

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

A report on the quality of education in

**Corpus Christi Catholic High School
Ty Draw Road
Lisvane
Cardiff
CF23 6XL**

School number: 6814611

Date of inspection: 9 February 2009

by

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78673**

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

The inspection of Corpus Christi Catholic High School took place between 09/02/09 and 12/02/09. An independent team of inspectors, led by Edward Aneurin Peter Harris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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

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

There are three types of inspection.

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

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

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

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

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

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Corpus Christi Catholic High School is an 11-16 mixed, voluntary-aided comprehensive school situated in Cardiff. The school occupies a large site which was opened in 1995.
2. The school serves a wide catchment area which covers almost half of the city. Pupils come from a wide variety of socio-economic backgrounds which include wards, such as Cyncoed, Lisvane, Adamsdown, Llanedeyrn, Pentreban and Pentwyn.
3. There are 1034 pupils on roll. The number of pupils on roll has not changed significantly since 2003 when the school was last inspected.
4. The percentage of pupils in receipt of free school meals is below the average of the Unitary Authority (UA). Nine percent of pupils are currently in receipt of free school meals, though the figure has fluctuated over recent years to almost 11%.
5. The attainment of pupils on entry reflects the full range of ability, though it is slightly above the UA and all-Wales averages. A very small minority of pupils comes from homes where English is not the first language. No pupil comes from a home where Welsh is the first language. Sixty-three pupils are identified as having Additional Learning Needs (ALN). Twenty-nine pupils hold statements that address their specific needs. These figures are below local and national averages.
6. The present headteacher has been in post since October 1996. All other members of the Senior Leadership Team (SLT), other than one assistant headteacher, were appointed to their present posts before the last inspection.

The school's priorities and targets

7. The school's mission statement is: *Together we are the Body of Christ*. The school prospectus invites parents to join with the school in partnership. Parents are seen as the foremost educators of their children. The school's calling is to support them in that task by providing the best possible education for every child.
8. In support of its mission, the school has the following aims, to:
 - be a learning community based on love and justice;
 - provide approaches to learning which enable all pupils to flourish;
 - provide programmes of study that support the least able and stretch the most able;
 - produce a high standard of academic excellence; and
 - provide a rich choice of extra-curricular activity.
9. The school's self-evaluation report is based on the seven key questions of the Common Inspection Framework (CIF).
10. Numerical targets are set, that in 2010:
 - 73% of pupils should reach at least level 5 in all three subjects combined in national curriculum (NC) assessments at the end of key stage (KS) 3; and

- 74% of pupils should achieve at least 5 grades A*-C, and 95% at least 5 grades A*-G in the General Certificate of Secondary Education (GCSE) examination or its equivalent.

Summary

11. Corpus Christi Catholic High School continues to be a very good school and has many outstanding features. These outstanding features are seen in the:
 - standards of pupils' achievement;
 - quality of education provided by the school;
 - care for pupils;
 - effectiveness of leadership and management at all levels; and
 - use of resources.
12. In addition to the vision and leadership of the headteacher, a major contributory factor to the school's effectiveness is the exceptionally high standard of teaching which impacts positively on pupils' learning.
13. The following table shows the grades awarded in the seven key questions:

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

14. These grades match those awarded by the school in its self-evaluation report.

Standards achieved

15. Results in external assessments and examinations are well above UA and all-Wales averages in most key indicators of performance and compare very favourably to results in similar schools. This is an outstanding achievement.
16. The attainment of pupils shows outstanding progress when compared to their abilities on entry. Pupils fulfil their potential and are well prepared to move on to their next stage of learning. This, too, is an outstanding achievement.
17. On the whole, at both KS3 and KS4, there is no great difference between the relative performance of boys and girls.
18. In the key skills of speaking and listening, and in information and communication technology (ICT), pupils' achievement has many outstanding features. Pupils listen actively to their teachers and one another. They speak clearly and

confidently, often offering extended answers to questions. In ICT, pupils across all key stages demonstrate a very competent use of a wide range of applications and in most subjects.

19. Pupils' reading, writing and number skills have good features with no important shortcomings. Their bilingual skills continue to improve and good features outweigh shortcomings.
20. Pupils' personal, social and learning skills are outstanding. The vast majority of pupils is well behaved. They co-operate well with one another, seek to solve problems creatively, and engage in improving their own performance to a high degree.
21. Pupils with additional learning needs make very good progress towards the targets set for them.
22. Pupils make very good progress in their spiritual, moral, social and cultural development.

The quality of education and training

23. The quality of teaching is outstanding.
24. The following grades were awarded for teaching and assessment in the lessons observed:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	44%	47%	9%	0%	0%
KS4	35%	58%	7%	0%	0%
Whole school	39%	53%	8%	0%	0%
These grades are based on observations of 58 lessons					

25. These figures are significantly above the current average for Wales as reported by Her Majesty's Chief Inspector (HMCI). Ninety-two percent of lessons were graded 1 and 2 compared to 75% in all inspections in Wales 2007-2008. Thirty-nine percent of lessons were judged to be outstanding, 22% higher than the national average for the same period.
26. Although the size and nature of the sample are different from those of the last inspection, these grades represent a significant increase in the quality of teaching since that time.
27. The consistency of teachers' high expectations is outstanding. They plan well-structured lessons that promote pupils' key skills. Detailed marking and informal comments contribute to pupils' understanding of how to improve their work.
28. The very small minority of lessons that have shortcomings are characterised by a pace that failed to engage pupils' attention.
29. The school meets statutory requirements for the assessment of pupils' work. Where practice is good, work is marked in detail and assessment criteria are used consistently. Leaders and managers make effective use of data on pupils' progress to set and monitor pupils' targets and teachers exploit opportunities to involve pupils in assessing their own progress.
30. A purposeful Christian ethos permeates the whole curriculum, which meets the needs of all pupils. The integrated curriculum at KS3, the wide range of options

at KS4, the vocational provision at KS4 and the way in which the curriculum promotes the development of key skills and education for sustainable development are outstanding features.

31. Links with primary schools are outstanding and make for a smooth transition and continuity in the curriculum. There is a very wide range of opportunities for extra-curricular activity. Work-related education is effective and worthwhile.
32. The culture of Wales is promoted well through lessons and by Eisteddfodau. All pupils sit the full-course Welsh second language GCSE at the end of KS4. There is a policy on bilingualism which is implemented across all departments, though it is in an early stage of development.
33. The support and guidance of pupils are outstanding. Features of the provision worthy of particular note are the way in which the school manages its care, guidance and support and works in partnership with parents and carers. It uses induction programmes very effectively to help pupils settle in quickly and provides an outstanding level of support to pupils with additional learning needs.
34. Guidance and advice on vocational and academic choices are of high quality and are impartial. The school takes appropriate steps to safe-guard pupils' welfare and to promote gender equality. The way in which the school supports disabled pupils is outstanding. Attendance is monitored very effectively and child protection procedures are robust.
35. There is a very good provision for Personal and Social Education (PSE) which takes account of health education and careers education and guidance. It is well co-ordinated, makes effective use of outside providers and is well integrated with the wider curriculum.

Leadership and management

36. Leadership and management at the school are outstanding. A clear sense of purpose, based on gospel values and high expectations, is reflected in the consistency of leadership and management at all levels.
37. The headteacher communicates a vision clearly focussed on school improvement. The Christian aims and values of the school are shared by all members of the school community and are reflected in their work.
38. The school has drawn up a suitable range of policies which reflect these aims. These policies have had a significant impact on practice and have been major contributory factors to the maintenance of high standards at the school.
39. At a senior level, the leadership team is very effective in setting the strategic direction for the school and in creating a culture of critical self-reflection in the monitoring and evaluating of school policy. The areas of responsibility of senior leaders are, generally, clearly defined and they are held accountable for the quality of their work.
40. Self-evaluation is outstanding. It is embedded in the work of the school and leaders and managers use information from the process to set clear priorities for improvement.
41. The school improvement plan is clearly focussed on improving standards of provision and achievement. As is appropriate for a Christian school, the plan identifies the spiritual development of pupils as its over-arching objective. An

important priority in recent years has been the on-going development of strategies that are aimed at enhancing the quality of pupils' learning. The clarity of targets contained in the plan has contributed to the consistent implementation of school policy and supports the school's capacity for critical self-review.

42. As with senior leaders and managers, so with middle managers, areas of responsibility are clearly defined. This has led to increasing levels of consistency of practice between departments.
43. The capacity of the school to review provision and outcomes critically is outstanding. It is enhanced by a target-setting process that is clear. This has a beneficial effect on the school's capacity to identify its strengths and shortcomings and set the direction for future development.
44. Good account is taken of local and national priorities. Working relationships with local providers at primary, secondary and further education levels are very good.
45. Governors meet all regulatory and legal requirements. Their contribution to the school's strategic direction is outstanding and their contribution is informed by a clear understanding of their role. They are committed to developing local partnerships and to national priorities. Governors have appropriate arrangements to monitor and evaluate the school's performance.
46. The quality and range of training of both teaching and support staff are outstanding. All training needs are closely linked to planning priorities. Training is monitored for its impact on standards and good practice is shared readily.
47. All staff are appropriately qualified and experienced. Performance management arrangements meet national requirements and are very effective ways of identifying professional development needs of teaching and non-teaching staff.
48. Pupils have access to an appropriate range of learning resources, and the way in which they are used and reviewed is very good.
49. The quality of display in the classrooms and around the school is very good and makes for a stimulating working environment for pupils and staff. However, there are shortcomings in the accommodation. In particular, the lack of a school hall has an adverse impact on the school curriculum.
50. The school monitors its budget very well and provides very good value for money.
51. The school has made outstanding progress in addressing most of the key issues arising from the previous inspection. It has:
 - established very good links with industry; and
 - raised standards of ICT across the school.
52. However it has yet to make significant improvements to the accommodation in physical education and drama.

Recommendations

In order to sustain current achievement and develop it further, the school should focus on the following priorities:

- R1. continue to seek ways of increasing standards in all subjects and in pupils' bilingual competence; and
- R2. continue to work with the UA to improve the accommodation for physical education and drama.

Both these recommendations are identified in the school's current improvement plan.

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

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

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

Pupils' success in attaining agreed learning goals

- 54. Pupils' achievement at the end of both key stages is outstanding.
- 55. Results at KS3 are well above local and national averages. In 2008, 73% of pupils reached at least level five in the core subjects combined, compared to 60% nationally. In 2006 and 2007, results in English, mathematics, science, and in the three subjects combined were in the top 25% when compared to similar schools. In 2008, they were close to the top 25%.
- 56. Achievement at KS3 was above what was expected, based on prior attainment, in the three core subjects combined, and in each of them individually.
- 57. In 2008, at KS4, 75% of pupils gained five or more passes at grades A*-C compared to 56% locally and 58% nationally.
- 58. Ninety-six percent of pupils gained five or more passes at grades A*-G compared to 85% locally and 87% nationally.
- 59. In 2006 and 2007, in comparison to similar schools, passes at five or more grades A*-C, were in the top 25%. In 2008, passes at both ranges of grades were close to the top 25%.
- 60. The achievement of pupils with additional learning needs at the end of both key stages is outstanding. On the whole, at both KS3 and KS4, there is no great difference between the relative performance of boys and girls.
- 61. Pupils' listening skills are outstanding. They listen well to one another and to their teachers. Speaking is very good. Pupils willingly respond to questions and make very good contributions to discussion. They use technical vocabulary very well and are very confident when making presentations.

62. Reading skills are good at both key stages. Pupils read aloud with accuracy and fluency. The most able read with good levels of expression.
63. Pupils write well. They are able to use a variety of forms of expression and write for a variety of audiences. They are able to organise their work well and improve their work through re-drafting.
64. Pupils' numeracy skills have good features with no important shortcomings. They present data in numerical format across a good range of subjects.
65. Pupils have outstanding ICT skills which they demonstrate to very good effect across both key stages and in the majority of subjects. In addition to word-processing and desk-top publishing, they make very good use of interactive whiteboards, digital imaging, computer-assisted design and manufacture and combined software packages.
66. Pupils have outstanding personal and social skills. They work exceptionally well in creative and problem-solving opportunities. The way in which they work with others, in pairs and in small groups, is outstanding. They have a very good knowledge of how to improve the standards of their work.
67. While all pupils at KS4 follow courses leading to recognised qualifications in Welsh second language, there are shortcomings in the ways in which pupils develop bilingual skills outside Welsh lessons.

Their progress in learning

68. The maintained level of standards in nearly every subject since the previous inspection is evidence of very good progress in pupils' learning. Pupils respond very well to the good teaching that they receive. They are encouraged to take active parts in lessons. They are productive, make good use of their time, and are prepared well to move on to the next stage of learning. Where teaching is outstanding, invariably so is pupils' progress.
69. All pupils are clear about what is expected of them in terms of their work and behaviour. They are aware of their teachers' high expectations of them and value the way in which teachers plan a wide variety of tasks which are carefully matched to their learning needs.
70. Pupils with additional learning needs make very good progress. They respond well to in-class support. They make very good progress over both key stages and respond well to challenge and the encouragement to work hard. They are aware of the key skills and exercise them at a level appropriate to their ability.

The development of their personal, social and learning skills

71. The development of pupils' personal, social and learning skills is outstanding.
72. Pupils progress well in their personal, social and moral development. Relationships with other pupils and with teachers are very good. Many pupils take part in sport and in an extensive range of extra-curricular activities. Pupils make very good progress in their spiritual and cultural development.
73. The overall attendance rate for the three terms prior to the inspection was just over 92%. This figure compares favourably with national averages and with similar schools.

74. Pupils show good levels of sensitivity to equal opportunities. They have a very good understanding of diversity within society, appropriate to their age. They understand the needs of people with disabilities.
75. Pupils are extremely well prepared for the world of work.

The quality of education and training

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

Grade 1: Good with outstanding features

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

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

77. The quality of teaching is outstanding.
78. The following grades were awarded for teaching and assessment in the lessons observed:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	44%	47%	9%	0%	0%
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79. These figures are significantly above the current average for Wales as reported by HMCI. Ninety-two percent of lessons were graded 1 and 2 compared to 75% in all inspections in Wales 2007-2008. Thirty-nine percent of lessons were judged to be outstanding, 22% higher than the national average for the same period.
80. Although the size and nature of the sample are different from those of the last inspection, these grades represent a significant increase in the quality of teaching since that time.
81. In lessons where outstanding features were identified, teachers' planning was very good. They had very high expectations of pupils and their lessons were carefully structured. Teachers establish excellent relationships with pupils, explain clearly and challenge them by means of very good questions which promote the development of their thinking and problem-solving skills.
82. Teachers use a very wide range of methods and activities to motivate pupils and ensure progression and take very good account of the needs of individual learners. They plan effectively with Teaching Assistants (TAs) and give exceptional support to visually-impaired learners. Teachers use detailed formative assessment and encourage pupils to determine how best they can improve.
83. In all lessons, teachers use a good range of focussed starter activities and communicate clear learning objectives. They use good classroom management skills and re-visit learning objectives in well-constructed plenary sessions at the end of lessons.

84. In the very few lessons where shortcomings were identified, a small minority of lessons lost pace as the lesson progressed and teachers failed to provide formative comments when marking pupils' work.
85. The school has driven forward its teaching and learning agenda over recent years under the direction and co-ordination of an assistant headteacher. This has entailed developing a comprehensive teaching and learning policy, skilful training and developing whole-school performance-management objectives related to initiatives in the teaching and learning policy. Consequently most members of the teaching staff have developed into outstanding classroom practitioners.
86. Relationships between teachers and learners are outstanding and a notable strength of the school. Most teachers have developed very good classroom management techniques and these combined with interesting and enjoyable lessons ensure that in the vast majority of lessons learners' behaviour is exemplary.
87. All teachers set clear and well-focused learning objectives that are shared with learners. Effective lesson planning leads to well-structured lessons that contain a variety of activities. These are challenging, promote the development of thinking skills, stimulate learners and sustain their motivation. Most teachers are skilled in choosing and using resources that are well suited to the tasks and activities set.
88. Teaching actively promotes equality of opportunity. Issues of race, gender and disability are dealt with sensitively and effectively. Very good examples were noted where stereotyping was effectively addressed.
89. The school effectively meets the language needs of a small minority of pupils with English as an additional language. It also meets the receptive and expressive language needs of learners with additional learning needs. However, whilst there is evidence of good use of incidental Welsh to develop bilingual skills, there is a lack of progression as learners move through the school.

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

90. Assessment for learning is firmly embedded across much of the school. Learners' work is assessed frequently and books are regularly marked. In most books, marking is diagnostic and targets for improvement are set. In a few, however, marking is perfunctory and does not suggest ways forward.
91. During lessons, most teachers provide good oral feedback whilst learners are engaged in tasks and activities. Very effective use is made of self and peer assessment. During plenary sessions, learners have to account for what they have achieved in the lesson and suggest how they could have improved their work. Learners are very involved in planning for improvement; this is an outstanding feature of assessment and a notable strength.
92. The school has introduced a tracking system at KS 3 where learners' progress and targets are recorded. The school uses this data effectively.
93. The school meets statutory requirements for assessment and complies with examination board requirements at KS4. At KS3, end of key stage assessments for core subjects are standardised and moderated internally and ratified externally. Teachers of core subjects also participate in cross phase moderation

at KS2 into KS3. However, in some instances, there are inconsistencies between assessments at the end of KS3 and what pupils attain at the end of KS4. All members of teaching staff teaching foundation subjects produce portfolios of learners' work and are involved in moderation and standardisation.

94. The school also meets statutory requirements for reporting to parents. Reports provide an overview of progress and suggest ways forward for learners. However, there are inconsistencies in the amount of detail provided.

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

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

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

96. There are many outstanding features in the school's curricular provision.
97. The curriculum at KS3 fully meets the requirements of the NC and denominational religious education. At KS3, the curriculum is broad and balanced. There are particular strengths in progression thanks to outstanding transitional links with primary schools, beginning in Year (Y) 5. These help assure that pupils learn in groups that suit their abilities.
98. An innovative integrated curriculum in Y7, led by one of the assistant headteachers, helps pupils adjust to the secondary school learning environment and also addresses the new skills-based curriculum. This scheme is taught in part by primary school staff. The provision was piloted for two years before being introduced for all current Y7 pupils. Its monitoring showed it to be effective. Inspectors judged the provision to be outstanding.
99. At KS4, the school offers an open choice at GCSE. The development of a very wide range of vocational options within Learning Pathways (LP) 14-19 has resulted in an outstanding match to learners' interests, abilities and learning styles. Most of this provision is met via the Faith-Based Learning Network of Catholic and Anglican schools, whose timetables are carefully co-ordinated to suit. Further courses are offered via the UA's wider network.
100. Pupils with additional learning needs can work towards the Award Scheme Development and Accreditation Network (ASDAN) certificate within the school. More able pupils may follow a small range of Advanced Supplementary (AS) courses in conjunction with St David's College.
101. The school's provision to develop key skills is outstanding. Key skills are firmly embedded in the planning for all subjects. A reading-support scheme encourages use of the library and plays an important part in the support of literacy. Information and communication technology facilities are available for all pupils to use independently at lunchtime and at the end of the day. The school has held the Basic Skills Quality Mark since 2005.
102. The well-structured extra-curricular programme is outstanding. Many departments are involved in extending learners' out-of-class learning

experiences, along with a wide range of visits and visitors. Pupils participate in sporting, cultural and educational events, including the Duke of Edinburgh's Award scheme, eisteddfodau, residential foreign exchanges and spiritual retreats.

103. An assistant headteacher co-ordinates an enrichment curriculum whereby every pupil over their time in school must take part in a selection of activities, challenges and opportunities to take responsibility. These are logged and accredited so that pupils can include them in their Progress File.
104. Provision for PSE, including learners' spiritual, moral, social and cultural development is outstanding. It is planned for in all subjects, within the regular and the enriched curriculum, being particularly strong in religious education. Collective worship makes an important contribution, setting a positive tone to the day. Statutory requirements for a daily act of collective worship are met.
105. A strong emphasis on emotional well-being enhances transition from primary schools via the Social and Emotional Aspects of Learning (SEAL) programme and subsequent emotional literacy lessons. Pupils explore their emotional attitudes and spiritual values, which helps ensure that they develop a clear sense of right and wrong, and a consequent sense of responsibility. They have opportunities to raise funds for example for charities at home and abroad. These include support for the less fortunate in orphanages in India and Belarus. Visits to Belarus have broadened their cultural awareness.
106. Partnerships with parents, the community, the parishes and the local business community are outstanding. Parents are kept fully informed of pupils' progress and also of the wider life of the school. The Faith-Based Learning Network involves close collaborative links, enhancing transition and the range of opportunities offered to learners. The school works well in partnership with initial teacher training institutions. It supports a number of trainees on placements each year, several of whom have subsequently become members of staff.
107. The curriculum complies with legal requirements at both key stages.

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

108. Careers education, work-related education and links with industry are outstanding and much improved since the last inspection. The updated PSE programme is very comprehensive in these areas. There are strong links with the Education Business Partnership and with Careers Wales. The school takes careful account of employers' needs and there is regular dialogue to ensure that as far as possible employers know what the school can provide. Learning Pathways 14-19 sees some learners going out to other providers and businesses, and work experience being well planned and evaluated. Staff undertake placements in industry. This experience helps them to teach these elements more knowledgeably as well as furthering the development of their own skills.
109. All pupils study Welsh and take the GCSE full course in Welsh Second Language at KS4. Aspects of *Y Cwricwlwm Cymreig* feature clearly in schemes of work. All school signs are bilingual and Welsh is heard incidentally throughout the school, but tends to remain at a simple level regardless of learners' ages.

110. The school is very successful in ensuring equality of access and tackling social disadvantage and stereotyping. The value placed on each person and a concern to meet individual needs are at the heart of the school's purpose.
111. One way in which the school demonstrates this commitment is in its financial support for those who might otherwise not be able to participate in its enrichment programme. The study opportunities offered at KS4 support very effectively pupils at risk of disaffection and give them a sense of achievement.
112. Pupils' understanding of sustainable development and global citizenship is good. Recycling is well established and the school has a Bronze award for environmental awareness. It is a Fair-Trade school, with a thriving environment club, poised to achieve Eco-school status.
113. There are plentiful opportunities for learners to develop entrepreneurial skills, notably through activities such as Operation Dynamo, the Real Game, Enterprise day, Young Enterprise and the Y11 business mentoring scheme. Learners have also gained some entrepreneurial skills through fund-raising opportunities given to them.
114. A broad range of learning experiences offered to pupils reflects national priorities well. The school is very successful in developing pupils' skills for lifelong learning.

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

Grade 1: Good with outstanding features
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115. This grade matches the school's self-evaluation grade.

The quality of care, support and guidance to pupils

116. The way in which the school cares for pupils is outstanding. It provides a happy, supportive and safe environment in which pupils can learn. The pastoral care of pupils is given high priority, is robust and well structured. The school makes very effective use of support services. Pupils trust adults to deal with concerns quickly and efficiently.
117. The school's partnership with parents is a major strength. Parents and carers appreciate the friendly and caring ethos of the school. They are well informed about what their children are doing in school. Communication with parents through the school diary is comprehensive and includes information on behaviour, punctuality, attendance and homework. The school takes full account of the views of parents, carers and employers and responds quickly to their needs. The school council works very effectively and gives pupils the opportunity to express their opinions about different aspects of school life. It has been effective in promoting discussions affecting welfare issues related to learners.
118. Learners, parents and carers receive good information and guidance about the options available to pupils through an informative booklet, parents' evenings and a well structured careers programme. Pupils receive impartial advice that enables them to make appropriate choices. At KS4 the LP 14-19 co-ordinator liaises with training providers to ensure individual training plans are put in place. This is very good practice.

119. The school has a comprehensive and very effective programme that supports effectively pupils as they move from KS2 to KS3. The deputy headteacher promotes very close links with the six partner primary schools on pastoral issues, additional learning needs and the curriculum.
120. A number of very effective strategies exist to facilitate the transition, which include two teachers from the partner primary schools supporting the Y7 integrated curriculum. This provision is innovative and outstanding.
121. The support and guidance of pupils are outstanding. Personal and social education is integrated into all aspects of the schools activities and the outcome is reflected in learners' caring and thoughtful attitudes. In discussion, pupils expressed very high levels of satisfaction with the help and support they received from all adults working at the school. Pupils have ample opportunities to discuss issues that concern them with pastoral staff, the school counsellor and school chaplain. Pupil mentors are provided for Y7 pupils and some pupils are provided with Teacher Mentors in addition to other forms of pastoral support.
122. The school monitors attendance, punctuality and pupils' behaviour very closely. Pupils are appropriately rewarded for good attendance and punctuality. Monitoring of attendance has strengthened and there is a rigorous approach to requests for holiday leave during term time. However, punctuality in the morning continues to give cause for concern. Behaviour is very well monitored by means of the school's positive discipline system. Very positive action is taken to support pupils who experience behaviour difficulties. Pupils are fully aware of the system of consequences for unacceptable behaviour.
123. The school's careers programme begins in Y8 and is closely allied to the PSE programme. It prepares pupils very successfully for the world of work. The school Careers Guidance and World of Work programme was awarded the Careers Wales Quality Award in 2008. Careers Wales staff provide effective support to the school's provision and organise appropriate courses and activities. These include interviews with all pupils from Y9 onwards and for older pupils in establishments and settings outside school. The school assists pupils in career planning extremely well and involves parents and carers effectively.
124. There are clear procedures to ensure learners' health and well-being. The PSE programme contains several appropriate health and safety related topics. Policy and guidelines for assuring pupils' well-being, health and safety are well managed.
125. The procedures for child protection are based on UA guidelines. A senior member of staff is the designated person responsible for child protection issues. She ensures that staff receive regular training and exercise due diligence.

The quality of provision for additional learning needs

126. The support for pupils with additional learning needs is outstanding. It has a positive impact on pupils' levels of achievement.
127. Very good transitional arrangements between KS2 and KS3 allow for early identification of pupils' needs. Pupils with additional learning needs enter a very caring, efficient and informed school which enables them to make good and often very good progress.

128. The school operates a clear policy for additional learning needs that meets the statutory requirements in the Code of Practice for Wales. The acting special educational needs' co-ordinator (SENCO) and her team provide very good guidance and support. They have produced a handbook to raise the profile of additional learning needs and standards within the school.
129. Individual educational plans (IEPs) are in place for all pupils on the additional learning needs register. Plans are shared with parents and carers. They are reviewed regularly and made available to all subject areas.
130. Arrangements to support pupils with statements of additional learning needs are a particular strength. Great care is taken to ensure that provision in the statement is made. Annual review procedures fully meet requirements and nearly all parents and carers are fully involved in the process.
131. Teachers collaborate very effectively with TAs to set appropriate tasks for pupils and support them in the classroom. The support offered to help pupils with visual impairment integrate in mainstream classes is outstanding.
132. There is a register for more able and talented pupils who are provided with extension work or take part in project based extra curriculum work under the supervision of members of staff.
133. The school deals extremely effectively with learners whose behaviour and attitudes are likely to impair their progress and that of others through its policy and practices. It is highly successful in managing the behaviour of its pupils with in-house and outside specialist support.

The quality of provision for equal opportunities

134. The provision for equality of opportunity is outstanding.
135. The school accommodates pupils from diverse cultural and linguistic backgrounds extremely well. It recognises the diversity of pupils' backgrounds and all are treated equally and with enormous respect.
136. The school is extremely successful in its aim to give every learner the opportunity to succeed. In all curriculum areas, teachers promote effective gender equality.
137. The school actively promotes good race relations in its daily life and in PSE. Examination results are analysed to evaluate the performance of pupils from ethnic backgrounds. There is a named person to whom any racist incidents are reported and recorded. Clear discipline procedures are followed involving an appropriate range of sanctions.
138. Pupils report that there is little oppressive behaviour in the school and that any incidents that may occur are dealt with quickly and effectively. There are very effective strategies to discourage any form of bullying, discrimination or harassment within the school. This includes raising pupils' awareness in PSE lessons and assemblies of issues relating to bullying. A number of pupils have received training as mentors. The school won a UA anti-bullying award in 2008.
139. There is a disability action scheme in place with a steering group to drive it. The school ensures that disabled pupils are treated equally and do not suffer from less favourable provision. All pupils have equal access to the full curriculum. The inclusive ethos of the school is outstanding.

Leadership and management

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

Grade 1: Good with outstanding features

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

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

141. There are many outstanding features in leadership and management at the school. The school has a strong, shared, Christian ethos which promotes equality of opportunity for staff and pupils. There is a clear sense of purpose and direction given by the headteacher which has had a positive impact on levels of performance.
142. The way in which the headteacher communicates a vision which is clearly focussed on school improvement is outstanding. His aims and values are shared by all members of the school community and are reflected in their work.
143. Staff share high expectations of themselves and pupils. There are shared norms about learning, behaviour and relationships.
144. The school has drawn up a suitable range of policies which have a very positive impact on practice. There is a clear and detailed understanding of how to improve the quality of teaching and learning and share good practice. This has been an important contributory factor to the maintenance of high standards at the school.
145. At a senior level, the effectiveness of the leadership team in setting the strategic direction for the school, and in implementing, monitoring and evaluating school policy is outstanding. Their areas of responsibility are clearly defined and they are accountable for the quality of their work.
146. Senior leaders and managers have effective links with departmental teams. They monitor their work, identify and support their professional development needs, and monitor the impact of their training on standards.
147. The school improvement plan is clearly focussed on increasing levels of attainment. Its clarity supports sustained and consistent progress in implementing school policy in this area and increases the school's capacity for critical self-review.
148. The ways in which the school reviews provision and outcomes critically and supports the process by target-setting is outstanding. The messages contained in data on pupils' attainment are clearly spelt out by leaders and managers. This strengthens the school's capacity to identify its strengths and shortcomings and set the direction for future development.
149. As at the senior level, so at middle level, leadership and management have good features, some of them outstanding. Areas of responsibility are clearly defined. This leads to a growing consistency of practice within and between departments.
150. Good account is taken of UA and national priorities. Working relationships with local providers at primary, secondary and further education levels are very good.

The school works well to promote healthy lifestyles and is developing an understanding of the importance of education for sustainable development and global citizenship.

151. The arrangements to monitor and evaluate the school's performance have outstanding features. Performance management arrangements for teaching and non-teaching staff have had a significant impact on identifying and sharing good practice. The school's self-evaluation report contained an accurate appraisal of the school's strengths and weaknesses and reflected the views of all stakeholders.

How well governors or other supervisory bodies meet their responsibilities

152. Governors work well with the school and have an active role. The contribution of the governing body to the strategic direction of the school is outstanding. Governors have a clear understanding of their role and work efficiently through a range of appropriate committees.
153. Governors receive regular reports from leaders and managers. They act as effective critical friends of the school. They monitor the quality of provision and standards achieved by pupils.
154. Governors fulfil their regulatory and legal requirements.

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

Grade 1: Good with outstanding features
--

155. This grade matches the school's self-evaluation grade.
156. The grades awarded for the key questions by the inspectors match those of the school in all key questions.

How effectively the provider's performance is monitored and evaluated

157. The way in which the school monitors and evaluates its performance is outstanding. Self-evaluation processes are embedded well into the work of the school and have helped develop a culture of excellence. Leaders and managers make very good use of information gathered from self-evaluation to help them establish clear priorities that have helped the school maintain high standards and develop them further.
158. The school's self-evaluation report is detailed and evaluative. It identifies clearly strengths and areas for development. Evidence for self-evaluation is drawn from detailed annual analyses of assessment and examination data, discussions with leaders and managers and from lesson observation.
159. Heads of department have very good knowledge of the strengths and issues for development in those areas for which they are responsible. For the most part, self-evaluation has a clear focus on improving standards of learning and teaching.
160. The views of parents are surveyed regularly and the pupil voice is strong, as evidenced by the school council. Governors play an appropriate part in self-evaluation and are well informed.

The effectiveness of planning for improvement

161. The way in which the school plans its improvement strategies is outstanding. Clear targets for improvement are set for the whole school.
162. The school improvement plan is based on whole-school needs and findings from the departmental development plans. Plans include priorities for improvement, strategies for action, lead people and timescales. The bursar oversees costings for the school development plan effectively. There are clear links between self-evaluation and developmental priorities and between whole-school and departmental plans.
163. The way that resources have been matched to priorities is outstanding. The school has made very good progress in addressing most of the key issues arising from the previous inspection. It has:
- established very good links with industry; and
 - raised standards of ICT across the school.
164. However it has yet to make significant improvements to the accommodation in physical education and drama.

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

Grade 1: Good with outstanding features
--

165. This grade matches the school's self-evaluation grade.
166. The outstanding features are seen in the quality service given by both teaching and non-teaching staff, the use made of ICT across all departments, the provision of resources to support pupils with disabilities and the way in which the school provides value for money.

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

167. Teaching staff are well qualified, enthusiastic and energetic. The relationship between pupils and teachers is outstanding. About a third of staff are relatively new to the profession and about a third have taught for 20 years or more.
168. The support provided by non-teaching staff is outstanding. Teaching Assistants plan their work with the relevant teacher, and subsequently report back on progress. This has a significant impact upon pupils' learning.
169. Site superintendents keep the buildings and grounds in very good order. They think creatively on building improvements and energy-saving devices. Office and technician staff ensure the school runs smoothly. The deacon and the counsellor make a significant contribution to the well-being of pupils and staff.
170. Investment in ICT is good and pupils' work is outstanding across subjects and at both key stages. Three ICT suites and the learning resource centre (LRC) are fully used. There are interactive whiteboards in every classroom which are well used by both staff and pupils.
171. Whilst ICT provision is very well managed by an assistant headteacher, the present ICT provision does not meet demand. The school highlights the need to increase its provision of ICT in its development plan.

172. The LRC is well run, readily available and well used by pupils. Books are attractively displayed and there is a good range of newspapers. A supported reading programme is in place for targeted pupils. Pupils are trained to act as librarians. However, few departments make use of the library or its stock. There is no library development plan and the librarian is not linked to a member of the senior management team with a learning responsibility.
173. An outstanding feature is the specialist equipment, which has been purchased for those pupils with a visual impairment. Resources are to be found in each curricular area. There are very good facilities for the disabled. Three trained first-aiders hold regular meetings to ensure that provision meets learners' needs.
174. The effective display of pupils' work is a feature of both classrooms and corridors. It creates an ethos, which supports learning.
175. On the whole, accommodation is good. The school has been both active and creative in developing its buildings. Since the time of the last inspection the school has extended the dining hall, upgraded the closed-circuit television system, provided additional office and storage space and drained two of the three pitches. The third pitch is in the programme of works for 2009-10. The school's effort in raising money towards the cost of providing a hall and performing arts space is outstanding. Governors have also set aside large sums. A partnership has been developed with St David's sixth form college to realise this facility.
176. However, the lack of a school hall impacts upon pupils' learning, as the sports hall has to be used for a wide variety of whole-school activities. These include the statutory act of collective worship, mass, school productions and examinations. The physical education curriculum is affected for significant periods during the year. The situation is exacerbated through the lack of a drama studio.
177. Health and safety checks are regularly carried out and any inadequacies remedied.

How effectively and efficiently resources are deployed to achieve value for money

178. The 2008/9 budget and staff timetables show a very efficient and economic use of staffing. Effective procedures have been put in place to reduce teachers' workload. A new staffing structure has been sensitively introduced with much governor and staff involvement. It is well thought out and meets the needs of learners. Planning, preparation and administrative time is adequately provided and well used.
179. Classrooms, laboratories and workshops are well resourced to meet learners' needs. The work of the headteacher and of the finance officer in managing these features is outstanding.
180. A very good range of vocational courses has been developed at both levels one and two. The school works very effectively with the Faith-Based Learning Network. Its arrangements with St David's College are particularly strong and there are a few examples of school/college staff teaching on each other's site. A very few able pupils benefit from the opportunity to take AS level politics, statistics and critical thinking by following evening courses at the college.

181. The continual professional development of all staff is a strength of the school and has contributed towards the steady improvement in the quality of teaching. All staff undertake performance management. This process informs the priorities for further training. The way that staff share good practice is outstanding. Many teachers take part in programmes of action research and the results are published to all staff. This contributes towards an ethos in the school of sharing and implementing best practice.
182. There are structured and supportive programmes for newly qualified teachers and those in their first years of teaching. Strong partnerships exist with university departments of education.
183. The budget is directly linked to whole-school and departmental development plans. The finance officer, headteacher and finance committee closely monitor the budget and take any relevant action. Governors play an active part in the process and act as critical friends to the headteacher and senior management team.
184. The school operates a chequebook management system and monies are invested through the local authority, earning the school additional funds.
185. The school gives very good value for money.

School's response to the inspection

The headteacher, staff and governors are delighted with the inspection team's judgement that Corpus Christi Catholic High School continues to be a very good school with many outstanding features which are evident in the standard of pupils' achievement, the quality of education, the care for pupils, the effectiveness of leadership at all levels and the use of resources.

We are especially pleased that the Estyn team recognised the purposeful Christian ethos which permeates the whole curriculum and meets the needs of pupils.

It is also very pleasing that Corpus Christi was judged to be good with outstanding features in all seven key areas of school life. We are delighted, too, that the quality of teaching has been recognised as consistently outstanding across the school and that it caters for every pupil, including the most able and those with additional needs. Staff and governors are proud that 92% of the lessons observed received grades 1 or 2 and that the proportion of lessons awarded the top grade was twice the national average.

Corpus Christi is also grateful that inspectors noted the outstanding partnership between the school and parents and, indeed, with all those who play a role in the education of our pupils.

The school now looks forward to implementing the recommendations of the report and is keen to continue to increase standards in all subjects and to develop pupils' bilingual competence. The whole school community continues to be disappointed at the lack of adequate facilities for physical education and the performing arts but will strive to achieve the necessary funding, not least through the efforts of STRIDE.

We wish to thank the inspection team, and Mr Harris in particular, for their highly professional approach throughout the inspection process which was carried out with rigour, integrity and care.

Appendix 1

Basic information about the school

Name of school	Corpus Christi Catholic High School
School type	Secondary
Age range of pupils	11-16
Address of school	Ty Draw Road Lisvane Cardiff
Postcode	CF23 6XL
Telephone number	02920 761893
Headteacher	Mr David Stone
Date of appointment	October 1 st 1996
Chair of governors	Mrs Kath Brown
Reporting inspector	Mr Peter Harris
Dates of inspection	February 9 th - 12 th 2009

Appendix 2

School data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Total
Number of pupils	192	220	190	220	212	1034

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	56	13	61.48

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	16.4:1
Pupil: adult (fte) ratio in special classes	12.5:1
Average teaching group size	21.84
Overall contact ratio (percentage)	77%

	Y7	Y8	Y9	Y10	Y11	Whole school
Term 1	93.5	93.0	92.1	90.4	87.0	91.0
Term 2	91.8	91.8	89.5	87.6	95.3	91.3
Term 3	94.2	93.4	93.2	92.8	90.6	92.8

Percentage of pupils entitled to free school meals	9
Number of pupils excluded during 12 months prior to inspection	110

Appendix 3

National Curriculum Assessment Results End of key stage 3:

National Curriculum Assessment KS3 results 2008																
Total number of pupils in Y9: 220																
Percentage of pupils at each level																
			D	A	F	W	1	2	3	4	5	6	7	8	EP	
English	Teacher assessment	School	0	0	0	0	0	0	3	15	27	43	12	0	0	
		National	1	0	0	0	0	1	7	21	36	24	9	0	0	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	3	21	16	33	24	2	0	
		National	1	0	0	0	0	1	8	20	28	27	14	1	0	
Science	Teacher assessment	School	0	0	0	0	0	0	0	15	13	49	23	0	0	
		National	1	0	0	0	0	1	6	21	35	26	10	0	0	

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

Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language) by teacher assessment				
In the school	73		In Wales	60

Summary of Secondary School Performance (1)

Pupils aged 15

Number of pupils aged 15 who were on roll in January 2008: 248

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 2007/08	99	96	75	55	52	399
LEA Area 2007/08	99	85	56	44	43	343
Wales 2007/08	98	87	58	46	44	356
School 06/07/08	..	..	..	..	20	397
School 05/06/07	..	..	..	..	58	392

Report by Edward Aneurin Peter Harris
Corpus Christi Catholic High School, 09/02/09

Number of boys aged 15 who were on roll in January 2008: 119						
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 2007/08	99	97	75	59	55	401
LEA Area 2007/08	98	82	52	42	41	327
Wales 2007/08	98	84	53	42	41	334
School 06/07/08	..	..	..	..	21	389
School 05/06/07	..	..	..	..	55	376

Number of girls aged 15 who were on roll in January 2008: 129						
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 2007/08	99	95	76	51	49	398
LEA Area 2007/08	100	88	59	46	45	361
Wales 2007/08	99	90	63	50	48	379
School 06/07/08	..	..	..	..	18	404
School 05/06/07	..	..	..	..	61	408

Summary of Secondary School Performance (1)

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 (2) only	Left full time education without a qualification (3)	achieved one or more ELQ (2) only	Left full time education without a qualification (3)	achieved one or more ELQ (2) only	Left full time education without a qualification (3)
School 2007/08	0	0.8	0	0.8	0	0.8
LEA Area 2007/08	3.2	2.4	4	3.1	2.5	1.8
Wales 2007/08	2.6	1.5	3.4	1.9	1.7	1.2
School 06/07/08	0	..	0	..	0	..
School 05/06/07	0.2	..	0	..	0.3	..

- (1) For details on qualifications, point scores and contribution to thresholds, please see guidance at [SSSP guidance](#).
 (2) For information about which syllabuses are included in each subject area see Notes for Guidance. For the provisional SSSP this will be the traditional GCSE definition. In the final SSSP, this definition will include a wider range of qualifications.
 .. Data not available

Pupils aged 17

	Number of pupils aged 17 who were on roll in January 2008: 0		Number of boys aged 17 who were on roll in January 2008: 0		Number of girls aged 17 who were on roll in January 2008: 0	
	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 2007/08	0	0	0	0	0	0
LEA Area 2007/08	94	623	92	608	95	636
Wales 2007/08	94	631	93	596	95	659
School 06/07/08	..	..	..	..	..	..
School 05/06/07	..	..	..	..	..	..

SECONDARY EXAMINATION DATA, 2006 - 2008

Free School Meals, 2006 - 2008

	2006	2007	2008
% of pupils entitled to Free School Meals	10.8	11.0	9.2
Free School Meal band	10%<FSM<=15%	10%<FSM<=15%	FSM<=10%

Key Stage 4, 2006 - 2008

	2006	2007	2008
% achieving the Level 1 threshold	..	96.3	95.6
Benchmark Quartile	..	1	2
% achieving the Level 2 threshold	..	68.6	75.4
Benchmark Quartile	..	1	2
% achieving the Level 2 threshold including a GCSE at grade A*-C in English or Welsh first language and Maths	54.8
Benchmark Quartile	3
% achieving the Level 2 threshold in the core subjects	51.6
Benchmark Quartile	4
Average wider points score	394.1	396.3	399.5
Benchmark Quartile	1	1	3

For 2004 onwards, the FSM percentage was based on pupils of compulsory school age only.
.. the data item is not available

- (3) For details on qualifications, point scores and contribution to thresholds, please see guidance at [SSSP guidance](#).
 (4) Entry Level Qualification
 (5) As defined under the National Performance Indicator EDU/002.
 .. Data not available

Appendix 4

Evidence base of the inspection

Inspectors spent a total of 31 days in the school and were joined by a member of the school's senior leadership team as nominee. They held a meeting before the inspection.

During the inspection, inspectors visited:

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

Members of the inspection team met with:

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

The team also considered:

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

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Peter Harris	Rgl, KQ1, KQ5, Context, Summary, Recommendations, Appendices
Gwynoro Jones	Lay inspector
Paul Donovan	KQ2
Martyn S Williams	KQ3
Dai B Morgan	KQ4
Susan Gwyer-Roberts	KQ6
Angus Dunphy	KQ7
Alan Kelly	Team inspector
Clive Rowlands	Team inspector
David Cushion	Nominee

Acknowledgement

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

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