

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

**Ysgol Gyfun Gymraeg Glantaf
Bridge Street
Llandaf North
Cardiff
County of Cardiff
CF14 2JL**

School Number: 681/4071

Date of Inspection: 25 – 29 April 2005

by

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WO19/17166**

Date: 29 June 2005

Under Estyn contract number: T/33/04

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Ysgol Gyfun Gymraeg Glantaf was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Gyfun Gymraeg Glantaf took place between 25 and 29 April 2005. An independent team of inspectors, led by Mr Gareth Wyn Roberts undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

Contents	Page
Context	6
Summary	8
Recommendations	15
Standards	16
Key Question 1: How well do learners achieve?	16
The quality of education and training	21
Key Question 2: How effective are teaching, training and assessment?	21
Key Question 3: How well do the learning experiences meet the need and interests of the learners and the wider community?	25
Key Question 4: How well are learners cared for, guided and supported?	28
Leadership and management	32
Key Question 5: How effective are leadership and strategic management?	32
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	34
Key Question 7: How efficient are leaders and managers in using resources?	36
	39
School's response to the inspection	
Appendices	40
A Basic information about the school	40
B School data and indicators	41
C National curriculum assessments results	42
D Evidence base of the inspection	46
E Composition and responsibilities of the inspection team	47

Context

The nature of the provider

1. Ysgol Gyfun Gymraeg Glantaf, Cardiff, is a designated bilingual comprehensive school for 11 – 18 year old pupils and students, maintained by Cardiff's Local Education Authority. It has approximately 1100 pupils and students. It was established in 1978 to offer bilingual education to the children of the capital city and the Vale of Glamorgan. The school's motto, roughly translated, states that a country's native language is its crowning glory.
2. In September 1998, Cardiff's secondary education through the medium of Welsh was reorganised. A new Welsh medium designated bilingual school, namely Ysgol Plas Mawr, was established on the Fairwater site which previously housed the junior section of Ysgol Gyfun Glantaf used to be, and Ysgol y Fro was established in Barry. Now Ysgol Gyfun Gymraeg Glantaf is on one campus near the river Taff. Following the establishment of the two new Welsh medium schools, Glantaf's catchment area has changed and now its pupils come from east Cardiff only.
3. The economic, social and linguistic background of the pupils is very varied. This year, 6.3% of pupils are registered as being entitled to free school meals and this is significantly lower than county and national averages. All the pupils are able to speak Welsh and, usually, they have received Welsh medium education at the primary school. Sixty eight per cent of pupils come from homes where Welsh is not the first language. Around 97% of pupils and students belong to the white ethnic group. This means that the percentage of pupils and students from different ethnic backgrounds at this school is much lower than the percentage for the City of Cardiff. There are no pupils in the care of the local authority.
4. The school shares one teacher with Ysgol Plas Mawr and a number of partnerships have been established with external agencies.
5. The school accepts pupils from the full ability range. Seventeen pupils (around 2%) have a statement of special educational needs. One hundred and four pupils (approximately 10%) are on the 'school action' and 'school action plus' stages of the Code of Practice for pupils with special educational needs. These percentages are lower than national and county percentages for pupils with special educational needs. Four pupils have been disapplied from the requirements of the National Curriculum. There are four pupils whose special educational needs statements include National Curriculum modifications.
6. The school was last inspected in the autumn term of 1998. Since then, a new head teacher has been appointed and she has been in post since September 2003.

The school's priorities and targets
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7. The school's priorities and targets for 2004 – 2005 are as follows:
- a) to raise standards and further develop teaching, learning and assessment;
 - b) to develop the school's curriculum and aspects of inclusion and partnerships with external agencies;
 - c) to develop the school's staff;
 - d) to improve the school's environment
8. The school's targets for 2005 are as follows:

Key Stage	Subject etc	% level 5 or above at KS3
Key Stage 3	Welsh	79.5
	English	82.6
	Mathematics	80.7
	Science	79.5
	Core subject indicators	78.9
Key Stage 4	Percentage of pupils:	
	Gaining 5 GCSE subjects grades A* - C	74.9
	Gaining 5 GCSE subjects grades A* - G	93.3
	Achieving the core subject indicator	60.9
	Leaving without qualification	0
	% unauthorised absences	1.4

Summary

9. Ysgol Gyfun Gymraeg Glantaf is a very good school which has numerous outstanding qualities which include:
- the high standard of work completed by pupils and students;
 - the quality of the teaching;
 - a broad, balanced and flexible curriculum;
 - the civilized ethos;
 - the Welsh cultural and linguistic ethos;
 - the quality of the Senior Management Team's leadership and vision;
 - the quality of care and guidance provided for pupils and students by all members of staff.
10. The school has responded well to the key issues noted in the 1998 inspection report. Despite being in agreement with many of the judgements made by the school in its self-evaluation report, the team has awarded higher grades to two key questions.

Table of grades awarded

11. The inspection team judged the school's work as follows:

Key question	Inspection grade
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	1
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?	2
7 How efficient are leaders and managers in using resources?	2

Standards

12. As the school had a short inspection, subject standards were not inspected nor reported upon. During the inspection, Y10 pupils were on work experience so Y10 lessons were not observed.

The quality of external test and examination results

13. Results of external tests and examinations vary to a certain extent from one year to the next, but the school still maintains the good quality of external test and examination results. The County's 'added value' analysis shows that pupils of all abilities make very good progress at key stage 3 and key stage 4. The school's results in public tests and examinations are frequently good or very good when compared with those for the whole of Wales, the City of Cardiff's and Welsh medium schools. These strengths are more notable at key stage 4 and in the sixth form than at key stage 3.
14. At key stage 3, over the past three years, results in Welsh have been consistently good.
15. In 2003, there was a marked improvement in English test results. In 2003 and 2004, they placed the school above the median for similar schools ¹ in Wales.
16. Results in mathematics have been variable. Whilst placing the school above the median in 2002, and in the highest quartile for similar schools in 2003, they placed the school below the median for similar schools in 2004.
17. Science results have been disappointing. In 2002 and 2004, the results placed the school in the lowest quartile for similar schools, and in 2003 they placed the school below the median.
18. The percentage of pupils achieving the core subject indicator ² has placed the school above the median for similar schools in 2002 and 2004 and in the highest quartile for similar schools in 2003.
19. In 2004, GCSE results were not as good as the previous two years. However, with a few exceptions, the quality of key stage 4 examination results is very good. Science is amongst the subjects where results are not as good. In 2004, science results had a negative impact on the percentage of pupils achieving the key stage 4 core subject indicator.³ Whilst the school was in the top quartile for this indicator in 2002 and 2003, it was below the median for similar schools in 2004.

¹ Schools where fewer than 10% of pupils receive free school meals

² Achieving level 5 or above in either Welsh or English, mathematics and science in statutory key stage 3 tests

³ Achieving grades A* - C in either Welsh or English, mathematics and science in GCSE examinations

20. The percentage of pupils achieving grades A* - G in five subjects is higher than the Welsh percentage and that of the City of Cardiff but below the median for similar schools. However, the percentage of pupils achieving grades A* - C in five or more subjects placed the school in the highest quartile for similar schools in Wales in 2002 and 2003. This is outstanding. In 2004, the percentage remained sufficiently high to place the school above the median for similar schools. The average GCSE points' score, which is based on individual pupils' examination results in all of their subjects, has placed the school in the highest quartile for similar schools since 2002; this is undoubtedly outstanding.
21. Advanced level results are outstanding. The percentages of pupils achieving grades A - C and A - E are substantially higher than the percentages for the county and Wales. Students' average points' score in their examinations (based on the grades they achieved) has been consistently and significantly higher than the County's average points' score and that of the whole of Wales for at least three years.
22. The following table shows the standards of the pupils and students in the key skills and the wider key skills. Pupils and students achieve similar standards in language skills in Welsh and English.

Key Skill	Key Stage 3	Key Stage 4	The Sixth Form
Speaking and listening	1	1	1
Reading	2	1	1
Writing	2	2	2
Numeracy / Application of number	2	2	2
Information and Communication Technology	2	2	2
Wider key skill			
Problem solving	1	1	1
Improving own learning	2	2	2
Working together	1	1	1

23. The bilingual competence of pupils and students is an outstanding feature throughout the school.
24. Pupils' and students' progress in their learning is very good. Pupils of all abilities acquire knowledge and new skills. They understand what they need to do to improve and they develop a high level of independence in their work. They develop very good creative, personal, social and learning skills. All these are outstanding features.

25. Pupils and students display very positive attitudes towards learning. They concentrate very well and persevere with their work. They show respect towards each other's opinions and beliefs and towards the views of people who differ from them. Yet again, these are outstanding features.
26. Pupils' and students' behaviour in class is very good and this creates very good working conditions. Their behaviour around the school is good.
27. Attendance levels are good. However, a significant number of pupils arrive late and, on a large campus, a small number of pupils find it difficult to be punctual to lessons.

The quality of education and training

28. The quality of teaching in all lessons was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	70%	8%	3%	0%

29. The quality of the teaching is one of the school's outstanding features. The percentages noted above are better than the targets set by the Welsh Assembly Government that teaching should be Grade 3 or above in 95% of lessons and grade 2 or above in 50% of lessons.
30. The following are some of these outstanding features:
 - high expectations which motivate and challenge pupils and students
 - a very good working relationship with pupils and students
 - teachers' very good subject knowledge
31. There are also strengths in the school's assessment procedures. Statutory requirements for assessment at key stage 3 and key stage 4 are met and the school conforms to the assessment requirements of pupils and students with additional educational needs. Whole school procedures and internal departmental standardising arrangements ensure consistent assessments. Work is marked regularly but in some instances the marking does not show pupils how to improve their work.
32. Parents and carers receive three reports annually. The full reports to parents are quite readable although subject comments are selected from a statement bank.

Learning experiences

33. Pupils' learning experiences are an outstanding feature. The school satisfies pupils' learning needs very well and they benefit from a broad, balanced and flexible curriculum. Many of the pupils' and students' learning experiences are also significantly enriched through the wide range of extra curricular activities offered by the school. The pupils learn much about the world of work.
34. The school has very good links with local primary schools, the other Welsh medium secondary school in the city and with the wider community, including local employers and Careers Wales. It has very good links with parents who make generous financial contributions to the school.

The quality of care, support and guidance to pupils and students

35. The school has appropriate equal opportunities policies and clear procedures which offer everyone access to the curriculum. All pupils and students are given good opportunities to achieve their potential. The effectiveness of the social inclusion strategy and the quality of pastoral and academic support offered by all members of staff are outstanding qualities.
36. The school has established strategies and procedures to ensure high levels of attendance but these have not been as successful in ensuring that pupils are punctual, particularly those who walk to school.
37. There is a very effective system of celebrating academic and pastoral achievement within the school and in the wider community.
38. The pupils' spiritual development is good despite the fact that the quality of communal worship is frequently not up to expectations. The school promotes pupils' and students' moral, social and cultural development very well.
39. The school has very effective policies and procedures to deal with poor behaviour when it occurs.
40. The provision for pupils with special or additional educational needs satisfies statutory requirements. The individual education plans prepared for these pupils give teachers and learning assistants clear guidance regarding what the pupils need to do to reach their targets.

The quality of leadership and strategic management

41. The school has clear aims, values and targets which are known to all. It is a civilized community. The school successfully promotes the Welsh language and creates a 'Welsh' ethos. The school's values and ethos are outstanding features.

42. The head teacher provides the school with clear guidance and direction. Her style of management emphasises excellence and encourages consultation, in a supportive atmosphere where everyone's contribution is appreciated. This is an outstanding feature.
43. The Senior Management Team lends the head teacher strong support. They and all members of staff share her vision.
44. Experienced, strong and sensitive heads of departments manage their responsibilities effectively.
45. The school has good procedures to promote equality for all. It fully complies with statutory requirements as regards racial equality, disability and children in care.
46. The school has very thorough procedures to monitor staff performance. This information is used effectively to plan for continuous professional development. Senior managers work effectively with middle managers to achieve departmental performance targets.
47. The governing body is very supportive of the school and performs its duties well.

The quality of self-evaluation

48. The school's self-evaluation report analyses its strengths and areas in need of further attention thoroughly and correctly. It is based on the managers' very good knowledge of the school. During the past two years, the school's strategic plans have resulted in curricular modifications and improvements. There have been improvements in the arrangements made for the morning periods, changes made as regards the length and organisation of the school day and support given to improve the quality of teaching. At departmental level, however, the findings of the self evaluation processes have not been sufficiently linked to departmental development plans.

Use of resources

49. The school has sufficient well qualified teachers in all areas of the curriculum. Classroom assistants, when they are available, support teachers and pupils very well.
50. Resources are good. In general, there are sufficient resources of good quality to enable teachers to teach and pupils and students to learn effectively. There are not enough specialist rooms or information and communication technology equipment to enable subject teachers to use this technology to promote subject standards.

51. Although there are problems with some of the older buildings, the school uses and maintains its buildings well. The fact that vehicles have access to school grounds used by pupils and adults is a cause for concern. Some other health and safety issues were drawn to the school's attention during the inspection.
52. The school manages its resources very effectively. Financial, administrative and managerial planning are significant strengths. Bearing in mind pupils' standards of achievement, their standards of behaviour, their pride in their Welsh heritage and language and the quality of teaching, the school provides very good value for money.

Recommendations

In order to improve the school should:

- R1. maintain the good and very good standards, paying particular attention to raising standards and improving results in science at key stage 3 and key stage 4; *
- R2. continue to develop the use of information and communication technology across the curriculum, particularly at key stage 4, in order to promote subject standards; *
- R3. improve the implementation its self-evaluation process at departmental level in order to promote subject standards; *
- R4. improve the quality of communal worship in registration classes and continue to improve pupils' punctuality as they arrive to school in the morning and to lessons;
- R5. attend to the health and safety issues drawn to its attention, and specifically the safety of pupils, students and adults in the playground and on school grounds where vehicles have access.

* The School Improvement Plan for 2004-2006 or the school's self evaluation includes action steps to deal with these recommendations.

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

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

53. The inspection team has awarded the school a higher grade than the Grade 2 the school awarded itself for this key question in its self evaluation report. This reflects the number of outstanding features in pupil and student standards and achievements.
54. Subject standards were not inspected nor are they reported upon as the school had a short inspection.

Success in achieving agreed learning aims

Standards in the key skills and the wider key skills at key stage 3 and key stage 4

55. The following table shows pupil standards in the key skills and wider key skills. Pupils achieve similar standards in the language skills in Welsh and English.

Key Skill	Key Stage 3	Key Stage 4
Speaking and listening	1	1
Reading	2	1
Writing	2	2
Numeracy / Application of number	2	2
Information and Communication Technology	2	2
Wider key skill		
Problem solving	1	1
Improving own learning	2	2
Working together	1	1

26.

56. Pupils' spoken Welsh and English are both very good. Pupils are confident; they ask questions skilfully and respond at length orally. They listen to their teachers and to each other very well. At key stage 3, reading and writing standards are good. At key stage 4, standards in reading are good with some outstanding features. Writing standards are good. In the writing, there are still some shortcomings in expression and grammatical errors at both key stages.

57. Pupils measure, calculate and apply mathematics well.
58. The standards of presenting information and modelling using information technology are good. Standards of information handling are also good and research work on the internet is an outstanding feature.
59. Pupil standards in problem solving and working together also are excellent. They know how to improve their own learning. The high standards in the three wider key skills makes a substantial contribution to the skills the pupils will need throughout their lives.

External test and examination results at key stage 3 and key stage 4

60. At key stage 3, over the past three years, results in Welsh have been consistently good.
61. Between 2002 and 2003, there was a marked improvement in English test results. In 2003 and 2004, they placed the school above the median for similar schools in Wales. In 2002, they were in the lowest quartile for similar schools.
62. Results in mathematics have been variable. Whilst placing the school above the median in 2002 and in the highest quartile for similar schools in 2003, they placed the school below the median for similar schools in 2004.
63. Results in science have been disappointing. In 2002 and 2004, results in science placed the school in the lowest quartile for similar schools, and in 2003 they placed the school below the median.
64. The percentage of pupils achieving the core subject indicator has placed the school above the median for similar schools in 2002 and 2004 and in the highest quartile for similar schools in 2003.
65. In 2004, GCSE results were not as good as in the previous two years. However, with a few exceptions, the quality of key stage 4 examination results is very good. Science is amongst the subjects where results are not as good. In 2004, science results had a negative impact on the percentage of pupils achieving the core subject indicator at key stage 4. Whilst the school was in the top quartile for this indicator in 2002 and 2003, it was below the median for similar schools, at key stage 4, in 2004.
66. The percentage of pupils achieving grades A* - G in five subjects is higher than the percentage for Wales and the City of Cardiff but below the median for similar schools.

67. The percentage of pupils achieving grades A* - C in five or more subjects placed the school in the highest quartile for similar schools in Wales in 2002 and 2003. This is outstanding. In 2004, the percentage remained sufficiently high to place the school above the median for similar schools. The average GCSE points score, which is based on individual pupils' examination results in all of their subjects, has placed the school in the highest quartile since 2002; this is undoubtedly outstanding.
68. Although the results of external tests and examinations vary to a certain extent from one year to the next, the school still maintains the good standards. The County's 'added value' analysis shows that pupils of all abilities make very good progress at key stage 3 and key stage 4. The school's results in public tests and examinations are frequently good or very good when they are compared with those for the whole of Wales, the City of Cardiff's and those of Welsh medium schools. These strengths are more apparent at key stage 4 and in the sixth form than at key stage 3.

Standards in the sixth form

69. The retention rate, namely the percentage of Y11 pupils returning to the sixth form, is very high at around 60 - 65%. This reflects the students' desire to continue with their studies through the medium of Welsh and also the fact that the traditional range of subjects offered by the school in the sixth form reflects students' desires.
70. The school's Advanced level results are outstanding. The percentages of pupils achieving grades A - C and A - E are substantially higher than percentages for Wales. Students' average points' score in their examinations (based on the grades they achieved) has been consistently and significantly higher than the County's average points score and that of the whole of Wales for three years, at least.
71. The following table shows student standards in the key skills and the wider key skills. Students achieve similar standards in the language skills in Welsh and English.

Key Skill	The Sixth Form
Speaking and listening	1
Reading	1
Writing	2
Numeracy / Application of number	2
Information and Communication Technology	2
Wider key skill	
Problem solving	1
Improving own learning	2
Working together	1

72. The students' oral standards in Welsh and English are very good. They listen to their teachers and to each other very well. Reading and writing standards are good with some outstanding features.
73. Students measure, calculate and apply mathematics well.
74. Within information technology, the standards of presenting information and modelling are good. Standards of information handling are also good and research work on the Internet is yet again an outstanding feature.
75. Student standards in problem solving and working together are also outstanding. They know how to improve their own learning. The high standards in all three of the wider key skills make a substantial contribution to the skills the students will need throughout their lives.
76. There are separate arrangements for recording student attendance. This arrangement ensures that students are in school to attend their lessons.

Standards of bilingual competence of pupils and students

77. Pupils' and students' bilingual competence is an outstanding feature throughout the school. Welsh is the only medium used in lessons (apart from English) throughout the school, but pupils and students are able to read texts in one language and discuss them or write about them in the other language. They are familiar with specialist terms in both languages.

Standards of achievement of pupils and students

78. Pupils and students of all abilities, regardless of gender, social or linguistic backgrounds, achieve very good standards. Pupils with special educational needs achieve good standards. Gifted and able pupils achieve very good standards. However, in science examinations at key stage 4 in 2004, there was a marked difference between boys' and girls' results. This year, the school has implemented a strategy with a view to ensuring that girls perform as well as boys in these examinations.

The progress pupils and students make in learning

79. The progress pupils and students make in their learning is very good. Pupils of all abilities acquire knowledge and new skills. They understand what they need to do to improve and they develop a high level of independence in their work. They develop very good creative, personal, social and learning skills. All these are outstanding features.
80. Pupils and students are very aware of their levels of achievement in the subjects. Teacher assessment increases their awareness and understanding of their achievements. They are also aware of the assessment criteria used in external examinations and tests. The pupils and students are frequently set targets for improving work. They also set personal targets.

81. Pupils achieve qualifications which are good enough for them to leave school and obtain employment at 16 years or to gain entry to a further education course. A high percentage also opts for sixth form courses. Students leaving school after completing an Advanced Level course gain entry at the university or college of their choice. Over the years, a significant number of students has won scholarships either to one of the University of Wales' colleges or to Oxford or Cambridge.

The development of personal, social and learning skills

82. The pupils and students display very positive attitudes to learning, concentrate well and persevere with their work. Their motivation to succeed is very high, regardless of ability or social background.

83. Pupils' and students' behaviour in class is very good and this creates very good conditions for learning. Pupils respect each other, their teachers and visitors. Pupils' behaviour around the school is good. No pupil has been permanently excluded for many years and the numbers of temporary exclusions are fairly low. These were appropriately dealt with.

84. Attendance levels are good. The whole school's average attendance has increased gradually from one year to the next. Last year, it was 92.7% which is above the Welsh Assembly Government's target and amongst the best percentages of the capital's secondary schools. The attendance of specific groups of statutory school age pupils rarely falls below 90%. However, a significant number of pupils are late in the morning and a small number of pupils find it difficult to get to lessons on time on a large campus.

85. Pupils' and students' ability to work independently is very good. This reflects the high standards in problem solving and research skills.

86. Pupils and students work together very well, showing respect, care and concern for others in the local community and further afield. They are willing to take responsibility for their work and actions and are honest and fair in their dealings with others.

87. Pupils and students respect each other's opinions and beliefs and the views of people who are different from them. They acknowledge, understand and respect diversity of beliefs, attitudes and social and cultural traditions. These excellent values provide them with the necessary skills to live in a diverse community such as that of Cardiff.

88. Pupils and students make very good use of numerous opportunities to familiarise themselves with the practices of the world of work. Pupils and students contribute regularly to communal activities which enable them to develop presentational and performing skills and to co-operate with people of different ages or social backgrounds.

The quality of education and training

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

Grade 1: Good with outstanding features

89. In its self evaluation report, the school awarded itself a Grade 1 for this key question. The inspection team's findings coincide with the school's view.

90. The following table shows the distribution of grades awarded for quality of teaching in the lessons which were observed.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	70%	8%	3%	0%

91. The teaching was good with outstanding features in 19% of lessons and there were good features and no important shortcomings in a further 70%, making a total of 89% of lessons throughout the school. This well exceeds the target set by the Welsh Assembly Government that teaching should be Grade 2 or above in 50% of lessons. In 8% of lessons, good features outweigh shortcomings and in another 3% of lessons the teaching displays good features but there are shortcomings in important areas. The school exceeds the target set by the Welsh Assembly Government that teaching should be Grade 3 or above in 95% of lessons.

92. The following table shows the distribution of grades awarded for quality of teaching in the lessons which were observed at key stage 3 and key stage 4.

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 4
Key Stage 3	19%	66%	12%	3%	0%
Key Stage 4*	17%	67%	8%(one lesson)	8% (one lesson)	0%

* Y11 only was observed.

93. No Y10 lessons were observed as Y10 pupils were on work experience during the week of the inspection.

94. At both key stages, there is very little difference in the quality of teaching.

95. The quality of teaching is one of the school's outstanding features.

96. Outstanding features of the teaching include:

- very high expectations as regards standards of work and behaviour and this motivates and challenges individual pupils in accordance with their age, ability and understanding;
- a very constructive relationship with pupils. All pupils are respected as individuals regardless of ability, gender, race or disability;
- teachers' very thorough subject knowledge;
- exceptional pace and timing of activities and a buzz of activity developing in the lessons;
- problem solving arising naturally out of research and practical work;
- very searching questions being asked.

97. In addition, the many good features of the teaching include:

- detailed planning and good preparation of individual lessons and those in a series;
- aims of lessons are clear; they are shared with pupils and implemented;
- clear and deliberate explanations and demonstrations;
- effective use of pair and group work;
- strong and constructive class management;
- effective and regular feedback and support for individuals.

98. In a very few lessons there are some shortcomings such as missed opportunities for developing subject concepts, failing to maintain pupils' interest and curiosity, the slow pace of work and lessons which lack a definite conclusion.

99. Pupils with additional educational needs are well taught.

100. Welsh is the official teaching medium for lessons. The school meets pupils' linguistic needs very well. The teachers are very aware of the fact that pupils speak more than one language. The teachers plan appropriate opportunities to use and develop pupils' bilingual skills through specific activities, periods of work experience, large group assemblies, formal lessons and individual support.

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

101. The quality of assessment also displays strengths.

102. The school satisfies the statutory requirements for assessing the National Curriculum at key stage 3, and the regulations of the examination boards at key stage 4 and in the sixth form. The school complies with the assessment requirements of pupils and students with additional educational needs.

103. Since the last inspection, the school's assessment policy has been revised and a comprehensive assessment system has been developed. Departmental assessment and standardisation arrangements correspond to whole school procedures and this results in consistency throughout the school
104. Work is regularly and correctly marked but, in some instances, the marking does not explicitly show pupils and students how to improve their work.
105. Pupils and students understand the assessment process and its purpose well. As a follow up to formal standard assessments which are conducted by the school four times a year, the pupils, in conjunction with their teachers, set targets.
106. Parents and carers receive three reports a year. The reports are based on a computerised system which tracks pupils' and students' academic and pastoral progress. Although subject comments in the full annual reports are taken from a statement bank, they are quite readable.
107. All pupils and students are able to contribute to the reports by commenting on their work and targets. There is a designated space for parents to respond to the reports and an invitation to discuss any aspect of the reports.

The Sixth Form

108. The following table shows the distribution of grades allocated in the lessons observed in the sixth form.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	80%	0%	0%	0%

109. There are good and outstanding features in 20% of lessons and the remainder of sixth form lessons are good with no significant shortcomings.
110. Outstanding features of teaching include:
- a very constructive working relationship between teachers and students;
 - very searching questions being asked and opportunities for everyone to respond;
 - opportunities for students to evaluate their own work and that of others in a constructive way;
 - strong encouragement for students to become independent learners;
 - very high expectations which challenge individual students and whole classes to achieve high standards;
 - effective support and thorough preparation to meet external examination requirements;

111. Good features of the teaching include:

- teachers' thorough and current subject knowledge.
- well planned lessons with clear aims and continuity from one lesson to the next;
- use of a good range of teaching techniques and varied tasks which guide the students to study their work in greater depth;
- well timed lessons and activities;
- clear and deliberate explanations and demonstrations.

112. A few lessons display minor shortcomings such as over long teacher presentations or a limited range of teaching techniques.

113. Formal and informal assessment is generally constructive and teachers give students clear guidance as to how they can make progress and achieve their potential.

114. Parents receive good quality information about the students' progress.

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

Grade 1: Good with outstanding features

115. In its self-evaluation report, the school awarded itself a Grade 1 for this key question. The inspection team's findings coincide with the school's view.

The extent to which learning experiences meet pupils' needs and interests

116. The curriculum satisfies the learning needs of pupils across the ability range and satisfies the requirements of the 1996 Education Act for pupils of statutory school age.

117. Pupils at key stage 4 and sixth form students are given opportunities to gain a very good range of qualifications.

118. The school provides full access to a broad and balanced curriculum and the provision is appropriate for pupils who have been disapplied from the requirements of the National Curriculum or pupils for whom the National Curriculum has been modified. Curricular organisation ensures that there is continuity between years and across key stages and this contributes towards the very good standards of achievement.

119. The school gives high priority to developing the key and basic skills across all the subjects of the curriculum. The quality of the provision for developing literacy and numeracy is good and, in some subjects, it is very good. There are specific lessons in information and communication technology at key stage 3 and these provide pupils with opportunities to gain a good range of useful skills. At key stage 4, information technology is offered as a subject option and this provides an opportunity to continue with the subject. Opportunities to use information and communication technology skills within subjects have not yet been fully developed. Sixth form students are given opportunities to obtain external accreditation by preparing portfolios in communication, application of number and information technology, at the appropriate level, through the subjects they study.

120. The academic curriculum is enriched through extra-curricular activities and activities which promote an awareness of being Welsh. This is an outstanding feature. A very wide range of very good quality activities are prepared and they are open to all pupils and students. These activities make a substantial contribution to pupils' personal, social and cultural development, to the wider key skills and towards promoting social inclusion.

121. The personal and social education provision is good with outstanding features. The combination of specific personal and social education lessons, planned subject contributions and the wide range of cross curricular and extra-curricular activities throughout the school respond to all the requirements of The Personal and Social Education Framework.

122. The personal and social education provision, in conjunction with the subjects of the curriculum, makes a good contribution to education for sustainable development and worldwide citizenship. The requirements of the Careers Education and Guidance Framework and the Work Related Education Framework are met in full.
123. The school successfully promotes pupils' spiritual development. Pupils are given good opportunities to develop spiritual awareness in several subjects, and in particular religious education, art, Welsh and music. Acts of communal worship arranged on a whole year basis give pupils opportunities to participate in services and to reflect upon matters such as respect, care for others and moral and contemporary social issues. The quality of acts of worship within tutor groups vary from good with no important shortcomings to some good features but shortcomings in important areas.
124. There are a number of outstanding features in pupils' moral, social and cultural development.
125. Pupils:
- respect one another, the staff and the environment;
 - are caring and willing to lend a hand;
 - co-operate and deal well with one another;
 - are aware of other cultures and respect diversity and other people's way of life;
 - are proud of the traditions and language of Wales.
126. The school has very good links with parents and the community. The Parent Teacher Association makes an important contribution by raising substantial sums of money and by voicing opinions on behalf of the school.
127. The very good links with primary schools promote effective transfer from Y6 to Y7. Pupils in Y6 are given opportunities to attend a very good range of activities to become familiar with the site, the staff and day to day arrangements at the secondary school. There is much co-operation between the school's teachers and the feeder primary school teachers and this ensures effective curricular continuity between key stages 2 and 3.
128. Through links with a local further education college and other providers, the school has ensured access to appropriate elements of the vocational curriculum for a small number of pupils at key stage 4.
129. Planning work has commenced to expand the vocational provision in response to the Welsh Assembly Government's 'Pathways for Learning 14-19' and the needs of the local economy and this is one of the school's priorities for 2004 – 2007.

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

130. The school has mapped out links between individual departments and the world of work. These are numerous, across a very wide range of departments, including some where links with the world of work are not common.
131. During “activities” periods which are regularly organised for each pupil, pupils develop their problem solving and working together skills very well. These are valuable skills for the world of work.
132. Sponsorship is received from commercial sources for sports’ visits and public performances.
133. Developing bilingualism and promoting an awareness of being Welsh are outstanding features of the school’s provision. The school creates a Welsh atmosphere and ambience across the whole range of its curricular and extra-curricular provisions. Pupils are given a wide range of opportunities to develop their understanding of what it means to be Welsh within local, national and international contexts and, as a result, their educational experiences are broadened. All subjects, apart from English, are taught through the medium of Welsh. The emphasis on promoting Welsh through the whole life of the school ensures pupils’ bilingual competence is enhanced as they progress through the school.
134. Subjects such as geography increase pupils’ awareness of the importance of preserving finite resources on a worldwide scale. The school pays some attention to recycling.
135. The school holds an industry day, “Menter Glantaf” (Glantaf Enterprise), for pupils in each year. During these days, the characteristics of good employers and the type of mindset which promotes enterprise are discussed.
136. Vocational subjects, such as business and leisure, give pupils opportunities to study aspects such as business and marketing structures in depth. Moreover, guest speakers are invited to discuss the factors which encouraged them to venture into business.
137. Pupils have produced goods to sell in money raising fairs. Others sell delicacies during break time and donate the profit to a local charity.
138. The standards of the three wider key skills are high and make a substantial contribution to the skills which pupils and students will require throughout their lives.
139. There have been initial discussions with local bodies with a view to developing sports facilities on the school site which would be available out of school hours to the local community.
140. Pupils have won numerous prizes in a “Making a Difference to our Environment” competition open to schools in Cardiff and the Vale.

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

Grade 1: Good with outstanding features

141. In its self evaluation report, the school awarded itself a Grade 1 for this key question. The inspection team's findings coincide with the school's view.

The quality of care, guidance and support to learners

142. The school plans and manages its care arrangements very effectively. This is an outstanding feature and a means of ensuring that the school is a happy and caring community. The school makes appropriate use of the relevant specialist services to support pupils when the need arises.

143. There is a very good relationship between the school and the parents and the community. The school co-operates closely with local schools, particularly Welsh medium secondary schools, on a curricular, social and extra-curricular basis. The Parent Teacher Association is very effective and hardworking.

144. Pupils and parents confirm that the induction programme for new pupils is excellent and the relationship with primary schools is very good. The extra support given to new pupils by sixth form students during the induction period also helps to ensure that new pupils settle down quickly.

145. The teachers and the Careers Officer offer very good guidance to pupils when they make career choices as they transfer to Y10 and to the sixth form.

146. The heads of year provide very effective leadership for their teams of class tutors. They offer pupils very good support during lessons and as they undertake various activities. The pupils work together with ease and are willing to lend one another support as well.

147. Information is shared with parents through the school handbook and good use is made of the pupil Contact Book. This further reinforces the relationship between the school and the home.

148. The school regularly offers pupils a wide programme of personal and social education during specific periods and in lessons across the curriculum. By these means and the pastoral structure the school ensures that:

- the needs and progress of each pupil are noted;
- pupils are monitored by members of staff whom they trust and to whom they can refer regularly and with ease;
- Personal and Social Education and Careers Education and Guidance Frameworks are followed;
- effective use is made of specialist services, such as the social, psychological, medical, careers and police services.

149. The school conforms to the registration and reporting on attendance requirements. As a result of long term problems with the computer system, a mix of electronic and traditional written recording of attendance is used and this complicates the system.
150. The reward system encourages good attendance. Attendance is appropriately monitored with the assistance of the administrative officer who provides analyses for the senior management team. At the time of the inspection, the school was not being given as much support it would like from a county education welfare officer to pursue cases of low attendance.
151. The attendance of sixth form students is recorded in individual lessons and careful supervision ensures their regular attendance.
152. Effective teaching and the school's detailed procedures encourage good behaviour, and expectations are consistent from one lesson to the next. Effective use is made of praise and punishment cards and of the "isolation room" where pupils are given individual work under the supervision of a member of staff before they return to their usual classes.
153. Pupils and parents bear testimony to the fact that there are no bullying problems and that the school deals quickly with any indication of this problem.
154. The school co-operates effectively with Careers Wales and arranges valuable periods of work experience for pupils in Y10 and in the sixth form. These experiences are thoroughly monitored from the pupil's and the employer's perspective.
155. The school has a specifically planned careers library with a computer link to the on-line services of Careers Wales. A careers officer visits regularly to reinforce the school's work.
156. A full time nurse is a valuable source of assistance and advice on matters relating to health. Electrical equipment is inspected and fire practices are held regularly.
157. Pupils are encouraged to eat healthily in the school canteen but some of them feel that the healthy options are too expensive.
158. Transport arrangements run smoothly, under careful supervision, as school buses drop off passengers and pick them up at the designated location.
159. There are no signs in the vicinity of the school to warn drivers that they are approaching a busy school site. No yellow lines have been painted on the road outside and a number of cars drop their passengers off near the main entrance, hindering traffic and restricting visibility.
160. Child protection procedures have been established. A member of the Senior Management Team has been designated as Child Protection Officer. In addition, all members of the school's staff have had in service training on the implications of the act. The teachers know which member of staff is responsible for child safety.

The quality of the provision for additional educational needs

161. By looking at statements of special educational needs, using information provided by primary schools and assessing pupils when they start in Y7, the school identifies pupils who need extra support. An effective process of identifying relevant pupils continues through close links between the Special Educational Needs Co-Ordinator and heads of year.
162. The school's response to the Code of Practice is outstanding. Statements of special educational needs are reviewed effectively. Parents and external agencies, where appropriate, take a practical role in the process.
163. Good individual education plans and individual behaviour plans are prepared. They respond well to the needs of the pupils who achieve their targets quite successfully.
164. The school succeeds to a very large extent in keeping pupils with behavioural problems at the school. The isolation room is well used. Whilst they are there, pupils are given an opportunity to reflect on their behaviour. Staff work in close conjunction with parents; the Unitary Authority's behavioural support team is used well.
165. In the small groups in mainstream classes, pupils make good educational progress which corresponds to their needs and educational ability. They develop into confident pupils. At the end of key stage 4, the vast majority gain GCSE accreditation.
166. Twenty five pupils in Y7 participated with their parents in the school's reading at home scheme. The records show that the vast majority have made good progress as they gain reading skills.
167. There are five educational support assistants who provide individual pupils and groups of pupils with good support. Teachers also offer support in some classes. However, the support is not sufficient to meet all the special educational needs at key stage 3.
168. A small group with specific learning difficulties receive appropriate extra support from the Unitary Authority's specialists.
169. The educational support centre is a very appropriate place for a small number of pupils with special complex educational needs. The progress pupils make, particularly in their communication and personal and social skills, is outstanding.
170. There are good links with the primary feeder schools and with a local special school. The school as a whole is supportive towards pupils with special educational needs and offers them a happy and caring environment within which they can learn.

Quality of provision for equal opportunities

171. The quality of the provision for equal opportunities is outstanding.
172. The school recognizes the diversity of pupils' backgrounds and provides a wide and flexible curriculum for them. This includes special arrangements for some pupils to undertake a part of their course in a workplace. The pastoral system and the school's tradition encourage all pupils to adopt high expectations in their work and leisure activities. Pupils' individual successes are often praised.
173. The school monitors and compares the examination results of boys and girls. All subject options at key stage 4 are available to boys and girls and the school attempts to challenge stereotyping when advising pupils on their options at key stage 4 and in the sixth form.
174. All pupils are given effective and sensitive support if problems arise in school. The school has a very good working relationship with a wide range of external agencies. Currently, there are no pupils in the care of the Local Authority but the school has procedures to provide the necessary support.
175. The few pupils from minority ethnic groups in school have either been integrated naturally as they have been brought up in the same community or they have been accepted without any fuss when they arrived. The personal and social education programme as well as acts of communal worship and extra curricular activities promote racial and social equality. The school has procedures which would deal very strongly with any racist incident.
176. The school creates a climate where discrimination or unpleasantness of any sort will not be tolerated and it ensures fair play for every pupil and student. The parents and pupils are confident that the school would respond without delay to any case of unfairness or discrimination.
177. The small number of disabled pupils and students are able to gain access to all parts of the school. They have access to the full curriculum when that is practical and they are educated in the same classes as their peer group. The necessary support is arranged to ensure the effectiveness of these arrangements.

Leadership and management

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

Grade 1: Good with outstanding features

178. The inspection team has awarded the school a Grade 1 rather than the Grade 2 the school awarded itself for this key question in its self evaluation report. This reflects the significant number of outstanding features in the effectiveness of the school's strategic management and leadership.

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

179. There is a strong and obvious collegiate spirit in the school. Everyone shares the high expectations as regards achievement, behaviour, awareness of being Welsh and pupil dedication. This is an outstanding feature.

180. The head teacher provides the school with clear guidance and direction. Her style of management places emphasis on excellence and she encourages consultation in a supportive atmosphere where everyone's contribution is appreciated. This is an outstanding feature.

181. The Senior Management Team lends the head teacher strong support. The team and all members of staff share her vision.

182. Experienced, strong and sensitive heads of departments manage their responsibilities effectively.

183. The school's Equal Opportunities' Policy is implemented in the life and work of pupils and staff and the Senior Management Team very effectively promotes an ethos where the successes of all individuals are acclaimed and praised.

184. The school gives good consideration to the Welsh Assembly Government's priorities as noted in 'The Learning Country' and the Unitary Authority's priorities. Specifically, attention is paid to:

- ensuring effective curricular and pastoral transfer from key stage 2 to key stage 3;
- teaching Personal and Social Education and Work Related Education according to the revised Frameworks;
- developing pupils' and students' key skills across the subjects;
- developing the curriculum for young people 14-19.

185. The school's processes for setting targets using previous performance data, benchmarked data and projected added value is an outstanding feature. The school has an outstanding system of tracking progress; pupils and students are mentored and supported very effectively to reach their targets.
186. There are very effective procedures for recognising the development and training needs of the whole staff. The use made of internal systems for training, such as 'shadowing', twilight sessions and Teaching Council bursaries, is an outstanding feature and has a substantial effect on standards.
187. A substantial number of staff has also taken advantage of opportunities to gain further qualifications in the area of educational management, including one member of the Senior Management Team who is following the National Professional Qualification for Head teachers.

How well governors and other supervisory bodies meet their responsibilities

188. Governors are very supportive of the school and work closely with the staff in performing their duties. Governors possess sufficient knowledge to enable them, in consultation with staff, to participate actively in discussions about the school's strategic development. The close links between the governors and the school and their knowledge of the way education is organised in the city increase their understanding of the school's needs and priorities.
189. Governors are very well informed about external test and examination results achieved by pupils and students and how well the school performs in comparison with other similar schools. Standards are discussed at governors' meetings. They are regularly informed of the school's financial position.
190. The governors have ensured that the school meets all statutory requirements and they participated fully in the school's self-evaluation process. The governors make a good contribution to the school's leadership.

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

Grade 2: Good and no significant shortcomings

191. In its self-evaluation report, the school awarded itself a Grade 2 for this key question. The inspection team's findings coincide with the school's judgement.

How effectively the school's performance is monitored and evaluated

192. The school's self evaluation report analyses the school's strengths and areas in need of further attention correctly and thoroughly; it is based on the managers' very good knowledge of the school.

193. The inspection team's findings correspond very closely to those expressed in the school's self-evaluation report but the inspection team awarded a higher grade to two of the seven Key Questions.

194. The main findings of the self-evaluation process are directly linked to the School Improvement Plan.

195. The school's detailed self-evaluation is based on direct evidence of pupils' work, lesson observation and analysing data; it also notes responsibilities, the timescale and the required tasks.

196. The results of test and examinations throughout the school are thoroughly and carefully analysed. Pupils' progress is very carefully monitored. They are regularly and thoroughly mentored and the school responds promptly to any indication of underachievement.

197. Middle managers gather comprehensive evidence for departmental evaluation. However, areas identified for improvement are not invariably linked to development plans.

198. Pupils' points of view are fully considered by means of the School Council, questionnaires and the head teacher's 'open door' policy. The school's 'collegiate' ethos with its strong emphasis on full consultation processes at all levels ensures that all members of staff have a sense of ownership of evaluation processes and their outcomes. The school consults fully with parents in evaluating some aspects of its work. The school does not have an established procedure for obtaining parental views or those of other interested parties.

199. Annual school reports are used as an opportunity for pupils and students to comment on their personal progress. The school also invites parents to comment on their child's progress. These comments are scrutinised by class tutors and heads of year and they respond to them as appropriate.

200. Recent school based training on self-evaluation processes, analysing data and evaluating standards of achievement and teaching, have raised staff awareness and developed their understanding, thus enabling them to participate in implementing strategies to improve the school.
201. The school's self-evaluation and Performance Management arrangements provide a strong basis for the School Improvement Plan.
202. The School Improvement Plan concentrates on aspects such as raising standards, developing the curriculum, developing staff and improving the school environment. The plan identifies specific targets, responsibilities, costs and a timetable for action but it does not specify criteria for evaluating the improvement strategies.
203. The school sets suitable and challenging targets based on pupils' previous performance, benchmarked data and projected added value. These systems are thorough and effective.
204. In addition to identifying subject priorities, departmental development plans have been well linked to the priorities set out in the School Improvement Plan. However, the findings of the self-evaluation processes have not been linked sufficiently to the strategic plans at departmental level.
205. The school's arrangements for Performance Management and continuous professional development have been interwoven very well with the development plans at departmental as well as at a whole school level.
206. The school ensures that there are sufficient resources available to support its main priorities and objectives and there is a close link between the School Improvement Plan and the budget.
207. During the past two years, the school's strategic plans have led to the revision and improvement of the curriculum, improving the organisation of morning periods, changing the length and organisation of the school day and promoting the quality of teaching.
208. The school has responded well to the key issues identified in the previous report. However, pupils' punctuality and the use made of information and communication technology across the subjects are issues with which the school is still dealing.

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

Grade 2: Good and no significant shortcomings

209. In its self-evaluation report, the school awarded itself a Grade 2 for this key question. The inspection team's findings coincide with the school's view.

Sufficiency, suitability and deployment of staff, use of learning resources and school accommodation

210. The school has sufficient staff to meet its curricular requirements and pupils' learning needs. Teachers' subject knowledge is very good and there is an effective balance between experienced teachers and those new to the profession.

211. The number of administrative staff is sufficient to enable the school to run smoothly. There are also enough members of non teaching staff to provide support in science, modern foreign languages and information and communication technology lessons. However, there is an insufficient number of learning support assistants to support pupils with special educational needs at key stage 3 and there is no technical support in some other practical subjects.

212. The professional development of all the staff is very good and in keeping with Performance Management, the School Improvement Plan and individual needs. Supply teachers are given good support. Teachers new to the profession and trainee teachers are given very good support.

213. In general, there are sufficient resources for all subjects and they are used economically, efficiently and effectively.

214. There has been much investment in information technology resources, including particularly good equipment in the music and drama departments. However, there is still insufficient information and communication technology equipment and specialist rooms to enable subject teachers to use information and communication technology to promote subject standards.

215. Work is under way to create an attractive library to encourage reading for pleasure.

216. The school comprises old and new buildings. In 1998, a new science block and a new music and drama block were opened. These offer pleasant and stimulating surroundings. Recently, a brand new video conferencing centre was opened. Significant improvements have been made to the physical education facilities but some shortcomings remain. Disabled pupils are able to gain access to all parts of the school.

217. The music and drama departments benefit from having numerous practice rooms. These rooms and the science rooms have been named after famous people linked to those subjects.
218. The school hall is not big enough to hold whole school assemblies. The canteen, despite having been extended, is still too small considering the use made of it.
219. Some of the older buildings are in poor condition. The school's attention was drawn to a number of health and safety issues, such as the poor condition of staff and sixth form toilets, dislodged concrete lintels and uneven surfaces on paths.
220. Under the supervision of the buildings officer, there is an ongoing programme to improve the condition and appearance of the building internally, in order of priority, to the extent that resources allow. The pupils and students have colourfully decorated the toilets in one corridor.
221. Despite the improvements made, externally a number of blocks look bleak because of lack of maintenance over a long period of time.
222. The school has vast playing fields surrounded by a strong fence to deter trespassers. Other playing fields near by are used to supplement this provision. Moles are damaging parts of one running track.
223. During school hours, vehicles which park for the day, deliver goods or gain access to the nursery school or youth club on the same site travel across the yard which leads up to the school entrance. This uncontrolled movement of pedestrians and traffic is dangerous.

How efficiently resources are managed to achieve value for money

224. The head teacher and another member of the Senior Management Team are responsible for the school budget at a strategic level and they, together with the bursar, manage and monitor the budget very effectively on a daily basis.
225. The school manages its resources efficiently and ensures adequate staffing levels and sufficient resources to teach the curriculum. The school makes effective use of its teaching and support staff, making best use of their time and experience.
226. In addition to courses provided externally, the school has developed internal strategies which contribute very effectively towards fulfilling the continuous professional development needs of staff.
227. The school's main priorities are the quality of staff, staff development and staffing levels. Sufficient finances are allocated for this purpose.

228. At the end of the 2004-05 financial year, it is foreseen that approximately 3% of the budget will be held in reserve. This is lower than the percentage recommended (5%) by the Audit Commission.
229. The school has thorough and detailed procedures to ensure that it obtains the best value possible from suppliers and contractors.
230. Considering the pupils' and students' standards of attainment, their standards of behaviour and pride in the Welsh language and heritage and the quality of teaching, the school provides very good value for money.

School's response to the inspection

231. The report's main finding is that Ysgol Glantaf "is a very good school which has numerous outstanding qualities which include the high standards of pupils' and students' work, the quality of teaching, a broad, balanced and flexible curriculum, a civilized Welsh cultural and linguistic ethos, the quality of the Senior Management Team's leadership and vision and the quality of pupil and student care and guidance provided by all members of staff." All of us, as a school, rejoice in this finding.
232. The key issues noted as requiring attention are already in our School Improvement Plan and are being implemented step by step. They have also been identified in our self evaluation report. The school is implementing strategies to deal with those issues and they are interwoven into our School Improvement Plan for 2005 -06. The School Action Plan will be an integral part of the comprehensive School Improvement Plan.
233. The health and safety issues drawn to our attention by the inspectors will be dealt with soon. A timetable for action will be included in our School Improvement Plan.
234. The Governing Body and all the school's staff wish to thank all the members of the inspection team for their very thorough and professional inspection. Although this was a short inspection, adhering to the guidelines of the new Inspection Framework, nevertheless, all members of the teaching staff were observed teaching at least one lesson and key aspects of school work were discussed in numerous, precise interviews.
235. The pleasant and polite manner of the inspection team, and the respect shown by them towards staff and pupils were outstanding qualities of the inspection.
236. The school appreciates the observant findings and the skilful way in which they were presented at early evening meetings when the school nominee was present. The strong and effective leadership of the Registered Inspector, and his designated companion on the team, was of the highest quality and an outstanding feature.
237. The first draft of the report was produced in less than a week after the inspection concluded. This report fairly and correctly reflected the findings communicated orally during the inspection. These are outstanding features.
238. The experience of being inspected by this team was valuable to the whole school. We now feel that we can all move forward together, feeling confident and proud, to develop Ysgol Glantaf even further.

Appendix A

Basic information about the school

Name of school	Ysgol Gyfun Gymraeg Glantaf, Cardiff
School type	Community, designated bilingual
Age-range of pupils	11 to 18 years
Address of school	Bridge Street Llandaf North Cardiff
Post-code	CF14 2JL
Telephone number	02920 333090

Head teacher	Mrs Rhiannon Lloyd
Date of appointment	September 2003
Chair of governors/ Appropriate authority	Mrs Marian Lewis
Reporting inspector	Mr Gareth Wyn Roberts
Dates of inspection	25 – 29 April 2005

Appendix B

School data and indicators

Year group	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y13	Total
Number of pupils	168	157	148	178	192	147	108	1098

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	62	16	69.5

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	15.8:1
Average teaching group size	22
Overall contact ratio (percentage)	73.3%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole School
Autumn 2004	97.2	94.5	94.7	94.3	89.8	60.5	45.6	94.1
Summer 2004	92.4	91.4	91.1	89.6	95.1	67.2	75.5	91.9
Spring 2004	94.2	91.6	93.7	90.9	87.5	52.0	47.9	91.6

Percentage of pupils entitled to free school meals	6.3%
Number of pupils excluded during 12 months prior to inspection	Temporarily: 22 Permanent: 0 (none from ethnic minority)

Appendix C

National Curriculum Assessment Results End of key stage 3:

National Curriculum Assessment KS3 Results 2004															
Total number of pupils in Y9: 145															
Percentage of pupils at each level															
			D	A	N	B	1	2	3	4	5	6	7	8+	5+
English	Teacher assessment	School	1	1	0	-	0	0	4	10	31	41	12	0	84
		National	0.4	3.5	0.5	0	0	0	7.5	20.4	32.6	22.7	10.1	0	66.8
	Test/Task	School	1	1	0	0	-	-	4	14	31	33	16	-	79
		National	0	3	1.3	1.4	-	-	8	21	31	23	10	0	65.4
Welsh	Teacher assessment	School	1	1	0	-	0	0	7	3	32	32	24	0	88
		National	0	0	0.3	0	0	1	6	19	34	29	10	0	73.1
	Test/Task	School	1	1	0	0	0	0	6	3	29	29	31	0	89
		National	0	2	0.3	0.6	-	-	4	19	35	28	10	0	73.5
Mathematics	Teacher assessment	School	1	1	0	-	0	0	6	15	22	30	19	5	77
		National	0	1	0.5	0	0	1	8	2	25	29	14	0	71.4
	Test/Task	School	1	3	0	0	-	-	4	9	18	36	29	-	83
		National	0	5	0.7	0.7	-	-	7	19	21	32	14	0	70.9
Science	Teacher assessment	School	1	1	0	-	0	0	1	21	34	17	25	0	76
		National	0	1	0.6	0	0	1	8	21	32	25	11	0	71.6
	Test/Task	School	1	1	0	0	-	-	1	22	32	19	23	-	75
		National	0	4	0.2	0.6	-	-	6	19	31	25	14	0	73.6

- D Pupils exempted under statutory arrangements from part of the National Curriculum
A Pupils who have failed to register a level because of absence

Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	71%	In the school	67%
In Wales	58%	In Wales	58%

Ysgol Gyfun Gymraeg Glantaf
Summary Report of achievements of pupils aged
15 2003/04.

LEA/School No.
681/4071

Cynulliad Cenedlaethol Cymru
National Assembly for Wales

RE2

GCSE, ELQ (1) and Equivalent Achievements

Number of pupils aged 15 who were on roll in January 2004: 192
Percentage of pupils aged 15 who:

	Entered 5 or more GCSEs or equivalent	Achieved GCSE and vocational qualifications equivalent to five or more GCSE grades		Core Subjects Indicator (2)	Average GCSE/GNVQ points score per pupil
		A* to C	A* to G		
School 2003/04	93	69	93	48	56
LEA Area 2003/04	85	48	82	35	39
Wales 2003/04	87	51	85	38	40
School 02/03/04	91	72	91	56	57
School 01/02/03	90	69	90	55	56

	Entered at least one short course, ELQ (1), GCSE short course, GCSE or equivalent	Entered one or more GCSE or equivalent	Achieved GCSE and vocational qualifications equivalent to		Achieved at least 1 GCSE short course - grades A* to G or equivalent	Achieved no graded GCSE or equivalent	Achieved one or more ELQ(1) only	Did not achieve a GCSE, GCSE short course ELQ (1) or equivalent
			One or more GCSEs at grades A* to C	A* to G				
School 2003/04	97	96	86	96	53	4	1	4
LEA Area 2003/04	97	94	72	91	45	9	3	6
Wales 2003/04	97	95	75	93	47	7	3	4
School 02/03/04	97	96	87	96	54	4	1	3
School 01/02/03	97	96	86	96	54	4	1	3

Report by Gareth Wyn Roberts
Ysgol Gyfun Gymraeg Glantaf – April 2005

GCSE results in selected subjects

Percentage of pupils aged 15 who:

	English (2)			Welsh (2)		
	Entered any GCSE in	Achieved a GCSE grade A* to C in A* to G in		Entered any GCSE in	Achieved a GCSE grade A* to C in A* to G in	
School 2003/04	95	70	95	93	77	93
LEA Area 2003/04	88	53	86	61	33	59
Wales 2003/04	90	55	88	63	37	62
School 02/03/04	95	75	95	93	81	93
School 01/02/03	95	74	95	93	82	93

	Mathematics (2)			Science (2)		
	Entered any GCSE in	Achieved a GCSE grade A* to C in A* to G in		Entered any GCSE in	Achieved a GCSE grade A* to C in A* to G in	
School 2003/04	90	60	90	93	54	93
LEA Area 2003/04	90	43	84	88	44	84
Wales 2003/04	91	46	87	90	48	87
School 02/03/04	91	63	91	91	63	91
School 01/02/03	92	60	90	92	63	91

Figures include pupils on Youth Access courses and similar schemes

(1) Entry Level Qualification

(2) For information about which syllabuses are included in each subject area see Notes for Guidance.

GCE A level/AVCE or AS level ASVCE equivalent achievements (1)(2)

Number of pupils aged 17 who were entered for 2 or more GCE A level examinations/AVCE or AS/ASVCE equivalent: 105

Percentage of pupils aged 17 entered for 2 or more A level examinations/AVCE or AS/ASVCE equivalent who achieved a points score of:

	0	1 to 4	5 to 9	10 to 14	15 to 19	20 to 24	25 to 29	30 or more
School 2003/04	0	1	3	15	10	25	11	34
LEA Area 2003/04	0	4	12	16	13	18	14	23
Wales 2003/04	0	3	10	18	16	18	14	20
School 02/03/04	0	2	5	13	13	19	15	33

Percentage of pupils aged 17 entered for 2 or more A level examinations/AVCE or AS/ASVCE equivalent who achieved 2 or more A level examinations or equivalent at grades:

Average score per candidate

	A-C	A-E	Entering 2 or more A levels/AVCE or AS/ASVCE equivalent
School 2003/04	85	98	25
LEA Area 2003/04	67	92	21
Wales 2003/04	68	95	20
School 02/03/04	81	97	24

Number of pupils aged 17 who were entered for fewer than 2 GCE A level examinations/AVCE or AS/ASVCE equivalent: 11

Percentage of the pupils aged 17 entered for fewer than 2 A level examinations/AVCE or AS/ASVCE equivalent who achieved a points score of:

	0 to 4	5 to 9	10 to 15	Average score per candidate
School 2003/04	64	18	18	5
LEA Area 2003/04	78	17	5	3
Wales 2003/04	74	22	5	3
School 02/03/04	76	17	7	3

(1) Advanced Vocational Certificate of Education (AVCE) and Advanced Subsidiary Vocational Certificate of Education (ASVCE).

(2) Figures do not include BTEC National Certificates and Diplomas

Appendix D

Evidence base of the inspection

Seven inspectors spent a total of 33 inspection days at the school and 74 lessons or part lessons were observed. In addition, inspectors visited a cross section of registration periods, extra curricular activities during the lunch hour and sessions of communal worship in the morning. Interviews were arranged with members of the Senior Management Team, heads of department and year and class tutors, as well as members of staff, including ancillary staff with specific responsibilities.

A cross section of work from able, average and lower ability pupils from Y7 – Y11 was inspected and a cross section of Y12 and Y13 students' work. In addition, further work produced by pupils and students was seen when visiting classes, workshops and laboratories. Regular discussions were held with pupils and students selected to represent their own years, including members of The School Council.

Each document presented by the school before and during the inspection was analysed. Pre inspection meetings were held with members of the Senior Management Team, the staff, the governing body and parents. Thirty parents attended the Parents' Meeting and 97 questionnaires were returned. Four letters and eight comments on the questionnaire were received from parents.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities and contribution to the Key Questions
Gareth W Roberts Arolygwr Cofrestredig	Summary, recommendations Contribution to key question 1 Contributions to key questions 4 and 5 Appendix
John Roberts Arolygwr Lleyg	Contributions to key questions 1, 3 a 7
Mrs Beryl Portlock	Responsible for key question 2
Mrs Susan Edwards	Responsible for key question 3
Mrs Gloria Davies	Responsible for key question 4
Neil Trevor Jones	Responsible for key questions 5 and 6 Contribution to key question 7
Heddwyn Evans	Contributions to key questions 3, 4 and 7
Mrs Rhiannon Lloyd	Nominee, The School Headteacher

The inspection team included no peer assessor.

Contractor Cwmni CYNNAL
Technology Centre
Bridge Street
Llangefni
Anglesey
LL77 7HL

Acknowledgement

The inspection team would like to thank Ysgol Gyfun Gymraeg Glantaf's governors, staff, pupils and students for their co-operation during the inspection.

SUMMARY REPORT FOR PARENTS

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

**Ysgol Gyfun Gymraeg Glantaf
Bridge Street
Llandaf North
Cardiff
County of Cardiff
CF14 2JL**

School Number: 681/4071

Date of Inspection: 25 – 29 April 2005

by

**Gareth Wyn Roberts
WO19/17166**

Date: 29 June 2005

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Ysgol Gyfun Gymraeg Glantaf was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Ysgol Gyfun Gymraeg Glantaf took place between 25 and 29 April 2005. An independent team of inspectors, led by Mr Gareth Wyn Roberts undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The national curriculum covers four key stages as follows:

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

Context

The nature of the provider

1. Ysgol Gyfun Gymraeg Glantaf, Cardiff, is a designated bilingual comprehensive school for 11 – 18 year old pupils and students, maintained by Cardiff's Local Education Authority. It has approximately 1100 pupils and students. It was established in 1978 to offer bilingual education to the children of the capital city and the Vale of Glamorgan. The school's motto, roughly translated, states that a country's native language is its crowning glory.
2. In September 1998, Cardiff's secondary education through the medium of Welsh was reorganised. A new Welsh medium designated bilingual school, namely Ysgol Plas Mawr, was established on the Fairwater site which previously housed the junior section of Ysgol Gyfun Glantaf used to be, and Ysgol y Fro was established in Barry. Now Ysgol Gyfun Gymraeg Glantaf is on one campus near the river Taff. Following the establishment of the two new Welsh medium schools, Glantaf's catchment area has changed and now its pupils come from east Cardiff only.
3. The economic, social and linguistic background of the pupils is very varied. This year, 6.3% of pupils are registered as being entitled to free school meals and this is significantly lower than county and national averages. All the pupils are able to speak Welsh and, usually, they have received Welsh medium education at the primary school. Sixty eight per cent of pupils come from homes where Welsh is not the first language. Around 97% of pupils and students belong to the white ethnic group. This means that the percentage of pupils and students from different ethnic backgrounds at this school is much lower than the percentage for the City of Cardiff. There are no pupils in the care of the local authority.
4. The school shares one teacher with Ysgol Plas Mawr and a number of partnerships have been established with external agencies.
5. The school accepts pupils from the full ability range. Seventeen pupils (around 2%) have a statement of special educational needs. One hundred and four pupils (approximately 10%) are on the 'school action' and 'school action plus' stages of the Code of Practice for pupils with special educational needs. These percentages are lower than national and county percentages for pupils with special educational needs. Four pupils have been disapplied from the requirements of the National Curriculum. There are four pupils whose special educational needs statements include National Curriculum modifications.
6. The school was last inspected in the autumn term of 1998. Since then, a new head teacher has been appointed and she has been in post since September 2003.

The school's priorities and targets
--

7. The school's priorities and targets for 2004 – 2005 are as follows:

- a) to raise standards and further develop teaching, learning and assessment;
- b) to develop the school's curriculum and aspects of inclusion and partnerships with external agencies;
- c) to develop the school's staff;
- d) to improve the school's environment

8. The school's targets for 2005 are as follows:

Key Stage	Subject etc	% level 5 or above at KS3
Key Stage 3	Welsh	79.5
	English	82.6
	Mathematics	80.7
	Science	79.5
	Core subject indicators	78.9
Key Stage 4	Percentage of pupils:	
	Gaining 5 GCSE subjects grades A* - C	74.9
	Gaining 5 GCSE subjects grades A* - G	93.3
	Achieving the core subject indicator	60.9
	Leaving without qualification	0
	% unauthorised absences	1.4

Summary

9. Ysgol Gyfun Gymraeg Glantaf is a very good school which has numerous outstanding qualities which include:
- the high standard of work completed by pupils and students;
 - the quality of the teaching;
 - a broad, balanced and flexible curriculum;
 - the civilized ethos;
 - the Welsh cultural and linguistic ethos;
 - the quality of the Senior Management Team's leadership and vision;
 - the quality of care and guidance provided for pupils and students by all members of staff.
10. The school has responded well to the key issues noted in the 1998 inspection report. Despite being in agreement with many of the judgements made by the school in its self-evaluation report, the team has awarded higher grades to two key questions.

Table of grades awarded

11. The inspection team judged the school's work as follows:

Key question	Inspection grade
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	1
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?	2
7 How efficient are leaders and managers in using resources?	2

Standards

12. As the school had a short inspection, subject standards were not inspected nor reported upon. During the inspection, Y10 pupils were on work experience so Y10 lessons were not observed.

The quality of external test and examination results

13. Results of external tests and examinations vary to a certain extent from one year to the next, but the school still maintains the good quality of external test and examination results. The County's 'added value' analysis shows that pupils of all abilities make very good progress at key stage 3 and key stage 4. The school's results in public tests and examinations are frequently good or very good when compared with those for the whole of Wales, the City of Cardiff's and Welsh medium schools. These strengths are more notable at key stage 4 and in the sixth form than at key stage 3.
14. At key stage 3, over the past three years, results in Welsh have been consistently good.
15. In 2003, there was a marked improvement in English test results. In 2003 and 2004, they placed the school above the median for similar schools ¹ in Wales.
16. Results in mathematics have been variable. Whilst placing the school above the median in 2002, and in the highest quartile for similar schools in 2003, they placed the school below the median for similar schools in 2004.
17. Science results have been disappointing. In 2002 and 2004, the results placed the school in the lowest quartile for similar schools, and in 2003 they placed the school below the median.
18. The percentage of pupils achieving the core subject indicator ² has placed the school above the median for similar schools in 2002 and 2004 and in the highest quartile for similar schools in 2003.
19. In 2004, GCSE results were not as good as the previous two years. However, with a few exceptions, the quality of key stage 4 examination results is very good. Science is amongst the subjects where results are not as good. In 2004, science results had a negative impact on the percentage of pupils achieving the key stage 4 core subject indicator. ³ Whilst the school was in the top quartile for this indicator in 2002 and 2003, it was below the median for similar schools in 2004.

¹ Schools where fewer than 10% of pupils receive free school meals

² Achieving level 5 or above in either Welsh or English, mathematics and science in statutory key stage 3 tests

³ Achieving grades A* - C in either Welsh or English, mathematics and science in GCSE examinations

20. The percentage of pupils achieving grades A* - G in five subjects is higher than the Welsh percentage and that of the City of Cardiff but below the median for similar schools. However, the percentage of pupils achieving grades A* - C in five or more subjects placed the school in the highest quartile for similar schools in Wales in 2002 and 2003. This is outstanding. In 2004, the percentage remained sufficiently high to place the school above the median for similar schools. The average GCSE points' score, which is based on individual pupils' examination results in all of their subjects, has placed the school in the highest quartile for similar schools since 2002; this is undoubtedly outstanding.
21. Advanced level results are outstanding. The percentages of pupils achieving grades A - C and A - E are substantially higher than the percentages for the county and Wales. Students' average points' score in their examinations (based on the grades they achieved) has been consistently and significantly higher than the County's average points' score and that of the whole of Wales for at least three years.
22. The following table shows the standards of the pupils and students in the key skills and the wider key skills. Pupils and students achieve similar standards in language skills in Welsh and English.

Key Skill	Key Stage 3	Key Stage 4	The Sixth Form
Speaking and listening	1	1	1
Reading	2	1	1
Writing	2	2	2
Numeracy / Application of number	2	2	2
Information and Communication Technology	2	2	2
Wider key skill			
Problem solving	1	1	1
Improving own learning	2	2	2
Working together	1	1	1

23. The bilingual competence of pupils and students is an outstanding feature throughout the school.
24. Pupils' and students' progress in their learning is very good. Pupils of all abilities acquire knowledge and new skills. They understand what they need to do to improve and they develop a high level of independence in their work. They develop very good creative, personal, social and learning skills. All these are outstanding features.

25. Pupils and students display very positive attitudes towards learning. They concentrate very well and persevere with their work. They show respect towards each other's opinions and beliefs and towards the views of people who differ from them. Yet again, these are outstanding features.
26. Pupils' and students' behaviour in class is very good and this creates very good working conditions. Their behaviour around the school is good.
27. Attendance levels are good. However, a significant number of pupils arrive late and, on a large campus, a small number of pupils find it difficult to be punctual to lessons.

The quality of education and training

28. The quality of teaching in all lessons was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	70%	8%	3%	0%

29. The quality of the teaching is one of the school's outstanding features. The percentages noted above are better than the targets set by the Welsh Assembly Government that teaching should be Grade 3 or above in 95% of lessons and grade 2 or above in 50% of lessons.
30. The following are some of these outstanding features:
 - high expectations which motivate and challenge pupils and students
 - a very good working relationship with pupils and students
 - teachers' very good subject knowledge
31. There are also strengths in the school's assessment procedures. Statutory requirements for assessment at key stage 3 and key stage 4 are met and the school conforms to the assessment requirements of pupils and students with additional educational needs. Whole school procedures and internal departmental standardising arrangements ensure consistent assessments. Work is marked regularly but in some instances the marking does not show pupils how to improve their work.
32. Parents and carers receive three reports annually. The full reports to parents are quite readable although subject comments are selected from a statement bank.

Learning experiences

33. Pupils' learning experiences are an outstanding feature. The school satisfies pupils' learning needs very well and they benefit from a broad, balanced and flexible curriculum. Many of the pupils' and students' learning experiences are also significantly enriched through the wide range of extra curricular activities offered by the school. The pupils learn much about the world of work.
34. The school has very good links with local primary schools, the other Welsh medium secondary school in the city and with the wider community, including local employers and Careers Wales. It has very good links with parents who make generous financial contributions to the school.

The quality of care, support and guidance to pupils and students

35. The school has appropriate equal opportunities policies and clear procedures which offer everyone access to the curriculum. All pupils and students are given good opportunities to achieve their potential. The effectiveness of the social inclusion strategy and the quality of pastoral and academic support offered by all members of staff are outstanding qualities.
36. The school has established strategies and procedures to ensure high levels of attendance but these have not been as successful in ensuring that pupils are punctual, particularly those who walk to school.
37. There is a very effective system of celebrating academic and pastoral achievement within the school and in the wider community.
38. The pupils' spiritual development is good despite the fact that the quality of communal worship is frequently not up to expectations. The school promotes pupils' and students' moral, social and cultural development very well.
39. The school has very effective policies and procedures to deal with poor behaviour when it occurs.
40. The provision for pupils with special or additional educational needs satisfies statutory requirements. The individual education plans prepared for these pupils give teachers and learning assistants clear guidance regarding what the pupils need to do to reach their targets.

The quality of leadership and strategic management

41. The school has clear aims, values and targets which are known to all. It is a civilized community. The school successfully promotes the Welsh language and creates a 'Welsh' ethos. The school's values and ethos are outstanding features.
42. The head teacher provides the school with clear guidance and direction. Her style of management emphasises excellence and encourages consultation, in a

supportive atmosphere where everyone's contribution is appreciated. This is an outstanding feature.

43. The Senior Management Team lends the head teacher strong support. They and all members of staff share her vision.
44. Experienced, strong and sensitive heads of departments manage their responsibilities effectively.
45. The school has good procedures to promote equality for all. It fully complies with statutory requirements as regards racial equality, disability and children in care.
46. The school has very thorough procedures to monitor staff performance. This information is used effectively to plan for continuous professional development. Senior managers work effectively with middle managers to achieve departmental performance targets.
47. The governing body is very supportive of the school and performs its duties well.

The quality of self-evaluation

48. The school's self-evaluation report analyses its strengths and areas in need of further attention thoroughly and correctly. It is based on the managers' very good knowledge of the school. During the past two years, the school's strategic plans have resulted in curricular modifications and improvements. There have been improvements in the arrangements made for the morning periods, changes made as regards the length and organisation of the school day and support given to improve the quality of teaching. At departmental level, however, the findings of the self evaluation processes have not been sufficiently linked to departmental development plans.

Use of resources

49. The school has sufficient well qualified teachers in all areas of the curriculum. Classroom assistants, when they are available, support teachers and pupils very well.
50. Resources are good. In general, there are sufficient resources of good quality to enable teachers to teach and pupils and students to learn effectively. There are not enough specialist rooms or information and communication technology equipment to enable subject teachers to use this technology to promote subject standards.
51. Although there are problems with some of the older buildings, the school uses and maintains its buildings well. The fact that vehicles have access to school

grounds used by pupils and adults is a cause for concern. Some other health and safety issues were drawn to the school's attention during the inspection.

52. The school manages its resources very effectively. Financial, administrative and managerial planning are significant strengths. Bearing in mind pupils' standards of achievement, their standards of behaviour, their pride in their Welsh heritage and language and the quality of teaching, the school provides very good value for money.

Recommendations

In order to improve the school should:

- R1. maintain the good and very good standards, paying particular attention to raising standards and improving results in science at key stage 3 and key stage 4; *
- R2. continue to develop the use of information and communication technology across the curriculum, particularly at key stage 4, in order to promote subject standards; *
- R3. improve the implementation its self-evaluation process at departmental level in order to promote subject standards; *
- R4. improve the quality of communal worship in registration classes and continue to improve pupils' punctuality as they arrive to school in the morning and to lessons;
- R5. attend to the health and safety issues drawn to its attention, and specifically the safety of pupils, students and adults in the playground and on school grounds where vehicles have access.

* The School Improvement Plan for 2004-2006 or the school's self evaluation includes action steps to deal with these recommendations.

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