9	0	
Mathematics	Test	School	0	2	0	-	-	-	1	3	35	33	26	-	
		National	0	4	1	-	-	-	8	20	33	23	10	-	
	Teacher assessment	School	0	1	0	0	0	0	1	8	17	37	36	0	
		National	0	1	1	0	0	1	7	19	26	32	14	0	
Test	School	0	2	0	-	-	-	1	7	12	45	33	-		
	National	0	5	1	-	-	-	5	17	20	36	15	-		
Science	Teacher assessment	School	0	1	0	0	0	0	1	6	14	36	43	0	
		National	0	1	1	0	0	0	6	20	33	27	12	0	
	Test	School	0	3	0	-	-	-	1	4	24	7	40	-	
		National	0	4	0	-	-	-	5	17	33	28	13	-	

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

Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	89	In the school	86
In Wales	56	In Wales	57

\* National results are 2004.

## Public Examination Results:

For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ	
Number of pupils aged 15 on the school roll in January 2005	177
Average GCSE or GNVQ points score per pupil	62

The percentage of 15 year old pupils who in 2005__:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	99	86	87
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	86	50	52
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	99	83	85
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	69	35	38
entered at least one Entry level qualification, GCSE short course or GCSE	99	97	97
attained one or more GCSE grades A*-C or the vocational qualification equivalent	97	73	76
attained one or more GCSE grades A*-G or the vocational qualification equivalent	99	92	93
attained no graded GCSE or the vocational qualification equivalent	1	8	7
attained one or more Entry level qualification only	0	3	3
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1	0		
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2	0		

For pupils aged 16, 17 and 18, results in A/AS, GNVQs and NVQs	
Number of pupils aged 16, 17 and 18 in January 2005__	258
Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2005	115
Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2005	9

	School	UA	Wales
Percentage of pupils entered who achieved 2 or more grades A-C	67	68	68
Percentage of pupils entered who achieved 2 or more grades A-E	96	93	94
Average points score per candidate entering 2 or more subjects	22	21	20
Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2	0		
Number of pupils who achieved a GNVQ Advanced or NVQ at level 3	0		

## Appendix D

### Evidence base of the inspection

Thirteen inspectors spent a total of 43 inspector days in the school and met as a team before the inspection. A nominee from the school joined them for the meeting and for the week itself. There was also a peer inspector, from another school, during the week of inspection.

Inspectors visited:

- 121 lessons, 78 in the six subjects and 43 in other subjects;
- Every teacher at least once;
- Registrations and assemblies; and
- A sample of extra-curricular activities.

Members of the inspection team had meetings with:

- Staff, governors and parents before the inspection began;
- Senior managers, middle managers, teachers, support and administrative staff;
- Groups of pupils representing each year group within the school;
- The school council; and
- The Education Welfare Officer and representatives of Careers Wales and of the Friends of the school.

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; and
- A range of pupils' work.

A diocesan inspector was in the school at the same time.

Inspectors held meetings with departments, senior managers and the governors after the inspection.

## Appendix E

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Miss Glynis Owen	Rgl, KQ1, KQ5
Mrs Julia Longville	KQ2
Mr Jeff Hanney	KQ3
Mrs Irene Mackie	KQ4
Mr Huw Llewelyn	KQ6
Mr Angus Dunphy	KQ7
Mr Peredur Francis	Mathematics
Dr David Charles	Information Technology
Mr Gareth Barker	History
Mrs Lynne Meiring	Modern foreign languages
Mr John Jenkins	Music
Dr Stephen Lloyd	Physical Education
Mr Gwynoro Jones	Lay inspector: contributing to behaviour; attendance; management
Mr John Broughton	Peer assessor: pupil trail; contributing to management; key skills
Mrs Susan Mitchell	Nominee

### *Acknowledgement*

*The inspectors wish to express their thanks to the governors, head, staff, pupils and parents for their cooperation during the inspection and wish them well on their improvement agenda for the school.*

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

**A SUMMARY REPORT FOR PARENTS**

**THE BISHOP OF LLANDAFF C/W HIGH SCHOOL  
Rookwood Close  
Llandaff  
Cardiff**

**School Number: 681-4608**

**Date of Inspection: 17-20 October 2005**

**by**

**Miss Glynis Owen  
W110/8205**

**Date: 12 December 2005**

**Under Estyn contract number: T/007/05**

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The Bishop of Llandaff Church in Wales High School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of The Bishop of Llandaff Church in Wales High School took place between the 17<sup>th</sup> and 20<sup>th</sup> October 2005. An independent team of inspectors, led by Miss Glynis Owen 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Name of school	The Bishop of Llandaff Church in Wales High School
School type	Voluntary
Age-range of pupils	11-18
Address of school	Rookwood Close Llandaff Cardiff
Post-code	CF5 2NR
Telephone number	02920-562485
Headteacher	The Reverend C G Hollowood
Date of appointment	1/09/02
Chair of governors	Miss C A Cobert
Reporting inspector	Miss G M Owen
Dates of inspection	17/10/05 – 20/10/05

## **Context**

### **The nature of the provider**

1. The Bishop of Llandaff Church-in-Wales High School is an 11-18, co-educational, voluntary-aided comprehensive school in the north-western part of Cardiff. There are 1175 pupils on roll, a slight increase from the last inspection in November 1999. Of these, 258 are in the sixth form, also a slight increase from six years ago.
2. Pupils come from a wide geographical area, including Barry, Llantwit Major and Bridgend to the west, and Llantrisant and Pontypridd to the north. The large majority come from the city of Cardiff.
3. The governors' admission criteria give preference to practising Anglicans and then to other Christian denominations. The school is oversubscribed. Believers of other faiths and no faith may be admitted to years (Y) 12 and 13.
4. The vast majority of pupils come from backgrounds which are socially and economically advantaged. Just over four per cent of pupils are entitled to free school meals, compared to 15.7% nationally.
5. The vast majority of pupils have English as their first language. Under five per cent of pupils come from minority ethnic heritages and very few speak Welsh as a first language or to an equivalent standard.
6. Pupils' attainment on entry is well above the national average. There are many able pupils, though fewer very able pupils and students in the current Y7, Y11 and Y13 than in other year groups. Eleven pupils have statements of special educational need (SEN) and a further 114 have been identified as needing some support, a much smaller proportion than nationally.
7. There are links with other schools and institutions through the local education authority (LEA) and faith consortia, but currently no joint courses leading to examination. However, discussions are on-going and arrangements are made for individual students when required.
8. All but one of the senior leadership team have taken up their posts since the last inspection. The headteacher and one deputy headteacher were appointed in 2002, one assistant headteacher in 2003, and another deputy headteacher and assistant headteacher are newly in post this term.

### **The school's priorities and targets**

9. The school's motto is 'Faith in Education' and it identifies eight priorities in its school improvement plan for further growth as a Christian community, in teaching, learning, assessment and use of data, SEN provision, liaison with primary schools, improving accommodation and implementing the workload agreement.
10. The school's targets for public examination results at the end of each key stage are high and aim that over 80 – 85% of pupils should reach level 5+ in all three core subjects combined at the end of key stage (KS) 3, and gain at least five grades A\*-C in the General Certificate of Secondary Education (GCSE) examinations at the end of KS4. No pupil should leave school without qualification. In the sixth form it

aims that about 95% of students should gain at least two Advanced (A) level passes.

## Summary

11. The Bishop of Llandaff Church-in-Wales High School is a successful school which has made significant progress since the last inspection in a number of areas, including standards overall, examination results, teaching and evaluating its own performance. There remain some areas for further development and the newly established leadership team is working with vision and with energy to continue improvement.

### 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 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?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	3

12. The school gave an accurate picture of the stage of development it has reached in its self-evaluation report and these grades match the school's self-evaluation in all key questions.

### Standards of achievement

Subject	KS3	KS4	Sixth form
Mathematics	3	3	2
Information Technology	4	2	2
History	2	2	2
Modern foreign languages	3	2	2
Music	2	1	1
Physical Education	2	1	1

13. Overall, standards of achievement are good. In physical education and music there are outstanding features in some key stages. In lessons observed in other subjects, there were also some outstanding features in standards in key skills.

14. In the 78 lessons observed in the above six subjects, the following grades were awarded:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	54%	27%	1%	0%



15. This represents good performance, and meets the Welsh Assembly Government (WAG) targets for 2007, for standards to be graded 1 or 2 in 65% of lessons and grade 3 and above in 98%.
16. Whilst a comparison with the figures awarded in the last inspection is not totally reliable because of a difference in the nature and size of the sample, nevertheless significant progress has been made. The percentage of lessons awarded grades 1 and 2 has increased from 50% to 72%, and the percentage graded 4 or 5 has decreased from 5% to 1%.
17. Pupils and students have good communication and numeracy skills. They collaborate well and are highly motivated to improve their performance.
18. Both boys and girls achieve well, by contrast to the national picture, where girls do better. In 2005, boys' results in the GCSE examinations were higher than girls'.
19. Examination results in 2005 were the highest to date at all three key stages. By comparison with national averages, they were about 30 percentage points above at KS3 and KS4, and the average points score at A level was above. In the last few years, results at KS3 and KS4 have also placed the school in the top 25% of schools with a similar socio-economic intake, in most indicators.
20. By comparison with pupils' and students' prior attainment, the progress made varies between subjects. The large majority of subjects add value at each key stage, some significantly.
21. Pupils and students also achieve well in a wide range of extra-curricular activities and are successful at national and international level in a variety of fields.
22. Pupils' attendance, at nearly 94% in the last academic year, is higher than in most schools. Punctuality is good, apart from the late arrival of buses on occasions.
23. Behaviour overall is good. There are many responsible and responsive pupils and students who are well motivated and relate easily to others. Their personal and spiritual development is good and sixth formers are mature young adults.
24. Within this good achievement, there are, however, some shortcomings which curtail the extent to which achievement is outstanding.
25. Pupils of differing abilities do not achieve their potential in class when the same task is set for all. The most able are not challenged and the least able struggle to complete the task set.
26. In the six subjects inspected, there are shortcomings in mathematics in KS3 and KS4 and in modern foreign languages at KS3. The lack of curricular time for information technology (IT) at KS3 and lack of regular use of information and communications technology (ICT) in a range of other subjects results in pupils not reaching the required level by the end of the key stage. However, at KS4 all pupils have lessons in IT, take GCSE and standards are good.
27. In a small minority of classes, pupils do not explore ideas, debate, justify opinions and use extended speech, because they are not given opportunities.
28. A small minority of pupils, by their attitudes and behaviour, show a lack of respect for their teachers, peers and visitors.

## The quality of education and training

29. The outstanding feature of provision is the range of opportunities which the school provides for pupils' spiritual, academic and personal development, especially through the extra-curricular activities. These are extensive across curricular subjects and are particularly strong in music, drama, physical education and the Duke of Edinburgh's award scheme.
30. There are also many good features in the quality of education.
31. Teaching overall is good. The grades awarded for lessons observed were as follows:

Lessons	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6 subjects (78)	27%	42%	29%	2%	0%
Other subjects (43)	23%	56%	21%	0%	0%
Total (121)	26%	47%	25%	2%	0%

32. Despite the difference in the sample from the last inspection, these grades are a significant improvement. The percentage of lessons awarded grades 1 and 2 has risen from 49% to 73%, with an increase in grade 1 from 1% to 26%. The amount of unsatisfactory teaching has reduced from 9% to 2%. They are broadly similar to the grades awarded in inspections throughout Wales, in the last year for which figures are available.
33. In the lessons graded 1 and 2, the outstanding and good features of teaching are:
- the relationships between teachers and pupils;
  - the planning of lessons;
  - the individual support given to pupils; and
  - the variety of methods to stimulate pupils' learning.
34. Data of very good quality are used effectively by most teachers to monitor pupils' performance as they move through the school. Those who require support are identified and good provision is made.
35. In particular, pupils with SEN are clearly identified and they are well supported in a range of additional curricular and extra-curricular activities. They also receive effective help from learning support assistants (LSAs). The most able are clearly identified and offered additional curricular subjects and extra-curricular opportunities.
36. Pastoral care is strong. Links with primary schools have been strengthened to ease transition. Form and year tutors provide continuity of care whenever possible, and there are thorough processes to address the issue of bullying. Pupils speak highly of the house system and of the contact between older and younger pupils. Links with parishes are strong and enhance pupils' sense of community and of their responsibilities towards the wider world.
37. Sixth formers take a leading role in raising large amounts of money for charities, on a weekly basis and they are very much involved in community service, Amnesty International and debating on a national and international level.
38. The personal and social education (PSE) programme is well planned and delivered. There are effective arrangements for work-related education, with good

links to business and industry and to Careers Wales. The comprehensive arrangements for work experience in KS4 are being extended to the sixth form this year.

39. The curriculum offers pupils a broad range of examination courses, extended this year to include video-conferencing opportunities. At KS3 and KS4, there is good provision for drama, and, for the most able, a second modern foreign language and Latin, and, in KS4, statistics.
40. The shortcomings which adversely impact on the quality of education are as follows:
41. There is inconsistency in the quality of teaching and, where there are shortcomings, in lessons graded 3 and 4, these lie mainly in:
  - an overly directive style which does not fully engage pupils;
  - lack of extension of the most able and support for the least able; and
  - ineffective control of low-level disruption.

In general, limited use is made of ICT as a teaching tool, despite new equipment.

42. The quality of marking of pupils' work is variable between and within departments. In general, it does not give pupils sufficient feedback on how to improve their performance. Target-setting is also variable in terms of quality and consistency.
43. Annual reports to parents focus too much on attitudes and behaviour at the expense of informative, subject-specific judgements about what pupils have achieved and what they need to do to improve.

### **Leadership and management**

44. There are many good features at all levels of management.
45. The school has clear aims and values as a Church-in-Wales school and these are shared among all those associated with the school. There is a common purpose among the staff in moving forward as a community. Pupils and students are happy at and speak proudly of their school. The Friends of the School are highly supportive, for example, raising large sums of money to equip the school with minibuses.
46. The headteacher, ably supported by the senior leadership team, gives clear leadership and has introduced a number of appropriate initiatives and strengthened the links between senior and middle managers. Despite changes in the leadership team, these links have had a positive impact on improving performance.
47. Governors fulfil their role of strategic planning, monitoring and evaluating performance and have been pro-active in planning to improve the accommodation substantially in the longer term.
48. Middle managers and teaching staff are becoming more reflective of their own performance, through a wide range of good self-evaluation procedures and sharing of good practice between individual staff and between curricular areas. Appropriate priorities have been identified in development planning, which are closely linked to whole-school aims.

49. Financial planning is closely linked to the school improvement plan. Budgets, though tight, are managed, tracked and monitored by the headteacher, governors and bursar to ensure value for money.
50. Pupils and students feel that they have a voice through the school council, and that the school listens and responds to their concerns. The school council has secured important changes and benefits for the student body.
51. There are suitably qualified, specialist and experienced teachers and the number of support staff has been considerably increased since the last inspection. Continuing professional development is well managed and there are effective links with teacher-training institutions, for the benefit of their students and the school.
52. Learning resources have also been increased and the Learning Resource Centre has been refurbished to provide an attractive and effective environment. Considerable investment has been made in ICT facilities in the last three years, to enhance pupils' learning.
53. The school has planned effectively for the improvement of its accommodation through refurbishment, carpeting, decorating and attractive displays around the school.
54. There are also some shortcomings, as follows:
55. There are issues related to co-ordination and consistency across the curriculum, which have not yet been fully resolved, by senior and middle managers, and, in a small minority of departments, there are shortcomings to be eliminated. The role of the form tutor is not fully developed in monitoring pupils' academic and personal development.
56. The timetable does not represent the best use of staff, with a number of split classes in some subjects, and uneven distribution of lessons during the cycle and a significant number of lessons not taught in specialist rooms.. The staff contact ratio is low and some classes are unduly large.
57. The accommodation has significant shortcomings. These relate especially to the physical education facilities, in which a number of health and safety issues were reported to the school, and the facilities for design and technology. In some other subjects, there is insufficient specialist accommodation and sixth-form facilities are small for the number of students. Corridors are narrow and become congested.
58. Nevertheless, the school makes best use of its accommodation and has planned for improvement.

## Recommendations

In order to build on current good practice, the school should focus on the following areas within its comprehensive plan for continuing improvement:

- R1. Maintain and improve standards and examination results generally, and, in particular, raise standards in:
- mathematics at KS3 and KS4;
  - modern foreign languages at KS3;
  - information technology at KS3; and
  - ICT across the curriculum.
- R2. Continue to improve the quality and consistency of teaching with particular focus on the needs of the range of ability within the class.
- R3. Improve the quality of:
- marking;
  - report-writing; and
  - target-setting.
- R4. Develop the role of the form tutor in the monitoring of pupils' personal and academic progress.
- R5. Work in partnership with funding agencies to improve the accommodation, particularly with regard to:
- design and technology facilities;
  - physical education facilities;
  - the movement of pupils around the school, and
  - address the health and safety issues reported to the school.

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.

### ***Acknowledgement***

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