



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

A report on

**The Bishop Of Llandaff C.I.W. High School
Rookwood Close
Llandaff
CF5 2NR**

Date of inspection: February 2018

by

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

About The Bishop Of Llandaff C.I.W. High School

The Bishop of Llandaff Church in Wales High School is an 11-18 comprehensive school in the north-west of Cardiff. There are 1,263 pupils on roll, including 295 in the sixth form. These figures are slightly higher than at the time of the previous core inspection.

Pupils come from a wide geographical area, including Barry, Llantwit Major and Bridgend to the west, and Llantrisant and Pontypridd to the north. The large majority come from the city of Cardiff. The school welcomes students of all faiths and those with no faith background.

Just under 16% of pupils have additional learning needs, which is below the national average. Just over 5% of pupils have statements of special educational needs, which is higher than the national average. There is an additional teaching facility for pupils with autism at the school called The Marion Centre.

Just under 9% of pupils are eligible for free school meals, which is well below the national average of 17%. Nearly all pupils have English as their first language. Around 18% of pupils come from minority ethnic backgrounds.

The headteacher took up his post in 2014. A deputy head, six assistant heads and a business manager make up the rest of the leadership team.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

Inspirational leadership, coupled with a strong focus on professional development, has led to outstanding teaching, attainment and pupil wellbeing at The Bishop of Llandaff, Church in Wales High School. A culture of extremely high expectations permeates all aspects of school life. There is a strong Christian ethos within the school and staff consistently promote the values of 'love, acceptance, responsibility and forgiveness'.

Most pupils display extremely positive attitudes to learning and develop a sense of resilience and ambition. They celebrate the diversity of the school community and many develop the understanding necessary to become ethical, well-informed citizens of Wales. Most pupils develop their skills exceptionally well in lessons that capture their interest, provide them with a very high level of challenge and support them to realise their full potential.

Inspection area	Judgement
Standards	Excellent
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Excellent
Care, support and guidance	Excellent
Leadership and management	Excellent

Recommendations

- R1 Ensure that all teaching matches the best practice in the school
- R2 Ensure that pupils develop their higher-order information and communication technology (ICT) skills across the curriculum

What happens next

The school will produce an action plan that shows how it is going to address the recommendations.

Estyn will invite the school to prepare case studies on its work in relation to the leadership of change and quality assurance, for dissemination on Estyn's website.

Main findings

Standards: Excellent

During their time in school, most pupils make outstanding progress in their subject knowledge and skills. Pupils' performance is consistently well above that in other similar schools in most key indicators.

Many pupils demonstrate a deep understanding of their work and build on this exceptionally well, using their subject knowledge to make inferences and solve challenging problems. For example, pupils studying French in the sixth form use their well-developed understanding of grammar to make sense of unfamiliar language.

Most pupils respond orally to their teachers' questions with confidence and express their ideas clearly. They discuss topics well in pairs or small groups, listening attentively to each other and responding thoughtfully to other pupils' ideas, for example when discussing the pros and cons of living near volcanoes in geography lessons. Many are articulate and use sophisticated vocabulary to offer well-informed responses to their teachers' questions or other pupils' challenges. They make apt use of terminology, such as 'lexical sets', 'vacuous' and 'soliloquy'. However, in a few lessons, pupils do not listen well to their peers or their teacher and talk during their presentations.

Most pupils read aloud fluently with good expression. They read a wide variety of texts, using skills such as skimming and scanning well to extract relevant information to inform their thinking and solve problems. For example, they calculate income tax based on information about peoples' different circumstances. Many pupils are able to read Welsh aloud competently with correct pronunciation.

Many pupils write exceptionally well at length for a wide range of audiences and purposes. They use a sophisticated vocabulary, for example when discussing the evidence for extra terrestrial life or whether political corruption is increasing. The most able demonstrate sensitivity and flair, for instance when comparing the work of Welsh poets, such as 'Do not go gentle' by Dylan Thomas and 'From father to son' by Nia Humphries. Many pupils write accurately, with few grammatical or spelling errors. Most respond very well to their teachers' comments and improve aspects of their work through re-drafting or expanding on their responses.

Many pupils make strong progress in their numeracy skills, when relevant, across the curriculum. They are able to construct and plot scatter graphs accurately, selecting the most appropriate line of best fit. Many use formulae well to calculate quantities such as density or speed and are able to rearrange these competently to change the subject. However, in a few cases, pupils rely on short-cut methods, such as placing formula terms in a 'magic triangle', that inhibit the development of their mathematical understanding.

Most pupils develop their creativity very well, for example when modelling clay in their art lessons, composing in music or devising sketches to act in drama. In physical education lessons, most pupils develop well their strength, team working skills and agility, for example when devising their own gymnastic routines in groups.

Pupils utilise their ICT suitably in a range of subjects, producing powerpoints, searching for information on the internet and recording music and video. However, they do not develop their higher order ICT skills progressively in subjects apart from ICT itself.

Outcomes in key stage 4 in the last three years are substantially higher than those in similar schools in nearly all indicators. Since 2014, the proportion of pupils gaining five GCSEs at grades A*-A has increased and is markedly above that in similar schools. In nearly all cases, boys, girls and those eligible for free school meals perform notably better than these groups in similar schools. Those with additional learning needs achieve very well.

At key stage 4, the performance of pupils in Welsh is consistently well above national averages. In lessons, many pupils make good progress in developing their Welsh language skills. They have a secure grasp on basic spelling and grammar and are confident speakers.

At the end of Year 11, nearly all pupils either continue their education in a school or further education college.

In the sixth form, most pupils develop well their subject knowledge and understanding. In the last three years, pupils' overall performance is above that in other similar schools. Since 2014, the proportion of pupils gaining three A*-C grades and performance in the average wider points score have been consistently above levels in similar schools. The proportion of pupils achieving the level 3 threshold has been above the Welsh average for two of the last three years. The proportion of pupils gaining three A*-A grades is variable but was well above the Welsh average in 2017.

Wellbeing and attitudes to learning: Excellent

Standards of pupil wellbeing are notably high and pupils' attitudes to learning are exemplary. Most pupils take part enthusiastically in a wide range of beneficial activities that help them develop qualities such as sympathy and tolerance. During their time in school, most pupils make very strong development as ethical, informed citizens.

Many pupils develop their leadership skills in a wide range of valuable activities. They take on significant responsibilities, which have a beneficial impact on the learning experiences of their peers and also on the work of the school in the community. Pupils in the sixth form provide strong role models to younger pupils and co-ordinate a wide range of activities. A particularly strong example is the school's radio station, where pupils produce high-quality broadcasts on global and local issues to the rest of the school. These radio programmes support the school's ethos well by promoting qualities such as sympathy and compassion. Broadcasts include sensitive documentaries on the Westminster terror attack, the Grenfell tower tragedy and the 50th anniversary of the Aberfan Disaster.

Many pupils develop beneficial communication, organisational and collaborative skills in community activities and projects. For example, they make a valuable contribution to the lives of the older people in the local area through the school's 'Llandaff's 50+

Club' where they help the members develop their ICT skills. Many are actively involved in helping produce the school's termly newsletter, 'The Mitre'. They prepare thought-provoking articles and work well as a team to produce publications of an exceptional quality.

Many pupils across the whole age range take part in the very broad range of sporting, cultural and enrichment activities at the school. They represent the school enthusiastically in sport teams, various choirs and in the school's 'Big band'. The recent whole-school musical theatre production of Grease included notable contributions by pupils from The Marion Centre.

The work of the school congress has a significant impact on school life. For example, members observed how pupils respond in different lesson observations to gather and synthesise evidence about the attitudes that make a 'Great Bishop student'. They presented their findings to their peers, governors and staff. This has heightened staff and pupils' awareness of the qualities pupils need to become ambitious, resilient and successful citizens. Nearly all pupils feel that leaders at the school listen to them and respect their opinions. Members of the school congress who are associate governors regularly make high-quality presentations in governing body meetings and represent their peers energetically.

Nearly all pupils feel safe in school and that the school deals very well with any incidents that might create anxiety or concern for them. Many pupils develop well their understanding of how to make healthy life choices, for example in their food technology, physical education and science lessons.

Pupils at the school raise substantial sums of money for benevolent charities and those that promote ethical behaviour. These include 'Medics against Torture', 'Cardiff Families For Syria' and significant contributions over time to the Christian Aid, 'The Difference a Cow Makes' campaign.

Many pupils display exemplary behaviour in lessons and engage well with teachers and support staff. In lessons and around the school, most pupils are polite and courteous to others. Sixth form mathematics and English pupils act as mentors to pupils in Year 11, providing support through coaching and attending revision sessions with them.

Many pupils are creative, confident learners who take pride in the presentation of their work. In many lessons, pupils approach work with interest and enthusiasm, remain on task throughout and take responsibility for their own learning. Many co-operate maturely with their peers during paired or group tasks and engage enthusiastically in new learning experiences.

Attendance rates, including for pupils eligible for free school meals, are consistently exceptionally high.

Teaching and learning experiences: Excellent

Overall, the quality of teaching across the school is excellent. This has a significant impact on the progress that pupils make in lessons and in their examination outcomes.

Most teachers foster exceptionally productive working relationships with pupils. Many are enthusiastic and passionate practitioners who motivate and inspire pupils to achieve their best. Most teachers display strong subject knowledge and are very good language models.

In many cases, teachers plan to ensure that pupils build their knowledge and understanding systematically. They have very high expectations of what pupils can achieve. Their lessons include coherent sequences of activities that provide a progressive level of demand. They have an extensive knowledge of what pupils can do and provide different sets of activities to ensure that pupils of all abilities get the correct level of challenge.

In many cases, teachers make very good use of time. They capture pupils' attention immediately, get pupils on task quickly and develop a pace of learning that supports rapid progress. In many lessons, teachers provide very clear instructions and explanations. However, in a few instances, activities are not matched closely enough to pupils' abilities, there is an inappropriate pace to the lesson or teachers do not succeed in sustaining the interest of the class. In these lessons, teachers do not ensure that pupils listen attentively to their instructions or other pupils' presentations.

In many lessons, teachers use questioning very well to probe pupils' understanding and develop their higher order thinking skills. In most cases, teachers consider carefully the purpose and potential impact of written feedback on pupils' work. They focus their marking strategically on extended tasks, providing pupils with useful comments and advice. In addition, most teachers set pupils beneficial, personalised tasks for them to improve specific aspects of their work. In many cases, teachers monitor pupils' responses to these additional tasks closely.

The school's curriculum is broad, balanced and inclusive. Pupil groupings are constructed carefully using a wide range of evidence and adjusted when necessary. In key stage 4 and the sixth form, the school consults extensively with pupils and plans meticulously to provide option choices that meet their needs and interests. In the sixth form, the school collaborates with Cardiff University mathematics department to produce a menu of options that allows the greatest proportion of pupils to follow their desired courses. The school works closely with its partner primary schools to ensure that key stage 3 curriculum builds successfully on pupils' previous learning.

The school provides an extensive range of valuable cultural and sporting experiences, such as the Duke of Edinburgh award, dramatic productions and a fencing club. The school's extra-curricular 'Graduation Programme' supports the school's values and effectively promotes pupils' engagement in a wide range of community and leadership opportunities.

The school makes outstanding provision for developing pupils' literacy skills across the curriculum. The literacy co-ordinator offers teachers well-considered guidance and support in planning for the development of pupils' literacy. As a result, in nearly all subjects, there is a wide range of very well-planned activities that support the development of pupils' oracy, reading and writing skills. The school has also planned a wide range of beneficial opportunities for relevant subjects to develop pupils' numeracy and basic ICT skills. However, planning to improve pupils' higher-order ICT skills across subjects is at an early stage.

Provision for Welsh language is strong. The school promotes and celebrates the culture and heritage of Wales well, for example through the annual whole-school Eisteddfod, participation in Urdd competitions and visits to the national Museum of Welsh Life in St Ffagan. Successful initiatives such as the 'Tocyn Iaith' and 'Clebryn Cymraeg' promote pupils' use of Welsh around the school.

Care, support and guidance: Excellent

The school offers extremely high quality care, support and guidance to its pupils. This has contributed to very high attendance levels and extremely positive attitudes to learning.

The school has extremely effective pupil performance tracking systems. These contribute usefully to the staff's extensive knowledge of pupils' strengths and weaknesses. Based on this knowledge, the school provides carefully targeted interventions to tackle and prevent any potential underachievement. Leaders employ highly effective procedures to monitor standards of behaviour and attendance. Parents receive comprehensive reports on their children's progress that highlight clearly any aspects that need improvement.

The provision for pupils with additional learning needs is very strong. Leaders fulfil the statutory requirements for those with a statement of additional learning needs very efficiently. They create useful individual educational plans for those who require support in academic work and other beneficial plans for pupils with health or social, emotional and behavioural needs. These plans contain relevant, measurable targets and well-considered strategies for teachers to support pupils in their lessons. The quality of provision, care and support at the school's specialist resource base, the Marion Centre, is strong. Teachers plan a wide range of beneficial academic and social learning experiences for pupils in the centre. Teaching assistants support them very well when they attend lessons in the mainstream classes.

The school makes very strong provision for the development of pupils' spiritual, moral, social and cultural awareness. A strong Christian ethos, supported by religious services, celebrations and assemblies, contributes well to pupils' spiritual development. The school's personal and social education programme helps develop pupils' sensitivity and appreciation of the diverse nature of society.

The school has a well-planned transition process to help pupils settle in quickly to Year 7. Sixth form pupils contribute well to this process and play a valuable role in supporting new pupils as they get used to secondary school life.

The school maintains very strong relationships with families. It offers them a wide range of informative meetings about issues such as internet safety, sex education and drug awareness. There is a thriving parent-teacher association that has raised substantial funds to contribute to important aspects, such as improving the school's outdoor furniture and buying ICT equipment.

The school co-operates closely with relevant external agencies to provide guidance and support for vulnerable students. It plans extensive curriculum enrichment opportunities in collaboration with professional organisations and charities to develop pupils' positive attitudes to health and wellbeing. These include purposeful lessons

on road safety, substance and alcohol misuse, positive mental health, and sex and healthy relationships. The school has strong arrangements to promote healthy eating and drinking.

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

Leadership and management: Excellent

In the last four years, the headteacher's unwavering aspiration to provide consistently high quality teaching and pastoral care has led to outstanding academic progress and very high levels of pupils' wellbeing. Nearly all staff and the governing body share his highly ambitious vision for the school. The headteacher is very ably supported by the leadership team and middle leaders.

The school is very well organised. There is a comprehensive calendar of activities, outlining what leaders need to do on a daily, weekly, half-termly and termly basis. This is supported by a well-considered meeting structure. Records of these meetings include useful actions and allocate responsibility for their timely completion. Leaders consistently ensure that actions from these meetings are rigorously completed. As a result of clear communication from leaders, nearly all staff understand their roles and responsibilities.

The school has robust line management arrangements and leaders have an accurate view of the quality of teaching and learning. There is a supportive 'no blame but no excuse' culture among leaders. Performance management arrangements are rigorous and identify training needs effectively. Leaders use data well to set extremely challenging performance targets and track pupils' progress towards these closely.

The leadership demonstrates its strong appreciation of the commitment of staff, for example by ensuring that refreshments are prepared for them during breaktimes and making arrangements for the MOT of staff members' cars. This has resulted in a highly motivated team that aims for continuous improvement.

Leaders give the Welsh language and culture a high status within the school. Secure strategic planning to address other national priorities has led, for example, to exceptional standards in literacy and to the consistently high attainment of disadvantaged pupils.

The governing body has a clear understanding of the school's strengths and areas for development. It makes very good use of the skills and experience of individual members to contribute to the school's strategic agenda. Governors monitor the school's progress towards achieving its goals and provide very robust challenge on all matters.

The school's systems for self-evaluation and improvement planning are comprehensive and rigorous. Leaders at all levels use performance data exceptionally well to identify strengths and areas for improvement. Subject leaders also use data from examination boards well to identify specific areas that need further development. The school canvasses the views of parents and pupils

systematically and uses first-hand evidence from lesson observations and work scrutiny to inform self-evaluation. Leaders conduct brief visits to classrooms on a daily basis. This practice provides them with a realistic picture of pupils' learning across the school and maintains a strong focus on teaching. Whole-school and departmental self-evaluation reports are concise, comprehensive, accurate and evaluative.

A wide range of stakeholders, including senior leaders, teaching staff, members of the student congress and representatives from the governing body, make valuable contributions to the school improvement plan. It is ambitious and comprehensive. Departmental improvement plans build well on self-evaluation. They include measurable targets and well-considered actions to drive improvement.

Senior leaders use the information gathered from self-evaluation to create a personalised package of professional development that meets whole-school priorities and the needs of teachers at any stage of their development. The professional learning programme includes highly successful initiatives to improve the quality of teaching, assessment and develop leadership skills. These include action research projects to trial and evaluate new teaching strategies and training for middle leaders on how to conduct a difficult conversation with a member of staff they line manage.

Teachers observe each other teaching regularly and so gain valuable insight into the impact of different approaches. They regularly share good practice in teaching and assessment during dedicated training days and in voluntary "teach meet" gatherings after school. The school has an extremely useful 'Teaching and Learning' website, which includes comprehensive resources that support staff in their professional development.

The school uses its resources very efficiently. Prudent financial planning, including changes to leadership allocations and comprehensive restructuring of teaching and learning responsibilities have succeeded in addressing the school's prior budget deficit. The school's use of the Pupil Development Grant has secured outstanding outcomes for those eligible for free school meals. Staff are well qualified for their roles and are deployed in a highly effective manner.

A successful programme of improvements has resulted in an environment that is highly conducive to learning. There are stimulating displays to support learning in key areas around the school and nearly all rooms have been equipped with new technology.

Copies of the report

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

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

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

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

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Publication date: 02/05/2018