

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

A report on the quality of education in

**Ysgol Gyfun Cwm Rhymni
Heol Gelli Haf, Fleur De Lys
Blackwood
Caerphilly
NP12 3JQ**

School number: 6764103

Date of inspection: 10/05/10

by

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Ysgol Gyfun Cwm Rhymni 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 Ysgol Gyfun Cwm Rhymni took place between 10/05/10 and 14/05/10. An independent team of inspectors, led by Neil Trevor Jones 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 **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	4
Recommendations	11
Standards	12
Key Question 1: How well do learners achieve?	12
The quality of education and training	20
Key Question 2: How effective are teaching, training and assessment?	20
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	24
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?	35
Key Question 7: How efficient are leaders and managers in using resources?	37
Standards achieved in subjects and areas of learning	39
Welsh first language	39
Science	42
History	45
Physical education	48
Business studies	50
Food technology / Hospitality	52
School's response to the inspection	55
Appendices	56
1 Basic information about the school	56
2 School data and indicators	57
3 National Curriculum assessments results	58
4 Evidence base of the inspection	62
5 Composition and responsibilities of the inspection team	63

Context

The nature of the provider

1. Ysgol Gyfun Cwm Rhymni is a designated Welsh medium community comprehensive school for 11-18 year old pupils and students. It is maintained by Caerphilly County Borough Council. At present (September 2009), it has 1324 pupils, including 230 students in the sixth form (Y12 and Y13). The number of pupils is considerably higher than the number in the school during the previous inspection (1072). The number in every school year varies from 206 in Y11 to 241 in Y7. Including the head teacher, there are 91.4 teachers (full-time equivalent). There are 88 full-time and 5 part-time teachers.
2. The school is a Private Finance Initiative (PFI) school, where the building and its maintenance is controlled by the commercial company MITIE.
3. The school is located on the outskirts of the village of Fleur de Lys, near Blackwood. The school's catchment area encompasses the entire county of Caerphilly. The area served by the school was once reliant on heavy industries. Now, the population has to cope with the post-industrial era and unemployment and social deprivation is high. Of the county's wards, 12% are within the 10% of the most deprived wards in Wales. According to the school, 81% of the pupils live in deprived areas, with 36% of them living in the most deprived areas in Wales.
4. 13.9% of pupils are registered as being entitled to free school meals (FSM), which is lower than the county average (18.6%) and lower than the national percentage (16.3%). Almost all pupils belong to the white ethnic group, with approximately 1% from a mix of other ethnic groups. No pupil receives support to learn English as an additional language.
5. The school testifies that it has a mixture of able and less able pupils. About 80% of the pupils start school having gained at least level 4 in the core subjects of the National Curriculum (NC). About 22% gain level 5 in the core subjects. 11 of the pupils (about 1% of Y7-Y11 pupils) have a statement of special educational needs (SEN), which is lower than the national percentage (3.2%). In addition, 106 pupils are on the 'school' and 'school action plus' stages of the Code of Practice for SEN. The NC has been adapted for 11 pupils. The NC has not been disapplied for any pupil. Two pupils are looked after by the Local Authority.
6. 98% of pupils come from homes where English is the predominant language spoken, and 2% from homes where Welsh is the main language. All pupils speak Welsh to first language standard and follow the Welsh First Language course. All pupils are taught through the medium of Welsh in every subject, with the exception of English.
7. Vocational courses in Key Stage 4 (KS4) and the sixth form are offered by the school and in partnership with another Welsh school and a further education college in the area. The school also delivers the Welsh Baccalaureate (BAC) to all its pupils and students.

8. The current head teacher was appointed to the school in September, 2008. The school was last inspected in April, 2004.
9. The school received a 'standard' inspection in May, 2010.

The school's priorities and targets
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10. The school's main priorities, as noted in the current school development plan, for 2009-2010 are to:
 - harness the abilities and talents of all staff, in order to lead the school effectively;
 - develop the role of heads of department as effective leaders and managers;
 - ensure opportunities for all members of staff to realise their potential;
 - develop an effective partnership with all Welsh medium education stakeholders;
 - develop general curricular transition and further develop the KS2:KS3 standardisation and moderation arrangements;
 - continue to lead innovative educational strategies, in order to ensure very good standards of teaching and learning;
 - ensure that the Learning Pathways partnerships continue to be innovative;
 - deliver the Welsh Baccalaureate in an effective manner across the curriculum and across the KS2-KS5 key stages;
 - ensure opportunities for all pupils to realise their potential;
 - promote the school's ethos, with pupils' well-being at the heart of the school's procedures;
 - further develop the effective use of the school's system for monitoring progress.

The school's quantitative targets for 2010 are as follows:

Key stage 3 indicators	% at level 5 or higher at the school	
	Realistic	Challenging
Welsh	65	75
English	65	75
Mathematics	60	69
Science	60	72
Core Subject Indicator (CSI)	45	58
Girls' CSI	50	60
Boys' CSI	40	56

Key stage 4 indicators	% achieving the qualification	
	Realistic	Challenging
% gaining Level 1 Threshold	88	95
% gaining Level 2 Threshold (TL2)	55	63
% gaining TL2, including Welsh/English and mathematics.	45	50
Average Wider Points Score	350	380
Core Subject Indicator	46	57
Girls' CSI	50	55
Boys' CSI	40	47
No qualification	8	2

Summary

11. Ysgol Gyfun Cwm Rhymni is a very good school with many outstanding features. Pupils' standards of achievement are excellent and teaching standards are exceptional; the curricular provision meets pupils' needs in an outstanding manner and the support, care and guidance pupils receive is of a very high standard. The outstanding quality of the head teacher's leadership, and that of his management team, is central to the success of the school.

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

12. The inspection team agrees with the grades awarded by the school in its self-evaluation report for each of the seven key questions.

Standards

13. The grades awarded for standards in the six specified subjects inspected are as follows:

Subject	Key stage 3	Key stage 4	Sixth form
Welsh	2	1	1
Science	2	1	2
History	2	1	1
Physical Education	2	1	1
*Catering	-	2	1
Business	-	1	2

*GCSE Design & Technology 'Food' and the BTEC Extended Certificate in 'Hospitality' courses were inspected at KS4 and the BTEC Diploma course in 'Hospitality' at KS5.

14. In the lessons observed in the above subjects, the percentage of lessons awarded the different grades in KS3 and KS4 and in the sixth form were as follows:

Standards	%Grade 1	%Grade 2	%Grade 3	%Grade 4	%Grade5
KS3	28	56	16	0	0
KS4	33	67	0	0	0
Sixth form	39	52	9	0	0
Whole school	33	59	8	0	0

15. These figures significantly surpass the national picture as reported in Her Majesty's Chief Inspector's (HMCI) annual report for 2008-09. Nationally, the percentage of lessons awarded grade 1 is 15% and standards are grades 1 and 2 in 73% of lessons.
16. Moreover, these percentages show very good progress since the previous inspection.

The quality of test, assessment and external examination results

17. While there has been consistent improvement in the end of KS3 raw assessment results, the same improvement has not been seen in the school's performance compared to similar schools, in respect of the number of pupils receiving FSM. End of key stage assessment results are also lower than the county and national averages.
18. In KS4, over the past three years, there has been an improvement in the school's performance in the main performance indicators. Performance in end of KS4 examinations and assessments is good, with some outstanding features.
19. In 2008 and 2009, all the main performance indicators were higher than the county and national averages. In addition, the school's performance in all the indicators is consistently higher than the average for the family¹ of schools.
20. The girls' results are consistently higher than the boys' results. However, in the last two years, boys at the school performed better than the boys' average in the county and in Wales in the main performance indicators.
21. In 2009, value added data² denotes that the school performed significantly better than expected in each indicator, placing the school in the highest quarter of similar schools in terms of FSM.
22. Over the last three years, the results of students in their Advanced Level examinations show an improvement from year to year, compared to county and national results, and that in a period when there was a significant increase in the percentage of Y11 pupils returning to school.

¹ A group of 10 similar schools, based on linguistic delivery and contextual profile

² Statistics prepared by the Wales Assembly Government, based on performance at the end of KS2 and KS3

23. In 2007, the percentage of students who gained 2 or more A Levels or equivalent qualifications at A-C grades, was higher than the county but slightly lower than Wales. In 2008 and 2009, the percentage gaining 2 A-C was considerably higher than the county and national percentages.
24. In 2007 and 2009, the percentage of students who gained the level 3 threshold³ was higher than the county and national percentages. In 2008, the percentage gaining the level 3 threshold was similar to the county figure and higher than the national percentage.

Standards in the key skills

25. Overall, the standards of KS3 pupils in the key skills are good, with standards in KS4 and the sixth form being very good.
26. The communication, numeracy and Information and Communication Technology (ICT) skills of KS3 pupils are good. In KS4 and the sixth form, learners' communication skills are outstanding in both languages, whilst their numeracy and ICT skills are good.
27. Pupils' and students' ability to work bilingually is outstanding. The development of their linguistic transfer skills between Welsh and English is an outstanding feature. Pupils gather information in one language and present, or respond, in the other language.

The progress learners make in their learning

28. The progress pupils make during KS3 is good, and very good during KS4 and the sixth form.
29. Pupils work to the best of their ability, they persevere and concentrate and subsequently make very good progress in their lessons. They acquire new knowledge, understanding and skills and use and apply these very well in unfamiliar situations.
30. Pupils, especially during KS4 and the sixth form, are self critical and work very effectively independently and in groups. They have a sound understanding of the progress they make and what they need to do to improve.
31. Pupils with SEN make good progress and achieve standards which are at least appropriate to their ability.

Standards in personal, social and learning skills

32. Overall, pupils' and students' standards in the personal, social and learning skills are outstanding.

³ The collection of qualifications at level 3 which is equal to two A Level grades A-E.

33. Pupils' attitudes towards learning are of a very high standard and their behaviour is outstanding, both in lessons and around the school. Students set an outstanding example for the younger pupils.
34. Attendance is slightly lower than the county, national and family averages.
35. Pupils make very good progress in their personal, social and moral development. The special quality of the ethos within the school enables pupils to express and explore their viewpoints openly and honestly, and they respect the views of others. The opportunities provided for collective worship do not always contribute effectively to pupils' spiritual development.
36. Pupils and students are very well prepared to participate fully in the life and work of the community.

The quality of teaching and training

37. The quality of teaching is very good with outstanding features.
38. The table below shows the grades awarded for the quality of teaching in the lessons observed throughout the school:

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
131 lessons observed	45 %	46%	8%	1%	0%

39. The percentage of lessons awarded grades 1 or 2, i.e. 91%, is considerably higher than the national picture in 2008-09 as reported in HMCI's annual report where 76% of lessons were judged to be grade 1 or 2.
40. The outstanding features of the teaching include:
 - the outstanding working relationship between teachers and pupils which promotes learning;
 - very high expectations by teachers which motivate and challenge pupils to make progress;
 - lively and energetic presentations by teachers, which engage pupils from the outset and which encourage them to work diligently and to make considerable progress; and
 - effective questioning which challenges pupils to respond perceptively and in an extended manner.
41. The shortcomings in the teaching observed in very few lessons include teacher-centred teaching, with few opportunities for pupils to develop understanding and skills for themselves.
42. The quality of assessment, recording and reporting is good. The school has detailed teaching, learning and assessment policies which offer clear guidance for implementing assessment procedures, thereby ensuring that 'assessment for learning' is a prominent feature.

43. The mentor's comments which are included in the annual reports to parents, give a good summary of pupils' strengths and progress as well as general areas for pupils' improvement. However, there are no subject comments on pupils' attainment in the reports or subject specific targets for improvement. There is clear guidance and detailed information in the annual reports to students.
44. The curriculum provides a wide range of experiences, many of them outstanding, and sets a firm foundation for lifelong learning.
45. The learning experiences meet the needs of the range of pupils and students in an outstanding manner. The outstanding features include:
 - the provision for curricular transition between KS2 and KS3, which ensures academic progression and very effective transfer to KS3;
 - the manner in which the school has adapted the time allocated for teaching the basic skills to groups of pupils and the quality of the provision and support for these groups;
 - the science and mathematics provision for groups of more able and talented learners (PreVent KS3 programme);
 - the school's innovative work in implementing partnerships to broaden the choice of post-14 Welsh medium courses;
 - the quality of the provision for the BAC and the manner in which the school has successfully integrated all elements of the programme;
 - the outstanding manner in which the school reflects the culture of Wales;
 - the outstanding opportunities to develop pupils' enterprise skills; and
 - the very wide range of extracurricular activities which enrich learners' experiences.
46. The experiences provided stimulate thinking and curiosity, promote a sense of pride and respect, foster values, develop rounded personalities and contribute particularly well towards developing the learners' personal, moral, spiritual, social and cultural development.
47. The school's care, guidance and support arrangements are outstanding; the pastoral team has an exceptional knowledge of pupils.
48. The partnership between the school and parents is good and the pupil's voice is also strong, with an effective school council.
49. The very effective monitoring and mentoring system ensures a comprehensive picture of pupils' performance across the curriculum.
50. There are good strategies to promote healthy lifestyles for pupils and the school provides a safe environment for its staff and pupils.
51. Outstanding arrangements are made for SEN pupils and a number of strategies are used to successfully meet their needs. The enthusiastic and experienced SEN co-ordinator leads the department effectively, with the help of a team of assistants who provide extensive and careful support.

52. Comprehensive whole-school procedures promote pupils' outstanding behaviour. Central to the success of the system is the innate respect between staff and pupils, the thorough mentoring system, the very sound knowledge of pupils by the staff and the pupils' appreciation of their rich extracurricular provision.
53. The quality of the provision for equal opportunity is outstanding. The school has successfully established a climate where pupils are free from harassment and discrimination.

Leadership and management

54. There are a number of outstanding features in the school's leadership and strategic management.
55. The head teacher has a clear vision, based on enthusiasm, innovation and Welshness and he provides firm leadership which sets a clear direction for the work of the school. He is very well supported by a committed Senior Management Team (SMT) who share his vision and values, as well as by a strong team of middle managers.
56. All school staff have high expectations and they encourage and challenge pupils consistently to give of their best and to attain high standards. Everyone in the school is treated with respect and their contribution is valued.
57. The school has responded in an outstanding manner to Welsh Assembly Government (WAG) priorities. The response to the Learning Pathways 14-19 requirements, the BAC and basic skills delivery, is excellent. The school's innovative approach to forming Welsh medium education partnerships and networks is an outstanding feature.
58. The very effective system for identifying staff training needs and the emphasis on teaching and learning, has resulted in high standards in these areas.
59. The governing body's contribution in setting a clear direction for the work of the school is outstanding. Their discussions are detailed and challenging. They act as a critical friend for the head teacher and their support and enthusiasm is infectious. They ensure that pupils receive the best possible education and that the school's priorities are realised.
60. The school's leaders and managers have an outstanding understanding of the strengths of the school and of areas in need of further development. Formal and informal structures have been established to ensure that specific strategies are planned to respond very effectively to situations which are identified as areas for development.
61. The various teams and groups of teachers established in the school understand and fully play their part in self-evaluation processes, thereby ensuring that the school's vision of "*calon y cyfan yw cynnydd y disgybl*" [the pupil's progress is at the heart of everything] is realised very effectively.

62. At a whole school level, the school development plan (SDP) integrates strategic planning with the annual development plan very effectively. The focus is consistently on raising standards and encompasses national and local priorities. The departmental development plans (DDP) support and promote the main priorities of the school.
63. At a departmental level, the school has a wealth of data. However the analysis of this information in a few departments, and of the costing element in their DDP, is not consistently incisive. There is not always a clear link between the outcomes of departmental self-evaluations and the DDP.
64. The school has responded in an outstanding manner to the Key Issues of the previous report.
65. The school is very well staffed to meet its curricular and pupils' learning needs, and teaching staff receive very effective support from the ancillary staff.
66. The school is well-resourced for presenting all aspects of the curriculum, and the outstanding standard of the buildings has a positive impact on pupils' educational development.
67. Financial planning and budget management is very good.
68. Considering the outstanding quality of the pupils' and students' achievements, the excellent standards of the teaching, the outstanding curricular provision, the very high quality of leadership and management and the support for pupils, the school gives very good value for money.

Recommendations

The school needs to:

- R1: sustain and extend the very good teaching and learning practices observed in KS3 lessons, in order to ensure that end of key stage teacher assessments compare favourably with the results of similar schools;
- R2: continue to implement, and strengthen, the procedures for monitoring pupils' attendance, so that the school's attendance rates rise to the levels of similar schools;
- R3: ensure that the quality of written reports to parents is consistently good and informative, in order to lead pupils to improve; and
- *R4: continue to support some departments, so that setting more incisive targets is part of evaluating performance and planning.

*The SDP for 2009-2010 includes steps to deal with this recommendation.

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

69. The grade awarded by the inspection team matches the grade awarded by the school in its self-evaluation report.

Pupils' success in attaining agreed learning goals

70. The following table shows the grades awarded for standards in the six subjects inspected:

Subject	Key stage 3	Key stage 4	Sixth form
Welsh	2	1	1
Science	2	1	2
History	2	1	1
Physical Education	2	1	1
*Catering	-	2	1
Business	-	1	2

*GCSE Design & Technology 'Food' and the BTEC Extended Certificate in 'Hospitality' courses were inspected at KS4 and the BTEC Diploma course in 'Hospitality' at KS5.

71. In the lessons observed in the above subjects (88 lessons), the percentage of lessons awarded the different grades in KS3 and KS4 and in the sixth form were as follows:

Standards	%Grade 1	%Grade 2	%Grade 3	%Grade 4	%Grade5
KS3	28	56	16	0	0
KS4	33	67	0	0	0
Sixth form	39	52	9	0	0
Whole school	33	59	8	0	0

72. These figures are significantly higher than the national picture as reported in HMCI's annual report for 2008-09. Nationally, the percentage of lessons awarded grade 1 is 15% and standards are grades 1 and 2 in 73% of lessons.
73. Moreover, these percentages show considerable progress since the previous inspection when 76% of lessons were judged to be grades 1 and 2.
74. At KS3, standards in the six subjects inspected, which now follow the requirements of the 2008 Curriculum, are significantly higher than the standards which are apparent in the end of key stage assessments during the past three years.

Key stages 3 and 4

75. Standards of achievement are good at KS3 and are good with outstanding features at KS4.
76. The grades awarded for the 65 lessons observed in KS3 and KS4 within the six subjects were as follows:

Standards	%Grade 1	%Grade 2	%Grade 3	%Grade 4	%Grade 5
KS3 and KS4	31	62	7	0	0

77. Since the last inspection, standards have improved in science, business and catering (Food/Hospitality) at KS4. The good and very good standards have been sustained in Welsh, history and physical education in both key stages, and in science in KS3.

The quality of assessment and external examination results

Key stage 3

78. Although there has been an overall increase in the percentages gaining the expected level in the core subjects over the past three years, the school's results are still lower than the county and national averages.
79. In 2007, the percentage of pupils who gained level 5, or better, in English was higher than the average for the family⁴ of schools, the county and Wales. However, in each of the last three years, the percentage gaining level 5, or better, in Welsh, English, mathematics, science and the CSI was lower than the average for the family, the county and Wales.
80. When comparing the results of the assessments with similar schools as regards FSM, in 2007 results in English place the school in the top half of similar schools. In each of the past three years, apart from English in 2007, results in Welsh, English, mathematics, science and CSI⁵, place the school in the lowest quarter of similar schools' results.
81. The percentage of pupils who received FSM in 2009 (14.3%) is very close to the border of the next band of schools as regards FSM, i.e. 15 – 20%. When the school's results are compared with schools in this band (15-20%), three of the indicators are in the bottom half of similar schools and two, mathematics and science, are in the lowest quarter.

⁴ Group of 10 schools placed in a family, and similar with regard to linguistic delivery and contextual profile.

⁵ The CSI, the Core Subject Indicator, refers to the percentage of pupils who gain the expected level in Welsh or English, mathematics and science.

82. Value added statistics⁶ for 2009 place the school in the lowest quarter of similar schools' results, as regards FSM, for English, mathematics, science, the CSI and the average level. The school is in the bottom half of similar schools for Welsh.

Key stage 4

83. Over the last three years, there has been an improvement in the school's performance in the main performance indicators at the end of KS4. Performance in examinations and end of KS4 assessments is good with some outstanding features.
84. In 2007, the percentage of pupils who gained the level 1 threshold⁷ and the wider points score, was higher than the average for the county and Wales. The percentage gaining the level 2 threshold⁸ and CSI was higher than the county average but lower than the national average.
85. In 2008 and 2009, all the main performance indicators were higher than the county and national averages. In both these years, the percentage gaining the level 1 threshold was higher than the county and Wales. The percentage gaining the level 2 threshold, which includes GCSE grade C in Welsh or English and mathematics, the CSI and the wider points score, is almost without exception significantly higher than the county and national averages. Moreover, in 2008 and 2009, the school's performance in all of the indicators is consistently higher than the average for the family of schools.
86. When comparing the school's performance with similar schools with regard to FSM across Wales in 2007, the percentage gaining the level 1 threshold, the CSI and the average score placed the school in the top half of results of similar schools, and in the lower half for the level 2 threshold.
87. In 2008, all of the main performance indicators, except the level 1 threshold, placed the school in the top half of results of similar schools. The percentage gaining the level 1 threshold placed the school in the lower half of results of similar schools.
88. In 2009, when comparing the school with similar schools with regard to FSM, the wider average score placed the school in the top quarter of similar schools and in the top half for the level 2 threshold. The percentage gaining the level 1 threshold, the level 2 threshold including Welsh or English and mathematics, and the CSI placed the school in the lower half of similar schools.
89. The percentage of pupils receiving FSM in 2009, 14.3%, is very close to the border of the next band of schools with regard to FSM, i.e. 15 – 20%. When the school's results are compared with schools in this band (15-20%), all of the performance indicators place the school in the top quarter of results, or on the borderline between the top quarter and the top half.

⁶ Statistics prepared by the Welsh Assembly Government, based on previous achievement on entry to school.

⁷ Level 1 threshold – a volume of qualifications at level 1 equivalent to 5 GCSE grades A*-G

⁸ Level 2 threshold – a volume of qualifications at level 2 equivalent to 5 GCSE grades A*-C

90. The girls' results are consistently higher than the boys' results. However, in the last two years, boys' results are higher than the boys' average for the county and for Wales in the main performance indicators.
91. In 2009, value added data⁹ denotes that the school performed significantly better than expected in each indicator, placing the school in the highest quarter of similar schools in terms of FSM.
92. Value added statistics prepared by WJEC for 2008 show that pupils' performance in their GCSE examinations is better than was expected from their end of KS3 assessments in 16 subjects, and lower than expected in only three subjects.
93. Other specific groups of pupils, including pupils who receive FSM and able pupils, make good progress.
94. In 2009, the percentage of pupils leaving school without any qualification and leaving full-time education is lower than the county and national percentages. The percentage of pupils returning to the sixth form annually has significantly increased over the past three years. In 2009, 68% of Y11 pupils returned to the sixth form, which is higher than the national percentage (53%).

Standards in the key skills

95. Overall, pupils' standards in the key skills are good in KS3 and very good in KS4.
96. Pupils' oral skills are outstanding in Welsh and English. Pupils discuss their work very confidently, explain their viewpoints and talk purposefully, confidently, fluently and intelligently.
97. Pupils' listening skills are outstanding. Pupils concentrate and listen very carefully to their teachers and to their fellow pupils and consequently respond intelligently.
98. Standards of reading are good in both languages. Pupils read fluently, conveying meaning and feeling.
99. Standards of writing are generally good in Welsh and English. Pupils write for a range of purposes, showing awareness of audience and purpose. They use technical and subject vocabulary purposefully.
100. Pupils' numeracy skills are good. They cope well with the mathematical requirements of subjects across the curriculum, by estimating, measuring, calculating and applying number well.
101. Pupils' ICT standards are good. Pupils put their ICT skills to effective use to gather, prepare, process and present information and communicate ideas very well. The ICT skills of KS4 pupils using CAD/CAM¹⁰ in design and technology are of a high standard.

⁹ Statistics prepared by the Wales Assembly Government, based on performance at the end of KS2 and KS3

¹⁰ Use of computers to plan and make objects, and then apply them to the world of industry.

102. Pupils' and students' ability to work bilingually is outstanding. The development of their linguistic transfer skills is an outstanding feature. Pupils gather information in one language and present, or respond, in the other language.

Pupils' progress in learning

103. The progress pupils make during KS3 is good, and is very good during KS4.
104. Pupils with SEN make good progress and attain standards that are at least appropriate to their abilities.
105. In most lessons, pupils work to the best of their ability, persevere and concentrate and consequently make very good progress.
106. In KS3 and KS4, pupils acquire new knowledge, understanding and skills and use and apply these very well in unfamiliar situations.
107. KS4 pupils are self-critical and work very effectively in groups and independently.
108. Pupils have a good understanding of the progress they make, and what they need to do to improve.
109. Pupils of all abilities make good progress as they progress through the school, and by the end of KS4 they perform very well in external assessments, with many achieving outstandingly in several aspects of their work.

Standards in personal, social and learning skills

110. Overall, pupils' standards in the personal, social and learning skills are outstanding.
111. Pupils' attitude towards learning is of a very high standard. They contribute in an outstanding manner in lessons, show a real interest in their work and study with commitment.
112. Pupils' behaviour is outstanding, in lessons and around the school. There is a special relationship between pupils and staff and pupils are naturally courteous and friendly. Expectations are consistently high; the school is a civilised and disciplined community with an outstanding working ethos.
113. Attendance is slightly lower than the county, national and family averages. In the three terms prior to the inspection, attendance was consistently higher than 90%. However, in 2009 the school's attendance percentage shows higher than expected absence, having regard for the FSM percentage.
114. Pupils are punctual to school in the morning and are punctual to their lessons during the day.
115. Pupils' problem solving skills are good and they discuss and share tasks when completing their work. Pupils plan and organise their own work and cope successfully and confidently with the requirements of school work.

116. Pupils make very good progress in their personal, social and moral development. The exceptional quality of the ethos within the school enables pupils to express and explore their viewpoints openly and honestly, and they respect the views of others. They develop their own personal values and learn to appreciate the values of others. Collective worship does not always contribute effectively to pupils' spiritual development.
117. Equal opportunity and respect for diversity underpins the life of the school. Through lessons such as religious education and BAC modules, pupils become very familiar with different beliefs and living conditions worldwide.
118. Pupils regularly raise money for good causes, and play a prominent part in such activities.
119. The outstanding link with a school in Ghana has received an international award and contributes very well to pupils' awareness of different social and cultural traditions.
120. The numerous links with local employers and the outstanding vocational curriculum contribute very well towards developing pupils' understanding of their community and of the world of work. Pupils are proud of their community and are prominent in cultural activities. This prepares them very well to participate fully in the life and work of their community.

Standards in the sixth form

121. Standards of achievement are good with outstanding features in the sixth form.
122. The grades awarded for the 23 lessons observed in the sixth form within the six subjects were as follows:

Standards	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Sixth form	39%	52%	9%	0%	0%

123. Since the previous inspection, standards have risen in business and the good and very good standards have been sustained in Welsh, history, physical education and science. Courses such as 'catering' were not inspected in the previous inspection.

Quality of external examination results

124. Over the past three years, students' results in their Advanced Level examinations show an overall improvement in comparison with county and national results.
125. In 2007, the percentage of students who gained 2 or more A Level subjects or equivalent qualifications at grades A-C, was higher than the county but slightly lower than Wales. In 2008 and 2009, the percentage gaining 2 A-C grades was considerably higher than the county and national percentages.

126. In 2007 and 2009, the percentage of students who gained the level 3 threshold ¹¹ was higher than the county and national percentages. In 2008, the percentage gaining the level 3 threshold was similar to the county percentage and higher than the national percentage.
127. In 2007, students' wider points score was similar to that of the county and lower than Wales. In 2008, the points score was significantly higher than the county and Wales. In 2009, the points score was lower than the county and national averages.
128. WJEC value-added data for 2008 shows that students' performance in their Advanced Level examinations was better than was expected from their GCSE results in 18 subjects, and lower in only two subjects.
129. In 2009, performance was better than expected in 13 subjects and lower in 7 subjects.
130. Continuity from Y12 to Y13 is good and the retention rate compares favourably with the national figures.

Standards in the key skills

131. Overall, students' standards in the key skills are good with outstanding features.
132. Students' communication skills are outstanding in Welsh and English. Their speaking skills are very good with students making perceptive and mature comments in a confident manner. Students listen attentively to each other and to their teachers; they respect others' responses and respond in a relevant manner. Standards of reading in both languages are good; students read intelligently. Their written work is good in Welsh and English, with the best students writing in a sophisticated, detailed and masterful manner.
133. Students' numeracy and ICT skills are good. They are confident when applying their number skills to subjects across the curriculum and use their ICT skills to enhance and raise the standard of their work in a number of subjects.
134. Students' ability to work and think bilingually is outstanding.

Students' progress in learning

135. Students make very good progress in their learning.
136. They demonstrate a very high level of commitment to their work. Students of all abilities acquire new knowledge, understanding and skills and use and apply these effectively in new situations. They complete challenging and unfamiliar tasks successfully through effort and perseverance.

¹¹ The collection of qualifications at level 3 which is equal to two A Level grades A-E.

137. Students are very aware of their strengths and weaknesses. By using the opportunities provided for self and peer assessment, they understand well what they need to do in order to improve and raise the standard of their work.
138. Overall, students respond very well to the educational demands placed on them. They make very good progress in the courses they study and they are consequently in a strong position to move on to the next stage of their learning.

Standards in personal, social and learning skills

139. Students' standards in their personal, social and learning skills are outstanding.
140. Students demonstrate very positive attitudes towards their work. They are eager to work in lessons and are enthusiastic to benefit as much as possible from what is offered by the school.
141. They behave in an outstanding manner and develop to become mature, considerate, confident and courteous young people. They set an excellent example for the younger pupils.
142. Students' attendance and punctuality to lessons is good.
143. Students use their problem solving skills effectively and their study and organisational skills are good.
144. They make very good progress in their personal, social, moral and learning development. They collaborate in an excellent manner and show respect, care and concern for others. Students make an outstanding contribution to the life of the school and support and help younger pupils in many ways.
145. The excellent relationship between students and their teachers promotes learning and strengthens the strong feeling of community which exists within the school. The wide-ranging opportunities provided for students to develop their skills, together with their positive values relating to equal opportunity, prepare students very well for their future roles.

The quality of education and training

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

Grade 1: Good with outstanding features

146. The grade awarded by the inspection team matches the grade awarded by the school in its self-evaluation report.

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

147. The following table shows the grades awarded for the quality of the teaching in the lessons observed throughout the school:

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
131 lessons observed	45 %	46%	8%	1%	0%

148. The percentage of lessons awarded grades 1 or 2, namely 91%, is considerably higher than the national picture in 2008-9, as reported in HMCI's annual report, where 76% of lessons were judged to be grades 1 or 2.

KS3 and KS4

149. There is no significant difference in the quality of teaching in KS3 and KS4 even though there are a very few important shortcomings in KS4, where 2% of lessons were judged to be grade 4. The table below shows the quality of teaching in every lesson observed at the school in KS3 and KS4.

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
104 lessons observed					
KS3	39%	45%	16%	0%	0%
KS4	46%	50%	2%	2%	0%
KS3 and KS4	42%	47%	10%	1%	0%

150. The following table shows the quality of teaching in the six subjects inspected in KS3 and KS4:

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
65 lessons observed					
KS3	47%	41%	12%	0%	0%
KS4	52%	48%	0%	0%	0%
KS3 and KS4	49%	45%	6%	0%	0%

151. There is no significant difference in the quality of teaching in the six subjects inspected, compared to the quality of teaching across the curriculum.

152. Outstanding features of the teaching include:

- an outstanding working relationship between teachers and pupils which promotes learning, together with firm classroom management. Pupils, without exception, appreciate the support and guidance they receive;
- very high expectations which motivate and challenge pupils to make progress. These high expectations in terms of work and behaviour, create a positive learning ethos and motivate all pupils;
- a very good pace to lessons, ensuring all pupils are on task and are active throughout the lesson;
- lively and energetic presentations by teachers, which engage pupils from the outset and encourage them to work diligently and to make considerable progress;
- effective questioning which challenges pupils to respond perceptively and extendedly;
- purposefully planned opportunities for all pupils to contribute orally; and
- deliberate and effective use of various teaching and learning strategies.

153. Across all lessons, good features of the teaching include:

- careful planning which ensures a specific structure to lessons;
- varied activities which ensure pupils are active and become more responsible for their own learning;
- effective use of varied and contemporary resources which promote learning; and
- promoting independent and group work which encourages the development of oral skills, in particular.

154. The shortcomings in the teaching, observed in very few lessons, include teacher-centred lessons, and a lack of opportunities for pupils to develop understanding and skills for themselves.

155. Pupils with SEN are very well taught. Effective co-operation between teachers and teaching assistants has a positive impact on standards.

156. Teaching in basic skills lessons, which are taught by teachers of the Welsh department, and where history, geography and religious education are taught through the medium of Welsh, is outstanding. The quality of teaching in lessons in the 'Pre vent' programme, where attention is given to further developing the skills of able and talented pupils in subjects such as mathematics and science, is also outstanding.

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

157. The quality of assessment, recording and reporting is good.

158. The school has a detailed assessment policy which offers clear guidance for implementing assessment procedures, ensuring that 'assessment for learning' is a prominent feature. Although many of the principles have already been established, there are some elements to be further developed in a few departments.

159. Good features of the assessment process include:
- sharing aims and objectives in every lesson;
 - sharing level descriptions in the form of a 'progress ladder' so that pupils can find what stage they have reached;
 - frequent marking and assessment in most subjects;
 - frequent praise, support and encouragement;
 - constructive and supportive feedback to pupils' work, and the setting of targets for pupils to progress and improve their work;
 - opportunities for the pupils to assess their own work and that of their peers, and to mark each other's work in some subjects; and
 - setting 'milestones' to promote monitoring.
160. In a few subjects, there is a lack of consistency in the quality of marking and marking does not provide sufficient feedback for pupils on how to improve their work.
161. All statutory requirements as regards assessing and reporting on NC subjects are met, and arrangements meet the regulations of examination boards. The school complies with the requirements for assessing pupils with SEN.
162. Very good departmental practices have been established for identifying underachievement, and various outstanding intervention strategies and monitoring systems are used by heads of year and tutors when mentoring pupils.
163. At KS3, almost all departmental procedures for moderating the standards of pupils' work are well-developed. They promote better understanding of standards and ensure consistency with regard to assessment.
164. The transition arrangements between KS2 and KS3, in order to ensure consistency in the moderation of pupils' work, have developed very well.
165. The mentor's comments which are included in the annual report to parents provide a good summary of pupils' strengths and progress, together with general areas for improvement. However, the reports do not contain subject comments on pupils' attainment or subject specific targets for improvement.

The Sixth Form

166. The following table shows the quality of teaching in the lessons observed in the sixth form:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
6 subjects (21 lessons)	67%	29%	4%	0%	0%
Total (27 lessons)	55%	41%	4%	0%	0%

167. The quality of teaching in the sixth form is good with outstanding features. A high percentage of lessons observed in the six subjects and across the school were judged to be grade 1 or 2, and only a very small percentage judged to be grade 3.

168. Outstanding features of the teaching include:

- an excellent relationship with students;
- outstanding subject knowledge;
- very thorough preparation and effectively structured lessons;
- enthusiastic teaching, which motivates students;
- incisive and effective questioning, which deepens students' understanding; and
- a variety of activities and the effective use of resources.

169. Good features of the teaching include:

- valuable opportunities planned for pupils to work independently;
- suitable pace to lessons;
- sustained encouragement, support and praise;
- opportunities for students to play a prominent role in lessons, and to work independently, in pairs or in groups; and
- high expectations.

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

170. The quality of assessment, recording and reporting in the sixth form shows good features and no important shortcomings.

171. Good features include:

- clear, ambitious and challenging aims and objectives shared with the students;
- regular marking and assessment in most subjects;
- frequent praise, support and encouragement;
- constructive and supportive feedback on students' work, and targets for them to improve their work;
- opportunities for self-assessment and peer-assessment in some lessons; and
- the recording and accrediting of students' achievements, in line with current requirements.

172. Annual reports to parents provide detailed information, with detailed subject comments and clear guidance for improvement, with an opportunity for students themselves to respond and to set targets.

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

173. The grade awarded by the inspection team matches the grade awarded by the school in its self-evaluation report.

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

174. The outstanding features of the school's curricular provision include:

- effective curricular transition between KS2 and KS3 which ensures academic progression and very effective transition to KS3;
- the manner in which the school has adapted the time allocated to teaching basic skills to specific groups of learners and the quality of the provision and support for these groups;
- outstanding provision in science and mathematics for groups of more able and talented learners (KS3 PreVent programme);
- the school's innovative work in a cross – county partnership¹² to extend the choice of post-14 Welsh medium courses in order to meet the interests, abilities and learning methods of learners, including the development of the vocational department. The school has already met the requirements of the Learning and Skills Measure (Wales); and
- the quality of the provision for the BAC and the manner in which the school has successfully integrated all elements of the programme into an appropriate and coherent pack for learners, not only in KS4 and the sixth form, but also in KS3 and KS2.

175. The curriculum meets pupils' learning needs and reflects the objectives for pupils of statutory school age as set out in the Education Acts of 1996 and 2005.

176. The curriculum provides breadth, balance, flexibility and progression for all pupils, including pupils with SEN and more able and talented pupils.

177. In KS3, there is an effective balance in the teaching time allocated for every subject. The curriculum is organised in an imaginative manner for specific groups of learners in order to respond to their needs in basic skills, by targeting more time to teach literacy and numeracy. This is done by teaching history, geography and religious education through the literacy lessons, and science and information technology through the numeracy lessons. As fewer teachers teach these groups, the effective relationship between teacher and pupil contributes to overcoming any difficulties experienced by pupils.

178. In addition to the curricular arrangements for supporting basic skills, the provision also includes support to develop literacy and numeracy skills by older pupils and teaching assistants, and establishing a sports reading club for boys.

¹² A cross-county partnership between Caerphilly, Torfaen and Blaenau Gwent.

179. In KS4 and the sixth form, the curriculum has been very carefully planned and a wide range of Welsh medium courses are provided, including a number of vocational courses. All pupils have the opportunity to choose courses and to gain accreditation through a variety of learning pathways at a suitable level appropriate to their ability. In order to establish this provision, the school collaborates very effectively with another Welsh medium secondary school outside the county, by appointing and timetabling teachers together, and by working closely with other schools in the county, and with colleges, and training establishments.
180. The school provides different pathways in science for KS4 pupils, including triple science, applied science and BTEC science. These arrangements meet pupils' needs in an outstanding manner.
181. The curriculum is adapted appropriately for some pupils who combine school-based study with attending college courses or work-based learning, to study Car Mechanics, Hairdressing, Health and Care and Business Administration.
182. Very robust and effective procedures have been established to ensure that learners receive mentoring support from their form tutors and the heads and deputy heads of year to overcome any barriers to learning. Arrangements are made for pupils to receive extra support, including support from external agencies, as required.
183. All pupils in KS4 and the sixth form study for the BAC qualification, at an intermediate or advanced level according to their ability, with elements of the BAC being delivered in KS3. This provision makes a significant contribution towards delivering the learning core to all learners, which includes effective provision for developing key skills.
184. Pupils have very rich experiences through the cross-curricular projects which are planned for specific years. These projects combine experiences within lessons with extracurricular experiences in order to develop pupils' key skills.
185. Teaching plans have been adapted in every department to incorporate the principles of the Skills Framework and use is made of the 'Learning Wheel' when planning lessons, in order to develop learners' thinking skills. The school's provision to raise standards of literacy is exceptional, and numeracy skills are co-ordinated effectively across the school.
186. The provision for Personal and Social Education (PSE), work-related education, and careers education and guidance has been carefully planned and provides experiences of a high quality for learners. The provision meets the requirements of the WAG.
187. Specific religious education lessons are organised for KS3 pupils. In KS4, religious education is delivered in the form of a specific cross-curricular week, when rich experiences are provided for pupils. The provision meets the statutory requirements.

188. The curriculum is enriched by an outstanding range of extracurricular activities which are provided by committed staff and older pupils at the school. These include:
- experiences planned for the BAC qualification;
 - activities and experiences to promote the Welsh language and culture;
 - activities to achieve care in the community;
 - activities to raise money for good causes;
 - activities for the Duke of Edinburgh Award;
 - numerous educational visits;
 - all kinds of sports clubs;
 - drama activities and music activities and lessons;
 - art activities, a science club and revision clubs in a number of subjects; and
 - enterprise activities and educational conferences for the sixth form.
189. The experiences provided stimulate thinking and curiosity, promote a sense of pride and respect, foster values, develop rounded personalities and contribute particularly well towards developing learners' personal, moral, spiritual, social and cultural development.
190. The school meets the statutory requirement to provide a daily act of collective worship for all pupils. These periods do not contribute significantly to pupils' spiritual development.
191. The school's partnership with parents and the community is good. The partnership with other schools and institutions is outstanding.
192. Through a system of 'transition' teachers and an agreed curriculum, the school collaborates in an outstanding manner with its eleven feeder primary schools. Y7 pupils testify that they soon familiarise with the work and procedures of the secondary school.
193. An outstanding cross-border partnership has been established with a Welsh medium secondary school in a nearby county. As a result, the school has already met the requirements of the new Learning and Skills Measure by providing a comprehensive range of vocational courses.
194. There is also very close collaboration with the county's English medium schools and colleges to disseminate good practice and to support the Welsh medium provision of those institutions. The school works closely with Welsh medium secondary schools in other counties to develop resources for the BAC.
195. The school works extensively and effectively with the various services of the unitary authority, the business community, local universities and the health and emergency services to promote pupils' education and wellbeing.
196. A very effective partnership has also been established with the commercial company that owns the school land, buildings and fixed resources, under the private finance initiative.
197. Prospective teachers spend valuable periods of training at the school.

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

198. The extensive links developed with local employers and businesses relate the school's careers and BAC lessons to the world of work in an outstanding manner. The periods of work experience undertaken by learners in Y11 and Y12 reinforce this link. They are organised in detail by a member of the school's staff, with the support of the careers service.
199. Developing bilingualism and promoting an awareness of Welshness is an outstanding feature of the school's provision. The school is totally committed to developing respect towards the Welsh language and its culture, and high quality experiences are provided to promote this aim. Pupils' and students' bilingual and linguistic transfer skills are promoted by very skilful and effective teaching methods. The '*Cwricwlwm Cymreig*' (the Welsh Curriculum) is incorporated naturally and very effectively into schemes of work across the curriculum. All subjects, apart from English, are taught through the medium of Welsh and all pupils sit the Welsh First Language examination in KS4.
200. The school takes positive steps to ensure equal opportunities and access to the curriculum for all pupils by providing the best guidance and support, in order to respond to the needs of the individual. The school makes every effort to prevent stereotyping.
201. The school very carefully monitors the numbers of boys and girls in every teaching class, and analyses their performance as part of its strategy to identify and respond to underachievement.
202. Pupils are made increasingly aware of the importance of sustainability. The school has been awarded the bronze level of the Eco Schools initiative. In-service training has been organised to raise the awareness of all teachers of good sustainable practice.
203. Global citizenship is promoted in an outstanding manner in subjects across the curriculum. The school has won an international award for the quality of its links with a school in Ghana. Exchange visits between the schools have made the pupils of Cwm Rhymni more aware of living conditions in the third world.
204. The school's emphasis on basic and key skills responds very well to the demands of the business community for pupils who have flexible, transferrable skills. So has the menu of vocational courses. The school meets the need for bilingual staff in public and private bodies in an outstanding manner.
205. Outstanding attention is given to enterprise skills, with the worthwhile support of the local Education and Business Partnership.
206. The school reflects national priorities in an outstanding manner. There is a strong emphasis on developing key skills, on bilingualism, Learning Pathways 14-19, on delivering the BAC and on physical fitness. The public makes extensive use of the school's resources outside normal school hours by arrangement with the commercial company which owns the building.

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

Grade 1: Good with outstanding features.

207. The grade awarded by the inspection team matches the grade the school awarded itself in its self-evaluation report.

The quality of care, support and guidance for learners.

208. The school's care, guidance and support arrangements are outstanding. This is reflected in the comprehensive structure of the pastoral system which consists of experienced heads and deputy heads of year as well as enthusiastic teams of form tutors. Through regular communication at every level, they have an exceptional knowledge of the pupils. This is reinforced through the robust and regular mentoring system. In addition, very effective use is made of support from external agencies.
209. The partnership between the school and parents is good. Most parents state that they appreciate and are happy with the school's provision. There have been positive responses to questionnaires on a range of matters concerning their children's education. The pupil's voice is also strong in the school; the School Council is effective. A range of matters relating to pupils' welfare are discussed.
210. The impartial guidance provided for pupils in Y9 and Y11 when choosing suitable courses and learning pathways is one of the school's strengths. Guidance in Y9 through the Welsh lessons is very effective. The teachers concerned have received relevant training. KS4 taster lessons are also prepared for Y9 pupils. In both key stages, the information handbooks on the relevant courses and learning pathways are very comprehensive.
211. The work of the learning coaches has developed very well. Four coaches have been trained thus far, and there is evidence of effective support for groups of pupils across the school. Two other members of staff are currently being trained. The policy of training learning coaches from among office staff and youth and Urdd staff is very effective.
212. Transition between the school and the primary schools that feed Cwm Rhymni is an exceptional feature. At the core of this outstanding feature lies the careful attention given to curricular transition during the final year of KS2. The curricular transition team has been timetabled to be in the primary schools every week from September until July to teach the BAC and modern foreign languages. A transition teacher spends all her time in the primary schools (apart from the early period at the beginning of Y7) in order to ease transition. A range of high quality activities are also organised to ensure very effective continuity and progression. This includes pastoral visits, PESS (PE & School Sport) arrangements, science workshops, special arrangements for vulnerable pupils and a joint training day with the primary schools.

213. Outstanding arrangements are made to support individuals with emotional and social difficulties. The co-ordination and planning in order to channel the support more effectively is outstanding. A range of strategies are used to ensure that all pupils receive the support they need at appropriate times. The contributions of the counsellor, behaviour advisory teacher, youth workers, 'Listening Ear' (clust cymorth), and SAP (Students' Assistance Programme) are co-ordinated effectively. This is reinforced very creatively by using BAC lessons in order to deliver PSE in every key stage. Following a full audit, the programme has been planned and structured very carefully. Teachers are experienced and provide suitable and valuable experiences and skills for the pupils.
214. There are thorough procedures for monitoring attendance, including input from form tutors, heads of year, the senior management team and office staff. Good attendance is recognised and rewarded. There is good collaboration with the county's Education Welfare Officer to deal with the most severe cases. Despite these measures and efforts, about 10% of the school's pupils are absent on a typical day. Thorough arrangements across the school promote pupils' outstanding behaviour.
215. The regular monitoring and mentoring system ensures a comprehensive picture of pupils' performance across the curriculum. Information about the pupil's effort and attainment is discussed with the form tutor and suitable targets are set. An important element of this arrangement is the preparation by the pupil before the mentoring interview with the form tutor. The system allows pupils who are underachieving to be identified quickly in order to target and support them.
216. The school's head of careers co-operates very well with the Careers Company officer who comes to the school four days a week. There is a designated careers office within the vocational department where one-to-one interviews are held, and where pupils have access to the extensive database provided by Careers Wales On-line.
217. Careers lessons are part of every pupil's PSE provision. The Careers Company makes a valuable contribution to the school's work experience arrangements and advises pupils and parents during subject option and learning pathways evenings. All these elements are very good.
218. The school has detailed policies and procedures to safeguard pupils' and students' safety. These include current risk assessments, the inspection of equipment and regular fire drills, careful supervision of pupils boarding buses at the end of the school day and qualified first aid staff. The school canteen offers an increasing menu of healthy food and drinks and pupils are encouraged to take part in a wide range of physical activities. A number of these aspects are the responsibility of the private company which owns the building. The school and company work effectively to pay appropriate attention to them.
219. As required, a member of the governing body and a senior member of staff oversee child protection matters. All staff are aware of the procedures to follow if there is suspicion of child abuse. Appropriate training is provided regularly on child protection matters.

The quality of the provision for additional learning needs

220. Very effective arrangements are made for pupils with SEN or Additional Learning Needs (ALN). These needs increasingly include pupils who are on the autistic spectrum. A number of strategies are successfully used to meet their needs. The main arrangement is to place pupils with literacy and numeracy needs, based on evidence and consultation with the primary schools, in basic skills classes or classes for pupils with more profound needs. The arrangement is flexible and individual pupils can be moved to a higher tier as and when required. Most pupils reach their targets, and make good progress when moving from one key stage to the other.
221. The standard of teaching was consistently good to very good in these classes during the inspection. This reflects the close relationship and effective communication between the Support department and the other departments in the school. There is a SEN representative in every department who meet regularly to exchange information and discuss relevant matters. Nearly all teachers have a keen awareness of individuals' needs and they use the individual education plans effectively to plan suitable lessons.
222. The team of assistants are very enthusiastic and provide broad and effective support in class. They work closely with the SEN co-ordinator. Trained assistants make very effective use of SULP (Social Use of Language Programme) to support pupils on the autistic spectrum. They also lead literacy and numeracy strategies during registration periods and 'withdrawal' lessons. In addition, in some of these sessions effective use is made of Y10 pupils who have been trained to listen to reading. Learners enjoy the experiences and make regular progress during these periods.
223. KS4 arrangements are flexible and allow a good balance of suitable vocational and more academic courses. As a result of the support provided, nearly all pupils on the SEN register experience success in their examinations at the end of Y11.
224. The SEN department's organisation is very effective. The co-ordinator is enthusiastic and experienced. The department's documentation is comprehensive and ensures effective implementation of the Code of Practice. Good and effective use is made of various agencies in order to provide more specialist support.
225. Rigorous whole-school procedures promote pupils' outstanding behaviour. Central to the success of the system is the innate respect between staff and pupils, the thorough mentoring system, the teachers' very sound knowledge of pupils and pupils' appreciation of their rich extracurricular provision. Sensitive support is provided for those pupils who have more profound behavioural difficulties.

The quality of provision for equal opportunities

226. All pupils have access to a full curriculum and a rich extracurricular menu. The very effective team of mentors and heads of year, who know their pupils very well and who are always at hand to provide encouragement and support, ensures equal opportunities for all. Particular attention is paid to groups of pupils such as pupils in the care of the Local Authority. In addition, there are schemes in place to provide opportunities to challenge able and talented pupils in several areas of school life. This system is co-ordinated very thoroughly.
227. There are equal opportunities in all activities, with boys and girls studying subjects traditionally linked to the other gender. The school takes positive steps to challenge stereotyping, for example by delivering BAC modules in KS3 which underline these aspects.
228. There is wheelchair access to all parts of the school. An audit was carried out and a detailed Accessibility Plan was drawn up which includes measures to improve the provision even further. The Accessibility Plan and the Disability Equality Plan meet with statutory requirements.
229. Relevant policies have been prepared to promote equal opportunity and good racial links. Religious education and PSE lessons in particular reflect these aspects. In outstanding work on the Holocaust tragedy, pupils showed empathy and maturity. The school has developed valuable links with a school in Ghana which includes an annual exchange for teachers and pupils. These aspects are reinforced in morning registration periods and services.
230. The school's friendly ethos and pupils' positive attitude ensures that instances of inconsiderate behaviour or bullying are rare exceptions. Pupils and parents say that staff respond quickly and effectively if such rare incidents occur. Pupils are happy to ask for help from a member of staff. As part of the 'Listening Ear' initiative, sixth form students have been trained by Childline to counsel KS3 pupils. Pupils praise their work.

Leadership and management

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

Grade 1: Good with outstanding features

231. The grade awarded by the inspection team matches the grade awarded by the school in its self-evaluation report.
232. There are a number of outstanding features in the leadership and strategic management of the school.
233. The outstanding features are the:
- firm leadership and vision of the head teacher and the SMT;
 - exceptional use made of the Performance Management system to influence teaching and learning;
 - high quality partnerships with other schools and institutions;
 - outstanding manner in which governors fulfil their responsibilities; and
 - innovative response by the school to national priorities.

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

234. The head teacher has a clear vision, based on enthusiasm, innovation and the Welsh language and culture and he provides firm guidance which sets a clear direction for the work of the school.
235. The head teacher is supported by a committed and enthusiastic SMT who share his vision and values. They all provide outstanding leadership in their areas of responsibility and effective use is made of their individual strengths.
236. The school has a strong team of middle managers, who are becoming enthusiastic, energetic and effective leaders. The heads and deputy heads of year provide very good support for pupils and students.
237. All school staff have high expectations and they encourage and challenge pupils to consistently give of their best and to achieve high standards. There is a strong sense of cooperation and collaboration to ensure that pupils make progress.
238. The school promotes equality for all by implementing a clear policy. Everybody in the school is treated with respect and their contribution is appreciated. All pupils have access to all of the school's activities.
239. The school has responded in an outstanding manner to the priorities of the WAG by securing funding from various sources to support innovation. The response to the Learning Pathways 14-19 requirements and the delivery of the BAC and basic skills, is excellent.
240. Its innovative approach to forming Welsh medium education partnerships and networks is an outstanding feature.

241. The school's processes for setting quantitative targets are managed effectively by the head teacher. Targets are challenging and are used effectively to track pupils' progress. In addition, they are a means of ensuring the accountability of individual departments and teachers.
242. Managers are aware of the quality of work expected of them and work effectively to evaluate results annually. The head teacher and the SMT's use of performance data is very good but a few middle managers do not make the most effective use of data in their DDP and self-evaluations.
243. The school has a very effective performance management system which is appropriate to all school staff. Performance targets are very closely related to the main priorities of the SDP and DDP. Frequent monitoring is organised through three meetings a year with a member of the SMT. The process contributes significantly to the continuous professional development (CPD) of staff and to achieving the school's priorities.
244. The very effective system of identifying training needs ensures that all school staff have the same opportunities to receive training appropriate for their role. The school's enthusiastic support for the CPD of staff, and the innovative programme established, which invests heavily in teaching and learning, has resulted in high standards in these areas. Two members of the SMT have completed the course which leads to the National Professional Qualification for Head teachers and two are currently following the course.
245. The induction programme for newly qualified teachers (NQT), and teachers who are new to the school, has been organised and managed in an outstanding manner. A member of the SMT is actively and positively involved in the induction process, observing these members of staff teaching, supporting them and ensuring that they have every opportunity to develop professionally and to take part in all aspects of the life of the school.

How well governors or other supervisory bodies meet their responsibilities

246. The governing body's contribution in setting a clear direction for the work of the school is outstanding. Governors have a clear understanding of their role and they work effectively through the sub- committees. They are involved in all aspects of the school's management and the quality of their strategic management and their involvement in evaluation processes are outstanding features. Their discussions are detailed and challenging. They act as a critical friend to the head teacher and their support and enthusiasm is infectious. They ensure that pupils receive the best possible education and that the school's priorities are realised.
247. Governors receive regular, detailed and relevant reports and presentations from the SMT, managers, pupils and students.
248. The Governing Body has extended its responsibilities by establishing a co-governance sub-committee with Ysgol Gwynllyw. This reinforces the partnership, and is a very effective way of monitoring and strengthening the provision for pupils and students.

249. All governors are linked to a specific department and many of these links are very effective.
250. The school prospectus is an attractive and readable document which is currently being updated to include the current requirements.
251. Governors have ensured that the school meets all legal and course requirements.

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

Grade 1: Good with outstanding features

252. The grade awarded by the inspection team matches the grade awarded by the school in its self-evaluation report.

How effectively the school's performance is monitored and evaluated

253. The grades awarded by the inspection team match the findings of the self-evaluation report for all of the seven key questions.

254. Leaders and managers have an outstanding understanding of the school's strengths and of areas in need of further development. Formal and informal structures exist to ensure that specific strategies have been established to respond very effectively to situations which are identified as areas to be developed.

255. Self-evaluation plans, at school and departmental levels, are very comprehensive and follow the seven questions of the Inspection Framework. The plans of a few departments are inconsistent in their perceptiveness. Members of the SMT have outstanding knowledge and understanding of standards across all aspects of school life, and they continue to develop consistency in the quality of departmental self-evaluations.

256. There is a strong and very effective link between the line managers and their departments. Through formal and informal meetings, there is very effective communication across the school. Managers attend departmental meetings and subject and pastoral meetings, and act as critical friends as well as providing appropriate support and guidance. A weekly meeting of the SMT ensures that members of the leadership team regularly communicate and share information.

257. The various elements of the self-evaluation process, and the continuous reporting on all aspects of school life, ensure that specific courses of action are established.

258. Self-evaluation arrangements are comprehensive and systematic. A system of monitoring lessons is an integral part of the school's procedures, not only within but also outside performance management requirements, with link managers and heads of department observing lessons. There is a regular system for monitoring lessons and pupils' work. Written reports prepared on the lessons observed provide support and guidance for teachers. However, the outcomes of monitoring are not always sufficiently evaluative.

259. The manner in which departments, through regular meetings with members of the SMT four times a year, review their "milestones", or the success criteria for every development priority in the DDP, is highly effective. This regular monitoring, and the strong element of accountability, ensures that they realise their development plans.

260. The school ensures that it listens to the voice of learners, parents and other stakeholders. Parents respond to parents' meetings, they receive questionnaires after specific meetings such as subject option evenings. The school has an open door policy.
261. The school respects and takes account of pupils' opinions. The School Council is effective and through various questionnaires, pupils express their opinions regularly on welfare and curricular matters. The SMT discuss the pupils' recommendations in their regular meetings and respond accordingly. The link with the community and with local employers is outstanding, and they have contributed very effectively to the school's priorities.
262. All staff contribute towards developing standards within the school. The various teams and groups of teachers in the school understand and fully play their part in self-evaluation processes, thereby ensuring that the school's vision of "*calon y cyfan yw cynnydd y disgybl*" [the pupil's progress is at the heart of everything] is realised very effectively.

The effectiveness of planning for improvement

263. Elements of planning for improvement are extremely effective. Through very careful planning, clear communication with staff, implementing and evaluating innovative plans such as the Basic Skills Initiative and delivering the BAC from Y7 onwards, the school clearly meets the objectives set.
264. At a whole school level, the development plan integrates strategic planning with the annual development plan very effectively. The focus is consistently on raising standards and encompasses national and local priorities. The DDPs support and promote the main priorities of the school. At departmental level, the school has a wealth of data. However the manner in which a few departments analyse this information, and of the costing element in their DDP, is not sufficiently incisive. There is not always a clear link between the outcomes of departmental self-evaluations and the DDP.
265. Managers ensure that sufficient resources are allocated in order to enable the school to realise its priorities. The main expenditure priorities are adequate staffing levels to deliver the agreed curriculum, to raise standards and to ensure sufficient resources for pupils. The school is very innovative in securing extra funding through a variety of other grants and sources, to support and promote developments in the school.
266. The school has responded in an outstanding manner to the key issues noted in the last report. They have raised standards in the subjects noted as being in need of improvement. Curricular options have been extended considerably. The school has managed to further develop its extremely successful teaching and learning methods. The skills agenda and the principles of assessment for learning have been successfully incorporated into day to day teaching and learning practice and ensure that standards are consistently high in the school.
267. The school invests in clear and explicit arrangements to raise attendance percentages, but to date this has not been as successful as was hoped.

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

Grade 1: Good with outstanding features
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268. The grade awarded by the inspection team matches the grade awarded by the school in its self-evaluation report.

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

269. The school is very well staffed to meet its curricular needs and pupils' learning needs. Teachers' subject knowledge is very good and there is a good cross-section of teaching staff in terms of age profile, with most teaching in their specialist area.
270. Teachers teaching outside their specialism receive appropriate support. High priority is given to employing as many teaching staff as possible in order to keep class numbers as low as possible.
271. Teachers who are new to the profession are very well supported and the school has a purposeful and comprehensive induction programme, with regular support from heads of department and a designated member of the SMT.
272. The administrative and clerical support is well organised and very effective. The staff collaborate well when necessary, as well as undertaking specific clerical duties. The caretaker, the cleaners and the technical support staff undertake their duties conscientiously to make the best use of the resources available.
273. Much emphasis is placed on the role of the learning coaches who contribute effectively to raising standards in the school through various initiatives. Some teaching assistants are receiving appropriate training in order to become learning coaches in the future.
274. The school follows the national guidelines when carrying out Criminal Records Bureau (CRB) checks on people who work with young people and everyone has a signed job description.
275. The school has remodelled the workforce effectively, in accordance with current guidelines. In addition, the school has developed an extremely effective administrative and support team who ensure that teaching staff do not need to undertake unnecessary administrative or support work.
276. There is a good supply of resources to teach all aspects of the curriculum. They encourage pupils' participation, motivation and enjoyment. School managers respond well to requests from heads of department for additional resources, within the limitations of the budget.
277. The quality of books and other resources is good in all subjects. Interactive white boards are gradually being introduced to different classrooms.
278. The school works very effectively with other schools to provide Welsh medium resources.
279. It is not possible for pupils to access ICT resources on every occasion.

280. The outstanding standard of the accommodation has a positive impact on pupils' educational development. Although the building is now eight years old, it has been maintained to a high standard.
281. Amongst the outstanding resources are a large hall, extensive sports facilities, specialist rooms for departments such as music, drama and technology and modern laboratories for the science departments. A video conferencing room is available for teaching distance learning courses and as a resource for subjects to use occasionally. Good use is made of this room.
282. The whole building and grounds around the school are clean and tidy. Effective use is made of colourful displays in classrooms and corridors to promote learning and to show pride in pupils' work.

How efficiently resources are managed to achieve value for money

283. The head teacher, the deputy head teacher and the bursar are responsible for the school budget at a strategic level, and they and the chairperson of the finance committee manage and monitor the budget very effectively from day-to-day. The percentage of the budget planned to be in reserve at the end of the current financial year, 2.7%, is slightly lower than the 5% recommended by the Wales Audit Office.
284. During the last few years, the school has secured considerable grants from diverse sources to support a number of different projects. This is an outstanding element and makes a clear contribution to quality and standards.
285. The Unitary Authority's (UA) internal audit of the school's budgetary practices in 2008 presented a very positive picture. The school has dealt fully with the few matters highlighted by the internal auditors.
286. The school has very effective procedures to identify and meet the professional development needs of all members of staff. This is an outstanding element of the school's work.
287. Teachers use the time allocated for planning, preparation and assessment very effectively. By employing supply supervisors and using administrative staff, the school has eased the supervision and administrative burden once shouldered by teachers. All members of the administrative team have been trained in first aid and two have been trained as learning coaches.
288. The SDP identifies costs and resource implications for the priorities noted. Sufficient funding is provided to meet the main priorities, and the school's rigorous and detailed procedures ensure best value for money. Appropriate financial reports are presented to the governors' finance committee and to the full body.
289. Considering the outstanding quality of the pupils' and the students' achievement, the excellent standards of the teaching, the outstanding curricular provision, the very high quality of leadership and management and the support for pupils, the school gives very good value for money.

Standards achieved in subjects and areas of learning

Welsh first language

Key stage 3: Grade 2: good features and no important shortcomings

Key stage 4: Grade 1: good with outstanding features

Key stage: Grade 1: good with outstanding features

290. GCSE Welsh Language results compare favourably with the results for the family of schools. The best results were achieved in the GCSE Welsh Language examination in 2008, with 68% of the 183 pupils gaining grade A*-C and 100% gaining grade A*-G. In 2009, 63% gained A*-C grades. There is still a gap of 15% between the performance of boys and girls.
291. Welsh Literature results are higher than the average for Wales for the last three years, and in 2009, 97% gained A*-C grades.
292. Advanced Level results are higher than the national average since 2004, with 73% of students gaining A-C grades in 2009, with 40% being A/B grades.

Key Stage 3

Good features

293. All pupils have a positive attitude and show willingness and enthusiasm when undertaking the various activities set for them by their teachers.
294. Pupils listen very well to their teachers and to each other which ensures that they respond appropriately to instructions and presentations.
295. The oral contributions of the most able pupils are lively and extended, whilst others are more hesitant. Pupils across the ability range respond appropriately and purposefully, according to their ability. This is one of their strengths. By making the most of the numerous tasks arranged to practice their oral skills and language development, progress is seen in their ability to express themselves correctly and confidently.
296. Pupils work independently to varying degrees; they also work successfully in their groups according to the requirements of the tasks set. They develop the ability to question each other, to explain and to draw conclusions and make decisions when discussing the topics in question. The most able respond in greater detail, with increasing understanding and perceptiveness.
297. Pupils' written work demonstrates progress during the key stage. Standards vary from satisfactory to outstanding. At best, pupils write maturely and to a high standard for different purposes and in different forms, creative, factual and when expressing opinion. The accuracy of the expression of a considerable number of pupils is developing.

298. The written work of most pupils is well-presented and they take pride in their work. With encouragement and support from their teachers, they have an increasing command of technique and style. This includes the use of a range of contemporary resources and techniques, and in particular the Learning Wheel. Pupils also benefit from increasing opportunities to evaluate their own work, assess each other's work, and to consider what they need to do to improve.
299. Pupils read fluently to varying degrees according to their ability, and respond appropriately to literary and factual texts. They glean information from the various texts presented to them in different forms and methods, which they present to others or respond to according to the requirements of the task. They make good use of their linguistic transfer skills by discussing poems in Welsh and English without difficulty, and comparing them in terms of content and style.
300. The standard of work of pupils with SEN is developing well, whilst others make the most of the very effective additional support they receive to develop their basic skills in some subjects across the curriculum.

Shortcomings

301. Although there has been progress since the last inspection, there are still some linguistic weaknesses and errors that affect the fluency of pupils' expression and lower the standards of achievement of many of them in their oral work, and more especially in their written work.

Key stage 4

Outstanding features

302. Pupils' command of the language and their ability to discuss and write extendedly and incisively is increasing. The work of the most able is mature and very intelligent, and demonstrates outstanding features, whilst average and lower ability pupils continue to develop their skills. They often differentiate in their response according to the level of challenge posed by the reading texts they study and their understanding of them.
303. Their ability to write for purpose and in specific forms across the key stage is developing; they use various style techniques in an effective manner. The most able produce extended work of an outstanding standard.
304. The effective use they make of modern technology to present their studies deepen their understanding of the set texts and promote their oral skills at the same time. They demonstrate very good knowledge of the texts in question.

Good features

305. Pupils take full advantage of the various and interesting methods provided for them by their teachers to practise the language and to respond at length and with confidence both orally and in writing. This includes gathering and sharing information gleaned from different 'stations' in the class, reaching conclusions and expressing their opinions. Their ability to analyse and to deepen their understanding is sharpened through discussion and further investigation. They successfully compare the views of characters in a novel and identify and empathise with them.

306. By using the 'Learning Wheel' effectively, the most able pupils communicate the messages implicit in poems and explain successfully their significance, both orally and in writing.

Shortcomings

307. There are no significant shortcomings.

Sixth Form

Outstanding features

308. Students take full advantage of the various and engaging learning methods where they are increasingly encouraged to think more independently, as well as to work with others. This is an outstanding aspect. They benefit considerably from opportunities to discuss their work orally or to present their work by Power Point in the form of images and sound, and they do so with increasing confidence and eloquence.
309. The most able students in Y12 and Y13 discuss incisively when studying poetry or tales. They reason and analyse intelligently, and express themselves to an increasingly high standard. They can also consider the requirements of tasks and make sensible links with other aspects of the course outstandingly. They reflect on what poetry is, and discuss with intelligence and incisiveness.
310. At its best, the students' written work demonstrates intelligence, exceptional creative flair, and an increasing ability to write for purpose and for different audiences according to the requirements of tasks.

Good features

311. Students' ability to understand and discuss more complex texts, literature from different periods and styles, poetry and prose, is increasing.
312. They evaluate their own work and that of others, and successfully discuss how it can be improved.
313. All students show enthusiasm towards their work and a desire to succeed.

Shortcomings

314. There are no important shortcomings.

Science

Key stage 3: Grade 2: good features and no important shortcomings

Key Stage 4: Grade 1: good with outstanding features

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

315. The percentage of pupils who have gained GCSE grades A*-C has been higher than those of the Local Education Authority (LEA) and Wales in the last two years. These results represent good achievement for the pupils.
316. Because of the relatively low number of students following A Level courses in biology, chemistry and physics in the last two years, it is not possible to make valid comparisons between the results of the school and those for Wales. In 2009, the AS results were comparable with local and national averages in biology, higher than the local average and comparable to the national average in chemistry and significantly higher than both local and national averages in physics. Overall, these results represent good achievement for the students involved.

Key Stage 3

Outstanding features

317. Pupils in the more able and talented groups make outstanding progress by responding to challenge with interest and enthusiasm.
318. Pupils with special educational needs and those in the 'basic skills' groups make very good progress. They respond well to difficult content taught in an inspiring way.

Good features

319. Most pupils have a clear understanding of the purpose of the lessons and they show a good degree of independence when carrying out a range of enquiries. They work effectively in groups and consider the views and opinions of others as they develop their own learning.
320. They have a good knowledge of scientific terminology and use it effectively when communicating both orally and in writing.
321. Pupils carry out practical work safely and with confidence. Most observe and measure correctly and communicate their findings in tables and as charts and graphs. The majority are able to select the most appropriate type of graph or chart to display data.
322. Many pupils are confident in solving problems. The structured approach used in the department supports them in planning the method to be used when making predictions based on scientific knowledge and understanding, when reviewing their findings and when drawing considered conclusions.

- 323. Many are able to apply their scientific knowledge from one scientific context to another.
- 324. All pupils progress and achieve well. They remain on task and are engaged in a wide variety of tasks which they find appealing. As a result, standards are continuing to improve in this key stage.

Shortcomings

- 325. A small minority of pupils have an insecure understanding of fair testing.
- 326. A small minority produce poor quality charts and graphs which contain errors.

Key Stage 4

Outstanding features

- 327. Pupils of all abilities make outstanding progress in the courses that they study. They play an active role in helping to assess their own work and they know and understand how to meet the requirements of the course specifications. Pupils regularly monitor their progress and make revisions where necessary.
- 328. Pupils use a variety of strategies to support their learning. They locate, select and summarise information and convey their work in a variety of ways integrating mathematical skills and ICT.

Good features

- 329. Pupils have good recall and understanding of previous work from all aspects of the GCSE courses.
- 330. They use scientific terminology well when explaining abstract concepts both orally and in writing.
- 331. The vast majority use and apply their knowledge and understanding to solve problems.
- 332. Practical work is of a good standard and is carried out competently. Data is collected and recorded accurately in charts compiled by pupils. Most use appropriate axes and scales for graphs and draw lines of best fit where appropriate.
- 333. Many pupils are able to peer teach effectively and this leads to pupils learning from each other.

Shortcomings

- 334. No shortcomings were noted.

Sixth form

Good features

- 335. Most students achieve good standards in relation to their abilities and are making good progress in their chosen course.
- 336. Most have a good recall of previous work. They use and apply this knowledge when making predictions and in problem solving activities which they carry out systematically.
- 337. Practical skills are good and students apply their number skills effectively when dealing with scientific data which they collect themselves or acquire from secondary sources. Students are fully aware of health and safety matters.
- 338. Students co-operate well in group work and show a good degree of independence.
- 339. Students use a number of secondary sources to collect information and about half are able to select, summarise and synthesise ideas and information.

Shortcomings

- 340. A small number of students have difficulty in recalling and applying previous work.
- 341. When compiling notes, a small number have a tendency to copy text rather than select and summarise information. This often reflects a limited understanding of the work.

History

Key stage 3: Grade 2: good features and no important shortcomings

Key stage 4: Grade 1: good with outstanding features

Sixth form: Grade 1: good with outstanding features

342. The percentage of pupils who gained grades A* - C in GCSE over the past two years has been higher than the county and national percentages. Grades A* and A are lower than national percentages. Results represent good achievement when considered in the context of the pupils' abilities.
343. The percentage of Advanced Level students who secured grades A to C over the past three years is considerably higher than the county and national percentages. This shows very good attainment.

Key Stage 3

Good features

344. The pupils possess a good level of knowledge and understanding, according to their age and ability, and they are able to recall previous knowledge successfully.
345. They are very aware of chronology and are able to place events in the appropriate sequence, as seen in their work on the Black Death and the Civil War.
346. Pupils across the key stage are aware of the importance of historical evidence. They carry out research, assess and evaluate a variety of different historical sources well, as seen in the work on the Crusades and the Industrial Revolution.
347. A number of pupils are able to differentiate between factors that cause change in the short and long term and understand the link between cause and effect in historical events, as seen in the work on the Civil War and the task on the Senghennydd tragedy.
348. They understand that people today do not look at events and situations in the same way as people did in the past, as was seen in the work on the features of Wales today and yesterday.
349. Pupils possess good oral skills when they discuss their work. They use historical terms such as 'feudal' and 'revolution' correctly and with confidence.
350. Across the key stage, the majority of pupils present work of a varied nature well. They use the language register which is appropriate for their audience.
351. By the end of the key stage, the most able pupils respond very maturely to the extended tasks set, discuss different concepts, evaluate them against a variety of sources and form a balanced opinion, as seen in examples of work on the impact of the Normans on Wales.

352. Pupils with SEN achieve well in line with their age and ability.

Shortcomings

353. In a small minority of lessons, the achievement of a few pupils is affected by the slow pace of lessons.

Key stage 4

Outstanding features

354. The standards of the pupils' results in external examinations are considerably higher than county and national results.

355. The pupils possess outstanding knowledge and understanding of the periods that they study. They set their knowledge in the appropriate context, and they are very confident when using historical terms and concepts, such as 'communism' and 'capitalism'.

Good features

356. Pupils research and analyse a range of different types of evidence well, and they discuss the reliability of evidence with maturity.

357. They understand that historians look at past events in a different way from people who lived during the period in question, for example in the work on the situation of the black people in America.

358. Pupils respond intelligently to historical tasks. They discuss maturely and support their views with extensive evidence and knowledge of the topic.

359. The standard of their written work is good. They complete a range of different tasks, such as short answer tasks, extended writing tasks, mind maps and respond to sources, to a high standard.

Shortcomings

360. No important shortcomings.

Sixth form

Outstanding features

361. Students possess an outstanding level of knowledge and understanding of the periods that they study. They apply their knowledge very well to answer questions.

362. The extended writing of the majority of the pupils displays outstanding elements. They develop historical arguments using a variety of sources of evidence and analyse their reliability. They succeed in presenting balanced and mature arguments.

363. The students are able to cope with historical concepts and select, analyse and evaluate evidence from different sources in an outstanding manner. They use the depth of their knowledge to evaluate the views and arguments of professional historians.

Good features

364. Students analyse evidence very well. They extract relevant information from several different types of evidence.
365. Students recall previous knowledge well. They fashion examination answers in an intelligent and balanced manner.

Shortcomings

366. There are no important shortcomings.

Physical Education

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

Key Stage 4: Grade 1: good with outstanding features

Sixth form: Grade 1: good with outstanding features

367. In the GCSE examinations, the average score for the subject is higher than the county score and the national figure. The results of the short course are not as good.
368. Students' results in the Advanced Subsidiary and Advanced Level courses over the past three years have been very good and compare very favourably with the county and Wales. In 2009, 100% of the pupils gained grades A to C.

Key Stage 3

Good features

369. All pupils listen intently at all times, respond enthusiastically and enjoy participating in the activities.
370. Appropriate to their age and abilities, pupils display sound knowledge and understanding of the principles of warming up and stretching exercises.
371. They prepare the body for hard physical activities and know the effect of exercise on their bodies from the point of view of fitness and health. Most pupils have a high level of personal fitness.
372. In Y7, most pupils make good progress in a number of athletic activities and master complex techniques very quickly. They work effectively with others or independently, and many of them demonstrate exceptional problem solving skills.
373. In almost all lessons, pupils show respect towards their fellow pupils. Pupils' attitudes towards learning and communication are a firm feature of the work in all elements of the subject.
374. In athletics in Y8, pupils make good progress and demonstrate a thorough understanding of the running patterns. Most pupils demonstrate a good technique in the long and triple jump which requires physical co-ordination, agility and power.
375. The school receives regular praise and honours in county and national competitions.

Shortcomings

376. Although the standards of pupils' wider key skills are good, self-assessment and peer assessment skills are not sufficiently developed.
377. The standards seen during the week do not reflect the current levels of attainment at the end of KS3. Boys' performance data in KS3 is significantly lower than the girls (-9.5%).

Key Stage 4

Outstanding features

378. Pupils in the dance group in Y10 demonstrate very good creative skills. They plan and develop a sequence of movements, individually or within a group, which demonstrate tension, clarity, shape and flow. They have a very robust understanding of composition skills to create challenging and high quality movements.
379. The standards of the Y10 GCSE group are of a very high quality in discus throwing. Most have mastered the co-ordination needed to achieve power and distance.

Good features

380. In every lesson, the pupils work physically hard with almost all pupils warming up and doing stretching exercises successfully before the start of the lesson.
381. The pupils use technical physical education terms correctly in both languages, in discussion and when responding to questions.
382. The school's physical education standards in GSCE are very good with the majority of pupils achieving their potential.

Shortcomings

383. There are no significant shortcomings.

Sixth form

Outstanding features

384. Almost all Y13 students are able to express a balanced opinion orally when discussing the principles of deviance in sports. They also understand very well the close link between success and failure in the world of professional sports.
385. Y12 students have a very robust understanding of energy systems, and they understand how to relate these to practical activities.

Good features

386. The standard of students' written work is good. They have a good understanding of success criteria and marking.
387. They use subject scientific and technical terms well, both orally and in writing.
388. Students make good progress in their skills, understanding and knowledge during lessons.

Shortcomings

389. There are no significant shortcomings.

Business

Key Stage 4: Grade 1: good with outstanding features

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

390. The results of the BTEC Business First Certificate course in the past three years have been very good, with all pupils gaining a 'pass' qualification in the subject. In 2010, 41% of pupils gained a 'distinction*' qualification and 13% gained a 'distinction'.
391. The results of the BTEC First Diploma, which has been taught since 2006, and the First Award since 2008, have been good with 100% gaining at least a 'pass' qualification in the courses since 2008.
392. There has been a significant improvement in standards in the subject since the previous inspection.

Key Stage 4

Outstanding features

393. Pupils' results in 2010, with over 40% gaining a 'distinction*' qualification, are an outstanding feature.
394. Pupils have a clear understanding of the concepts of the subject. They understand and use business terms very well over the entire ability range.
395. Pupils communicate very well. They contribute very enthusiastically to classroom discussions, group work and pair work and demonstrate a depth and breadth of knowledge. This is reflected in their success at the end of the course.
396. Pupils produce very good work for the course assignments and use ICT effectively.
397. They have a very good understanding of the various ownership of businesses, and the purpose of communication within businesses, together with the necessary skills to achieve this.
398. Through a number of direct visits, speakers from outside visiting the class and enterprise activities, pupils apply their work to real industrial and commercial situations. The understanding they gain from these experiences makes a significant contribution to the outstanding standards in the subject.

Shortcomings

399. There are no important shortcomings.

Sixth form

Good features

400. The students discuss their work intelligently and make very good use of a wide range of business terms. They make very effective presentations on specific aspects.
401. Course assignments are completed successfully and there are a number of examples of good work. A number of students have produced good business plans in order to start their own business. ICT is used effectively when presenting work.
402. Students take good advantage of the activities that are presented to them by their teachers, especially the wide range of industrial visits and enterprise opportunities, in order to improve the standard of their work.
403. Students have good planning, researching and exploratory skills and take full responsibility for their own work.
404. The majority of students have a good understanding of financial management and are able to calculate revenue costs and profit for business operation.

Shortcomings

405. The work of a few students demonstrates lack of knowledge of a few business concepts.

Food technology Hospitality
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Key Stage 4: Grade 2: good features and no important shortcomings

Sixth form: Grade 1: good with outstanding features

406. Examination results in food technology at GCSE in the past two years, have been below local and national averages in grades A*-C, but these results are generally in line with the pupils' ability.
407. Examination results in the BTEC Hospitality level 2 course in 2009 reflected good achievement for the pupils involved. National or local comparatives are not possible at present.

Food technology

Key stage 4

Good features

408. All pupils enjoy practical food preparation and most utilise the skills acquired in prior lessons very well to carry out new tasks. Photographic evidence and food outcomes seen in lessons reflect very good practical skills and high levels of creative flair and imagination.
409. Most pupils have a very good understanding of food choices and their relationship to diet. They demonstrate a very good standard of basic knowledge and understanding throughout their investigational coursework.
410. Almost all pupils carry out in-depth research using a variety of sources. They collect and analyse data well using questionnaire techniques. ICT applications are used very well in research work and presentation. In a few projects, pupils use computer aided manufacturing techniques very well to creatively embellish their work.
411. Most pupils use a good standard of Welsh technical vocabulary in both oral and written work and in detailed non-fiction extended writing. Most pupils produce well written work complimented with a good standard of presentation of the collected and analysed data.
412. Most pupils understanding of nutritional values are generally good. For example, they recognise the high protein value of eggs and can discuss and explain why eggs have such a high biological value. They can explain the many uses of eggs in food preparation.

Shortcomings

413. A small number of pupils don't always provide clear time-plans for the production of their food products.
414. A small number of pupils lack confidence and need reassurance with some tasks. Occasionally they are unsure of technical terminology when explaining their work.

BTEC Hospitality Level 2 (Extended Certificate)

Good features

- 415. Almost all pupils make good progress in understanding the varying definitions and different uses of the term 'hospitality industry'. They explain the differences in the services provided in hotels, restaurants, pubs, bars, nightclubs and contract food services, well.
- 416. Most pupils have a good understanding of the common hazards within hospitality outlets. They have a good appreciation of why strict hygiene practice and food safety procedures are needed when preparing food for public sale and consumption.
- 417. Almost all pupils recognise the key aspects of a healthy lifestyle and how hospitality organisations can make a positive contribution to healthy lifestyles.

Shortcomings

- 418. Absenteeism affects the continuity, progression and standards of work of a small number of pupils.

Sixth Form

BTEC Hospitality level 2 (Diploma)

Outstanding features

- 419. Almost all students have an outstanding knowledge and understanding of a very broad range of hospitality industries. They readily explain the range of products and services offered in each hospitality setting.
- 420. Photographic evidence and work seen in lessons show that students have outstanding catering skills. Product outcomes reflect high levels of flair and imagination in both food creation and presentation, including batch production work.

Good features

- 421. Most students have a good understanding of the concept of reliable customer service and how organisations monitor and evaluate the consistency of their service. Through role play, they demonstrate good customer service skills in dealing with a range of customer complaints.
- 422. Almost all students make good progress in their knowledge and understanding of common hazards within hospitality outlets. They fully understand and can explain the risk factors associated with hospitality settings in terms of biological, physical and chemical hygiene issues.

423. Almost all students are fully aware of the types of crockery and glassware required to suit specific menus and show good skills in setting out tables in accordance with established protocols.

Shortcomings

424. There are no important shortcomings.

School's response to the inspection

On the basis of this constructive report the school has already begun work on the Strategic Planning for 2010-14 in order to ensure that these high standards are not only maintained but continue to be raised.

The school wishes to thank the inspection team sincerely for their thoroughness and perceptiveness, coupled with the exceptionally polite and professional manner in which the inspection was conducted.

Appendix 1

Basic information about the school

Name of school	Ysgol Gyfun Cwm Rhymni
School type	Secondary
Age range of pupils	11 - 18
Address of school	Heol Gelli Haf, Fleur De Lys, Blackwood
Postcode	NP12 3JQ
Telephone number	01443 875227

Headteacher	Mr Owain ap Dafydd
Date of appointment	September 2008
Chair of governors / Appropriate authority	Cllr. Phill Bevan Caerphilly Borough Council
Reporting inspector	Dr Neil T. Jones
Dates of inspection	10 – 14 May, 2010

Appendix 2

School data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	241	220	221	205	206	136	94	1324

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	88	5	91.4

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	14.8:1
Pupil: adult (fte) ratio in special classes	-
Average teaching group size	23.11
Overall contact ratio (percentage)	71%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole school
Term 1	98.1	90.7	88.7	86.5	93.1	83.0	86.1	85.9
Term 2	92.8	90.3	89.6	90.0	89.1	88.9	84.3	89.8
Term 3	92.0	91.2	88.8	88.9	84.6	85.0	65.1	89.34

Percentage of pupils entitled to free school meals	13.9%
Number of pupils excluded during 12 months prior to inspection	40 temporary 1 permanent 0 ethnic minority pupils

Appendix 3

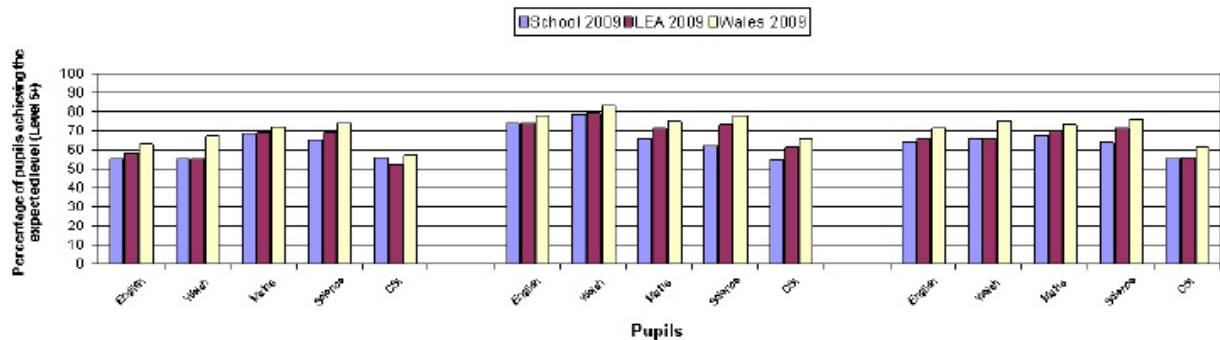
Ysgol Gyfun Cwm Rhymini
Caerphilly

LEA/School no: 676/4103

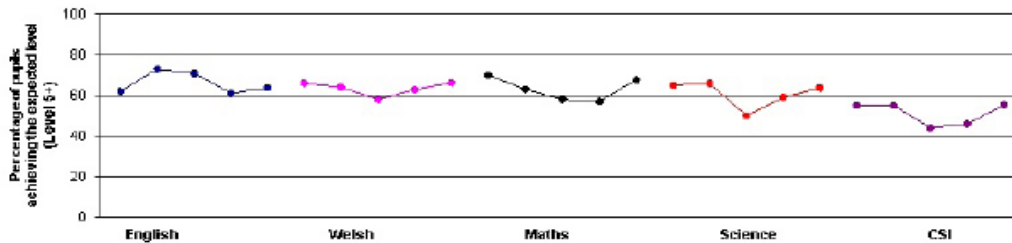
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 3

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	55	58	63	74	74	78	64	66	71
Welsh	55	55	67	79	79	83	66	66	75
Maths	69	69	72	66	71	75	68	70	73
Science	65	69	74	62	73	78	64	71	76
CSI	56	52	57	55	61	66	55	56	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.
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

More than or equal to 10 per cent and up to 15 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English	64	70		74		79	
Welsh	66	67		77		81	
Maths	68	73		78		81	
Science	64	75		80		82	
CSI	55	60		66		71	

Notes:

- Figures for Welsh refer to attainment in Welsh first language only.
- 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.
- 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.

Summary of Secondary School Performance
(1)

LEA/School No. 676/4103

Pupils aged 15

Number of pupils aged 15 who were on roll in January 2009 : 203

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	97	93	68	51	50	430
LEA Area 2008/09	98	87	54	42	40	352
Wales 2008/09	99	88	61	47	46	379
School 07/08/09	98	90	62	..	47	394
School 06/07/08	..	..	..	..	42	366

Number of boys aged 15 who were on roll in January 2009 : 95

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	97	89	59	43	42	397
LEA Area 2008/09	98	84	48	39	37	327
Wales 2008/09	98	86	55	43	43	357
School 07/08/09	98	86	52	..	39	353
School 06/07/08	..	..	..	..	37	333

Number of girls aged 15 who were on roll in January 2009 : 108

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	97	95	77	58	57	459
LEA Area 2008/09	99	90	60	45	43	375
Wales 2008/09	99	91	66	51	50	401
School 07/08/09	98	94	71	..	54	433
School 06/07/08	..	..	..	..	48	401

Summary of Secondary School Performance (1)

LEA/School No. 676/4103

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	1.0	0	2.1	0	0.0
LEA Area 2008/09	2	1.0	2	1.3	1	0.7
Wales 2008/09	2	0.9	3	1.0	1	0.8
School 07/08/09	1	..	1	..	0	..
School 06/07/08	1	..	1	..	1	..

Pupils aged 17

	Number of pupils aged 17 who were on roll in January 2009 : 72		Number of boys aged 17 who were on roll in January 2009 : 19		Number of girls aged 17 who were on roll in January 2009 : 53	
	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	583	100	526	100	604
LEA Area 2008/09	98	723	97	713	98	730
Wales 2008/09	96	688	95	656	97	715
School 07/08/09	..	582	..	615	..	564
School 06/07/08	..	..	..	..	..	..

**Key Stage 4 free school meal benchmarking data for Ysgol Gyfun Cwm Rhymini (6764103)
(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			
Over 10% and up to and including 15% of pupils of statutory school age eligible for FSM		14.1%	14.3%
Over 15% and up to and including 20% of pupils of statutory school age eligible for FSM	15.1%		
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	.	2	3
Percentage of 15 year olds achieving the level 2 threshold	3	2	2
Percentage of 15 year olds achieving the level 1 threshold	2	3	3
Percentage of 15 year olds achieving the Core Subject Indicator	2	2	3
Average wider points score across all subjects	2	2	1
Percentage of 15 year olds achieving a level 2 qualification in English	3	2	3
Percentage of entrants achieving a level 2 qualification in Welsh as First Language (b)	3	2	2
Percentage of 15 year olds achieving a level 2 qualification in Mathematics	2	2	3
Percentage of 15 year olds achieving a level 2 qualification in Science	1	3	3

Absence data (a):

Percentage of half-day sessions missed due to absence	2	1	1
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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.

(b) For Welsh as First Language, the position is determined with reference to ALL relevant schools rather than just those in the benchmarking group.

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

12 inspectors spent the equivalent of 42 inspection days in the school, and met as a team prior to the inspection.

The inspectors visited:

- 131 lessons; 88 in the six subjects inspected and 43 in other subjects;
- registrations, assemblies and corporate acts of worship, and
- a variety of extra-curricular activities.

The inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff;
- groups of pupils to represent each key stage; and
- the school council,

The following were also considered by the team:

- the school's self-evaluation report;
- 74 responses to the parents' questionnaire, four letters by parents and 14 comments on the questionnaires;
- documentation prepared by the school before the inspection and during the inspection;
- a broad range of past work and current work by the pupils, and
- samples of pupil reports; and
- letters and comments made by representatives of organisations who have links with the school.

Following the inspection, the team met with subject departments, senior management and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Neil Trevor Jones Registered Inspector	Summary; recommendations Responsibility for key question 1 Member of the science team
Gwilym Williams Team Inspector	Responsibility for key question 5 Member of the science team
John Roberts Lay Inspector	Contribution towards key questions 1, 3, 4 and 7
Gloria Davies Team Inspector	Responsibility for key question 2 Welsh
Bethan Whittall Team Inspector	Responsibility for key question 6 History
Bethan Cartwright Team Inspector	Responsibility for key question 3
Gwyn Griffiths Team Inspector	Responsibility for key question 4
Ieuan Jones Team Inspector	Responsibility for key question 7 Physical Education
Margaret Robertson Team Inspector	Leader of science team
Tudur Williams Team Inspector	Business
Keith Hopkins Team Inspector	'Food' / Hospitality
Anita Rees	Peer assessor
Catrin Mathias	Nominee

Acknowledgement

The inspection team wish to thank the governors, staff, pupils and students of Ysgol Gyfun Cwm Rhymni for their cooperation during the inspection.

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