

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

**A report on the quality of education in**

**Brynteg Comprehensive School  
Ewenny Road  
Bridgend  
CF31 3ER**

**School number: 6724078**

**Date of inspection: 21 September 2009**

**by**

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Brynteg Comprehensive 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 Brynteg Comprehensive School took place between 21/09/09 and 25/09/09. An independent team of inspectors, led by William Gwyn Thomas undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **Standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

- 1 Brynteg Comprehensive School is an 11-18 mixed, community school maintained by Bridgend Unitary Authority (UA). It is one of the largest secondary schools in Wales. There are currently 1960 pupils on roll with 411 in the sixth form, compared with 2068 at the time of the last inspection in February 2003 when there were 404 students in the sixth form.
- 2 The school is situated in the town of Bridgend and serves a catchment area mainly from the eastern side of the town. Parts of the area are relatively affluent but 9% of the pupils live in a Communities First area. About 25% of the pupils travel to school by bus. The majority of pupils come into the school from six primary partner schools. An increasing number of pupils now travel from outside the school's catchment area.
- 3 About 10.1% of pupils are eligible for free school meals (FSM). This figure is below the UA and national average.
- 4 Pupils of all abilities are received by the school. Attainment on entry is slightly above the average for Wales. There are ten pupils with a statement of special educational needs (SEN) and a further 241 have been identified as needing some support. The percentage of compulsory age pupils on the SEN register is 13.9%. No pupils are disapplied from the National Curriculum (NC). There are 18 pupils "looked after" by the local authority and no pupils are dual registered.
- 5 About 96% of the pupils come from homes where the predominant language spoken is English, and 1% of pupils come from Welsh-speaking homes. Eight pupils receive support teaching in English as an additional language.
- 6 The headteacher was appointed to the post in September 1991. The composition of the leadership team (LT) includes the headteacher, two deputy headteachers and three assistant headteachers.

### The school's priorities and targets

- 7 The school's aims are set out clearly in the school handbook and prospectus. The school's priority is to enable pupils of all abilities and backgrounds to achieve their full potential-academically, socially and personally- within the context of a comprehensive school.
- 8 The detailed school improvement plan (SIP) for 2008-2010 identifies areas for development that comply with Estyn's seven key questions. The school has prepared an update of its SIP and identifies areas which will have priority from July to December 2009. These include raising standards in key stage (KS) 3/4, staff development, teaching and learning, the curriculum, resources and self-evaluation. The school also sets numerical targets for success at the end of KS3 and KS4.
- 9 In 2010, 75% of pupils should reach at least level 5 in teachers' assessments in all core subjects combined at the end of KS3 (English 83%, mathematics 84% and science 84%).

### Performance in external examinations at the end of KS4

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

Level 1 threshold (a volume of qualifications at level 1 equivalent to 5 GCSE grades A*-G)	96%
Level 2 threshold (a volume of qualifications at level 2 equivalent to 5 GCSE grades A*-C)	70%
Level 2 threshold including English or Welsh first language and mathematics (a volume of qualifications at level 2 equivalent to 5 GCSE grades A*-C including English or Welsh first language and mathematics)	58%
Core subject indicator (CSI) English/Welsh first language, science and mathematics combined	56%
Leaving full time education without a recognised qualification	<1%
Average wider points' score (AWPS) not percentage	410

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

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

Level 3 threshold (a volume of qualifications at level 3 equivalent to 2 Advanced (A) level grades A-E)	100%
AWPS (not percentage)	745

## Summary

12 Brynteg Comprehensive School is a good school and is strongly committed to continuing improvement. Key questions 2, 4 and 7 have outstanding features. The inspection team agrees with three of the judgements made by the school in its self-evaluation report.

### Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	2
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?	2
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	1

### Standards

13 Results in tests, statutory assessments and performance in external examinations are good overall compared with local and national averages. Based on prior attainment, pupils' achievement was above what was expected in KS3 and close to expectations in KS4. Pupils' attainment levels in KS4 are

above national averages in the majority of indicators. In 2009, the performance of pupils in external examinations in KS4 improved in several indicators. Sixth-form results are good in relation to the range of students' ability, qualifications gained and the high number achieving examination success.

Grades awarded in the six subjects inspected	KS3	KS4	Sixth form
English	2	3	2
Design and technology	2	3	2
Art and design	2	1	1
Music	2	3	2
Physical education	2	2	2
Religious education including religious studies	2	2	2

- 14 Standards in the six subjects inspected have at least good features outweighing shortcomings. In the sixth form, apart from art and design, standards are good with no important shortcomings. Standards are also good with no important shortcomings in all six subjects in KS3. Good features outweigh shortcomings in English, design technology and music in KS4.
- 15 The overall grades for the standards of achievement observed in the six subjects inspected are good, as shown in the grid below:

77 lessons	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	25%	62%	13%	0%	0%
All-Wales 07/08	10%	60%	27%	3%	0%

- 16 Standards of pupils' key skill of improving their own learning and performance in KS4 have good features outweighing shortcomings. Students' standards of working with others in the sixth form are outstanding. Standards in all other key skills throughout the school are good.
- 17 Throughout the school the standards of learners' bilingual skills and their communication skills through the medium of Welsh have good features outweighing shortcomings.
- 18 Nearly all pupils with SEN make good progress in relation to their ability.
- 19 Behaviour in KS3 and the sixth form is exemplary and good or better by most pupils in KS4. There is a high priority for respect within the school which is an orderly community. Nearly all learners are courteous both within and outside the classroom. Nearly all learners have positive attitudes towards their work.
- 20 Attendance levels have improved and compare well with similar schools. Monitoring procedures involving the school and the UA officers are rigorous and effective. Nearly all pupils are punctual to lessons.
- 21 Standards in pupils' social and moral development are outstanding; they are good in their cultural development but only adequate in their spiritual development.

### The quality of education and training

- 22 Teaching is outstanding overall. The quality of relationships between teachers and pupils is outstanding in nearly all cases. Clear questioning techniques are used and expectations are high.

- 23 Overall, there is pace and challenge in many lessons and resources are used very well. Teachers have a very good grasp of their subject and key skills are used effectively in lessons.
- 24 The quality of teaching, in the six subjects inspected in detail and also in the other lessons visited by the inspectors, is significantly better than the national average as reported in Estyn's annual report. The grades are shown in the grid below:

<b>157 lessons</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Whole-school</b>	27%	61%	11%	1%	0%
<b>All-Wales 07/08</b>	17%	58%	22%	3%	0%

- 25 The quality of marking is good overall. In many subject areas there is detailed guidance to pupils on how to improve.
- 26 The school has a good system for tracking learners' progress and identifying those who are performing above or below expectation. Not all pupils understand clearly the significance of the levels and grades they obtain. Not all pupils are fully involved in self-assessment and peer-assessment processes.
- 27 School reports of subject departments give detailed guidance to parents on their child's progress and ways to improve.
- 28 The school's curriculum satisfies legal requirements for pupils of statutory school age. It offers a good range of subject options to its pupils in KS4 and an outstanding range to students in the sixth form, including several through collaboration. The curriculum is accessible to all and provides appropriate opportunities for all learners to gain qualifications.
- 29 The provision of work-related education is stronger in KS4 and the sixth form than it is in KS3.
- 30 A wide range of extra-curricular activities enriches learners' personal, social, and moral development. Many pupils benefit from the wide range of cultural activities available.
- 31 There are effective curricular links which help pupils with transition from primary to secondary education. Transition arrangements from KS2 to KS3 are outstanding.
- 32 Partnerships with other organisations and local consortia are good. Links with parents are improving. Businesses provide work-experience opportunities and outside speakers enhance the social and moral development of pupils in the school. The Careers service contributes well to the options' process in Y9 and Y11.
- 33 Learners' entrepreneurial skills are developing in KS3 and KS4 but are good in the sixth form. The way in which the school takes account of employers' needs is better in KS4 and the sixth form.
- 34 The school's contribution to the Healthy Schools' initiative is strong. Fitness has a high priority. The school contributes effectively in other ways to the well-being of its pupils. Physical activities are well supported including those offered outside normal school hours. The school is constantly raising awareness of sustainability and global citizenship issues. This is an outstanding feature. The school has achieved the Green Flag status.

- 35 The opportunities for all learners to use their bilingual skills regularly in the school are not extensive enough.
- 36 The quality of care and support to all pupils by members of staff and support services is outstanding. This includes the pastoral support given by heads of year and their teams. This support includes members of the LT and non-teaching staff.
- 37 Outstanding support is provided for pupils with SEN. The quality of provision and management of SEN is a strength of the school and is an outstanding feature. A particular strength is the fine and gross motor skill programme offered to pupils with developmental co-ordination disorder. Strong effective links with the primary partner schools ensure early identification of pupils with learning difficulties.
- 38 The school ensures that it meets the needs of most of its pupils very well in all ways. Support for some pupils in mainstream classes is inadequate.
- 39 Overall, the school's provision for equal opportunities is good. No discrimination or unpleasant behaviour is tolerated. The school council is an effective body and contributes well to life within the school.
- 40 Child protection procedures are well embedded.

### **Leadership and management**

- 41 The leadership qualities of the headteacher and his LT are strong. The headteacher is highly respected by all within the school and local community. Members of his LT team provide good leadership in their respective areas. The headteacher and his LT work very well as a team.
- 42 Nearly all policies and whole-school strategies are implemented but not always consistently by members of staff. Monitoring by the LT and many of those with management responsibilities ensures that standards in many areas are raised.
- 43 The work and expectations of senior and middle managers are clearly defined. The quality of planning for improvement and its monitoring are good. The governing body's role as critical friend is developing. There are very few governors linked to departments.
- 44 The school is well staffed with an appropriate number of qualified and experienced staff to meet curricular and most administrative needs. The management and deployment of teaching and support staff, including resources for work-force remodelling have been used to good effect. Staff development is an outstanding feature. The performance management system has been fully applied to the administrative and technical staff.
- 45 The school's premises management team provides an outstanding service. The headteacher and senior administrative officer also manage and control the budget outstandingly. The quality of the school campus provides a stimulating environment for teaching and learning. However, sixth-form accommodation is limited. There is some poor temporary accommodation and some outdoor sports facilities are poor.
- 46 Due to the outstanding quality of teaching, support for pupils, behaviour of pupils, and the quality of the LT, the school provides good overall value for money.

47 The provision of sixth-form education is cost-effective.

The school has responded well to most of the key issues noted in the 2003 inspection report. The lack of sufficient funds has limited the development of some sports' facilities.

## Recommendations

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

- \*R1. Continue to raise pupils' academic standards in KS4, including standards in English, design and technology and music .
- \*R2. Work with the UA to improve the quality of outside sports facilities and sixth-form accommodation.
- R3. Review the work-related programme and extend opportunities for all learners in all key stages.
- \*R4. Develop the links between members of the governing body and departments to improve their monitoring role.
- \*R5. Raise the standards of learners' bilingual skills by substantially increasing the range of opportunities to all learners to develop and use their bilingual skills consistently throughout the school.
- \*R6. Ensure greater consistency and accountability in the school's monitoring processes.

**\* *The school development plan addresses several of these recommendations.***

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

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 2: Good features and no important shortcomings

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

#### KS3 and KS4

#### Pupils' success in attaining agreed learning goals

- 50 Overall results in teacher assessments at KS3 demonstrate that standards have good features and no important shortcomings. Good features outweigh shortcomings in performances in external examinations in KS4 over a three-year period.
- 51 Results in teacher assessments at the end of KS3 have varied slightly. Overall, attainment had improved in 2009 compared with the previous year. English, science, mathematics and the CSI were in the top quarter of results in comparison with those of similar schools in Wales, based on the free school meals' indicator. Results in the majority of the foundation subjects were below the top quarter of results in comparison with those of similar schools in Wales.
- 52 Achievement at KS3 was above what was expected in 2009, based on prior attainment, in the three core subjects combined, English and mathematics but similar to expectations in science. The percentage of pupils achieving level 5 or more in English, mathematics, science and the CSI was above the family, local and national average in all instances.
- 53 The unconfirmed figures for pupils' performances in external examinations in KS4 in 2009 indicate that in comparison with 2008 the school's performance has improved appreciably in several indicators.
- 54 However, in many cases, the overall performance of pupils in external examinations in KS4 in 2007 and 2008 placed the school below the average performance of similar schools.
- 55 Ninety-four percent of pupils achieved the level 1 threshold in 2008. This is above the local and above the national average. The school was placed in the top quarter of results in comparison with those of similar schools in Wales.
- 56 Sixty-two per cent of pupils achieved the level 2 threshold in 2008. This is above the local and the national average. In 2008 the school was placed in the bottom half but not the bottom quarter of results in comparison with those of similar schools in Wales.
- 57 Forty-seven per cent of pupils achieved the level 2 threshold including mathematics and English or Welsh first language. This is above the local and marginally above the national average. In 2008 the school was placed in the bottom half but not the bottom quarter of results in comparison with those of similar schools in Wales. Results in English had a negative impact on this indicator.
- 58 Only 17.4% of pupils gained the A\*/A grades in the GCSE examinations in 2008. This was below the national average of 19%.

- 59 Achievement at KS4 in 2008 was below what was expected, based on prior attainment. The wider points' score and the level 1 threshold were placed in the top half of results in comparison with those of similar schools in Wales. The level 2 threshold including mathematics and English or Welsh first language, the CSI and the five A\*-C/ general national vocational qualifications (GNVQ) grades' indicator were placed in the bottom half but not the bottom quarter of results in comparison with those of similar schools in Wales.
- 60 Boys outperformed girls in mathematics and science in the end of KS3 assessments in 2009. In the previous two years girls had outperformed boys in all the core subjects and the CSI.
- 61 At KS4 in the GCSE examinations in 2008, girls outperformed boys in threshold level 1, both threshold level 2 indicators and the CSI.

### **Their progress in learning**

- 62 Pupils' progress in nearly all lessons is good or better in KS3. It is not as good in KS4.
- 63 The following grades were awarded for standards of achievement at KS3 and KS4 in the 59 lessons observed in the six subjects inspected:

	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>KS3</b>	23%	71%	6%	0%	0%
<b>KS4</b>	17%	58%	25%	0%	0%
<b>KS3+KS4</b>	20%	66%	14%	0%	0%

- 64 In 86% of the lessons, pupils achieve standards that have good features and no important shortcomings. All lessons have standards where good features outweigh shortcomings.
- 65 The inspection grades exceed the grades awarded for standards in lessons for grades 1 and 2 (70%) in all secondary schools inspected in 2007-2008. They also exceed the national 2010 "Vision into Action" target of 98% for standards to be graded 1, 2 or 3.
- 66 Outstanding standards are evident in art and design in KS4. Since the previous inspection, standards have improved in one of the six subjects inspected in KS4 and remained the same in all the subjects in KS3.
- 67 Standards in the six subjects inspected have at least good features outweighing shortcomings. English, design technology and music in KS4 have standards where good features outweigh shortcomings.
- 68 In KS3 and KS4, nearly all key skills have standards which are at least good with no important shortcomings. Only the skill of improving one's own learning and performance in KS4 has standards where good features outweigh shortcomings. The process of self-assessment has not been embedded sufficiently.
- 69 Most pupils have good communication skills and they listen well to their teachers. When given the opportunities, they use extended speech confidently. Reading skills are good and those with reading difficulties are supported so that reading ages are increased. Written work is good, in terms of fluency and technical accuracy, relative to ability.

- 70 Nearly all pupils' application of numbers' skills are also good. Nearly all pupils are confident in using numbers in a range of subjects across the curriculum.
- 71 Standards in information and communications technology (ICT) have improved from unsatisfactory in the last inspection, to good. Standards in discrete lessons and across the curriculum have improved standards.
- 72 Learners' bilingual and communication skills in the Welsh language have good features outweighing shortcomings in both key stages. The Welsh language is used insufficiently outside the context of the classroom.
- 73 Pupils with SEN make good progress in relation to their ability. In KS3 and KS4, many pupils of low ability achieve well.
- 74 Self-assessment processes are better developed in KS3 than in KS4. Most pupils in KS3 and many in KS4 understand what they are doing and how well they are progressing. Many pupils in KS4 are not clear on what they need to do to improve and this impacts negatively on the standards of their work.
- 75 A minority of pupils in KS4 do not achieve their expected potential because they do not produce coursework to the required standards.
- 76 In several of the classes and subjects in KS4, pupils make limited progress towards their targets.

#### **The development of their personal, social and learning skills**

- 77 Pupils' behaviour is exemplary in KS3 and at least good in KS4. Pupils understand the high expectations which the school has of them, both in terms of work and in terms of their behaviour and attitudes. During the inspection pupils were courteous and very respectful.
- 78 The school is an orderly, caring and an inclusive community. During the last academic year, 63 pupils were temporarily excluded and one pupil was permanently excluded.
- 79 The attendance level for 2008/09 was 92.3%. This is above the all-Wales figure of 91% for 2008/09. It is also above the UA average of 91.2%. Most pupils are punctual to lessons in spite of the distance between the lower and upper school.
- 80 Nearly all pupils make good overall progress in their personal, social, moral and wider development. Values are at the heart of the school which consistently demands high standards and expectations of behaviour. Pupils' spiritual development is limited.
- 81 The development of pupils' social and moral skills is effective. Standards in these skills are outstanding and standards in cultural skills are good. Standards of pupils' spiritual development have good features outweighing shortcomings. Many pupils of differing abilities take advantage of the wide range of extra-curricular activities provided in sport, clubs, visits and performances. These activities contribute significantly to pupils' social and cultural development. The Welsh cultural dimension is evident throughout the curriculum.
- 82 Pupils are prepared for participation in the workplace and community in KS4 to a good standard.

## Sixth form

### Students' success in attaining agreed learning goals

- 83 Overall, standards of attainment have varied but are mainly good over the last three years.
- 84 Results at A level are above those recorded in the previous inspection in two of the three previous years. Students' successes at 2A level grades A-C have been above local and national averages for two of the last three years.
- 85 Performance in external examinations is good in relation to students' ability and in relation to the high success rate.
- 86 In 2008, 92% of students achieved the level 3 threshold, above the local but slightly below the national average of 94%.
- 87 Students' AWPS of 710 points was well above the local (629) and national average (631).
- 88 Girls outperformed boys in the AWPS in 2007 and 2008.
- 89 Standards are improving even further as more sixth-form students are studying vocational courses which are appropriate to their ability.
- 90 In September 2008, 66% of Y11 pupils returned to the sixth form and 22% continued their studies in further education. Only 0.3% of the year group left school without a recognised qualification.

### Their progress in learning

- 91 Most students make good progress during their period of study in the sixth form.
- 92 Standards in all six subjects inspected had good features and no important shortcomings. Standards were good with outstanding features in art and design.
- 93 The following grades were awarded for standards of achievement in the six subjects inspected in the sixth form in the 18 lessons observed:

	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Sixth form</b>	39%	50%	11%	0%	0%
<b>Wales 07/08</b>	16%	67%	15%	2%	0%

- 94 Although the sample is small, these figures indicate that students achieve standards that have good features outweighing shortcomings in 100% of the lessons. The profile of grades awarded for standards in lessons inspected in the sixth form highlights that 89% of lessons were awarded grades 1 and 2. These grades are well above those reported in the Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales for 2007-2008.
- 95 Only a minority of students gain qualifications in some of the key skills in the sixth form. In five out of the six key skills, students' standards are good. Students' standards in the skill of working with others are outstanding.
- 96 Students' ICT skills are good as is evidenced in their project work. Students also have good application of numbers' skills which are evidenced across the curriculum in their folders.

- 97 Good levels of communication through the medium of English are evident in class discussion and in general conversations around the school. They were also evident when discussions were held with members of the school council.
- 98 Students' bilingual skills have standards where good features outweigh shortcomings. Very limited incidental Welsh is used.
- 99 Most students have a clear understanding of their levels of achievement and what they have to do to improve. Their work is marked and targets for improvement are given. The written feedback is subject-specific and of a good standard.

### **The development of their personal, social and learning skills**

- 100 Students have developed outstanding standards in their personal, social and learning skills. Their attitude to learning is positive.
- 101 They prepare to the best of their ability and use study facilities appropriately. They accept responsibility and have a strong social conscience raising money for charity.
- 102 They are very good role models for younger pupils and for one another. Their leadership skills are very good. The relationships between senior and junior pupils are strong. They support younger pupils experiencing difficulties, socially or academically.
- 103 Standards of students' social and moral skills are outstanding and standards in their cultural skills are good. However, the standards of their spiritual skills have good features outweighing shortcomings.
- 104 Students demonstrate very responsible behaviour and respect towards one another and towards all members of the school community. This is an outstanding feature.
- 105 Students are able to express views openly and honestly. They listen carefully to the view of others.
- 106 The ability to work outstandingly with one another contributes significantly to the development of their problem-solving skills. These skills have prepared them well for Higher Education.
- 107 Attendance is monitored sensibly and students are developing good working habits. Attendance and punctuality to lessons are good.
- 108 Many students organise their work well, without supervision.
- 109 Students gain much from their sixth-form experiences, in their academic, personal, social, moral and wider development.

## **The quality of education and training**

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

#### **Grade 1: Good with outstanding features**

- 110 The school awarded itself a grade 2 in its self-evaluation report. The grade awarded by the inspection team is one grade higher because of the outstanding features evident in the key question.

111 The outstanding features of the teaching include:

- very good working relationships between pupils and teachers;
- the use of a wide variety of teaching approaches and resources to engage all pupils and develop independent learning skills; and
- extensive and up-to-date knowledge and application of subject and broader curricular requirements.

112 The grade awarded for KQ2 differs from the grade awarded for KQ1 because the outstanding quality of teaching has not fully impacted on standards.

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

#### **KS3 and KS4**

113 The following grades were awarded for the quality of teaching in the 59 lessons observed in the six subjects inspected in KS3 and KS4:

	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>KS3</b>	31%	60%	9%	0%	0%
<b>KS4</b>	25%	58%	17%	0%	0%
<b>KS3 &amp; 4</b>	29%	59%	12%	0%	0%

114 The grades awarded for the quality of teaching in the 116 lessons observed overall in KS3 and KS4 were:

	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>KS3</b>	25%	65%	9%	1%	0%
<b>KS4</b>	17%	63%	19%	1%	0%
<b>KS3 &amp; 4</b>	21%	64%	13%	2%	0%

115 In this inspection, the teaching in 85% of lessons at KS3 and KS4 was judged to be a grade 1 and 2. This percentage is higher than the national picture in 2007-2008 where 75% of lessons were judged to be grades 1 or 2. This figure exceeds the Welsh Assembly Government's (WAG) "Vision into Action" target for 2010, that the quality of teaching should be a grade 2 or better in 80% of lessons. Ninety-eight per cent of the lessons were graded 1, 2 or 3.

116 The quality of teaching in 25% of all lessons in KS3 was judged to be a grade 1. This has impacted positively on pupils' standards of work.

117 At both key stages there are very good working relationships between pupils and teachers. Pupils greatly value the individual support and encouragement provided within their lessons. These relationships, together with clearly communicated learning expectations skilfully developed in a variety of ways, ensure pupils engage positively with and make very good progress in their learning. In the best cases, well-selected, resources of high quality further stimulate pupils' interest and motivation.

118 Throughout all lessons, many of the good features in the teaching include:

- carefully adapted materials and time related activities which challenge pupils to actively participate in problem solving and enquiry;
- clear questioning techniques that probe understanding and extend pupils' contributions;

- an appropriate range of opportunities for pupils to use and develop their key skills;
- targeted intervention and support to ensure all pupils make progress;
- meticulous planning which provides purpose and structure to the learning; and
- the use of interactive whiteboard technology.

119 In the few lessons where shortcomings were identified, teachers do not provide sufficient time or opportunities for pupils to develop and apply their skills and understanding, employ a limited range of questioning techniques, and have insecure class management.

120 The school has a strong inclusive ethos, and equal opportunities are well catered for. The small numbers of learning support assistants (LSAs) provide good support in specific settings for pupils with additional learning needs. Individual education plans (IEPs) are well maintained and informative, and the majority of teachers effectively employ a range of strategies within their lessons to ensure all pupils make appropriate progress, irrespective of gender, race or disability. In addition, many teachers give generously of their time outside of lessons to provide further support for pupils across the age and ability spectrum.

121 More able and talented pupils and those with English as an additional language benefit from early identification, the effective work of the designated learning coaches, and the school's support groups.

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

122 There are many good features in the quality of assessment, recording and reporting, which reflects the determined effort of the school to reduce the inconsistencies in assessment practice identified in the last inspection.

123 The school's impressive assessment policy provides very clear guidance and direction. The school's assessment working party has made significant progress in identifying and sharing good assessment practice, including assessment for learning approaches.

124 In a number of subject areas, the practice of assessing progress to improve learning is outstanding. Members of staff systematically assess pupils' work, provide detailed oral and written feedback, and involve pupils in the target-setting process through self and peer-assessment. In these cases, pupils understand the assessment criteria, are clear about how well they are doing and know what to do to improve. In a small minority of subjects, practice is less embedded. There is still variation and inconsistency in the quality of target-setting, and in the monitoring of the impact of the targets on pupils' progress, especially at KS4.

125 The school has effective systems for collating and analysing pupil progress data on a whole-school basis. The departmental and school databases enable staff to monitor pupils' progress, identify underachievement in relation to predicted end-of-key stage targets, and generate appropriate mentoring and support. Many departments have made good use of the information provided to modify their approaches to meet the needs of individual pupils.

- 126 There are close links between most subject departments, heads of year and the LT in the early identification of and effective response to underachievement. The school is re-establishing the electronic information system to further improve the monitoring of pupils' progress against target grades, to ensure a more co-ordinated response to identified needs, and to reduce inconsistencies in practice.
- 127 The quality of marking of pupils work varies within and between departments. In most cases it is good, with some outstanding examples. Evaluative subject-specific feedback enables pupils to appreciate clearly what they have done well and to understand how they can improve. In a few areas comments are too general and less helpful.
- 128 The school's procedures meet statutory requirements in relation to assessment and reporting on NC subjects at KS3 and fulfil examination requirements in KS4. Within KS3, most departments are utilising levels-related assessments with increasing accuracy as a result of internal moderation and external standardisation procedures, and through cross-phase collaboration with primary partner schools.
- 129 The quality of the arrangements for reporting pupils' progress to parents is good. Reports to parents and carers are generally informative and useful, but not all teachers provide effective subject-specific targets for improvement. A very high proportion of parents attend the timetabled consultation meetings. Many are appreciative of the accessibility afforded them at other times to discuss progress.

### Sixth form

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

- 130 In the sixth form, the quality of teaching is good with outstanding features.
- 131 In the six subjects inspected, the grades awarded for the teaching in the sixth form were:

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Six subjects (18 lessons)</b>	56%	33%	11%	0%	0%

- 132 The table below shows the grades awarded to the quality of teaching in lessons observed in the sixth form:

Quality of teaching	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>All lessons (41 lessons)</b>	42%	51%	7%	0%	0%

- 133 Many of the outstanding and good features are similar to those seen in lessons in KS3 and KS4.
- 134 Working relationships between teachers and students are strong, based on mutual respect, and make a very positive contribution to students' learning.
- 135 Communication and expectations are at a high level with very precise questioning that elicits considered responses from students.
- 136 Very good subject knowledge enables teachers to explain complex concepts with exceptional clarity.

- 137 A wide variety of well-planned activities develops students' key skills, independent learning and high-order thinking skills.
- 138 Resources of good quality, including ICT, are used to promote enquiry approaches and problem-solving skills.
- 139 Shortcomings in the small minority of cases resulted from an imbalance between teachers' input and students' activity.

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

- 140 The generally good quality assessment practice found in KS3 and KS4 is even more apparent within the sixth form.
- 141 Students' work is assessed carefully against examination requirements, and good and often outstanding feedback is provided in the majority of cases. Students are provided with the opportunity to apply success criteria within peer and self-assessment approaches. The quality of teachers' intervention and support within lessons and at other times is a significant factor in raising standards of students' achievement.
- 142 The comprehensive monitoring and mentoring programme effectively identifies those at risk of underperformance and provides good guidance to all students. All students are aware of their target grades and most gain a good understanding of their progress and what they need to do to improve.
- 143 Parents and carers are provided with written reports of good quality and they have regular consultation meetings to obtain a comprehensive overview of progress.

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

#### **Grade 2: Good features and no important shortcomings**

- 144 The school awarded itself a grade 1 in its self-evaluation report. The grade awarded by the inspection team is one grade lower because the team identified elements of outstanding features in some areas, but there were insufficient outstanding features to justify the award of a grade 1 for the key question.

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

- 145 Overall, the curriculum meets learners' needs and allows them to gain qualifications through a number of learning pathways. The school strives to give all pupils and students equal access to all learning experiences.
- 146 The curriculum offers balance, breadth, flexibility, cohesion and progression. The school has effectively responded to 14-19 Learning Pathways' recommendations, particularly in the sixth form.
- 147 In KS3, there is an effective balance of teaching time for all subjects. All pupils study information technology as a discrete subject across the key stage. All pupils study both French and German in Y8 and Y9.
- 148 In KS4, a good range of optional courses supplements the core provision.
- 149 The option menu of courses for KS4 includes subjects from four domains of learning with a modest range of vocational courses. There is good provision for

a small group of pupils who have difficulty engaging in the mainstream curriculum in Y11.

- 150 Curricular provision in the sixth form is an outstanding feature. Through the Bridgend Schools' Learning Network, 46 AS (Advanced supplementary) / A2 (Advanced level) / Business and Technology Education Council (BTEC) courses in all learning domains are offered either at the school, network establishments or twilight sessions. The school also offers the Welsh Bacallaureate Qualification (WBQ) programme and some level 2 vocational courses.
- 151 Learning experiences develop basic and key skills well, with the school being successful in gaining the Basic Skills Quality Mark. The core and wider key skills are clearly mapped in lesson plans and schemes of work. Good progress has been made in implementing a skills-based curriculum in KS3.
- 152 In KS4, outside the WBQ group, there are few opportunities for pupils to gain key skills qualifications. Students in the sixth form have time-tabled key skills lessons.
- 153 The quality of learning experiences provided beyond the curriculum is good. There is a good variety of activities provided by subject clubs, competitions and challenges, field and theatre visits, and a variety of visits abroad for linguistic, sporting and environmental experiences. A good percentage of the school population appreciate the opportunities provided in musical activities, sports teams and drama and music productions. A modest number of students take part in the Duke of Edinburgh's Award Programme.
- 154 The personal development of pupils is developed effectively throughout the school. There is a structured personal and social education (PSE) programme delivered to all pupils and students. The PSE programme complies with all requirements.
- 155 The promotion of pupils' and students' moral and social development is outstanding. Respect for all people is evident throughout the school. The ethos of the school reflects a clear sense of shared values and purpose. The moral development of all within the school is successfully achieved. Through many events substantial amounts of money are raised for different charities.
- 156 Learners' awareness of their own and other cultures are good. This is frequently promoted in many subjects, assemblies and school events.
- 157 Religious education lessons contribute to the development of spiritual values. Spiritual development is extended in some subjects, assemblies and registration periods. While the school meets the requirement of an act of collective worship, the quality of the delivery of the 'thought for the day' is variable.
- 158 Pupils' and students' learning experiences are enhanced by well-developed partnerships with the community and other providers.
- 159 Partnerships with primary partner schools are very effective with transition projects of high quality in English and history, lessons taught by mathematics and science teachers and a wide range of activities arranged by the Expressive Arts Faculty.

- 160 The school plays a prominent role in developing the 14-19 Learning Pathways' agenda in the Bridgend Schools' Learning Network. This partnership has successfully widened the choices available to learners in the sixth form.
- 161 Community links are good. Pupils benefit from the inputs of agencies, for example, the police, local businesses, the Education Business Partnership and health agencies, to their PSE, work-related and enterprise activities.
- 162 The school has good links with the University of Wales, Swansea, and University of Wales Institute Cardiff (UWIC). It receives students on a regular basis and learners benefit from the new ideas and experiences delivered in lessons.
- 163 The school has an open-door policy and encourages parents to communicate with the school on a regular basis. Attendance at parents' evenings is good, and there is a very good response to academic reports. However, only 14 parents attended the pre-inspection meeting and there is no parent-teachers' association (PTA).
- 164 The school complies with all legal and statutory requirements at all key stages including collective worship.

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

- 165 The school provides an effective programme of work-related education. It is delivered through the PSE programme with input from the school's careers officer and employers organised by the Education Business Partnership. The work-experience programme for pupils in Y10 is planned and mentored well and also prepares pupils to submit for a level 1 certificate in Health and Safety in the Workplace. The mock interviews for each pupil in Y11 with a designated employer are a good feature in the programme. All students in Y12 undertake a work-experience placement and there are a number of activities in the enrichment programme which inform students about the world of work. In KS3, there are some activities which develop an awareness of work-related education. However, the programme is rather limited in its breadth and time available within the PSE programme.
- 166 Aspects of 'Y Cwricwlwm Cymreig' feature well in many subjects across the curriculum. Pupils study Welsh at KS3 and KS4 and there are activities such as the school Eisteddfod for all years, and visits to Llangrannog and Glan Llyn which promote the Welsh language and culture. However, there are very few opportunities for pupils across the curriculum in assemblies and in day-to-day activities to develop and practise further their bilingual skills.
- 167 The school is successful in ensuring that no pupil is disadvantaged. The school challenges stereotyping and it enables pupils to choose subjects with equality of access.
- 168 The school has made considerable progress in raising the awareness of sustainable development and global citizenship. Through the school council and a very enthusiastic Eco-committee, the school has promoted a range of activities involving recycling, energy conservation, healthy eating and a 'Fair Trade' initiative. The school has been successful in gaining Green Flag status for its work. All members of staff are involved in an awareness raising day and there are inputs from most subjects across the curriculum.

- 169 Overall, the school has a good awareness of employers' needs. This is successfully promoted through the Dynamo Project, Education Business Partnership, Careers Wales, work experience, mock interviews and Learning Pathways, particularly in the sixth form.
- 170 The opportunities for learners to develop entrepreneurial skills are good in the sixth form, but not as well developed in KS3 and KS4. Through the Young Enterprise scheme a number of students have had opportunities to experience how a business works. In KS3 and KS4, pupils' experiences are limited to some input from Dynamo Project and half-day events linked to business and enterprise activities.
- 171 The provision of careers education in KS4 and the sixth form is good. It is not as good in KS3. In Y10, a work experience week is undertaken by pupils and a large number of employers deliver mock interviews to all Y11 pupils.
- 172 Overall, the school has made good progress in addressing a number of the WAG's priorities. There are strengths in the transition plan, the skills agenda, the development of independent learners and the progress made with the 14-19 Learning Pathways particularly in the sixth form.

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

**Grade 1: Good with outstanding features**

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

**The quality of care, support and guidance to learners**

- 174 The school provides pupils with care, support and guidance of exceptional quality. The way the school plans and manages care arrangements is outstanding. The school works extremely well with external support services.
- 175 Arrangements for "looked after" children are very good; this is recognised by the UA. Care plans are in place and personal education plans are detailed and of good quality.
- 176 The school has good arrangements for working in partnership with parents. It seeks parents' views on the quality of parents' evenings and has achieved 100% feedback on annual reports for pupils. Two senior members of staff are available during lessons to deal with parents who may arrive unexpectedly.
- 177 All pupils' views are taken into account through the school council. Pupils elected to the council take their responsibilities seriously. The school takes good account of their views and has implemented suggestions such as re-furbishing toilets and further promoting sustainable development.
- 178 All pupils are given impartial advice when choosing subject options. The school's learning coaches make a significant contribution to this process. The school provides option booklets of high quality which fully explain the Learning Pathways' 14-19 options menu and provision.
- 179 Transition and induction arrangements for Y7 are outstanding. The school has developed very close working links with primary partner schools. In partnership they have forged strong curricular links, especially in English and history where

the quality of provision for a continuum of work from Y6 to Y7 is outstanding. Joint working parties have developed exemplar material for standardising Y6 and Y7 work. These partnerships are very effectively co-ordinated by the transition co-ordinator. Vulnerable pupils are identified and extra induction days are arranged for them. Transition arrangements for Y9 into Y10 and Y11 into Y12 are good

- 180 The SEN co-ordinator (SENCO) or assistant SENCO visit all primary partner schools and attend Y5 and Y6 annual review meetings. They also gather valuable information to assist the school in meeting the needs of pupils with SEN on admission.
- 181 Very good arrangements exist for visits to the primary partner schools by the transition co-ordinator and the head of Y7. Pre-admission visits to Brynteg for Y6 pupils are well planned to cover a range of pastoral and academic activities. Year 6 pupils meet in their Y7 form groups and get to know their Y7 tutor and fellow pupils.
- 182 The quality of personal support provided for pupils is outstanding. A highly effective team of support staff, including learning coaches, counsellors and behaviour support officers, ensures this provision is of the highest quality. Two members of this team have completed the Student Assistance Programme (SAP), a powerful counselling tool for emotionally vulnerable pupils.
- 183 Arrangements for PSE are very good. The school has invested in the appointment of three co-ordinators; one for Y6 and Y7, further enhancing the transition programme, one for the remainder of KS3 and one for KS4. The co-ordinators meet regularly with form tutors to discuss any issues or causes for concern in the delivery of the programme.
- 184 The rigorous monitoring of punctuality and attendance is outstanding. This is enhanced by the support of the education welfare officer and UA.
- 185 Overall, arrangements for careers education and guidance are good, although provision is limited in Y7 and Y8.
- 186 The school has well-established procedures for ensuring the well-being of all pupils including the appointment of a full-time nurse and 10 qualified first-aiders. There is a good emphasis on physical activity. Healthy eating is encouraged, a range of salads is always available and the school has gained the Healthy Schools' award for the past three years.
- 187 Child protection procedures are good. There are two designated child protection officers, one male and one female. Update training takes place every two years and in-house training is provided for new staff, newly qualified teachers (NQTs) and initial teacher training (ITT) students. All members of staff are aware of procedures.

### **The quality of provision for additional learning needs**

- 188 Pupils with SEN are identified in their primary schools or after the analysis of screening tests following admission. Subject teachers may also refer pupils to the learning support department.
- 189 The quality of support to meet their needs is outstanding. The SENCO very effectively oversees support and is well supported by the assistant SENCO.

Support may take various forms in order to best meet individual needs; this can be in-class support, withdrawal in small groups, one-to-one withdrawal, access to support from external services, provision of specialist resources, support groups and counselling.

- 190 The team of highly qualified support staff is effectively led by the senior support officer. It provides support of exceptionally high quality. The fine and gross motor skills programme for pupils with developmental co-ordination disorder (dyspraxia) is outstanding. The school's work in this area is acknowledged as best practice both locally and nationally.
- 191 The UA funded 'dyslexia resource centre' provides very good support for dyslexic pupils. A good range of strategies, including appropriate multi-sensory techniques, are used to very good effect.
- 192 Provision for disabled pupils and those with sensory impairments is good.
- 193 The quality of support is rigorously monitored by the SENCO, assistant SENCO and the senior support officer. This involves classroom observations and appraisal interviews.
- 194 All pupils who require them have good quality individual education plans (IEPs) which identify strengths and weaknesses, provide effective strategies and contain relevant cross-curricular targets supplemented by a section for subject-specific targets.
- 195 The school takes very good account of the Code of Practice for Wales and the statutory framework for inclusion in its arrangements for pupils with SEN. A graduated approach is adopted for pupils with statements of SEN.
- 196 Each department identifies more able and talented pupils. The school provides good enrichment activities to support these pupils and pupils identified by several departments undertake activities in partnership with other schools.
- 197 Two members of the support team trained in behaviour management deliver support of high quality both in the classrooms and in support groups addressing anger management and self-esteem.
- 198 The school has implemented good strategies to support the work of the behaviour support staff for pupils at risk of exclusion. These include a pupil referral unit and good pastoral support programmes.

### **The quality of provision for equal opportunities**

- 199 The school's inclusive ethos is reflected in its commitment to equal opportunities. All relevant policies, including race equality, are in place. They are reviewed and updated regularly.
- 200 The school has good regard to the different social, ethnic and linguistic groups amongst its pupils. Pupils from differing backgrounds are well supported and performance data are analysed to highlight any possible disadvantage.
- 201 Provision for pupils with English as an additional language is good and is effectively delivered by a support officer. Pupils quickly acquire skills, expertise and fluency in English and are fully integrated into the school.

- 202 The school actively promotes good race relations through the PSE programme and religious education. Assemblies supplement this with pupils from minority ethnic heritages explaining their beliefs, culture and religious practices.
- 203 The school's arrangements for eliminating harassment and bullying, including racial discrimination, are outstanding. All reported incidents of bullying and discrimination are meticulously recorded. The school ensures that there is a positive outcome for each incident. The school has done much to eliminate bullying by text messages through their zero tolerance of mobile phone use on the school site.
- 204 The school provides very effective support for disabled and sensory impaired pupils. They are fully integrated into the life of the school. The school ensures equal access to all its facilities for all pupils. It has a Disability Equality Scheme which builds on the school's previous work in this area. The school's accessibility plan is up to date, addresses a three-year rolling programme and fully meets with statutory requirements.
- 205 The school values diversity; this is reflected in the way it implements its range of equal opportunity policies and translates them into actions.

## **Leadership and management**

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

#### **Grade 2: Good features and no important shortcomings**

- 206 The school awarded itself a grade 1 in its self-evaluation report. The grade awarded by the inspection team is one grade lower because nearly all features identified had good features and no important shortcomings. This grade is also one grade lower than the grade awarded to KQ7. In KQ7 there were outstanding features evident in the efficient management of resources to ensure value for money.

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

- 207 The school ensures the professional development of teaching, administrative and technical staff in all cases according to individual and school needs. Members of staff are actively encouraged to undertake professional development. The outcomes of the in service training are shared within the department, and where appropriate, on a whole-school basis to raise standards. The programme for the induction of NQTs, those new to the school and individuals on ITT is very well organised and managed. These combined features are outstanding.
- 208 The aims and expectations of the school are made clear to all staff, pupils and visitors. The way in which the school functions ensures that these aims and objectives are operational in the life of the school.
- 209 The school is led very well by the headteacher. He is highly respected by his staff, pupils, governors and the wider community. He has developed the school's strengths by introducing new initiatives and structures to assist the future development of the school.

- 210 He is well supported by all members of his LT, all of whom provide good leadership in their respective areas of responsibility. He works harmoniously with his senior leaders and governing body. He leads with vision, giving clear strategic direction and is influential in promoting school values by example.
- 211 The LT maintains a regular presence around the school. Members of this team are also supported by heads of year.
- 212 Each member of the LT is linked to a faculty and groups of departments and these management links are mainly effective. Detailed monitoring systems are in place but they are not sufficiently rigorous. The three-year monitoring cycle is too long.
- 213 The LT and members of staff with leadership responsibilities monitor one another's teaching and other aspects of management. There are some inconsistencies evident. These include the frequency of classroom observations and the lack of rigour in monitoring the quality of marking in books or files.
- 214 Staff, faculty, departmental and pastoral meetings are held regularly. Improved levels of communication exist between members of staff and the LT. Management and pastoral meetings are held on a formal basis with an agenda to evaluate progress and plan for improvement.
- 215 There are clear lines of accountability from all with managerial responsibility to their line managers and ultimately to the headteacher.
- 216 The school actively promotes equality of opportunity for all. Everyone in the school is treated with respect and has a contribution which is valued. There are good levels of empowerment and trust which enhance the feeling of ownership and belonging.
- 217 The school has developed several national priorities, some of which are well embedded while others are in the process of being embedded. The school firmly believes in the 14-19 Learning Pathways' initiative and collaboration with other establishments. The school is piloting the Welsh Baccalaureate Qualification in KS4 and in the sixth form.
- 218 The school has a firmly established performance management system of good quality which applies to all members of teaching, technical and administrative staff.

### **How well governors or other supervisory bodies meet their responsibilities**

- 219 The governing body makes a sound contribution to the leadership of the school.
- 220 It includes very able and experienced members who have supported the school over a number of years, and members recently appointed. Their individual professional expertise is in the process of being used effectively.
- 221 The governing body has high expectations of the school. All members have a clear understanding of the school's main priorities through the effective working of the sub-committee structure.
- 222 The chair of governors and chairs of the sub-committees ensure that these committees work productively for the benefit of the school.

- 223 The governors clearly understand their roles and act as critical friends. However, this role is developing. With the exception of the governor with responsibility for SEN, no other governors are linked to departments.
- 224 They are informed on many aspects of school performance and receive regular reports from school managers at the curriculum sub-committee meetings.
- 225 The quality of their strategic management and involvement in the evaluation processes are developing. In some instances, discussions are detailed and challenging. However, a minority of governors are not sufficiently involved in the life of the school.
- 226 The governing body's focus on holding leaders and managers accountable is developing.
- 227 The school prospectus contains all the required information.
- 228 All regulatory requirements are met.

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

**Grade 2: Good features and no important shortcomings**

- 229 The school awarded itself a grade 1 in its self-evaluation report. The grade awarded by the inspection team is one grade lower because of some inconsistencies in departmental monitoring, middle management practices and target setting.

**How effectively the school's performance is monitored and evaluated.**

- 230 The school has produced a self-evaluation document that is comprehensive and evaluative identifying the school's strengths and the areas of provision that it believes require further development. There is effective continual dialogue between senior managers and members of staff to ensure that roles and responsibilities are understood. In general, there is a good understanding of people's responsibilities regarding self-evaluation.
- 231 Members of staff are well informed about individual, departmental and whole-school performance.
- 232 The process of self-evaluation is comprehensive, systematic and makes good use of first-hand evidence.
- 233 However, the findings of the inspection team differ from those of the school in its self-evaluation. The team agreed with three of the school's findings in KQ1, 4 and 7 but differed in KQ2, 3, 5 and 6. The team raised the school's judgement by one grade in KQ2 but lowered the judgement by one grade in KQ3, 5 and 6.
- 234 Overall, there are some inconsistencies to the approaches, the way classroom observations are carried out and the lack of rigor in the use of data to set departmental and other targets.
- 235 Departmental reviews involving classroom observations are undertaken on a three-year cycle. This cycle is too long.
- 236 Many pupils are directly and regularly involved in the reviews of their own performance against the targets set. Self-assessment by individual pupils is

used constructively in many subjects to evaluate their progress and to respond to their perceived needs.

- 237 Pupils and students contribute their views well through the school council. Senior managers attach considerable importance to these views and the views of parents/carers, as well as the wider community, and their views are sought on issues relating to the school.
- 238 Although some inconsistencies exist, faculty and departmental reviews along with other self-evaluation findings are incorporated into whole-school, departmental and individual priorities. At all stages the evaluation and judgements made are closely related to measurable performance outcomes and the analysis of trends over time.

### **The effectiveness of planning for improvement**

- 239 There is a well planned, rigorous and time-tabled annual cycle incorporating the SIP, faculty action plans, regular departmental reviews of examination results, and individual performance reviews.
- 240 The school's planning for improvement has many good features with an outstanding feature being that priorities for improvement are funded sufficiently. Senior managers and others have worked well together to ensure that the school is well endowed with resources to ensure that priorities and objectives are met.
- 241 There are good linkages between self-review, evaluation and school development planning.
- 242 The school's strategic planning processes are mainly well implemented, involving all staff and this ensures effective outcomes. Some inconsistencies exist. The focus is on improving standards. There is generally clear feedback at all levels as to how performance can be improved. The priorities identified at whole-school and departmental levels are relevant to fulfil the aims, objectives and vision of the school and they have realistic timescales.
- 243 Good use is made of a range of data to set whole-school, departmental, individual staff and pupil targets. There is regular review of progress at all levels and revised targets are then established in line with the progress being made. There continues to be some inconsistency in the quality of target-setting.
- 244 Overall, the school has made good progress since the last inspection.
- 245 In 2009, the GCSE results had improved in comparison with previous years. The achievements of both boys and girls had improved. Standards in ICT are now good across the whole school. Nearly all pupils with SEN are making good progress across the curriculum.
- 246 There is greater consistency in assessment procedures in KS3 and KS4 even though the impact of the changes is more evident in KS3 than in KS4.
- 247 Accommodation has been improved and the health and safety issues resolved. However, due to the lack of sufficient funds, some sports facilities require attention.
- 248 Statutory requirements with regard to the daily act of collective worship are met.

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

### **Grade 1: Good with outstanding features**

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

250 The outstanding features are the:

- support and professional development of staff;
- management of the school premises;
- budgetary control mechanisms and financial strategic planning;
- programmes for NQTs, ITT students and new staff induction; and
- use of resources.

251 The grade awarded is different from the grades awarded in KQ1 and KQ5 because the school's strong emphasis on the professional development of staff, the extensive investment in ICT and the improved targeting of appropriate resources is beginning to impact positively on learning standards and the quality of management within the school. This policy direction has already had a marked influence on the quality of teaching but is yet to impact fully on standards in all key stages and on the consistency of management practices across the school.

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

252 The teaching staff are well qualified and highly committed with the majority teaching within their subject specialism. Those teaching outside their specialism are very well supported by the appropriate heads of department and senior staff. There is a good balance between experienced teachers and those newer to the profession.

253 The school employs a range of support staff that is highly valued by the teaching staff. The increased numbers of LSAs are well managed by the SENCO and provide considerable support for pupils. Several members of the support staff have been trained as learning coaches and given roles in supporting pupils.

254 However, the present number of LSAs is insufficient to provide the appropriate level of support for some pupils in mainstream classes.

255 There has been considerable investment in ICT since the last inspection which has made a significant impact in improving the levels of competency in ICT across the school. This investment and upgrading of some dedicated subject-area facilities has improved considerably the computer-to-pupil ratio since the last inspection. Ninety per cent of classrooms are fully equipped with interactive whiteboards or digital projectors which have had a major impact on the quality of teaching. However, departmental 'bookable' room time is still limited.

256 The lower school library is very well used. The upper school facility is almost exclusively deployed as a private study area for the sixth form. Its contribution to support learning and raising standards in KS4 is extremely limited. The availability of computers in both libraries is insufficient to meet learners' demand.

- 257 Overall, departments are funded appropriately with sufficient resources made available to support learning and teaching programmes. Capitation is delegated to departments which are allowed to carry forward unspent funds to allow planning for major purchases. This practice is commendable.
- 258 The school has benefited from additional building programmes with the latest being new four-room blocks to house the English and art departments. This is part of an extensive programme to reduce the number of temporary classrooms on site. The provision for pupils has improved significantly with the refurbishment or conversion to different uses of a number of classrooms.
- 259 An outstanding feature is the establishment of a premises management team, members of which provide a rapid response to repairs, heating and lighting problems. They operate a ten-year rolling programme of classroom decoration which makes a significant contribution to the maintenance and improvement of the school environment. The extensive grounds are very well maintained by the full-time groundsman. The quality of the school campus is a credit to the premises management team, the pupils and staff. It provides a stimulating and appropriate environment for teaching and learning.
- 260 However, the site and accommodation do exhibit a number of shortcomings. These are:
- seventeen temporary classrooms, a number of which are in a poor state of external repair;
  - limited sixth-form study facilities;
  - poor outdoor sports facilities; and
  - limited access to the whole school for disabled pupils.
- 261 This is an extensive site. Pupil movement is extensive. Skilful timetabling considerably alleviates the negative impact on learners' learning programmes. Health and safety procedures are fully in place. Criminal Records Bureau checks have been completed for all teaching, support and volunteer staff working in the school.

### **How efficiently resources are managed to achieve value for money?**

- 262 The management and control of the budget by the headteacher and senior administrative officer are outstanding. The rigorous systematic planning, monitoring and review of the available budget secures a high level of cost-effectiveness across the whole spectrum of the school's investment and expenditure.
- 263 Financial management is well organised and fully meets external audit requirements. The outstanding relationship between the use of resources and the school's identified areas for development ensures the optimum outcomes for all learners. The school maintains an annual contingency fund of between 2% and 5% which demonstrates the sound financial planning underpinning the management of the school's finances.
- 264 The school's support and professional development of its teaching and support staff has several outstanding elements. These are the:
- prioritisation of the General Teaching Council for Wales (GTCW) and behavioural support fund (BSF);

- use of a very effective in-house management training programme;
- distributed leadership and succession planning;
- i-net programme involvement;
- twilight sessions on management training and ICT skills;
- rigorous self-evaluation process with all staff contributing to school improvement; and
- encouragement of support staff to attend appropriate INSET and to develop their skills and expertise.

265 The induction programmes for NQTs and teachers new to the school are outstanding. Detailed feedback on an annual basis ensures the programme is modified for improvement each year. Newly qualified teachers are given highly effective and constructive support throughout their first year. The ITT links with Swansea and UWIC are very well organised with a highly effective school mentoring programme.

266 The school provides 10% of the timetabled teaching time for staff planning, preparation and assessment. This time is used effectively as reflected in the high percentage of inspected lessons deemed to be good or good with outstanding features.

267 The allocation of sufficient resources, the prudent investment in the professional development of teaching and support staff, the outstanding quality of teaching and outstanding quality of pupil support, the efficient and effective budget handling mechanisms and the opportunities for learners to achieve good standards ensures the delivery of good value for money.

268 The provision of sixth-form education is cost-effective. Students make a very significant contribution to the general life of the school and the wider community.

## Standards achieved in subjects and areas of learning

### English

**Key Stage 3: Grade 2 – Good features and no important shortcomings**

**Key Stage 4: Grade 3 – Good features outweigh shortcomings**

**Sixth form: Grade 2 – Good features and no important shortcomings**

269 Examination results at GCSE in the last two years have been above and below national averages for passes at grades A\*-C. The attainment of boys is significantly lower than the attainment of girls. Results are above national averages for both boys and girls at grades A\*-G.

270 Examination results at A level in the last two years have been above national averages for passes at grades A-C.

### KS3

#### Good features

271 Most pupils of all abilities make good progress and are achieving well.

- 272 Most pupils listen and respond thoughtfully to the ideas of others. They speak confidently and purposefully in pairs and small groups. More able pupils sustain good levels of discussion, sharing opinions and adapting points of view.
- 273 Most pupils engage thoughtfully with a range of genres, including moving image. They use text-marking successfully to support reading and understanding.
- 274 Most pupils have a good and developing understanding of how language features and grammatical conventions empower and shape text forms.
- 275 Nearly all pupils write for a range of purposes and audiences. Many apply their knowledge of text forms in their writing. Written work, including plans and drafts, is mostly well presented.
- 276 Most pupils of lower ability and SEN pupils with SEN show good progress in adapting writing for different purposes. This represents good progress since the last inspection.

### **Shortcomings**

- 277 The extended writing of a minority of pupils is hesitant and lacks accuracy.
- 278 The achievements of boys, though improving, do not match those of girls.

### **KS4**

#### **Good features**

- 279 Most pupils work effectively in small groups and pairs to analyse and respond to a range of texts. They use devices such as text-marking successfully to select appropriate evidence, clarify meaning and support points of view.
- 280 More able pupils speak confidently and maturely in response to challenging and probing questions. They make sophisticated and incisive responses to challenging texts both orally and in writing and they have a good understanding of character in literature.
- 281 Most pupils have a good and developing understanding of how language features and literary devices shape text. Many apply their knowledge successfully in their writing.
- 282 Most pupils plan, draft and improve written work effectively and they know how to structure their writing purposefully.

#### **Shortcomings**

- 283 The achievements of a few pupils of all abilities are restricted because they do not contribute to pair, group or whole-class discussions.
- 284 A minority of boys do not make progress in line with ability.
- 285 The extended writing of a minority of pupils lacks accuracy.
- 286 The use of technical language by a minority of pupils is ineffective.

### **Sixth form**

#### **Good features**

- 287 Students of all abilities make good progress.
- 288 Nearly all students understand how language features can shape text. Most have a good and developing understanding of critical and linguistic concepts.

- 289 Nearly all students work maturely in pairs and small groups to analyse and discuss text. They interrogate text with confidence and employ varied devices to further understanding.
- 290 The extended writing of more able students is purposeful, accurate and sophisticated and shows insightful engagement.

### **Shortcomings**

- 291 A few students are hesitant and lack confidence in whole class discussions.

<b>Design and technology</b>
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**Key stage 3: Grade 2 - Good features and no important shortcomings**

**Key stage 4: Grade 3 - Good features outweigh shortcomings**

**Sixth form: Grade 2 - Good features and no important shortcomings**

- 292 Examination results at GCSE in the last two years have been below both local and national averages. These results are lower than those to be expected for pupils of similar ability.
- 293 Examination results at A level in the last two years have been below both local and national averages. These results are lower than those to be expected for students of similar ability.

### **KS3**

#### **Good Features**

- 294 Most pupils can design and produce products from a design brief well. They can produce an outline specification of the product they are engaged in designing and making.
- 295 All pupils can record their ideas for solutions to the design problems and these ideas are better recorded within resistant materials and textiles.
- 296 In practical sessions pupils work well individually.
- 297 There is a good range of media used within folders. Good work is produced using ICT.
- 298 A number of pupils make use of computer-assisted design (CAD) packages to produce drawings of good quality.
- 299 In all areas of design and technology the quality of the practical work and pupils' making skills is generally of a good standard.
- 300 Most pupils show a sound knowledge of health and safety measures and practise them during practical sessions to a high standard.
- 301 Many pupils with SEN make good progress and achieve good standards.

#### **Shortcomings**

- 302 Pupils' understanding of the design process and the role each part has to play within this process is limited.
- 303 Pupils do not annotate their design sketches as frequently as they should, leaving a number of ideas with little explanation.

## **KS4**

### **Good features**

- 304 Most pupils can produce a good solution to a design brief. They can produce a design specification of the product they are engaged in designing and making.
- 305 Pupils express their ideas through sketches and computer-generated images of good quality.
- 306 Most pupils use ICT and CAD to research and present information and ideas to a good standard. The presentation of this work is particularly good within textiles and graphic product folders.
- 307 Pupils use their knowledge and skills to produce products of good quality, particularly within textiles.
- 308 Nearly all pupils with SEN make good progress and achieve good standards.

### **Shortcomings**

- 309 Pupils' skills for independent learning are not developed sufficiently to enable them to make progress at the pace expected of pupils working at this level. This results in the range of possible solutions not being explored sufficiently in the work of the majority of the students.
- 310 Pupils do not always understand the links between the stages of the design process. This is evident in the lack of cross-references within their folders.
- 311 Within the resistant materials course, pupils do not develop their freehand sketching skills sufficiently. Originality and flair are limited.
- 312 When pupils have made their products and evaluate them, they do not look closely enough at how the product they make satisfies the targets in their specification.

## **Sixth form**

### **Good features**

- 313 Students are able to identify their own problems and are able to produce a good solution by following the design process.
- 314 In the work of the best students a range of investigative techniques is used effectively to provide a sound basis for producing their specification effectively.
- 315 All students display a good working knowledge of a number of computer software packages which are well used to present their research and design work.
- 316 Students can draw upon their good knowledge base of materials, skills and processes to produce products of quality. This is done particularly well in Textiles.

### **Shortcomings**

- 317 In product design projects, students' choice of projects does not allow them to develop their problem-solving and manufacturing skills to their full potential.
- 318 Inadequate information is included in students' alternative construction ideas.

319 Students' knowledge and understanding of a range of broader issues within design and technology are not broad enough.

## **Art and design**

**Key stage 3: Grade 2 - Good features and no important shortcomings**

**Key stage 4: Grade 1 - Good with outstanding features**

**Sixth form: Grade 1 - Good with outstanding features**

320 Examination results in this subject at GCSE in the last 2 years have been well above national averages for passes at grades A\* to C and A\* to G. These results represent very good achievement for these learners.

321 Over the last two years, the percentage of students who have gained AS and A level grades A to C have been broadly in line with UA and national figures. These results represent very good achievement for these students.

### **Good features**

322 Many pupils demonstrate a logical, sequential development in their skills, knowledge and understanding as they progress from year to year and competently reference a fairly wide range of artists and art forms to inform their own work.

323 Many pupils use primary and secondary sources to good effect to feed their creativity and demonstrate a solid grasp of the visual elements of art and design.

324 Year 7 pupils create skilled cut outs of a still life in the style of Matisse whilst working from direct observation. All cut outs are of a very good standard showing a clear grasp of colour theory and composition. All pupils are able to communicate their understanding of Matisse's working methods and to explain the difference between his paintings and paper cuts using appropriate art terms to a good standard.

325 Most pupils in Y8 show good levels of experimentation in their observational drawings. All pupils work well to effectively explore pastel blending techniques and most learners achieve good standards in drawing from direct observation.

326 Most pupils in Y9 complete pencil drawings of good quality of shoes from direct observation. All pupils are able to select suitable imagery from the reference materials provided.

327 Most pupils in Y9 demonstrate a good understanding of Aboriginal symbolism and practise painting in an Aboriginal style. Nearly all pupils produce work of high quality which shows good evidence of understanding and investigating Aboriginal Art.

### **Shortcomings**

328 A few pupils do not make enough use of their sketchbooks or ICT whilst investigating topics.

329 A few pupils do not make enough use of Welsh art forms or research many living artists to inform their studies in Art and Design.

## **KS4**

### **Outstanding features**

- 330 Most pupils in both year groups achieve very good standards in their 3D studies based on cultures and advertising. Their 3D outcomes in wood and polystyrene are well made and carefully painted and embellished.
- 331 In Y10 all pupils methodically explore and utilise the artwork of selected cultures to design and make highly competent, large scaled cultural masks.
- 332 In Y11, all pupils deftly study natural forms and the work of Welsh landscape artists to confidently record from primary and secondary sources and effectively experiment with composition techniques as they work towards their final, painted compositions.
- 333 Nearly all pupils in both year groups achieve high standards in their work. Many pupils have created professional, skilled paintings of natural forms and some pupils demonstrate a good understanding of the press-print process.

### **Good features**

- 334 Most learners know how to improve their work effectively.

### **Shortcomings:**

- 335 There are no significant shortcomings.

## **Sixth form**

### **Outstanding features**

- 336 Most students in Y12/13 display very good levels of experimentation and imagination in their sketchbooks and preparatory work. Many students' 3D skills are of an exceptional quality in both clay and wood.
- 337 All students are able to discuss the development of their work, confidently justify the adaptations they are making as their work progresses and how they envisage further developments as they explore and experiment with different processes and techniques.

### **Good features**

- 338 Many students demonstrate a very mature approach to their work and make good use of ICT, particularly within the context of their 3D work to manipulate their drawings to create interesting, thoughtful designs for further development.

### **Shortcomings**

- 339 There are no significant shortcomings.

<b>Music</b>
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**Key stage 3: Grade 2 - Good features and no important shortcomings**

**Key stage 4: Grade 3 - Good features outweigh shortcomings**

**Sixth form: Grade 2 - Good features and no important shortcomings**

- 340 Examination results at GCSE over the last two years have been below the local and national averages for passes at grades A\*-C.

341 Numbers in the sixth form are too small to make meaningful comparisons with national averages in A level examinations although A-C grades at both AS and A levels were higher than the national averages in 2008.

### **KS3**

#### **Good features**

342 All pupils use warm-up exercises to sing in more than one part with good quality of sound, intonation and expression.

343 Nearly all pupils can appraise music effectively by adopting appropriate terminology to describe and discuss musical elements and devices.

344 Nearly all pupils have a sound knowledge of note-values which they can apply to musical performances and the composition of short pieces using keyboards and a variety of other instruments.

#### **Shortcomings**

345 A very small number of individuals have minor difficulties maintaining intonation when singing in more than one part.

### **KS4**

#### **Good features**

346 Most pupils show an understanding of various musical devices for composing and make good use of appropriate technological software for that purpose.

347 Most pupils can perform well on their respective instruments, both individually and in groups, giving attention to musical detail and style.

#### **Shortcomings**

348 The standard of musical performance shown by a number of pupils is below the required standard.

349 Standards at GCSE examinations have been below local and national averages for several years.

### **Sixth form**

#### **Good features**

350 Individual students show a high standard of musical performance giving due attention to stylistic features.

351 Nearly all students have sound knowledge of most stylistic and structural aspects relating to the music of various historical periods and can apply appropriate terminology for appraisal purposes.

352 Nearly all students compose in various styles and effectively use appropriate technological software for that purpose.

353 All students are able to evaluate their own compositions and those of others well by applying specific musical criteria.

#### **Shortcomings**

354 A few students do not have a detailed enough knowledge of stylistic features to meet the composition requirements of the course.

## Physical education

**Key stage 3: Grade 2 - Good features and no important shortcomings**

**Key stage 4: Grade 2 - Good features and no important shortcomings**

**Sixth form: Grade 2 - Good features and no important shortcomings**

355 Examination results at GCSE in the last two years have been below and above national averages for passes at grades A\*-C. Passes at grades A\*/A in 2007 were slightly below national averages but above in 2008.

356 Examination results at A level in the last two years were below national averages for passes at grades A/B. Advanced Subsidiary results have been below and above national averages.

### KS3

#### Good features

357 Pupils of all abilities make steady progress throughout Y7-Y9 and achieve good standards.

358 Nearly all pupils undertake the roles of performers, officials and choreographers well.

359 In hockey, almost all Y8 girls control the ball skilfully and show good spatial awareness in a range of practice and contested situations. They show a developing understanding of when to use different dribbling techniques.

360 Some girls show inventiveness and creativity in their dance work, and can develop movement patterns which show understanding of spatial concepts and floor patterns in group work. The most able dancers demonstrate good body tension and rhythm in their movements.

361 Nearly all pupils understand the effects of exercise on their body and health. They have good knowledge of warm-up techniques which they apply appropriately and respond well when asked to deliver their own warm-up sessions involving a good range of cardio-vascular activities, static and dynamic stretches.

#### Shortcomings

362 There are no significant shortcomings.

### KS4

#### Good features

363 At GCSE, many pupils achieve beyond their target grades. Written work reflects knowledge and understanding of the principles of fitness. Work is generally thorough and well presented.

364 Most pupils, including those who are not pursuing the GCSE course, use their knowledge very effectively to organize and execute relevant warm-up sessions of good quality which show good understanding of the health and safety issues. Overall standards of fitness are good.

365 In volleyball, rugby and netball pupils demonstrate good and improving ball control, awareness of teammates, knowledge of rules and game conventions and some are fluent in their play.

366 The most able adapt their play well in mixed ability groups to allow others of lower ability to contribute fully. They recognize and applaud achievement in relation to ability.

367 In dance, many girls who show good knowledge of dance terminology can work to set rhythms and devise their own creative routines showing good body tension.

### **Shortcomings**

368 All pupils' range of abilities is not extended sufficiently at GCSE level in preparation for study at A level.

369 Some lower ability pupils are confused regarding the hand and body positions when playing badminton. Performances are erratic and playing standards are lowered.

### **Sixth form**

#### **Good features**

370 Students demonstrate improving standards and understanding of the course requirements as they move through the courses.

371 Overall, written work is well presented, detailed and thorough. This work of good quality demonstrates a growing understanding of the key topics and confidence in the use of technical terminology.

372 Girls generally make good progress in whole-class situations. They ask questions and are keen to develop their ideas in group discussions.

373 On the A level course, most students demonstrate higher-order thinking skills in their questioning and logical development of ideas.

374 Year 13 students show good knowledge in their work on the history and development of sport. They demonstrate insight into related issues and draw effectively on their own and wider experiences to enhance discussion and debate.

#### **Shortcomings**

375 Many of the students following the business technology sport's course did not complete some tasks within the required time.

376 Students focus well in practical tasks and achieve good standards. However, some are unable to achieve similar standards when undertaking tasks within the classroom.

<b>Religious education (including religious studies)</b>
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**Key stage 3: Grade 2 - Good features and no important shortcomings**

**Key stage 4: Grade 2 - Good features and no important shortcomings**

**Sixth form: Grade 2 - Good features and no important shortcomings**

377 Examination results at GCSE in the last two years have been well above national averages for passes at grades A\*-C. These results represent good achievement for these pupils. Passes at grades A\*/A in 2007 were slightly below national averages in 2008.

378 Examination results at A level in the last two years were broadly in line with national averages for passes at grades A/B. These results are also in line with students' ability. Advanced Subsidiary results in 2008 were well above national averages and represent very good achievement for these students.

### **KS3**

#### **Good features**

379 In their study of major world religions, most pupils in Y 7 can explain the main features of each religion.

380 The majority of pupils have good knowledge of the beliefs and values conveyed by religious artefacts.

381 Most Y8 pupils have good understanding of the Hindu text, the Ramayana, as a source of authority for Hindus.

382 Many pupils are able to explain how religious ideas and beliefs can be expressed through the use of symbolism.

383 By studying the life of Martin Luther King, almost all Y9 pupils can understand how religious beliefs can influence the lifestyles of believers.

384 The majority of pupils can use empathy and reflection to understand the impact of injustice on society.

#### **Shortcomings**

385 The quality of work in a minority of books is not detailed enough to ensure progress.

386 A few pupils are not clear about how well they are progressing or what they need to do to improve.

### **KS4**

#### **Good features**

387 In Y10, the majority of pupils have a good understanding of both Christian and Jewish marriage ceremonies, as well as the symbolism involved.

388 Almost all pupils are fully aware of the social and religious reasons for getting married in a church.

389 Most pupils have an understanding of the qualities required in a potential marriage partner.

390 Many pupils have good knowledge of the main features of a church building. These pupils understand the importance of these features in Christian worship.

391 The majority can explain clearly the value of church buildings to society.

392 Many pupils are able to provide good analytical responses to moral and religious questions and issues raised.

#### **Shortcomings**

393 There is a lack of detail and analysis in a minority of files.

394 A few pupils lack confidence in evaluating issues studied and coming to a reasoned conclusion.

## Sixth form

### Good features

395 In Y12, most students have good knowledge and understanding of the role of 'varna' in the daily lives of Hindus today.

396 Almost all students can evaluate the importance of having a structure to society.

397 Most students are able to write extensively about the importance of festivals and rituals in Judaism.

398 Almost all students have a good understanding of the range of issues relating to women in Hinduism.

### Shortcomings

399 There are no significant shortcomings.

## School's response to the inspection

The school is pleased with the report and in particular with the very positive comments on the quality of teaching, which was described as outstanding. The team observed 157 lessons and the finding that 88% of the lessons were graded 1 and 2 is recognition of the work done throughout the school to make our teaching innovative, up to date and of a consistently high standard. We accept the finding that the quality of teaching has not yet fully impacted on standards of achievement, particularly at KS4. The advice offered by the team will be acted upon to ensure that the significant, but so far not validated, improvement made between 2008 and 2009 is consolidated.

We have worked hard to establish Brynteg as a school which looks after all of its pupils and the statement that "*the school provides care, support and guidance of exceptional quality*" is for us one of the key findings. The comments about the exemplary behaviour of our pupils and the description of our efforts to eliminate harassment and bullying as "*outstanding*" are a recognition of the efforts of the whole school community over many years.

The staff and governors appreciated the professionalism, thoroughness and fairness of the inspection team under the leadership of Mr Gwyn Thomas, the Registered Inspector. The recommendations they have made will be included in the school's improvement plan and all of us will work together to raise our standards and performance to even higher levels.

## Appendix 1

### Basic information about the school

Name of school	Brynteg Comprehensive School
School type	Secondary
Age range of pupils	11-18
Address of school	Ewenny Road Bridgend
Postcode	CF31 3ER
Telephone number	01656 641800

Headteacher	Dr C H Davies
Date of appointment	September 1991
Chair of governors / Appropriate authority	Mrs L Lewis Bridgend County Borough Council
Reporting inspector	Mr William Gwyn Thomas
Dates of inspection	21 <sup>st</sup> September to 25 <sup>th</sup> September 2009

## Appendix 2

### School data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	317	328	301	294	309	255	156	1960

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	105	24	118.3

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	16.6 : 1
Pupil: adult (fte) ratio in special classes	-
Average teaching group size	21.8
Overall contact ratio (percentage)	76.0%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole school
Term 1	95.2	92.3	90.5	92.2	92.3	88.8	88.9	91.8
Term 2	94.1	92.2	91.6	91.4	90.2	86.2	87.2	90.9
Term 3	93.9	92.0	90.2	92.5	93.1	81.4	85.3	90.5

Percentage of pupils entitled to free school meals	10.1
Number of pupils excluded during 12 months prior to inspection	63 pupils 158 fixed exclusions, 1 perm

## Appendix 3

### National Curriculum Assessment Results End of key stage 3:

National Curriculum Assessment KS3 results 2009															
Total number of pupils in Y9: 282															
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	5	16	46	28	6	0	0
		National	0	0	1	1	0	2	6	21	37	24	8	0	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	0	16	36	17	26	5	0
		National	0	0	1	1	0	1	7	18	29	28	15	1	0
Science	Teacher Assessment	School	0	0	0	0	0	0	3	14	49	28	7	0	0
		National	0	0	1	1	0	1	5	19	36	27	11	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
		61

Brynteg School

**SSSP**

**Summary of Secondary School Performance  
(1)**

LEA/School No. 672/4078

**Pupils aged 15**

**Number of pupils aged 15 who were on roll in January 2008: 330**  
**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	94	62	47	47	392
LEA Area 2007/08	100	87	56	43	42	359
Wales 2007/08	98	87	58	46	44	356
School 06/07/08	..	..	..	..	15	382
School 05/06/07	..	..	..	..	51	377

**Number of boys aged 15 who were on roll in January 2008: 172**  
**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	92	56	38	38	370
LEA Area 2007/08	100	86	52	40	39	342
Wales 2007/08	98	84	53	42	41	334
School 06/07/08	..	..	..	..	13	359
School 05/06/07	..	..	..	..	45	355

**Number of girls aged 15 who were on roll in January 2008: 158**  
**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	97	68	57	56	415
LEA Area 2007/08	100	89	61	46	44	378
Wales 2007/08	99	90	63	50	48	379
School 06/07/08	..	..	..	..	18	406
School 05/06/07	..	..	..	..	56	400

- (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

<b>Brynteg School</b>	<b>SSSP</b>
<b>Summary of Secondary School Performance (1)</b>	LEA/School No. 672/4078

### 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	2.4	0.3	3.5	0.6	1.3	0
LEA Area 2007/08	3.5	0.9	4.6	1	2.3	0.7
Wales 2007/08	2.6	1.5	3.4	1.9	1.7	1.2
School 06/07/08	1.9	..	2.2	..	1.6	..
School 05/06/07	1.9	..	2.2	..	1.6	..

### Pupils aged 17

	Number of pupils aged 17 who were on roll in January 2008: 162		Number of boys aged 17 who were on roll in January 2008: 68		Number of girls aged 17 who were on roll in January 2008: 94	
	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	92	710	91	666	92	742
LEA Area 2007/08	91	629	90	592	92	657
Wales 2007/08	94	631	93	596	95	659
School 06/07/08	..	..	..	..	..	..
School 05/06/07	..	..	..	..	..	..

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

**Brynteg School**  
**School Type: Secondary**  
**Linguistic Delivery: Bilingual or English**  
 LEA/School No. 672/4078

**Number of SEN Unit/Special Classes: 0**

**Number of Pupils on Roll in NCY 11: 329**

**Percentage of compulsory school age pupils eligible for FSM 2007/08: 10.3**

**Percentage of compulsory school age pupils eligible for FSM 06/07/08: 11.5**

**Percentage of compulsory school age pupils on SEN register: 13.9**

**Percentage of 15 year old pupils on SEN register: 11.2**

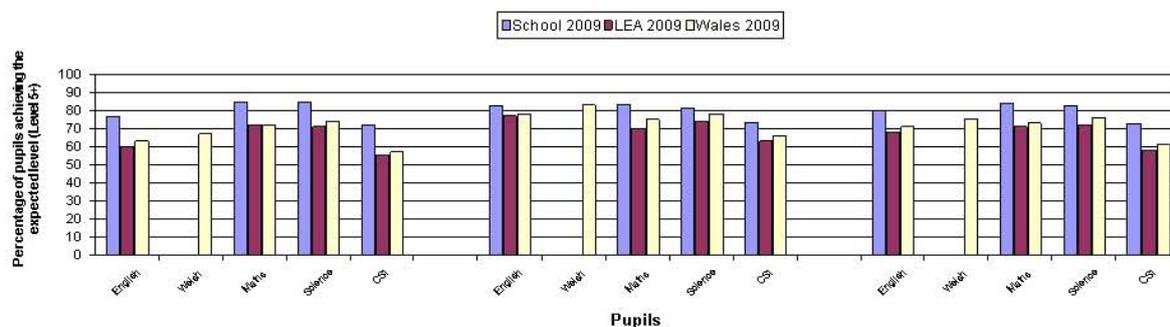
**Level of Welsh Baccaulaureate Offered:**

	Post-16 Pupils			Pre-16 Pupils	
	Advanced	Intermediate	Pilot Foundation	Pilot Intermediate	Pilot Foundation
<b>Welsh Baccaulaureate Offered: Yes</b>	Yes	No	No	No	No
. Data not applicable					
.. Data not available					

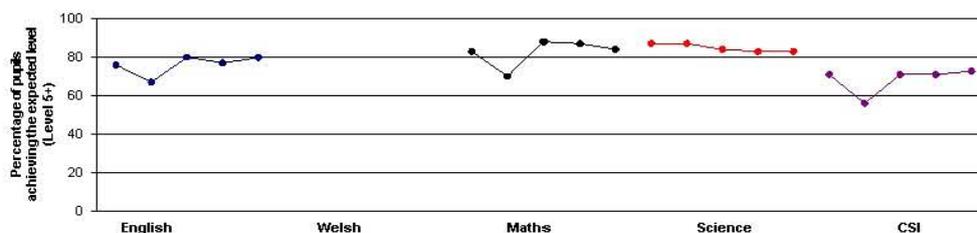
**School comparative information: National Curriculum Assessments 2009 with benchmarking**  
**Key Stage 3**

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

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	77	60	63	83	77	78	80	68	71
Welsh			67			83			75
Maths	85	72	72	83	70	75	84	71	73
Science	85	71	74	81	74	78	83	72	76
CSI	72	55	57	73	63	66	73	58	61



**School Performance over time (2005 - 2009)**



**Contextual Information**

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

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

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

Free School Meal Group

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

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		70		74		79	<b>80</b>
Welsh		67		77		81	
Maths		73		78		81	<b>84</b>
Science		75		80		82	<b>83</b>
CSI		60		66		71	<b>73</b>

**Notes:**

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

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

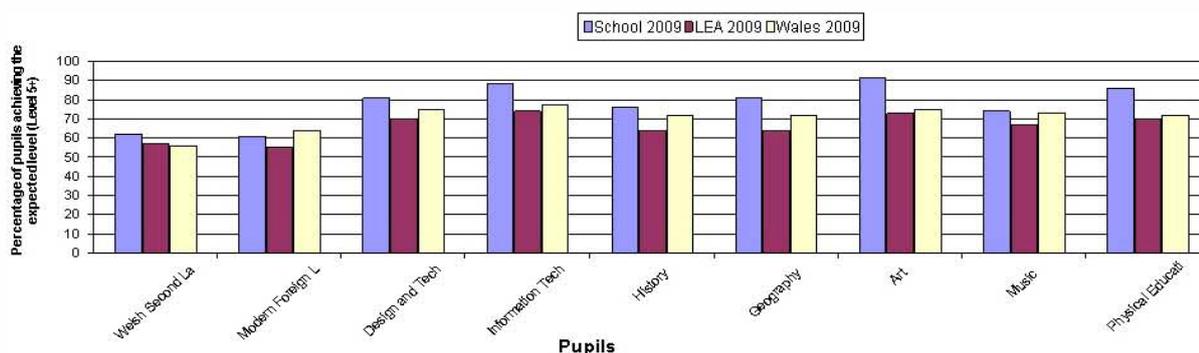
Brynteg School  
Bridgend

LEA/School no: 672/4078

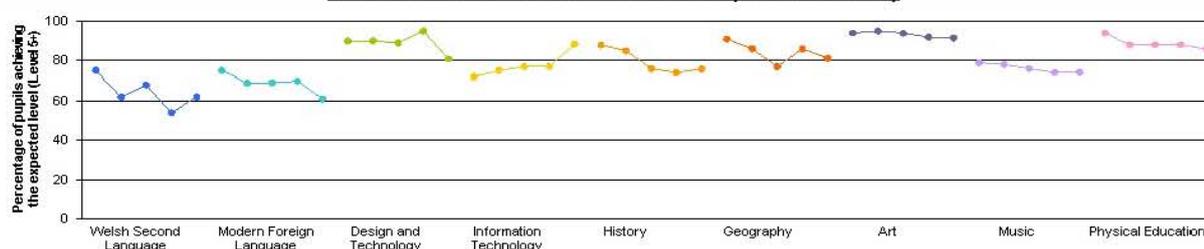
**School comparative information: National Curriculum Assessments 2009 with benchmarking  
Key Stage 3**

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

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
Welsh Second Language	55	47	46	70	67	66	62	57	56
Modern Foreign Language	54	46	55	68	65	73	61	55	64
Design and Technology	78	62	68	84	79	83	81	70	75
Information Technology	86	70	72	91	79	83	88	74	77
History	71	59	66	81	70	78	76	64	72
Geography	80	60	67	83	68	77	81	64	72
Art	86	64	66	97	83	85	91	73	75
Music	67	59	66	81	76	81	74	67	73
Physical Education	85	67	72	87	73	72	86	70	72



**School Performance over time (2005 - 2009)**



**Contextual Information**

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

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

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

Free School Meal Group

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

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
Welsh Second Language		50		61	62	71	
Modern Foreign Language		61		68		75	
Design and Technology		73		80	81	85	
Information Technology		78		83		86	88
History		72		76		80	
Geography		74		79	81	83	
Art		76		83		89	91
Music		72	74	78		83	
Physical Education		68		76		82	86

**Notes:**

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

## Appendix 4

### Evidence base of the inspection

Inspectors spent a total of 52 days in the school and were joined by the school's deputy headteacher as nominee. They held a meeting before the inspection.

During the inspection, inspectors visited:

- 157 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;
- 114 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 departments, senior managers and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
William Gwyn Thomas	Rgl KQ1 and KQ5, context, summary, recommendations, appendix.
Gwynoro Jones	KQ6 and Lay Inspector, contributing to all other key questions.
Andrew Herdman	KQ2
Glyn Davies	KQ3
Paul Donovan	KQ4
Huw Llewelyn	KQ7
Jenny Williams	English
Shan Samuel Thomas	Art and design
Hywel Lewis	Music
Hywel Buckland	Design and technology
Debra Makin	Physical education
Martyn L Williams	Religious education including religious studies
Andrew Matthews	Support for all key questions
Emyr Wyn Roberts	Support for all key questions
Rhiannon Evans	Nominee Contributing to all meetings and supporting inspectors

### ***Acknowledgement***

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

#### **Contractor**

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