

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

A report on the quality of education in

**Stanwell School
Archer Road
Penarth
Vale of Glamorgan
CF64 2XL**

School number: 6735400

Date of inspection: 08/02/10

by

**William Gwyn Thomas
79567**

Date of publication: 14 April 2010

Under Estyn contract number: 1203409

© Queen's Printer and Controller of HMSO 2010: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

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

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

The inspection of Stanwell School took place between 08/02/10 and 11/02/10. An independent team of inspectors, led by William Gwyn Thomas undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below explains the terms that Estyn uses to indicate quantities. The table is for guidance only.

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half/around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **Short** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	7
Key Question 1: How well do learners achieve?	7
The quality of education and training	11
Key Question 2: How effective are teaching, training and assessment?	11
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	14
Key Question 4: How well are learners cared for, guided and supported?	17
Leadership and management	21
Key Question 5: How effective are leadership and strategic management?	21
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	22
Key Question 7: How efficient are leaders and managers in using resources?	24
School's response to the inspection	27
Appendices	28
1 Basic information about the school	28
2 School data and indicators	28
3 National Curriculum assessments results	29
4 Evidence base of the inspection	35
5 Composition and responsibilities of the inspection team	36

Context

The nature of the provider

- 1 Stanwell School is an 11-18 mixed, comprehensive school with foundation status. It is maintained by the Vale of Glamorgan Unitary Authority (UA) and is the largest secondary school in the authority. There are currently 1831 pupils on roll with 381 students in the sixth form, compared with 1599 at the time of the last inspection in March 2004 when there were 289 students in the sixth form.
- 2 The school is situated in the centre of the town of Penarth in the region of South-East Wales. The school serves the towns of Penarth and Sully. The majority of pupils come from areas that are neither prosperous nor economically disadvantaged. The school attracts pupils from outside of the catchment area.
- 3 Four point three per cent of pupils are eligible for free school meals (FSM). This figure is well below the UA average (11.7%) and the national average (16.3%).
- 4 Pupils of all abilities are received by the school. There are 11 pupils with a statement of special educational needs (SEN) and a further 154 have been identified as needing additional support. The percentage of compulsory age pupils on the SEN register is 8.8% compared with the UA average (18.2%) and the national average (20.9%). One pupil is disapplied from the National Curriculum (NC). Seven pupils are "looked after" by the local authority and no pupils are dual registered.
- 5 Fewer than 1% of the pupils come from homes where the predominant language spoken is Welsh. Ninety-five per cent of pupils come from homes where English is the predominant language and four per cent come from homes where other languages are spoken. Eight pupils receive support teaching in English as an additional language.
- 6 The headteacher was appointed to the post in September 1989 and the senior leadership team (SLT) includes the headteacher, three deputy headteachers and two assistant headteachers.

The school's priorities and targets

- 7 The school's aims are set out clearly in the school handbook and prospectus. The school's priority is to enable pupils of all abilities and backgrounds to achieve their full potential in all aspects of life, for all pupils to excel in as many areas as possible and for the school to excel.
- 8 The school's improvement plan (SIP) for 2009-2010 identifies areas for development that meet both the school's and national needs. The school has prepared a plan for 2009-2010 and identifies two main areas which will have priority from 2009 onwards. These include maintaining and improving high standards across the school, and developing pupils' essential skills, particularly literacy, numeracy and information and communication technology (ICT), helping to achieve the remodelled Quality Mark and ICT Excellence Award. The school also sets numerical targets for success at the end of key stage (KS) 3 and KS4.

- 9 The targets for KS3 are that in 2010, 81% of pupils should reach at least level 5 in teachers' assessments in all core subjects combined (English 89%, mathematics 91% and science 90%).

Performance in external examinations at the end of KS4

- 10 In 2010, the following percentages of 15 year old pupils targeted to achieve are:

Level 1 threshold (a volume of qualifications at level 1 equivalent to 5 General Certificate of Secondary Education (GCSE) grades A*-G)	97%
Level 2 threshold (a volume of qualifications at level 2 equivalent to 5 GCSE grades A*-C)	84%
Level 2 threshold including English or Welsh first language and mathematics (a volume of qualifications at level 2 equivalent to 5 GCSE grades A*-C including English or Welsh first language and mathematics)	73%
Core subject indicator (CSI) English/Welsh first language, science and mathematics combined	72%
Leaving full-time education without a recognised qualification	0%
Average wider points' score (AWPS)	515

Performance in external examinations at the end of Year (Y)12/13

- 11 In 2010, the following percentage of 17 Year old students targeted to achieve is:

Level 3 threshold (a volume of qualifications at level 3 equivalent to 2 Advanced (A) level grades A-E)	100%
AWPS	940

Summary

- 12 Stanwell School is a very good school with many outstanding features in all the key questions. A major strength of the school is its leadership and management which is of very high quality at all levels. There were no key issues identified in the 2004 inspection report. The inspection team agrees with all of the judgements made by the school in its self-evaluation report.

Table of grades awarded

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?	1
7 How efficient are leaders and managers in using resources?	1

Standards

- 13 Results in tests, statutory assessments are good in KS3 and performance in examinations is outstanding in KS4 and the sixth form. Pupils' performance in external examinations is well above local, family (the school has been placed in a group of nine contextually similar schools) and national averages in KS4 indicators. In 2009, the school's CSI is outstanding in KS4. It is significantly above local, family and national averages. Students' performance in external examinations in the sixth form during the last three years is outstanding.
- 14 The grades awarded for the key skills are:

STANDARDS IN KEY SKILLS	KS3 GRADES	KS4 GRADES	SIXTH FORM
Speaking	1	1	1
Listening	1	1	1
Reading	1	1	1
Writing	1	1	1
Numeracy	1	1	1
ICT	1	1	1
Creative & Problem Solving	2	1	1
Improving Own Learning	2	1	1
Working With Others	1	1	1

- 15 Standards in all key skills have at least good features and no important shortcomings (grade 2). Where a grade 1 was awarded, standards are good with outstanding features. The standard in nearly all key skills is a grade 1.
- 16 Learners' bilingual skills have good features outweighing shortcomings.
- 17 Pupils with SEN make outstanding progress in relation to their ability and achieve high standards.
- 18 The standard of learners' moral and social development is outstanding and the standard of learners' spiritual and cultural development is good.
- 19 All pupils behave in an outstanding manner. A high priority is given within the school to respect for one another. Learners value the opportunities that the school provides for them on a daily basis and take exceptional pride in the superior quality of the buildings' interior. The school is a very civilized community in which all pupils are courteous and respectful.
- 20 Pupils are proud to be members of the school and they enjoy being in the school. Nearly all pupils are punctual to lessons. The school's attendance level for 2009 is 92.12% which is above the local and national figure. Attendance at KS4 is slightly below 90%.

The quality of education and training

- 21 The high proportion of outstanding teaching continues to be a significant strength of the school. It is a major contributor to the high standards achieved by learners. The quality of working relationships between teachers and pupils is outstanding. Teachers use their firm grasp of their subject knowledge to plan well-structured lessons that use a variety of highly effective approaches and

engage learners at all key stages. There is pace and challenge in almost all lessons.

- 22 The percentage of lessons graded 1 and 2 (89%) is significantly higher than the national average for grades 1 and 2 (76%) as reported in the 2008/09 annual report of Her Majesty's Chief Inspector of Education and Training in Wales (HMCI). The grades are shown in the grid below:

99 lessons observed	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	38%	51%	10%	1%	0%

- 23 The school's assessment system has several good and some outstanding features. There is a high degree of consistency in the application of policies across the school. The identification and monitoring of pupils' achievement targets are outstanding. The involvement of pupils in the process is a significant motivating factor. Pupils have a strong grasp of their progress and targets, especially within KS4 and the sixth form. Most assessment feedback provides clear guidelines to pupils on how to improve, although not all advice is sufficiently specific.
- 24 The school's curriculum satisfies legal requirements for pupils of statutory school age. It is accessible to all and provides opportunities for all to gain qualifications. All pupils in KS3 and KS4 are taught for at least 27.5 hours per week. This is an outstanding feature. The curriculum offers a wide range of subject options in KS4 and in the sixth form including the Welsh Baccalaureate Qualification (WBQ) in Y12.
- 25 The outstanding extra-curricular activities enrich learners' personal, social and moral development. There are outstanding curricular links which help pupils with transition from primary to secondary education.
- 26 Partnerships with other organisations are outstanding. There are good links with parents through the termly 2XL news' booklets. Businesses provide work-experience opportunities and are involved in supporting some enterprise activities within the school. The Careers' service contributes well to the options' process in Y9 and Y11.
- 27 The development of learners' entrepreneurial skills is good in KS3 and outstanding in KS4 and the sixth form.
- 28 Procedures for ensuring the well-being of pupils are effective and well established. The school's contribution to the Healthy Schools' initiative is strong. Fitness has a high priority. Physical activities are well supported including those offered outside normal school hours. The school is constantly raising awareness of sustainability and global citizenship issues. This is an outstanding feature. The school has achieved the Green Flag status.
- 29 The opportunities for all learners to use their bilingual skills regularly in the school are not extensive enough.
- 30 The school provides learners with care, support and guidance of outstanding quality. The school liaises and works extremely well with support services and outside agencies. The school is very caring and all teachers are accessible and supportive.

- 31 Heads of year, several learning support assistants (LSAs) and members of staff involved in the delivery of the Welsh Baccalaureate Qualification (WBQ) have received preliminary learning coach training and offer impartial advice to pupils when they choose subject options.
- 32 Transition and induction arrangements are outstanding.
- 33 Arrangements for the personal and social education (PSE) programme are very good. The PSE schemes of work reflect the national framework.
- 34 Child protection procedures are good.
- 35 Pupils with SEN are identified in their primary schools and very good liaison with these schools ensures that the learning support department is well informed of pupils' needs before admission. The quality of support to meet pupils' SEN is outstanding. The head of learning support manages provision very effectively.
- 36 Provision for disabled pupils and those with sensory impairments is outstanding. They are fully integrated into the life of the school. Support for pupils with behavioural difficulties is very good. Arrangements to eliminate bullying, discrimination and all forms of harassment are very good.
- 37 The school has outstanding regard to the different social, ethnic and linguistic groups amongst its pupils. Provision for pupils with English as an additional language is very good.
- 38 The way in which the school recognises and values diversity is outstanding. This is demonstrated in the respect pupils have for each other and for adults in the school.

Leadership and management

- 39 The headteacher provides outstanding leadership to the school. He leads with vision and gives a clear strategic direction to the school. He works very well with his SLT and with the staff; all of whom are thoroughly involved in the consultation processes. The quality of middle-management leaders is a strength of the school. The equality of opportunities for pupils and staff, the continuous effective monitoring of standards and the detailed target-setting procedures are outstanding features.
- 40 The school's performance management system for teaching staff is well established. However, the system for technical and administrative staff is not formal enough.
- 41 The governing body's role as critical friend and its contribution to the effective organisation of the school is outstanding. Links between the governing body and departments are mostly well established.
- 42 The monitoring and evaluation of all aspects of school life on a formal and informal basis are outstanding. The comprehensive self-evaluation process, both at whole-school and departmental level, is rigorous and well developed and includes all members of staff. The effective use of data as an evaluative tool and the setting of realistic targets for departments are outstanding features. The self-evaluation process provides the basis for the comprehensive SIP and department improvement plans (DIPs). All members of staff are involved and the views of all interested parties are taken into account.

- 43 The school has an appropriate number of well-qualified, highly committed staff to deliver all aspects of the curriculum and the associated administrative functions. The outstanding management and deployment of teaching and support staff ensure the delivery of an extremely efficient and effective teaching and learning programme.
- 44 Resources across the school are outstanding. The investment in ICT contributes significantly to improving standards in teaching and learning. The accommodation provides an outstandingly positive and stimulating environment for learning. The buildings and grounds are very well maintained by the site-maintenance team.
- 45 Systems for the management and control of the budget are outstanding. Staff development arrangements are very well managed. They make a significant contribution to improving the skills' levels of all staff.
- 46 The leadership of the headteacher supported by his SLT, the care and support for all pupils, the curricular and extra-curricular opportunities available, learners' achievement in external examinations and the effective management of time and resources ensure the school provides outstanding value for money.
- 47 The school has made outstanding progress since the last inspection in raising standards further in KS3 and KS4. The gender gap between boys' and girls' performance in KS4 has been eliminated in many indicators.
- 48 The comprehensive educational programmes and range of opportunities ensure that the needs of all learners are met fully.

Recommendations

In order to achieve its objectives, the school should focus on the following priorities:

- R1. Ensure the performance management system for administrative and technical members of staff is formalised fully.
- R2. Raise the standard of learners' bilingual skills by extending further the range of opportunities for all learners to develop and use their bilingual skills consistently throughout the school.
- R3. Raise the level of pupils' attendance in KS4.

*The SIP addresses all of these recommendations.

The governing body is responsible for amending its current SIP 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

- 49 This grade matches the school's self-evaluation grade. The outstanding features include the:
- performance in external examinations;
 - high standards of key skills at all key stages;
 - pupils' progress; and
 - exceptional development of learners' personal, social and learning skills.

KS3 and KS4

Pupils' success in attaining agreed learning goals

- 50 Results in teachers' assessments at the end of KS3 have been good or better over the last three years. During this three-year period, with the exception of science in 2007, all core subjects and the CSI were in the top quarter of results in comparison with those of similar schools in Wales. Results in nearly all of the non-core subjects were in the top half of results in comparison with those of similar schools in Wales.
- 51 Attainment has been significantly high in all the core subjects and the CSI during the previous three years.
- 52 Attainment at KS3 was well above what was expected in 2009, based on prior attainment in the CSI, English, science and mathematics.
- 53 The percentage of pupils achieving level 5 or more in the CSI, English, mathematics and science was well above the percentage of the family (the school has been placed in a group of nine contextually similar schools), local and national averages in 2009. In these indicators, the school is one of the three top-performing schools in the family.
- 54 Pupils' performance in external examinations in KS4 in most subjects is outstanding and compares very well against local and national averages. In the core subjects and the CSI over a three-year period (2007-2009) pupils' performance has been exceptionally high. Nearly all indicators were in the top quarter of similar schools in Wales.
- 55 Stanwell School has performed above the family, local and national averages in all key indicators in KS4. It is one of the three top-performing schools in the family.
- 56 The school's performance in 2009 resulted in:
- 99% of pupils achieving the level 1 threshold, well above local and national averages;
 - 86% of pupils achieving the level 2 threshold, significantly above local and national averages; and

- 81% of pupils achieving the level 2 threshold including mathematics and English, exceptionally above local and national averages.

- 57 The school is placed in the top quarter of results for all KS4 indicators.
- 58 Many able pupils achieve their full potential. Just over 37% of pupils gained the A*/A grades in the GCSE examinations in 2009 compared with 19.2% nationally.
- 59 Attainment at KS4 in 2009 was significantly above what was expected, based on prior attainment at KS2 and KS3.
- 60 In the end of KS3 assessments in 2009, girls outperformed boys in the CSI, English, mathematics and science. In contrast to the national trend, at KS4, performance in external examinations resulted in boys outperforming girls in mathematics, science, CSI, Level 2 threshold including English and mathematics and the AWPS.

Their progress in learning

- 61 Pupils' progress in nearly all lessons is good in KS3 and outstanding in KS4.
- 62 In KS3 and KS4, nearly all key skills have standards which have good and outstanding features.
- 63 Nearly all pupils have communication skills which are outstanding. They listen very attentively, use extended speech articulately, write accurately and extensively and read written passages effectively.
- 64 Learners' bilingual skills have good features outweighing shortcomings. The Welsh language is used mainly in the formal lesson.
- 65 Nearly all pupils work exceptionally well in pairs or larger groups. They are nearly all on-task and the standard of the activities is high.
- 66 Decision-making exercises of high quality were frequently observed in lessons, especially in KS4.
- 67 Standards in the skill of improving their own learning in KS3 are good and are outstanding in KS4. Self-assessment processes are well developed and embedded in KS4.
- 68 The majority of pupils in KS3 and nearly all pupils in KS4 understand what they are doing and how well they are progressing. In nearly all instances in KS4 they are clear on what they need to do to improve and this is impacting positively on the standard of their work.
- 69 Nearly all pupils are very confident in using number in a range of subjects across the curriculum to a very high standard. These pupils use word-processing skills and simulation packages innovatively to a very high standard. The standard of pupils' ICT skills is outstanding.
- 70 All pupils with SEN make outstanding progress in relation to their ability.

The development of their personal, social and learning skills

- 71 Pupils' behaviour is outstanding. During the inspection all pupils behaved in an exemplary manner. Pupils were very courteous, orderly and respectful. Pupils understand the high expectations which the school has of them, both in terms of work and in terms of their behaviour and attitudes.

- 72 The school is a very orderly, caring and inclusive community. During the last academic year, 29 pupils were temporarily excluded and no pupil was permanently excluded.
- 73 The attendance level for 2009 was 92.12%. This is above the all-Wales figure of 91% for 2008/09 and above the UA average of 91.7%. However, the level of absenteeism is above the expected level of absence and the school does not compare favourably with its family of schools. Attendance in KS4 is below 90%. Nearly all pupils are punctual to lessons. During the inspection attendance rates in lessons were very high.
- 74 The standard of nearly all pupils' personal, social, moral and wider development is outstanding. The standard of pupils' spiritual and cultural development is good.
- 75 Pupils are prepared for participation in the workplace and community to good standards.

Sixth form

Students' success in attaining agreed learning goals

- 76 Standards of attainment have been consistently high and have been outstanding over the last three years (2007-2009).
- 77 Results at A level over the past three years are above those recorded in the previous inspection. Students' successes at 2A level grades A-C have been significantly above local and national averages for the last three years.
- 78 Performance in external examinations is outstanding and the success rate is exceptionally high.
- 79 In 2008 and 2009, 100% of students achieved the level 3 threshold. These results are above the local averages (96% and 97%) and well above the national averages (94% and 96%) respectively.
- 80 In 2009, students' AWPS of 924 points was well above the local average (792) and national averages (688).
- 81 Boys outperformed the girls in the AWPS in 2009.
- 82 In September 2009, 80% of Y11 pupils returned to the sixth form and about 18% continued their studies in Further Education (FE). Less than one per cent of pupils left full-time education without a recognised qualification. Ninety-three per cent of Y13 students entered Higher Education (HE).

Their progress in learning

- 83 Nearly all students make outstanding progress during their period of study in the sixth form. All students exhibit outstanding standards in the six key skills.
- 84 Outstanding levels of communication are evident in class discussion. Students' writing skills are very strong with evidence of accurate extended work available in files and during classroom observations. The quality of students' oral contributions demonstrated a high level of maturity and composure. Linguistic skills of high quality were also evident when discussions were held with members of the school council. Students' bilingual skills are limited.

- 85 The standard of students' application of number skill is outstanding. The work completed in files and in the portfolios of evidence is exceptional. The high standard of students' ICT skill is evidenced in their project work and class presentations. Students use PowerPoint presentations of high quality to highlight aspects of their work. They work outstandingly in pairs or larger groups when delivering these presentations. They work very well together in class when investigating and presenting model answers to past questions.
- 86 Nearly all students have a clear understanding of their levels of achievement and what they have to do to improve.

The development of their personal, social and learning skills

- 87 Standards of students' personal, social, moral, and learning development are outstanding. Their attitude to learning is very good. All students enjoy being in school and are highly motivated by their success. The standard of their spiritual and cultural development is good.
- 88 Most students organise their work very well, without supervision in readiness for university life. They use their study facilities effectively.
- 89 They accept responsibility and work well as groups to raise money for several charities. Nearly all students have a strong social conscience. Many are involved in the school's buddy system.
- 90 Nearly all students are very good role models for younger pupils and for one another. Their leadership skills are extensive and many have been involved in the Duke of Edinburgh's Award scheme. The relationships between senior and junior pupils are very good. Nearly all students support younger pupils experiencing difficulties, socially or academically.
- 91 Outstanding relationships exist amongst the students. They are very supportive of one another. Students are able to express views openly and honestly. They listen carefully to the view of others.
- 92 Students demonstrate very responsible behaviour and respect towards one another and towards all members of the school community. This is an outstanding feature.
- 93 Discussions with members of the school council and representatives on the governing body were impressive.
- 94 Attendance is monitored sensibly and students in Y12/13 have developed very good working habits. Nearly all students have adopted a very mature approach to registering their presence in school. Attendance and punctuality to lessons are very good.
- 95 Students gain substantially from their sixth-form experiences.

The quality of education and training

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

Grade 1: Good with outstanding features

- 96 This grade matches the school's self-evaluation grade. The many outstanding features in teaching include:
- the quality of working relationships between teachers and pupils;
 - the skilful use of a wide range of teaching approaches;
 - meticulously planned opportunities for pupils to develop progressively their learning skills; and
 - highly effective review and target-setting processes.

KS3 and KS4

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

- 97 The school has maintained the high quality of teaching noted in the previous inspection report. It continues to be a significant strength of the school and is a major contributor to the high standards achieved by almost all pupils.
- 98 The following table shows the quality of teaching in all lessons observed in the school in KS3 and KS4:

Quality of teaching 69 lessons observed	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	38%	50%	10%	2%	0%
KS4	37%	56%	7%	0%	0%
KS3+KS4	38%	52%	9%	1%	0%

- 99 These overall grades are outstanding. The 90% of lessons judged to be grade 1 or 2 is significantly higher than the national average reported in HMCI's annual report in 2008/09 where 76% of lessons were judged to be grades 1 and 2. Good and outstanding features were seen in the quality of teaching in each key stage. The school exceeds the 'Vision into Action' target for 2010 that the quality of teaching should be grade 2 or better in 80% of lessons.
- 100 Teaching is consistently good and well informed, with a very high proportion of outstanding lessons. Involvement in a variety of initiatives, such as the Y7 Learning to Learn scheme, has allowed many staff to apply and refine further their practice. Many members of staff share their expertise with other schools.
- 101 There are outstanding working relationships between teachers and pupils. Most pupils are keen to succeed and respond well to the outstanding climate for learning provided within the school.
- 102 Teachers ensure effectively that pupils know exactly what pupils have to do to achieve their best.
- 103 Teachers apply their very good subject knowledge and high expectations to provide a range of sharply focused, interesting and well-paced activities adapted

to individual learning needs. Skilful task-setting and incisive questioning ensure that pupils build well on their previous learning and develop their knowledge and understanding further.

- 104 Teachers use their ICT skills extremely well to engage pupils in lesson activities and to support their learning.
- 105 Teachers plan their lessons meticulously. They take every opportunity to utilise a variety of approaches and resources of high quality to ensure that pupils are active learners and systematically develop their key skills.
- 106 In the best instances, pupils are required to investigate, think for themselves, collaborate on topics, and discuss what they are learning.
- 107 The school has a strong commitment to inclusion and ensuring that all pupils succeed. Teachers actively promote equality of opportunity and there is a high degree of mutual respect within lessons. Teachers and LSAs work very effectively together within many lessons to provide outstanding levels of support for pupils with SEN. Professional relationships and communication are of a high order.
- 108 Welsh second language is taught well. All pupils follow the Welsh full course at GCSE in KS4 with considerable success. Opportunities for pupils to practise and develop their bilingual communication skills across the school are limited.
- 109 In the small proportion of lessons where there are shortcomings, there is a lack of challenge, variety and pace. Too much time is spent on teachers' delivery, and pupils remain as passive learners. Work is insufficiently matched to the different needs of pupils, and there is a lack of extension work.

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

- 110 Assessment practice is good with outstanding features. The clear guidelines provided by the whole-school assessment policy secure a high degree of consistent practice.
- 111 The identification and monitoring of pupils' achievement targets are outstanding. Pupils' progress against predicted end-of-key-stage target levels and grades is collated and meticulously analysed within the whole-school data base. This enables staff to track how well pupils are doing and identify underachievement. Very good collaboration between subject, pastoral and support staff ensures that appropriate action is taken promptly.
- 112 Regular progress reviews carried out by subject and heads of learning, systematically monitor pupils' progress. Intervention strategies are promptly and effectively provided for those pupils identified as requiring additional support. The wide range of approaches ensures that all pupils make very good progress.
- 113 Staff set individual short-term subject-specific targets with pupils at major assessment points and review them regularly. The involvement in and understanding of the target-setting process by almost all pupils are significant motivating factors. Pupils receive constant reminders of their learning goals. As a result pupils have a strong grasp of their targets, especially within KS4.
- 114 Subject departments systematically use a variety of assessments to compile comprehensive records of pupils' achievement and progress. Judgements are valid and useful.

- 115 Most departments make very good use of their assessment information to modify their approaches to meet the needs of individual pupils more accurately. Individual pupils receive the appropriate levels of support and challenge.
- 116 Most departments involve pupils effectively in evaluating their own work and that of their peers against set criteria, and in setting short-term improvement targets. Pupils gain a very clear understanding of their progress. In some departments pupils' use of peer and self-assessment is less well developed.
- 117 Almost all teachers mark pupils' work regularly and thoroughly. Feedback is well focused and constructive. Most provide pupils with helpful, often outstanding verbal and written subject-specific comments and targets. Pupils know how well they are doing and what to do to improve.
- 118 Some marking does not help pupils understand how to improve. Comments on work are not always diagnostic. In these cases pupils are uncertain of their achievement and how to achieve their best, especially in KS3.
- 119 The school's procedures meet statutory requirements in relation to assessment and reporting on NC subjects at KS3 and fulfil examination requirements in KS4.
- 120 The procedures of a majority of departments for standardising and moderating pupils' work from KS2-KS3 have developed consistently well. These assessment developments promote a better understanding in respect of standards and ensure greater consistency in assessment.
- 121 The quality of the arrangements for reporting pupils' progress to parents and carers is very good. Interim and annual reports provide a range of useful information and give a clear indication of pupils' achievements and progress in relation to expectations. Most teachers provide subject-specific comments and targets for improvement of good quality, especially in KS4. The individual self-review of progress carried out by pupils and discussed in depth with their teachers as an integral part of the process is an outstanding feature.
- 122 Good opportunities for parental involvement are also provided at the time-tabled consultation meetings and within the pupils' self-review process.

Sixth form

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

- 123 In the sixth form, the quality of teaching is good with outstanding features. The following table shows the grades awarded to the quality of teaching in all the lessons observed in the sixth form:

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
All lessons (30 lessons)	40%	47%	13%	0%	0%

- 124 Eighty-seven per cent of the lessons observed in the sixth form were judged to be good or better. The number of outstanding and good features of teaching in the sixth form is similar to those seen in KS3 and KS4. The most notable are the:

- working relationships between teachers and students;

- strong subject knowledge to provide well organised and stimulating lessons;
- clear well-informed instruction and frequent opportunities for students to participate actively in their learning;
- very well-planned teaching with clear learning outcomes;
- skilful use of questioning and small group-work; and
- high expectations of application and achievement.

125 Teachers often use high-level ICT skills to engage and motivate pupils.

126 The shortcomings observed in a small proportion of lessons relate to a lack of pace and challenge, and an imbalance between teachers' explanations and students' activity.

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

127 Students' work is assessed carefully and regularly marked, with good and often outstanding feedback provided in most cases. Many teachers provide extensive, subject-specific comments that set appropriate targets for improvement.

Targeted intervention of good quality, well-matched resources and additional individual support ensure that almost all students make very good progress.

128 Most teachers ensure that students become familiar with examination assessment criteria within peer and self-assessment approaches. This improves students' understanding of course and examination requirements and assists them in evaluating their own progress.

129 The sixth-form monitoring and mentoring programme, involving subject and pastoral staff, tracks individual students' progress against agreed targets and predicted grades and provides outstanding support to students. All students meet with a personal tutor to discuss progress and to set targets on a half-termly basis.

130 Parents are provided with a comprehensive termly overview of progress through written reports and consultation meetings of very good quality. Targets set within the reporting process provide highly focused subject-specific guidance for improvement. These are rigorously reviewed with students and parents are kept fully informed of progress. This is an outstanding feature.

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

Grade 1: Good with outstanding features

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

132 There are many outstanding ways in which the learning experiences meet the needs and interests of learners and the wider community. These features include the:

- teaching programme of at least 27.5 hours per week for pupils in KS3 and KS4;
- breadth of the KS3 curriculum and the range of academic courses offered in KS4 and in the sixth form;

- wide and varied range of extra-curricular activities;
- curricular and pastoral links with primary partner schools;
- provision for the social and moral development of learners; and
- opportunities to develop entrepreneurial skills at KS4 and in the sixth form.

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

- 133 The school meets the statutory requirements of the curriculum in all key stages very well. The curriculum is accessible to all and provides pupils and students with opportunities to gain qualifications.
- 134 The school's commitment to meeting the needs of all its learners is outstanding. Central to this feature is the teaching programme of at least 27.5 hours per week for pupils in KS3 and KS4 and the choice of academic courses and the WBQ programme in the sixth form.
- 135 In KS3, the curriculum is enriched through the provision of information technology and drama as discrete subjects across the key stage. In Y7, all pupils study "Learning to Learn" and in Y8 and Y9 many pupils study both French and German which is good practice in modern foreign languages.
- 136 The school's response to the Welsh Assembly Government's (WAG's) 14-19 Learning Pathways' agenda is good. A wide range of courses is offered at KS4 and in the sixth form in all five domains. Vocational courses are offered in four domains in KS4 and two in the sixth form.
- 137 In KS4, all pupils study Welsh second language as a full GCSE course and can gain qualifications in information technology, religious education and physical education as part of the core curriculum. Many pupils can achieve GCSE qualifications in up to 12 subjects. As part of 14-19 partnerships' provision, some additional vocational courses are offered by Barry College and the Cardiff Military Preparation College.
- 138 Most students in the sixth form study at least four Advanced Supplementary (AS) courses chosen from a wide range of subjects. These courses, in addition to the WBQ Advanced programme, prepare students effectively for FE, HE and employment.
- 139 Learning experiences develop basic and key skills well, with the school being successful in gaining the Basic Skills' Quality Standard. The main and wider key skills are clearly mapped in schemes of work. Good progress has been made in implementing the skills' agenda in KS3. At present, key skills are not accredited in either KS3 or KS4. However, this is an important feature of the WBQ programme in the sixth form.
- 140 The school provides an outstanding variety of enrichment experiences for its learners including:
- extensive peripatetic music provision and a wide range of musical activities;
 - numerous visits locally, nationally and abroad to places of historical, cultural and social interest;
 - the Duke of Edinburgh's Award scheme attracting large numbers at bronze, silver and gold levels; and

- a range of clubs, revision groups, sports and leisure activities including the 5x 60 programme.
- 141 The personal development of pupils is addressed very effectively. There is a well-structured PSE programme which meets statutory requirements and is delivered to all pupils and students.
- 142 The promotion of learners' moral and social development is outstanding. Respect for all people and the learning environment is evident throughout the school. The school's ethos reflects a clear sense of purpose to work hard and support one another. Learners and staff contribute very effectively to a harmonious community for learning. Through many events, substantial amounts of money are raised for different charities and good causes. The moral development of all within the school is successfully achieved.
- 143 Learners' awareness of their own and of other cultures is good. This is successfully promoted in many subjects, assemblies, extra-curricular activities and school events.
- 144 Provision for the spiritual development of learners is good. Religious education lessons contribute to the development of spiritual values. The school meets the requirement of a daily act of collective worship by a brief reading and prayer and giving the opportunity to reflect.
- 145 Pupils' and students' learning experiences are enhanced by a number of outstanding partnerships with the community and other providers. These include the:
- curricular links in most subjects with primary partner schools as part of the transition programme;
 - support from employers in providing work experience in Y10 and Y12, and in enterprise activities in KS4 and the WBQ programme in the sixth form;
 - involvement in the community through elements of the Duke of Edinburgh's Award programme; and
 - inputs from many HE establishments to advise students on the pathways available.
- 146 Partnerships with parents are good with a very enthusiastic parent-teachers' association (PTA) organising a number of events to raise funds to support activities such as the Duke of Edinburgh's Award scheme. All parents receive very comprehensive termly 2XL news' booklet.
- 147 The school has good links with the University of Wales Institute Cardiff (UWIC) and the University of the West of England. It receives students on a regular basis and offers good support for the trainees.
- 148 The school complies with all legal and statutory requirements at all key stages.

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

- 149 In all key stages, learners have opportunities to develop their knowledge, skills and understanding of work-related issues. Pupils benefit from a range of work-related activities and there are good examples of local businesses and

organisations supporting these activities. The work-experience programme is well organised and effectively delivered at KS4 and in the sixth form.

- 150 Aspects of 'Y Cwricwlwm Cymreig' feature well in many subjects across the curriculum. The provision for pupils to study Welsh at KS3 and the full GCSE Welsh second language course at KS4 is good. The Welsh culture is also promoted through the school eisteddfod for KS3 pupils and visits to Glan Llyn. However, there are few opportunities for learners across the curriculum, in assemblies and day-to-day activities, to develop and practise their bilingual skills. The school has made limited progress in responding to the priorities contained in WAG's 'Iaith Pawb'.
- 151 The school is very successful in ensuring that no pupil is disadvantaged. It challenges stereotyping and enables pupils to have equal access to subjects.
- 152 The school has made good progress in raising the awareness of sustainable development and global citizenship. A detailed audit has identified extensive coverage of many issues in most subjects studied. Through the leadership of some teachers and enthusiastic pupils, the school has promoted a range of activities involving the recycling of many materials, energy conservation, healthy eating and fitness routines developed in the 5x60 programme. The school has been successful in gaining Green Flag status and the Healthy Schools' Phase 4 Award.
- 153 Overall, learners have a good awareness of employers' needs. This is successfully promoted through the work-related programme, work experience, Dynamo Project presentations, Careers Wales, enterprise activities and Learning Pathways.
- 154 The opportunities for learners to develop their entrepreneurial skills are outstanding in KS4 and in the sixth form; they are good in KS3. In all key stages, problem-solving is a good feature in many classroom activities and extension work. Through the Young Enterprise scheme a number of pupils in KS4 have experienced how a business works. In the WBQ programme, all students are involved in enterprise activities, working on their business plans with local businesses and selling their products at the school's Open Day. Two groups extend their expertise through involvement in the Young Enterprise scheme. Pupils in KS3 develop their skills in activities as part of the PSE programme and in working with entrepreneurs through the Dynamo Project.
- 155 The school has made good progress in addressing a number of WAG's priorities. There are strengths in the transition plan, the skills' agenda, the development of independent learners and the progress made with the 14-19 Learning Pathways.

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

Grade 1: Good with outstanding features
--

156 This grade matches the school's self-evaluation grade. Some of the many outstanding features are the:

- planning and management of care arrangements;

- transition and induction arrangements;
- quality of personal support and guidance to pupils;
- monitoring of behaviour and pupils' performance;
- quality of support to meet the needs of pupils with SEN and the needs of those with physical disabilities;
- regard to the different social, ethnic and linguistic groups; and
- arrangements to eliminate bullying, discrimination and all forms of harassment.

The quality of care, support and guidance to learners

- 157 The school provides pupils with care, support and guidance of very good quality. The way it plans and manages care arrangements is outstanding. The school liaises and works extremely well with support services and outside agencies.
- 158 Thorough and comprehensive healthcare plans are regularly updated by the school nurse. Arrangements for 'looked-after' children are very good; their personal education plans are detailed and of good quality.
- 159 The school is very caring and all teachers are accessible and supportive.
- 160 The school works closely with parents and carers. An outstanding feature of this partnership is the termly news' magazine to which all subject departments and others contribute.
- 161 The views of pupils are taken into account through the very effective school council. The school takes the council's views seriously and has implemented several of their recommendations. Two members of the council act as pupil governors.
- 162 All members of staff have received training on the role of the learning coach. Heads of year, several LSAs and staff teaching the WBQ have received preliminary learning coach training and offer impartial advice to pupils when they choose subject options. Option booklets explain the 14-19 Learning Pathways' options' menu and provision.
- 163 Transition and induction arrangements are outstanding. Primary partner school headteachers and special educational needs' co-ordinators (SENCOs) speak extremely highly of the school and its partnerships and close liaison. Almost every subject department has developed 'bridging units' which ensure continuity and progression from Y6 to Y7. Induction arrangements ensure that pupils settle very quickly into Y7 and special arrangements are in place to support vulnerable pupils.
- 164 The SENCO and head of learning support visit all primary partner schools and attend annual review meetings for pupils with statements of SEN. They work closely with their primary counterparts to assist the school on meeting pupils' SEN on admission.
- 165 The quality of personal support and guidance to pupils is outstanding. A highly effective team of support staff, including heads of year (two for each year group) and support assistants ensure that this is of the highest quality. The home-school support officer contributes significantly to this provision. The school also

avails itself of an impartial counsellor for one day a week; this is provided by a national children's charity.

- 166 Arrangements for PSE are very good. The school has undertaken an exhaustive audit of subject departments to ensure that there are no omissions in the comprehensive programme and to highlight areas that can be strengthened further. Very good support for this programme is provided by the police liaison team which delivers the 'All Wales Police School Core Programme'. Other specialists deliver aspects of the PSE programme.
- 167 There are good arrangements for monitoring attendance and punctuality. The monitoring of behaviour and pupils' performance is outstanding. Careful tracking of progress against challenging targets ensures that underachieving pupils are quickly identified and intervention strategies implemented.
- 168 Arrangements for careers education are good. The school works closely with Careers Wales and its careers' adviser. All pupils in Y9 are offered a careers interview and all Y11 pupils are interviewed.
- 169 Procedures for ensuring the well-being of pupils are well established. The school has completed phase four of the Healthy Schools' initiative. Its advisory group on nutrition has developed into a food and fitness group. An outstanding feature of this group is the use made of external specialists such as the community dietician who is a full member of the group. Physical fitness aspects are well supported by the contributions of specialists such as the 5x60 co-ordinator.
- 170 Child protection procedures are good. The designated child protection officer is a deputy headteacher. There is a detailed policy and comprehensive guidelines and procedures. The school ensures that all members of staff have regular update training and training for new members of staff forms part of their induction process.

The quality of provision for additional learning needs

- 171 Pupils with SEN are identified in their primary schools and very good liaison with these schools ensures that the learning support department is well informed of pupils' needs before admission. Pupils are also screened on admission and scores in reading tests plotted against non-verbal reasoning scores identify pupils who are underachieving. Intervention strategies are then put in place to address this.
- 172 The quality of support to meet pupils' SEN is outstanding. The head of learning support manages provision very effectively, both strategically and on a day-to-day basis and gives very good support to the school's SENCO. The very large team of LSAs is highly effective in supporting pupils in class and in withdrawal groups. The school has invested in a commercial computer-based reading scheme which can be accessed from home by pupils. This is proving to be highly successful.
- 173 Those pupils receiving additional English lessons make rapid progress in developing their literacy skills, reading with fluency and expression.
- 174 The school takes very good account of the Code of Practice for Wales and the statutory framework for inclusion. All statutory requirements relating to pupils with statements of SEN are complied with fully.

- 175 The quality of support is rigorously monitored by the head of learning support. There is regular evaluation of support and both subject teachers and heads of department are involved in this process.
- 176 Provision for disabled pupils and those with sensory impairments is outstanding.
- 177 Provision for more able and talented (MAT) pupils is good. Pupils are identified by data analysis plus recommendations from subject departments. More able and talented pupils are identified on teachers' lesson plans and extension activities are arranged for them.
- 178 Support for pupils with behavioural difficulties is very good. Pastoral support programmes of high quality are in place and enhanced by the very effective support offered by heads of year. This is reflected in the low fixed-term exclusion figures.

The quality of provision for equal opportunities

- 179 The school has developed a very inclusive ethos which is reflected in its commitment to equal opportunities. All policies are in place including those required by statute. They are monitored and reviewed regularly.
- 180 The school has been highly successful in narrowing the gender gap in pupils' attainment. This is an outstanding feature.
- 181 The school also has outstanding regard to the different social, ethnic and linguistic groups amongst its pupils. Pupils from different backgrounds are supported very well and performance data are analysed to highlight any possible disadvantage.
- 182 Provision for pupils with English as an additional language is very good. Pupils are well supported and make rapid progress in the acquisition of both spoken and written English. This is demonstrated by their success in gaining qualifications.
- 183 Arrangements to eliminate bullying, discrimination and all forms of harassment are very good. The school does not tolerate such behaviour. When incidents occur parents are involved immediately.
- 184 Outstanding support is offered to pupils with disabilities and sensory impairments. These pupils are fully integrated into the life of the school. The school ensures that all recommendations by external specialists are met in full before pupils with disabilities are admitted. The school fully meets statutory requirements with regard to its Accessibility plan and its Disability Equality Scheme.
- 185 The outstanding way in which the school recognises and values diversity is reflected in its translation of policy into action. This is demonstrated in the respect pupils have for each other and for adults in the school.

Leadership and management

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

Grade 1: Good with outstanding features

186 This grade matches the school's self-evaluation grade. The outstanding features are the:

- inspirational leadership and complementary roles of the headteacher and his SLT;
- open and approachable management style of leaders;
- shared values amongst all those associated with the school;
- equality of opportunity for all; and
- effective monitoring and target-setting procedures.

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

187 The school functions in a way which ensures that its aims and objectives are fully operational in the life of the school. Highly effective levels of communication exist within the school. Meetings are frequent and productive.

188 There is a very strong ethos and a clear sense of purpose that are evident within the school. All members of staff and nearly all pupils have a clear focus and a common purpose that is based on achievement and success. There are shared values amongst all about learning, behaviour and relationships. School policies are detailed and embody these values.

189 The school has been transformed through the outstanding leadership of the headteacher and the teams which he has established. He works harmoniously with his senior leaders and governing body. He leads with vision, giving clear strategic direction and is very influential in promoting school values by example.

190 The headteacher and his SLT are innovative and they have moved the school forward with the full support of the school community. All members of the SLT provide very good leadership in their respective areas of responsibility. They are well respected and their regular presence around the school ensures the maintenance of high standards. The SLT is well supported by highly motivated heads of year and heads of department.

191 Each member of the SLT is linked to a group of departments and these management links are very effective. Monitoring is rigorous, but supportive. The headteacher also monitors the quality of teaching. Members of staff within departments monitor one another's teaching.

192 Nearly all middle managers understand their roles clearly and undertake these roles to very good effect. There are clear lines of accountability. Middle managers of high quality are committed to raising standards by monitoring work and pupils' progress on a regular basis. The quality of leadership at all levels is a significant factor in the maintenance of high standards.

193 The school's methods of setting quantitative targets are very good. Targets set within most departmental, pastoral and school improvement plans, are rigorous

and challenging. Similarly, pupils' targets are realistic but challenging. Pupils are set subject-specific targets which are monitored meticulously to ensure that all individuals make progress.

- 194 The school actively promotes equality of opportunity for all. Everyone in the school is treated with respect and has a contribution which is valued. There are high levels of empowerment and trust which enhance the feeling of ownership and belonging.
- 195 The school ensures the professional development of all members of staff according to individual and school needs. The outcomes of the continuing professional development (CPD) are shared within departments, and where appropriate, on a whole-school basis. The professional development of staff and the programme for the induction of newly-qualified teachers, and teachers new to the school are very well organised and managed.
- 196 The school has a firmly established formal system of performance management which applies to all members of teaching staff. The system for technical and administrative staff is supportive but not formal enough.

How well governors or other supervisory bodies meet their responsibilities

- 197 The governing body makes an outstanding contribution to the leadership of the school. The professional expertise of each governor is used very effectively.
- 198 The governing body has high expectations of the school and governors expect standards to be maintained at a high level.
- 199 The chair of governors and chairs of the sub-committees have very detailed knowledge of the school. They ensure that sub-committees work very productively for the benefit of the school.
- 200 The governors clearly understand their roles and act as critical friends in a highly effective manner. They are well informed on all aspects of school performance and receive regular reports from school managers. There are long-standing, close and strong links between members of the governing body and departments.
- 201 Governors are fully involved in the strategic management of the school. The quality of their strategic management and involvement in the evaluation processes are outstanding features. Discussions are detailed and challenging.
- 202 Governors ensure that the school provides exceptional value for money.
- 203 Governors ensure that targets are challenging but realistic.
- 204 The school prospectus contains all the required information.
- 205 All regulatory requirements are met.

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

Grade 1: Good with outstanding features
--

- 206 This grade matches the school's self-evaluation grade.
- 207 The grades awarded by the inspection team for all the seven key questions match the grades awarded by the school in its self-evaluation report. This

exemplifies the extensive knowledge the school has of its strengths and areas for development. The outstanding features include the:

- highly effective leadership of the headteacher and SLT;
- seamless link between evaluation and planning for improvement;
- relationships between the SLT and middle-management team (MMT);
- quality and consistency of self-evaluation reports of the senior and middle managers;
- standard of whole-school and departmental planning for improvement; and
- improvements since the last inspection.

How effectively the school's performance is monitored and evaluated

- 208 The very effective leadership and the thorough system of self-evaluation and planning for improvement have had a positive impact on standards across the curriculum.
- 209 Self-evaluation is embedded in the strategic planning within the school. This is an outstanding feature. The quality of self-evaluation as a cyclical process is an outstanding feature. The school's self-evaluation report is a detailed and rigorous document of high quality outlining the school's performance against the seven key questions as used in Estyn's guidance. It focuses on the strengths, attainment and achievements of pupils and identifies further areas for improvement. It is thorough and evaluative.
- 210 The standard of departmental self-evaluation reports is outstanding. Heads of department (HODs) analyse the present position of the departments in great detail and note the successes and areas which require further attention. The consistency in self-evaluation across departments is exceptional.
- 211 An outstanding feature of self-evaluation in the school is that it is a continuous process throughout the year with regular opportunities for all to evaluate progress and success.
- 212 Leaders and managers are well informed about the areas for which they are responsible. The quality of the links between members of the SLT and departments is very good. Members of SLT meet with HODs to discuss the analysis of examination data and to set targets for improvement.
- 213 A culture of monitoring lessons and building on strengths and recognizing areas for development within the school is also well embedded and of a high standard. There is a well-established system of observing lessons and pastoral work undertaken by senior and middle managers. Pupils' work is also reviewed regularly. Good use is made of planning preparation and assessment time to conduct peer observations.
- 214 Views of pupils are actively sought, and their opinions respected. The school council has been instrumental in securing facilities, such as the sixth-form café and garden, improvements to and upkeep of the toilets. The links with parents are good. The school produces regular information magazines, subject information of a high standard, as well as information booklets on key issues such as subject-choice booklets and transition booklets. The school website is being updated.

215 All members of the teaching, technical and ancillary staff and governors contribute to the continuous process of self-evaluation. Departments and year groups work extremely well as teams, with members working together to raise achievement.

The effectiveness of planning for improvement

216 The use of data to inform planning and development across the school is outstanding. The guidance given to departments, the wealth of data available to staff, and departmental confidence in data analysis, ensure excellent evaluation of examination results. Realistic yet challenging target-setting for departments and their monitoring as an intrinsic part of the planning process is also a strength.

217 The quality of both the annual SIP and the DIPs are outstanding. Issues for development noted in the self-evaluation documentation, including the issues arising from the data analysis, are regularly and consistently incorporated into the SIP and the DIPs. Local and national priorities are also included. The SIP has suitable implementation strategies, detailed financial costings and effective success criteria.

218 The school produces a short two and three-year plan which clearly outlines the main issues to be addressed. The future plans are regularly evaluated. Departments are also encouraged to outline their future plans and are reminded at regular intervals to consider and, if needs be, refine their intentions. The constant revisiting of future plans by the SLT and the MMT is an outstanding feature.

219 Departmental improvement plans reflect whole-school priorities as well as subject-specific needs and areas identified through self-evaluation. The standard of DIPs is good. In the best examples, departments rigorously cost their plans and provide measurable success criteria.

220 The resourcing of plans outlined in the SIP and DIPs is very effectively managed.

221 The school had no key issues which had to be addressed from the last inspection. However, an outstanding feature of the school has been the effort made by all staff to secure even higher standards. Since the last inspection, standards across the subjects have improved at KS3, KS4 and in the sixth form. The gender gap between boys' and girls' performance at KS4 has narrowed noticeably, and the remodelling of the workforce has had a very positive effect on the working environment and the increased provision of additional administrative support staff.

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

Grade 1: Good with outstanding features
--

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

223 The outstanding features include the:

- commitment and effectiveness of teaching and support staff;
- quality, quantity and deployment of learning resources;

- management and care of the school's premises;
- time management of the formal and extended school day;
- systematic and rigorous management of the budget ensuring value for money; and
- management and range of CPD opportunities available to all staff.

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

224 The school is well staffed with the vast majority being graduates teaching their subject specialism. There is a good mix of age and experience. The members of teaching staff are a strength of the school. This is demonstrated by the outstanding learner and teacher relationships and the staffs' unstinting support and care for all pupils.

225 The successful implementation of the workforce remodelling agreement has resulted in the creation of an exceptional team of support workers. They make an outstanding contribution in terms of classroom support, the cost-effective development, maintenance and cleanliness of the buildings and the day-to-day administrative running of the school. The administrative burden on teaching staff has been significantly reduced. Planning, preparation and assessment time is used very effectively by all staff.

226 The well-equipped and fully-resourced departments provide outstanding facilities for teaching and learning. Considerable investment has been made to ensure departments are equipped with the appropriate technological hardware. Nearly all teaching rooms are furnished with interactive whiteboards. The computer to pupil ratio is a commendable 1:3.5. Departmental capitation is generous with additional funding available through a bidding system.

227 The library and the learning resource centre are well stocked. They are widely used making a very valued contribution to raising and maintaining high standards across all key stages. Learners have access at all times during and outside the formal timetable.

228 The quality of the buildings is outstanding. It is testimony to the inspirational planning by the headteacher, SLT and governors and to the pride and care shown by both pupils and staff. The in-house maintenance team makes an outstanding contribution to the development and maintenance of the school building. The team delivers outstanding value for money. The school provides a very positive and stimulating learning environment enhanced by the displays of high quality in the classrooms and corridors.

How efficiently resources are managed to achieve value for money?

229 The school is extremely efficient in its management of time. Its introduction of the continuous day with split breaks and lunches, fifty-five minute lessons and teaching time of twenty-seven and a half hours per week have significant social and academic benefits for all learners.

230 The budget is rigorously monitored by the governors and senior staff. Its management and control by the administrative staff is outstanding. Auditors regularly report on the school's finances as being "a very well controlled system".

- 231 The large sixth form is self-financing and gives outstanding value for money. The school ensures a high degree of cost-effectiveness in all aspects of its expenditure and investment. This is critical in the light of the delegated funding per pupil from the Vale of Glamorgan being very low.
- 232 The SIP focuses on teaching and learning with resources directly targeted to support this priority. Learners take full advantage, achieving high levels of success in all aspects of their school experiences.
- 233 The professional development of all teaching and support staff is comprehensive and very well managed. The performance management programme encompasses all members of the teaching staff. The provision for newly qualified teachers (NQTs) and teachers in their early professional development (EPD) is outstanding. The very few teachers who teach outside their subject specialism receive highly effective support from subject leaders.
- 234 The school operates a full programme of mentoring and support for initial teacher training (ITT). The links with University of Wales Institute Cardiff (UWIC) and the University of the West of England are extremely positive bringing considerable benefit to all parties involved.
- 235 Criminal Records Bureau (CRB) checks have been completed for all teaching, support and volunteer staff working in the school.
- 236 The budget is reviewed on a regular basis by the Chair of Governors, headteacher and the finance and staffing sub-committee. This ensures that the appropriate action is taken to maximise the deployment of limited finance for the benefit of all learners.
- 237 In the context of the UA's funding levels, the management and control of the budget, the commitment of both teaching and support staff, the availability of quality resources and facilities, the achievement of learners and the quality of leadership within the school, the school provides outstanding value for money.

School's response to the inspection

The governors, headteacher and staff of Stanwell School are very pleased with this report and the judgement that Stanwell is a very good school with many outstanding features in all the key questions. We would like to thank the inspection team for the professionalism, thoroughness, courtesy and integrity demonstrated throughout the process, under the guidance and leadership of Mr. Gwyn Thomas, the registered inspector.

The recognition of so many outstanding features is very gratifying. The school is particularly pleased that the outstanding progress and behaviour of pupils of all abilities has been acknowledged and celebrated. It is also appreciated that the very high quality of the school's leadership and management at all levels and the excellent value for money provided, are recognised as major strengths of the school. The recommendations of the inspection report are already addressed by the School Improvement Plan.

Appendix 1

Basic information about the school

Name of school	Stanwell School
School type	Secondary
Age range of pupils	11-18
Address of school	Archer Road, Penarth, Vale of Glamorgan.
Postcode	CF64 2XL
Telephone number	02920 707633

Headteacher	Mr M Parker
Date of appointment	1 September 1989
Chair of governors / Appropriate authority	Mr A Rogers
Reporting inspector	Mr W Gwyn Thomas
Date of inspection	08/02/10

Appendix 2

School data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	320	309	294	279	248	214	167	1831

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	92	13	101.1

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	18.1
Pupil: adult (fte) ratio in special classes	-
Average teaching group size	11-16= 25.18 , 16+= 16.97 School = 24.09
Overall contact ratio (percentage)	76.3

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole school
Term 1	95.2	94.6	93.8	92.3	88.8	93.5	90.2	92.9
Term 2	95.3	94.3	91.9	91.1	88.7	86.2	88.8	92.0
Term 3	94.6	93.1	91.3	88.7	88.3	89.7	69.2	89.5

Percentage of pupils entitled to free school meals	4.3
Number of pupils excluded during 12 months prior to inspection	29 Temporary

Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

Stanwell School
Vale of Glamorgan

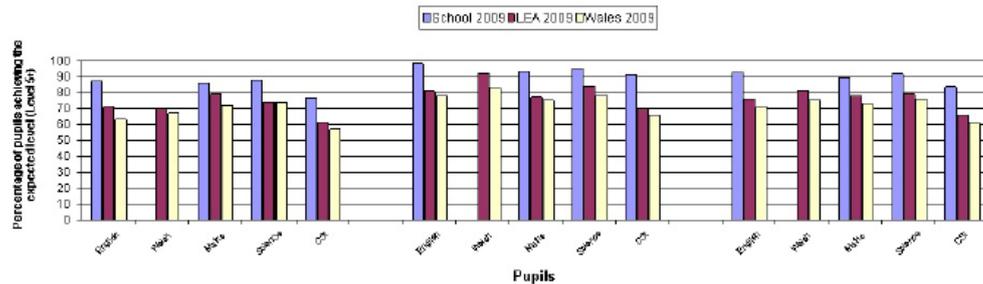
LEA/School no: 673/5400

School comparative information: National Curriculum Assessments 2009 with benchmarking

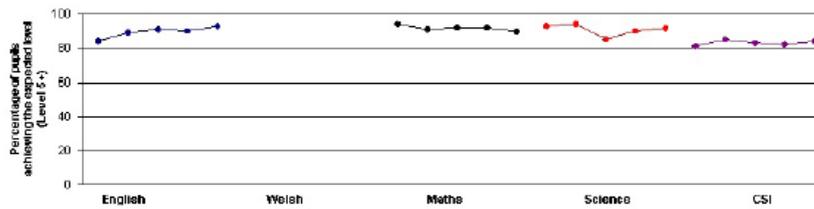
Key Stage 3

Percentage of boys, girls, and pupils achieving at least the expected level (Level 5+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	87	71	63	99	81	78	93	76	71
Welsh	.	70	67	.	92	83	.	81	75
Maths	86	79	72	93	77	75	90	78	73
Science	88	74	74	96	84	78	92	79	76
CSI	77	61	57	91	70	66	84	66	61



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1	School is in the top 25 per cent.	Free School Meal Group
Quartile 2	School is in the top 50 per cent but not the top 25 per cent.	
Quartile 3	School is in the bottom 50 per cent but not the bottom 25 per cent.	Less than 10 percent eligible for FSM
Quartile 4	School is in the bottom 25 per cent.	

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		78		82		88	93
Welsh		72		79		88	
Maths		78		83		88	90
Science		83		87		90	92
CSI		69		76		80	84

Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 5 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Report by William Gwyn Thomas
Stanwell School, 08/02/10

This report uses data for 2009 for LEA and Wales comparative information

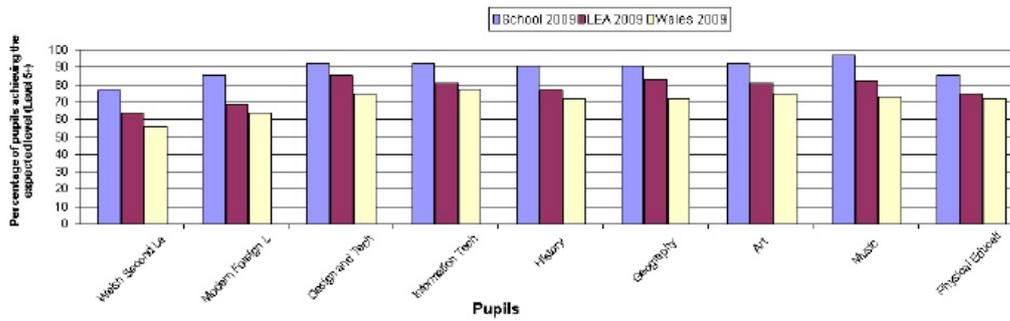
Stanwell School
Vale of Glamorgan

LEA/School no: 673/5400

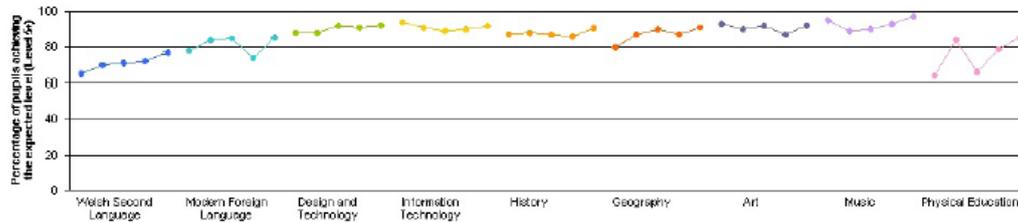
School comparative information: National Curriculum Assessments 2009 with benchmarking
Key Stage 3

Percentage of pupils achieving the expected level (Level 5+)

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
Welsh Second Language	65	45	46	90	83	66	77	64	56
Modern Foreign Language	77	57	55	93	81	73	85	69	64
Design and Technology	89	79	68	95	91	83	92	85	75
Information Technology	85	74	72	99	87	83	92	81	77
History	87	71	66	94	83	78	91	77	72
Geography	85	77	67	97	89	77	91	83	72
Art	85	70	66	99	91	85	92	81	75
Music	95	77	66	99	86	81	97	82	73
Physical Education	84	72	72	87	79	72	85	75	72



School Performance over time (2005 - 2009)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

- Quartile 1 School is in the top 25 per cent.
- Quartile 2 School is in the top 50 per cent but not the top 25 per cent.
- Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.
- Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

Less than 10 percent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
Welsh Second Language		63		68	77	80	
Modern Foreign Language		67		75		84	85
Design and Technology		80		88	92	93	
Information Technology		84		89	92	93	
History		79		87		91	
Geography		80		85		89	91
Art		81		87		92	
Music		79		84		89	97
Physical Education		76		82	85	86	

Notes:

- 1. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Stanwell School

SSSP

Summary of Secondary School Performance (1)

LEA/School No. 673/5400

Pupils aged 15

Number of pupils aged 15 who were on roll in January 2009 : 276

Percentage of pupils aged 15 who :

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average wider points score per pupil
School 2008/09	100	99	86	81	80	514
LEA Area 2008/09	100	93	72	54	54	456
Wales 2008/09	99	88	61	47	46	379
School 07/08/09	100	98	84	..	70	520
School 06/07/08	..	..	..	..	64	517

Number of boys aged 15 who were on roll in January 2009 : 146

Percentage of boys aged 15 who :

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average wider points score per pupil
School 2008/09	100	99	86	83	82	516
LEA Area 2008/09	100	91	73	53	53	469
Wales 2008/09	98	86	55	43	43	357
School 07/08/09	100	97	80	..	69	503
School 06/07/08	..	..	..	..	59	488

Number of girls aged 15 who were on roll in January 2009 : 130

Percentage of girls aged 15 who :

	entered at least one qualification	achieved the Level 1 threshold	achieved the Level 2 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Core Subject Indicator (2)	Average wider points score per pupil
School 2008/09	100	98	86	78	77	511
LEA Area 2008/09	100	95	71	55	54	443
Wales 2008/09	99	91	66	51	50	401
School 07/08/09	100	98	89	..	71	537
School 06/07/08	..	..	..	..	69	546

Stanwell School

SSSP

Summary of Secondary School Performance (1)

LEA/School No. 673/5400

Pupils aged 15

	Percentage of pupils aged 15 who :		Percentage of boys aged 15 who :		Percentage of girls aged 15 who :	
	achieved one or more ELQ (3) only	Left full time education without a qualification (4)	achieved one or more ELQ (3) only	Left full time education without a qualification (4)	achieved one or more ELQ (3) only	Left full time education without a qualification (4)
School 2008/09	0	0.4	0	0.0	0	0.8
LEA Area 2008/09	1	0.5	1	0.5	0	0.6
Wales 2008/09	2	0.9	3	1.0	1	0.8
School 07/08/09	0	..	0	..	0	..
School 06/07/08	0	..	0	..	0	..

Pupils aged 17

	Number of pupils aged 17 who were on roll in January 2009 : 136		Number of boys aged 17 who were on roll in January 2009 : 57		Number of girls aged 17 who were on roll in January 2009 : 79	
	Percentage of 17 year old pupils entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17	Percentage of 17 year old pupils entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17	Percentage of 17 year old pupils entering a volume equivalent to 2 A Levels who achieved the Level 3 threshold	Average wider points score for pupils aged 17
School 2008/09	100	924	100	948	100	906
LEA Area 2008/09	97	792	96	755	97	827
Wales 2008/09	96	688	95	656	97	715
School 07/08/09	..	925	..	931	..	920
School 06/07/08	..	..	..	..	..	..

- (1) For details on approved qualifications, point scores and contribution to thresholds, please see the Database for Approved Qualifications in Wales (DAQW) at <http://www.daqw.org.uk/>
- (2) For information about which syllabuses are included in each subject area see Notes for Guidance.
- (3) Entry Level Qualification.
- (4) As defined under the National Performance Indicator EDU/002.
- .. Data not available

Stanwell School
School Type: Comprehensive 11-18
Linguistic Delivery: English medium

LEA/School No. 673/5400

Number of SEN Unit/Special Classes: 0

Number of Pupils on Roll in NCY 11: 278

Percentage of compulsory school age pupils eligible for FSM 2008/09: 4.5

Percentage of compulsory school age pupils eligible for FSM 07/08/09: 4.3

Percentage of compulsory school age pupils on SEN register: 8.8

Percentage of 15 year old pupils on SEN register: 5.1

Level of Welsh Bacallaureate Offered:

	Advanced for Post-16 Pupils	Intermediate for post-16 Pupils	Pilot Foundation for post-16 Pupils	Pilot Intermediate for pre-16 Pupils	Pilot Foundation for pre-16 Pupils
Welsh Bacallaureate Offered: Yes	Yes	No	No	No	No

Report by William Gwyn Thomas
Stanwell School, 08/02/10

Section 4

**Key Stage 4 free school meal benchmarking data for Stanwell School (6735400)
(summary data)**

Free school meals (FSM) benchmarking group (a)	2007	2008	2009
Up to and including 10% of pupils of statutory school age eligible for FSM	4.8%	3.7%	4.3%
Over 10% and up to and including 15% of pupils of statutory school age eligible for FSM			
Over 15% and up to and including 20% of pupils of statutory school age eligible for FSM			
Over 20% and up to and including 30% of pupils of statutory school age eligible for FSM			
Over 30% of pupils of statutory school age eligible for FSM			

Source: Pupil Level Annual Schools' Census (PLASC)

(a) From 2009, a three-year average of these data is used to determine the free school meal benchmarking group for the school, and so these data are presented as a three-year average from that point (i.e. by taking the data for the current year, and also the two years prior in deriving the figure).

Summary of positions within the relevant FSM benchmarking group for each achievement (a)

Subject	2007	2008	2009
Percentage of 15 year olds achieving the level 2 threshold including English/Welsh and Maths	.	1	1
Percentage of 15 year olds achieving the level 2 threshold	1	1	1
Percentage of 15 year olds achieving the level 1 threshold	1	2	1
Percentage of 15 year olds achieving the Core Subject Indicator	1	1	1
Average wider points score across all subjects	1	1	1
Percentage of 15 year olds achieving a level 2 qualification in English	1	1	1
Percentage of 15 year olds achieving a level 2 qualification in Mathematics	1	1	1
Percentage of 15 year olds achieving a level 2 qualification in Science	2	2	1

Absence data (a):

Percentage of half-day sessions missed due to absence	3	3	~
---	---	---	---

Sources: Pupil Examination Performance Information and Pupil Level Annual Schools' Census (PLASC)

(a) A rating of 1 means that school's position is within the highest 25% of schools in the relevant benchmarking group.
 A rating of 2 means that school's position is within the highest 50%, but not the highest 25% of schools in the relevant benchmarking group.
 A rating of 3 means that school's position is within the lowest 50%, but not the lowest 25% of schools in the relevant benchmarking group.
 A rating of 4 means that school's position is within the lowest 25% of schools in the relevant benchmarking group.
 This system applies to both subject performance and absence. A rating of 1 indicates above average performance and also above average absence within the relevant benchmarking group, while a rating of 4 indicates below average levels of each indicator.

The symbol "." means that data are not applicable.

The symbol "~" means that data are not available until late 2009.

Appendix 4

Evidence base of the inspection

Inspectors spent a total of 40 days in the school and were joined by the school's deputy headteacher as nominee. They held a meeting before the inspection.

During the inspection, inspectors visited:

- 99 lessons;
- registrations and assemblies; and
- some extra-curricular activities.

Members of the inspection team met with:

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

The team also considered:

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

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
William Gwyn Thomas	Rgl KQ1 and KQ5, context, summary, recommendations, appendix.
Gwynoro Jones	Lay Inspector. Contributing to all Key Questions
Andrew Herdman	KQ2
Glyn Davies	KQ3
Paul Donovan	KQ4
Bethan Whittall	KQ6
Huw Llewelyn	KQ7
Delyth Williams	Contributing to all Key Questions
Andrew Matthews	Contributing to all Key Questions
Alan Kelly	Contributing to all Key Questions
Emyr W Roberts	Contributing to all Key Questions
Adrian Wells	Peer Assessor
Lesley Lee	Nominee

Acknowledgement

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

Contractor

EPPC/Severn Crossing Ltd
Suite F2A
Britannic House
Britannic Way
Llandarcy
Neath
SA10 6JQ