

15 November 2016

Dear

Request for information under the Freedom of Information Act

Thank you again for your letter of 21 October 2016, received by this office on 27 October and forwarded to me in my capacity of FOI case officer. You asked to be provided with information on the following:

- 1 I seek all copies of Estyn reports related to Barry Comprehensive School since 2000 undertaken by Estyn and actual dates of the observations and who undertook them.
- 2 I would like Estyn Criterion set for Estyn inspections into school
- 3 Limitation into Remit
- 4 Estyn criterion for book scrutiny and how the books are selected for review by the Inspectorate.
- 5 Capability Procedure relationship with Estyn in Schools
- 6 A copy of the Review by Estyn 2016 into Barry Comprehensive, dates and persons carrying out the Review
- 7 How precisely did the school performance levels change from poor to strong since last review in 2015?
- 8 Which departments were reviewed?
- 9 What teaching proformas and copies of related documents were considered in the 2013, 2015 and 2016 reviews by Estyn to establish teacher improvements?
- 10 Which departments were reviewed and teachers.
- 11 Please advise how improvements in attendance was evaluated and the numbers related to children's attendance
- 12 Please advise how teaching performance was evaluated and improved by the school for consideration by Estyn in 2015 and 2016 in every department and what Estyn looks at as a Body
- 13 Numbers of children in Barry Comprehensive in 2007, 2013, 2015 and 2016
- 14 How can Estyn know these figures are accurate in accounting to ensure the improvement is accurately recorded by the school what records are checked by the inspector?

- 15 A training manual for inspectors
- 16 What is the difference between an Estyn Inspector and a Peer Mentor?
- 17 What is the direct relationship between Estyn, the school and EWC and how does this affect performance.
- 18 Please explain why a Capability Procedure Observation for Teachers has a lower and less stringent requirement for Observers than a basic City and Guilds Observer qualification to assess and observe?
- 19 Why are Observers in Capability Procedure not trained as in City and Guilds?
- 20 Why are teachers not given a Portfolio and a requirement to attend as compulsory training or what is known as an equivalent in law of CPD Points?
- 21 What does Estyn do to ensure school compliance on ongoing development and quantifiable core specific learning?
- 22 Please provide copies of all matters relating to Capability Procedure held in Estyn as direction.
- 23 What / which relevant areas did Barry Comprehensive improve on from 2013 and 2015?

When dealing with requests for information made under the FOIA, Estyn's obligations include:

- a) confirming or denying whether it holds information of the description specified in the request; and
- b) communicating the information requested to the applicant.

There are a number of exemptions under the FOIA which impact on these obligations. Estyn is required to consider the question of whether an exemption applies in the context of the information being released into the public domain and not to the particular applicant that has requested the information. If Estyn releases the information in response to a FOIA request, this is essentially a decision that the information released can then be released in response to any similar request from any member of the public.

I have now completed my investigation into these queries, and can confirm the following.

- 1 I seek all copies of Estyn reports related to Barry Comprehensive School since 2000 undertaken by Estyn and actual dates of the observations and who undertook them.**

I attach with this letter copies of the inspection reports for Barry Comprehensive School, from 2007 and 2013, plus the monitoring reports following the follow-up inspection visits during 2015 and 2016. (**Doc 1, Doc 2, Doc 3** and **Doc 4.**) These each contain lists of reporting inspectors and inspection teams who carried out the respective inspections/visits.

The dates of inspections / visits were as follows:

- 12 to 15 February 2007
- 12 to 15 March 2013
- 7 to 8 July 2015
- 28 to 30 September 2016

2 I would like Estyn Criterion set for Estyn inspections into school

Estyn's powers to inspect are to be found in legislation, in the Education Act 2005. This is not an Estyn document, but can be accessed from the legislation.gov.uk website, or from libraries.

3 Limitation into Remit

You clarified this paragraph in your letter of 3 November, received by Estyn on 4 November. I have now completed my investigation into your additional queries, and can confirm the following.

I wish to know precisely what the limitation is into Estyn's Inspections of Schools and particularly Red Zone Schools if any.

What precisely are they reporting on in school visits and if there are any matters that are outside of the remit of Estyn or what matters are precisely the remit of Estyn when making their reports regarding classes and the School, teachers and pupils and what is the actual discussion and reporting and records kept on teachers, head teachers and the school and the pupils individual reporting in each respect, and how long these reports are retained on file at Estyn and by which mode of record keeping into this reporting does Estyn use.

The extent of Estyn's remit in relation to the carrying out of inspections of schools in Wales is set out in the Education Act 2015. Our guidance on inspecting secondary schools provides information as to the inspection process, and I enclose a copy with this letter (**Doc 5**). In order to provide further information in relation to school monitoring visits, I attach a copy of our Follow-up guidance for schools and inspectors (**Doc 6**).

Inspection documents are retained / destroyed in accordance with Estyn's records retention policy, to be found on our website. I attach a copy with this letter for information. (**Doc 7**.)

In relation to Red Zone Schools how does that visit alter from the ordinary visits by Estyn Inspectors?

Although Estyn is able to reference the Welsh Government's school categorisation information in order to inform inspection teams, there are no differences between the way that Estyn inspects schools classed by the Welsh Government as "Red Zone Schools" and the way it inspects other schools in Wales. All inspections are carried out in accordance with the same Common Inspection Framework.

What does Estyn do when there is false reporting of Head / Teachers claiming to be Estyn Inspectors falsely? What is Estyn's duty upon being advised of this?

The action that Estyn would take would be dependent on the particular circumstances presented and evidence offered in relation to such allegations.

4 Estyn criterion for book scrutiny and how the books are selected for review by the Inspectorate

Estyn's criteria for book scrutiny are held in Estyn's Literacy and Numeracy Guidance, to be found on our website. I attach a copy of the guidance with this letter (**Doc 8**); the relevant E1 outlining the criteria used is on pages 9 and 10.

5 Capability Procedure relationship with Estyn in Schools

As part of inspection, Estyn considers the impact of leadership. The guidance and protocol relating to this are outlined in our Inspection guidance handbook (**Doc 5**). The information relating to leadership is contained on pages 34, 35 and 36. In particular, the following paragraph explains:

'Inspectors should evaluate the impact of leaders in the way they manage the performance of staff in order to help staff to improve their practice. They should also judge whether leaders and managers address issues of underperformance robustly and directly where necessary. Inspectors should judge whether performance management identifies individual and whole-school training and development needs clearly, and whether these are prioritised appropriately and addressed fully. They may identify whether all staff are set targets for improvement that support the delivery of strategic aims in school development plans and other action plans.

Inspectors should consider how performance management processes affect the quality of teaching and learning, and pupil outcomes.'

6 A copy of the Review by Estyn 2016 into Barry Comprehensive, dates and persons carrying out the Review

This is enclosed with this letter as **Doc 4**. The team list is contained within the report.

7 How precisely did the school performance levels change from poor to strong since last review in 2015?

An analysis of performance is contained in the 2016 monitoring report (**Doc 4**), with progress outlined under each of the recommendation headings.

8 Which departments were reviewed?

As part of monitoring inspections, Estyn samples lessons and pupils' work in order to validate what the school says in their evaluation report. The information is triangulated with other evidence in order that judgements can be made about standards, provision and leadership. The departments reviewed during the 2016 monitoring visit were as follows:

History, English, Science, ICT, Design and Technology, Welsh, Geography, Mathematics, Modern foreign languages

9 What teaching proformas and copies of related documents were considered in the 2013, 2015 and 2016 reviews by Estyn to establish teacher improvements?

Estyn evaluates teaching in accordance with the guidance as set out in the secondary guidance handbook (**Doc 5**), pages 26 and 27.

10 Which departments were reviewed and teachers.

I can confirm that the departments that were reviewed in relation to the 2013 inspection were as follows:

Geography, History, Religious Education, Mathematics, ICT, Design and Technology, Modern foreign languages, Science, Physical education, English, Art, Welsh second language, Music

There were no individual subject observations during the 2015 monitoring visit.

Section 40 – personal information

The documents I have identified in addressing your request contain personal information. The exemption contained in section 40 of the Act applies where the information requested contains the personal data of a third party and disclosure of the information would breach one of the data protection principles contained in schedule 1 of the Data Protection Act or would contravene section 10 of the Data Protection Act (where disclosure would be likely to cause damage or distress).

The information you have requested contains the personal data of the individuals who were involved in the inspection and monitoring visit. By releasing the information requested, Estyn would breach the data protection principles and section 10 of the Data Protection Act.

The information requested therefore falls within section 40 of the Act and is exempt from disclosure. This is an absolute exemption.

11 Please advise how improvements in attendance was evaluated and the numbers related to children's attendance

Improvements in attendance were evaluated in accordance with our secondary guidance handbook (**Doc 5**) and the section on Wellbeing (pages 20 to 21). Estyn receives information relating to attendance numbers from the Welsh Government data pack for attendance. These will be available from the school or from the Welsh Government school statistics department, who are contactable at the email address school.stats@wales.gsi.gov.uk.

12 Please advise how teaching performance was evaluated and improved by the school for consideration by Estyn in 2015 and 2016 in every department and what Estyn looks at as a Body

Estyn evaluates teaching performance in accordance with the guidance as set out in the secondary guidance handbook (**Doc 5**), pages 26 and 27.

13 Numbers of children in Barry Comprehensive in 2007, 2013, 2015 and 2016; and 14 How can Estyn know these figures are accurate in accounting to ensure the improvement is accurately recorded by the school what records are checked by the inspector?

The numbers of children in Barry Comprehensive in 2007 and 2013 is contained within the Context section (page 1) of each of the two inspection reports. (**Doc 1** and **Doc 2**.) Data relating to numbers on roll is taken from Welsh Government PLASC data, and owned by them. Information in relation to pupil numbers in 2015 and 2016 would be available from their statistical department. In relation to the checking of records, Estyn guidance handbook (**Doc 5**) will provide further information on this.

15 A training manual for inspectors

Estyn does not have a "Training manual" for inspectors, but update training is carried out on an annual basis. The basis document for this is our guidance handbook. (**Doc 5**.)

16 What is the difference between an Estyn Inspector and a Peer Mentor?

The different Inspector roles are outlined on Estyn's website at the following link:

<https://www.estyn.gov.wales/inspection/inspection-explained/inspector-roles>

I attach a print out of the web page with this letter. (**Doc 9**.)

17 What is the direct relationship between Estyn, the school and EWC and how does this affect performance;

18 Please explain why a Capability Procedure Observation for Teachers has a lower and less stringent requirement for Observers than a basic City and Guilds Observer qualification to assess and observe?;

- 19 Why are Observers in Capability Procedure not trained as in City and Guilds?; and**
- 20 Why are teachers not given a Portfolio and a requirement to attend as compulsory training or what is known as an equivalent in law of CPD Points?**

An FOI request can only be made in relation to information recorded by a public authority. I can confirm that Estyn does not hold recorded information to answer these four questions. You may be able to obtain additional information in relation to these matters from the Welsh Government.

- 21 What does Estyn do to ensure school compliance on ongoing development and quantifiable core specific learning?**

Estyn reports on ongoing development of teachers in accordance with Section 3.4 of the secondary guidance handbook (**Doc 5**); information is available on pages 40 to 43.

- 22 Please provide copies of all matters relating to Capability Procedure held in Estyn as direction.**

Estyn are not observers in relation to Capability Procedure, and we therefore have no information on this.

- 23 What / which relevant areas did Barry Comprehensive improve on from 2013 and 2015?**

An analysis of performance is contained in the 2015 and 2016 monitoring reports (**Doc 3** and **Doc 4**), with progress outlined under each of the recommendation headings.

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

If you are still not satisfied, you also have a right to complain to the Information Commissioner, who can be contacted at:

Information Commissioner's Office
Wycliffe House, Water Lane
Wilmslow
Cheshire
SK9 5AF

Tel: 01625 545 745
Fax: 01624 524510
Email: enquiries@ico.gsi.gov.uk

Yours sincerely

Robert Gairey
Freedom of Information Officer

Report by Miss Glynis Owen
Barry Comprehensive School, 12/02/07

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

A Report on the Quality of Education in

**Barry Comprehensive School
Port Road West
Barry
CF62 8ZJ**

School Number: 6734061

Date of Inspection: 12 – 15 February 2007

by

**Miss Glynis Owen
8205**

Date of Publication: 30 March 2007

Under Estyn contract number: 1203306

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

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

Estyn also:

- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gsi.gov.uk

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Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

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

The inspection of Barry Comprehensive School took place between 12/02/07 and 15/02/07. 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.

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a standard inspection."

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Barry Comprehensive School is a large, 11-18 school for boys, serving the town of Barry and the surrounding area, and maintained by the Vale of Glamorgan Unitary Authority (UA). Currently there are 1365 pupils on roll, an increase of just over a hundred since the time of the last inspection in April 2001. Of these, 156 are in the sixth form, where provision is offered in partnership with Bryn Hafren Comprehensive School.
2. The school serves thirteen partner primary schools. Pupils come predominantly from the town of Barry, but also from Rhws and Wenvoe. Eighteen point nine per cent of pupils are entitled to free school meals, compared to 16.6% nationally. A very small minority comes from minority ethnic groups, and 99% of pupils come from homes where English is the predominant language. No pupils speak Welsh as their first language. Three pupils receive support teaching in English as an additional language (EAL).
3. Pupils come from the full range of ability, though results in key stage (KS) 2 tests, prior to entry, indicate scores which are below the national average. A significant percentage of pupils has low reading scores. Currently, 22.4% of pupils are on the register of special educational needs (SEN), which is a slightly higher percentage than nationally. Of these, 31 have statements of SEN.
4. The headteacher and two assistant headteachers were in post at the time of the last inspection. The other three members of the senior leadership team - the deputy headteacher and two assistant headteachers – joined the team at the start of this academic year.

The school's priorities and targets

5. The school's motto is "Opportunity to Succeed" and its five aims are to:
 - provide a pleasant, safe and attractive learning environment;
 - ensure that children receive a high quality education so that, regardless of ability, they will achieve their full potential;
 - treat children as individuals so that they gain in confidence in themselves and enjoy being part of the school community;
 - provide a caring and respectful community so that students learn to respect individual differences and develop a social conscience; and
 - promote our achievements and hard work so that the community can be proud of its young people.
6. It sets numerical targets, that, in 2007:

- 46% of pupils should reach at least level 5 in all three core subjects combined, in teacher assessments at the end of KS3;
- 65% of pupils should gain at least five grades A*-C in the General Certificate of Secondary Education (GCSE);
- 94% should gain at least five grades A*-G; and
- 99% should achieve at least one grade A*-G at GCSE.

Summary

7. Barry Comprehensive School is a good school with a significant number of outstanding features. Through the inspired and inspiring leadership of the headteacher, the school has been transformed in recent years and continues to go from strength to strength. In these efforts, and in the school's current success, he has the strong support of the governors, senior leadership team and staff and the respect of pupils and parents. The school now provides a wealth of curricular and extra-curricular activities and outstanding pastoral care and support, which enable pupils to make the most of these opportunities. The school has received several national awards for the quality of its provision and practice.

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?	1
4. How well are learners cared for, guided and supported?	1
5. How effective are leadership and strategic management?	1
6. How well do leaders and managers evaluate and improve quality and standards?	1
7. How efficient are leaders and managers in using resources?	2

8. These grades match those of the school's self-evaluation report in all seven key questions.

Standards of achievement

9. Among all the indicators of the public examination results, there are two outstanding aspects of the GCSE results. The improvement in the percentage of pupils gaining at least five grades A*-C, at GCSE, has been recognised in the award of 'Most improved school in Wales' for three years running, 2003-2005. Sixty-eight per cent of pupils reached this level in 2006, a significant number through success in vocationally-based courses. Also, all pupils in the last five years have left school with qualifications, denoting very good progress at the school.
10. In the six subjects inspected, the following grades were awarded:

Subject	KS3	KS4	Sixth Form
Welsh second language	3	3	-
Mathematics	1	2	2
Design and Technology	3	2	2
Information Technology	3	2	2
History	2	2	2
Religious Education	2	3	2

11. Standards are adversely affected by limited time in the short courses to GCSE in Welsh second language and religious education, and in information technology at KS3.
12. In the sixth form, there are no courses leading to Advanced Subsidiary (AS) or Advanced (A) level examinations in Welsh second language and religious education. The grade awarded in religious education relates to the statutory provision.
13. In the 81 lessons observed in these six subjects, the following grades were awarded for standards of achievement:

Key Stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3 & KS4	13%	52%	29%	6%	0%
Sixth Form	0%	92%	8%	0%	0%
Total	11%	58%	26%	5%	0%

14. The sample of lessons seen in the sixth form was very small and therefore comparisons between key stages are not reliable.
15. Overall, the percentage of lessons graded 1 and 2 exceeds the Welsh Assembly Government (WAG) target for this year of 65%. The percentage graded 3 and above does not quite meet the target of 98%. However, both figures exceed those for all inspections in Wales 2005-2006. They are also a significant improvement on the figures of the last inspection, when 43% of lessons were graded 1 and 2, and 89% were graded 3 and above.
16. Results in public examinations have also improved considerably. Apart from the increase in the percentage of grades A*-C at GCSE, the percentage of grades A*-G has improved. In the national curriculum (NC) assessments at the end of KS3, there has also been significant improvement.
17. Results in most indicators at GCSE are above or well above the national average, and that of similar schools. However, the percentage of pupils gaining a grade A*-C in the three core subjects combined is well below the average nationally and that for similar schools.

18. At KS3, the percentage of pupils reaching at least level five, in the three core subjects combined, is also below the national average and that for schools with a similar intake, though standards observed during the inspection indicate an improving trend. In addition, pupils gain accreditation at KS3 in the three key skills of communication, application of number and information and communications technology (ICT).
19. Results at A level reflect appropriately the wide range of ability in the sixth form, and are broadly in line with the national average.
20. Throughout the school, pupils and students have good key skills in communication, numeracy and ICT, and use these effectively in subjects across the curriculum. The exception is that standards in bilingualism are not well developed.
21. Pupils of differing abilities and backgrounds do well at the school, through good teaching, effective learning support, a wide range of courses to meet individual aptitudes and interests, and many opportunities to achieve success in extra-curricular activities.
22. The outstanding feature of pupils' and students' achievement is the progress they make in their spiritual, moral, social and cultural development. The school is an orderly and respectful community and standards of behaviour overall are very good. This is a particular strength, for the school meets its challenges, in terms of behaviour and attitudes. Challenging behaviour is modified and pupils gain much in their personal development.
23. The annual attendance rate has improved from less than 87% at the last inspection to 91% last year. Pupils and students recognise the importance of regular attendance.

The quality of education and training

24. There are a number of outstanding features in the:
 - relationships between teachers and pupils;
 - curriculum and extra-curricular opportunities;
 - partnerships with parents, employers and other providers in the community;
 - quality of care, support and guidance;
 - provision for additional learning needs; and
 - provision for inclusion and equal opportunities.
25. The following grades were awarded for teaching in the 81 lessons observed in the six subjects, and in the 56 lessons observed in other subjects:

Subjects	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6 subjects	21%	43%	31%	5%	0%
Other subjects	30%	57%	13%	0%	0%
Total	25%	49%	23%	3%	0%

26. Although the size and nature of this sample are different from those of the last inspection, these grades show that teaching has improved considerably. Six years ago, just under half of lessons were graded 1 and 2, and 10% were graded 4 and 5. The percentage of lessons graded 1 and 2 in this inspection (74%) is above the figure of 69% in all inspections in Wales 2005-2006, and there are fewer lessons graded 4 or 5 than nationally.
27. There is a significant amount of outstanding teaching in the school – one in four lessons – where teaching is often innovative. There is also much good teaching. However, there is some inconsistency, between and within subjects, in the pace and challenge in lessons.
28. Teachers and support staff are highly motivated and enthusiastic, have very good relationships with pupils and are very generous in the amount of time they give to them outside lesson time. Lessons are well planned, learning objectives are shared with pupils and a good range of resources is used effectively.
29. The planning, management and co-ordination of pastoral care and support are outstanding. The collaboration, among all staff, leads to consistency in practice, with strong input from the senior learning mentors, pastoral co-ordinators and the full-time behaviour support manager, in particular.
30. The quality of the personal and social education (PSE) programme is outstanding, with effective correlation between content and key skills' development.
31. The monitoring and assessment of pupils' and students' work, progress and achievement are good. Written and verbal feedback are of high quality and the use of self-assessment and peer-assessment is unusually well developed.
32. The range of courses at KS4 is very good, both at school and in collaboration with the local college. The joint sixth-form provision with Bryn Hafren Comprehensive School similarly extends the range of options. The provision for developing pupils' key skills has received a national award and pupils have also gained recognition nationally for success in a range of competitions.
33. Work-related education is prominent in the curriculum and there are very good links with local employers. Pupils are prepared effectively for lifelong learning and for employment opportunities.
34. The extent to which individuals are supported, in order that they will achieve success, is outstanding. There is much innovative practice. The widespread weekly mentoring at KS4 and communication with parents, the study and revision weekends at a local hotel and university, and the evening sessions to help parents support their children's learning are only a few examples. The school's commitment to promoting pupils' achievement is exceptionally generous.

35. Within this, there is emphasis on the individual and on the appropriate provision for differing abilities. Additional learning needs, including those of gifted and talented pupils, are quickly identified and strategies put in place, with effective support from the wider community as well as from the school. The atmosphere is inclusive. Attitudes and values are at the heart of policy and provision, and they are evident in practice.

Leadership and management

36. There are a number of outstanding features in the:
- exceptionally good leadership of the headteacher;
 - high quality of leadership by governors, the senior leadership team and middle managers;
 - shared values with all those associated with the school;
 - self-evaluation and planning procedures and reflective culture;
 - continuing professional development of teaching and support staff; and
 - effectiveness of leadership in practice, in the progress since the last inspection and current levels of success.
37. The vision and influential leadership, by example, of the headteacher have earned him the respect of all those associated with the school. Staff are highly motivated to share his vision and commitment to the school. All pupils are known by name and as individuals, by the headteacher, and valued. Parents are highly supportive of the school.
38. Governors give very good leadership in their involvement in strategic planning, and in monitoring and evaluating performance, so that they act as 'critical friends'.
39. The senior leadership team supports the headteacher very effectively. Roles are clearly defined and there is a strong sense of teamwork. Within the team, there is a very good balance between innovation and supporting current practice, and between emphasis on matters academic and pastoral.
40. The quality of middle management is also generally very good. Enthusiasm is evident at all levels of leadership and there are effective management systems in place.
41. The school is particularly successful at analysing and resolving its problems. Self-evaluation systems are embedded, with contributions from all interested parties and, in practice, a reflective culture is evident. Planning for improvement is comprehensive and has resulted in measurable progress in many areas.
42. Staff are seen as high priority in this process. The staffing level of teaching and support staff, and their calibre are both good. Continuing professional development is an important component of their effectiveness in practice.

43. The accommodation is sufficient for the number on roll, but there are shortcomings in several areas and in the older buildings in particular. There are also some good features, and the school makes best use of the accommodation, using display work to enhance its appearance as a learning environment.
44. There has been substantial investment in ICT facilities recently. In central resource areas, in departments and in the learning resource centre (LRC), these are used effectively to improve pupils' learning and success in examinations.
45. Funding for the school is well below average and, despite a pro-active approach to gaining additional funds, and tight controls on spending, the school marginally overspent its budget 2005-2006. This overspend has been fully underwritten by the UA, providing the school with a short-term loan for an agreed period.

Progress since the last inspection

46. The school has made very good progress, since the last inspection, generally, and in the following key issues from the last report:
 - standards and teaching;
 - standards in those areas judged unsatisfactory in the last report;
 - self-evaluation and planning, which now have outstanding features;
 - attendance and punctuality;
 - the development of key skills;
 - meeting statutory requirements for the provision of religious education in the sixth form and for collective worship; and
 - resolving virtually all the health and safety issues identified.
47. However, the food technology room still has shortcomings and there is still a potential risk to safety in the number of cars driving into and out of the car-park, as pupils enter and leave the site.

Recommendations

In order to build on its current success, the school should focus on the following targets from its school development plan.

R1. Continue to improve standards and examination results.

R2. Increase provision for courses where time is currently limited.

R3. Work with the UA to improve the accommodation.

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

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

Key Stage 3 and Key Stage 4

Pupils' success in attaining agreed learning goals

49. There are many good features in the standards which pupils achieve.
50. Results in the NC tests and teachers' assessments at the end of KS3 have improved significantly since the last inspection. In 2006, 44% of pupils reached at least level five in all three core subjects combined, compared to 33% six years ago. Results in mathematics have been highest, and have been above average compared to those of similar schools, in the last two years. They have also been in line with or above the national average in these two years.
51. However, results in all other indicators remain below or well below the average nationally and those of similar schools. Nevertheless, from observations in class during the inspection, there is an improving trend, and standards are higher than the tests/assessment results suggest.
52. Among the many indicators in the GCSE results, there is outstanding success in the percentage of pupils gaining five or more grades A*-C at GCSE. The school has received the national award, for three years running, 2003-2005, for the most improved school in Wales. In 2006, 68% of pupils reached this level, compared to 54% nationally, and 37% at the time of the last inspection. A significant number of pupils gains success in vocationally-based courses. Compared to similar schools, results placed the school in the top quartile.
53. In the last five years, all pupils have left school with qualifications, which is also an outstanding aspect of the GCSE results.
54. At GCSE, in addition to the improvement at grades A*-C, there has been improvement in the percentage of grades A*-G. In 2006, 90% of pupils gained at least five grades A*-G, compared to 86% nationally. This also placed the school in the top quartile, compared to schools with a similar intake.
55. As at KS3, pupils' performance in the three core subjects combined, at GCSE, is below or well below the average nationally and in similar schools. Nevertheless, there is strong performance in English Language, where results equal those nationally, and also in English Literature. Standards achieved in classes observed in the other two core subjects suggest that performance is improving.

56. Whilst a small minority of pupils achieves the top grades in subjects across the curriculum, there are not enough A* and A grades generally.
57. The strongest performance at GCSE, in terms of adding a measure of progress to pupils' prior attainment, has been in drama, art, music, geography and vocational courses.
58. In the six subjects inspected, standards in mathematics at KS3 are good with outstanding features.
59. Standards are good with no important shortcomings in:
- history and religious education at KS3; and
 - mathematics, design and technology, information technology and history at KS4.
60. Good features outweigh shortcomings in:
- Welsh second language, design and technology and information technology at KS3; and
 - Welsh second language and religious education at KS4.
61. Standards are adversely affected by limited time in:
- the short-course GCSE in religious education;
 - the short-course GCSE in Welsh second language; and
 - information technology at KS3.
62. In the 69 lessons observed in these six subjects at KS3 and KS4, the following grades were awarded:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	15%	46%	31%	8%	0%
KS4	10%	60%	27%	3%	0%
KS3 and KS4	13%	52%	29%	6%	0%

63. Standards are higher at KS4 than at KS3. Overall, across both key stages, these grades are higher than in all inspections in Wales 2005-2006, when 10% of lessons were graded 1 and 51% were graded 2. Nationally, 6% of lessons were graded 4.
64. The strong emphasis on key skills is effective in practice and the standards in each key skill have improved since the last inspection. Pupils mostly listen attentively. They give extended answers when given opportunities, as in the large majority of lessons. Reading skills develop significantly and are generally good. Written work has a good level of technical accuracy in relation to ability, and extended writing is fluent.

65. Standards in numeracy are also good and pupils use number confidently and appropriately in a range of subjects.
66. Standards in ICT across the curriculum are good and represent a significant improvement from the unsatisfactory levels of skill at the time of the last inspection. Pupils use ICT regularly in most subjects, to enhance standards in the subject, and also for independent work in the LRC.
67. There is a strong sense of teamwork within the school and pupils collaborate well. They respond particularly well to the many opportunities for practical work, in creative and problem-solving activities.
68. Bilingual skills are not developed to the full. The percentage gaining a qualification in Welsh second language at GCSE is below average and bilingual skills are not well developed outside Welsh lessons.

Their progress in learning

69. In comparison with attainment on entry, pupils make good progress, particularly the significant proportion of pupils with low reading scores, and the very small minority with EAL.
70. The school is particularly successful in encouraging every aptitude, supporting identified needs and providing courses at GCSE in which pupils of differing abilities will achieve well. The percentage gaining at least five grades A*-C and five grades A*-G, and the fact that all pupils leave with qualifications are testament to the progress made. Pupils succeed regardless of their social, ethnic or linguistic background.
71. Pupils of differing abilities achieve well, though the most able do not gain the A*/A grades at GCSE in all subjects. Pupils of average and lower ability and pupils with SEN achieve particularly well. In particular, accreditation in the three key skills of communication, application of number and ICT at KS3, and the progress made in classes in the core subjects support their achievement across the curriculum. At KS4, strong performance in vocational subjects gives a significant number of pupils the opportunity to succeed, as does the modular approach of the Welsh Baccalaureate.
72. In all these areas, pupils understand how well they are doing and what they need to do to improve. Written and verbal feedback is informative; self-assessment and peer-assessment are unusually well developed. Thus pupils have the information by which they know how to improve their performance.
73. Nevertheless, there is a measure of inconsistency across the curriculum in the extent to which pupils are fully challenged. There is some variation evident in the grades awarded in the six subjects inspected. There is similar variation in progress in lessons observed in other subjects. The above variation is not predominantly between subjects, though there is some variation, but between classes within subjects.

74. When pace is brisk and activities are varied, pupils concentrate for longer. When tasks challenge them and give them opportunities for success, particularly tasks of a practical nature, pupils make most progress.

The development of their personal, social and learning skills

75. The effective development of pupils' personal, social and learning skills is an outstanding feature of the school. Standards of behaviour overall are very good. Pupils understand the high expectations which the school has of them, both in terms of work and in terms of their behaviour and attitudes. These expectations are widely fulfilled. The school is an orderly and respectful community. Only one pupil has been permanently excluded since the last inspection, and there are relatively few temporary exclusions.
76. This is particularly creditable, because the school has faced and faces challenges in terms of attitudes and behaviour, and successfully meets them. All pupils gain much from that experience; those whose behaviour is transformed learn considerably more. The outcomes owe much to the quality of teaching, the generous commitment of all staff, including the headteacher, and the effectiveness of behaviour management and pastoral support.
77. Pupils are well motivated to succeed, through this support. They are prepared to work independently and thus gain the skills which will enable them to engage with lifelong learning and employment. They are tolerant, within an inclusive and diverse community.
78. The values at the heart of the school are evident in practice. Pupils gain much, in their spiritual and moral development, from the high quality of assemblies, from the very good relationships, from input in lessons across the curriculum and from the effective follow-up of unacceptable attitudes or behaviour.
79. Pupils' social and cultural development is also very good. The wide range of curricular and extra-curricular opportunities, for working together, results in very good collaboration and respect for others. The Welsh dimension is encouraged in classes across the curriculum and the diversity of the school community is celebrated. The arts, drama, film and music are all promoted and opportunities taken up by many pupils of differing abilities.
80. The annual attendance rate has improved from under 87% to 91% since the last inspection. This does not yet meet the WAG target of 93% but pupils are aware of the importance of regular attendance and absences are followed up quickly.
81. Careers guidance and work-related education, including work-experience placements, prepare pupils effectively for future choices. The unusually good feature is the extent to which parents are involved in supporting their children's learning and choices. The evening sessions for parents cover a range of issues and develop their skills in these areas.

Sixth Form

Their success in attaining agreed learning goals

82. Results in the sixth form, in shared provision with Bryn Hafren Comprehensive School, generally reflect the abilities of students. The percentage of grades A-C, A-E and the average points' score are all broadly in line with the national average. However, the retention rate, in courses, during the two years has some shortcomings.
83. Four of the six subjects inspected have AS and A2 level courses. In mathematics, design and technology, information technology and history, standards are good with no important shortcomings.
84. Statutory requirements are met in religious education through a series of focus days. Whilst these were not observed, students' views and written submissions were taken into account. Standards are good with no important shortcomings.
85. In the 12 lessons observed in the four subjects, the following grades were awarded. However, this is a very small sample and reliable comparisons cannot be made with the other key stages or with results nationally.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	92%	8%	0%	0%

86. Students have good key skills in communication, numeracy and ICT. Those who do not have appropriate qualifications in English, mathematics or ICT at GCSE attend timetabled lessons in the specific key skill and gain accreditation in the sixth form. Students use their key skills effectively in subjects across the curriculum.
87. Speaking skills, in particular, improve from KS4. Students are confident and articulate. They give presentations effectively, sometimes with the use of ICT facilities. They also collaborate well, in creative and problem-solving exercises.

Their progress in learning

88. There is a breadth of AS and A2 level courses to suit all aptitudes and interests, but provision does not include vocationally-based courses in the sixth form. Some students embark on courses which they find difficult, and do not make the required progress. The school is tackling the issue of retention rates in sixth-form courses.
89. Students receive regular feedback, written and verbal, on how well they are doing and what they need to do to improve. Those not fulfilling their potential are identified and counselled. However, the appropriate emphasis in the sixth form on independent learning is, to some extent, a contrast with the vast amount of support which students received as pupils in KS4. This balance is also a focus of evaluation currently, by the school.

90. The large majority of students makes good progress in the sixth form. Many go on to Higher Education institutions of their choice, and there is a tradition of application to the universities of Oxford and Cambridge.

The development of their personal, social and learning skills

91. As at KS3 and KS4, students make very good progress in their development as young adults. They take a leading role in a wide variety of extra-curricular activities and in activities with younger pupils, provision which is being extended currently.
92. Students are articulate and friendly. Many choose to travel between the two schools for one or two of their subjects and are well organised and responsible about those arrangements.
93. Attendance in both years in the sixth form last year, across the three terms, averaged between 90% and 95%. Students recognise the need for regular attendance, to achieve success.
94. Students show good awareness of a range of topical issues. They have many opportunities to reflect, through assemblies and lessons, and they respond personally, for example in raising funds for various causes. They are also aware of and respect diversity.
95. They are effectively prepared for the following stage of education or employment. Students choose to complete a work-experience placement at the end of Y12, careers guidance is valued and there are many opportunities to attend open days at universities and to receive practice in being interviewed.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

Key Stage 3 and Key Stage 4

How well teaching meets learners' needs and the curricular or course requirements.

97. The following table shows the quality of teaching and assessment in the 69 lessons observed in the six subjects and 46 lessons in other subjects, at KS3 and KS4.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6 Subjects	23%	38%	33%	6%	0%
Other subjects	26%	59%	15%	0%	0%
Total	24%	47%	26%	3%	0%

98. In 24% of all lessons observed, there were outstanding features in the quality of teaching, across both key stages and in similar proportions. In 47% of lessons teaching had good features and no important shortcomings. Good features outweighed shortcomings in 26% of lessons, and, in 3%, there were shortcomings in important areas. These figures are just above the national figures for 2005-2006 overall, and in the percentage of lessons graded 1, in particular.

99. An outstanding feature of teaching is the positive working relationship and rapport between teachers, support staff and pupils.

100. In the lessons where teaching is outstanding (24%), this is characterised by:

- lively pace and use of resources to motivate and engage all pupils;
- effective questioning to encourage and probe thinking skills; and
- monitoring and assessment of pupils' understanding and progress.

101. In the majority of lessons seen, the above features are evident but to a lesser extent. Teachers carefully plan a variety of learning activities and use a range of resources which challenge, motivate and engage pupils. Learning objectives are regularly shared with pupils. Work set is appropriately challenging across the ability range. Opportunities for pupils to work independently and co-operatively are regular features of most lessons.

102. Teachers display a good knowledge of their subjects and course and examination requirements. Coupled with this is an understanding of what constitutes effective learning. An initiative (CADRE) to develop thinking skills is successfully enhancing pupils' learning skills.
103. Key skills are identified in planning and opportunities for pupils to develop these are regularly provided in lessons. Good reference is made to Welsh culture. There are, however, few instances of bilingualism used in lessons.
104. Homework is used well to consolidate and extend learning. Teachers promote equality of opportunity, based on an informed knowledge of individual needs and strengths. Pupils' progress is carefully monitored and reviewed on a regular basis.
105. Shortcomings in a small minority of lessons are associated with lack of pace and challenge, too much direction by teachers and insufficient opportunities for pupils, especially the more able, to achieve their potential.

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

106. Overall the monitoring and assessment of pupils' work, progress and achievement are good.
107. The good features of assessment in most subjects are:
 - regular up-to-date and accurate marking;
 - oral and written feedback given to pupils; and
 - positive use of self-assessment and peer-assessment, allowing pupils to reflect on their own and others' achievement and identify targets for improvement.
108. Manageable pupil data sheets for each class effectively inform teachers of pupils' progress and are used to identify underachievement. In KS3, a majority of departments is identifying gifted and talented pupils, who meet regularly with designated tutors. The resulting project work stretches the learning of these pupils.
109. In the best practice, pupils' knowledge of their performance is enhanced by their ability to recognise their level of achievement, linked to NC levels. Their own evaluation is then matched and shared with teachers' evaluations to set targets.
110. In a very few cases, the quality of marking gives insufficient indication of how pupils can improve their work.
111. The school meets the statutory requirements for assessment and reporting and satisfies examination board regulations.
112. Annual reports to parents are mostly of good quality. The current development to improve the consistency and quality of reports has proved to be effective in

the pilot reports for year (Y) 11. These provide a comprehensive and useful overview of the range of aspects which contribute to pupils' progress. Parents are given opportunities to comment on changes and the quality of information they receive. It is planned that the pilot will then be extended across the school. In a very few cases in KS3, there is inconsistency in the extent to which comments relate specifically to achievement in aspects of particular subjects.

Sixth Form

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

113. In the 12 lessons observed in the six subjects and the 10 lessons observed in other subjects, the grades awarded for teaching and assessment were:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6 subjects	8%	75%	17%	0%	0%
Other subjects	50%	50%	0%	0%	0%
Total	27%	64%	9%	0%	0%

114. In 27% of lessons observed, teaching was good with outstanding features and in 64% of lessons teaching was good with no important shortcomings. This is a high percentage, though it was a small sample and comparisons with other key stages or with national figures are therefore not reliable. In no lessons were there shortcomings in important areas.

115. Many of the outstanding and good features identified in lessons at KS3 and KS4 are present in the sixth form. These include:

- positive and productive relationships;
- detailed subject and course knowledge by teachers;
- pace, challenge and structure of lessons; and
- probing questioning and the encouragement of analytical and critical thinking.

116. A range of teaching strategies and resources is used to good effect in motivating and engaging students. Students are given the opportunity to work both independently and co-operatively and they respond well to the challenges set for them. In a very few instances, discussion is limited by the small number of students in classes.

117. In the small minority of lessons where there are some shortcomings, lessons lack pace and students are passive.

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

118. On the whole, students receive support and feedback of good quality, on their work. They are provided with good guidance on course requirements and examination techniques. Any errors and misconceptions are identified and acted upon. High standards are actively promoted.

119. Good records of students' progress and achievements are kept and regular monitoring is effectively used to identify any student giving cause for concern. Students display a good awareness of how well they are doing and what they need to do to improve.
120. Reports for Y13 students are of good quality and are informative and helpful to students and interested parties.

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

Grade 1: Good with outstanding features

121. This grade matches the school's self-evaluation grade.
122. The outstanding features are the:
- balance, breadth and flexibility of learning experiences;
 - comprehensive strategies used to develop successfully learners' basic and key skills;
 - extensive range of extra-curricular activities to broaden learners' experiences;
 - variety of strategies to promote learners' personal, spiritual, moral, social and cultural development;
 - very strong partnerships with parents, the community and other interested parties;
 - very effective work-related education;
 - effectiveness of strategies to tackle social disadvantage and stereotyping and ensure equality of access and opportunity for all learners; and
 - successful strategies to take account of the needs of employers.

The extent to which learning experiences meet learners' needs and experiences

123. The curriculum :
- meets pupils' learning needs and reflects the aims set out for pupils of statutory age in the Education Act of 1996;
 - is broad, balanced, flexible and coherent and provides progression between key stages;
 - gives pupils the opportunity to achieve accreditation at all key stages meeting fully learners' aspirations; and
 - meets legal and course requirements, including a daily act of collective worship.
124. A wide range of options is available at KS4 for pupils of various aptitudes. This includes a number of popular vocational courses, run in conjunction with the

local college. The school is piloting successfully the Welsh Baccalaureate Qualification at Foundation and Intermediate level.

125. However, time is limited in the short courses to GCSE in Welsh second language and religious education, and in information technology at KS3.
126. A good choice of subject options is available to sixth-form students. Provision is extended with some subjects taught in conjunction with Bryn Hafren Comprehensive School. The various courses prepare students effectively for continued studies and employment.
127. The school has developed successfully a number of strategies to develop learners' basic and key skills. Key skills are well planned in schemes of work and very well co-ordinated across the curriculum. The school has been awarded the Basic Skills Quality Mark.
128. During PSE lessons and tutorial time there is a strong focus on developing pupils' key skills. Pupils are given the opportunity to achieve accreditation in the core key skills. The school seeks to increase curricular time for ICT provision.
129. An impressive range of extra-curricular activities broadens learners' experiences. Pupils:
 - represent the school in many sporting teams in local fixtures and on tours abroad;
 - participate in popular and very well-supported musical and dramatic productions;
 - take part in outdoor-pursuit activities; and
 - support and enjoy numerous visits to places of educational and cultural interest.
130. The Activities Week at the end of the school year enables Y7, Y8 and Y9 pupils to participate in a number of out-of-classroom activities and to develop team-building skills.
131. The school promotes, successfully, pupils' and students' personal development. A comprehensive PSE programme, covering a wide range of topics, stimulates discussion and enriches pupils' moral and social development. By a range of innovative activities, including 'Sleepathons' at the school, pupils, students and staff work hard together to raise considerable sums of money for local and national charities.
132. Partnerships with parents, the community and other providers are outstanding. The school has developed close links with parents. They are kept fully informed of pupils' general progress and are involved closely with the highly successful mentoring programme for Y10 and Y11 pupils. The school provides evening sessions to help parents in supporting their children's learning.

133. Newsletters inform parents of school news and of various activities and events. They attend school for parents' meetings and are warmly invited to attend the various functions.
134. The campus is well utilised as a community resource for learning. Links with the local community and with a number of external agencies are very well established.
135. An outstanding feature of community links is the involvement of friends in the community in attending school weekly, to help younger pupils develop their reading skills.
136. The school has developed good curricular and pastoral links with the primary schools. Towards the end of Y6, pupils visit the school to attend lessons and to familiarise themselves with their new environment. An informative and successful induction evening is arranged for all new parents.
137. The school is fully involved in the initial training of teachers and has developed very good links with several initial teacher training (ITT) institutions.

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

138. Work-related education is prominent in the curriculum. Pupils in Y10 and students in Y12 undertake well-monitored work placements which meet fully their individual needs. *Gyrfa Cymru* Careers Wales works very closely with the school and, together, they provide a well co-ordinated work-related education programme. Individual advice and talks by visiting speakers prepare learners well for the world of work.
139. The school tackles social disadvantage and stereotyping very successfully. Emphasis on developing learners' key skills helps in improving pupils' self-esteem and confidence. The school is very successful in ensuring equality of access and opportunity for all learners. The complementary curriculum effectively supports pupils at risk of disaffection.
140. The school has extensive links with the community and with local employers and is very aware of the needs of the local economy. The support given to the school by local industries is a very prominent feature of the provision. Year 8 pupils receive mentoring in numeracy from members of a local industry.
141. Aspects of sustainable development and global citizenship are promoted in several subjects and through the activities of the school's Eco-group. Pupils are aware of the significance of healthy eating and the healthy-eating week initiative proved to be very successful.
142. Learners participate in several entrepreneurial activities both within school and in the community. Pupils' problem-solving skills are developed in subject areas and pupils use these skills effectively in many projects and competitions.

143. All pupils study Welsh. However opportunities for promoting learners' bilingual skills across the curriculum are limited.
144. Aspects of *Y Cwricwlwm Cymreig* feature in many subjects and schemes of work. Pupils learn about their locality and facets of Welsh life in general. The school is currently expanding this provision.
145. In all other respects, the school's curriculum reflects the WAG priorities. Through a broad range of learning experiences, the curriculum successfully develops pupils' and students' skills for lifelong learning.

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

Grade 1: Good with outstanding features

146. This grade matches the school's self-evaluation grade.
147. There is outstanding practice in the quality of:
- care, support and guidance for learners;
 - provision for pupils with additional learning needs; and
 - provision for equal opportunities.

The quality of care, support and guidance for learners

148. The planning, management and co-ordination of care and support are outstanding. A key role is taken by senior learning mentors and pastoral support co-ordinators. They work very effectively and:
- manage learning and behaviour within specific year groups and subject departments and faculties;
 - communicate very effectively with each other and other colleagues, in part through short daily meetings; and
 - make good use of regularly up-dated information about pupils' performance to monitor progress.
149. All learners have access to outstanding PSE. Pupils report that they enjoy PSE lessons, especially at KS3. The comprehensive PSE programme reflects well the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) framework for personal and social education. It includes appropriate health education and careers guidance and makes good use of external agencies and specialist services.
150. Outstanding procedures are used to monitor learners' behaviour. The non-teaching, behaviour manager works very effectively with other staff members and pupils. He provides high quality support for pupils who behave inappropriately. This enables them to stay included within the school community. As a result of the success of this provision, only one pupil has been permanently excluded since the last inspection, and relatively few temporarily.

151. The school takes an unusual degree of responsibility for pupils' behaviour outside school and is actively involved in promoting good standards and following up any incident which may occur. One member of the senior leadership team travels on one of the school buses each day.
152. The school has developed good partnerships and close working relationships with parents, carers and employers. This enhances the care, support and guidance for pupils. Parents' views are sought through questionnaire surveys and meetings. Good account is taken of their views in reviewing policies and planning future developments.
153. The school council is very effective in enabling pupils and students to be involved in making decisions and have a sense of responsibility. Members of the school council believe they play an important part in the life of the school. They are particularly proud of their achievements in:
- discouraging bullying;
 - influencing the healthy-eating initiative; and
 - promoting recycling.
154. Good systems are in place and used well to help learners settle in quickly when they enter the school. Good links with partner primary schools aid this process. This contributes effectively to continuity and progression in pupils' learning and helps them to feel safe and secure.
155. As they progress through the school, within and across the key stages, pupils are provided with good advice and helpful guidance. This enables them to make informed choices about which subjects and courses to follow. Careers education and guidance of good quality, together with good working relationships with support agencies, help address pupils' needs and aspirations.
156. Attendance and punctuality are monitored rigorously. This has resulted in significant improvements in levels of attendance. Parents report that systems for following up pupils' absences work well.
157. There are robust Child Protection (CP) arrangements in place. The CP Co-ordinator has a caring and pragmatic approach to his duties. There are many good features of CP which include:
- efficient referral and record-keeping systems, including a secure database;
 - clear, accessible information and guidance for all staff members;
 - effective planning and provision of training for staff members;
 - good quality relationships with outside agencies; and
 - the promotion of pupils' involvement in regional initiatives such as the 'Childline Young People's Group'.
158. There are clear, well-documented procedures to assure pupils' well-being, health and safety when in the school's care. Very good first-aid arrangements

are provided. Although the school works hard to protect pupils, there are shortcomings which could affect pupils' safety in:

- the layout of the food technology area which does not allow quick evacuation in the event of an accident or emergency; and
- traffic congestion at the beginning and end of the school day, caused by parents and friends driving on to the school site to collect pupils.

The quality of provision for additional learning needs

159. The quality of provision for pupils with additional learning needs is good with outstanding features. Pupils enter a caring, efficient and informed school which enables them to make good, and often very good progress.
160. An outstanding feature of this provision is the induction programme for pupils moving from Y6 to Y7. This does much to enable pupils with additional needs to have positive experiences when they enter the school. It ensures that timely and supportive intervention can be provided.
161. The oversight and management of discrete classes and bridging classes at KS3 are outstanding. Staff relationships are outstanding, as staff work very well together, sharing congruent views on the nature of individual needs and provision for pupils.
162. Other outstanding features are the:
- specialist learning support provided for speech and language;
 - quality of arrangements for individual support and guidance for 'looked after' children;
 - very effective behaviour support programme; and
 - identification and provision for gifted and talented pupils.
163. Good features of the provision for pupils with additional learning needs are the:
- school's response to the SEN Code of Practice and the guidance provided by the SEN Co-ordinator (SENCO);
 - consistently good, informed and caring support provided by learning support assistants (LSAs) in discrete and mainstream classes;
 - good working relationships with other departments in the school, pupils, parents and outside agencies who provide specialist services;
 - range of courses of study leading to accreditation at KS4; and
 - identification of, and effective planning to meet, additional educational and behavioural needs.
164. There are good features in the use made of Individual Education Plans (IEPs) and statements of SEN. These are the:
- careful identification and assessment of individual needs;

- use made of IEPs, drafted by staff and supported by the active involvement of pupils in this process;
 - full access to the NC for pupils with additional learning needs in mainstream classes, supported by IEPs;
 - IEPs produced in English and mathematics which address issues relevant to these subjects; and
 - meeting of statutory requirements in respect of the maintenance and review of individual statements of SEN.
165. The recently-appointed SENCO plans to share and extend the outstanding practice. These plans are at an early stage of development. Additionally, although assessments of pupils' needs provide useful data, they do not give a full picture. Extending the scope of assessments is being considered in order to provide more meaningful information for planning.
166. The use of an LSA for administrative duties at key times results in her being temporarily unable to undertake her support role activity. In a few mainstream classes the support provided by LSAs is not focused enough.

The quality of provision for equal opportunities

167. The school has effective policies and outstanding procedures for recognising and taking account of pupils' backgrounds. It promotes social inclusion very successfully. All learners, whatever their background, are valued as individuals and integrated into a cohesive community. All are provided with equal and appropriate opportunities to succeed.
168. The policy and procedures for tackling bullying are outstanding. They are regarded highly by pupils and parents. Although pupils acknowledge that bullying exists, they are confident that effective actions are taken to address it. Outstanding aspects of these procedures are the:
- rigorous approach taken by the anti-bullying co-ordinator and other members of staff;
 - involvement of pupil members of the anti-bullying squad, with training for them provided by 'Childline';
 - raising of pupils' awareness of issues relating to bullying; and
 - account taken of pupils' views through regular anti-bullying survey questionnaires.
169. Equality for all learners, whatever their race, ability or social background is reflected well in the school's aims and values. Gender stereotyping is challenged effectively, for example in guidance about subject option choices as pupils move from KS3 to KS4. The school is very successful in promoting good relationships between people of different racial groups and in recognising and respecting diversity.
170. The school ensures that disabled pupils are treated equally and do not suffer from less favourable provision. It is aware of its disability access profile through an audit of accessibility. All pupils have equal access to the full curriculum.

Appropriate support and resources are provided to support pupils with specific disabilities.

171. Students receive good support and guidance in the sixth form. They are provided with appropriate guidance in Y11 to help them choose suitable subjects and courses. There is a good induction programme at the start of Y12. Effective careers education extends students' understanding of the opportunities available to them on leaving school and helps them make relevant preparations for the next stage of learning or employment.

Leadership and management

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

Grade 1: Good with outstanding features

172. This grade matches the school's self-evaluation grade. The outstanding features are the:
- inspired and inspiring leadership of the headteacher;
 - strategic planning and evaluation of performance by the governing body;
 - strong leadership of the senior leadership team;
 - effectiveness and enthusiasm of middle managers;
 - shared values, amongst all those associated with the school; and
 - measurable progress made through the management and continuing professional development of teaching and support staff.

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

173. Over recent years, the school has been transformed by the leadership of the headteacher. He leads with vision, giving clear educational direction and is very influential in promoting values for the school community, by example. He has earned great respect from staff, who follow his example and are very generous in the commitment they give. Each pupil is known by name and as an individual, by the headteacher, and is valued. Parents are highly supportive of the school.
174. The senior leadership team also gives strong leadership. Each member has clearly defined responsibilities and they work well together, as a team. Much innovative practice has been introduced. They also maintain high standards, by regular presence around the school, as well as by more formal methods of monitoring performance.
175. The quality of middle management, both pastoral and academic, is mostly very good because:
- continuing professional development has been highly effective in practice;
 - staff are up-to-date with developments in their field;

- they create a strong sense of teamwork in their areas of responsibility;
 - they work collaboratively, at middle management level; and
 - practice across the school, for example in behaviour management, has a good degree of consistency.
176. The workforce re-modelling, for the allocation of teaching and learning responsibilities, has been innovative and created some new middle management posts. Though newly implemented, the structure is working well and enabling management systems to work even more effectively.
177. Senior and middle managers, and teaching and support staff, work hard to adapt policies and practice in order to meet pupils' needs. The well-being and success of pupils and students are paramount and morale is high, even though there are challenges to be met.
178. Daily meetings of teams of pastoral staff result in incidents being followed-up quickly. Regular meetings of teams of academic and pastoral staff enable effective communication and consultation. Working groups contribute much to the spreading of good practice and of innovative practice, and to consistent implementation of cross-curricular initiatives.
179. All those associated with the school - pupils, parents, employers and partners in the community - know of its priorities and values and are committed to them. The school is an inclusive community and fulfils its aims in providing opportunities to all.
180. Other WAG priorities are also embedded. Work on sustainable development has been recognised in the silver award of 'Eco-Schools'. Personal, social and work-related education are of high priority and an integral part of practice. Pupils are aware of global issues and celebrate cultural diversity.
181. The only WAG priority which is not fully embedded in practice is bilingualism. Welsh is rarely used outside Welsh lessons, though the Welsh dimension is promoted in subjects across the curriculum.
182. The school is not complacent and strives for continuing improvement, with enthusiasm. It sets itself robust targets and reviews progress regularly. There has been measurable improvement since the last inspection, and the school has a clear focus on those areas which need further improvement.

How well governors or other supervisory bodies meet their responsibilities

183. Governors make a very good contribution to the leadership of the school. They are fully involved in strategic management, to the extent that they have a school improvement group. Members have a range of relevant expertise in the community and are forward-looking in developing partnerships for the '14-19 Learning Pathways' agenda.
184. Governors also have a comprehensive and detailed knowledge of the school's current performance. They seek to gain first-hand evidence, by linking to

departments, attending meetings and observing lessons. They analyse data effectively, and have a very good knowledge of the school's activities.

185. Governors also analyse their own performance and training needs, with a view to continuing improvement.
186. They support school events and the school's leadership, but also ask pertinent questions. In their role as 'critical friends', they act very effectively.
187. All regulatory and legal requirements are met, except for a few minor omissions from the school prospectus.

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

Grade 1: Good with outstanding features
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188. This grade matches the school's self-evaluation grade.
189. The outstanding features are the:
 - robust culture of self-evaluation, embedded firmly in the ethos of the school;
 - exceptional way the school seeks out and acts on the views of learners, parents, staff, governors and other interested parties;
 - purposeful way in which these groups are fully involved in the self-evaluation arrangements, which drive the overall school strategic plan;
 - effective evaluation of training and development activities which support school priorities; and
 - outstanding progress made in a number of areas as a result of focused planning and implementation.

How effectively the provider's performance is monitored and evaluated

190. There is a robust culture of self-evaluation which is embedded firmly in the ethos of the school. Senior and middle managers and staff are reflective in practice.
191. The school's self-evaluation report is a working document prepared as part of the on-going self-evaluation process of the school and not produced specifically for the inspection. It addresses the seven key questions and states clearly the progress made in the key issues identified by the school for action and areas still to be addressed. The grades awarded by the inspection team match exactly those awarded by the school, with good correlation between the outstanding and good features identified, and shortcomings.
192. The extent to which the school seeks out the views of all interested parties to reflect on its performance is outstanding. Such procedures include the:
 - extensive and effective use, by pupils, of peer and self-assessment techniques;

- role of the school council in informing decision-making;
 - effective involvement of parents through questionnaires and through seeking out their views on visits to the school;
 - active participation of departments in curricular planning;
 - regular monitoring of provision by governors; and
 - use of external agencies such as Investors in People (IIP) to review the effectiveness of strategies for self-evaluation.
193. Leaders review subject departments on a rolling programme using the Estyn 'Common Inspection Framework' to identify clearly strengths and areas for development. A full evaluation of the department is drawn up, based on the seven key questions. Appropriate and challenging targets for improvement are agreed and established.
194. Subject leaders are well informed about performance in their departments. Good features, which make a positive contribution, are the:
- well-established, supportive and effective performance management system;
 - programme of lesson observations and sharing of good practice;
 - extensive use of self-assessment, by pupils, to assess progress;
 - contribution made by all staff to departmental self-evaluation and curricular development; and
 - rigorous analysis of attainment data which informs staff of learners' performance.
195. In a small minority of departments the process of self-evaluation and planning for improvement is less secure and does not sufficiently inform practice.

The effectiveness of planning for improvement

196. The purposeful way in which the headteacher and senior leadership team utilise the many strands of self-evaluation, to produce the school strategic plan, is outstanding. Contributors feel valued, supported and claim genuine ownership of the plan.
197. The school's strategic plan identifies clear whole-school and faculty priorities, allocates responsibilities, defines success criteria within time-scales and is carefully costed.
198. As a result of actions taken, there has been outstanding progress in many areas. These include the:
- national award by ACCAC for the most improved school in 2003, 2004 and 2005;
 - national award for promoting key skills;
 - significant improvement in the quality of teaching since the last inspection; and
 - significant improvement in attendance and behaviour.

199. Leaders and managers use the resources available to them efficiently in order to ensure that objectives are met. Members of staff are deployed well and judicious use is made of continuing professional development through whole-school and individual in-service training (INSET), which is tailored to the school's priorities for improvement. All INSET is evaluated thoroughly and informs future planning.
200. The school has made very good progress in the key issues for action raised in the last inspection. These include the:
- overall improvement in standards and teaching;
 - improvement in those areas judged unsatisfactory in the last report;
 - enhancement of the quality of self-evaluation and planning for improvement;
 - improvement in levels of attendance from under 87% to 91%;
 - raising of standards in key skills across the curriculum;
 - provision for religious education in the sixth form; and
 - establishment of a daily act of collective worship.
201. Whilst most of the health and safety issues identified in the last report have been addressed, there are still shortcomings in the food technology room and potential risk from traffic on site.

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

Grade 2: Good features and no important shortcomings

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

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

203. Teaching staff are suitably qualified, knowledgeable and committed. They are deployed effectively and nearly all teachers teach their specialist subject. The pupil : teacher ratio is better than the national average and there is a good balance between experienced teachers and those new to the profession.
204. The school also has a good number of support staff, who are well trained and provide very good support. These include:
- a full-time behaviour support manager;
 - appropriately qualified LSAs to support pupils with SEN;
 - cover staff to reduce the dependence on external supply staff to cover teachers' absences;
 - technical support and site-maintenance staff;
 - a full-time LRC manager (Librarian);
 - two foreign language assistants; and
 - a full-time, trained member of staff in the first-aid room.

205. Overall, the number and size of classrooms are adequate for the number of pupils on roll. Most classrooms are clustered in subject suites, to maximise use of available learning resources. A few areas of the school have been refurbished recently and those areas now provide a positive teaching and learning environment for staff, pupils and students. The good features in the accommodation include the:
- good facilities provided for pupils with additional learning needs ;
 - colourful displays of pupils' work and achievements which contribute to providing a stimulating environment;
 - spacious cafeteria with modern furniture;
 - large LRC which is well stocked with appropriate texts and ICT equipment;
 - regular, effective cleaning of rooms, halls, corridors and outside areas;
 - very extensive provision for sports and physical education; and
 - easy access to all parts of the main teaching block for pupils and visitors with disabilities.
206. There has been substantial investment to enhance the ICT facilities in some parts of the school. This includes considerably increasing the number of computers for use by pupils and installing interactive whiteboards and data projectors in a number of classrooms. This has enabled the majority of teachers to develop and use innovative teaching and learning techniques.
207. The central ICT resources, the suites of computers within a substantial number of departmental areas and the ICT facilities in the LRC all provide well for pupils' learning. The LRC is a very attractive area, used throughout the day, including break and lunchtime, and after school. It is very well managed as a centre for learning, and is used by members of the community who come in to help individual pupils.
208. However, there are some shortcomings in the provision for learning resources and accommodation.
209. Much of the accommodation in the older parts of the school, including many of the classrooms, science laboratories, boys' toilets, changing rooms, external fabric and narrow corridors, is drab and shabby and does not provide an attractive, stimulating, learning environment.
210. Although the number of computers in use in the school has significantly increased, about half are over five years old and are relatively slow in operation.
211. In the design and technology department, there is not a data projector for graphics, a laser cutter for materials nor a computer-aided router. The food technology room is strangely configured and equipped, and is not conducive to good teaching and learning. This restricts the viewing of practical demonstrations and prevents adequate supervision of pupils undertaking practical work.

212. Excessive on-site traffic at the beginning and end of the school day, when parents and friends bring their vehicles onto the school site, around the car-park area, to collect pupils and students, poses potential danger.

How efficiently resources are managed to achieve value for money

213. The management of resources is linked closely to the school's priorities for development and improvement, and their use is regularly reviewed to ensure best value for money.
214. The well planned, co-ordinated and managed early professional development and continuous professional development of staff are an outstanding feature.
215. There are also many good features in the management, deployment and development of teaching and support staff. These are the:
- successful implementation of arrangements associated with the workload agreement;
 - very good provision in the timetable for teachers' planning, preparation and assessment (PPA) time;
 - effective early implementation of the school's agreed workforce restructuring plans for teaching and learning (TLR) posts, following extensive discussion and consultation;
 - effective appraisal and performance management systems for teaching and non-teaching staff;
 - Criminal Records Bureau (CRB) checks completed for all staff and volunteers;
 - detailed and comprehensive support and guidance programmes for ITT students and newly-qualified teachers (NQTs); and
 - staff training, which is linked to the school's priorities for improvement, performance management and individuals' professional development requirements.
216. Audit reports are consistently good and the recommendations, all minor, have been fully addressed.
217. The good features in the efficient and effective way the school manages its resources include:
- systematic, methodical and rigorous financial management of the available budget to ensure cost-effectiveness in all aspects of the school's expenditure and investment;
 - regular, detailed reviews, analysing in detail the utilisation of resources;
 - strong, direct links between departmental improvement plans and the agreed departmental budgets, including frequent and detailed monitoring of expenditure; and
 - careful planning and costing of the school improvement plan.
218. Senior managers, governors and administrative staff methodically and effectively monitor expenditure. The school enthusiastically and persistently seeks ways of raising additional funds and has been very successful in

securing numerous grants and sponsorships. This additional funding is used very well to enhance opportunities for all pupils and students.

219. Site-maintenance staff contribute very effectively to day-to-day procedures in the school, and the school rigorously ensures that it obtains best value from suppliers and contractors.
220. Very good use is made of an extensive range of external resources to enrich the curriculum and enhance opportunities for pupils and students, including field trips and visits to places of educational interest.
221. Given the standards pupils achieve, the quality of teaching and the quality of support and guidance provided, the school prudently manages its available resources effectively and efficiently to give very good value for money.
222. However, the school funding per pupil is consistently one of the lowest in Wales and in the last year, or so, the school has been unable to retain adequate contingency reserves for unforeseen expenditure or for future planned projects. The recent budget overspend has been underwritten by the UA with a short-term loan equivalent to about one per cent of the total school budget over the agreed loan period.

Standards achieved in subjects and areas of learning

Welsh second language

Key Stage 3 : Grade 3: Good features outweigh shortcomings

Key Stage 4 : Grade 3: Good features outweigh shortcomings

Key Stage 3

Good Features

- 223. Most pupils use familiar language patterns fairly confidently in oral exchanges. A minority extends oral contributions when prompted.
- 224. As pupils progress through the key stage, they convey information and talk about some experiences, asking and responding with intelligible pronunciation and intonation. More able pupils use several exchanges to keep up a conversation.
- 225. Many pupils read aloud clearly with correct pronunciation, grasp the meaning of what they read and respond well, by completing related tasks correctly.
- 226. Pupils complete a variety of written tasks such as dialogues, paragraphs and structured language exercises with developing accuracy. They show progress in their ability to write extended pieces, by varying their use of patterns and vocabulary, with the support of specific guidelines.
- 227. Pupils with SEN make good progress.

Shortcomings

- 228. Pupils of average and lower ability lack the confidence to use language in the wider context. They have difficulty expanding short answers and do not practise in pairs and small groups in some classes.
- 229. A minority of pupils mispronounces words when reading and tends to read slowly and without expression.
- 230. Pupils of lower ability complete limited language exercises and make basic grammatical and punctuation errors. They rely heavily on teachers' support.

Key Stage 4

Good Features

- 231. The majority of pupils understands basic language items and is developing good listening skills. Pupils following the GCSE full course present information and express opinions on familiar topics.

232. Pupils of lower ability respond quite well in the structured situations in class. They use language presented in the lesson or prepared previously, reasonably accurately.
233. Most pupils read short passages out loud and show good understanding of the main points. They express opinions about the content, offering reasons to support a viewpoint.
234. Pupils on the GCSE full course and the more able pupils on the GCSE short course write some extended answers, such as letters and individual presentations, with a good degree of accuracy. They use appropriate vocabulary and a good variety of language structures to communicate their ideas.
235. Pupils of lower ability used correct forms to gain information in a formal situation and showed some understanding of the responses provided by the guest speaker. With careful preparation, their pronunciation and intonation were good and they listened attentively to the responses.
236. Pupils with SEN make good progress. They work confidently and achieve good standards in relation to ability.

Shortcomings

237. Pupils of lower ability lack confidence in using the language in oral situations. They have a limited vocabulary and do not have sufficient grasp of sentence structures.
238. Recalling sentence patterns and vocabulary previously learnt is a problem for pupils on the GCSE short course. They understand more language than they use.
239. A minority of pupils cannot read with clarity and meaning.
240. Written work, completed by pupils of lower ability, is generally brief, with a limited range of vocabulary and expression.
241. Pupils on the GCSE short course do not make sufficient progress due to insufficient time being allocated to the subject.

Sixth Form

242. There is currently no provision.

Mathematics

Key Stage 3: Grade 1: Good with outstanding features

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

Key Stage 3

Outstanding Features

243. Many pupils of all abilities display very high levels of mathematical reasoning. They test various examples confidently and accurately and make relevant conjectures and generalisations based on their findings. More able pupils communicate their conclusions with very proficient use of algebra.
244. Pupils with SEN have a very good knowledge and understanding of number and shape. They make very good progress and show great enthusiasm in lessons. Many apply their mathematics well to solve a range of problems, matched appropriately to their needs.

Good Features

245. Most pupils show a good knowledge and understanding of current work and show high levels of motivation in lessons. They display good standards in number, algebra and measures and have a proficient understanding of the properties of shape.
246. Most pupils have a good knowledge of basic number facts and calculate mentally with accuracy and speed.
247. Many pupils recall previous work with understanding. They have a good knowledge of fractions, decimals and percentages and apply this well in simple, problem-solving tasks.
248. More able pupils have a good understanding of the graphs of straight lines and quadratic curves. They identify properties of straight lines and simple curves from their equations and show proficient use of algebra in a range of contexts.
249. Pupils of lower ability have a good understanding of probability. They predict the likelihood of an event from simple experiments and many justify their answers with sound reasoning. They construct simple graphs well and can interpret information from them accurately.

Shortcomings

250. A small minority of pupils displays some lack of understanding and is hesitant in calculating mentally. They occasionally make careless errors, often as a result of not giving themselves sufficient time to reflect on questions asked of them.

Key Stage 4

Good Features

251. Pupils of all abilities make good progress in lessons. They show good standards across all attainment targets and are competent in reasoning mathematically.
252. Pupils studying for the higher tier of the GCSE have a good understanding of current work. They deduce circle theorem facts and use them well in solving appropriate questions. They use calculators proficiently to solve problems using Pythagoras' Theorem and make good use of estimates in considering the reasonableness of their answers.

253. Pupils studying for the foundation tier of the GCSE work very well in lessons and most show a competent understanding of a range of topics. They recognise properties of two-dimensional and three-dimensional shapes and use calculators effectively to find areas, perimeters and volumes of them. Many apply their mathematics well to solve a range of problems. They work out costs of utility bills that involve using percentages and give their answers to appropriate degrees of accuracy.

Shortcomings

254. A small minority of pupils is uncertain in recall and understanding of previous work. They occasionally use incorrect formulae in calculations and show some confusion in the units of their answers.

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

Good Features

255. Students tackle current work with confidence and understanding. They work very well in lessons both independently and with one another. Most explain their ideas with assured understanding of the underlying mathematical concepts.
256. Standards in pure mathematics are good. Students solve problems using co-ordinate geometry well and graph functions in parametric form accurately. Most show competence in their knowledge and understanding of calculus and trigonometry.
257. Students in Y12 solve problems, relating to probability, confidently. Most have a good understanding of independent events and conditional probability.
258. In Y13, students show good knowledge and understanding of concepts in mechanics. They apply these well to solve a range of problems.

Shortcomings

259. A minority of students makes some fundamental errors in algebraic manipulation. They also display some confusion between mutually exclusive and independent events in probability.

Design and Technology

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

260. Most of the ablest pupils fully understand how a design situation translates into a design brief. They produce an appropriate design specification and can effectively list the important features of the design process through their "spray diagrams".
261. All pupils plan well for the making stage of their work and have a good understanding of making processes across a broad range of materials.
262. At least a half of all pupils produce well-crafted and finished products in all material areas. Product outcomes are generally good and occasionally very good as, for example, in textiles.
263. Most pupils develop good skills in using computer-aided design (CAD) software from an early stage in the school.
264. Most of their design outcomes using basic computer-aided manufacturing (CAM) equipment are good and particularly so in textiles.
265. Pupils of lower ability and pupils with SEN make good progress and achieve to their potential.

Shortcomings

266. A significant minority of pupils is over-dependent on teachers, when carrying out a basic design process.
267. A minority does not readily use the technical terminology effectively, when describing their work.
268. Many pupils do not make sufficient use of computers to research and present their ideas.
269. Many pupils are not creative enough in their design solutions and produce work which is very similar to that of their peers.

Key Stage 4

Good Features

- 270. Most pupils make good use of a design process to guide their project work.
- 271. In the best GCSE coursework files, presentation skills are very good with good graphical communications skills. Most pupils use design software well to enhance their presentations.
- 272. Most pupils use the computer well to research their projects and to collect the relevant material that helps them make their design decisions.
- 273. Pupils' knowledge and understanding of materials, processes and techniques are well developed across all design areas.
- 274. The best GCSE project work is often innovative and imaginative, especially so in textiles, systems and control and graphics products.
- 275. In resistant materials, pupils' skills in the use of traditional processes and equipment are good. The most able have very good practical skills. Most pupils combine materials such as wood, plastic, electrical and electronic components well in their projects, as for example in their radio projects.
- 276. Pupils of lower ability and pupils with SEN make good progress and achieve to their potential.

Shortcomings

- 277. The graphical communication skills of a small minority of pupils are the weakest element of their work.
- 278. Quick developmental drawing skills are generally underdeveloped in the design folios of a minority of pupils.

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

Good Features

- 279. Students' knowledge of design work is good overall and they make good use of a design process to guide the development of their chosen projects.
- 280. Students research, analyse and evaluate both commercial products and their own work well.
- 281. They draw well on their previous work in systems and control, when considering solutions to their design problem, as seen in the car park barrier and automated curtain rail projects.
- 282. Theoretical understanding of electronics is good.

- 283. Most students show a good grasp of a variety of media, which are used well to present their ideas within their coursework design folders. In the best work, graphical communication skills are very good.
- 284. Students' designing skills, using CAD/CAM, research and presentation skills are good and enhanced by effective use of ICT.
- 285. Projects are innovative with good planning and methodology seen in the best work.
- 286. Practical skills are very good and students combine a broad range of materials well in their projects.

Shortcomings

- 287. Students' practical work is limited to traditional skills, processes and basic CAM with little evidence of consideration of the use of new technologies, in the production of their projects.
- 288. Quick developmental drawing skills are weaker than other elements of designing. Work in some design folios lacks sufficient attention to testing and evaluating outcomes, against the original design specifications.

Information technology

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

- 289. Y8 pupils show a basic understanding of spreadsheet design. They know how to insert and delete data in spreadsheet applications. They know the basic features of spreadsheet applications and insert very simple formulae to total a column of figures. Y9 pupils have a little knowledge of how to develop a spreadsheet with embedded formulae.
- 290. KS3 pupils use word-processing packages well. Pupils in Y9 understand how to insert images into text.
- 291. Most Y9 pupils search accurately for records in a database with specific criteria. They are learning how to validate fields to accept data in numeric, date or text format.

Shortcomings

292. Pupils know their levels of attainment to some degree but are sometimes unsure what they have to do to improve their work further.
293. Because pupils only study IT for one hour every other week, their progress is often slow. A large minority is unsure how to open a spreadsheet program and has not had enough experience of using spreadsheets to be competent.

Key Stage 4

Good Features

294. In the Intermediate General National Vocational Qualifications (GNVQ) in 2006 in IT, about 80% of pupils in the year group achieved at least a pass. Currently, standards in the Diploma in Digital Applications (DiDA) course are also good with no important shortcomings.
295. Pupils achieve good results in word-processing. They save and print their work, justify paragraphs, centre headings, and make print bold. Pupils use frames, borders, fill effects, word art and movement effects well.
296. They combine various electronic components such as scanners and digital cameras with a good degree of competence. Pupils use headers, footers, page numbering, margins, columns and tables well. They have created brochures and pamphlets of good quality, using appropriate software. Pupils in Y11 achieve good standards when using photo-editing software.
297. Pupils achieve good results in database design and implementation. They design and use questionnaires appropriately. They design and use data capture forms to good effect. Their databases are usually fit for the intended purpose.
298. Most pupils progress well in using a broad range of features of a variety of software, competently, to produce coursework. They know, for example, how to apply absolute address references in formulae in a spreadsheet.
299. The very able know that if the raw number in a cell used by a formula in another cell is changed, then the result of applying the formula changes as well. A few know what a text wrap is. They compare different search engines for suitability for purpose with perceptiveness.
300. Pupils have designed some interesting systems for small businesses in the local area, which include headed formal letters, product databases and spreadsheets for calculations. Their reports are increasingly lucid and include screenshots to clarify how to build and use a database systematically. More able Y11 pupils have created "what-if" formulae which use pre-defined criteria to apply to new data.

301. Year 10 pupils are skilled users of PowerPoint. Year 11 pupils have designed and built web pages of good quality, for a range of websites. They respond well to the high challenge set by teachers, in designing web pages within a set time limit. They traverse the sub-directory system of the school's network skilfully.

Shortcomings

302. There are no significant shortcomings.

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

Good Features

303. Overall standards of achievement are good in Y12 and Y13 in A level Computing and also in the new A level Applied IT course.
304. A small minority has well above average technical skills and has experience as commercial programmers.
305. Year 12 students use a wide range of the features and functions of word-processing applications. Students use all the main applications to produce their coursework, which is usually of good quality. Some reports are outstanding in their clarity and logical development.
306. Year 12 students understand and exemplify many input and output devices. In one lesson, they made very good progress in binary coding.
307. Students' spreadsheet and database work is often sophisticated and complex. They use conditional formatting and macro-programming accurately. They have created good relational databases and usually understand the meaning of terms such as entity relationship diagram, primary key and attribute. Students have used Dreamweaver to create web pages and also achieve good results using hypertext mark-up language (HTML).
308. Students produce good, thorough and detailed systems analysis. They show a good awareness of how to address the different needs of a range of learners. Students compare different languages and environments with regard to fitness for purpose and compatibility with different commercial platforms.
309. Students make knowledgeable references to data recovery, forensic computing, file backups, security and validation. They have tackled challenging aspects of database work including the creation of comprehensive testing strategies.
310. They use a range of functions and skills well in assembling presentations, which include the use of Internet images, clipart, self-designed logos, and the

range of facilities offered in software packages, to enhance their work. Students, generally, are adept in accessing and using the resources of the Internet in their work.

Shortcomings

311. There are no significant 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

312. From Y7, pupils develop a good sense of chronology. They use and construct timelines with accuracy and place events in the appropriate historical period.
313. Most pupils in KS3 have good levels of background knowledge and understanding and their recall skills are secure. They use subject-specific vocabulary accurately, with understanding and in the correct contexts.
314. Throughout the key stage, pupils describe and explain why events happened. In their work on the defeat of the Spanish Armada, pupils understand that some causes are more important than others and provide an explanation for their judgement.
315. As the key stage progresses, pupils demonstrate a growing awareness of historical interpretations. In their work on both Henry VIII and Mary I, they understand that people in the past viewed events and historical figures in different ways and are able to offer valid explanations for these interpretations.
316. Relative to their ability, pupils produce written work of good quality. They record their learning in a range of styles and formats such as letters, reports, newspaper accounts, posters and essays.
317. In Y9, more able pupils produce very good pieces of extended writing, which are carefully planned, well expressed and demonstrate empathy for those who either benefited or suffered from their participation in the slave trade.
318. Pupils have a good understanding of evidential work. They extract information from visual and documentary sources effectively, distinguish between primary and secondary sources and assess these for both reliability and usefulness.
319. Pupils with SEN make good progress in their learning. In Y8, they understand the changes in religion, which occurred in the Elizabethan period and are able to make historical connections between the support for Catholicism in Wales and the threat posed by Philip II and Spain.

Shortcomings

320. There are no significant shortcomings. However, the work of some pupils of average ability and below is incomplete and contains inaccurate spellings of historical terms.

Key Stage 4

Good Features

321. Pupils build successfully on the range of skills acquired in KS3 and make very good progress. This is reflected in their GCSE results, which are higher than the average achieved by boys in Wales.
322. In their study of the USA's withdrawal from the Vietnam war, pupils understand that events have multiple causes and explain how these are interconnected. They identify the most important cause and justify their choice. Some pupils understand that an incident can constitute a turning point in history.
323. Pupils develop the ability to assess both their own work and the work of their peers. They use mark schemes to highlight their strengths and weaknesses and so develop the ability to improve their own learning.
324. In both Y10 and Y11, 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.
325. Pupils of low ability, following the Entry Level course, also make very good progress in their learning. When examining propaganda posters produced in the second world war, they make valid inferences and show an awareness that further sources of evidence need to be consulted to obtain a more complete picture.

Shortcomings

326. There are no significant shortcomings. However, a minority of pupils does not always include sufficient detail from sources to support their written answers.

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

Good Features

327. Students use acquired skills and techniques with accuracy.
328. They have a well-developed ability to analyse, synthesise and interpret evidence. They demonstrate skill in cross-referencing sources, point out omissions and use their background knowledge to make inferences.

- 329. Students produce well-written essays. They use their knowledge of a historical period, independent reading and information drawn from a range of sources, to arrive at considered and balanced judgements.
- 330. They are able to develop and sustain an argument, demonstrating a sound understanding of historical concepts.
- 331. In their study of O'Connor's role in the failure of the Chartist Movement, students show an understanding that historical interpretations change over time and suggest coherent explanations for these changes.
- 332. When making class presentations, individual students express views with confidence. When challenged, they provide further explanation and substantiate their viewpoint with reference to relevant examples.

Shortcomings

- 333. Although there are no important shortcomings, a significant number of students makes a limited contribution to class discussion and debate.
- 334. In their consideration of the causes of the first world war, some students' knowledge and understanding of the significance of the Moroccan and Balkan crises are insecure.

Religious education (including religious studies)

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

Key Stage 4: Grade 3: Good features outweigh shortcomings

Key Stage 3

Good Features

- 335. Nearly all pupils have a good vocabulary and use religious terms appropriately.
- 336. Most pupils describe clearly many of the basic beliefs, teachings and practices of the religions they study, usually making appropriate links to show why believers act in the ways they do.
- 337. Most pupils have a simple understanding of the symbols and symbolic language they meet. A few of them suggest pertinent and sometimes profound reasons for their use.
- 338. A majority of pupils offers personal opinions about the issues they study.
- 339. Pupils with SEN achieve well, and involve themselves fully in class and group discussions on a range of issues.

Shortcomings

340. Few pupils explore in great depth how their own values and beliefs develop and how these influence their particular attitudes and standpoints.

Key Stage 4.

Good Features

- 341. All pupils show respect for the range of beliefs and values they meet, and open-mindedness, for example when considering different attitudes to war.
- 342. In the statutory religious education course, most pupils use appropriate religious language.
- 343. They generally recall relevant information on the religious beliefs and practices they study, having a sound grasp of the basic concepts.
- 344. Pupils with SEN describe effectively some of the different ways people respond to difficult situations.
- 345. In the optional religious studies' full-course GCSE, most pupils demonstrate an accurate knowledge of the beliefs and traditions they study, having a good awareness of the differences between and also within religions.
- 346. They explore and evaluate different perspectives with objectivity.

Shortcomings

- 347. In the statutory religious education lessons, which have a limited amount of time, only a minority of pupils structures and develops arguments well enough to show that they recognise the complexity of many of the issues studied.
- 348. In these lessons, most pupils draw on only a limited body of evidence to support their personal views, or to evaluate the views of others. Their responses often lack range and depth.

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

- 349. There are no courses leading to AS or A2 examinations. The above grade refers to statutory provision. No sessions were observed, but students' views and written submissions were taken into account.

Good Features

- 350. Most students offer considered views on many profound questions of faith, values and behaviour.
- 351. Many pupils research topics and issues well, using ICT regularly.
- 352. They apply their knowledge of religious and moral teachings well, to support or challenge beliefs and practices that they encounter in contemporary society, whether in Wales, Britain or the wider world.

Shortcomings

- 353. A small minority of students has a confused recall of details of major religions and of religious terminology.

354. Few students are sufficiently prepared to anticipate an opposing view.

School's response to the inspection

355. The pupils, staff and governors of Barry Comprehensive School welcome this thorough, insightful and positive inspection report. We are pleased that the evaluations of the inspection team match the school's own self-evaluation, and that the reflective and analytical nature of the school is emphasised throughout the report.
356. We are pleased that the commitment of staff at our school is emphasised. Teachers and support staff are seen to be highly motivated and enthusiastic; they have very good relationships with pupils, giving very generously of their time outside of lesson time. This has then led to the recognised strengths and innovations in teaching across the curriculum and the outstanding pastoral care commented on in the report.
357. We are delighted that the inspection report describes the pupils' progress in spiritual, moral, social and cultural development as outstanding. The report comments positively on the real commitment of staff in challenging, and effectively modifying, behaviour. The warm relationship between pupils and staff is viewed as a real strength. It is encouraging that the development pupils make, and are continuing to make, is recognised.
358. The school's attitude towards Assessment for Learning has been recognised in the report: '...pupils understand how well they are doing and what they need to do to improve....self-assessment and peer-assessment are unusually well developed.' This is especially encouraging when the report also refers to our strengths in 'encouraging every aptitude' and 'supporting all pupils'. This work must contribute to what the report describes as the 'outstanding success' of the percentage of pupils gaining five or more A*-C grades at GCSE.
359. The strong partnerships the school shares with parents, employers and other providers in the community is seen as outstanding, and reflects the priority the school has always placed on this.
360. The report describes the school as being transformed in recent years, with the very good progress the school has made since the last inspection commented upon. Standards in teaching, self-evaluation and the development of key skills are now viewed as strengths of the school. The report also recognises that we are far from complacent. The school is already addressing the recommendations, through its development plan.
361. As a school, we would like to warmly thank Miss Glynis Owen and her team, for the dedication, integrity and professionalism they demonstrated before, during and after the inspection process. The school feels it is in a position to continue to move forward, building on the many features highlighted in the report, due to the genuine interest the team took in the developments of our school and its pupils.

Appendix 1

Basic information about the school

Name of school	Barry Comprehensive School
School type	Community
Age-range of pupils	11-18
Address of school	Port Road Barry Vale of Glamorgan
Post-code	CF62 8ZJ
Telephone number	01446-411411

Headteacher	Mr David Swallow
Date of appointment	1.1.98
Chair of governors/ Appropriate authority	Dr Matthew Griffiths
Reporting inspector	Miss Glynis Owen
Dates of inspection	12 - 15 February 2007

Report by Miss Glynis Owen
Barry Comprehensive School, 12/02/07

Appendix 2

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	232	235	243	234	265	104	52		1365

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	86	6	89.1

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	15.3:1
Pupil: adult (fte) ratio in special classes	
Average teaching group size	19.1
Overall contact ratio (percentage)	78%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole School
Term 1	93	92	90	90	90	94	95	92
Term 2	91	90	90	89	87	92	93	90
Term 3	92	91	90	93	97	90	91	92

Percentage of pupils entitled to free school meals	18.9
Number of pupils excluded during 12 months prior to inspection	41

Appendix 3

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

			D	F	W	1	2	3	4	5	6	7	8
English	Teacher assessment	School	0	2	0	1	3	13	30	32	16	2	0
		National	1	0	0	0	2	8	21	35	24	8	0
Mathematics	Teacher assessment	School	0	3	0	0	0	6	15	49	18	9	0
		National	1	0	0	0	1	6	18	24	32	15	0
Science	Teacher assessment	School	0	2	0	0	0	13	26	36	16	4	0
		National	1	0	0	0	0	6	19	33	27	12	0

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

Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language)	
by Teacher Assessment	
In the school	44%
In Wales	58%

Report by Miss Glynis Owen
Barry Comprehensive School, 12/02/07

Public Examination Results:

For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ	
Number of pupils aged 15 on the school roll in January 2006:	206
Average GCSE or GNVQ points score per pupil	49

The percentage of 15 year old pupils who in 2006:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	96	92	88
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	68	65	54
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	90	90	86
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	25	44	40
entered at least one Entry level qualification, GCSE short course or GCSE	100	98	98
attained one or more GCSE grades A*-C or the vocational qualification equivalent	86	84	77
attained one or more GCSE grades A*-G or the vocational qualification equivalent	98	94	93
attained no graded GCSE or the vocational qualification equivalent	2	6	7
attained one or more Entry level qualification only	4	2	3
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1	-		
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2	80		

For pupils aged 16, 17 and 18, results in A/AS, GNVQs and NVQs			
Number of pupils aged 16, 17 and 18 in January 2006			157
Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2006			55
Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2006			13
	School	UA	Wales
Percentage of pupils entered who achieved 2 or more grades A-C	66	72	68
Percentage of pupils entered who achieved 2 or more grades A-E	93	96	94
Average points score per candidate entering 2 or more subjects	19	23	20
Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2	-		
Number of pupils who achieved a GNVQ Advanced or NVQ at level 3	-		

Appendix 4

Evidence base of the inspection

Fourteen inspectors spent a total of 47 days in the school and were joined by the school's headteacher as nominee. They held a meeting before the inspection.

During the inspection, inspectors visited:

- 137 lessons, 81 in the six subjects inspected and 56 lessons in other subjects;
- registrations and assemblies;
- some extra-curricular activities.

Members of the inspection team met with:

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

The team also considered:

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

Report by Miss Glynis Owen
Barry Comprehensive School, 12/02/07

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Miss Glynis Owen	RgI: Context, Summary, Recommendations, KQ1, KQ5, Appendix
Mr Martin Rawle	Core: KQ2
Mr Clive Rowlands	Core: KQ3;
Mr Peter Carter	Core:KQ4
Mr Philip Taylor	KQ4 (additional learning needs)
Mr Jeffrey Hanney	Core: KQ6
Mr Kerry Jones	Core: KQ7 (Lay Inspector)
Mr David Williams	Mathematics
Mrs Heulwen Jones	Welsh second language
Mr Keith Hopkins	Design and Technology
Mr Hywel Buckland	Design and Technology (s)
Mr Robert Isaac	Information Technology
Mr Gareth Barker	History
Mr Martyn Williams	Religious Education
Mr David Swallow	Nominee

Acknowledgement

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

Contractor

Celtic Inspection Services Unit
UWIC
Cyncoed Campus
Cyncoed Road
Cardiff
CF23 6XD



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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Barry Comprehensive School
Port Road West
Barry
Vale of Glamorgan
CF62 8ZJ**

Date of inspection: March 2013

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**



During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Cardiff
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Context

Barry Comprehensive School is an 11 to 18 school for boys, serving the town of Barry and the surrounding area, and maintained by the Vale of Glamorgan Council. Currently there are 1,183 pupils on roll, which is a reduction from the 1,365 pupils at the time of the last inspection in February 2007. There are 250 in the sixth form, which is a significant increase from the 156 at the time of the last inspection. Barry Comprehensive School operates in partnership with Bryn Hafren Comprehensive School as the Barry Sixth Form in providing English medium post-16 education.

The majority of pupils have neither social advantage nor disadvantage and 18.3% of pupils live in the 20% most deprived areas in Wales. Around 27% of pupils are entitled to free school meals, which is above the Welsh average of 17.4% for secondary schools. About 28% of pupils are on the school's special educational needs register. The percentage of pupils with a statement of special educational needs is 0.7%, which is below the Wales figure of 2.4%. Around 5% of the school's pupils are from a minority-ethnic or mixed-race background. A very small proportion of pupils are learning English as an additional language and very few pupils speak Welsh as their first language.

The headteacher took up his post in September 2012. The senior leadership team consists of the headteacher, a deputy headteacher, who was appointed from within the school in January 2010, and four assistant headteachers, all of whom have been appointed after 2007.

The individual school budget per pupil for Barry Comprehensive School in 2012-2013 means that the budget is £4,083 per pupil. The maximum per pupil in the secondary schools in the Vale of Glamorgan is £4,359 and the minimum is £3,794. Barry Comprehensive School is fifth out of the eight secondary schools in the Vale of Glamorgan in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school's current performance is good because:

- pupils perform well at key stage 4;
- many pupils make good progress in lessons and have well-developed literacy skills;
- in many lessons, teaching is effective in helping pupils to learn;
- there is high-quality care, support and guidance for the most vulnerable pupils;
- the School Parliament is an effective vehicle for providing pupils with worthwhile opportunities to influence many aspects of the school's life and work; and
- there is a wide range of curricular and extra-curricular opportunities, particularly through partnership working at key stage 4 and post-16.

Prospects for improvement

The school's prospects for improvement are good because:

- leaders provide a clear sense of direction and have established high expectations;
- all staff understand their role and responsibilities and there are clear lines of communication;
- leaders have a precise and specific understanding of the areas of the school's work that need to improve;
- the school's self-evaluation activities are comprehensive and robust; and
- there is a track record of making improvements, for example at key stage 4, in addressing the recommendations of the previous inspection, and the recent progress in improving Welsh second language and attendance.

Recommendations

- R1 Improve standards in Welsh second language and at key stage 3
- R2 Improve attendance and punctuality
- R3 Ensure that all pupils behave well in lessons and have positive attitudes to their learning
- R4 Address the shortcomings in teaching
- R5 Increase the consistency of the marking of pupils' work and fully implement the system for tracking and supporting all pupils' progress
- R6 Provide a daily act of collective worship

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

The school's performance at key stage 4 in those indicators that include English and mathematics has fluctuated over the last five years, but it rose sharply in 2012 and is now better than that for similar schools. Performance has largely been around the family average for boys. Although performance in those indicators that include a wider range of qualifications has fluctuated over the last five years, it has always been above that in similar schools. Performance in English improved markedly in 2012 following a decline over the previous four years and now compares well to levels in similar schools. Performance in mathematics rose sharply between 2008 and 2010, but has fallen back since then. However, over the last three years, performance in mathematics has been above that in similar schools. Pupils' progress from the previous key stages in 2012 is much higher than expected for level 2 threshold and is slightly better than expected for other indicators.

Very few pupils left the school without a qualification, although the proportion rose slightly in 2012. The proportion staying on in full-time education after 16 is high. Very few pupils who left school at 16 are not in education, employment or training.

At key stage 3, performance in English and mathematics is below that of similar schools and pupils' progress from the previous key stage is below expectations.

In the sixth form, performance has improved steadily over the last three years. Students achieve as expected or better than expected in many subjects.

Pupils eligible to free school meals achieve as expected. Pupils with special educational needs also achieve as expected.

In many lessons, pupils make good progress in developing their knowledge, understanding and skills. They recall previous work quickly and accurately, showing a secure grasp of subject terminology. They build on their previous learning well to increase their understanding of key concepts and to improve their subject skills. Most are able to apply their learning to new situations. In a few lessons, mainly in key stage 3, a minority of pupils do not make as much progress as they should and have an insecure understanding of their work. In a further few lessons, many pupils make limited progress as a result of their poor attitude to work and ineffective teaching.

Most pupils listen and respond attentively to the teacher and to their peers. They speak clearly and thoughtfully when answering questions or expressing their opinions. Where open-ended questions are used in lessons, many pupils engage in creative discussions and produce imaginative responses. A minority develop their own ideas by building on the ideas of others and a few pupils can pose meaningful questions.

Most pupils read aloud with confidence, fluency and expression. They respond to a range of texts and, in line with their ability, show a good understanding of what they have read. Most pupils locate, select and use information from texts to inform their written responses and older pupils use a variety of text-marking devices well to gain meaning from text. Although just under half of pupils enter key stage 3 with weak reading skills, they make steady progress in improving these skills. Nearly all pupils who are supported in reading intervention programmes make very good progress.

Many pupils produce good quality extended writing for a range of purposes and audiences. They use a range of styles and subject-specific vocabulary with accuracy. However, a few pupils do not write enough at length or produce work of limited quality, and do not present their work well enough. Many pupils in key stage 3 have insecure spelling and do not use a full enough range of punctuation devices.

In Welsh second language at key stage 3, pupils perform poorly and much worse than those in similar schools. At key stage 4, over the last two years, there has been a sharp increase in the number of pupils entering a level 2 qualification in Welsh second language, following a period when entries were extremely low. Performance at level 2 in 2012 increased markedly from that in previous years, but it is still below the figures for similar schools and Wales.

Wellbeing: Adequate

Many pupils are safe in school, but a minority do not feel that the school deals well with bullying. Many take part in regular opportunities for exercise and a majority understand what it is to be healthy.

Most pupils behave well, particularly around the school at break and lunch times, and between lessons. In many lessons, pupils show a positive attitude to work, have a keen interest in what they are doing, and maintain high levels of concentration. However, in a few lessons, particularly in key stage 3, a minority of pupils have an immature attitude to work and behave inappropriately. In a further very few cases, pupils' poor behaviour hinders their progress. There have been no permanent exclusions for the last ten years and the number of days lost to fixed-term exclusions has decreased steadily over the last three years.

Other than in 2011, attendance rates have generally been below those of similar schools over the last five years. As a result of well-planned action, there have been some recent improvements in attendance rates since September 2012.

The School Parliament is a strong and successful feature of the school. This allows pupils to influence a wide range of aspects of school life and work. For example, it has contributed to decisions about learning experiences, senior staff appointments, physical activities, peer mentoring, environmental issues, and the system for rewards and sanctions. Pupils involved in the parliament gain considerably from their experiences, particularly in developing their social and communication skills. However, the parliament does not engage well enough with other pupils who are insufficiently aware of the work and impact of the parliament.

Pupils participate in a wide variety of community activities that help to develop their social and life skills. Many show respect, care and concern, take on responsibility for their actions and work, and have the skills to move on to the next stage of learning.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school effectively meets the needs of learners, and the key stage 3 and key stage 4 curriculum meet requirements. At key stage 4 and the sixth form, there is a wide and appropriate range of academic and vocational options. Effective partnership working contributes to this provision, including the broad range of vocational programmes offered in collaboration with the local college, a work-based learning provider and the neighbouring girls' school.

The school offers a wide range of extra-curricular activities which benefit pupils' learning. Pupils actively participate in clubs, societies, sports and charity activities.

The school has a clear strategy for developing pupils' literacy skills, including suitable procedures for co-ordination and an appropriate policy. The school has successfully improved pupils' speaking skills and its current priority of improving extended writing has enhanced provision in a minority of subjects, but has yet to have a full impact in all subjects. A range of reading intervention programmes provide well for pupils with weak reading skills in key stage 3 and there is well-planned support for English and mathematics in key stage 4. All pupils in key stage 3 and those taking the Welsh Baccalaureate in key stage 4 and the sixth form have suitable opportunities to gain qualifications in skills.

Overall, the school develops pupils' knowledge and understanding of the Welsh language and the culture of Wales appropriately. Following a period where the Welsh language provision has been weak, it has improved significantly recently. There is increased and appropriate timetable provision at key stage 4 and greater numbers are entered for level 2 qualifications. However, the development is at an early stage.

Arrangements for developing pupils' understanding of education for sustainable development and global citizenship are strong. Most pupils have a secure knowledge of sustainable development and global citizenship through a wide range of well-planned events, for example the one week 'Go Global' awareness-raising event and the personal and social education programme. The school links very well with a school in Sri Lanka to bring together people from different cultures and backgrounds. This provides an excellent opportunity for a few sixth-form students each year to carry out voluntary work.

Teaching: Adequate

Most teachers have a secure subject knowledge, and many plan lessons well and communicate clear learning objectives. Many lessons have activities that are well matched to pupils' needs and include strategies that gauge the progress that pupils have made. In these lessons, teachers provide clear explanations and use good questioning techniques. They focus on developing pupils' literacy, thinking and independent learning skills, and provide appropriate opportunities for pupils to work together in pairs and groups. Relationships are good and teachers support pupils well.

In a few lessons, pupils do not make enough progress. This is because the pace of the lesson is often too slow, and learning activities are not challenging enough and not sufficiently well matched to pupils' needs. In these lessons, there are limited opportunities for pupils to develop their skills and teachers do not ensure that new concepts are built on prior learning. In a very few lessons, inadequate classroom management results in poor behaviour and pupils make little progress.

Most teachers assess pupils' understanding appropriately during lessons and give them useful oral feedback. A minority of teachers give pupils constructive and helpful written feedback on their performance and this ensures that pupils clearly understand their progress and what they need to do to improve their work. The extent of this good quality marking has increased recently. However, there is too much inconsistency in the quality of marking across departments. In many cases, pupils do not follow up on a teacher's comments to make corrections or to complete missing work. In a minority of lessons, pupils assess their own work and the work of their peers purposefully.

The school collects and analyses a wide range of performance data thoroughly. It uses a comprehensive tracking system that effectively monitors pupil progress. While senior and middle leaders use this information well to track the overall performance of pupils in Year 9 and Year 11, the system is yet to have its full impact on all pupils. Where effective, the system has resulted in appropriate intervention strategies.

Parents receive clear and informative reports on the achievement and progress of their children.

Care, support and guidance: Good

The school provides valued support in a caring environment and effectively guides pupils' personal development and wellbeing, particularly for the most vulnerable pupils. Careful assessments in Year 7 identify the specific needs of these vulnerable pupils and suitable strategies are put in place to provide well-targeted support. Pastoral teams know their pupils well and their strong support has a positive impact upon the behaviour of many pupils. Well-planned action is starting to improve rates of attendance. Pupils receive consistently good personal social education, which is well organised and features strong links with a range of agencies.

Staff work well with the partner primary schools to ensure that the pupils settle quickly and remove any barriers to learning. Pupils and parents receive comprehensive information and guidance as they make choices for key stage 4 and post-16 courses.

The school generally promotes pupils' spiritual, moral, social and cultural development successfully. However, the school does not meet the statutory requirement for a daily act of collective worship.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Pupils with additional learning needs receive thorough and effective support. The special educational needs co-ordinator identifies clearly pupils' needs through a comprehensive mapping of provision. Interventions have a positive impact on their learning. Multi-agency working and the involvement of specialist services contribute to the success of the provisions for additional learning needs.

Learning environment: Good

Barry Comprehensive School is an inclusive school that offers its pupils equal access to everything it provides. The range of subject options allows pupils to make choices which challenge stereotypes. There are appropriate arrangements for identifying and evaluating instances of oppressive behaviour. Appropriate arrangements are in place to promote equality of opportunity for pupils with disabilities.

Across the school the accommodation meets the needs of pupils well with the learning resource centre, catering facilities, and music and drama suites being particularly effective. The buildings are well-maintained, but the quality of the internal decoration varies. The main school roof is in a poor state of repair and the external fabric of the art block is not fit for purpose. However, the block's interior provides a stimulating learning environment. Displays celebrate pupils' achievements and, in most departments, contribute effectively to the learning environment. The extensive grounds and sports hall provide appropriately for sporting activities.

Learning resources meet the needs of pupils well with particularly good provision for information and communication technology.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher has a clear strategic vision for the development of the school that is well understood by staff and pupils. Since his recent arrival, he has established clear lines of communication and raised the levels of expectation of nearly all staff. He has enhanced the robustness of the tracking system with specific emphasis on pupils' progress in Year 9 and Year 11. All members of staff have clearly defined roles and responsibilities for which they are held to account.

The headteacher is supported very well by his deputy headteacher and senior leaders. They work well as a team, and provide effective direction to the school's work. Generally, these leaders give good support to middle leaders.

Most meetings are purposeful with a focus on improving standards. Their consistency and quality have improved as a result of more regular and formalised agendas. Many follow-up action points are sharp with clear indications of accountability. However, in a few instances, senior leaders' roles in challenging middle leaders are not robust enough.

Data has been used successfully in many departmental reviews to challenge performance. Many middle leaders are now more confident in using data to analyse departmental performance.

Teaching and non-teaching members of staff are involved fully in the performance management process. They have good access to the training required to enable them to meet their targets, which are mainly outcome driven and linked to national and school priorities. However, a few targets are not sufficiently challenging.

The school has a strong and experienced governing body which is led effectively by the chair and vice chair of governors. The governors fulfil their statutory and legal responsibilities. They are very well informed about the internal and external performance of the school. Governors challenge underperformance robustly and hold the school to account for the standards and quality it achieves.

The school responds appropriately to national priorities, particularly for Learning Pathways 14-19 and literacy.

Improving quality: Good

The school has wide-ranging self-evaluation procedures that are well-planned and coherent. Leaders and managers pay increasing attention to the analysis of performance data and draw well on first-hand evidence of teaching and learning. The views of pupils are suitably gathered through the Student Parliament and used well. Parents are consulted appropriately.

Middle leaders take on increasing responsibility for monitoring and evaluating provision and standards. They analyse examination and assessment outcomes, and produce annual reports. While these reports vary in quality, most provide a suitably critical appraisal and identify clearly the particular matters that need to be addressed.

Senior leaders and managers produce a comprehensive and useful self-evaluation report for the whole school. However, while it is detailed and evaluative, it does not sufficiently address shortcomings in a few individual subjects and in aspects of teaching.

The school improvement plan is based firmly on the findings of self-evaluation. It is clear and concise, and sets out explicitly the school's priorities. The steps the school plans to take are generally clear, for example in raising achievement at key stage 3 and the proportion of pupils who reach the level 2 threshold including English and mathematics. While on the whole there are sufficient indicators of how progress against these priorities is to be measured, the success criteria for teaching and learning and provision for more able and talented pupils lack clarity. Here the objectives are not precise enough to ensure that the progress and impact of activities can be measured accurately.

Subject development plans devised by middle leaders state appropriately how their teams will contribute to the whole-school objectives. Many of these plans now provide specific indications of the outcomes they seek and are useful tools to support improvement.

Professional development activities are based on identified needs and there is a wide-ranging programme to meet them. Nearly all staff are involved in groups that focus on the school's key development priorities such as teaching, learning and assessment. Links with other schools have been used to good effect to improve standards and provision.

The school has made generally good progress in addressing the recommendations of the previous inspection.

Partnership working: Good

The school has developed effective relationships with a wide range of partners. This successfully widens learners' options and helps them to respond well to the challenge and support they receive. These partnerships contribute well to improving aspects of pupils' wellbeing and enhancing their learning experiences.

Partnerships with primary schools are generally effective. The school provides a good range of activities and information that help pupils settle successfully into their new school. The school works productively with partner primary schools to moderate pupils' attainment at the end of key stage 2. Appropriate structured curricular links have been established in English.

There is strong and well-established collaboration with Bryn Hafren School, and Cardiff and the Vale College. These partnerships extend the range of courses beneficially in key stage 4 and the sixth form and increase the efficiency of resources. Quality-assurance procedures for this collaborative provision are used well to improve outcomes.

There are consistently good links with parents. They are well informed about the school's work and their children's wellbeing and progress.

The school works very successfully with a wide range of local businesses, community organisations and other agencies. These links enhance the provision of work experience and have a beneficial impact on the support for learners' personal and social development.

Resource management: Good

The school is appropriately staffed with suitably qualified teachers to deliver the curriculum. Staff are deployed appropriately and there are suitable arrangements for their professional development. Those that teach outside their subject specialisms are supported well. All support and administrative staff provide good assistance to teachers and learners.

Leaders have worked effectively together and have addressed the budget deficit successfully. Expenditure is well planned to meet school priorities and is monitored regularly by the headteacher, finance officer, assistant headteacher and the governing body's sub-committee. Resources are allocated and managed prudently.

The school works very effectively within the sixth-form consortium to access wider resource and enhance provision. This ensures that sixth-form provision is cost effective.

In view of the judgement made on standards, the overall value for money provided by the school is good.

Appendix 1

Commentary on performance data

At key stage 3, performance in the core subject indicator has deteriorated over the last three years, following an improvement in the previous two years. Over the last five years, performance has always been below the family average for boys. When compared with similar schools based on free school meals, the school has been in the bottom quarter for four out of the last five years. When compared with modelled expectations, performance is well below. English performance at level 5 and above improved up to 2011, but fell back in 2012. Other than in 2010, it has been below the family average for the last five years. Over the last five years, performance in English has placed the school in the lower half or bottom quarter of similar schools based on the proportion of pupils entitled to free school meals. Performance in English at level 6 and above declined from 2010 and is below the family average for boys. Performance in mathematics has been uneven over the last five years and in 2012 it was below the figure for 2009. For the last two years, it has been below the family average for boys and placed the school in the lower half of similar schools in terms of free-school-meal benchmarks. Performance in mathematics at level 6 or above has declined since 2009 and has always been below the family average for boys for this period. Performance in science has generally improved over the last five years, but has always been below the family average for boys and has placed the school in the bottom half or bottom quarter of similar schools in terms of free-school-meal benchmarks. Performance at level 6 and above in science has been uneven and is now just above the family average. Pupils' progress from the previous key stage for 2012 is below expectations.

The school's performance at key stage 4 in the level 2 threshold including English and mathematics has fluctuated over the last five years, but rose sharply in 2012 and is now better than the average for similar schools. Performance has largely been around the family average for boys. Performance in 2012 is above modelled expectations, having been just below for the previous three years. The core subject indicator follows a similar pattern to the level 2 threshold including English and mathematics. Although performance in the level 2 threshold has fluctuated over the last five years, it has always been above the average for similar schools. Compared with similar schools based on free-school-meal benchmarks, the school was in the top quarter for the period between 2008 and 2011, but slipped back to the top half in 2012. Performance in the capped points score has changed little over the last three years, but has been around the family average for boys and modelled expectations. Performance in the level 1 threshold has been consistent over the last five years. Compared with the performance of other boys in the family, it was just above from 2008 to 2010 and has been more or less the same since. Performance in English improved markedly in 2012 following a decline over the previous four years. Compared with the performance of other boys in the family, it has been just above for all years except 2011. Compared with similar schools based on free-school-meal benchmarks, English placed the school in the bottom half or bottom quarter for the years 2008 to 2011, but it rose to the top quarter in 2012. Performance in mathematics rose sharply between 2008 and 2010, but has fallen back since then. Compared with the performance levels of other boys in the family, it has usually been below. After being in the bottom quarter of similar schools based on

free-school-meal benchmarks in 2008, performance in mathematics has placed the school in the top half since then. Pupils' progress from the previous key stages in 2012 is much higher than expected for level 2 threshold and is slightly better than expected for other indicators.

In the sixth form, performance in the level 3 threshold has improved steadily over the last three years and is just above the Wales and family averages for boys. Performance in the average points score has fluctuated over the last three years, but it is close to the family and national averages for boys. Value-added information shows that students achieve as good as expected or better than expected in many subjects.

In key stage 3, pupils eligible to free school meals perform below the family and Wales averages and the gap between them and pupils who are not eligible to free school meals is greater than the family and Wales averages. At key stage 4, pupils eligible to free school meals perform worse than the family and Wales averages for the level 2 threshold including English and mathematics. They perform better than the family and Wales averages in the level 2 threshold, but worse than these averages in the level 1 threshold. However, for all indicators, pupils eligible for free schools meals make suitable progress from previous key stages.

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Estyn received responses from 325 learners, selected at random from across the age range. The responses to nearly all questions are worse than those from other secondary schools, with much lower responses for just under half of the questions.

Many learners state that they feel safe in school and that they have someone to turn to if they have any concerns. A majority believe that the school deals well with bullying, but nearly third do not feel that the school does so. All responses for these three issues are well below that from other schools.

Many learners consider that they are doing well, and that staff help them to learn and make progress and encourage them to take on responsibility. Many believe that they have enough books and equipment. A majority say that homework helps them to understand and improve their work. Many pupils in key stage 4 and in the sixth form say that they received good advice when choosing their courses. Many feel well prepared for further education or employment. Many learners state that there are plenty of opportunities to get regular exercise and majority indicate that the school teaches them to be healthy.

Many learners confirm that staff treat them fairly and with respect, and say that the school helps them to understand and respect people from other backgrounds.

About half of learners feel that the school takes account of their views, which is a much lower proportion than in other secondary schools. A majority of learners state that pupils behave well and that they can get on with their work, but this proportion is markedly lower than that from other secondary schools.

Responses to parent questionnaires

Estyn received 127 responses to the parent questionnaire. Although parents gave a positive or very positive response to the questions, responses to many of the questions were not as positive as those from parents of pupils in other secondary schools.

Many parents are satisfied with the school and say that it is well run. Many state that their children are safe and like the school, but the proportion is much lower than that from other schools. Most parents indicate that their children were helped to settle in well when they started school. Most also say that their children are encouraged to be healthy. Many consider that there is a good range of activities. Most feel comfortable about approaching the school to discuss matters about their child's education and wellbeing.

Nearly all consider staff expectations to be good. Most parents believe that their children are making good progress and that teaching is good. Most parents believe that the school helps their children to become more mature and many believe it prepares their children well for moving on to the next school, college or work. Many parents feel that their children receive appropriate additional support where necessary and that staff treat their children fairly and with respect. A majority of parents feel that pupils behave well, but this is a significantly lower proportion than that in other schools.

Many parents feel well informed about their children's progress. Many say that homework reinforces learning and that pupils behave well.

Appendix 3

The inspection team

Nigel Vaughan	Reporting Inspector
Mark Evans	Team Inspector
William Thomas	Team Inspector
Edward Harris	Team Inspector
Jennifer Williams	Team Inspector
Edward Tipper	Lay Inspector
Michelle Hatcher	Peer Inspector
Jennifer Ford	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

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

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, 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

Glossary of terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents a volume of learning equivalent to five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.
Level 2 threshold including English or Welsh first language and mathematics	This represents a volume of learning equivalent to five GCSEs at grade A* to C including English or Welsh first language and mathematics.
Level 2 threshold	This represents a volume of learning equivalent to five GCSEs at grade A* to C.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This represents a volume of learning equivalent to two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
All-Wales Core Data sets	Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.



Rhagoriaeth i bawb - Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

**Report following monitoring
Level of follow-up: Estyn monitoring**

**Barry Comprehensive School
Port Road West
Barry
Vale of Glamorgan
CF62 8ZJ**

Date of visit: July 2015

by

**Estyn, Her Majesty's Inspectorate for Education and
Training in Wales**

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The monitoring team

Mamta Arnott	Reporting Inspector
Ceri Jones	Team Inspector
Paul Wolstenholme	Local authority representative

Outcome of monitoring

Barry Comprehensive School is judged to have made insufficient progress in relation to the recommendations following the core inspection in March 2013.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is increasing the level of follow-up activity.

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school is in need of significant improvement. The school will draw up an action plan which shows how it is going to address the recommendations.

Estyn inspectors will re-visit the school in about 12 months' time to inspect progress against the recommendations.

Progress since the last inspection

Recommendation 1: Improve standards in Welsh second language and at key stage 3

Limited progress in addressing the recommendation

Since the core inspection in 2012, performance in Welsh second language in key stage 3 has improved each year from a very low base. However, despite this, performance continues to place the school in the bottom quarter of similar schools based on eligibility for free schools meals. In 2014, performance remains well below the average for the family of schools and below the average for boys nationally. However, at key stage 3, provisional unverified data for 2015 indicates a strong improvement at level 5 and above. At key stage 4, the number of pupils entered for a level 2 qualification in Welsh second language declined sharply in 2014, after increasing in 2013. Although short course entries have increased since the core inspection in 2012, performance in Welsh second language GCSE has declined significantly. In 2014, only 19% of pupils entered achieved the GCSE Welsh second language qualification, compared with 34% of pupils at the time of the core inspection. Since 2012, very few pupils achieve GCSE Welsh second language full course and in 2014, there were no pupils taking this qualification.

In key stage 3, the school has made consistent improvement since the time of the core inspection in mathematics and science at both level 5 and above and level 6 and above. In 2014, performance in these subjects places the school above that of boys in the family of schools. Performance in English at level 6 and above has improved significantly and is just below that of boys in the family of schools. However, performance in the core subject indicator and in English at level 5 and above in 2014 remains below that of boys in the family of schools and boys nationally. In key stage 3, provisional unverified data for 2015 generally indicates solid improvements across all indicators.

Improvements in a majority of assessment outcomes at key stage 3 have been accompanied by a significant deterioration in standards in key stage 4 in 2013.

In 2014, performance in all key stage 4 indicators improved after falling sharply in 2013. Despite recent improvements, performance in key stage 4 in many indicators, including those that include English and mathematics, is below that at the time of the core inspection and has been below the average for boys in the family of schools for each of the last two years. Performance in many indicators places the school in the bottom quarter of similar schools according to eligibility for free school meals for the past two years.

In key stage 4, performance in the level 2 threshold including English and mathematics fell sharply in 2013. Although performance improved in 2014, this is seven percentage points lower than at the time of the core inspection and is well below modelled expectations. This places the school in the bottom quarter of similar schools and well below the average for boys in the family for each of the last two years. In 2014, pupils' progress from the previous key stages in this indicator is significantly lower than expected. In 2014, performance in the level 2 threshold is higher than at the time of the core inspection, despite declining by nearly 20 percentage points in 2013. Improvement in this indicator now places the school in the bottom half of similar schools, and boys perform eight percentage points better than boys in the family.

In 2014, performance in English is 14 percentage points lower than at the time of the core inspection. English performance is below the average for boys in the family and has placed the school in the bottom quarter of schools according to eligibility for free school meals for the past two years.

Since the core inspection in 2012, performance in mathematics has fluctuated. In 2013 this placed the school in the bottom benchmark quarter of schools. In 2014, mathematics performance improved back to the same figure as at the core inspection and now places the school in the bottom half of similar schools according to free-school-meal eligibility. While performance in 2013 was seven percentage points below the average for boys in the family, in 2014, performance is just below the boys' average.

In all key stage 3 indicators pupils make good progress from the previous key stage and this is better than at the time of the core inspection. However, in many indicators in key stage 4, pupils make less progress than expected from key stage 3 and significantly less progress than expected from key stage 2.

Overall, the school has made limited progress in improving standards in important areas. Standards at key stage 4, especially in the level 2 threshold including English and mathematics and in Welsh second language are a cause for concern.

Recommendation 2: Improve attendance and punctuality

Satisfactory progress in addressing the recommendation

Since the core inspection, the school has given a high priority to improving attendance and this has increased year on year. Attendance is now closer to that of boys in the family of schools but is still 0.7 percentage points lower in 2014. However, the proportion of persistent absence remains too high and is 14 percentage points higher than the averages for the local authority and nationally.

The school has strengthened its communication with parents to inform them about the importance of good attendance. In addition, a consistent focus on attendance by pastoral leaders and form tutors has raised effectively the importance of good attendance among pupils. Nearly all pupils know their levels of attendance and are clear about the school's expectations and procedures. School leaders work well with form tutors, pastoral leaders, the attendance and the education welfare officers to improve attendance. Parents and pupils are now challenged appropriately when attendance starts to decline. Good attendance is rewarded and this contributes towards improvements. Unverified data from the school shows attendance for 2014-2015 to be 93.7%. This is a 1.7 percentage point increase on the previous year's attendance.

School leaders analyse patterns of attendance appropriately and have taken suitable strategic actions to make improvements. These actions include the introduction of a tailored curriculum for a few key stage 4 pupils at risk of disaffection and the calendaring of rewards' events on days where pupils' absence has been historically high. However, the school does not include an analysis of persistent absence in its self-evaluation report and leaders do not monitor closely enough pupils who are persistently absent. As a result, there has been little improvement in reducing the percentage of pupils who are persistently absent since 2012.

The school has introduced an appropriate strategy to tackle lateness to lessons. This includes close monitoring of this aspect by pastoral leaders and form tutors to identify pupils who are persistently late. Through frequent communication with parents, mentoring by pastoral leaders and close monitoring by subject teachers the school has successfully improved the punctuality of a few identified individuals.

Recommendation 3: Ensure that all pupils behave well in lessons and have positive attitudes to their learning

Satisfactory progress in addressing the recommendation

Since the time of the core inspection, the school has implemented several appropriate strategies to improve pupils' behaviour and their attitudes to learning.

The steps taken to tackle this problem include appointing a member of staff to deal with instances of bullying through restorative practices, implementing a useful personal and social education programme to develop pupils' empathy skills, ensuring an appropriate curriculum for pupils at risk of disaffection in key stage 4 and close monitoring of pupils' conduct aligned with a useful reward system. In addition, the

school has given more responsibility to subject leaders for maintaining good discipline and introduced a suitable staged response to any incidents of poor behaviour.

As a result of these developments, a recent survey carried out by the school shows that many pupils now consider that the school deals well with bullying and most feel safe in school. The school's analysis of behaviour indicates a reduction in the number of reported incidents of poor behaviour. However, many pupils spoken to during the visit noted that their learning is frequently disrupted by the poor behaviour of others in lessons and a few do not feel safe when moving around corridors.

Following the core inspection in 2012, the number of fixed-term exclusions rose significantly. In 2013, the number of days lost due to fixed-term exclusions was 712. Since this time, the school has introduced a number of strategies to reduce exclusion rates effectively. These include staff training on behaviour management and restorative practices, an alternative curriculum for disaffected pupils and a student manifesto created by the school parliament. Unverified school data shows that the number of days lost to fixed-term exclusions has reduced significantly in 2014-2015 to 135. This figure remains higher than at the time of the core inspection.

Recommendation 4: Address the shortcomings in teaching

Limited progress in addressing the recommendation

The school's quality assurance procedures include suitable activities such as regular department reviews and lesson observations for leaders to evaluate progress in teaching. While the subject reviews offer summative judgements on the work of individual departments, they do not identify clearly the strengths and areas for development in teaching based on an evaluation of the impact of teaching on progress and standards. This limits their usefulness in planning for improvement.

Senior leaders have organised and planned useful whole-school training on aspects of teaching such as lesson planning, matching work to meet the needs of all pupils and demonstrating how to achieve higher-level skills. The school has a professional working group that focusses appropriately on developing and sharing good practice in teaching and assessment. The group has contributed to the development of an appropriate whole-school approach to planning lessons. In addition, the school has recently introduced a video reflection tool to assist in improving practice in the classroom. However, many of these actions are very recent or have not had a sufficient impact on sustaining good outcomes in important indicators in key stage 4.

The school provides beneficial support to many teachers whose lessons are judged to have important shortcomings. The outcomes of lesson observations are used appropriately to identify individual professional development needs. However, senior leaders have not used the evidence of lesson observations well enough to inform self-evaluation and subsequent improvement planning.

In a few lessons, teachers do not manage the behaviour of pupils well enough. This hinders the learning of others and restricts the range of activities that teachers can confidently deploy in lessons. Similar shortcomings were identified during the core inspection.

Recommendation 5: Increase the consistency of the marking of pupils' work and fully implement the system for tracking and supporting all pupils' progress

Limited progress in addressing the recommendation

Since the time of the core inspection, the school has made modest improvements in the consistency and quality of marking. Over the same period, the school has strengthened its system for tracking and supporting pupils' progress. However, these improvements have not had enough impact on improving standards in important indicators in key stage 4.

The school has made very few changes to its assessment policy since 2012. The policy sets out general expectations regarding teachers' marking and feedback to pupils. However, it is a brief document and it does not define important aspects such as exemplifying clearly enough high expectations about assessing pupils' work.

At the beginning of September 2014, the headteacher led an appropriate whole-school training day to discuss and evaluate marking strategies. All departments discussed the quality of their marking and set themselves a few suitable goals to improve this aspect of their work. However, a minority of departments set themselves only generic aims which did not include subject-specific issues. In about half of the evaluations arising from these discussions, departments identified the need to give pupils time to act on advice given. This shortcoming was identified in the core inspection report.

In a majority of books, marking suitably identifies strengths and areas for improvement in pupils' work and includes useful targets for improvement. However, in a minority of cases, feedback from teachers does not identify specific areas for improvement or give useful targets to tackle these issues. In a few books, there is missing work. In the sample of books seen during this visit, there are only a few examples of pupils redrafting or improving their work in light of teachers' comments. There are regular activities to monitor the quality of marking. However, actions taken by leaders have not brought about necessary improvements to the quality and consistency of written feedback to pupils quickly enough.

The school has expanded the scope of its tracking system appropriately so that it now includes all year groups rather than just focussing on Year 9 and Year 11. In addition, it has recently refined its approach to identifying target groups for specific interventions. However, this recent change has not had an impact on improving outcomes in important indicators in key stage 4.

Recommendation 6: Provide a daily act of collective worship

Limited progress in addressing the recommendation

Since the time of the core inspection, the school has provided form tutors with an appropriate range of resources to support the daily act of collective worship.

School leaders regularly remind form tutors about the expectations for this aspect of the school's provision for pupils' spiritual and moral development. However, school

leaders do not monitor compliance with this requirement rigorously enough. During this visit, around a half of pupils stated that an act of collective worship did not take place regularly.

Recommendations

In order to maintain and improve on this progress, the school should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

**Report following monitoring
Level of follow-up: significant improvement**

**Barry Comprehensive School
Port Road West
Barry
Vale of Glamorgan
CF62 8ZJ**

Date of visit: September 2016

by

**Estyn, Her Majesty's Inspectorate for Education and
Training in Wales**

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The monitoring team

Tony Sparks	Reporting Inspector
Lowri Jones	Team Inspector
Farrukh Khan	Team Inspector
Bethan Whittall	Team Inspector

Outcome of monitoring

Barry Comprehensive School is judged to have made sufficient progress in relation to the recommendations following the core inspection in March 2013.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring significant improvement.

Progress since the last inspection

Recommendation 1: Improve standards in Welsh second language and at key stage 3

Strong progress in addressing the recommendation

Performance in all key stage 3 indicators has improved year on year since the core inspection in March 2013. In 2016, performance in the core subject indicator is above modelled outcomes for the first time since the inspection. This places the school in the upper 50% of similar schools based on eligibility for free school meals after placing it in the bottom 25% at the time of the inspection. Performance in English in 2016 places the school in the lower 50% of similar schools after placing it in the bottom 25% at the time of the inspection. Performance in science and in mathematics placed the school in the lower 50% of similar schools at the time of the inspection. However, in 2016, much improved performance places both subjects in the top 25% of similar schools.

In 2016, the performance of boys is above the average performance of boys in similar schools and nationally in all key stage 3 indicators. At the time of the inspection, performance was below both averages in all of these indicators.

Performance in all key stage 4 indicators dipped significantly in 2013. However, in 2015, performance in all indicators was higher than at the time of the inspection. The performance was also above the average for boys in the family in most indicators and above the average for boys nationally in half of the indicators, as was the case at the time of the inspection. The school's unverified data for 2016 suggests considerable improvements on 2015 performance in the majority of indicators particularly the level 2 threshold including English and mathematics, in English, mathematics and in the core subject indicator. This data also suggests considerably better performance than at the time of the inspection in most indicators.

In 2015, performance in the level 2 threshold including English and mathematics rose nearly 13 percentage points and was higher than the average for boys in the family of schools. It was also over five percentage points higher than at the time of the inspection and placed the school in the upper half of similar schools. Performance in the capped points score also improved and placed the school in the lower 50% of similar schools after placing it in the bottom 25% in each of the two years following the inspection.

At the time of the inspection, pupils at the end of key stage 3 made less progress than expected in all indicators, and significantly less in many. In 2015, pupils at the end of key stage 3 and key stage 4 made better than expected progress from previous key stages in most indicators.

Performance in Welsh at key stage 3 has improved considerably since the core inspection. In 2016, this places the school in the lower 50% of similar schools after placing it in the bottom 25% at the time of the core inspection. However, performance at key stage 4 remains weak. In 2016, unverified data suggests that less than a third of pupils achieved a level 2 pass in Welsh. In addition, since the core inspection, the school has not entered close to a quarter of pupils for a level 2 qualification in Welsh.

Recommendation 2: Improve attendance and punctuality

Strong progress in addressing the recommendation

Since the core inspection, the rate of attendance has improved year on year and has been above modelled outcomes for the past two years. In 2015 and 2016, this places the school in the top 25% of similar schools.

Persistent absenteeism has fallen by around 20 percentage points since the core inspection. In 2016, it is lower than the family and national averages.

The attendance of pupils eligible for free school meals has improved at a faster rate than that of other pupils in the school. In 2015, the attendance of these pupils was considerably higher than at the time of the core inspection. It was also above the average attendance of the same pupils in similar schools and nationally.

The school has effective procedures for promoting good attendance. These include valuable communication with parents, and staff working together successfully to identify emerging patterns of poor attendance in order to address them in a timely manner.

Since the core inspection, the school has introduced effective processes to improve pupils' punctuality at the start of the day and to lessons. A visible staff presence outside classrooms and in corridors encourages pupils to be on time to their lessons. During the monitoring visit, most pupils were punctual and attendance was good overall.

Recommendation 3: Ensure that all pupils behave well in lessons and have positive attitudes to their learning

Strong progress in addressing the recommendation

Since the core inspection, the school has introduced effective strategies to improve pupils' behaviour and their attitudes to learning. During the monitoring visit, most pupils behaved well in and around lessons and displayed positive attitudes to their learning. Many displayed a strong interest in and enthusiasm for their work. A very few pupils became distracted too easily and engaged in off-task activities.

The school's behaviour policy now includes a helpful, staged response to incidents of poor behaviour. Staff apply this approach consistently and it is understood well by most pupils. The appropriate use of internal exclusion also contributes helpfully to improved pupil behaviour and a reduction in fixed term exclusions.

Senior staff presence during lesson changeovers, break times and lunchtimes encourages pupils to behave well. In addition, all staff have received useful training in behaviour management techniques.

Recommendation 4: Address the shortcomings in teaching

Strong progress in addressing the recommendation

Since the core inspection, the school's work on improving teaching has had a positive impact on the quality of lessons and the standards pupils achieve.

Many teachers plan lessons well to build effectively upon pupils' prior learning and to focus well upon developing their skills. They have suitably high expectations and provide an appropriate level of challenge to pupils of all abilities. They secure pupils' engagement by matching tasks and resources well to their needs and interests. In many lessons, teachers check pupils' progress, and their understanding of new and prior learning, regularly. They question pupils effectively and probe their understanding skilfully. In these lessons, pupils make strong progress.

In a few lessons, teachers do not provide sufficient support and appropriate challenge for pupils of low or high ability. These teachers do not use assessment opportunities effectively to check whether pupils are ready to move on in their learning. In a very few lessons, teachers do not provide resources which are matched well enough to pupils' needs and interests.

The school has a comprehensive programme of professional development opportunities to improve teaching. This meets the different needs of individual teachers effectively and responds successfully to whole school teaching priorities. There is a valuable programme of support for teachers whose lessons, when observed, have important shortcomings. This has a positive impact on the practice of many of them. The school also makes effective use of external support to improve teaching.

The school has strengthened its processes for judging the quality of teaching. For example, the school now makes judgements based on a wider range of evidence. However, the quality of lesson observations is too variable and the majority do not focus sufficiently on pupils' progress in lessons.

Recommendation 5: Increase the consistency of the marking of pupils' work and fully implement the system for tracking and supporting all pupils' progress

Satisfactory progress in addressing the recommendation

Since the time of the core inspection, the school has improved its marking and assessment policy and procedures. This is beginning to contribute to improving the standards pupils achieve.

Guidance on marking and target setting provides generally useful support for all subjects. Valuable professional development sessions have given teachers insight into good practice in marking. There are worthwhile, calendared opportunities for whole school and departmental work scrutiny. However, a few departments do not monitor well enough the standard of pupils' work or the quality of teachers' comments and advice.

Many teachers provide valuable diagnostic comments and guidance for pupils on how to improve their work. However, there remains too much inconsistency in the quality of marking both within and between departments. Opportunities for pupils to take responsibility for improving the content and technical accuracy of their work remain underdeveloped.

The school has a robust and well-organised tracking system to assess and record pupils' progress. Data is analysed well and used successfully to monitor progress, identify underperformance and to target appropriate intervention. This has helped pupils, particularly at key stage 4, to make good progress in the most important indicators.

Recommendation 6: Provide a daily act of collective worship

Very good progress in addressing the recommendation

Since the time of the core inspection, the school has provided form tutors with an appropriate range of resources to support the daily act of collective worship.

Form tutors provide pupils with beneficial opportunities to focus and reflect on class discussions relating to the messages and themes presented. The school monitors regularly the use form-tutor time and has carried out a useful evaluation of it.

The school meets the statutory requirement to provide a daily act of collective worship.

Recommendations

In order to maintain and improve on this progress, the school should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.

Guidance for the inspection of secondary schools

from September 2010

Updated September 2016

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

- ▲ nursery schools and settings that are maintained by, or receive funding from, local authorities
- ▲ primary schools
- ▲ secondary schools
- ▲ special schools
- ▲ pupil referral units
- ▲ independent schools
- ▲ further education
- ▲ adult community learning
- ▲ youth and community work training
- ▲ local authority education services for children and young people
- ▲ teacher education and training
- ▲ Welsh for adults
- ▲ work-based learning
- ▲ learning in the justice sector.

Estyn also:

- ▲ provides advice on quality and standards in education and training in Wales to the Welsh Government and others
- ▲ makes public good practice based on inspection evidence.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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Introduction

Purpose of this guidance

This guidance sets out the way the inspectorate will inspect secondary schools period from September 2016.

The purposes of inspection are to:

- Provide accountability to the users of services and other stakeholders through our public reporting on providers
- Promote improvement in education and training
- Inform the development of national policy by the Welsh Government

The inspectorate conducts a core inspection for all providers in each sector of education and training. This guidance explains how we will carry out core inspections. Where the inspection identifies a concern in relation to standards, quality of education and training or leadership and management, then the inspectorate will conduct follow-up activity with the provider.

[Follow Up: Guidance for schools and inspectors](#) outlines the inspectorate's guidance on follow up activity.

Secondary schools can use this guidance to see how inspections work and to help them in carrying out their own self-evaluation. In addition, schools can use the inspectorate's guidance on self-evaluation that is aligned with the School Effectiveness Framework.

This guidance has two parts that are about:

- carrying out inspection
- making judgements

Further information and guidance about inspections can be found on the inspectorate's website www.estyn.gov.wales

Legal basis for the inspection of secondary schools

School inspections are governed by the Education Act 2005 and related regulations. Inspections must be conducted by teams of inspectors, led by a HMI, additional inspector or registered inspector, and must result in a written report. Section 28 of the Education Act 2005, says that inspectors must report on:

- the educational standards achieved by the school
- the quality of education provided by the school
- how far education meets the needs of the range of pupils at the school
- the quality of leadership in and management of the school, including whether the financial resources are managed efficiently

- the spiritual, moral, social and cultural development of pupils at the school
- the contribution of the school to the wellbeing of pupils

In the post-16 sector, the Learning and Skills Act 2000 requires Her Majesty's Chief Inspector for Education and Training in Wales (HMCI) to report on:

- the quality of education and training provided
- the standards achieved by those receiving education and training whether the financial resources made available to those providing education and training are managed efficiently and used to provide value for money

This guidance interprets these areas in more detail.

Some schools have a religious character and teach denominational religious education. In these schools, religious education and the content of collective worship are inspected separately under Section 50 of the Education Act 2005 and are not included in Section 28 inspections.

The following categories of schools are inspected under Section 28 of the Education Act 2005:

- community schools
- foundation schools
- voluntary aided schools
- voluntary controlled schools
- maintained nursery schools
- special schools
- pupil referral units

Part 1: Carrying out inspections

Introduction

This section is set out in a way that reflects the sequence of work before, during and after a core inspection.

The reporting inspector is responsible for the conduct and management of the inspection, and for the inspection report. While this guidance focuses mainly on the role of the reporting inspector, all team members must comply with the same inspection requirements.

Principles of inspection

Inspectors will:

- Ensure that inspection is of high quality and responsive to the needs of all learners;
- Ensure that judgements are secure, reliable, valid and based on first-hand evidence;
- Involve schools fully in the inspection process, including the use of nominees;
- Use the school's self-evaluation report as the starting point for the inspection and to identify key issues for investigation in order to make judgements on the validity of its findings;
- Include peer inspectors in the inspection process;
- Keep to a minimum any requirements for documentation and preparation by the school;
- Gain the learners' perspective and that of other stakeholders;
- Apply the principle of equality for Welsh and English to all our inspection work, providing bilingual services whenever they are appropriate
- Be constructive in identifying and supporting schools with important areas for improvement

Code of conduct for inspectors

Inspectors should uphold the highest possible standards in their work. All inspectors have to meet the standards of Estyn's code of conduct. When conducting the inspection, inspectors will:

- Carry out their work with integrity, courtesy and due sensitivity
- Evaluate the work of the provider objectively
- Report honestly, fairly and impartially
- Communicate clearly and openly
- Act in the best interests of learners
- Respect the confidentiality of all information received during the course of their work

It is important that inspectors judge the effectiveness of provision and leadership on their contribution to outcomes and not on the basis of any preferences for particular methods. The key to the judgement is whether the methods and organisation are fit for the purpose of achieving high standards of work and behaviour for all pupils.

Inspectors should inform Estyn of any perceived or actual conflicts of interest as soon as they receive notification that they are on the inspection of the school.

Expectations of providers

In order that inspection is constructive and beneficial, it is important that inspectors and providers establish and maintain a professional working environment based on mutual courtesy, respect and professional behaviour. Inspectors are expected to uphold Estyn's Code of Conduct but we also expect providers to:

- be courteous and professional
- apply their own codes of conduct in their dealings with inspectors
- enable inspectors to conduct their inspection in an open and honest way
- enable inspectors to evaluate the provision objectively against the Common Inspection Framework
- use Estyn's electronic systems for managing inspections as required
- provide evidence that will enable inspectors to report honestly, fairly and reliably about their provision
- maintain a purposeful dialogue with the inspector or the inspection team
- recognise that inspectors need to observe practice and talk to staff, learners, and other stakeholders without the presence of a manager or senior leader
- draw any concerns about the inspection to the attention of inspectors in a timely and suitable manner through the nominee or senior leader
- work with inspectors to minimise disruption and stress throughout the inspection
- ensure the health and safety of inspectors while on their premises

At the point of the inspection notification, schools should review the composition of the inspection team. It is the responsibility of schools to highlight any perceived or actual conflicts of interest prior to the start of their inspection.

Health and safety

Inspectors will carry out inspections in accordance with the inspectorate's guidance on health and safety. If inspectors observe anything that they think constitutes an obvious danger to the safety of staff, visitors or pupils, they should alert managers at the school being inspected. Inspectors should also notify them if less than obvious threats are noticed. In all cases they should make a separate electronic note of the threat and that the managers were informed of it. This should be copied to the health and safety lead officer in the inspectorate. Inspectors should report on obvious breaches of health and safety legislation in Key Question 2.

Responding to a safeguarding allegation

If an inspector is alerted to an allegation/suspicion in respect of a child, young person or vulnerable adult, they should follow the procedures as set out in the current version of 'Estyn's policy and procedures for safeguarding', which is available on Estyn's website.

Approach to inspection

This guidance sets out the procedures for core inspections of secondary schools. These inspections will be complemented by follow-up activity in those schools that we have found, through their core inspection, to be underperforming.

The starting point for inspection is the school's evaluation of its own performance, supported by relevant performance information. Inspectors will not inspect all aspects of work in depth during a core inspection. They will sample evidence to test the school's own evaluation of its work. The self-evaluation report will guide how the team samples the evidence, but the main focus will always be on the standards that pupils achieve.

The standards achieved by pupils and the progress they make are the key measure of the quality of the education they have received and of the effectiveness of the leadership and management of the school. Inspection will focus on the needs of pupils and the impact that education and training have on raising standards. Annex 8 gives advice on inspecting units in schools.

The inspection period is normally one working week although the number of days taken up by individual inspectors may vary according to the size of the school. Inspection reports will cover all key questions, quality indicators and aspects of the Common Inspection Framework.

All inspections are carried out in line with our Welsh Language Scheme, available from the inspectorate's website www.estyn.gov.wales and supported by supplementary guidance on inspecting Welsh language development.

The Virtual Inspection Room

The inspectorate will use an electronic system for managing many aspects of the inspection. This system is called the 'Virtual Inspection Room' (VIR). It is a web-based system that allows schools to upload information to the inspectorate and to download guidance from the inspectorate about the inspection process. The VIR is also the place where schools can access the nominee's guidance on preparing for the inspection and the post-inspection questionnaires.

There is a comprehensive set of guidance documents and videos available on Estyn's website to help schools to understand and to use the system.

The inspection team

Inspection teams will be led by a reporting inspector (HMI, additional inspector or registered inspector), with other team members drawn from among HMI or additional inspectors. Additional inspectors may be on secondment or contract to the inspectorate. Each team will also have a peer inspector (staff from another school) and a lay inspector.

The reporting inspector manages the inspection team and the whole inspection process, and is the first point of reference for everyone involved in the inspection.

Schools will be invited to select a senior member of staff, called the nominee, to work with the inspection team. The nominee will have sufficient seniority to act as a link **between the school and the inspection team but need not be the leader of the school**. Normally, the role of the nominee will not be undertaken by the headteacher.

Contacting the school before the inspection

The school will receive four working weeks' notice of the inspection. Following this, the inspectorate will contact the school by telephone to set up the arrangements for the inspection. During this discussion, the inspectorate will:

- Explain the purpose of the inspection and discuss an outline programme for the inspection
- Discuss the specific information required before the inspection and make the arrangements for receiving it in electronic form through the Virtual Inspection Room
- Ask if there are any issues or risks the team should be aware of and ask for a general health and safety briefing for the team at the start of the inspection
- Establish whether the school wishes to have a nominee and, if it does, agree the role of the nominee
- Agree arrangements for setting up a meeting with parents/carers
- Arrange the availability of supporting evidence, including samples of pupils' work
- Ensure that there are agreed procedures for addressing any concerns or complaints that might arise during the course of the inspection
- Arrange for a member of the governing body to meet inspectors during the inspection period
- Organise any domestic arrangements such as a base for the inspectors and parking
- Set up the arrangements for feeding back the inspection findings
- Agree the arrangements for completing the post-inspection questionnaire
- Inform the school that the key matters of the arrangements will be confirmed in writing

The inspectorate will request the following information as soon as possible:

- Key background information on the school
- A copy of the school's most recent self-evaluation report and improvement plan
- Details of the school's timetables for the period of the inspection

If the inspection is to take place early in the school year, the inspectorate may ask for samples of pupils' work from the previous year.

The inspectorate will ask the school to inform other partners and stakeholders about the inspection, including arrangements for a pre-inspection meeting with parents/carers.

When schools are notified of inspection, they will receive information on how to conduct a confidential online survey of a sample of pupils and all parents/carers. Estyn will also conduct a pre-inspection online questionnaire for governors and all teaching and learning support staff directly employed by the school. The outcomes of the surveys will form part of the pre-inspection evidence.

The survey should include at least 100 or 25% if the total number of pupils is 400 or more. The sample of pupils should be selected at random by arrangement with the inspectorate.

During the inspection, inspectors will interview members of the school council and may also interview other specific groups of pupils, to follow identified lines of inquiry.

The inspectorate will collect, collate and analyse the various pre-inspection questionnaire responses. It will present the outcomes of the parent and learner questionnaires in an annex to the inspection report.

Planning the inspection and preparing the team

Taking into account the school's self-evaluation report and any information already held by the inspectorate, the reporting inspector will plan the inspection and allocate responsibilities to members of the inspection team.

The inspectorate will arrange to obtain a briefing on the school from the local authority.

The reporting inspector will complete a pre-inspection commentary. This will include hypotheses based on the self-evaluation report and other information that inspectors will use to direct lines of inquiry during the inspection.

The pre-inspection commentary will be sent to the nominee and the team on the last working day before the inspection week.

Inspections involve observation of teaching, training, and work with pupils. Schools are expected to send the reporting inspector a full plan of all the intended activities during the inspection week. On the basis of the information received, inspectors will select a small sample of sessions to observe and to evaluate. The sample will reflect the range of the school's work and support the investigation of lines of inquiry suggested by inspectors' initial hypotheses.

During the inspection

Initial team meeting

In the initial meeting of the inspection team, there should be a health and safety briefing from the school. After that, the team should discuss the strategy for the inspection. This should start with the school's self-evaluation report and the PIC. Inspectors will sample, test and validate the evaluations made by the school. The discussions should centre on the evidence that needs to be reviewed. This will include observations, sampling pupils' work and interviews with pupils, staff and other stakeholders.

Gathering and reviewing inspection evidence

Inspectors will evaluate the provision and make two overall key judgements. These overall judgements will derive from the judgements made on the three key questions. Each key question is broken down into quality indicators which have a number of aspects.

The team will plan the inspection so that they can cover the aspects and pursue the identified lines of inquiry that are specific to the school.

The team will ensure that they have enough time to review the key evidence that is needed to make judgements. The team will need to ensure that it is focused on the key evidence that can be used to substantiate its judgements. The main forms of evidence are:

- briefing from the local authority
- documentary evidence, including data on pupils' performance and progress
- observation of teaching or training sessions and other activities
- samples of pupils' work
- the views of pupils and other stakeholders
- discussions with staff, leaders and managers, governors and others

Details of the main sources of evidence are included in Annex 2.

The team will use direct observation of work wherever possible to gather evidence to support judgements. The team will observe between 25 and 35 lessons depending on the size of the school. Inspectors will normally spend no less than 30 minutes observing a learning activity.

Inspectors may select an additional sample of pupils' work to meet the needs of a particular line of inquiry.

Learner voice is a key source of evidence of achievement, attitudes and wellbeing. Discussions will provide an opportunity to explore pupils' knowledge and understanding of their work, and how well the school supports them and contributes to their wellbeing.

The pupils that are to be interviewed should be selected carefully to provide evidence for particular lines of inquiry. Inspectors will request lists of pupils from the school and then select those that they wish to interview. The inspection team may request lists based on various categories, for example those with additional learning needs, Welsh-speakers, and those from disadvantaged backgrounds and minority ethnic groups.

Schools should make information available to the inspection team about the standards achieved by pupils, particularly the results of any initial screening tests, reading tests and other assessments. This will help inspectors to judge pupils' progress and to come to a view about the standards pupils achieve compared to starting-points.

The team will need to consider stakeholders' views on the school and test out the validity of those views during the inspection in order to inform judgements. It is important that the reporting inspector holds a brief daily meeting with the headteacher to agree new arrangements, discuss matters of concern, clarify inspection issues, obtain further information and discuss emerging findings.

Recording inspection evidence

Inspectors will use various forms to note and to collate their findings and judgements.

These may relate to observation of learning activities, discussions with pupils, scrutiny of samples of pupils' work, interviews with staff, leaders and managers, and scrutiny of documentation and performance information.

Where possible and practical, inspectors will complete their forms electronically as part of Estyn's electronic system for collecting, collating and recording inspection findings.

Team meetings

The main purpose of team meetings is to arrive at an accurate, thoroughly tested and corporate view of standards, quality and leadership. The inspection team will come to corporate judgements that are based upon sufficient valid and reliable evidence. Meetings will have clear agendas and there will be opportunities for inspectors to:

- Test the judgements in the school's self-evaluation report
- Discuss emerging issues
- Resolve pre-inspection issues and hypotheses
- Discuss any gaps in the evidence base
- Consider main inspection findings and recommendations

Professional dialogue

At the end of an observation, inspectors should, as far as practicable, have some brief professional dialogue with the member of staff on the work seen. It may be necessary, in some cases, to have a fuller discussion at a later time and, if so, this should be arranged at the end of the session. The member of staff involved should be told that these are emerging, interim findings on one aspect of the evidence and that these may be amended, on reflection, after scrutiny of pupils' work or talking to pupils, or as the result of moderation within the team. For this reason, inspectors should not discuss any provisional overall evaluations, but they should try to focus on any strengths or areas for development in relation to the work seen.

Formal feedback

At the end of the on-site part of the inspection, the team will provide oral feedback to leaders and managers. Representatives from the governing body and local authority or regional consortium should be invited to attend the meeting. The feedback should convey the main judgements and the reasons for them for the two overall summary judgements and for the key questions and quality indicators.

The feedback meeting provides the opportunity for leaders and managers to hear and to reflect on the judgements. The feedback should focus on the strengths and areas for improvement and the factors that contribute to them. The reporting inspector should explain to the school that issues may be raised and discussed, factual matters may be corrected and judgements may be clarified, although they are not negotiable. There should be broad consistency between the evaluations that are fed back and what appears in the written report unless the evaluations are required to change as a result of internal moderation within the inspectorate after the on-site part of the inspection.

All the judgements that are reported during an inspection are provisional and subject to moderation by HMCI. They are confidential to the school until the report is published.

Follow-up activity

During all core inspections, the inspection team will consider whether the school needs any follow-up activity and it will feed back clearly to leaders and managers if any follow-up activity is required during the formal feedback meeting.

Meeting statutory requirements

The work of secondary schools is governed by a range of statutory requirements. The inspectorate expects schools to evaluate how effectively they meet these requirements through their own normal self-evaluation procedures. They should indicate how well they meet these requirements in their self-evaluation report. Inspectors will use the self-evaluation report and other information to identify any issues in relation to how effectively a school meets its statutory requirements. Inspectors will investigate these issues further during the inspection where they are likely to have a significant impact on standards and quality.

Failure to meet statutory requirements that affect quality and standards will be reported in the text and may result in a judgement no higher than adequate for the relevant quality indicator.

Details of the relevant regulations and guidance are included in Annex 3.

After the inspection

The inspection report

The reporting inspector is responsible for producing a final inspection report that is clear to a lay audience and helpful to the school. In most cases, the main body of the report will be about five or six pages. When writing reports, inspectors should take account of Estyn's writing guidance which is available on our website www.estyn.gov.wales.

We will publish reports bilingually where this has been requested, in line with Estyn's Welsh Language Scheme. The structure of the inspection report is based on two overall summary judgements, three key questions and 10 quality indicators and will take the following form:

About the school

Summary

- overall judgement on the school's current performance
- overall judgement on the school's prospects for improvement

Recommendations

Main findings

Key Question 1: How good are outcomes?

- standards
- wellbeing

Key Question 2: How good is provision?

- learning experiences
- teaching
- care, support and guidance
- learning environment

Key Question 3: How good are leadership and management?

- leadership
- improving quality
- partnership working
- resource management

Appendix 1: Commentary on school performance data

Appendix 2: Stakeholder satisfaction

Appendix 3: The inspection team

The two overall summary judgements and the judgements for the three key questions and the 10 quality indicators will be based on a four-point scale:

Excellent
Good
Adequate
Unsatisfactory

The report will indicate if the school requires any follow-up activity.

The report will be produced within statutory timescales.

The inspectorate will give the school a late draft of the report to help check the factual accuracy of the content. The school has five working days in which to consider the draft report and to identify any factual errors.

Assuring the quality of inspections

The inspectorate is committed to:

- effective selection, training, briefing, support and deployment of inspectors, including peer inspectors and lay inspectors
- effective training, briefing and support to allow the nominee to play an active role
- regular dialogue with the headteacher during inspection

- criteria and recording systems that comply with the common inspection framework and guidance
- careful review and analysis of evidence
- unambiguous oral feedback on the summary judgements, key questions and quality indicators
- consistently clear, accurate and well-presented reports
- maintaining appropriate internal moderation and quality improvement activities, including the occasional monitoring of inspections

As part of its quality assurance procedures, the inspectorate invites schools to complete a post-inspection questionnaire (PIQ). The questionnaire will be available to schools in the VIR. Schools should complete the first part of the PIQ immediately after the on-site inspection and submit it electronically to Estyn through the VIR system. Schools can complete the second part of the PIQ after the publication of the inspection report, again through the VIR system.

Schools should raise any concerns about the conduct of an inspection with the reporting inspector during the inspection. Any objections to the findings of inspection should also be discussed with the reporting inspector as they arise during the inspection. The quality assurance of the inspection will always be carried out by the reporting inspector in the first instance. A sample of inspections and reports will be quality assured by the inspectorate.

Estyn's arrangements for dealing with complaints are set out in 'Complaints Handling Procedures', which is available on the inspectorate's website www.estyn.gov.wales.

Part 2: Making judgements

The guidance that follows shows how to complete the sections about the school, the summary and the recommendations of the report, and sets out the reporting requirements for each key question.

About the school

This section of the report should contain brief background information about the school. The content of this section is normally agreed with the school. Where there is disagreement about the content of this section, the reporting inspector will make the final decision about what to include in the report.

This section must contain brief information on:

- the size, nature and location of the school
- the background and circumstances of the pupils, including socio-economic disadvantage, for example percentage of pupils eligible for free school meals, percentage of ethnic minorities, percentage of pupils on the ALN register and with statements of SEN
- the linguistic background of the pupils
- any significant changes since the last inspection
- any other relevant factors, for example pupil mobility

The report should include the statement below if a school is involved in the pioneer school programme, stemming primarily from Professor Donaldson's 'Successful Futures' report (2015). The statement indicates the school's involvement in the programme and does not constitute a statement on the quality of the school's work.

'The school is currently a pioneer school and is working with Welsh Government and other schools to take forward developments relating to the curriculum and/or professional learning.'

In the light of current national developments, inspectors may find that schools are part of the pioneer school programme. Other schools not identified formally as part of this programme may still be involved informally in this work through collaboration with pioneer schools, or through regional consortia groups. Inspectors should approach innovation and flexibility of approach in a positive way when schools have tried to be creative and imaginative in taking forward initiatives for the benefit of pupils.

The following sentence should be adapted as appropriate and included in all reports.

'The individual school budget per pupil for SCHOOL NAME in 20XX-20XX means that the budget is £X,XXX per pupil. The maximum per pupil in the secondary schools in NAME OF LOCAL AUTHORITY is £X,XXX and the minimum is £X,XXX. NAME OF SCHOOL is XX (position) out of the XX secondary schools in NAME OF LOCAL AUTHORITY in terms of its school budget per pupil.'

For example:

The individual school budget per pupil for Ysgol Gyfun Estyn in 2010-2011 means that the budget is £3,660 per pupil. The maximum per pupil in the secondary schools in authority X is £4,257 and the minimum is £3,426. Ysgol Gyfun Estyn is seventh out of the 12 secondary schools in authority X in terms of its school budget per pupil.

Summary

The summary contains the two overall judgements on the school's current performance and prospects for improvement. There should be a brief explanation of the reasons for these judgements. The summary must be consistent with the text in the body of the report and the oral feedback to the school.

Overall judgement on the school's current performance

The first overall judgement should be based on the judgements made on the three key questions. The greatest weight should be given to the judgement about Key Question 1.

Normally, this overall judgement should be no higher than the lowest judgement awarded to any key question. The overall judgement can be one level higher than the lowest level awarded to any key question, but the reasons for this exception must be explained clearly and fully in the report. During the process of moderating the inspection judgements, such exceptions will be carefully considered.

Overall judgement on the school's prospects for improvement

The second overall judgement represents inspectors' confidence in the school's ability to drive its own improvement in the future.

In coming to a judgement about the prospects for improvement, inspectors will consider the extent to which leaders and managers have:

- the capacity and capability to make improvements and implement plans
- a successful track record in managing change, addressing recommendations from previous inspections and securing improvement
- clear priorities and challenging targets for improvement
- coherent and practical plans to meet targets
- resources to meet the identified priorities
- appropriate systems to review progress, identify areas for improvement and take effective action to remedy them

The judgement on prospects for improvement should normally relate closely to the overall judgements for the quality indicators for leadership and/or improving quality, or to significant aspects within those quality indicators that support the overall judgement.

Judgement descriptions

The following descriptions are intended as guidance to help inspectors to make judgements by considering the relative balance and significance of strengths and areas for improvement.

Excellent – Many strengths, including significant examples of sector-leading practice

Good – Many strengths and no important areas requiring significant improvement

Adequate – Strengths outweigh areas for improvement

Unsatisfactory – Important areas for improvement outweigh strengths

Inspectors will need to check which of the above descriptors is the best fit for each of the summary judgements, key questions and quality indicators.

Judging key questions and quality indicators

The judgement for Key Question 1 cannot normally be above adequate when attainment outcomes show trends over three years in many key performance indicators at levels significantly lower than the averages for similar schools, taking account of the school's context, including deprivation factors.

There is a strong link between outcomes, provision and leadership and management. If leaders and managers are working effectively then this should be reflected in the provision and in the standards that pupils achieve. Hence, normally, the judgements for Key Questions 2 and 3 will not be at a level higher than the judgement for Key Question 1, but it may be lower. Where there are differences between the judgements for Key Question 1 and Key Questions 2 and 3, these should be explained in the text of the report.

Normally, the overall key question judgement should reflect the judgements for the quality indicators within the key question and should be no more than one level higher than the lowest level awarded to any quality indicator.

The judgement on resource management as a quality indicator should not normally be higher on the scale than the judgement for Key Question 1 but it may be lower.

Recommendations

The recommendations should give the school a clear and specific indication of the areas for improvement that it will need to address in its action plan. Inspectors should write the recommendations in order of priority and, where there is a need to raise standards of achievement or attainment, this should be the top priority. The recommendations should arise from the main judgements and should provide a clear and practicable basis on which the school can act. Inspectors must refer to any significant matters noted in the report where the school's practice does not comply with legal requirements.

Quality indicators

The 10 quality indicators used in inspections are set out below under the three key questions. For each quality indicator, there is a range of aspects. Guidance on how to inspect the quality indicator is set out under each key question.

Inspectors should provide an overall evaluation for all key questions and quality indicators and comment on all aspects.

Exemplification paragraphs for good and unsatisfactory judgements illustrate each quality indicator. These paragraphs should not be used as crude checklists, but as a reference to support the process of coming to a judgement. They should be used in conjunction with the judgement descriptions. Inspectors should weigh up the evidence and determine judgements on the basis of a best fit with the judgement descriptions.

Key Question 1: How good are outcomes?

In coming to an overall judgement for this key question, inspectors will give the greater weight to judgements about standards.

1.1 Standards

1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment

1.1.2 standards of groups of learners

1.1.3 achievement and progress in learning

1.1.4 skills

1.1.5 Welsh language

Issues in inspecting the quality indicator

Inspectors should always consider carefully whether the overall judgement is consistent with the available data. When information on data is not reflected in inspectors' judgements in this quality indicator, the report should explain clearly why this is so.

Inspectors should consider the evidence from lesson observation, discussions with pupils and scrutiny of written and practical work in the light of the data.

The report should focus clearly in 1.1.1 and 1.1.2 on the main judgements about standards that derive from the analysis of data. This should relate mainly to how well the school is doing overall and the overall trend in its performance, especially in relation to national, local and family benchmarks, and in relation to specific groups of learners, such as those eligible for free school meals. Inspectors should allocate no more than a third of the section on standards (1.1.1 and 1.1.2) to comments on the school's performance in relation to data. Accordingly, the report should not contain a great deal of data analysis at this point, for example a detailed breakdown of each main performance indicator at each key stage. Comprehensive information on the school's performance data will be included in a data table at the end of the report (Appendix 1).

Two-thirds of the section on standards should be allocated to 1.1.3, 1.1.4 and 1.1.5 on findings in relation to achievement and progress in learning, skills and Welsh language development.

1.1.1: results and trends in performance compared with national averages, similar providers and prior attainment

The starting point for analysing the performance of the school should be the All Wales Core Data Set. Inspectors should look at data covering a period of time, normally over at least the last three years, to identify trends in performance.

Annex 7 provides guidance on the use of data in the inspection of secondary schools.

Inspectors should consider whether pupils move on to courses or employment that is appropriate for their ability, interests and previous performance. In particular, at the

end of key stage 4, they should consider the destinations of all pupils and not just those that stay on into the sixth form. Inspectors should consider the proportion of school leavers not in employment or who are not engaged in education and training (NEETs). The analysis of destinations should include comparisons with local and national averages. Inspectors should consider whether students at the end of the sixth form move on to appropriate higher or further education courses, or employment. The information should be compared with local authority and national data.

Inspectors should compare analysis of the data with the school's own analysis in order to contribute to the judgement on self-evaluation.

1.1.2: standards of groups of learners

Inspectors should report on the performance of pupils eligible for free school meals. Annex 7 provides guidance on the use of data for reporting on the performance of pupils eligible for free school meals.

Inspectors should also consider the performance of particular groups of pupils, including:

- boys and girls
- pupils with additional learning needs (ALN) or belonging to a vulnerable group (see Annex 6 for explanation of ALN)

Judgements about the achievement of pupils with ALN, whether they are in special units or in mainstream, should take account of their achievements in relation to agreed learning goals (see Annex 8 for details of units).

1.1.3: achievement and progress in learning

Inspectors' evaluation of pupils' achievement and progress should be based on lesson observations, scrutiny of pupils' work and discussions with pupils. Inspectors should evaluate how well pupils recall previous learning, develop thinking skills, acquire new knowledge, understanding and skills, and apply these to new situations. Where possible inspectors should evaluate the standards reached by pupils and judge whether these are appropriate to pupils' ages and abilities. Judgements of achievement should recognise pupils' progress and development from a given starting point, relative to the context in which they learn. Inspectors should consider the progress of particular groups of pupils, including pupils eligible for free school meals. For pupils with ALN, judgements about achievement will be influenced by the information about their individual needs and abilities. Inspectors should also consider evidence in pupils' individual education plans (IEPs) when making a judgment on the rate of progress pupils make in relation to their ability.

1.1.4: skills

In inspecting skills, the focus should be on whether **all** pupils have the skills in communication, numeracy and ICT needed to access the whole curriculum, and how well the wider curriculum itself develops pupils' skills. Inspectors should also consider how well pupils are developing their thinking skills across the curriculum.

There is further guidance on inspecting literacy and numeracy skills and thinking skills on Estyn's website (www.estyn.gov.wales).

Inspectors should consider the outcomes in GCSE performance and key stage 3 assessments in English and/or Welsh, mathematics and ICT. Where available, inspectors should consider results of other relevant assessments, such as those of pupils' reading and numeracy ability, when coming to a view about the quality of pupils' literacy and numeracy skills.

Inspectors should report on pupils' standards in the skills of speaking and listening, reading and writing, and in numeracy and ICT.

Inspectors should judge standards in skills based on evidence from observations of lessons, scrutiny of pupils' work and by talking to pupils. Careful observation of pupils in lessons and talking to pupils will provide evidence of pupils' speaking and listening skills, their numeracy skills and their ability to think. Scrutiny of work will demonstrate whether pupils can write clearly and read for understanding and use their numeracy skills at the appropriate levels and how well they undertake research tasks. Inspectors should consider the extent to which pupils' communication and higher-order thinking skills support or hinder progress in classroom interaction, with teachers and with peers.

In the light of current national developments, inspectors may find that schools are part of the pioneer school programme. Other schools not identified formally as part of this programme may still be involved informally in this work through collaboration with pioneer schools, or through regional consortia groups. Inspectors should approach innovation and flexibility of approach to ICT in a positive way when schools have tried to be creative and imaginative in taking forward initiatives for the benefit of pupils.

Inspectors should identify and follow lines of inquiry about the performance of particular groups of pupils (such as those who have English as an additional language) and whether they have specific difficulties in accessing the curriculum. These pupils may also be those who are involved in 'catch-up' programmes in key stage 3 or are unlikely to achieve the level 2 threshold including English/Welsh and mathematics at key stage 4. In particular, inspectors should look at the standards of pupils whose progress may be held back by weak communication skills, for example pupils who are of average ability or below and who do not receive support for additional learning needs.

Inspectors should consider the achievement of pupils entered the Welsh Baccalaureate Qualification.

1.1.5: Welsh language

In coming to an overall judgement on pupils' Welsh language development, inspectors should consider what it is reasonable to expect, taking into account the linguistic background, the context of the school and the area it serves, and the local authority's Welsh language policy. For example, pupils studying Welsh second language in a school with Welsh and English streams serving an area where Welsh is spoken by a significant proportion of the local community should achieve higher

standards in Welsh than in an English-medium school serving an area where pupils have few opportunities to come into contact with Welsh other than at school.

Inspectors should consider:

- continuity and progression from key stage 2,
- pupils' attainment, in Welsh, Welsh literature or Welsh second language, as applicable, when compared with similar schools and previous attainment
- where applicable, the proportion of pupils who gain a recognised key stage 4 qualification in Welsh second language, including the Welsh second language full GCSE course
- the progress pupils make in lessons in Welsh and Welsh second language
- in Welsh-medium provision, the proportion of pupils who complete their coursework and final assessments in Welsh in the courses they follow across the curriculum in key stage 4 and in the sixth form
- in the English-medium sector in particular, pupils' progress in using Welsh both passively and actively in different contexts beyond their Welsh lessons, for example in other subjects, during registration periods and assemblies, and in extra-curricular activities

Good standards

The school's performance against main indicators for key stages over the last three years compares well with that of similar schools and pupils' prior attainment. There is a pattern of improvement or maintenance of good standards. Instances of significantly below average achievement, especially in core subjects and for sizeable groups of pupils, are rare. Disadvantaged pupils achieve well compared to their peers in similar schools. In lessons and over time, most pupils make sound or better progress in their learning, and the remainder make at least adequate progress. Pupils read and write and use numbers well given their age and ability and they apply their communication and numeracy skills well across the curriculum. They use their ICT skills securely in a range of contexts. Most have developed good thinking skills and this is having a positive impact on their learning and the standards they achieve. They develop the wider skills and application needed to equip them for the next phase of their education or the world of work and training. Pupils make good progress in gaining skills in Welsh language and generally achieve good standards.

Unsatisfactory standards

Generally, a significant minority of pupils achieve unsatisfactory standards. The school's performance against main indicators for key stages over the last three years compares poorly with that of similar schools and pupils' prior attainment. Trends do not show much, if any, improvement. Too many pupils are not able to use literacy or numeracy skills across the curriculum and their thinking skills are limited overall. Too many have inadequate ICT skills. Overall, a minority or more of pupils is falling behind and not making adequate progress in their learning. A minority of pupils, including disadvantaged pupils, underachieve at one or more key stages. A significant number of pupils does not engage fully with the activities provided, which is reflected in the poor completion of tasks. Pupils do not make enough progress in gaining skills in the Welsh language.

1.2 Wellbeing

1.2.1 attitudes to keeping healthy and safe

1.2.2 participation and enjoyment in learning

1.2.3 community involvement and decision-making

1.2.4 social and life skills

Issues in inspecting the quality indicator

The focus in this key question is on outcomes rather than provision. Other key questions, particularly Key Question 2, will cover the school's work in promoting the wellbeing of pupils.

Inspectors should try to judge as far as possible those matters over which the school has some influence. They should make sure that enquiries focus on the impact of the school's work in this area.

Inspectors should take account of evidence from pupil and parent surveys.

1.2.1: development of attitudes to keeping healthy and safe

When evaluating the extent to which pupils feel healthy, inspectors may consider whether pupils have a secure understanding of how they can become healthy, both through what they eat and drink as well as the physical activity they undertake.

When evaluating the extent to which pupils feel safe, inspectors may consider the extent to which pupils feel free from physical and verbal abuse in school.

1.2.2: participation and enjoyment in learning

When evaluating participation and enjoyment in learning inspectors should consider attendance, behaviour and attitudes, and the extent to which pupils have a say in what and how they learn.

When evaluating attendance, inspectors should consider the overall attendance rate, noting any variations between particular groups of pupils, for example those eligible for free school meals. They should compare attendance rates with national figures and those of similar schools. Although it may be appropriate to note how a school performs in relation to national norms, it is the benchmark data that should normally guide judgements.

Inspectors should also consider the extent to which pupils with a history of exclusion, in their current or previous school/PRU, demonstrate good behaviour and attitudes to learning.

When evaluating behaviour and attitudes, inspectors should consider the extent to which pupils demonstrate good behaviour in lessons and around the school. They should observe whether pupils are considerate and courteous, and relate well to each other and adults. In addition, they should look at pupils' attitudes to learning, in particular their interest in their work, their ability to sustain concentration and how well they engage in tasks.

When evaluating what input pupils have to what and how they learn, inspectors should consider:

- whether pupils' views about what and how they learn are taken seriously
- how pupils discuss the topics to be covered, and help to plan schemes of work and activities
- whether pupils make choices about how and what they learn

1.2.3: community involvement and decision-making

Inspectors should evaluate the extent to which pupils, including those from different groups such as those eligible for free school meals, take on responsibilities and play a part in the school and wider community.

They should consider pupils' participation in decision-making, including the effectiveness of the school council. They should judge the extent to which the school council gives pupils an opportunity to be involved in decision-making, gives them responsibility and makes them feel valued. They should consider the extent to which all pupils, including those from different groups, are involved in making decisions about their life in school.

1.2.4: social and life skills

When evaluating pupils' social and life skills, inspectors should consider how well pupils show respect, care and concern for others, and whether they take on responsibility for their actions and their work. In addition, inspectors should examine whether pupils, including those from different groups, have the skills needed to improve their own learning, work with others, solve problems and develop their thinking to move on to the next stage of learning. Inspectors should consider how well all pupils are prepared for life and work outside school.

Good levels of wellbeing

Pupils generally feel safe in school and have positive attitudes to healthy living and eating. They enjoy physically active pursuits. Pupils are highly engaged and motivated, and display pride and confidence in their work. Most pupils' attendance over the past three years is well above the median when compared with that of similar schools and they are punctual. Their behaviour and attitudes reflect their full participation in learning and in making decisions about their life in the school.

Unsatisfactory levels of wellbeing

Some groups of pupils feel under threat of bullying and their attitudes towards healthy living and physical activity are negative. Groups of pupils exhibit poor behaviour regularly and this inhibits other pupils' progress. A significant minority of pupils often waste time through persistent low-level disruption, and display a lack of engagement in lessons and with decision-making. Pupils' attendance rates over the past three years are well below the median when compared with those of similar schools. Rates of attendance show little sign of improvement and some pupils do not arrive punctually in class.

Key Question 2: How good is provision?

In coming to an overall judgement for this key question, inspectors will normally give the greater weight to the judgement on 2.2 (teaching) when there is a balance between the four judgements within the key question. In this way, if two quality indicators are good and two are adequate across the key question, the judgement for 2.2 (teaching) will normally receive a weighting to influence the overall judgement awarded for the key question.

2.1 Learning experiences

2.1.1 meeting the needs of learners and employers/community

2.1.2 provision for skills

2.1.3 Welsh language provision and the Welsh dimension

2.1.4 education for sustainable development and global citizenship

Issues in inspecting the quality indicator

2.1.1: meeting the needs of learners and employers/community

Inspectors should note that schools are free to organise and deliver the curriculum in the way that best suits their circumstances and needs, as long as they cover the National Curriculum and religious education. The main consideration should be how well the needs of **all** pupils are met by the model of delivery.

Inspectors should judge the extent to which:

- the planning of learning experiences is successful in engaging the full range of pupils
- teachers collaborate to plan flexible, responsive and innovative programmes
- learning experiences cover National Curriculum and religious education requirements for an adequate amount of time and incorporate the national literacy and numeracy framework
- whether any constraints on available options are in pupils' best interests
- the curriculum builds systematically on existing knowledge, understanding and skills as pupils move from primary into secondary and then through the secondary school
- pupils for whom all or parts of the National Curriculum have been disapplied have access to an appropriately broad and balanced curriculum

In the light of current national developments, inspectors may find that schools are part of the pioneer school programme. Other schools not identified formally as part of this programme may still be involved informally in this work through collaboration with pioneer schools, or through regional consortia groups. Inspectors should look to understand the specific situation of each school, the challenges they face, and the opportunities that they provide. Inspectors should approach innovation and flexibility of approach to the whole curriculum, or elements of the curriculum, in a positive way when schools have tried to be creative and imaginative in taking forward initiatives for the benefit of pupils.

In key stage 4 and the sixth form, inspectors should consider the quality of the

options available with reference to Learning Pathways 14-19. If the school does not provide options that enable pupils to follow their individual learning pathways, and does not meet the requirements of the Learning and Skills (Wales) Measure 2009, then this is likely to be a significant shortcoming. Inspectors should consider whether the curriculum provides individual learning pathways with:

- a broad and balanced range of experiences;
- a combination of formal, non-formal and informal elements;
- the minimum requirements and enhancements of the Learning Core, including work-focused experience and community participation;
- the opportunity to obtain appropriate qualifications;
- equal access to options that meet pupils' interests, abilities and learning styles
- support to overcome barriers to learning

Inspectors should examine arrangements for grouping pupils through setting, streaming, banding or mixed-ability grouping. They should evaluate the impact of:

- any incidence of gender imbalance
- over-large or exceptionally small class groups
- withdrawal groups

Inspectors should consider the nature and extent of out-of-school learning, including sports, clubs, visits, special events, links with the community and other extra-curricular activities. They should also consider how effective the arrangements are for delivering these and how they cohere with mainstream curriculum planning. In particular, inspectors should consider how well the school provides experiences and opportunities that enrich the learning experiences of disadvantaged pupils.

In considering how well learning experiences prepare pupils for the opportunities, responsibilities and experiences of adult life, inspectors may evaluate the extent to which the school provides effective work-related education.

2.1.2: provision for skills

Inspectors should consider how well the school plans for the development of pupils' communication, numeracy, ICT and thinking skills across the curriculum/area of learning or learning pathway.

Inspectors should evaluate how well the school:

- ensures that pupils acquire the necessary literacy, communication, numeracy and ICT skills to be able to access the wider curriculum
- develops pupils' skills, especially their literacy and numeracy skills, through their studies across the curriculum
- makes sure that the provision for these skills is properly co-ordinated so that there is coherence in the pupils' experience across the curriculum

Inspectors should scrutinise a sample of the school's planning for this, including schemes of work and lesson plans, to judge how well staff have embedded skills, particularly literacy, numeracy, ICT and thinking skills into the experience of pupils

across subjects and areas of learning. Inspectors may take account of how well schools adapt programmes of study when pupils are working significantly below expected levels. They should expect schools to make certain that work is suitably challenging and demanding for more able and talented pupils, and that materials and methods of delivery are suitably differentiated to make the curriculum accessible to pupils whose reading age is below their chronological age.

Inspectors may consider how well staff exploits opportunities for developing these skills in their lessons. They may consider the links that exist between subjects and the English/Welsh, mathematics and ICT schemes. They may determine if there is continuity in pupils' learning so that the skills they gain in English/Welsh, mathematics and ICT lessons are reinforced and enhanced further in their subject studies. They should recognise that some lessons and subjects/areas of learning will naturally provide more opportunities for pupils to use these skills than others.

Inspectors should give the most attention to how schools identify and address any deficits in pupils' literacy and numeracy skills and how well they also ensure that pupils from disadvantaged backgrounds develop appropriate literacy and numeracy skills.

In judging the quality of provision, inspectors may take into account the impact of any strategies, policies or working arrangements, including monitoring and evaluation, which aim to ensure that pupils develop skills systematically, over time and in a broad range of contexts. Inspectors should expect schools to do everything possible to help pupils achieve good levels of communication, numeracy and ICT skills, and are developing their thinking skills to an appropriate level. Where pupils do not have secure or good enough skills, or are falling behind, schools should have support in place to help these pupils improve these skills, such as provision for improving pupils' basic skills in literacy and numeracy.

2.1.3: Welsh language provision and the Welsh dimension

Inspectors should evaluate the extent and quality of the school's provision for Welsh language development in terms of its impact on the aspects listed under section 1.1.5. Schools should take account of the Welsh Government policy, objectives and guidelines identified in documents such as 'Our Language: Its Future', 'Iaith Pawb' and the Welsh-medium Education Strategy. Pupils should be aware of the advantages of learning Welsh and becoming increasingly bilingual.

It is a statutory requirement that all pupils learn Welsh up to school-leaving age. This includes pupils with statements of SEN, other than in cases where the statement of SEN stipulates that the pupil is disapplied from learning Welsh. Schools also have a statutory duty to have regard for the Local Authority language policy.

In schools where pupils study Welsh as a second language, inspectors should consider whether the school allocates sufficient time for pupils to make good progress, especially on the GCSE short course in Welsh second language. If the time allocation is well below one hour per week, it is unlikely that pupils are achieving well. Some English-medium schools have modified their approach to the delivery of Welsh second language by introducing intensive provision for a limited period of time

during the school year. In these instances, the overall total amount of teaching time may be adequate. However, there is a high risk in these circumstances that pupils will not be able to sustain their progress in Welsh without regular opportunities to consolidate and practise in the intervening period. Inspectors' main consideration should be what effect the model of delivery has on pupils' achievements in Welsh.

In the Welsh-medium education sector, inspectors need to consider the breadth of opportunities for pupils to study through the medium of Welsh, and whether there is progression and continuity between key stages, and in terms of the opportunity to continue studying subjects through the medium of Welsh or bilingually. They should evaluate the effectiveness of provision that is delivered bilingually.

National Curriculum subject orders for key stage 3 include specific references to Y Cwricwlwm Cymreig. Inspectors should judge the extent to which the school promotes the development of pupils' knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

2.1.4: education for sustainable development and global citizenship

Education for sustainable development and global citizenship (ESDGC) has a clear place in subjects of the National Curriculum, such as science and geography, and it is one of the five themes in the Personal and Social Education Framework. It also features in the Learning Core of Learning Pathways 14-19 and in the Welsh Baccalaureate Qualification.

Inspectors should consider the extent to which:

- the curriculum and extra-curricular activities help pupils to develop the knowledge, understanding, skills and values of ESDGC
- the school acts sustainably, for example in using energy, minimising waste and recycling
- the school contributes to global citizenship, for example through developing an understanding of the wider world.

Good learning experiences

Learning experiences offer stimulating opportunities for learning that capitalise on pupils' experiences within and beyond the school. There is equality of access to a wide range of options where relevant. Detailed and imaginative planning and organisation ensure that pupils are challenged by relevant activities that provide continuity and reinforce learning in contexts that engage the full range of pupils. The curriculum meets the particular needs of specific groups and individuals by offering personalised programmes for pupils with specific needs. Provision for communication, numeracy and ICT is coherent and firmly embedded into the experience of all pupils. There is good provision to enable pupils to learn about sustainability and develop an understanding of the role they and others play in society and in the world. Provision for Welsh language and the Welsh dimension enables pupils to make good progress.

Unsatisfactory learning experiences

The curriculum has some significant aspects that need improvement. Learning experiences do not meet the needs of pupils or particular groups of pupils fully, and pupils are not challenged to engage with learning in order to make the progress expected. The school does not extend pupils' communication, numeracy and ICT skills, confidence and knowledge well enough. There is a poor match between pupils' learning needs and abilities and the work they do in lessons and/or in the range and level of courses that the school provides. Pupils do not have enough opportunities to learn about Wales and the Welsh language and/or sustainable development and global citizenship. The enrichment programme covers a very small range of activities and/or very few pupils take part.

2.2 Teaching

2.2.1 range and quality of teaching approaches

2.2.2 assessment of and for learning

Issues in inspecting the quality indicator

The focus should be on the impact of teaching on learning and not on the use of a particular process in isolation from its impact.

2.2.1: range and quality of teaching approaches

Inspectors should evaluate the extent to which teachers:

- have good, up-to-date subject knowledge
- have high expectations of all pupils
- plan effectively and have clear objectives for taught sessions and other learning experiences
- use a range of teaching, training methods and resources which interest pupils, and stimulate and challenge them to achieve highly
- are themselves good language models
- establish good working relationships that foster learning
- manage pupils' behaviour positively, safely and effectively
- use learning support staff effectively
- are successful in providing demanding work to meet the needs of all pupils, for example those with SEN and those who are more able and talented

2.2.2: assessment of and for learning

Inspectors should evaluate whether pupils regularly review their own learning, understand their progress and are involved in setting their learning targets. They should evaluate:

- how well feedback enable pupils to know how well they are doing and what they need to do to improve
- whether staff consistently encourage pupils to take note of feedback

- how well the feedback develops pupils' ability to assess their own and their peers' performance
- whether assessment information informs future planning

Inspectors should evaluate the extent to which the school and teachers:

- analyse assessment findings, including National Curriculum and public examination assessments as well as other assessments
- provide clear, systematic, manageable, consistent and useful records on each pupil
- use records effectively to track the progress of different groups of pupils, including that of disadvantaged pupils, compare outcomes with benchmarks and intervene in individual cases if necessary
- produce reports on pupils that are clear, consistent and informative, and set out areas for improvement
- enable pupils to contribute to the contents of reports, where appropriate
- help parents/carers to understand procedures and have access to records and reports relating to their children
- encourage parents/carers to respond to reports on progress

Good teaching

Most teaching ensures that pupils are motivated and engaged, and secures pupils' good progress and learning. Teachers and other adults have proficient subject knowledge and use a range of approaches and activities to inspire and challenge most pupils. Teachers make good and imaginative use of resources, including technology to enhance learning. Adult support is well focused and makes a significant contribution to the quality of pupils' learning. Detailed feedback to pupils, enables them to know how well they are doing and what they need to do to maintain good progress. Pupils' progress and wellbeing are tracked across the school at individual, group and subject levels or areas of learning, where appropriate. As a result, teachers and other adults plan lessons well to meet pupils' learning needs. Parents/carers are kept well informed about their children's achievements, wellbeing and development.

Unsatisfactory teaching

Teaching does not enable pupils to learn well. Too much teaching fails to engage and stimulate pupils or promote their learning and progress. Teachers and other adults do not manage pupils' behaviour well enough. A significant minority of teachers have inadequate subject knowledge and/or a poor understanding of how to meet pupils' learning needs. The work of teachers and other adults lacks focus and fails to support the needs of pupils. Assessment takes too little account of pupils' prior learning, and teachers and adults do not have a clear enough understanding of pupils' needs. Pupils' progress and wellbeing are not tracked effectively across the school at individual, group and subject levels or areas of learning. The school does not provide pupils with enough information about their progress and/or how they can improve. Many parents/carers do not receive enough information about their child's progress and development.

Care, support and guidance

- 2.3.1 provision for health and wellbeing, including spiritual, moral, social and cultural development**
- 2.3.2 specialist services, information and guidance**
- 2.3.3 safeguarding arrangements**
- 2.3.4 additional learning needs**

Issues in inspecting the quality indicator

The main focus in this quality indicator should be on the impact of care, support and guidance on pupils' standards and wellbeing, rather than on the procedures and arrangements only.

It is in this indicator that inspectors will make the main judgements about the school's provision for safeguarding and promoting welfare, including:

- child protection
- health and safety
- bullying
- harassment and discrimination
- radicalisation and extremism
- healthy eating and drinking
- racist abuse
- drugs and substance misuse
- pupils with medical conditions
- sex and relationships education
- first aid
- safety on educational visits
- internet safety
- welfare of pupils on extended vocational placements
- issues which may be specific to a local area or population, for example gang activity
- school security
- the management of pupil discipline including physical intervention and restraint

In particular, inspectors should evaluate how well the arrangements have a beneficial effect on disadvantaged pupils and those pupils who are vulnerable.

In evaluating care, support and guidance, inspectors should take account of the team's judgements about standards and, especially, wellbeing.

In key stage 4 and the sixth form, inspectors should consider the quality of care, support and guidance with reference to Learning Pathways 14-19. If the school does not provide the support that meets the requirements of the Learning and Skills (Wales) Measure 2009, then this is likely to be a significant shortcoming.

2.3.1: provision for health and wellbeing, including spiritual, moral, social and cultural development

Inspectors should evaluate and report on whether the school has appropriate policies

and arrangements for promoting healthy living and pupils' wellbeing. The main focus will be on considering how well the school helps pupils to achieve emotional and physical health and wellbeing. In looking at this quality indicator, it is important that inspectors consider the views of pupils and parents/carers.

Inspectors should consider whether the school has appropriate arrangements to encourage pupils to be healthy, including how well the school provides for the physical development of pupils. This depends upon proper nutrition, sufficient exercise, appropriate hygiene, safety and healthy choices. Inspectors should also look at the school's provision for sex and relationships education, and education about drug and substance abuse.

Inspectors should consider whether the school has appropriate arrangements for promoting healthy living. This requires schools to meet the regulations on healthy eating and drinking, including reporting to parents on its arrangements for provision of breakfasts and lunches, and food and drink provided outside of mealtimes.

Inspectors should report on obvious breaches of health and safety legislation under this quality indicator. In considering health and safety matters, inspectors should take into account the security of the school buildings and site.

Inspectors should evaluate the arrangements for dealing with discrimination, harassment and bullying. The school should have a policy against bullying, and staff, pupils and parents should be aware of it and should implement its procedures. The school's work on bullying, harassment and discrimination should include its arrangements for helping pupils to manage their feelings and develop self-awareness and self-respect. Inspectors should check that pupils know whom to approach if they have a concern. The school's work on bullying, harassment and discrimination should also include how it prevents and eliminates sexism, racism and homophobia.

Inspectors should inspect the school's personal and social education provision and the work that pupils carry out with their form tutor, and should also evaluate the provision for improving pupils' own learning, working with others and problem solving. Inspectors should judge how well the school's personal and social education programme permeates all aspects of school life and supports the social and emotional skills of all groups of pupils, including those from disadvantaged backgrounds.

Inspectors should judge how well pupils from different groups are involved in and enjoy the life of the school, and how well the school promotes good behaviour and attendance.

In evaluating provision for **spiritual development**, inspectors should consider whether pupils have opportunities to:

- develop a sense of curiosity through reflection on their own and other people's lives and beliefs, their environment and the human condition
- consider life's fundamental questions with reference to the teachings and practices of religions, as well as from their own experience and viewpoint
- reflect on their own beliefs or values in the light of what they are studying in religious education and other subjects

In evaluating **moral development**, inspectors should consider whether the school:

- fosters values such as honesty, fairness and respect for truth and justice
- promotes principles that help pupils to distinguish right from wrong

In evaluating **social development**, inspectors should consider if the school encourages pupils from different groups to:

- take responsibility, show initiative and develop an understanding of living in a community
- discuss and agree group rules
- learn how to relate to others and take responsibility for their own actions
- contribute to the local community, including through regular extra-curricular activities
- contribute to decision-making, for example through the school council

In evaluating **cultural development**, inspectors should consider whether the school encourages pupils to engage with the arts, sports and other cultural activities through their studies and extra-curricular activities.

Acts of worship and assemblies can play an important part in spiritual, moral, social and cultural development but they are not a prerequisite. Inspectors should inspect acts of **collective worship** in all schools that do not provide denominational education. They should consider acts of collective worship in their own right and in the context of planning over a period of time. In relation to statutory requirements for collective worship, they should only report on instances where the school does **not** comply with these.

2.3.2: specialist services, information and guidance

Inspectors should evaluate how well:

- the school provides individual support on educational and other issues
- the school provides access to a wide range of information for pupils
- teachers fulfil their responsibilities for guidance
- pupils make use of professional support both from within the school and from specialist services
- the school liaises with specialist agencies such as the police, health, psychological, counselling and social services

Inspectors should judge:

- the quality of guidance and advice pupils, students and parents/carers receive when making choices about courses in key stage 4 and the sixth form and, where there are choices available, in key stage 3
- the quality of information provided to pupils, students and parents/carers in course handbooks and other materials
- the effectiveness of the school's arrangements to ensure that all pupils receive their basic entitlement to guidance from an impartial learning coach

Inspectors should assess the coherence and effectiveness of the provision for personal and specialist support and how well the school takes into account the needs of pupils from different groups. A carefully-structured and co-ordinated guidance programme includes careers education and guidance, and should take account of the Frameworks for Personal and Social Education and for Careers and World of Work Guidance.

2.3.3: safeguarding arrangements

The school's safeguarding arrangements should ensure that there is safe recruitment and that all children are protected. Arrangements should include the identification of children in need or at risk of significant harm by maintaining a record of the suitability of staff and having appropriate arrangements for child protection. It should also include how well the school promotes safe practices and a culture of safety.

The inspectorate expects all schools to comply with requirements as outlined in the legislation that governs this area (see Annex 3).

Inspectors will need to ascertain whether the school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Inspectors will consider the school's provision for child protection including health and safety, bullying, harassment, discrimination and school security. Inspectors should consider whether the school has robust procedures for checking the suitability of staff and others who are in contact with children, and that all staff know what to do to respond to child protection issues. Inspectors will need to consider whether the school has appropriate policies, procedures and reporting arrangements in relation to physical interventions and withdrawal. Inspectors will examine any areas used for withdrawal. Inspectors should consider how the school keeps pupils safe from the dangers of radicalisation and extremism.

2.3.4: additional learning needs (ALN)

Inspectors should evaluate the effectiveness of the school's identification and monitoring arrangements for ALN, and evaluate whether pupils with ALN receive the short or long-term support they need. For an explanation of ALN, see Annex 6.

Inspectors should consider:

- the extent to which the school offers pupils with ALN access to all areas of the curriculum, including the subjects of the National Curriculum unless disapplication is specified in individual statements
- whether grouping and support systems meet the range of needs without adversely affecting the breadth, balance and continuity of the pupils' curriculum
- how well the school integrates, supports and provides for pupils with ALN within mainstream classes and in special groups, so that they can achieve appropriate standards
- the quality of support for pupils with emotional and behavioural difficulties, including the appropriateness of 'time out' arrangements, so that they can achieve the objectives set in individual education plans and, where appropriate,

develop their independence as pupils

- how consistently the school conducts regular reviews of progress, including annual reviews
- whether assessment, recording and reporting procedures satisfy statutory requirements
- whether the school consults parents/carers regularly
- the adequacy and usefulness of contributions from learning support assistants, support teachers, educational psychologists, medical, paramedical and nursing specialists and other external agencies

Good care, support and guidance

Effective arrangements exist to support pupils' health and wellbeing as well as to encourage their involvement in their school or wider community. These arrangements contribute well to pupils' development and wellbeing, and support their learning effectively. The school makes appropriate arrangements for promoting healthy eating and drinking. Learning experiences promote pupils' personal development well, including their spiritual, moral, social and cultural development. The school is pro-active in building on collaborative working with other key agencies to reduce the risk of harm to pupils. Clearly targeted support for groups of vulnerable pupils has resulted in significant improvement, for instance in attitudes, behaviour, confidence, achievement or relationships. Induction programmes are tailored well to meet the needs of different groups of pupils. Appropriate and timely advice and guidance are provided that enable pupils to make confident and well-informed choices. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern. The school identifies pupils' learning needs when they join and ensures that these needs are met.

Unsatisfactory care, support and guidance

Care and support systems have some shortcomings, which mean that particular individuals or groups of pupils do not thrive in their learning, development or wellbeing. The school does not have appropriate arrangements for promoting healthy eating and drinking. The school does not promote all pupils' spiritual, moral, social or cultural development. Not all pupils have access to a range of support services. The quality of advice and guidance pupils receive is uneven. Induction programmes do not fully meet the needs of different groups of pupils. Some (or more) records, policies and procedures are missing or out of date. The school's arrangements for safeguarding pupils do not meet requirements and give serious cause for concern. Individuals' learning needs are not identified early or accurately enough and/or the school does not make adequate provision for their needs.

2.4 Learning environment

2.4.1 ethos, equality and diversity

2.4.2 physical environment

Issues in inspecting the quality indicator

2.4.1: ethos, equality and diversity

Inspectors should judge how well the school:

- establishes a school ethos that is inclusive
- takes into account and values the diversity of pupils' backgrounds and acts appropriately on this information
- offers equal access to the curriculum and out-of-school learning, including educational trips and visits
- challenges stereotypes in pupils' attitudes, choices, expectations and achievements
- analyses and where appropriate addresses gender gaps in subject and option choices
- develops tolerant attitudes and ensures that all pupils and staff are free from harassment
- has taken reasonable steps to ensure that current and prospective pupils with disabilities do not suffer less favourable treatment in school or in respect of admissions and exclusions

Inspectors should check whether the school has appropriate equality schemes and action plans that meet statutory requirements. They should evaluate whether the school:

- has a well-understood policy that promotes equal opportunities and human rights
- has an action plan that ensures delivery of the policy
- provides appropriate equality training for staff
- monitors and addresses any related issues or complaints that arise

2.4.2: physical environment

Inspectors should judge whether:

- there are enough resources that are well matched to pupils' needs
- accommodation provides a stimulating and well-maintained learning environment to support teaching and learning
- accommodation is sufficient for the number of pupils and the activities offered
- toilet and changing facilities are appropriate
- the school buildings and grounds are secure and well maintained

Good learning environment

The school is an inclusive community, where pupils receive equal access to all areas

of the school's provision. There is a clear emphasis on recognising, respecting and celebrating diversity. An ample supply of good quality resources is well matched to pupils' learning needs. Full use is made of relevant and available resources in the community to supplement and enrich the curriculum. The accommodation is of good quality, and is secure and well-maintained.

Unsatisfactory learning environment

Some pupils do not have access to all areas of the school's provision. There is not enough emphasis on recognising, respecting and celebrating diversity and/or there are instances of discriminatory behaviour and harassment. There are not enough resources to support teaching and learning. Some parts or more of the school's buildings, facilities and/or outdoor areas are in a poor state of repair and not fit for purpose. The school building and site are not secure enough.

Key Question 3: How good are leadership and management?

In coming to an overall judgement for this key question, inspectors will give equal weight to each quality indicator.

3.1 Leadership

3.1.1 strategic direction and the impact of leadership

3.1.2 governors or other supervisory boards

Issues in inspecting the quality indicator

3.1.1: strategic direction and the impact of leadership

Inspectors should consider the extent to which leaders have clear aims, strategic objectives, plans and policies that are focused on meeting pupils' needs. They should ask whether these plans are appropriately focused and whether they are being implemented and monitored in a timely way.

In evaluating the strategic direction and impact of the leadership inspectors should judge:

- how well roles and responsibilities are defined and whether the spans of responsibility in senior and middle management teams are viable and balanced
- the extent to which all staff understand and fulfil their roles in direct relation to specific strategic aims, plans and responsibilities
- how effectively leaders manage their own time and prioritise activities responsively
- whether project-management approaches are used effectively to deliver the business of the school
- how efficiently meetings are run to focus on important issues of performance and core business, and to generate clear action points which are subsequently carried out as agreed
- whether the management and committee structures are coherent with the

strategic direction of the school and address core issues

- how well leaders use data to monitor performance and how sophisticated their systems thinking is
- whether leaders communicate high expectations to those they manage
- whether leaders agree and achieve challenging and realistic targets for themselves and others
- whether leaders negotiate and co-operate well with internal staff and outside agencies

In evaluating the impact of leaders, inspectors should focus on the extent to which leadership and management are effective in sustaining high quality and improving provision and standards.

Inspectors should consider whether leaders:

- communicate their vision for the school well and explore how to achieve it, in collaboration with others
- model and promote behaviours and values that contribute positively to creating a school ethos where pupils and staff feel valued
- actively support and challenge everyone to do their best
- build on shared understanding and distributed leadership to create a responsive, learning culture
- share convincingly with stakeholders and others in the school community a common mission to deliver education of the best quality

In the light of current national developments, inspectors may find that schools are part of the pioneer school programme. Other schools not identified formally as part of this programme may still be involved informally in this work through collaboration with pioneer schools, or through regional consortia groups. Inspectors should consider to what extent the leadership and management of the school supports innovation and creativity in the delivery of a stimulating curriculum for its learners. Inspectors should approach innovation and flexibility of approach in a positive way when schools have tried to be creative and imaginative in taking forward initiatives for the benefit of pupils.

Inspectors should evaluate the impact of leaders in the way they manage the performance of staff in order to help staff to improve their practice. They should also judge whether leaders and managers address issues of underperformance robustly and directly where necessary. Inspectors should judge whether performance management identifies individual and whole-school training and development needs clearly, and whether these are prioritised appropriately and addressed fully. They may identify whether all staff are set targets for improvement that support the delivery of strategic aims in school development plans and other action plans. Inspectors should consider how performance management processes affect the quality of teaching and learning, and pupil outcomes.

Inspectors should evaluate how successful leaders and managers are in meeting national and local priorities, such as reducing the impact of poverty on educational attainment, the Literacy and Numeracy Framework and Learning Pathways 14-19.

3.1.2: governors or other supervisory boards

Inspectors should judge how well the governing body fulfils its statutory obligations and takes full account of relevant legislation and guidance.

Inspectors should evaluate how well governors:

- understand their roles
- are informed about the performance of the school and issues that affect it
- provide a sense of direction for the work of the school
- support the school as a critical friend
- hold the school to account for the standards and quality it achieves
- take reasonable steps to inform pupils, members of staff, parents/carers or any other person of the procedures if they wish to make a complaint or appeal
- make sure that complaints are dealt with promptly by disinterested parties

Good leadership

All staff share a common vision, values and purpose. Corporate management, committee structures and systems thinking support high standards of business delivery across the whole of the school's work. Leaders communicate high expectations for securing improvement and challenge staff positively to good effect. Leaders and governors use relevant management information about performance to address issues of underperformance, and to set objectives and targets that are strategic priorities. Governors show determination in challenging and supporting the school in bringing about necessary improvements. Policies and initiatives, including those that meet local and national priorities, are implemented consistently and improve pupil outcomes.

Unsatisfactory leadership

Leaders and managers do not communicate well and do not provide clear direction for staff. Their vision does not focus enough on improving learning and wellbeing outcomes for pupils and, as a result, they have been largely unsuccessful in making and sustaining improvements. Lines of accountability are blurred. Policies and initiatives are not implemented consistently. Leaders and governors do not have enough relevant information about the school's performance, and/or fail to use it to inform the school's direction, identify underperformance or respond to national and local priorities. The governing body has too little impact on the direction and work of the school and does not challenge the school enough to bring about improvement. The governing body does not meet all its statutory duties.

3.2 Improving quality

3.2.1 self-evaluation, including listening to learners and others

3.2.2 planning and securing improvement

Issues in inspecting the quality indicator

3.2.1: self-evaluation, including listening to learners and others

The processes of self-evaluation and development planning should be a regular part of the school's working life. The focus should be on identifying priorities for improvement, monitoring provision and assessing outcomes. The process should involve rigorous review of all aspects of school life and how these impact on standards pupils achieve.

Inspectors should ascertain whether the school is managed on the basis of an accurate assessment of its strengths and weaknesses. It is unlikely that the quality of leadership and management can be good if the school does not have effective self-evaluation procedures.

Inspectors should consider whether the school's self-evaluation process:

- is embedded in strategic planning and draws on regular quality assurance procedures
- involves thorough evaluation and monitoring of data on standards and the quality of education, including consideration of trends and progress over time for all groups of pupils
- draws on first-hand evidence of the quality of teaching and learning
- involves all staff in assessing outcomes and their own performance
- encourages pupils from all groups to share their views and raise issues
- takes account of the views of staff, parents/carers and other stakeholders
- draws upon reviews by external agencies where appropriate
- leads to development plans that are monitored against clear targets and success criteria
- results in improvement in standards and quality

3.2.2: planning and securing improvement

In evaluating the effectiveness of planning for improvement, inspectors should consider the extent to which leaders and managers:

- use information from self-evaluation to set priorities and appropriately challenging targets for improvement
- specifically target and focus on the needs of pupils from disadvantaged backgrounds
- have prioritised the matters they wish to improve
- implement sound strategies likely to bring about the desired improvements
- ensure that all staff play their part in implementing the strategies

Inspectors should consider how leaders and managers ensure that priorities are

supported by the allocation of resources. They should evaluate the extent to which leaders and managers define actions for improvement in specified and realistic timescales and allocate responsibility for their delivery.

Inspectors should also evaluate whether actions taken have had a positive effect and, where relevant, have led to measurable improvements in standards.

Inspectors should consider how the school has responded to the recommendations of the last inspection report and whether the school's actions have led to improvements in standards and quality. They should only report where there is excellent or unsatisfactory progress.

Good quality improvement

Leaders and managers have an accurate picture and understanding of the school's strengths and weaknesses. They routinely make good use of a range of rigorous monitoring activities. Performance data is consistently used to monitor progress and plan for improvement. There is a sustained focus on achieving progress against the school's priorities. The school regularly seeks the views of pupils, parents or carers and the broader community. The school has a good track record of maintaining or improving standards and provision.

Unsatisfactory quality improvement

Self-evaluation processes lack rigour. The school does not identify areas for improvement fully or accurately and, as a result, staff do not focus on the most important areas for development. Self-evaluation of performance is not sufficiently wide-ranging and does not draw well enough on performance data and other evidence from all key partners. The self-evaluation process does not take enough account of pupils' views. Improvements over recent years are minimal and, consequently, pupils do not make enough progress.

3.3 Partnership working

3.3.1 strategic partnerships

3.3.2 joint planning, resourcing and quality assurance

Issues in inspecting the quality indicator

3.3.1: strategic partnerships

Inspectors should evaluate how strategically the school works with its partners to improve pupils' standards and wellbeing and to reduce the impact of poverty on educational attainment.

The main focus in this quality indicator should be on the impact of strategic partnerships on pupils' standards, wellbeing and effectiveness in tackling pupil deprivation and not just on the number and range of partners or the nature and quality of the partnership arrangements.

Partners include:

- parents/carers
- partner primary schools
- other schools and post-16 providers in the area network
- the local authority education services for children and young people
- the community
- local employers
- a range of multi-disciplinary agencies and voluntary organisations
- initial teacher training institutions

Inspectors should consider how effectively the school coordinates these partnerships in order to bring about improvements in pupils' standards and wellbeing. They should focus on how well the school uses strategic partnerships to help to build its capacity for continuous improvement and reduce the impact of poverty on educational attainment.

Inspectors will need to consider the way that the school ensures that there is good liaison, trust and clear communication between partners. For example, they may inspect the way the school works with others as part of the local 14-19 Network, or the way that staff enable community partners to contribute to the aims of the school.

3.3.2: joint planning, resourcing and quality assurance

Inspectors should consider how well the school works with other partners and agencies in tackling the link between disadvantage and underachievement through joint agency collaboration. They should consider how staff work with partners to plan, manage, and quality assure provision, for example through pooling their funding and resources.

Inspectors should consider how well the school collaborates with partners to deliver coherent programmes and choices. They should establish if the school has effective structures and processes which contribute well to joint working practices. Inspectors should take account of the quality of transition plans and determine how effectively the school works with its partner primary schools:

- to develop continuity in learning and wellbeing
- to moderate and quality assure assessment of pupils' work and courses
- to use shared resources effectively

For the planning and provision of 14-19 education, inspectors should judge the effectiveness of the school's partnership with other schools, further education institutions and work-based training providers. They will need to evaluate how well these partnerships provide access to a range of suitable vocational and general education courses.

Where there is regular movement of pupils to or from the school as part of partnership activity, inspectors should consider how safely and efficiently the school arranges these day-to-day activities.

Inspectors should consider the impact of partnership working on improving outcomes, particularly achievement, for those pupils who work offsite. They should consider how well the school assures the quality of provision provided by partners and evaluates the outcomes achieved by learners on these courses.

Good partnership working

Partnership activities make a strong contribution to improving the standards and wellbeing of pupils and reducing the impact of poverty on educational attainment. Partnership activities have also widened the range of choices for pupils. This has produced significant benefits in terms of improved standards and wellbeing for many pupils. The school takes a leading role in developing joint working practices and engenders trust and good communication between partners. Staff focus well on joint planning and resourcing as well as building capacity for continuous improvement. The school has strong links with the community, good liaison and communication with parents/carers and works effectively with other agencies enabling staff to deliver joined-up programmes that improve pupils' outcomes and wellbeing.

Unsatisfactory partnership working

Partnership activities do not make a strong contribution to improving the standards and wellbeing of pupils or help to reduce the impact of poverty on educational attainment. Some joint planning takes place but partnerships are superficial and the school does not always communicate effectively with all agencies and partners. The proportion of pupils who actually benefit from partnership working is small. The school has some links with the community but these make limited contribution to developing positive pupil attitudes to work. Parents/carers receive some information about pupils' progress but they are not consulted about the school's or the pupils' future development.

3.4 Resource management

3.4.1 management of staff and resources

3.4.2 value for money

Issues in inspecting the quality indicator

Normally, the overall judgement on this quality indicator should not be higher than the judgement on Key Question 1 but it may be lower. When inspecting the management of resources, inspectors will judge how well the school plans and carries out effective strategies to ensure and monitor that the school delivers value for money in the way it manages resources, particularly staff development.

3.4.1: management of staff and resources

Inspectors should evaluate how well the school is developing as a strong learning community and achieving a culture of collaboration within and across schools.

Inspectors should consider the arrangements to support the active engagement of all staff in increasing their professional knowledge, understanding and skills, including

participation in whole-school professional learning experiences. Taking into account your judgements under 2.2 on teaching, inspectors should judge the extent to which the staff:

- are supported by continuous professional development
- acquire new knowledge and skills to develop innovative approaches to learning and teaching
- are involved in direct classroom observation
- share good practice with other teachers and adults within and beyond the school
- reflect on their own practice
- evaluate the impact of professional learning on their pupils' learning and wellbeing

In the light of current national developments, inspectors may find that schools are part of the pioneer school programme. Other schools not identified formally as part of this programme may still be involved informally in this work through collaboration with pioneer schools, or through regional consortia groups. Inspectors should consider how effective any developments are in relation to Welsh Government's programme to support and improve the professional learning of practitioners, support staff, teachers and school leaders for the benefit of pupils.

Inspectors should focus on the impact of networks and professional learning communities on raising standards and improving the quality of provision, and take particular account of the judgement for the quality of teaching (2.2).

Inspectors should expect schools to collaborate in identifying and delivering improvement strategies and shared learning.

Inspectors should consider the school's involvement in professional learning communities within and beyond the school and the contribution this involvement makes to building the school's capacity for continuous improvement. These communities might include local networks within the local authority consortia and among families of schools.

Inspectors should judge how efficiently and effectively leaders and managers plan and carry out strategies to manage staff and resources. Inspectors may consider whether there are any clear management features that contribute to or detract from the efficient management of resources.

They should consider how well leaders and managers:

- ensure that the school is appropriately staffed to teach the curriculum effectively
- deploy teaching and support staff to make best use of their time, expertise and experience
- develop the expertise of staff to meet the needs of different groups of pupils, including disadvantaged pupils
- identify and meet the development needs of all teaching and support staff through appraisal and performance management systems
- make effective use of teachers' planning, preparation and assessment time

- employ appropriate strategies and processes to meet the statutory requirements of the National Agreement on 'Raising Standards and Tackling Workload' (January 2003)
- manage and deploy teaching assistants and non-teaching staff
- provide the best standards of accommodation possible within the school's budget
- ensure that pupils have enough appropriate learning resources

3.4.2: value for money

When inspecting value for money, inspectors should take into account the effectiveness of the school in achieving good or excellent outcomes for pupils, in Key Question 1. However, if resources are poorly managed, even if outcomes are good, the overall judgement should reflect the areas for improvement identified.

Inspectors should concentrate less on the detail of the financial budgets than on the extent to which the school's spending decisions and broad financial planning are based on priorities for expenditure on improvement over time.

They should consider the extent to which leaders and managers:

- know the costs of existing programmes and activities, keep them under review and question whether they are cost-effective, for instance in relation to non-viable class sizes
- identify priorities and areas for development and allocate resources appropriately and according to clear criteria to reflect the school's agreed objectives
- have systematic and accurate budgeting arrangements, including appropriate arrangements for contingencies
- have established a sensible balance between the responsibilities undertaken by governors and those delegated to the headteacher and staff

Inspectors should evaluate:

- the effectiveness of the provision in securing appropriate outcomes for pupils overall
- the extent to which the school successfully balances the effectiveness of its provision against costs, including staffing costs
- the extent to which it makes good use of the funding it receives, especially the pupil deprivation grant

Inspectors should report on the extent to which the school makes good use of the pupil deprivation grant. The judgement on how well the school uses the pupil deprivation grant should not usually be higher than that of the performance of pupils eligible for free school meals made under 1.1.2, but may be lower.

Where applicable, inspectors should consider whether sixth-form provision is cost effective, particularly where teaching groups are small. They should investigate whether it is taking resources away from key stages 3 and 4, and consider how well the school works with partners to increase cost-effectiveness. Inspectors should state in the report that the school offers excellent, good, adequate or unsatisfactory value for money in terms of the use made of the budget allocated to the school.

Good resource management

A well-established professional learning community within the school enables staff to develop and share their professional knowledge, and supports teaching of good quality across the school. There are effective networks of professional practice with other schools and partners. Staffing and financial resources are managed and deployed effectively to support learning improvement. The school deploys teaching and support staff well and they have the knowledge and expertise to cover all aspects of the school's curriculum. The impact of resources on teaching and learning is kept under review and future needs are planned for. The school's spending decisions relate well to priorities for improvement and the benefit of the pupils. The pupil deprivation grant is well spent. The use of shared resources through efficient partnership work or federation provides good value for money because it contributes to improved and generally good outcomes for pupils in aspects which the school alone could not provide. Overall, outcomes for pupils are good. There are no unsatisfactory standards or inadequate aspects to provision.

Unsatisfactory resource management

The school does not do enough to promote best practice among its own staff or within the learning community. Financial resources are not fully linked to priorities for action and whole-school development plans. The school does not have enough qualified specialist and experienced teaching and support staff with the full range of knowledge and expertise to cover all aspects of the school's curriculum. The school does not deploy or monitor resources efficiently or plan to improve resources well enough to ensure value for money. While outcomes may be unsatisfactory, adequate or better, there are shortcomings in the way that resources are deployed and applied by managers. The pupil deprivation grant is not well spent. There is no or too little efficient pooling of resources with other agencies or providers through joint partnership activities or federation.

Annex 1: Common Inspection Framework

K Q	Quality Indicators	Aspects
1 O U T C O M E S	1.1 Standards	1.1.1 results and trends in performance compared with national averages, similar providers and prior attainment 1.1.2 standards of groups of learners 1.1.3 achievement and progress in learning 1.1.4 skills 1.1.5 Welsh language
	1.2 Wellbeing	1.2.1 attitudes to keeping healthy and safe 1.2.2 participation and enjoyment in learning 1.2.3 community involvement and decision-making 1.2.4 social and life skills
2 P R O V I S I O N	2.1 Learning experiences	2.1.1 meeting the needs of learners, employers/community 2.1.2 provision for skills 2.1.3 Welsh language provision and the Welsh dimension 2.1.4 education for sustainable development and global citizenship
	2.2 Teaching	2.2.1 range and quality of teaching approaches 2.2.2 assessment of and for learning
	2.3 Care, support and guidance	2.3.1 provision for health and wellbeing, including spiritual, moral, social and cultural development 2.3.2 specialist services, information and guidance 2.3.3 safeguarding arrangements 2.3.4 additional learning needs
	2.4 Learning environment	2.4.1 ethos, equality and diversity 2.4.2 physical environment
3 L E A D E R S H I P	3.1 Leadership	3.1.1 strategic direction and the impact of leadership 3.1.2 governors or other supervisory boards
	3.2 Improving quality	3.2.1 self-evaluation, including listening to learners and others 3.2.2 planning and securing improvement
	3.3 Partnership working	3.3.1 strategic partnerships 3.3.2 joint planning, resourcing and quality assurance
	3.4 Resource management	3.4.1 management of staff and resources 3.4.2 value for money

Annex 2: Sources of evidence

The main sources of evidence relevant to key questions and quality indicators

	Key Question 1		Key Question 2				Key Question 3			
	1.1	1.2	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4
Observation:										
Lessons, sessions, out-of-class and enrichment activities, lunch and break times, tutor periods, assemblies and collective worship; personal and social education lessons and careers education, where applicable, and the nature and contribution of homework.	✓	✓		✓	✓	✓				
Scrutiny of pupils' current and previous work, including any work done off-site and homework; marking, comments and follow-up work.	✓	✓		✓						
The available learning resources, including library provision, and access by pupils and staff to an appropriate range of books, ICT resources, practical equipment and audio-visual materials to support learning and teaching during and outside school hours.				✓	✓	✓				✓
The condition, appearance and use of accommodation and school grounds, and the quality of displays.				✓		✓				✓
Specialist accommodation, equipment, aids and other resources.						✓				✓
Use of out-of-school resources, such as residential facilities, educational visits and community resources.						✓			✓	✓
The school in operation, such as the teaching arrangements, support for pupils with ALN, including use of support teachers and services, learning support assistants, medical, paramedical and nursing specialists, psychologists and other external agencies.				✓	✓	✓			✓	✓

Documents:										
The self-evaluation report.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Assessment data, including All Wales Core Data Set, NC assessments, SSSP, , WG benchmark data and WG/ value-added reports and public examinations, where appropriate; teacher assessments at the end of the year and key stage, standardised reading and numeracy test scores, and any value added analyses.	✓									
Evidence of pupils' abilities at intake as indicated by initial screening tests, assessments of previous attainment, assessments of reading ability and other appropriate measurements.	✓		✓	✓	✓					
Relevant information held by the school on individual pupils.					✓					
Information about the targets for improvement set for the school, cohorts and individual pupils.	✓			✓			✓			
Data on pupils in partnership provision.	✓							✓	✓	
Pupils' and parents/carers' views as expressed in questionnaires.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pupils' induction, transfer and integration arrangements.		✓			✓				✓	
Statements, individual education plans, individual behaviour plans, personal education plans, annual reviews and transition plans, screening and assessment information and procedures, and details of any pupils for whom exceptions and modifications to NC requirements apply, and of alternative provision.					✓					
The school's curriculum documentation, plans, policies, option schemes, schemes of work and timetables, including the organisation and composition of teaching groups; information about health education, including sex education and attention to substance misuse; the arrangements for homework, such as policies and timetables.			✓	✓			✓			
Teachers' assessments and records of pupils' progress and achievement and assessment, reports to parents/carers, recording and reporting policies and guidelines.				✓						

Information about the arrangements for curriculum co-ordination and continuity across key stages and between schools.			✓				✓	✓	✓	
School documentation, including the school improvement plan; departmental and/or subject development plans; policies, the prospectus and annual report for parents/carers.					✓		✓	✓	✓	
Details of any complaints or appeals, including NC provision and religious education or collective worship.							✓			
Information from stakeholders, such as written responses from local business and education-business links.							✓		✓	
Information on staffing, job descriptions for staff, including learning support assistants, support and specialist teachers, staff handbook, policy for professional development and records of CPD.				✓		✓	✓	✓	✓	✓
Minutes of staff, subject leadership teams, management, governors' meetings and partners.							✓	✓	✓	
Documents related to the work of the school council.		✓			✓					
The latest budget statement and auditor's report, information about budget management arrangements, including arrangements for allocating funds to budget heads, and charging policies.										✓
Data on attendance, behavioural incidents, and permanent and fixed-term exclusions.		✓			✓					
Information on partnership arrangements with other schools and stakeholders, including sharing good practice, pupils' induction, transfer, curriculum co-ordination and continuity and integration arrangements.			✓				✓		✓	
Discussion:										
Discussion with pupils, parents/carers, staff, governors, visiting specialists and stakeholders.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Annex 3: Regulations and guidance

The documents listed below are a combination of regulations, measures and circulars, and are provided as a reference for inspectors. The list is not exhaustive and it is not intended to be a checklist for inspectors to review a school. They are provided only as a resource for an inspection team should the need arise. Inspectors need to be aware that regulations and measures are statutory documents.

*All of the documents are relevant to Key Question 1 as they define outcomes for pupils.

	Key Question 1*	Key Question 2				Key Question 3			
		2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4
Accessibility Plan: Maybe as an appendix to Strategic Equality Plan Equality Act 2010; Planning to Increase Access to Schools for Disabled Pupils: NAFW Circular 15/2004.		✓		✓	✓	✓			✓
		✓		✓	✓	✓			✓
Action Plan Following School Inspection: Education Act 2005. Chapter 4, Sections 39 & 43.						✓	✓		
Anti-Bullying: School Standards Framework Act 1998 section 61.				✓	✓	✓			
Attendance: (School Standards Framework Act 1998 section 63); The Education (Pupil Registration) Regulations 1995; The Education (Pupil Registration) Regulations 1997; The Education (School Performance and Unauthorised Absence Targets) (Wales) Regulations 2006; Exclusion from Schools and Pupil Referral Units 01/2004 incorporates amendments from Circular 1(A) 2004 Reprinted February 2008; Inclusion and Pupil Support – Section 4 – Attendance; Summary of guidance for schools; Annex 4.i – Registration practices and codes.				✓		✓			

	Key Question 1*	Key Question 2				Key Question 3			
		2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4
Class Size: (Infants Schools) School Admissions Education (Infant Class Sizes) Wales, Regulations 2009 (Amendment).		✓			✓	✓			
Complaints Procedures: Section 29 of the Education Act 2002.				✓		✓			
Guidance found in National Assembly for Wales Circular 03/2004 – School Governing Bodies Complaints Procedures; Guidance for School Governing Bodies on Procedures for Complaints Involving Pupils No. 39/2006.									
Curriculum: School Government (Terms of Reference) (Wales) Regulations 2000; The National Curriculum Assessment Arrangements (Miscellaneous Amendments) (Wales) Regulations 2005; The School Curriculum in Wales (Miscellaneous Amendments) Order 2008; The Education (National Curriculum) (Attainments Targets and Programmes of Study) (Wales) Amendment Order 2008; The Education (National Curriculum) (Modern Foreign Languages) (Wales) Order 2008; National Exemplar Framework for Religious Education for 3 to 19 year olds in Wales 2008; Collective Worship (Schools Standards Framework, 1998, section 70), circular 10/94, Religious Worship and Collective Worship; The Disapplication of the National Curriculum for Wales at KS1 (Wales) Regulations 2008;		✓		✓		✓			
		✓		✓		✓		✓	

	Key Question 1*	Key Question 2				Key Question 3			
		2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4
<p>The Education (National Curriculum) (Foundation Stage) (Order) 2008; Ensuring Consistency in Teacher Assessment: Guidance for KS2 andKS3 ISBN 9780 7504 4478 1; Learning Pathways 14-19 Guidance II, Circular 17/2006; Collaborative Arrangements Between FE Institutions and Schools 007/2009 February 2009; Transforming Education and Training Providers in Wales: Delivering Skills that Work for Wales ISBN 978 0 7504 4787 4; Personal and Social Education (PSE) and Work Related Education (WRE) in the Basic Curriculum (Circular 13/2003) Learning and Skills (Wales) Measure 2009; The Education (Local Curriculum for Pupils in Key Stage 4) (Wales) Regulations 2009.</p>									
<p>Education for Sustainable Development and Global Citizenship: A Strategy for Action 055/2008 April 2008; A Common Understanding for Schools 065/2008 July 2008.</p>		✓				✓			
<p>Equality and Human Rights:</p>									
<p>Equality Act 2010 Strategic Equality Plan, including Accessibility Plan as an appendix Planning to Increase Access to Schools for Disabled Pupils: NAFW Circular 15/2004;</p>		✓		✓	✓	✓			✓
<p>Financial Procedures: The Financing of maintained Schools Regulations 1999; The Education (LEA Financial Schemes) (Wales) Regulations 2004 The School Budget Shares (Prescribed Purposes and Consequential Amendments) (Wales) Regulations 2008.</p>						✓			✓

	Key Question 1*	Key Question 2				Key Question 3			
		2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4
Fire Safety Policy and Procedures: (Health and Safety at Work Act) (Fire Safety) Order 2005.				✓	✓	✓			
Freedom of Information: a school must maintain and publish a Publication Scheme; (Freedom of Information Act 2000 section 19).						✓			
Governors' Annual Report to Parents: School Governors Annual Reports (Wales) Regulations 2001; The Annual Parents' Meeting (Exemptions) (Wales) Regulations 2005.						✓			
Healthy Eating and Drinking Healthy Eating and Drinking Measure (Wales) 2009				✓					
Home-School Agreements: School Standards Framework Act 1998, Sections 110 & 111.						✓		✓	
Keeping Learners Safe: Responsibilities of governing bodies of schools and FE institutions and proprietors of independent schools WG Circular 158/2015				✓		✓			
Meetings and Minutes of the Governing Body: The Government of Maintained Schools (Wales) Regulations 2005.						✓			
More Able and Talented: Meeting the Challenge. Quality Standards in Education for More Able and Talented Pupils 006/2008 May 2008.		✓	✓			✓			
National Children and Young People's Participation Standards May 2007.				✓					
Performance Management: School Government (Terms of Reference) (Amendment) (Wales) Regulations 2002.						✓	✓		

	Key Question 1*	Key Question 2				Key Question 3			
		2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4
Equality & Human Rights: Equality Act 2010 Strategic Equality Plan, including accessibility plan as an appendix				✓	✓	✓			✓
Radicalisation and extremism: Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on schools to have 'due regard to the need to prevent people from being drawn into terrorism'. The accompanying Prevent duty guidance explains in more detail how schools are expected to respond.		✓		✓		✓			
Register of Business Interests of Headteacher and Governors: The Education (LEA Financial Scheme) (Wales) Regulations 2001.						✓			
Reporting to Parents and Pupils: WAG circular 18/2006 "Educational Records, School Reports and the Common Transfer System..." – Section 3; How is my child doing at primary/primary school?" WAG Annual Publication.			✓			✓			
Safeguarding: School Standards Framework Act 1998 section 70; All Wales Child Protection Procedures; and NAW circular 34/02 'Child Protection: preventing unsuitable people from working with children and young persons in the education service' Guidance on the Education of Children Looked After by Local Authorities Circular 2/2001; Circular 005/2008 Safeguarding Children in Education; NAW Circular 47/06 Inclusion and Pupil Support;				✓		✓			

	Key Question 1*	Key Question 2				Key Question 3			
		2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4
Principles and Practice in the support of Minority Ethnic Pupils' Achievements (2006/7); Teaching Drama: Guidance on Safeguarding Children and Child Protection for Managers and Drama Teachers Circular 23/2006; The Protection of Children Act (1999); NAW's 'Working Together To Safeguard Children' (2000);									
The role of local authorities and governing bodies under the Education Act 2002. Framework for the Assessment of Children in Need and their Families 2001; United Nations Convention on the Rights of the Child; WO Circular 52/95 'Protecting Children From Abuse: The Role of the Education Service'.									
School Contact Hours for Pupils: Circular 43/90.					✓	✓			
School Councils: Education (School Councils) (Wales) Regulations 2006; Circular 42/2006; Guidance for School Governing Bodies on the Establishment and Operation of School Councils.				✓	✓	✓			
School Development Plans The Education (School Development Plans)(Wales) Regulations 2014						✓	✓		
School Effectiveness: School Effectiveness Framework, ISBN 978 0 7504 4616 7; Quality Effectiveness Framework for post-16 learner in Wales March 2009, ISBN 978 0 7504 4928 1; The Learning Country, August 2001, ISBN 0 7504 2735 3; The Learning Country: Vision into Action.						✓	✓	✓	

	Key Question 1*	Key Question 2				Key Question 3			
		2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4
School Prospectus: Education (School Information) (Wales) (Amendment) Regulations 2001. WAG Circular 14/01.						✓		✓	
Sex Education: Section 352 (1) (c) of Education Act 1996. Primary schools are not required but can decide whether to include sex education in the school's curriculum and keep a written record.				✓		✓			
Special Needs: The Special Educational Needs (Provision of Information by LEAs) (Wales) Regulations 2002;		✓	✓	✓		✓			
Special Educational Needs Code of Practice for Wales (reprinted 2004); Challenging Pupils: Meeting the Curriculum Needs of Pupils with Emotional and Behavioural Difficulties 2000.									
Staffing Structure: The Education (Review of Staffing Structure) (Wales) Regulations 2005.					✓	✓	✓		✓
Target Setting: The Education (School Performance and Unauthorised Absence Targets) (Wales) Regulations 1999.		✓	✓			✓	✓		
Transition Plans (Mainstream Primary Schools and Primary Schools): The Education Act 2002, WAG Guidance 30/2006.		✓	✓	✓		✓	✓	✓	

Annex 4: Questionnaire for pupils

Your school name:

Male	Female	Please circle one box
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Year Group	7	8	9	10	11	12	13	Please circle one box
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Questions		Please tick one box			
		Strongly agree	Agree	Disagree	Strongly disagree
1	I feel safe in my school.				
2	The school deals well with any bullying.				
3	I have someone to talk to if I am worried.				
4	The school teaches me how to keep healthy.				
5	There are plenty of opportunities at school for me to get regular exercise.				
6	I am doing well at school.				
7	The teachers help me to learn and make progress and they help me when I have problems.				
8	My homework helps me to understand and improve my work in school.				
9	I have enough books and equipment, including computers, to do my work.				
10	Pupils behave well and I can get my work done.				
11	Staff treat all pupils fairly and with respect.				
12	The school listens to our views and makes changes we suggest.				
13	I am encouraged to do things for myself and to take on responsibility.				
14	The school helps me to be ready for my next school, college or to start my working life.				

15	The staff respect me and my background.				
16	The school helps me to understand and respect people from other backgrounds.				
17	Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4.				
18	Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form.				

Annex 5: Questionnaire for parents/carers

School name:

Questions	Please tick one box				
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
1 Overall I am satisfied with the school.					
2 My child likes this school.					
3 My child was helped to settle in well when he or she started at the school.					
4 My child is making good progress at school.					
5 Pupils behave well in school.					
6 Teaching is good.					
7 Staff expect my child to work hard and do his or her best.					
8 The homework that is given builds well on what my child learns in school.					
9 Staff treat all children fairly and with respect.					
10 My child is encouraged to be healthy and to take regular exercise.					

11	My child is safe at school.					
12	My child receives appropriate additional support in relation to any particular individual needs.					
13	I am kept well informed about my child's progress.					
14	I feel comfortable about approaching the school with questions, suggestions or a problem.					
15	I understand the school's procedure for dealing with complaints.					
16	The school helps my child to become more mature and take on responsibility.					
17	My child is well prepared for moving on to the next school or college or work.					
18	There is a good range of activities including trips or visits.					
19	The school is well run.					

Annex 6: Pupils with additional learning needs

Pupils with additional learning needs

Pupils' and other stakeholders' views are sources of evidence for all key questions.

Inspectors must ensure that evaluation of the ten quality indicators includes the achievements, attitudes and wellbeing of all pupils, taking particular account of outcomes for pupils with additional learning needs (ALN).

The term 'additional learning needs' is used to identify pupils whose learning needs are additional to the majority of their peers. The term 'special educational needs' is a sub-category of additional learning needs, used to identify those learners who have severe, complex and/or specific learning difficulties as set out within the Education Act 1996 and the SEN Code of Practice for Wales.

Pupils with additional learning needs include those who have:

- special educational needs (SEN)
- disabilities
- medical needs
- emotional, social and behavioural difficulties and/or mental health needs

Pupils are more likely to have ALN when they also belong to vulnerable groups including:

- minority ethnic groups
- refugees/asylum seekers
- migrant workers
- looked-after children (LAC)
- young parents and pregnant young women
- young offenders
- children and families in difficult circumstances
- pupils at risk of homophobic bullying
- young carers
- pupils learning English as an additional language
- pupils with Basic Skills needs
- pupils educated otherwise than at school
- Gypsies and Travellers

Annex 7: Evaluating and reporting on performance data in secondary schools

1.1: Key Question 1: How good are outcomes?

Overall judgement on standards

The school's performance in National Curriculum assessments and external examinations will only form a part of the overall judgement on standards. Performance in these will make an important contribution, but judgements will not be based on these alone. Judgements will also consider evidence from the on-site part of the inspection, such as that from lessons observations, book scrutiny and discussions with pupils.

In most cases, there will be a close relationship between the standards pupils reach in lessons and in their books and performance data. Where this is not the case, inspectors should investigate and, if necessary, explain clearly the reasons for any apparent contradictions.

Key principles for the analysis and interpretation of performance data in secondary inspections

- The main focus should be on achievement rather than attainment. Therefore, inspectors should give more weight to those analyses that present comparisons with similar schools.
- Greatest weight should be given to key stage 4 outcomes and particularly those that include English or Welsh and mathematics.
- Analysis should include performance data relating to pupils eligible for free school meals (as a proxy for social and economic disadvantage).
- Analysis should be based on performance over a period of time, at least three years.
- A range of data should be considered and therefore inspectors should not base conclusions on one individual indicator or on only one type of analysis – they should avoid 'cherry picking' data for inclusion as a good feature.

Reporting on performance data

The section on school performance in the main report should focus on reporting the main headline messages in relation to performance data. This should focus on achievement at the end of key stage 4 as this is the end of compulsory schooling. There will be a table in Annex 1 of the main report detailing the performance of pupils in key stage 3 followed by key stage 4 and, if appropriate, the sixth form.

1.1: standards

The guidance that follows outlines the main factors that inspectors should consider when evaluating performance data. The section in the main report will be a summary of the data in the appendix that picks out the most important features.

At the end of this section there is a summary of the features that must be reported on and those that should be considered when producing the commentary in the main report.

1.1.1: results and trends in performance compared with national averages, similar providers and prior attainment

For key stage 3, inspectors should always consider trends in performance of the core subject indicator including the performance of pupils eligible for free school meals. Inspectors should include any good features or areas for improvement in separate core subjects that influence the core subject indicator. They should also always consider trends in performance on the separate subjects at the higher levels of level 6 and above.

At key stage 4, inspectors should always consider trends in performance in:

- the level 2 threshold, including English or Welsh and mathematics
- the capped points score
- the proportion of pupils gaining five or more GCSEs at A*-A or equivalent
- the core subject indicator
- the level 2 threshold
- the level 1 threshold
- the percentage of pupils leaving full-time education without a recognised qualification

At post-16 inspectors should consider and report on pupils' performance:

- In gaining three A*-A at A-level or equivalent
- In gaining three A*-C at A-level or equivalent
- In the level 3 threshold
- In the average wider points score

Where the school offers the Welsh Baccalaureate Qualification, inspectors should consider and report on performance at different levels in key stage 4 and post-16.

a Comparison to national averages to identify trends in performance over at least three years

Comparison to national averages should be used to identify whether a school's rate of progress is better than the national improvement and to identify relative strengths or areas for improvement in trends in different indicators. These comparisons should be made over at least three years since data trends over this period carry more weight than performance in a single year. There must be a comment on trends over time and whether performance is generally improving, fluctuating or declining.

Inspectors should consider the progression and destinations of learners at 16 to all types of provision, not only those who remain in school. They should consider the number of school leavers who are not engaged in education, employment and training (NEETs). At the end of the sixth form, inspectors may consider whether students move on to appropriate higher or further education courses, or employment.

b Comparison with schools that face similar challenges

The key principles outlined above states that inspectors should give more weight to those analyses that present comparisons with similar schools. Therefore, they should consider how well the school perform when compared with:

- the modelled outcomes based on free-school-meal eligibility;
- free-school-meal benchmark groups
- schools in the same family

When using the modelled outcomes based on free-school-meal eligibility, inspectors should consider how close the school is to the line of performance against free-school-meal eligibility. Points below the line indicate a lower than expected performance, while points above the line indicate a higher than expected performance. The relationship shown by the line is relatively strong and consistent from year to year.

When using the free-school-meal benchmarks, inspectors should consider how close the school lies to the borderlines for its free-school-meal band. Also inspectors should consider how close the school lies to the quartiles and the median.

c Comparison with prior attainment of the cohort

Inspectors should also consider analyses that show the progress made by pupils in key stage 3, key stage 4 and the sixth form from the previous key stages. For key stage 3 and key stage 4, they should consider the value-added data from the Welsh Government to judge whether pupils have made better than expected progress from key stage 2 and key stage 3. More weight should be given to from key stage 2 to the end of key stage 4

However, it is important that any value-added data is interpreted in the light of performance on other analyses. For example, if there is a discrepancy between positive value-added figures for schools whose performance does not compare well to that of other similar schools, then this may be caused by significant under-attainment at a previous key stage.

1.1.2: performance of different groups of pupils

Inspectors should report on the trends in performance of pupils eligible for free school meals in the main indicators at key stage 4 and the core subject indicator at key stage 3 compared with pupils eligible for free school meals in the family and nationally. If value-added data is available, it should also be used when considering the performance of pupils eligible for free school meals.

Inspectors should also consider the performance of particular groups of pupils including the performance of boys and girls and those with additional learning needs. Inspectors should consider the gender differences in relation to national averages and trends, and to similar schools. If value-added data is available, it should also be used when considering the performance of pupils with special educational needs.

Where relevant, in addition to the performance of the groups listed above, inspectors should also consider the progress made by looked-after children, those with English as an additional language, any learners from minority ethnic groups and Gypsy and Traveller children.

In special units, and for pupils with special educational needs in mainstream schools, judgements about achievement for these pupils should take account of their achievements in relation to achieving agreed learning goals.

1.1.4: skills

Inspectors should consider pupils' performance in the statutory National Reading and Numeracy Tests to see how well the school uses the information, alongside its own assessment data, to identify strengths and areas for development in its provision for skills. Inspectors will base their judgements on standards in skills primarily on evidence from observations of lessons, scrutiny of pupils' work, talking to pupils and consideration of performance information available to the school. In particular, inspectors should consider the data on particular groups of pupils who have weak literacy and numeracy skills. Inspectors should consider the progress these pupils make in intervention programmes and their attainment at the end of the key stage. Inspectors should also consider the progress of pupils eligible for free school meals in developing their literacy and numeracy skills.

Schools with resource bases

Many local authorities across Wales supply schools with resource bases with two sets of data, with and without the pupils from the resource bases. However, schools and local authorities need to bear in mind that the school's overall percentage of pupils with special educational needs (SEN) will also change if their analysis removes the pupils from the resource base. The percentage eligible for free school meals will also probably change so comparisons with the original benchmark group or family may no longer be appropriate. In addition, any qualifications these pupils gain at key stage 4, even if not at level 2, would count towards the capped points score and possibly the level 1 threshold and these would need to be recalculated.

Schools with resource bases are welcome to submit any analysis of performance as part of their self-evaluation. Inspectors will consider this evidence and may, as a result, pursue a line of inquiry to look at the school's performance with and without the pupils in the resource base. This would be particularly important in those schools where the percentage of pupils with special educational needs is significantly higher than others in the family.

In any inspection, the findings do not depend only on performance data. They are based on the professional judgement of inspectors who also take into account the standards seen during the inspection, particularly those from classroom observations and scrutiny of books.

Summary table of analysis of performance data

Age group	Include in table of performance in appendix
Key stage 3	<ul style="list-style-type: none"> • Core subject indicator (CSI) performance over time • Benchmark quarters over four years for CSI • Performance of separate core subjects at level 5+ and level 6+
Key stage 4	Performance in: <ul style="list-style-type: none"> • level 2 threshold, including English or Welsh and mathematics • capped points score; • the proportion of pupils gaining five or more GCSEs at A*-A or equivalent • the core subject indicator • level 2 threshold • level 1 threshold • separate core subjects • The performance of pupils eligible for free school meals for all of the above indicators ¹ • Performance in relation to benchmark quarters over four years for all indicators noted above • The family average for all indicators noted above
Sixth form	<ul style="list-style-type: none"> • Percentage achieving three A*-A at A level or equivalent • Percentage achieving three A*-C at A level or equivalent • Level 3 threshold • Average wider points score

Writing the main commentary:

When writing the main commentary for 1.1, inspectors should avoid detailed repetition of information available in Appendix 1. This section should include:

- The school's performance over time against modelled outcomes in the level 2 threshold, including English or Welsh and mathematics.
- Performance in the capped points score.
- Performance in gaining five A*-A at GCSE or equivalent.
- Other indicators may be mentioned by exception.
- The performance of groups. When discussing FSM or gender issues, inspectors will compare with performance against national average or family average depending on which figure is the most challenging. Inspectors need only refer to differences in key stage 3 by exception.
- Information about pupils' destinations at end of Year 11. However, the proportion of NEETs should only be included by exception.
- Performance in key stage 3 in the core subject indicator. Inspectors may wish to comment on performance in any core subject by exception.

¹ Where the school has fewer than five pupils who are eligible for free schools meals in year groups, the inspection report would not comment specifically on this group as it may lead to the identification of individual pupils.

- A general statement about performance in the sixth-form, if applicable.
- A commentary on performance in Welsh in key stage 3 and key stage 4. This should include a reference to the proportion of pupils that follow the full-course and their performance.

Annex 8: Additional teaching resource in schools

The following represents guidance on the inspection of additional teaching resource based in mainstream schools. The guidance outlines the course of action to be taken according to the category resource in question.

Category 1: Additional teaching resource that is part of a mainstream school

If one or more pupils are on the roll of the school you should inspect the resource provision as part of the mainstream school. This usually means that the school has direct management responsibility for this aspect of the provision. It does not matter who funds the provision, or who pays the staff or whether the pupils come from within or beyond the normal catchment area.

Category 2: Additional teaching resource that is part of a special school but based on the mainstream school premises. Pupils who attend this provision unit have dual registration

You should inspect the outcomes achieved by pupils in the additional resource. In writing 1.1 and 1.2, you should continue to report on whole school performance, including these pupils. However, where possible, you should also report briefly on the progress made by these pupils under 1.1 (1.1.2) so that their progress can be considered in the special school inspection. However, you should not evaluate the educational provision or leadership, unless the head of the mainstream school employs and manages the teachers in the additional teaching resource. Inspection of provision and leadership will be undertaken as part of the inspection of the special school.

Category 3: Additional teaching resource that is part of a special school but based on mainstream school premises. Pupils do not have dual registration

You should **not** inspect this sort of provision as part of the mainstream school. The inspection of this provision will be undertaken as part of the inspection of the special school.

Category 4: The additional teaching resource is registered as a PRU

You should **not** inspect this provision as a separate inspection will be undertaken. Estyn may also inspect the EOTAS provision during the inspection of the local authority. However, if some pupils have dual registration, the principles apply as in category 2 above.

Category 5: Any other additional teaching resource which is on the school premises but does not fit categories 1-4-

You should **not** inspect this provision. Please notify the Estyn Inspection Co-ordinator on 02920 446446 of the existence of resource provision that falls into category 5. This provision may have the following features:

- pupils take part in alternative curriculum arrangements that are not funded by the school
- the local authority directly funds and manages the provision /or
- the local authority funds external providers to run the provision.



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

Follow-up

Guidance for schools and inspectors

September 2016

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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Follow-up guidance for schools and inspectors

This document provides guidance on follow-up for all inspections from September 2016. During this period, Estyn will continue to use the current common inspection framework, but will pilot new inspection arrangements in readiness for a new framework from 1 September 2017.

This guidance replaces the two documents 'What should a school or pupil referral unit expect if it is in follow-up?' and Annex 9 of the common inspection framework (prior to 2016) in maintained school handbooks.

The guidance identifies the steps that inspection teams will take to help them to identify the most appropriate level of follow-up activity. It will be useful for schools to understand these procedures and the factors that inspection teams will consider when deciding on the most appropriate level of follow-up.

However, this guidance is flexible as it needs to be responsive to the wide variety of situations that occur in schools as they improve after core inspections. Estyn reserves the right to adapt the guidance to meet the needs of specific schools.

Guidance for inspectors on placing a school into follow-up

Background

During all core inspections, the inspection team will consider whether the school needs any follow-up activity.

There are three types of follow-up activity:

- 1 Estyn monitoring**
- 2 Significant improvement**
- 3 Special measures**

All follow-up work involves activity by Estyn inspectors. The activity involves increasing levels of intervention in proportion to need.

Significant improvement and special measures are statutory categories that apply to schools causing concern as defined by the Education Act 2005 and any associated circulars. Estyn will inform the Cabinet Secretary for Education and Assembly officers when schools are placed in these categories. Following monitoring inspections by Estyn, we will keep them informed of subsequent progress as required by the legislation.

The definition of a school in need of special measures and the definition of a school in need of significant improvement are in section 44 of the Education Act 2005.

The same quality assurance processes apply to follow-up work as to core inspections. The most important judgement reported during any monitoring visit is whether a school continues to need follow-up activity. Any judgements that are reported during monitoring visits are provisional and subject to moderation by HMCI. They are confidential to the school until the report is published.

1 Estyn monitoring

Normally, schools will require this level of activity when at least one of the overall judgements for a school in an inspection report is adequate, but the school is not causing concern to the extent of requiring placement in the legally defined categories of requiring significant improvement or special measures.

To receive this level of follow-up activity, key questions or quality indicators would be judged to be at least adequate. It would be possible that at least some key questions and quality indicators have been judged as good. However, the school would have some important areas for improvement that require monitoring. It is also likely that the school's prospects for improvement have been judged to be adequate.

If the school is judged to require Estyn monitoring, the reporting inspector should tell the headteacher at the end of the inspection that the team has reached this judgement and complete the relevant section on the reporting JF.

Subject to moderation, the inspectorate will write a letter of confirmation to the school, copied to the local authority, explaining that Estyn will monitor the progress made by the school. HMI will review the school's progress in addressing the recommendations highlighted in the report about 12-18 months after the report's publication. The monitoring activity may include consideration of the local authority report and scrutiny of the school's self-evaluation report.

If a visit to the school takes place, this will be brief (for example, one day in a primary school and two days in a secondary school). Providing sufficient progress has been made, Estyn will remove the school from the list of schools requiring Estyn monitoring and no further follow-up activity will take place.

However, if inspectors judge during the visit that insufficient progress has been made, then the school will require further monitoring. As a result, the school may be judged to require significant improvement or special measures and be placed in one of these statutory categories. Estyn will publish a brief report on its website explaining its decision.

Guidance for inspectors about schools causing concern that may require placing in a statutory category

On every inspection, inspectors should consider if the school is in need of special measures by considering:

- if the school is failing to give its pupils an acceptable standard of education
- if the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school

Inspectors must consider if the school has the capacity to improve before coming to a judgement about whether it requires special measures.

If they conclude that the school does not require special measures, they should then consider whether the school is in need of significant improvement. Inspectors must consider:

- if the school is performing significantly less well than it might in all circumstances reasonably be expected to perform

The inspection team must report as they find, and be able to substantiate their judgements on the basis of sound evidence. Coming to a judgement that a school is in need of special measures or needs significant improvement is not an easy task, but it must **not** be avoided. If the evidence points to the conclusion that the school requires special measures or is in need of significant improvement, inspectors must make that judgement.

2 Significant improvement

Schools in need of **significant improvement** are likely to have fewer important areas for improvement than schools in need of special measures. If inspectors have seriously considered, but rejected, the judgement that the school is in need of special measures, it is highly likely that it will come into the category of schools requiring significant improvement.

When considering whether a school needs significant improvement, inspectors may find it helpful to consider the **school profile**, ie all the judgements awarded by the inspection team (summary judgements, key questions and quality indicators).

While the school in this category may be just about providing an acceptable standard of education, it is important that the inspection team consider if there is room for **significant improvement**. The guiding principle must be whether the school is performing significantly less well than it might in all circumstances be expected to perform.

Inspectors must give particular consideration to identifying the school as needing significant improvement if both overall judgements are judged adequate, and one or more key question or quality indicator is judged unsatisfactory.

Inspectors should be aware that some schools in this category may have adequate as the overall judgements for most key questions, yet still be in need of significant improvement.

At all times, inspectors should remember that the main emphasis in school inspections is on the standards pupils achieve. The issues identified above should be discussed as a matter of importance in team meetings. The starting point of these discussions would be that these circumstances signal important areas for improvement in the standards pupils achieve, the quality of education provided by the school and/or leadership and efficiency. Inspectors' discussions should take account of any mitigating factors to ensure the validity and reliability of judgements before coming to a decision that a school is in need of significant improvement.

In all circumstances, it is vital that inspectors judge the work of the school in the context in which it is currently operating. Inspectors **should not** be unduly influenced by:

- recently prepared plans for improvement that have yet to be implemented
- the recent appointment of staff, such as a new headteacher

This is because, in both cases, the effect or impact of improvements will not have taken place and inspectors must judge outcomes rather than intentions.

Procedures to be followed if the school is in need of significant improvement

If the school is judged to be in need of significant improvement, the reporting inspector (RI) should:

- telephone and inform the appropriate inspection co-ordinator at Estyn (tel. 02920 44 6446) before the school is told of the judgement, no later than the end of the inspection in the school
- tell the headteacher and any governor and LA representative present at the end of the inspection that the team has reached the judgement that the school is in need of significant improvement

HMCI, or HMI acting on behalf of HMCI, will scrutinise the inspection evidence (in the Reporting JF in the VIR) to check the judgement. HMCI has the power to call for any further information required.

Reports and summaries for a school in need of significant improvement

If, following quality assurance procedures, HMCI **agrees** with the RI's judgement, the report will state: 'In accordance with the Education Act 2005 HMCI is of the opinion that this school is in need of significant improvement'.

If HMCI **does not agree** with the RI's opinion, the report will state: 'In accordance with the Education Act 2005, I am of the opinion, but HMCI disagrees, that this school is in need of significant improvement'.

Before publication of the report, the inspectorate will write a letter of confirmation to the school, copied to the local authority, explaining that:

- the school is placed on a list of schools in need of significant improvement
- the school works with the local authority to address the weaknesses
- inspectors will visit the school the term after publication of the report, to evaluate whether the school's action plan (PIAP) and the local authority's statement of action are suitably robust to bring about the required improvements
- about 12 – 18 months after the publication of the report, Estyn will undertake a monitoring visit to the school and make one of the following decisions:
 - 1) if enough progress has been made, the school can be removed from the list of schools in need of significant improvement
 - 2) one further visit is necessary as the school is making adequate progress (in

- exceptional circumstances only)
- 3) if the school has not made enough progress and does not give any indication that it has the capacity to do so, then consideration will be given to placing the school in special measures

HMCI has a duty to notify the Cabinet Secretary for Education and the local authority that the school is in need of significant improvement.

Monitoring visits to schools in significant improvement

If a school or PRU is identified as requiring significant improvement, Estyn will inform the Welsh Government that the school has been placed in a statutory category.

The PIAP visit will usually be for one day. The visit will support Estyn's formal evaluation of the PIAP and the local authority's statement of action. The school's governing body and the local authority must send their action plans to Estyn in advance of the visit. Inspectors will discuss the plan with school leaders, and ensure that it is robust enough to address the recommendations highlighted in the report. They will also discuss the local authority's action plan (statement of action) with a local authority representative. Inspectors will not make a judgement on the progress that the school has made against the recommendations at this stage.

In addition, a small team of Estyn inspectors will visit the school about 12-18 months after the publication of the inspection report. The visit will usually be two days for primary schools and three days for secondary schools. Inspectors will focus on the progress the school has made towards addressing the recommendations highlighted in the report. They will undertake a range of inspection activity, for example visiting classes, talking to staff and pupils and considering documentation.

If the team judges that the school has made enough progress in relation to the recommendations, the team will recommend to HMCI that the school be removed from the list of schools requiring significant improvement. Estyn will publish a brief report on its website explaining its decision.

If progress is insufficient, the team will identify the school as requiring special measures. In exceptional cases, where the school has made good progress and is nearly, but not quite, at a point where it can be removed from the list, the team may judge the school as still requiring significant improvement. There will then usually be one further monitoring visit in around six months. The six-month period should ensure that the school is ready to be removed from the list. If it is not, then the school will be placed in special measures. This exception does not apply to schools that have been identified as requiring significant improvement following a year in Estyn monitoring.

3 Special measures

Schools identified as in need of **special measures** during a core inspection are likely to have many important areas for improvement in their work. Some schools may have a few important areas for improvement to a very marked degree or many areas for improvement to a lesser degree. In most instances, it will be the cumulative

weight and effect of a combination of these areas for improvement which, when taken together, will prompt the judgement that a school is not providing an acceptable standard of education. While one feature alone is unlikely to result in a judgement that a school requires special measures, where inspectors find low standards and poor teaching and learning, risk to pupils or the likelihood of a breakdown of discipline, the school will normally require special measures.

Inspectors must also consider carefully if the persons responsible for leading, managing or governing the school are **not** demonstrating the capacity to secure the necessary improvement in the school. In judging whether senior managers have the capacity to bring about improvements, inspectors will need to give attention to how well these persons know and understand the strengths and weaknesses of the school. Inspectors should also establish if senior managers show the ability to tackle the weaknesses through the sense of purpose and direction they provide. Discussions with senior managers should provide evidence of how they are tackling these issues and if they are giving attention to the right things. Senior managers should be able to demonstrate that they know what quality of work they expect of learners and those they manage and be able to communicate these expectations to colleagues.

Inspectors should also take account of how well informed governors are about issues that affect the performance of the school. They should evaluate how well they use this information to take effective and appropriate decisions. Inspectors should consider whether governors meet the duties imposed on them by educational and other legislation.

In coming to a judgement on whether the school requires special measures, inspectors may find it helpful to consider the **school profile**, ie all the judgements awarded by the inspection team (summary judgements, key questions and quality indicators).

Inspectors must give particular consideration to identifying the school as needing special measures when any overall judgement or key question is judged unsatisfactory.

At all times, inspectors should remember that the main emphasis in school inspections is on the standards pupils achieve. The issues identified above should be discussed as a matter of importance in team meetings. The starting point of these discussions would be that these circumstances signal important areas for improvement in the standards pupils achieve, the quality of education provided by the school and/or leadership and efficiency. Inspectors' discussions should take account of any mitigating factors to ensure the validity and reliability of judgements before coming to a decision that a school does or does not require special measures.

Inspectors may also find it helpful to use the questions below to help them to judge whether a school requires special measures. It would not be necessary for each question to be answered as 'yes' to result in a school requiring special measures.

General

Questions to ask	
Is the school failing to give its pupils an acceptable standard of education?	yes/no
Do the leaders and managers demonstrate the capacity to secure the necessary improvement?	yes/no

Outcomes

Is the achievement of pupils not as good as pupils in other similar schools?	yes/no
Do any particular groups of pupils underachieve in National Curriculum assessments and/or external examinations?	yes/no
Are pupils making insufficient progress in their acquisition of knowledge, understanding and skills?	yes/no
Do pupils underachieve in literacy, numeracy and information and communications technology?	yes/no
Are pupils regularly disruptive?	yes/no
Do substantial proportions of pupils or a particular group of pupils attend poorly?	yes/no
Is the level of exclusions high?	yes/no
Do pupils lack motivation and display negative attitudes to their work?	yes/no

Provision

Is there a high proportion of teaching with weaknesses?	yes/no
Are the teachers' expectations of pupils' achievement too low?	yes/no
Are relationships between staff and pupils and between pupils themselves poor?	yes/no
Are any pupils at physical or emotional risk from other pupils or adults in the school?	yes/no
Is there evidence of significant levels of racial tension or harassment?	yes/no
Does the school fail to prepare pupils for adult life, including the world of work, where appropriate?	yes/no
Does the school fail to promote the wellbeing of its pupils?	yes/no

Leadership

Are the headteacher and/or senior leadership team having an impact on achieving clear and sustained progress?	yes/no
Do the governors hold the school to account?	yes/no
Is there effective and accurate self-evaluation, including rigorous analysis of performance data and robust evaluation of teaching and learning?	yes/no
Is planning for improvement effective, including setting clear priorities and identifying practical strategies?	yes/no
Have important weaknesses in performance been tackled?	yes/no
Is poor management of resources and accommodation seriously impeding educational progress?	yes/no

The inspection team must be clear about why they judge that a particular school is in need of special measures. The team should be able to justify their judgements when the deficiencies are considered in aggregate.

Procedures to be followed if the school is judged to require special measures

Inspectors should report their judgements using the prescribed wording and must follow the specific procedures set out below.

If the school is judged to require special measures, the RI should take the following steps:

- telephone and inform the appropriate inspection co-ordinator at Estyn (tel. 02920 446446) before the school is told of the judgement and no later than the end of the inspection in the school:
 - 1) inform the headteacher orally that in the opinion of the inspection team there are serious deficiencies in the school's performance and capacity, and list those deficiencies
 - 2) explain that it is likely that the school will be judged to require special measures and that the team now needs to review the evidence
 - 3) remind the senior managers of the need to ensure confidentiality about the team's possible findings
- at the oral report to senior management, state that the team has judged that the school does not give an acceptable standard of education, and explain carefully the reasons for this judgement; then the following form of words could be used:

'I am of the opinion that special measures are required in relation to this school because it is failing to give its pupils an acceptable standard of education and senior leaders lack the capacity to secure the necessary improvements. In accordance with the Education Act 2005 I shall send a draft report to HMCI and will await his judgement whether he agrees or not that this school requires special measures.'

The RI should be prepared to justify the judgement, and to take note of any factual matters which the senior management wishes to put forward. The RI should make clear to senior management and any governor and LA officer present that:

- this judgement is their opinion and that of the team
- in accordance with the Education Act 2005, the RI will inform HMCI
- HMCI must state whether or not they agree with the opinion
- if HMCI agrees with the opinion the school will be subject to special measures
- the issue of the report may be delayed because of the circumstances, but the maximum delay is three months from the time when it was due

Reports and summaries for schools requiring special measures

The RI must make clear in the Reporting JF that, in their opinion, the school is not providing an acceptable standard of education and senior leaders lack the capacity to secure the necessary improvement (that is, it requires special measures). They must also make clear the deficiencies which led to that judgement. The evidence base for the inspection should fully substantiate the judgement.

HMCI, or HMI acting on behalf of HMCI, will scrutinise the inspection evidence (in the Reporting JF) to check the judgement. HMCI has the power to call for any further information required.

Estyn may visit the school within three weeks to corroborate the judgement that the school is in need of special measures, but this will not normally be necessary. The purpose of this visit will be to:

- inspect those aspects of the school where inspectors have found deficiencies
- determine the validity of their judgements
- check that they conducted the inspection properly

If, following quality assurance procedures, HMCI **agrees** with the judgement that the school is failing to give an acceptable standard of education to its pupils and senior leaders lack the capacity to make the necessary improvements, the report will state:

‘In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school’.

If HMCI **does not agree** with the RI’s opinion, the report will state:

‘In accordance with the Education Act 2005, I am of the opinion, but HMCI disagrees, that special measures are required in relation to this school.’

Before publication of the report, the inspectorate will write a letter of confirmation to the school, copied to the local authority, explaining that:

- the school is placed on a list of schools requiring special measures
- the school works with the local authority to address the weaknesses
- Estyn will monitor the progress of the school regularly, normally every three to four months

HMCI has a duty to notify the Cabinet Secretary for Education and the local authority that the school or PRU requires special measures.

Monitoring visits to schools in special measures

The first PIAP visit will usually be for one day. The visit will support Estyn’s formal evaluation of the PIAP and the local authority’s statement of support. The school’s governing body will send their action plans to Estyn for approval within 20 working days of the publication of the report. The local authority statement should be sent to Estyn within 10 working days of the school’s action plan. When inspectors judge that the plans meet requirements, the school (or PRU) and local authority should ensure that they send copies of the documents to the Welsh government.

Subsequent visits will usually be for two days, although in PRUs and special schools, visits will usually be for a day and a half. In all cases, inspectors will focus on the progress the school has made towards addressing the recommendations. They will undertake a range of inspection activity, including visiting classes, talking to staff and pupils and considering documentation. Inspectors will judge when it is appropriate to make a formal judgement on the progress the school has made against each recommendation.

When the team judges that the school has made sufficient progress in relation to the recommendations, Estyn will recommend to HMCI that it be removed from the list of schools requiring special measures. Estyn will publish a brief report on its website explaining its decision. If progress is insufficient, the team will judge that the school still requires special measures. Estyn will continue to carry out monitoring visits until HMCI decides that the school has improved enough to remove it from special measures.

While a school is in special measures, governors and the local authority must seek Estyn's approval before appointing any newly-qualified teachers (NQTs) to the staff.

Appendix 1

The following table may be useful in helping the team where they are required to come to a decision on progress against a recommendation:

Recommendation Descriptor	Addressing the recommendation	Aspects still requiring attention	Impact on standards and/or quality of provision	Work required on the next monitoring visit
Limited progress	Does not meet the recommendation	All or many important aspects still awaiting attention	No impact on standards and/or quality of provision	Much work still to do and many aspects still to consider
Satisfactory progress	Addresses the recommendation in a majority of respects	A few important aspects still require significant attention	Limited impact on standards and/or quality of provision	A majority of aspects addressed but still significant work to do in important areas
Strong progress	Addresses the recommendation in most respects	Only minor aspects still require attention	Positive impact on standards and/or quality of provision	Most aspects covered already - little significant work left to do
Very good progress	Addresses the recommendation in all respects	No aspects require further attention	Very good impact on quality of provision	School to maintain and build on this improved practice



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

Records retention policy and schedule

Information sheet

Information box

For further advice contact: Information Officer

Date of publication: April 2014

Version control

Document version	Author	Date of issue	Changes made
1.0	Ben Thomas	March 2008	-
2.0	Information Governance Group (IGG)	14 April 2014	Review completed
3.0	Cheryl Davies & IGG	April 2015	Inspection/education records retention periods reviewed only
3.1	Dai Williams & IGG	September 2015	Changes to retention period for SOF/STEFs etc. Updated logo and roles.

Equality Impact Assessment

A business rationale assessment has been carried out and this policy contributes to Estyn's strategic objectives and delivery principles.

In accordance with Estyn's Equality Impact Assessment, an initial screening impact assessment has been carried out and this policy is not deemed to adversely impact on the grounds of the nine protected characteristics as laid out by the Equality Act 2010.

Policy statement

The purpose of the retention schedule

Under the Freedom of Information Act 2000, public authorities are required to maintain a retention schedule listing the record series which the authority creates in the course of its business. The retention schedule lays down the length of time which the record needs to be retained and the action which should be taken when it is of no further use.

This retention schedule contains retention periods for the different records created and maintained by Estyn in the course of its business. This schedule refers to paper records held within the registered file system and their corresponding electronic file.

Some retention periods are governed by statute. Others are guidelines following best practice. Every effort has been made to ensure that these retention periods are compliant with the requirements of the Data Protection Act 1998 and the Freedom of Information Act 2000.

Benefits of a retention schedule

There are a number of benefits which arise from the use of a complete retention schedule:

- Managing records against the retention schedule is deemed to be “normal processing” under the Data Protection Act 1998 and the Freedom of Information Act 2000. Provided members of staff are managing records using the retention schedule they can not be found guilty of unauthorised tampering with files once a freedom of information request or a data subject access request has been made;
- Members of staff can be confident about destroying information at the appropriate time;
- Information which is subject to Freedom of Information and Data Protection legislation will be available when required; and
- Estyn is not maintaining and storing information unnecessarily.

Destruction of records

The Freedom of Information Act 2000 requires Estyn to maintain a list of all records that have been destroyed.

Records

Records will be retained in accordance with their specified retention period and will be disposed of in the appropriate manner.

Estyn's Registry SharePoint list will automatically allocate a destruction due date, in line with the appropriate retention period.

Having identified records that require destruction, the Information Administrator (IA) will issue a record destruction authorisation form to the appropriate manager detailing the following:

- reference;
- title;
- name of the authorising officer; and
- due date for destruction.

Upon completion, the IA will arrange for the destruction of the file and record:

- date destroyed; and
- officer that carried out destruction.

A summary of all records destroyed will be retained electronically.

Records retention schedule

INSPECTION/EDUCATION RECORDS	Retention Period (from put away/inactive date unless otherwise stated)
Core inspection documents held in Estyn's Virtual Inspection Room (VIR) and elsewhere, for example judgement forms and reports.	6 months after the publication of the inspection report.
Follow-up inspection documents held in Estyn's VIR and elsewhere, for example follow-up forms (FUFs).	6 months post activity i.e. coming out of category and publication of report/letter.
Session observation forms (SOFs) and standards and teaching evaluation forms (STEFs) completed during inspections, follow-up visits or thematic review.	Duration of on-site inspection, follow-up visit or thematic review.
Complaints cases	10 years
Provider files, specifically: <ul style="list-style-type: none"> • Data reports • General correspondence • Safeguarding / health and safety correspondence • Inspection reports, follow-up reports and confirmation of category letter 	3 years 3 years 5 years 7 years
Supplementary information for surveys & remits	7 years
Survey & remit reports	1st review 25 years
Inspector files (contracted additional inspectors)	7 years
Inspection Tender and Contract information including Contractor files for <ul style="list-style-type: none"> • Section 28 inspections • Post 16 inspections • Nursery inspections 	6 years from: <ul style="list-style-type: none"> • the end of term during which their last contract was awarded
Peer Inspector and Challenge Advisor files	7 years

Records retention policy and schedule

General admin and policy	1st review 5 years 2nd review 25 years
Freedom of Information Act cases	6 years
Data Protection Act requests	6 years

EMPLOYMENT RECORDS	Retention period
Part A File	
<u>Employment records</u> Including: Building society references; Documents supporting identity checks.	6 months 6 months (unless valid reason to exceed)
Appointment and/or promotion board selection papers	1 year
Annual leave records	2 years
Working time directive opt out forms	3 years
Qualifications/references	6 years
Training history	6 years
Statutory maternity pay documents	6 years
Current bank and address details	6 years from employment end date
Salary advances	6 years after repayment
<u>Health records</u> Medical certificates (unrelated to industrial injury)	4 years

Records retention policy and schedule

<p>Part B File</p> <p><u>Employment records</u> Including: Recruitment papers; Written particulars of employment, including job history-consolidated record of whole career and location details, dates, and record of overseas service (paper or electronic); Contracts of employment, including the certificate of Qualification or its equivalent and including the Senior Civil Service. Changes to terms and conditions, including change of hours and resignations. Sick absence records. Papers relating to disciplinary action.</p> <p><u>Health records</u> Health declaration, health referrals and medical reports, papers relating to an injury on duty</p> <p><u>Personal records</u> Baseline security standard verification record and related documents</p>	<p>Until age 100 of individual</p> <p>Until age 100 of individual</p> <p>Until age 100 of individual</p>
<p>Annual assessment reports</p>	<p>5 years</p>
<p>Annual assessment reports for the last 5 years of service</p>	<p>Until age 72</p>

Records retention policy and schedule

FINANCE RECORDS	Retention periods are given in whole years and should be computed from the end of the financial year to which the records relate.
Payment authorisation documents, goods received notes, purchase order forms and copies of the supporting prime documents that justify payments	3 years
Form FS/12/1288 (Record of loss, special payments etc that authorises the losses against voted expenditure) and supporting documents	6 years
Registered files containing restricted, commercial, budget or other financial information	6 years
Registered files containing general advice	6 years
Assets/equipment registers/records – registers/records documenting the assets, equipment, furniture etc	6 years after disposal of item/asset or last one in register
Travel and Subsistence claims and authorisation	3 years
Contracts under £100k – includes successful and unsuccessful tenders	6 years
Contracts over £100K – includes successful and unsuccessful tenders	6 years

Supplementary guidance: Literacy and numeracy in secondary schools

September 2014
estyn.gov.wales

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

- ▲ nursery schools and settings that are maintained by, or receive funding from, local authorities;
- ▲ primary schools;
- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ independent specialist colleges;
- ▲ adult community learning;
- ▲ local authority education services for children and young people;
- ▲ teacher education and training;
- ▲ Welsh for adults;
- ▲ work-based learning; and
- ▲ learning in the justice sector.

Estyn also:

- ▲ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- ▲ makes public good practice based on inspection evidence.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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Inspecting literacy and numeracy in secondary schools

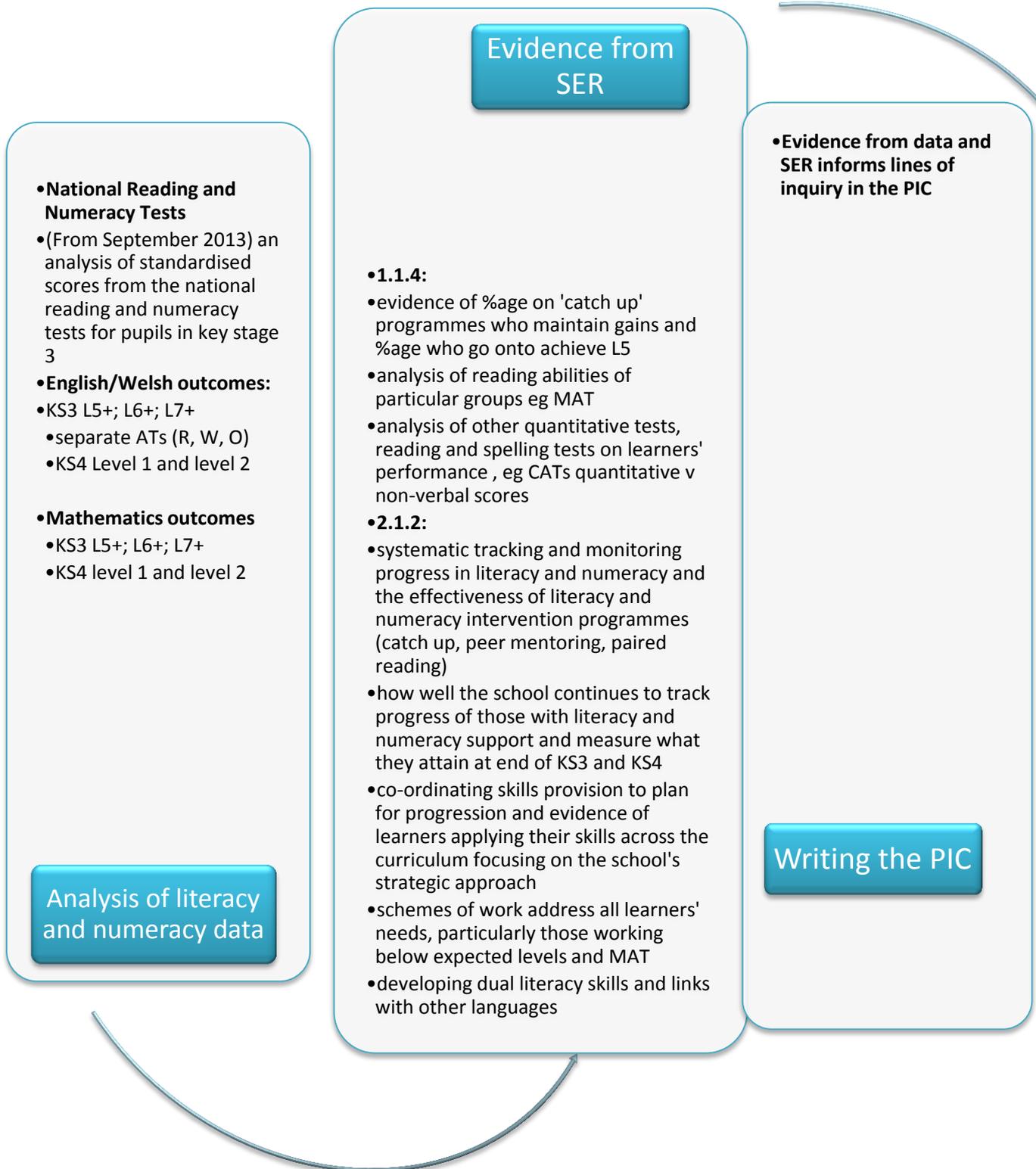
This document contains guidance on inspecting literacy and numeracy in secondary schools. The key tasks for inspectors are to judge:

- the standards of pupils' literacy and numeracy skills;
- whether pupils have the skills needed to **access** the whole curriculum; and
- how well the whole curriculum develops pupils' skills.

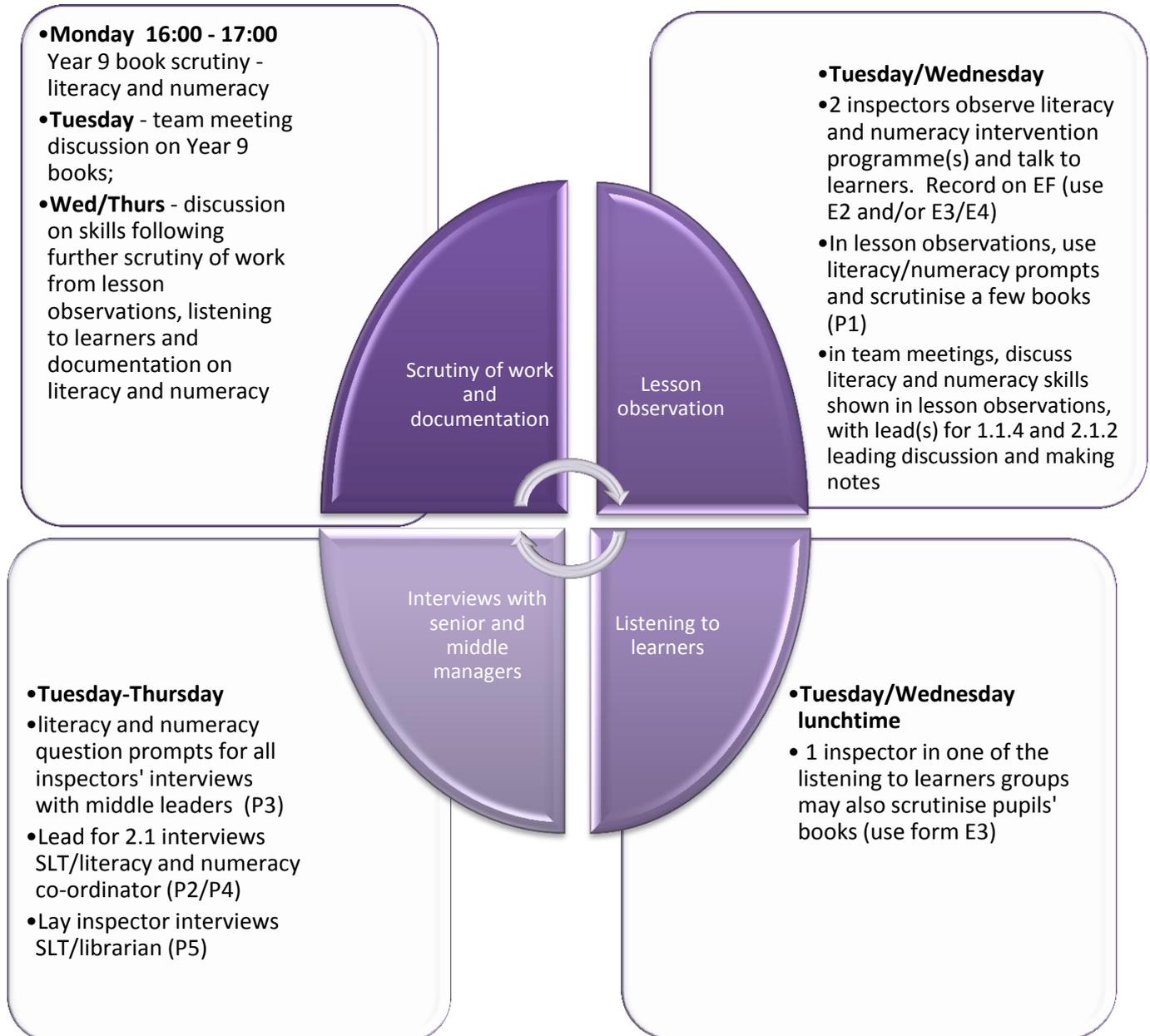
You should report on pupils' literacy and numeracy skills in every inspection and, where appropriate, report on any outcomes or indicators that relate to these skills.

The following guidance is intended to support inspectors in making judgements and in reporting on standards of literacy and numeracy and on learners' ability to use these skills in work across the curriculum. Although, the guidance contains information about the school's provision for literacy and numeracy, you should remember that the main focus should be on the standards achieved by pupils.

Before the inspection



During the inspection



Methodology for inspecting literacy and numeracy skills in secondary schools

Before the inspection

From Data Sets, consider:

- performance in the national reading and numeracy tests in key stage 3;
- the English/Welsh first language and mathematics outcomes at key stage 3 for Level 5+, Level 6+ and Level 7+ trends over three years and comparison with family, FSM benchmarks and prior attainment;
- performance in English/Welsh first language in the separate attainment targets (reading, writing, oracy);
- performance in English/Welsh first language and mathematics at level 1 and level 2 and in relation to FSM benchmarks, family and, where available, value added information; and

From telephone call to headteacher on Stage 1 preparation day, consider:

- high-level analyses of the outcomes of the national reading and numeracy tests; and
- the strategies the school has put in place as a result of their analysis of learners' literacy and/or numeracy levels

From the SER, consider:

- evidence of the percentage of learners on literacy and numeracy intervention programmes who maintain their gains and the percentage who go on to achieve level 5 in English/Welsh first language and mathematics;
- the school's analysis of the reading and numeracy abilities of particular groups, eg more able learners;
- the school's analysis of other standardised tests on learners' performance, eg comparing the CATs quantitative scores against non-verbal scores;
- how well the school plans strategically, co-ordinates skills across the curriculum and plans for their progression;
- how well all schemes of work address the needs of all learners; and
- other evidence provided by the school about standards in literacy and numeracy.

From the School Development Plan, consider:

- whether there are coherent plans for improving standards of literacy and numeracy.

From an analysis of 2.1.2, make comments in the Evaluation section of the PIC on:

- the extent to which the school has a clear strategy for developing literacy and numeracy;
- how well the school co-ordinates skills provision to plan for progression
- the school's systematic tracking and monitoring of progress in literacy and numeracy;

- the extent and effectiveness of literacy and numeracy intervention programmes;
- how well the school continues to track progress of those with literacy and numeracy support and measure what they attain at the end of key stage 3 and key stage 4;
- whether the school provides evidence of learners applying skills across the curriculum;
- how well schemes of work address all learners' needs, particularly those working below expected levels and more able learners; and
- how well the school develops dual-literacy skills and makes links with other languages.

Guidance for inspecting literacy and numeracy

Phone call to headteacher when going over the Pre-inspection Commentary (PIC)

- RI explains the initial hypotheses about literacy and numeracy in the PIC and gives an outline of any further evidence that the team need to look at.

During the inspection week

Monday team meeting

- Nominee to provide information about learners who are on or have been on literacy or numeracy intervention programmes in key stage 3. RI to include some of them among the pupils selected in the listening to learners session and arrange for inspectors to arrange observations of these intervention sessions
- 16:00 – 17:00 Team book scrutiny focused on literacy and numeracy in Year 9 books, particularly from English/Welsh, mathematics, history, geography, religious education, science, design technology and IT. Team to use E1 form.

Tuesday/Wednesday

- During lesson observations, inspectors to use the prompts form P1 to record evidence in the session observation form (SOF) of the standards of pupils' literacy and numeracy skills and how well they apply their skills across the curriculum, and how well teachers provide suitable opportunities for pupils to use and develop their skills. Observation of lessons to include at least one session of a literacy and numeracy intervention programme and brief questions to tutor/teacher of these programmes (see prompts on questions to teachers of intervention programme (form E2). Where possible, speak to learners using the prompts from the E3..

Tuesday – Thursday morning

- Inspector leading on skills to interview literacy and numeracy co-ordinators/SLT member in charge of skills selecting appropriate questions from prompts forms P2, P3 and P4.

- Inspectors leading and 3.1 and 3.2 to include identified literacy and numeracy questions in interviews with middle managers, including the head of English/Welsh first language and head of mathematics (P3).
- Inspector leading on skills or the inspector leading on 2.3.4 to interview teacher in charge of literacy and numeracy intervention programmes to ask specific questions, using the prompts form E2.

Tuesday/Wednesday lunchtime

- In one of the listening to learners sessions, where there are two inspectors speaking to one of the groups, one inspector may ask the pupils selected questions, the other inspector will scrutinise these pupils' exercise books and ask any supplementary questions about the opportunities they have to apply and develop their literacy and numeracy skills across the curriculum. Alternatively, the inspector could take the pupils' exercise books to scrutinise following the listening to learners' session.

Gathering evidence and making judgements

1.1 Standards of literacy and numeracy

Inspectors should:

- consider any analysis of standardised literacy and numeracy scores (or reading/numeracy ages) of particular groups,
- scrutinise evidence of the outcomes and proportions of pupils on literacy and numeracy intervention programmes; and
- look at a sample of lessons and pupils' work to judge how well pupils apply them across the curriculum.

Inspectors should scrutinise samples of work to judge pupils' literacy and numeracy skills are at a level that is appropriate to the task and their ability. They should judge whether learners are over-reliant on support (writing frameworks, worksheets, too much copying of information), that prevents them from developing their independent writing skills. Inspectors should also use opportunities in sessions to evaluate pupils' numeracy skills and how well they apply them, such as in performing mental and written calculations, collecting and interpreting relevant data and accurately measuring using a range of non-standard and standard units.

Tracking and monitoring progress in skills

- How well does the school identify those learners who need additional support for skills and track their progress?
- How well does the school track the progress of individual learners as well as groups of learners at year group, key stage and whole-school level?
- How well does the school set targets for improvement in skills?
- How well does the school continue to track progress of those who receive literacy and numeracy support in key stage 3 and measure what they attain at

end of key stage 3 and key stage 4?

- What is the percentage of learners on 'catch up' programmes who maintain any gains?

2.1 Provision for skills

- Does the school have a comprehensive and well-understood literacy and numeracy policy and strategy?
- Is the development of literacy and numeracy skills a high priority in the school development/improvement plan?
- How well does the school monitor and evaluate pupils' levels of literacy and numeracy skills, and their successful development by staff?
- Do the monitoring and evaluation arrangements include an analysis of the standards of learners' literacy and numeracy skills in lessons and in books?

Samples of schemes of work – Inspectors should consider:

- How well staff have embedded skills into learning experiences across subjects.
- How well developed are links between subject schemes of work in developing progression in learners' skills, particularly with reference to the national Literacy and Numeracy Framework.
- How well literacy skills gained in English or Welsh first language are reinforced, enhanced and developed further in other subjects.
- How well numeracy skills gained in mathematics lessons are reinforced, enhanced and developed further in other subjects.
- How well staff have planned together so that all practitioners, including learning support assistants, can contribute to the development of pupils' literacy and numeracy skills.

Samples of short term planning, such as lesson plans seen in lesson observations

- How well staff exploit opportunities to develop literacy and numeracy skills

Intervention programmes - Inspectors should consider how well:

- intervention programmes make sure that pupils make good progress and catch up with their peers;
- information about pupils' skills and progress is shared between staff;
- staff adapt teaching and learning strategies for pupils receiving intervention;
- information about assessment is used to provide work that is well matched to pupils' literacy and numeracy needs; and
- assessment is used to inform decisions about whether pupils remain in support programmes or no longer need intervention work.

Key Question 3: Leadership and management

Inspectors should hold **discussions with leaders and managers** to consider how well they initiate and support effective skills strategies and policies across the range of the school's work.

You should consider:

- how well leaders and managers focus on raising standards in skills and if they know how well pupils are progressing, including those receiving targeted support or extension;
- how well staff work as a team in supporting the development of pupils' skills;
- how schools have analysed pupils' and staff's skills to ensure that all subjects identify and provide suitable opportunities for pupils to develop their skills, particularly with reference to the national Literacy and Numeracy Framework and National Support Programme; and
- how far teachers have agreed common approaches to the development of pupils' skills.

You should scrutinise the school's **strategic and operational plans** and other documentation, which relate to the development of pupils' skills. These include literacy and numeracy action plans and evaluations of progress and trends in taking this area of provision forward.

You should consider how well the school has included the monitoring and evaluation of pupils' levels of skills, and their successful development by staff, within its **self-evaluation** and **planning for improvement** policies and procedures.

You should consider the **training** that staff undertake to develop pupils' and their own skills and how this translates into effective whole-school practice, for example sharing work about the marking of pupils' written and presentational skills in subjects and areas of learning.

Evidence forms

Evidence form (E1) for secondary book scrutiny

Provider name & location:		Inspector name:		Number:	
Book scrutiny	Year group and subject				
Marking and assessment					
<p>Is marking up-to-date? Is there a consistent approach to marking within subjects? Are comments on pupils' books diagnostic and do they show pupils how to improve? Where appropriate, does feedback relate specifically to skills development? Do pupils and teachers follow up on comments? Is there self or peer marking and self or peer assessment? Are there many gaps in pupils' books, or missing work?</p>					
<p>Writing skills How well do pupils: spell accurately, use a range of spelling strategies? , use punctuation, grammar and vocabulary for clarity and to support meaning and style? use paragraphs effectively to organise writing clearly and link ideas coherently? develop independent writing skills (not over-reliant on support from worksheets)? use a range and quality of extended writing tasks for different purposes and audiences? use language to present material appropriately (word choices? Subject-specific terms?) present work clearly (handwriting or using technology)?</p>					
<p>Reading skills / thinking skills Locating facts, using sources and retrieving information; Reading closely for information; Identifying key points and making comparisons; Analysing and reorganising explicit ideas or information in a passage, identifying patterns; synthesising information and materials from different sources; Using inference and deduction – making hypotheses, reading behind the lines, drawing conclusions, understanding the use of bias, irony and ambiguity; understanding multiple levels of meaning; Evaluating a passage/ group of texts – linking with prior experience, considering evidence and reliability; Appreciating and analysing content and style, writers' use of language or viewpoint, or reading critically to assess an argument/debate/opinion, ; using a range of information retrieval strategies, e.g. summarise and sequence text (reorder paragraphs or create storyboard), using reference books, index, or note-making grids to select and organise information; using a range of strategies to read for different purposes, e.g. skim, scan, text-marking, highlighting, making</p>					

<p>alternative interpretations reading a range of materials, esp. non-literary and media texts, (appeal to boys and girls) Research from a range of sources, considering evidence and its reliability, weighing pros and cons. Depth and breadth of understanding (key concepts, connections, bigger picture)</p>	
<p>Numeracy / problem solving</p>	
<p>Do pupils use a range of appropriate number skills (for example mental and written calculation skills and appropriate use of the calculator, four rules of number, working with fractions and decimals, ratios and percentages)</p> <p>Do pupils use a range of appropriate measuring skills (for example working with scales, units of measurements, time, angles and symmetry)</p> <p>Do pupils use a range of appropriate range of data handling skills (for example gather information in a variety of ways, record, interpret and present it in charts or diagrams, identify patterns in data and convey appropriate conclusions, select an appropriate graph to display the data, use an appropriate and accurate scale on each axis, and be able to tell the 'story of a graph')</p> <p>Do pupils apply these skills in context to solve real-life problems (points to consider are relevance, challenge, planning, processing and reasoning)</p>	

Evidence form (E2) for interview about literacy/numeracy intervention programme(s)

Provider name & location:		Inspector name:		Number:	
Interview					
What is the structure and frequency of these sessions?					
How do you identify the learners who need support to improve their literacy and numeracy skills?					
What are you doing with the data to improve their skills?					
How effective are your intervention strategies in helping learners catch up with their peers?					
Do teaching assistants and peer buddies who deliver the intervention programme receive appropriate training?					
How is the progress of learners on the intervention programmes communicated to managers and other staff?					
How do you ensure that classroom teachers are aware of the teaching and learning strategies and the resources used in the intervention programmes? What strategies does the school use to make sure they use similar strategies and resources in their lessons?					
Other questions:					
EVALUATION					

Evidence form (E3) for listening to specific learners with a focus on literacy

Provider name & location:		Inspector name:		Number:	
Interview	Year groups	No. of learners			
Are you making progress in improving your reading and writing skills? How do you know?					
Do you know what you have to do to improve your reading and writing skills further?					
What kinds of reading do you do in subjects?					
Are you given frameworks, such as sentence starters, or sample layouts (eg of letters), to help you improve the structure of your work? Do you find these useful?					
Can you think of examples where you have read and written reports, instructions/explanations, letters and persuasive articles in subjects other than English or Welsh first language?					
Do subjects other than English or Welsh first language help you improve your spelling, punctuation and the way you write sentences and paragraphs?					
Are you given work to complete by yourself/yourselves independently?					
Do you use the library and/or internet or ICT for research? Is this in particular lessons or at lunchtime/after school? Are you given any help in looking for information and reading the information?					
Do you use the library to choose books to read? Are you encouraged in school to read for pleasure?					

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For those on intervention programmes:	
Do you enjoy being on an intervention programme to support your literacy?	
Do you think you have made good progress since being involved in the programme?	
Has the programme helped you to improve your reading and/or writing?	
Do any of your teachers use similar resources to those used in the intervention programme in other lessons to help you with your reading and/or writing?	
For those who are no longer on intervention programmes:	
Did the intervention programme help you to improve your skills in reading and/or writing?	
Do you think you are making the same progress in using your reading and/or writing skills as others in your class? If not, why not?	

Evidence form (E4) for listening to specific learners with a focus on numeracy

Provider name & location:		Inspector name:		Number:	
Interview	Year groups	No. of learners			
Can you think of examples where you have used mathematics such as number work, graphs, shape, etc. in subjects other than mathematics? Can you show me examples in your exercise books?					
How often do you use your number work in other subjects?					
Do you feel confident to use your number skills in these subjects? If not, can you think of anything the teacher could do to help?					
Do you know what you have to do to improve your number skills further?					
When appropriate, are you able to use a calculator to solve number problems?					
For those on intervention programmes:					
Is the intervention programme helping you develop your number skills?					
How has it helped? Has it improved your confidence in your lessons?					
Do any of your teachers use similar methods to those used in the intervention programme in other lessons?					
For those who are no longer on intervention programmes:					
Did the intervention programme help you to improve your numerical skills?					
Do you think you are making the same progress in using your numerical skills as others in your class? If not, why not?					
Are there occasions, in any subject, when your understanding is hindered by your uncertainty in applying specific numerical techniques such as using percentages, understanding graph work, using measures, etc.?					

Prompt forms

P1 Prompts for observing literacy and numeracy in lessons

Standards

Literacy

How well do learners:

- listen and respond to others (making significant contributions to discussion, communicating clearly and effectively in a way that suits the subject, audience and purpose)?
- ask questions and think questions through for themselves?
- have a depth and breadth of understanding (understanding key concepts and ideas, making connections between different aspects of the work, understanding the big picture)?
- apply understanding to wider contexts, everyday life, new situation?
- locate, select and use information (reading closely for information, selecting, summarising, identifying key points, synthesising information)?
- respond to ideas and information using complex reading skills, orally and in writing (identifying patterns, making inferences or prediction, drawing conclusions, discussing, making comparisons, considering a range of interpretations)?
- research answers from a range of sources, consider evidence and its reliability, weigh up pros and cons, cope with the demands of reading and writing tasks/activities?
- organise and present ideas and information clearly/effectively in their writing (planning, proof-reading, editing/revising work)?
- write accurately (spelling, punctuation, grammar, vocabulary, matching style to purpose and audience); demonstrate a range of good extended writing, creative work, different non-literary text types and problem-solving?
- from different groups respond (boys and girls, different ability groups and disadvantaged learners)?

Numeracy

How well do learners:

- identify and use an efficient strategy for calculations including, mental methods, written methods and use of a calculator?
- explain their thinking to show their understanding of number processes and concepts?
- demonstrate they have a secure knowledge and understanding of number facts (for example, place value, equivalence of decimals and fractions, ordering decimals)?
- demonstrate a sound understanding of calculation methods (for example tables, bonds, mental and written methods and efficient use of a calculator) and calculate accurately?

- demonstrate an awareness of shape, scale, size and position?
- evaluate data to make informed decisions? Are pupils able to collect, organise and analyse data effectively?
- apply their skills accurately when working independently and with others?
- evaluate their solutions?
- cope with the mathematical demands made in the subject?
- draw on skills and concepts learned previously?

Aspects of good practice in teaching

How well do teachers:

- plan well for literacy and numeracy provision and clear progression (e.g. provide progressively more challenging activities in key stage 3 which build on learners' prior experiences and extend their skills)?
- demonstrate good use of language to help the development of learners' numeracy, reading and writing skills?
- use role-play, drama and collaborative group work before writing to extend learners' thinking?
- use probing questions to improve learners' understanding?
- encourage pupils to talk about and explain their work, look for patterns, interpret and draw valid conclusions?
- ask pupils to explain their thinking and help them to elaborate on their answers and make learning connections (eg between types of numbers - fractions, decimals and percentages)?
- encourage paired and group reading, which helps 'active' participation in literacy and numeracy activities?
- develop learners' higher-order reading skills (in helping learners to use their comprehension and information retrieval skills to retrieve and synthesise information from a range of texts, charts, tables, graphs etc, using skimming, scanning, inference, deduction, prediction, alternative interpretations)?
- directly teach reading and writing skills for particular tasks (for example developing learners' proof-reading and re-drafting skills; helping in spelling subject-specific terminology; using scaffolding/modelling to support development of writing skills; and giving specific guidance on how to develop and apply dual literacy skills)?
- make effective use of 'buddy' systems where learners read each other's work and edit for accuracy?
- how well does the environment of the classroom celebrate and promote literacy and numeracy skills (eg displays of subject-specific vocabulary; model responses for numeracy and writing tasks)?
- identify opportunities to support pupils' number skills and mental agility?
- use technology, including tablet computers, calculators and spreadsheets, in appropriate and effective ways?
- make connections ?
- use the number system and appropriate methods to improve accuracy in measurement, calculation and graphical work?
- use mathematical information to improve pupils' reasoning and problem-solving skills?

P2 Questions for the senior manager overseeing the literacy and numeracy co-ordinators

Select the most appropriate questions according to lines of inquiry:

1.1.4	What is your view on standards of literacy and numeracy in the school?
2.1	What actions have you taken to promote the development of literacy and numeracy throughout the school? How are you planning to develop learners' skills?
2.1	How well is this literacy and numeracy work co-ordinated and managed? What is the impact of the school's literacy and numeracy policy in helping learners to develop skills systematically, over time and in a broad range of contexts?
2.1	How are you planning to develop pupils' literacy and numeracy skills progressively with reference to the national Literacy and Numeracy Framework?
2.1	Are there any barriers preventing pupils developing good literacy and numeracy skills?
2.1	How do you ensure the curriculum provides appropriate opportunities for learners to develop their skills?
2.2.2	How do you track and monitor pupils' progress in literacy and numeracy?
2.2.2	Is information on pupils' skills developments shared effectively between key stages?
3.2.1	How do you review and evaluate the impact of your literacy and numeracy policy?
3.4	What training and support have all staff received to improve literacy and numeracy?

P3 Questions on literacy and numeracy for interviews with middle managers

Select the most appropriate questions, according to lines of inquiry:

2.1	How well do you plan opportunities for learners to apply and improve their literacy and numeracy skills?
2.1	How are you using the national Literacy and Numeracy Framework in planning opportunities to develop pupils' literacy and numeracy skills?
2.1	How well do you work with the English/Welsh and mathematics departments to agree common teaching and learning strategies for literacy/numeracy?
2.1	What factors are preventing pupils developing good literacy and numeracy skills?
2.2.1	Do staff in your subject area understand how best to support those with low literacy and numeracy skills?
2.2.1	Are you aware of the teaching and learning strategies and the resources used in the literacy and numeracy intervention programmes? Do you use similar strategies and resources in your lessons?
2.2.1	How well do you provide sufficient challenge for more able and talented learners in literacy and numeracy?
2.2.2	Explain how you support pupils' literacy and numeracy skills in your marking and assessment of their work?
3.2.2	What impact has the whole-school literacy/numeracy policies had in improving learners' literacy and numeracy skills in your subject area?

P4 Questions for the literacy/numeracy co-ordinator

Select the most appropriate questions according to lines of inquiry:

1.1.4	What is your view of standards of literacy and numeracy in the school?
1.1.4	How much difference are you making to learners' progress and development, in particular pupils involved in intervention and support programmes?
2.1	How do you plan to raise standards in literacy and numeracy?
2.1	How do you identify and map skills and develop them progressively?
2.1	How are you using the national Literacy and Numeracy Framework to develop these skills progressively?
2.1	What is the impact of the school's literacy and numeracy policy in helping learners develop skills systematically, over time and in a broad range of contexts?
2.1	What factors are preventing pupils from developing good literacy and numeracy skills?
2.1	What is the format and frequency of intervention sessions?
2.2.2	Do you know how well learners are progressing, including those receiving targeted support or the more able?
2.2.2	How do you identify the learners who need support to improve their literacy and numeracy skills?
2.2.2	How is the progress of learners on the intervention programmes communicated to managers and other staff?
3.2.1	How do you ensure that all staff teach literacy and numeracy skills consistently?
3.2.2	How effective are your intervention strategies in helping learners catch up with their peers? How do you review and evaluate the impact of literacy and numeracy initiatives?
3.2.2	How do you ensure that classroom teachers are aware of the teaching and learning strategies and the resources used in the intervention programmes?
3.3.1	What are you doing to improve the development of pupils' skills during transition from key stage 2 to key stage 3 and from key stage 3 to key stage 4?
3.4	What training do you provide for support staff, learning coaches and other mentors so there is a consistent approach to the development of pupils' skills?

P5 Lay inspector prompts for literacy

Interview librarian/senior teacher responsible for resources

2.4 Learning environment

Reading resources

- Ask about the range of reading resources available to all learners – is there a wide range of books and non-book information sources, including non-fiction and media, appealing to boys as well as girls?
- What criteria are used to buy resources?

Use of the library

- How often do learners use the library for research and for enjoyment?
- Do staff in all subject areas use the library to extend the work that learners do in class?
- What help do you give learners to find information and read?
- How is the library used outside lesson times?
- Is the library regularly and successfully involved in supporting and promoting school initiatives to motivate learners to read and develop their literacy skills (for example homework clubs, reading circles, shadowing the Carnegie Medal book award, TES Lit Quiz, and young writers' groups)?
- Is the library linked to local library services or used by the wider community?

During tour of school

- Does the library have accommodation that is attractive and accessible to learners in and out of school hours?
- Observe in classrooms and the corridors to judge how well the environment celebrates and promotes literacy skills (eg through displays of subject-specific vocabulary, modelled responses for writing tasks).

Whole-school literacy: questions could be asked by RI/lead for 2.1.2 and 3.1

- Do you have a good understanding of the literacy levels of learners so that reading materials are pitched at the right level to meet the needs and interests of all learners?
- How effective are your links with subject leaders and the literacy co-ordinator to ensure that reading resources are suitable for all learners and help them to make progress?
- What is your involvement with the school's literacy policy and strategies? Is the library central to the school's drive to foster reading for pleasure and for learning?

P6 Prompts for all inspectors to consider in a bilingual or Welsh-medium school

Inspectors should consider the questions below when inspecting and reporting on pupils' ability to switch from one language to another, applying their Welsh and English literacy skills across the curriculum.

1.1 Standards

- Do pupils who join the school with little or no previous competence in Welsh achieve well?
- Do pupils have a good grasp of subject terminology in Welsh in subjects across the curriculum?
- Are pupils developing increasing confidence in using dual literacy skills, particularly in switching between languages?
- Are pupils confident and competent in using Welsh in a range of situations beyond their Welsh lessons?

2.1 Learning experiences

- Is there continuity between and across key stages in terms of pupils' experiences in Welsh and the extent of Welsh-medium provision?

2.2 Teaching

- Do teachers provide good opportunities and support to develop pupils' dual literacy skills?

2.4 Learning environment

- How well are bilingual displays and key terminology used to reinforce pupils' dual literacy skills?

P7 Questions to ask in relation to English as an additional language

1.1/1.4 Standards/skills

- Do pupils with EAL attain standards in line with their ability and/or stage of language acquisition?
- Do pupils apply their literacy skills in work across the curriculum in line with their ability and/or stage of language acquisition?

2.1 Meeting the needs

- Is there a whole school policy for supporting pupils who learn English as an additional language (EAL), and, if so, is it implemented consistently?
- Do EAL pupils have full access to the curriculum?
- How are in-class and withdrawal sessions, where applicable, structured to meet the specific needs of EAL pupils?
- How does the school meet the needs of EAL pupils when no specific support teaching is available?

2.2 Teaching

- Do staff use information about the languages spoken by the pupils?
- How does the school use pupils' first language to support learning?
- How effective is the liaison between EAL staff and mainstream staff?
- How does the school target the success of its EAL provision?
- Does the tracking include an analysis of attainment/achievement?
- Do staff use information to identify targets for improvement in standards and provision?

2.3 Care, support and guidance

- How does the school assess the needs of EAL pupils when they may be considered as also having additional learning needs, for example, special educational needs or when they are more able and talented?

2.4 Learning environment

- Is the environment welcoming for EAL pupils?

3.2 Involvement in professional development

- What training have mainstream staff undertaken to help them understand the learning needs of pupils with EAL?

3.3 Partnerships

- Does the school provide translations of school letters and documents in community languages? If not, how does it communicate with parents who have little or no English/Welsh first language?

Annex 1: Good practice in the leadership and management of literacy and numeracy

This is shown in schools where:

- the headteacher is directly involved in driving up standards in skills to give status to the work throughout the school and to ensure it is a whole-school priority;
- there is a whole-school literacy and numeracy strategy and a senior manager responsible for literacy for numeracy throughout the school;
- leaders and managers make certain that there are high expectations for pupils' achievement, expressed as challenging individual, class and whole school targets;
- developing pupils' literacy and numeracy skills is a regular part of the school development plan and where managers maintain a well-informed overview of literacy and numeracy work;
- senior managers have a well-planned programme to review and evaluate the impact of literacy and numeracy initiatives and where they use the findings to plan for further improvement;
- staff with leadership responsibilities have allocated time to plan with all staff, provide support, monitor and review and report on literacy and numeracy to the senior management team and governors;
- senior managers regularly review and sample pupils' work and feedback findings to all staff;
- all key staff have a sound knowledge of the learning and teaching of literacy and numeracy;
- staff receive regular and relevant training for teaching skills and are involved in literacy and numeracy initiatives;
- the school uses a wide range of intervention strategies that have a proven track record so that pupils can be helped to catch up with their peers;
- there is good deployment of support staff so that they make a full contribution to supporting pupils' skills;
- there are strong links between secondary schools and their partner primary schools so that pupils' transition is seamless; and
- there is frequent monitoring and thorough evaluation to make certain that the learning and teaching of skills are as good as they can be.

Annex 2: Overview of good practice in provision for literacy

In **key stage 3**, pupils should build on the skills, knowledge and understanding acquired in their primary schools. In **key stage 4**, pupils should build on the skills acquired and developed in key stage 3. There should be a balanced and progressively challenging approach to developing good literacy skills in every subject area.

Good planning for oracy is shown in schools where:

- there is an extended range of opportunities for using oracy so that pupils rehearse their work before completing reading and writing tasks, as well as strategies such as ‘talk partners’ and role play;
- oracy, is integrated with reading and writing into high quality schemes of work that includes clear teaching objectives and the specific knowledge, understanding and skills that pupils should gain
- there are opportunities for pupils to talk about their own and others’ writing and understand how language is used for effect; and
- drama and collaborative group work are used to encourage pupils to express their opinions and extend their thinking ;

Good planning for reading is shown in schools where:

- pupils’ fluency and accuracy in reading is developed;
- a **range of approaches** is used to improve pupils’ fluency and comprehension skills: such as **shared and group reading**; **guided reading** (the teacher models ways of exploring texts to test pupils’ reading strategies by clarifying, predicting, asking open-ended questions and summarising); and **paired reading** (working with a partner reading at a similar ability level or older child reading with a younger child);
- a wide range of interesting and varied texts (poetry, prose, drama, non-fiction and media texts) are chosen to encourage pupils’ personal response and extend their understanding;
- staff provide reading lists and initiatives that encourage pupils to read independently and to explore a wide range of books beyond their favourite authors and kinds of texts;
- there are progressively more challenging texts in key stage 3, which build on pupils’ prior reading experience and extend their reading skills;
- pupils’ higher-order reading skills (moving up from locating facts, using inference and deduction to evaluating and analysing the content and style of texts) are progressively developed;
- pupils are encouraged to read for different purposes through strategies such as skimming, scanning and marking the text, as well as making alternative interpretations and using note-making grids to research from different sources;
- there is good attention made to the development of library and information retrieval skills and staff plan regular opportunities for pupils to use school and public libraries and the internet for pleasure and research; and
- a wide range of information retrieval strategies is used, including information and communication technology (ICT) effectively to select and organise information.

Good planning for writing is shown in schools where:

- at all stages, planning includes writing for in different forms and for purposes and audiences and pupils write in response to a wide range of stimuli;
- in key stage 3, work focuses on the stylistic features and characteristics of different kinds of writing, including informal and formal modes of writing;
- there is progressive development of the skills pupils need to express and organise ideas, using different sentence structures, paragraphing and layout of texts;
- there is a focus on words and their meaning so that pupils learn to extend their vocabulary and to express themselves with increasing precision;
- there are opportunities for pupils to talk about their own and others' writing and understand how language is used for effect;
- shared and guided writing is developed (through teacher demonstration, and class discussion), to support pupils' independent writing skills;
- attention is given to planning extended writing, including drafting, revising, proofreading and polishing pieces of written work, using ICT where appropriate;
- there is a focus on dictionaries, word walls and strategies to understand subject-specific vocabulary and extend pupils' vocabulary; and
- there is a focus on accurate punctuation and grammar, and on developing a range of strategies for spelling.

What would you expect to see?

- A rich and dynamic literacy environment where speaking and listening, reading and writing are all given high status;
- Plenty of good-quality opportunities for pupils to show high-order reading skills and good quality writing in all areas of the curriculum;
- Good quality displays of a wide range of texts illustrating the forms and purposes of writing, and pupil-generated examples celebrating best work;
- The use of drama and role-play and approaches such as hot-seating;
- Practitioners who are good language role models for speaking and listening, reading and writing;
- Practitioners who support the development of good literacy skills in all areas of the curriculum, for example by using a common vocabulary and marking policy consistently, and teaching the conventions of different kinds of writing used in their subjects;
- The specific aspects of reading and writing to be developed progressively throughout the school are clearly identified so that staff know which skills are to be taught and when; and
- The development of reading and writing skills is strongly embedded in all areas of learning/subject schemes of work and lesson plans.

Teachers of English/Welsh first language should:

- provide a good coverage of a rich and wide range of literary and non-literary texts and media across different genres and forms to develop reading and writing to high levels;
- be aware of the range of writing for different purposes used in other subjects and provide assistance and advice to other departments, so that a consistent approach is used in all subjects where appropriate; and

- plan reading and writing tasks and activities to become increasingly more challenging and complex and enable pupils to develop and refine their literacy skills.

Teachers of subjects other than English/Welsh first language should:

- know the reading abilities of different pupils, so that reading materials and tasks studied in subjects are pitched at the right level, in terms of length and challenge;
- teach and explain the meaning of subject terminology and, in bilingual schools, develop opportunities for dual literacy;
- ensure that pupils read from a range of sources, including the internet, and carry out research independently;
- discuss and develop ideas orally with pupils before asking them to write;
- teach pupils directly the conventions of the kinds of writing that are used in their subjects;
- help pupils to develop their ideas through judicious use of ‘writing frames’ or ‘scaffolds’ that help pupils structure and extend their writing and reduce this support as pupils are able to be independent;
- plan reading materials and writing tasks that will appeal to boys’ and girls’ interests, including hobby and sport related materials and graphic writing, where appropriate;
- plan opportunities for pupils to use their developing reading and writing skills according to the nature of the subject, such as applying their higher-order reading and research skills to their studies in history and geography or writing up investigations in science; and
- help pupils to write accurately by giving attention to spelling, punctuation, vocabulary, sentence structure and the expression of ideas relevant to writing in their subjects.

For more information on opportunities for literacy in the teaching and provision for each National Curriculum subject, please refer to Estyn’s supplementary guidance on inspecting skills.

Annex 3: Overview of good practice in provision for numeracy

There should be a balanced and progressively challenging approach to teaching numeracy, including:

- continuing to develop pupils' use of the number system to ensure that pupils calculate fluently with all four number operations;
- developing pupils' mental calculation strategies alongside their written methods;
- developing pupils' estimation and checking strategies;
- developing pupils' accuracy when measuring;
- continuing to develop pupils' knowledge of 2D and 3D shapes and their properties;
- providing opportunities for pupils to collect, represent, discuss, interpret and explain data from a variety of sources; and
- developing pupils' ability to reason and communicate mathematically, using appropriate mathematical language.

Good practice in the teaching of number

For pupils' numeracy skills to develop quickly at the start of key stage 3, teachers need to build effectively on the progress pupils have made by the end of key stage 2.

In particular, key stage 3 teachers need to:

- develop pupils' understanding of the number line;
- establish appropriate mental and written methods of calculation;
- teach pupils to use calculators effectively;
- extend pupils' understanding of ratio and proportion both in number and in algebra, shape, measures and data handling;
- increase pupils' ability to construct and manipulate algebraic expressions and formulae; and
- show pupils how to use instruments accurately and understand the degree of accuracy of measurements.

In many secondary schools, average and below-average pupils often have a poor knowledge and understanding of number facts and are unable to recall their tables well enough. This lack of ease with number limits pupils' ability to do many aspects of mathematical work and the difficulties they face in making calculations quickly and confidently get in the way of their understanding of other concepts, such as area. All pupils will gain from having regular opportunities to revisit and develop their mental and written skills.

Learning is most effective when pupils:

- recount both facts and strategies for mental calculation;
- explain their strategies, and comment on the strategies of fellow pupils;
- develop their mathematical vocabulary;
- reason and generalise; and
- apply calculation and estimation skills and interpret data in everyday contexts.

All teachers need to look for ways to give regular and systematic attention to developing and applying mental and written skills in number work through direct, interactive teaching and ensuring that all pupils are highly engaged and interested in lessons. Leaders in secondary schools need to work with all departments to map where and how numeracy skills can be taught and developed in line with subject needs to develop a whole-school approach. The aim is to develop numeracy skills that can be applied in a range of learning situations.

What would you expect to see?

- A rich and dynamic learning environment where numeracy is given high status
- Plenty of good-quality opportunities for pupils to apply their numeracy skills in all areas of the curriculum
- All practitioners, including support staff, are involved in the initial stages of planning for numeracy.
- Good quality displays and visual prompts illustrating the forms and purposes of mathematics
- Staff exploit the use of ICT to support pupils' numerical and problem solving skills. The use of real-life purposeful investigations to solve mathematical problems.
- Plans progressively develop pupils understanding of 'number' and 'shape and space', in ever-more challenging and complex ways using high quality resources.
- Schools plan effectively for the progressive development and reinforcement of pupils' numeracy skills and mathematical language across a variety of practical and relevant contexts including the outdoors.
- Staff challenge pupils' thinking and understanding by asking probing questions.
- Staff use consistent strategies and appropriate resources to develop pupils' mental and written techniques.
- Pupils are encouraged by all staff to use a range of checking strategies including mental estimation, approximation and inverse operation.
- Schools quickly and accurately identify pupils in need of additional support for numeracy and provide specific programmes to address these concerns.
- Staff are good mathematical role models for problem solving and mathematical language.

In key stage 4, pupils should build on the skills acquired and developed in key stage 3. There should be a balanced and progressively challenging approach to developing good numeracy skills in every subject area.

Teachers of mathematics should:

- be aware of the mathematical techniques used in other subjects and provide assistance and advice to other departments, so that a consistent approach is used in all subjects where appropriate;
- provide information to other subject teachers on appropriate expectations of learners and difficulties likely to be experienced in various age and ability groups;

- through liaison with other teachers, attempt to ensure that pupils have appropriate numeracy skills by the time they are needed for work in other subject areas; and
- seek opportunities to use subject data and context from other subjects in mathematics lessons.

Teachers of subjects other than mathematics should:

- ensure that they are familiar with correct mathematical language, notation, conventions and techniques, relating to their own subject, and encourage students to use these correctly;
- be aware of appropriate expectations of students and difficulties that might be experienced with numeracy skills;
- provide information for mathematics teachers on the stage at which specific numeracy skills will be required for particular groups; and
- provide resources for mathematics teachers to enable them to use examples of applications of numeracy relating to other subjects in mathematics lessons.

For more information on opportunities for literacy in the teaching and provision for each National Curriculum subject, please refer to Estyn's supplementary guidance on inspecting skills.

Annex 4: Prompts for evaluating the effectiveness of transition between primary and secondary schools

- Is there continuity across key stages 2 and 3 in using the most effective teaching methods and forms of classroom organisation for learning?
- Do staff from primary and secondary schools share information about pupils' prior achievements and learning needs in literacy and numeracy so that teaching can be pitched at the right level and work is challenging?
- Do staff in secondary schools know what texts pupils have read before, in class and on their own, in order to plan increasingly challenging reading as the next step?
- Is staff's knowledge of pupils' writing abilities based on first-hand evidence of pupils' work, to ensure that pupils make further progress when they change schools?
- How effectively do primary and secondary school staff assess and moderate the work of Year 6 pupils?

Annex 5: Prompts for evaluating the school's work to meet the needs of different groups of learners in literacy

Evaluating the school's work to tackle the underachievement of boys 1.1/1.2

- Is there a clear focus on **which boys** are underachieving?
- Does oral work precede reading and writing so that it helps to rehearse and better prepare all pupils for tasks?
- Are all pupils helped to gain confidence in their literacy work and are they shown how to be successful, which is particularly important for boys as they need to see themselves as writers?
- Are writing tasks clearly structured and purposeful, and is each stage explained to pupils so that they know what they must do?
- Do pupils write for real audiences, which promotes pride in spelling and presentation?

2.2

- Are lessons well planned with clear achievable aims that are shared with pupils and do pupils have a variety of stimulating activities?
- Do staff use approaches such as role play, drama and collaborative group work used to aid pupils' learning?
- Is there careful selection of materials, including fiction and non-fiction, media and moving image texts, that appeal to boys and girls?
- Do staff use strategies, such as peer-mentoring and paired reading programmes, that help all pupils to make progress?
- Do staff use resources, such as writing frames and templates, effectively and judiciously to support pupils' learning?

- Is there close monitoring of pupils' work with specific support for pupils who need help with organising their work?
- Do all pupils receive detailed feedback from staff about their work, which is particularly motivating for boys?
- Is there a keen emphasis on pupils checking their own work for accuracy and improved expression, matching their achievements to clear criteria?
- Is technology used to motivate and enable communication, reading and research?
- Are the seating and grouping arrangements in lessons varied and organised according to different criteria, so that these aspects bring maximum benefits to boys' and girls' learning?

2.4

- Do staff challenge perceptions of gender stereotypes about reading and writing?

Evaluating the school's work to meet the needs of less able pupils

- Are pupils who have difficulties with reading and writing identified at the earliest opportunity?
- Do they receive effective additional support according to their needs in reading and writing?
- Do they receive enough help to enable them to become willing and competent writers?
- Can the school show that pupils make suitable progress according to their ability?
- Does the school continue to track pupils' progress so that they can analyse the benefits of intervention programmes and ensure pupils continue to make progress?

Evaluating the school's work to meet the needs of more able and talented pupils

- Are more able and talented pupils stretched to work at their highest level of ability?
- What arrangements are in place to encourage them to read widely and ambitiously?
- What kind of writing tasks are set that require research and high-level skills in original fiction, discursive, persuasive and polemical writing?

Annex 6: The Literacy and Numeracy Framework, National Support Programme and national reading and numeracy tests

Estyn does not expect schools to have completed building the Literacy and Numeracy Framework (LNF) into all their curriculum and lesson planning and delivery from September 2013. However, inspectors will expect schools to have robust plans in place and to be making good progress towards that end.

Estyn has no preferred model for the way schools implement the LNF. Inspectors will judge the effectiveness of provision and leadership on their contribution to outcomes and not on the basis of any preferences for particular methods. The key to the judgement is whether the methods and organisation are fit for the purpose of achieving high standards of work for all pupils.

The English version of the LNF is available here: [LNF – English](#)

The Welsh version of the LNF is available here: [LNF – Welsh](#)

The [Learning Wales website](#) contains useful information about the LNF, National Support Programme and the national reading and numeracy tests.

Each year, pupils in key stage 3 will sit statutory national reading and numeracy tests. Results from the tests will allow schools to measure the progress of pupils in Year 7, Year 8 and Year 9 and to compare their school's performance at national level. Inspectors should use the school's analysis of performance in the tests and other relevant data as a starting point before the further evaluation of pupils' literacy and numeracy skills that can be gained on evidence from observations of lessons, scrutiny of pupils' work and by talking to pupils. In particular, inspectors should consider how the school is analysing the data on particular groups of pupils who have weak literacy and numeracy skills and using this information to support these pupils eg through intervention programmes. Inspectors should consider the progress these pupils make in intervention programmes and their attainment at the end of key stage 3.

The numeracy test will comprise of two components – a procedural test and a reasoning test. Pupils will take the reasoning test from May 2014.

The reading test will require pupils to read and answer questions about three texts.

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Inspector roles

Her Majesty's Inspectors of Education and Training (HMI)

The role of an Estyn HMI / Rôl AEM Estyn



HMI are permanent members of staff. They lead and carry out inspection work providing independent and objective judgements on the provision of education and training.

They also undertake survey work and other tasks within their area of expertise.

Watch our short film about what it's like to be an HMI.

Registered Inspector (Rgl) and registered Nursery Inspector (RgNI)

They act as Lead Inspectors on school / pre-school inspections, effectively carrying out the same role as an HMI.

We enter into a contract with the appointed Rgl/RgNI for each inspection job they are awarded.

We recruit, train and maintain a list of 'approved' Rgl/RgNIs.

The role of 'Registered Inspector' is set out in legislation for the inspection of schools and pre-school settings.

Additional Inspector (AI): Team Inspector

They are independent, self-employed inspectors who work as 'Team Inspectors' on inspections teams led by HMI or Rgl.

They are trained by us and contracted to carry out inspection work.

Some may also be Rgl's or retired HMIs who undertake inspection work on contract to Estyn.

Additional Inspector: Seconded

They are individuals who are seconded by an employer (e.g. school or local authority) to work full-time as an inspector for a fixed period of time, normally up to two years.

They carry out the same inspection work as an HMI and undertake remit work and other tasks, within their area of expertise.

Seconded are paid by us but are still employed by their original employer.

Peer Inspector (PI)

They are individuals who have a managerial role in a school or provider and have teaching or training experience in the relevant sector.

We recruit and train Peer Inspectors. They are full members of an inspection team and contribute to the inspection work in all key questions. They also write sections within inspection reports allocated to them by the Rgls.

A school PI might join an inspection two or three times a year, for periods of three or four days at a time.

Lay Inspector

They are members of the general public who are trained by us to take part in a school inspection. They provide an objective and impartial assessment on the provision of education.

Legally, they can't have been employed in the management of a school or the provision of education within a school but they can have acted in a voluntary capacity or as a governor.

We contract with these individuals from the approved list for inspection work.

Nominee

A school or provider being inspected may nominate a member of staff to act as nominee. They are not a full member of an inspection team and do not 'inspect' or take part in evaluating the provision.

They do attend all inspection meetings and liaise between the inspection team and school or provider ensuring that the team has full access to all the sources of evidence it needs.