

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

**A Report on the Quality of Education in**

**Archbishop McGrath Catholic School  
Bryn Road  
Bridgend**

**CF32 9EH**

**School Number: 6724601**

**Date of Inspection: 12 February 2007**

**by**

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78673**

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Archbishop McGrath Catholic 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 Archbishop McGrath Catholic School took place between 12/02/07 and 15/02/07. An independent team of inspectors, led by Mr Peter Harris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

|                |   |
|----------------|---|
| <b>Grade 1</b> | good with outstanding features                          |
| <b>Grade 2</b> | good features and no important shortcomings             |
| <b>Grade 3</b> | good features outweigh shortcomings                     |
| <b>Grade 4</b> | some good features, but shortcomings in important areas |
| <b>Grade 5</b> | 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 |

## LIST OF ACRONYMS

|          |  |
|----------|--|
| A        | Advanced                                   |
| AS       | Advanced Subsidiary                        |
| CPD      | Continuous Professional Development        |
| EBP      | Education Business Partnership             |
| EWO      | Education Welfare Officer                  |
| GCSE     | General Certificate of Secondary Education |
| GNVQ     | General National Vocational Qualification  |
| ICT      | Information and Communications Technology  |
| IEPs     | Individual Education Plans                 |
| KS       | Key Stage                                  |
| LSD      | Learning Support Department                |
| LSA      | Learning Support Assistant                 |
| MIDYIS   | Middle Years Information System            |
| NC       | National Curriculum                        |
| NVQ      | National Vocational Qualification          |
| PSE      | Personal and Social Education              |
| SEN      | Special Educational Needs                  |
| SENCO    | Special Educational Needs Co-ordinator     |
| UA       | Unitary Authority                          |
| WAG      | Welsh Assembly Government                  |
| Y (1-13) | Year (1-13)                                |

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## Context

### The nature of the provider

1. Archbishop McGrath Catholic School is an English medium, mixed, 11-19 voluntary-aided school in Bridgend County Borough. There are 708 pupils on roll of whom 118 are in the sixth form. These figures show an increase from January 2001 when the school was last inspected, when there were 659 pupils on roll, including 92 in the sixth form.
2. There are three main Catholic associated primary schools, representing all parts of Bridgend County Borough, including Porthcawl and Maesteg. A good number of pupils from the local Church in Wales primary school also attend the school. In recent years an increasing number of non-Catholic parents have requested a Christian education for their children.
3. The majority of pupils comes from homes which are neither particularly advantaged nor disadvantaged. Eight percent of pupils are entitled to free school meals, a figure below the national average of 16.6%, and a decrease since the last inspection, when 13% of pupils were entitled.
4. Pupils represent the full range of ability. The majority of pupils arrive in Y7 with average levels 4 or 5 in core subjects. A minority shows achievement below this level. Recently 11 pupils have arrived at the school from Poland, as well as increasing numbers from the Philippines. These apart, most pupils come from an English speaking background. The school has designated SEN classes at key stage 3.
5. Vocational pathways are being formed with other providers in the area and the school works closely with the local Further Education college for pupils' education post-16.
6. The school is in the process of negotiating new accommodation with the local authority, the Welsh Assembly Government and the Archdiocese of Cardiff.
7. Under section 48/50 of the Schools' Inspection Act, Religious Education and the Catholic ethos was inspected separately. A separate report will be published.

### The school's priorities and targets

8. The school's mission statement sets out six priorities, to:
  - recognise the equal worth of each individual pupil as made in the image of God;
  - to provide a Christ centred pastoral care of every pupil;
  - to foster pupils' spiritual development;
  - to prepare each individual to take his/her place as a Christian in society;
  - to build a warm and welcoming community permeated by openness and trust; and
  - to support all staff in their service to the school.
9. The school's self evaluation report is based on the seven key questions of the Common Inspection Framework.

10. Numerical targets are set, that in 2007:
- 72% of pupils should reach at least level 5 in all three subjects combined in NC assessments at the end of key stage 3; and
  - 62% of pupils should achieve at least 5 grades A\*-C, and 96% at least 5 grades A\*-G in the GCSE examination.

## Summary

11. The school has many good features. There are also shortcomings that require attention.
12. The leadership group currently lacks sufficient time to eliminate fully these shortcomings. The roles of head of year and head of department are developing in such a way as to address these shortcomings though they too lack sufficient time to eliminate them. Many heads of department lead their teams effectively in improving standards at all levels. In a minority of cases heads of department do not function effectively.

### Table of grades awarded

| Key Question  | Inspection grade |
|---|------------------|
| 1. How well do learners achieve?  | 2                |
| 2. How effective are teaching, training and assessment?                                     | 2                |
| 3. How well do the learning experiences meet the needs of learners and the wider community? | 2                |
| 4. How well are learners cared for, guided and supported?                                   | 2                |
| 5. How effective are leadership and strategic management?                                   | 3                |
| 6. How well do leaders and managers evaluate and improve quality and standards?             | 3                |
| 7. How efficient are leaders and managers in using resources?                               | 3                |

13. The grades for key questions 1 - 4 match those of the schools in its self evaluation report. While the school awarded itself grade 2 for key questions 5, 6 and 7, the inspection team disagreed because of shortcomings identified.

### Standards achieved

14. Results in the NC tests and teachers' assessments at the end of key stage 3 were above local and national averages in 2006. Attainment in English is higher than expected based on prior attainment, due mainly to the performance of boys. Attainment in mathematics was slightly less than expected. Attainment in science was in line with what was expected.
15. When compared to similar schools, results for English and all three core subjects combined, fall in the upper quartile. Results for mathematics fall between the median and the lower quartile. Results for science fall between the median and the upper quartile.
16. At GCSE the school enters more pupils than the average for the UA and Wales as a whole. Pass rates at five or more grades A\*-C and five or more grades A\*-G are consistently greater than those both locally and nationally. However,

when compared to schools nationally that have a similar intake, results fall between the median and lower quartile for five or more passes at grades A\*-C, 5 or more passes at grades A\*-G, and passes at grade C and above in English, mathematics, and science combined.

17. Boys do not perform as well as girls at key stage 4.
18. Results at Advanced level are in line with local and national averages and represent an improvement since the last inspection.
19. The grades awarded for standards achieved in the six subjects inspected were as follows:

| <b>Subject</b>         | <b>KS3</b> | <b>KS4</b> | <b>6<sup>th</sup> form</b> |
|------------------------|------------|------------|----------------------------|
| Science                | 3          | 3          | 3                          |
| Information Technology | 2          | 1          | 1                          |
| Geography              | 2          | 2          | 2                          |
| Art                    | 1          | 1          | 1                          |
| Child Development      | -          | 2          | -                          |
| Design and Technology  | 4          | 2          | 2                          |

20. There are good features which outweigh shortcomings in science in both key stages and in the sixth form. Information technology has many good features, some of them outstanding at key stage 4 and in the sixth form.
21. Child development is taught only at key stage 4. Standards have good features and no important shortcomings. Geography has good features and no important shortcomings. Art has many good features, some of them outstanding.
22. In design and technology, while standards in the sixth form and key stage 4 have good features there are shortcomings in important areas in key stage 3.
23. In the 52 lessons observed in the six subjects the following grades were awarded:

| <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> |
|----------------|----------------|----------------|----------------|----------------|
| 19%            | 56%            | 17%            | 8%             | 0%             |

24. These grades exceed the WAG targets for 2007, that 65% of lessons be graded 1 or 2 but fall short of the WAG target for 2007 that 98% of lessons be graded 3 and above. They exceed the grades for all inspections in Wales 2005-2006 in which 11% were graded 1 and 54% were graded 2.
25. The 8% of lessons awarded grade 4 were in science at key stage 3 and in the sixth form.
26. Pupils have good communication and numeracy skills. Opportunities for developing ICT across the curriculum have improved since the last inspection. Pupils work well together but are not always aware of how to improve their performance. Other than in Welsh second language lessons, there are few opportunities to exercise and develop bilingual skills.
27. Pupils with SEN achieve well both in designated classes at key stage 3 and in mainstream classes at key stage 4.

### **Spiritual, moral, social and cultural development**

28. The progress pupils make in their spiritual, moral, social and cultural development is a major strength of the school. They have a good attitude to learning. They are sociable and are aware of the needs of others.
29. The consistency of pupils' good behaviour is an outstanding feature and reflects well the standards and examples conveyed by staff at all levels.
30. Students in form six have a valuable experience. They enjoy good relationships with staff and develop further their learning skills. They respond well to the opportunities the school provides to work with other partners at this level and to the individual opportunities for involvement in the school's life.
31. Pupils and students are well prepared for Higher Education and employment.

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

32. The following grades were awarded for teaching in the 52 lessons observed in the six subjects, and in the 71 lessons in all other subjects.

| <b>Subjects</b>       | <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> |
|-----------------------|----------------|----------------|----------------|----------------|----------------|
| <b>6 subjects</b>     | 19%            | 52%            | 21%            | 8%             | 0%             |
| <b>Other subjects</b> | 21%            | 63%            | 16%            | 0%             | 0%             |
| <b>Total</b>          | 20%            | 55%            | 20%            | 5%             | 0%             |

33. Seventy five percent of lessons were graded 1 and 2 compared to 69% in all inspections in Wales 2005-2006. Ninety five percent of lessons were graded 3 and above which equals the all Wales figure for the same period.
34. The 20% of lessons judged to have outstanding features exceeds the all Wales figure of 17% for 2005-2006. The five percent of lessons judged to have had important shortcomings equals the all Wales figure for the same period.
35. The working relationship between teachers and pupils, the range of teaching methods, and the way in which teaching meets the language needs of learners, are good.
36. The shortcomings are in the area of assessment where inconsistent and variable practice leaves some pupils unclear about how to improve their work.
37. The curriculum provided is broadly based and balanced. There are effective links with key stage 2. Pupils have a wide choice of modern foreign language at key stage 3 and the opportunity to sit mathematics early at key stage 4.
38. The programme of study for PSE has recently been revised and links effectively with the schemes of work for careers education and guidance and work-related education. All pupils at key stage 4 follow a full course in Welsh as a second language.
39. The support and guidance of pupils are well managed and to good effect. The school enjoys the confidence of parents and employers, and forms good links with outside agencies. Pupils who transfer from partner primary schools are well looked after and settle in well.
40. Pupils with additional learning needs feel secure and make good progress.

## **Leadership and management**

41. Christian values feature prominently in the way in which the headteacher leads and manages the school. His leadership is positive in this respect and he is ably supported by his deputy headteacher and assistant headteachers. There is a shared ownership of the values by all staff and they are reflected in the life of the school.
42. Welsh Assembly Government priorities are taken into account and the school works effectively with other providers.
43. However, there are shortcomings in the way in which the school is led and managed.
44. While senior managers consult and support members of staff, the links established between them and departmental teams lack consistency and rigour. As a result, the monitoring of staff and pupils' performance is not carried out systematically, partly because of a lack of time, but also because of a lack of focus.
45. Heads of year and a high percentage of heads of department are effective middle managers. They lead their teams well and make sure that the school's policy is put into practice.
46. In a minority of cases however, this is not so, particularly in design and technology at key stage 3 and in science throughout the school. The shortcomings here are in planning, teaching methods, and assessment. Consequently targets lack challenge and there is uncritical reflection on practice and performance.
47. Governors contribute to how the school is managed by means of a range of appropriate committees. They are aware of the main challenges the school faces and its priorities in addressing them. Individual governors are linked with subject departments.
48. However, governors have yet to be closely involved with the monitoring of standards in departments. This limits their capacity to act as critical friends to the school.
49. The school uses its resources well. It has invested in ICT facilities though there are still not enough computers to meet a growing demand.
50. The quality of display in the classrooms and around the school is good on the whole and makes for a stimulating working environment for pupils and staff. This is in sharp contrast to the important shortcomings in the fabric of the school which requires a high degree of repair and maintenance.
51. The school carries a prudent surplus in its budget which is well monitored at departmental and whole-school level.
52. Staff are appropriately qualified and experienced. Performance management arrangements for teaching staff are in line with national requirements. However, there is as yet no appraisal of non-teaching staff.
53. The teaching staff contact ratio is high. This often presents challenges, particularly to senior and middle managers, in terms of the time available for them to carry out aspects of their roles.

### **Progress since the last inspection**

54. With regard to the key issues of the previous inspection, the school has made some progress in;
- standards in ICT across the curriculum;
  - boys' performance – though this still fluctuates; and
  - the re-examination of the sixth form curriculum.
55. The school has made less progress in;
- improving the control strand of design and technology;
  - monitoring and sharing good practice; and
  - the few health and safety problems reported to the school.

### **Recommendations**

In order to build on current achievement, the school should focus on the following priorities:

- R1. Continue to improve standards and examination results generally, and in particular, improve:
- the achievement of boys; and
  - standards in design and technology at key stage 3 and science at key stage 3, key stage 4 and in the sixth form.
- R2. Increase the time available to senior managers and develop their role as a team to:
- eliminate the shortcomings in standards and teaching identified in this report;
  - co-ordinate cross-curricular initiatives such as assessment for learning and information and communications technology across the curriculum;
  - monitor rigorously and consistently the quality of teaching and marking and the standards of pupils' work on a regular basis; and
  - share best practice in order to promote outstanding features across the curriculum.
- R3. Develop the accountability of middle managers in:
- leading teams of staff;
  - monitoring and evaluation of good practice; and
  - planning for improvement.
- R4. Improve the quality of planning by:
- aligning more closely self-evaluation with development planning at both departmental and whole-school level.

The school's planning already recognises issues identified in 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**

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

#### **KS3 & KS4**

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

57. Results in NC teachers' assessments at key stage 3 have improved since the last inspection. In 2006, 76% of pupils reached at least level five in all three subjects combined, compared to 58% nationally. These results are similar to those of the two previous years.
58. Results in all three of the core subjects have improved since the last inspection and remain above national averages. Girls outperform boys in English while the situation fluctuates in mathematics and science.
59. In comparison with schools of similar intake, results for 2006 are in the upper quartile in all three of the core subjects combined and English, between the lower quartile and the median for mathematics, and between the median and the upper quartile for science.
60. At key stage 4, 92% of pupils are entered for five or more GCSEs compared with 86% locally and 88% nationally. The 98% entered for one or more GCSE equals the local and national figure.
61. Results in each of the three of the core subjects combined have improved since the last inspection and remain above both local and national averages. Forty-three percent of the pupils in 2006 gained passes at grade C and above in each of English, mathematics and science compared with 38% locally and 40% nationally.
62. Fifty-seven percent of pupils gained five or more grades A\*-C in 2006, compared to 51% locally and 54% nationally. The 2006 pass rates at five or more grades A\*-G were 88%, 79%, and 85% respectively. The average points score per pupil in 2006 was 42 compared with 40 locally and 41 nationally.
63. In 2006 the percentage of pupils passing with grade C and above in English was 69% compared with 56% locally and 58% nationally. The percentage of pupils gaining grade C and above in mathematics was 57% compared with 48% locally and 50% nationally. The figures for science were 50%, 47%, and 49% respectively.

64. When compared with schools of similar intake results in English and Mathematics lie in the upper quartile. Results for Science, however, lie below the median.
65. In comparison with schools of similar intake, results at key stage 4 in 2006 show that the percentage of pupils passing with five or more grades C and above, and five or more grades G and above, are below average.
66. Boys do not perform as well as girls at key stage 4.
67. In 2006, at key stage 3, the school met its targets for English and science but not for mathematics. The school met its target for passes in all three core subjects combined.
68. At key stage 4, the school neither met its target for all three core subjects combined, nor for English, mathematics, and science individually.
69. At both key stage 3 and key stage 4 there are good features in art, some of them outstanding. There are good features and no important shortcomings in geography and child Development. Good features outweigh shortcomings in science.
70. In information technology there are good features with no important shortcomings. At key stage 4 there are some outstanding features.
71. In design and technology at key stage 4 there are good features and no important shortcomings. At key stage 3, however, there are shortcomings in important areas, particularly in the department's failure to deliver the control element of the programme of study.
72. In the 41 lessons observed in the six subjects inspected the following grades were awarded.

| Key Stage           | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------------------|---------|---------|---------|---------|---------|
| <b>KS 3</b>         | 13%     | 53%     | 22%     | 13%     | 0%      |
| <b>KS 4</b>         | 11%     | 67%     | 22%     | 0%      | 0%      |
| <b>KS 3 &amp; 4</b> | 12%     | 59%     | 22%     | 7%      | 0%      |

73. These grades exceed the WAG targets for 2007, that 65% of lessons should be graded 1 or 2 but fall short of the target that 98% should be graded 3 and above. The 13% of lessons judged to have shortcomings in important areas were in science and design and technology.
74. While the size and nature of the sample are different from the last inspection these figures are an improvement on the 66% of lessons graded 2 and above and slightly below the figure of 95% of lessons graded 3 and above.
75. On the whole, pupils' levels of communication have good features and no important shortcomings. Pupils are clear, fluent and confident speakers. They listen well both to teachers and to one another. In the six subjects inspected pupils write well, though in design and technology at key stage 3, pupils' writing skills are less secure.
76. Standards in numeracy have good features which outweigh shortcomings. Pupils apply numbers in a variety of contexts and formats.
77. Standards in ICT have improved since the last inspection. Pupils handle files and folders confidently and use data bases, spreadsheets and power point to

good effect. Shortcomings still remain in some areas, particularly in design and technology at key stage 3 and science at key stage 3 and key stage 4. While the school provision has increased it has not yet been systematically monitored.

78. Pupils work well together in pairs and in groups, in creative and problem-solving opportunities. While there are outstanding features in this respect in science, geography, information technology, and art, there are important shortcomings in creative and problem-solving skills in design and technology at key stage 3.
79. Bilingual skills are good at both key stages. Skills are developed through lessons in Welsh as a second language. Pupils respond well to enthusiastic teaching, which encourages them in the use of incidental Welsh in class and throughout the school. At key stage 4, most pupils are entered for GCSE. Percentage passes exceed those nationally at both grade C and above and grade D and above.
80. Pupils with SEN make good progress. They are motivated to work hard and complete tasks. They are aware of the key skills and exercise them at a level appropriate to their ability. Many respond well to in-class support and succeed at GCSE level.

### **Their progress in learning**

81. In geography and art pupils make good progress at both key stages. While pupils make good progress in information technology at both key stages pupils' progress in key stage 4 has outstanding elements. Pupils make good progress in child development in key stage 4.
82. Pupils' progress in science and design and technology varies. In classes where pupils benefit from well-planned lessons, involving a variety of tasks, they show a growing knowledge and understanding of the subject. In classes where lesson planning is poor and the pace of lessons is slow, pupils' progress has shortcomings.
83. In all subjects, where there are shortcomings, pupils' awareness of their levels of achievement, their understanding of their particular strengths and weaknesses, and their grasp of what they need to do to improve is insecure.
84. Pupils with additional learning needs make good progress both in key stage 3 where they are in discrete classes, and in key stage 4 where learning support is available. Pupils with support in English as an additional language make good progress.

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

85. Pupils show good levels of motivation. They work hard in lessons, engaging with the task in hand. Across both key stages, pupils are courteous and polite, open and friendly.
86. Pupils are well behaved in and around the school, understanding what is expected of them and responding positively to the considerate and courteous way teachers and support staff relate to them.
87. Pupils' good behaviour makes an important contribution to the standards they achieve in their learning.

88. The overall attendance rate for the three terms in 2006 was 92.6%, slightly below the WAG target of 93%. On the whole, levels of punctuality at the school at the start of the day and the start of lessons are good.
89. The progress pupils make in their moral, social, cultural and wider development is good with some outstanding features. They respond positively to the unambiguous Christian ethos of the school which is conveyed to them by precept and example by all staff. Pupils are willing to listen, are able to ask questions, and develop a wide understanding of moral and social issues.
90. While the curriculum, assemblies, and collective worship contribute to pupils' spiritual development, pupils also show respect for the diversity of belief, attitude and tradition present both within the school itself and in society at large.
91. Pupils who take part in sport, in a range of clubs in subjects across the curriculum, and in visits, benefit from these experiences. Careers guidance and work-related education are of good quality and prepare pupils well for the world of work and give them positive attitudes towards life long learning.

## **The sixth form**

### **Students' success in attaining agreed learning goals**

92. Entry rates at A Level have increased since the last inspection. In 2006, 39 students were entered for two or more A Level examinations, 92% of whom gained passes at grades A-E and 67% of whom gained passes at grades A-C. The average points score for 2006 was 18. This compares favourably with the performance at the last inspection, where the figures for 2000 were 17, 96% and 76% respectively, and where the average points score was 12.
93. These results are in line with local and national averages. The average points score falls marginally below those of the UA and Wales.
94. Of the six subjects inspected art and information technology had good features, some of them outstanding. In geography and design and technology standards were judged to have good features and no important shortcomings. In science, good features outweigh shortcomings. The school currently does not offer courses in child development at 16+.
95. The grades awarded for the 11 lessons observed in the sixth form were:

| <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> |
|----------------|----------------|----------------|----------------|----------------|
| 45%            | 45%            | 0%             | 9%             | 0%             |

96. Students in the sixth form benefit from individual attention. At the same time group sizes are large enough to enable good discussion. Students progress in knowledge and develop the skills of carrying out independent research.
97. Students speak and listen well. They pose probing questions and articulate their views with confidence and clarity. They engage in problem-solving activity and use information and communications technology well to support their research and present their work. They write well, use number effectively, and work very well in pairs and in groups. Their bilingual skills are not well developed.

### **Their progress in learning**

98. In addition to their chosen examination courses, students follow courses in religious education and PSE. These experiences contribute to their wider overall progress. The course in religious education enables them to develop a critical appreciation of the Christian faith in the modern world.
99. Sixth form students have a better understanding of how well they are doing than pupils at key stage 3 and key stage 4. Their work is marked and commented upon in more detail, targets for improvement are more clearly set, and there is more informal discussion with teachers about their progress.
100. The school provides good support to all sixth formers particularly to those who wish to proceed to Higher Education.

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

101. Since the last inspection, the school has increased the opportunities for its sixth form students to develop above and beyond the formal curriculum.
102. They have good levels of attendance and punctuality.
103. They enjoy very good relationships with staff and develop a sense of maturity and independence as they respond to the many opportunities they have to take a leading role in the school.
104. They take seriously their responsibility for supporting younger pupils whether it be via paired-reading schemes, end-of-term activities, or day-to-day prefect duties.
105. Sixth form students have an appropriate programme of work related education that enables them to become mature young people who are aware of, and respond to the needs of others.

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

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

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

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

#### **How well teaching and training meets learners' needs and the curriculum or course requirements**

##### **KS3 & KS4**

107. Grades for the quality of teaching in lessons observed in key stage 3 and key stage 4 were:

|                       | <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> |
|-----------------------|----------------|----------------|----------------|----------------|----------------|
| <b>6 subjects</b>     | 12%            | 56%            | 24%            | 7%             | 0%             |
| <b>Other Subjects</b> | 22%            | 61%            | 17%            | 0%             | 0%             |
| <b>Total</b>          | 20%            | 55%            | 20%            | 5%             | 0%             |

108. In teaching across the curriculum, across the two key stages, there are good features and no important shortcomings.

109. The percentage of lessons judged to be good or better is higher (75%) than that in the last inspection (68%) and is higher than the average recorded for all inspections in Wales in 2005-2006 (69%). The number of lessons with outstanding features is 3% higher than the average recorded for Wales (17%).
110. Lessons with outstanding features were observed in art, science, mathematics, information technology and geography. In science lessons and in design and technology lessons in key stage 3 there were some good features but there were shortcomings in important areas.
111. An outstanding feature is the positive relationships between teachers and pupils and between pupils.
112. These help to create a supportive atmosphere which enhances the quality of teaching and learning in most classes. Praise is used to good effect.
113. There are many good features in the quality of teaching and learning. Lessons are generally well planned and learning objectives understood by pupils. There are examples, as in science, where programmes of study are not adequately planned and provide insufficient guidance to teachers, especially those new to the school. This results in inconsistent practice and wide variations in the quality of learning experiences.
114. The pace of learning is good in the majority of lessons and a range of teaching strategies is used effectively to promote learning. In these situations pupils work well individually, in groups and on whole-class activities. In a small minority of lessons, the pace is too slow and there is an over-dependence on copying from secondary sources.
115. In many lessons pupils are given opportunities to practise their key skills with conscious attention to literacy, numeracy and ICT. Such opportunities are restricted in ICT by the limited availability of hardware.
116. There is a variation across and within subjects, in the way in which the needs of pupils of different abilities are met. In the best examples, learning activities are well adapted to the needs of individuals and encourage good progress. In other classes, insufficient attention is given to the needs of individuals and tasks often lack challenge and relevance.
117. Teachers are generally well qualified and have a good subject knowledge which informs their teaching. There are good opportunities for school-based INSET but less use is made of external providers. The school is anxious to enhance further the quality of teaching and learning and has set up a working party to address this issue.
118. The most able are effectively challenged and given extension work in a number of subjects. Such provision is particularly good in geography, child development and mathematics. However, there are a number of subjects where the needs of the most able are not adequately met.
119. Good use is made of classroom resources, especially textbooks but there are instances where there are insufficient numbers of books for whole classes. Effective use is made of interactive whiteboards in French, mathematics, Welsh second language and information technology but, in many subjects the use of this technology is under-developed.

120. Learning support assistants and teachers collaborate well and pupils with SEN receive effective support in mainstream classes. As a result, the standards achieved by these pupils are generally good and individual action plans are used to adapt classroom practice to meet pupils' needs. The provision of support is not uniform and there are many lessons, especially in key stage 4, where no additional help is available. The needs of pupils whose first language is not English, are not adequately met due to a lack of resources.
121. General learning experiences and specific personal and social education lessons promote an understanding of equal opportunities and issues of disability, race and gender. Other than in Welsh second language lessons, there are few opportunities for pupils to exercise and develop their bilingual skills.

122. The provision and quality of homework vary widely across and within subjects.

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

123. There is a detailed, whole-school assessment policy which is set out in the staff handbook. Practices across and within subjects are inconsistent and often fail to reflect the requirements of the policy. The assessment of pupils' work, overall, has some good features but there are shortcomings.
124. There is good practice in the collection of data for the school's database. Information from key stage 2 tests, interim assessments, MidYIS data, key stage 3 assessments and external examination results is collated and used by senior staff to analyse performance, predict results and set targets for improvement. Information from the database is used by the senior leadership team and subject heads in departmental reviews, to identify areas for action.
125. A recently introduced software system provides the school with sophisticated data-handling facilities which generate whole-school, subject-based and individual pupil information. This allows for detailed evaluation of performance and target-setting. Although this information is used effectively by the senior leadership team and pastoral staff to track pupils' progress, it is not used regularly nor consistently by subject departments.
126. In most subjects, marking and assessment are accurate and written comments give advice on how to improve. In some subjects, marking is inconsistent, cursory, often fails to identify errors, is brief and does not inform pupils what they have to do to improve.
127. In some subjects, formative assessment practices have shortcomings. Where that is the case, there is little evidence of assessment results feeding back into teaching strategies.
128. Only a small number of subjects retain a portfolio of assessed work to promote consistency of practice and for setting standards and targets.
129. A range of practices in target-setting and goals for learning are used in French, English, mathematics Welsh second language, art, child development and geography. Assessments are used to identify current levels of attainment in terms of levels or grades and to set targets for improvement. Some of these subjects involve pupils in self-assessment and target-setting, though this aspect is not well developed across the curriculum.

130. With the exception of English, peer assessment is not well developed.
131. Many pupils are not aware of NC levels and examination criteria and how they are making progress against these.
132. Parents and carers receive an interim report prior to the annual parents' consultative meeting, which gives grades for attainment, effort, homework and behaviour. They are also given a full report once a year, which has a common format for all subjects. The full report has several good features including detailed teacher comments which relate performance to NC levels or external examination grades, a pastoral report and a section for parental comment. There is no provision for a response from the pupil.
133. Many individual subject targets on reports give detailed guidance on how to improve standards. Others are less precise and of a general nature.
134. The school meets statutory requirements for assessment and fulfils the regulations of examination boards.

### **The sixth form**

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

135. In nearly all lessons observed, teaching had good features and no important shortcomings. The grades awarded for the 11 lessons observed were:

| <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> |
|----------------|----------------|----------------|----------------|----------------|
| 45%            | 36%            | 9%             | 9%             | 0%             |

136. The nine percent of lessons awarded grade 4 were in science.
137. Learning experiences are effectively planned and the tasks set are generally well matched to the abilities of individual students. Teachers are well qualified and have a good knowledge of their subjects.
138. Teacher – student relationships are outstanding and this has a positive effect on motivation and learning. Most groups are small and this further enhances productive relationships between students and teachers.
139. A wide range of teaching strategies are used to good effect and students are encouraged to become independent learners. There is evidence of students reading widely and accessing information from a variety of sources, including the internet. A good use of the target language occurs in French.
140. The use of a seminar approach in some subjects allows students to give extended inputs and presentations to fellow learners. Lesson planning requires a good use of ICT skills which are used to research information and to prepare notes and coursework. Teaching in geography and information technology enables students to develop good problem solving skills and analyse statistical data correctly and confidently.
141. Other good features of teaching and learning include a good pace to lessons, effective use of pair and group work and personal support to meet the needs of individual students.
142. There are instances where the pace of learning is slow and over-long exposition by teachers results in students becoming passive learners. Opportunities for practical work are not always used effectively in some subjects.

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

143. The assessment of students' work is generally good. Helpful, constructive comments, on written assignments, show students how they can improve. There are inconsistencies of practice across and between subjects and, in some cases, marking does not give adequate support to learners.
144. In some subjects, students are encouraged to assess their own work and to undertake peer-assessment. However, this practice is not common across the curriculum.
145. Students in most subjects are conversant with grade criteria for examinations and the requirements of examination boards. The majority undertakes self-evaluation and, coupled with the assessments and advice given by teachers, is able to relate performance to grade criteria and understand what they have to do to improve. Target-setting, based on effective teacher assessment and self-evaluation, is well established in the majority of subjects.
146. Assessment data are used to carry out regular checks on students' attainments and the head of sixth form monitors their progress. Meetings are held with parents and carers in order to discuss students' progress and a detailed, formal report of good quality is issued annually.

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

|   |
|---|
| <b>Grade 2: Good features and no important shortcomings</b> |
|---|

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

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

148. The outstanding feature is the spiritual, moral, social and cultural provision.
149. There is a well-planned programme of assemblies and worship in tutor groups. There are regular opportunities for prayer or meditation and opportunities to reflect upon readings. Much of the presentations offered are quite inspirational and these help pupils to consider life's fundamental questions and values. Pupils and students themselves also regularly provide meaningful contributions during form registration periods.
150. Pupils demonstrate a clear sense of moral values. Pupils and students show care and consideration for others in lessons and around the school. They are moved by the needs of the poor in the developing world and give generously of their time to raise significant funds to alleviate hardship.
151. Pupils regularly participate in Eisteddfod competitions. The school monitors its delivery of 'Y Cwricwlwm Cymreig' and this results in all subjects making a positive contribution. Pupils and students are able to acquire an understanding and an appreciation of the differences of other cultures, particularly in music and in art.
152. Other good features of the provision are that pupils:
- follow a full course in Welsh at key stage 4;
  - follow a discrete information technology course at key stage 3;

- study drama, in addition to the NC at key stage 3;
  - can choose Italian as a second foreign language at key stage 3 with the opportunity to progress to a GCSE qualification; and
  - in year (Y) nine are able to gain a qualification in mathematics, and in Y11 can gain a GCSE early, enabling them to move on to AS level early.
153. Pupils are provided with a thorough PSE programme through which key skills are developed and monitored. Pupils are provided with a work experience programme in Y10 and Y12.
154. Pupils who are gifted and talented are stretched in regional and national competitions. Pupils with SEN have their requirements met and those who are in danger of disaffection follow a programme to address their needs.
155. Access to the sixth form is open to all students. They are able to study their chosen options in a reasonable range of Advanced Supplementary, Advanced level and a small number of work-related subjects. There are local consortium arrangements in place for students to study physics and chemistry with local schools and a range of courses provided in conjunction with a college. Sixth formers also benefit from courses in religious education, PSE and an enrichment programme. There is a programme of key skills which is audited and monitored effectively.
156. The extra-curricular programme is good for a school of its size. Pupils are enthusiastic about the interesting range of extra-curricular activities that are provided, particularly the choir, the orchestra and theatrical productions. There is a wide range of competitive sporting activities for both boys and girls.
157. Parents run an effective association, which has a positive impact in supporting the school to meet its aims.
158. There is a range of links with other schools and colleges. There are links of good quality with the partner primary schools that connect the curricula more effectively. Notable features of the provision are that:
- in English there are topics in place that link key stage 2 and key stage 3;
  - in mathematics there is a link teacher designated to avoid unnecessary repetition; and
  - in science there is a bridging project.
159. In Welsh second language the school provides tuition at key stage 2. In religious education there are regular meetings between the schools. The senior leadership team liaises with primary heads to match teaching styles and actively support joint assessment processes.
160. The transition arrangements for Y7 are well co-ordinated.
161. The school has effective working links with a local college enabling it to broaden the breadth of provision available in the sixth form. The school also benefits from its partnership with teacher training colleges, particularly to introduce advanced computer practices in design and technology and to support modern foreign languages and art.
162. The curriculum meets all statutory requirements.

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

163. All pupils are provided with a well-considered careers guidance programme that supports their understanding of the world of work and informs their choice of subject options. The programme includes:
- a planned provision of careers education that identifies the necessary experience and qualifications that pupils of all abilities will need to progress successfully in further education or employment;
  - good informal and formal access to individual careers advisers; and
  - good access to guidance material, both traditional and on-line.
164. Pupils have opportunities to meet and discuss with employers and to prepare curricula vitae and practice interview techniques.
165. All pupils in Y10 benefit from a work-experience placement that is monitored for its effectiveness. Year 12 students can choose placements linked to their career aspirations. Students are given opportunities to develop their entrepreneurial skills through involvement in the award-winning Chameleon Young Enterprise project. This provides them with the opportunity to develop the qualities of initiative and perseverance.
166. Throughout the school there are regular displays of bilingual signage, and of work produced by pupils, that reflect pupils' knowledge of the Welsh language. Pupils are able to access the bilingual on-line careers service in Welsh. Pupils frequently demonstrate their bilingual competence in registration periods. The Welsh department uses the Lisol system to effectively promote a Welsh 'word of the week' to subject and form teachers.
167. Projects about the environment and the community in geography, and topics in art and the PSE programme are developing pupils' awareness of education for sustainable development and global citizenship. Sustainability is a regular agenda item for the school council. Pupils at all stages have a growing knowledge of the issues and the implications for their own futures.
168. Pupils have access to a flourishing Eco-club. They can also respond, in thoughtful and compassionate ways, to their discoveries of global differences, supporting projects to sustain the environment, ameliorate poverty and improve education and health in the developing world. The school actively encourages pupils to engage in recycling activities. As part of the school's provision for education for sustainable development and global citizenship, a healthy eating programme has been recently introduced.
169. The school has gained the Basic Skills Quality award. Whilst most pupils generally have good key skills, the planning for the delivery of key skills across the curriculum at key stage 3 and key stage 4 is not co-ordinated. .
170. There is insufficient support for the number of pupils who study English as an additional language.

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

|   |
|---|
| <b>Grade 2: Good features and no important shortcomings</b> |
|---|

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

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

172. The support and guidance system is very well led and both effectively and efficiently managed at all levels. Child protection procedures are effective.

173. The development of the Lisol computer-based communication system has been used to good effect. Its benefits are in:

- facilitating the role of heads of year in tracking pupils' progress and organizing effective intervention for pupils seen to be falling behind their expected rate of progress;
- enhancing internal communication, pastoral vigilance and child protection arrangements through its e-mail facility;
- creating a more efficient system of behaviour referral; and
- removing any distinction between academic and pastoral managers by ensuring the everyone has all the information that is available.

174. The PSE programme has been completely re-modelled. It is well planned and is compliant with government guidelines. It is taught by form teachers and invited experts from outside of school and is well provisioned, with specially-designed teaching materials for all syllabus components.

175. The PSE programme includes an energetic element of careers education and guidance from Y9 onwards. Good links exist with local businesses and with the local EBP, who have been very active in organizing local speakers and helping to organize the Y10 careers convention at Pencoed College. Sixth formers are involved in enterprise and fund-raising activities. As a result of these and many other careers-based activities, pupils and students are made aware of the world of work and are consequently able to make informed, guided choices about their futures.

176. Attendance and behaviour are very closely monitored by senior staff, working in close collaboration with the EWO and social workers, so that a swift and flexible response is guaranteed for any unexplained absence or incident of poor behaviour. The attendance rate of 92.6% is slightly below the WAG target of 93%.

177. The rate of permanent exclusions is relatively high. However, most of the pupils in this category are those that have been accepted from other schools from which they have also been permanently excluded. The school recognizes that more specialist help is needed.

178. Arrangements for the transfer of pupils from key stage 2 to key stage 3 are very good. These go well beyond customary practice in providing an induction day during which the parents of Y6 pupils are looked after by sixth formers. Parents and carers meet teachers to learn about the various teaching methods used in the school.

179. There is a project in English that bridges Y6 and Y7. Marking and cross-moderation activities enable teachers to develop consistent approaches to formative assessment across the key stages.
180. The school council is well established and guided by a member of the senior leadership team. Regular meetings are held with form and year representatives.
181. The school is aware of health and safety issues and actively promotes healthy eating and the safety of pupils.
182. Two members of the senior leadership team act as designated persons for child protection.

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

183. The early identification of need, good use of outside agencies and the flexible provision of support to ensure that pupils make good progress is an outstanding feature.
184. A very good personal relationship in the LSD between staff and pupils, as well as a high level of staff commitment improves pupil confidence.
185. There are five LSAs who know the pupils very well. The support they give is well matched to the needs of the pupil.
186. There are good links with partner primary schools and the local special school. To ease transition, pupils identified attend the comprehensive on a regular basis during the summer term. This helps pupils settle in more quickly.
187. Pupils with SEN at key stage 4 are entered for GCSE. In spite of less support in Y10 and Y11 the results are good.
188. Successmaker 2 has recently been introduced. Pupils enjoy using this resource and results indicate that most pupils make considerable progress.
189. Subject link teachers meet with the SENCO and good practice is shared. The SENCO makes herself available to advise and support mainstream staff.
190. Whilst IEPs are well written, updated regularly and shared with mainstream staff, pupils are not sufficiently aware of their targets.
191. Progress has been made since the last inspection. The department now sees its role as an inclusion department, increasing the involvement of all learners.
192. In spite of this very positive picture there is one shortcoming. Learning Support Assistants have access to CPD but do not take part in whole-school INSET. Their input into new initiatives is therefore limited. An opportunity to engage these members of staff is lost.

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

193. The school accepts children from a range of cultural, ethnic and linguistic backgrounds for example, from Poland and the Philippines. These pupils assimilate well into the body of the school community. They benefit from the inclusive ethos of the school and its Christian values. They readily participate in the wide range of faith-based curricular and extra-curricular activities.

194. The equal opportunities policy is clear. Issues are covered in PSE. Both boys and girls have equal access to the curriculum and school activities. The school monitors the achievements of boys and girls, but there is still a gender gap.
195. According to pupils, incidents of bullying are very rare, and quickly and effectively dealt with when they occur.
196. However, despite this very positive picture of the school's provision, there are some minor shortcomings.
197. There is some variation in the quality of PSE provision, in terms of both teaching and pupils' engagement.
198. Whilst an accessibility plan exists, it covers only one year, 2004-5 and is therefore out of date.

## **Leadership and management**

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

#### **Grade 3: Good features outweigh shortcomings**

199. The school awarded itself grade 2 for this section. The team disagrees because there are shortcomings in:
  - the arrangements to monitor the performance of individuals and teams;
  - the appraisal arrangements for non teaching staff; and
  - the role of the governing body in monitoring the quality of the school's provision.

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

200. The school believes that a truly balanced education is one in which religious belief is integrated with daily living. This underpins the care that the school seeks to give to each pupil seeing him/her as a child of God.
201. The headteacher gives a clear lead to the Christian values of the school which are shared by all and translated into norms about behaviour and relationships. This positive leadership gives a clear sense of direction. The school's aims are understood by staff and governors and have a positive impact on standards.
202. The aims and values of the school are made explicit when communicated orally, in writing, and in day-to-day practice. All members of staff are aware of the promotion of equality for all pupils. This is reflected in the way the school includes all pupils and reviews its policy and procedure.
203. The school takes into account the WAG priorities. Social inclusion is a good feature of the school's provision. Pupils have been motivated to remain committed to education to the age of 16. Vocationally-based courses are being developed and effective links have been made with providers of education and training in the community.
204. The PSE programme has been revised and is well planned. Healthy living and healthy eating are strong priorities. Transition arrangements have been

strengthened, and pupils are well prepared for the next stage of education or employment, through good careers and work-related education.

205. Staff are consulted on the formulation of school policy and procedure. The school sets an appropriate range of targets for its performance on the basis of a careful analysis of data. While these targets are shared, they lack challenge in a minority of cases and the arrangements to monitor them are sometimes ineffective.
206. The school has made progress in its examination results. Working parties have been set up to address cross-curricular initiatives. The programme for PSE has been revised and the provision for ICT across the curriculum has been extended.
207. The headteacher has been well supported by the deputy headteacher and a team of assistant headteachers. They work well together as a team. Each has clear responsibilities and is linked to a cluster of departments.
208. However the effectiveness of assistant headteachers is limited by the lack of time available to them. All have a high teaching commitment and several have had, and some still have, significant responsibilities in the departments in which they teach.
209. This limits the progress the school is able to make in monitoring the implementation of policy to identify and share good practice by:
  - ensuring consistency of implementation;
  - forming effective links with middle managers;
  - developing the role and accountability of middle managers; and
  - working with teachers in the classroom to eliminate shortcomings.
210. Job descriptions for heads of department and heads of year are clear. Heads of year are becomingly increasingly effective in their role as learning managers.
211. Where heads of department work well, they give a clear direction which results in a consistency of good practice and has had a positive effect on standards.
212. In design and technology at key stage 3, and in science at all key stages and in the sixth form, planning lacks coherence. This, in turn, leads to a variety in approaches to teaching and learning. Targets lack challenge, assessment methods are limited, and there is little reflection on practice.

### **The extent to which governors meet their responsibilities**

213. The governing body supports the headteacher and work of the school. Governors carry out their work through an appropriate range of committees as well as meeting regularly as a full governing body. Several governors have long experience in the role, while others have been appointed recently.
214. Governors work well with the diocesan authorities and the UA on priorities for the school's development. A major issue that has occupied a great deal of time and effort is the fabric of the building. Governors are closely involved in plans to improve the quality of the accommodation in the short term as well as in regard to long-term building projects.

215. Governors are also aware of their responsibility to monitor and review the quality of the school's provision. As a full governing body and through their various committees, governors receive regular reports from the head teacher that enable them to discuss his analyses of performance and the action the school proposes to take in response.
216. While individual governors are linked with particular departments this aspect of their role remains in embryonic form. This limits their capacity to influence the school's strategic direction.
217. The governing body fully meets regulatory and legal requirements.

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

|   |
|---|
| <b>Grade 3: Good features outweigh shortcomings</b> |
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218. The school awarded itself grade 2 for this section. The team disagrees because there are shortcomings in the consistency and rigour with which self-evaluation, monitoring and assessment procedures are undertaken.

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

219. The school's self-evaluation report gives a clear analysis of the good features and shortcomings of the school. It was drawn up in draft form by the head teacher and his senior team before going out to wider consultation with staff and governors.
220. The report is based on the seven key questions in the Common Inspection Framework. The school has graded itself as grade 2 for every key question. The inspection team's findings confirm the grades that the school awarded in four of the key questions, but in each of key questions 5, 6 and 7, the grade was one lower than that awarded by the school.
221. The departmental self-evaluation reports also follow the Common Inspection Framework's seven key questions. The English and mathematics departments are developing very good self-evaluation processes and the respective heads of department form the nucleus of a thinking skills group which is beginning to cascade assessment for learning strategies throughout the school.
222. The review of examination data, led by the headteacher, is a thorough process. This review provides departments with clear information from their analysis and, in the best examples, departments use this information to establish their areas for improvement.
223. The school has improved its use of data considerably. This information is used constructively by heads of year, who are developing roles as leaders of learning, and some departments, to tackle issues of underperformance. At present, this is not having sufficient impact on raising standards across the school.
224. The school's framework for monitoring and self-evaluation sets out appropriate procedures, but these have not been implemented with consistency nor rigour. Because of time limitations for their management responsibilities, senior and

middle managers do not to undertake their line management responsibilities effectively.

225. In many departments, due to the absence of rigorous, formal lesson observations, scrutiny of pupils' work and interviews with pupils, the self-evaluation process is not fully informed.
226. Governors are linked to all departments and their involvement in the self-evaluation process is developing. Parents and pupils are consulted on school developments through questionnaires and surveys. The school council was formalised as a consultative body, in September 2006.
227. The effectiveness of the school's self-evaluation strategies is limited because many staff do not understand their part in implementing them.

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

228. At whole-school and at departmental level, satisfactory use is made of information to produce plans for one-year developments. Inconsistencies in the quality of the departmental development plans originate from a lack of information on success criteria, prioritising accurately and an absence of financial costing. . The school development plan is restricted to one year and lacks details of clear time scales for future strategic developments.
229. There are links between members of the leadership team and departments. The strongest links are with English and mathematics. Planning for improvement is evolving but these links do not yet promote sufficient rigour in development planning, and priorities identified in the self-evaluation process do not always lead to action to bring about improvement.
230. The school's budget is managed carefully, and departments are allocated finance in accordance with an agreed formula. In spite of the financial constraints, limited continuous professional development is undertaken by all staff, based on the school's and individual needs.
231. Two measurable improvements of note are the:
- introduction and development of the Lisol system to analyse data and improve the target-setting process; and
  - continued and improved success of child development in the key stage 4 curriculum.
232. Good progress has been made since the last inspection to sixth-form provision with regard to:
- the curriculum and resources;
  - teaching time for courses; and
  - extra-curricular activities.
233. Inadequate progress has been made with regard to:
- the control strand of design and technology;
  - identifying and sharing good practice;
  - improving boys' performance at key stage 4;

- improving yard facilities; and
- improving field and sports hall facilities.

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

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| <b>Grade 3: Good features outweigh shortcomings</b> |
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234. The school awarded itself grade 2 for this section. The team disagrees because there are shortcomings in:

- the standard of accommodation; and
- the capacity of staff, including senior and middle managers, to manage change and development effectively due to a high teaching workload.

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

235. The school has a sufficient number of appropriately qualified teachers to provide the curriculum offered. Where non-specialist teaching occurs, teachers are well supported.

236. Learning support assistants have a positive effect on pupils' learning in Y7, Y8 and Y9. They understand the expectations of the lesson and their time and support are effective. For pupils in Y10 and Y11 there is less LSA support, and this impacts on what they can achieve.

237. The pupil teacher ratio is high. This limits the ability of senior staff to lead change. Most classroom teachers have just two lessons a week non-contact time. This limits their ability to identify and share good practice.

238. All teaching staff benefit from good provision for continual professional development. They take part in annual performance management reviews that enable them to identify their particular development needs and aspirations.

239. The school has made good progress in implementing their strategy for the work load agreement and work force re-modelling.

240. The administrative, technical and support staff make a significant contribution to the smooth running of the school.

241. Non-teaching staff do not, as yet, undergo performance management. Nevertheless they still receive training to meet the needs of their job.

242. Pupils have good access to appropriate learning resources in all departments. Each department receives an appropriate capitation allowance and can apply for limited additional funding for developmental reasons.

243. The school has three dedicated ICT suites. Two of these are used predominately for ICT lessons and the third is available to be booked by other departments.

244. Within the departments there are additional ICT resources, and music, design and technology, Welsh second language and science are well resourced. Every classroom has a computer and there are three interactive whiteboards. A further eight rooms have a data projector.

245. Sixth form students have access to a good-sized common room with comfortable seating. They have use of a small computer area as well as other available ICT facilities around the school, when not in use by teachers and other pupils. Students are expected to use the library for independent study.
246. The library is well resourced and includes access to ICT facilities. A librarian is now employed on a part-time basis and has improved both the provision of books and the support given to pupils and students. However the space available is inadequate.
247. Internally, the school environment is of a good standard generally in classrooms and corridors. Teaching staff help maintain a good learning and teaching environment through stimulating display. Class sizes are suitable for the available space in the classrooms. The facilities of the new block provide very good accommodation for music, modern foreign languages, and art.
248. However the school accommodation does have a number of significant shortcomings.
249. The external areas around the buildings and, in particular, between demountable buildings, have large standing pools of water and extensive areas of mud in rainy weather.
250. The playing fields are on higher ground than the rest of the school and rain runs off the field into the building. The school has recently undertaken some remedial action but to a limited effect. The roof of the sports hall leaks and the floor gets wet when it rains.
251. The old science laboratories are small. Only two of them have been refurbished. The split nature of the department across the school campus also means that laboratory technicians have to carry materials some distance to outlying classrooms for lessons, in all weathers.
252. The design and technology facilities and equipment are old and in need of updating. The gymnasium and the changing rooms are small for the size of classes.
253. Circulation around the school is difficult. The main hall is a thoroughfare of cross traffic between sections of the school and this restricts its use.
254. There are twelve classrooms in demountable buildings and therefore a third of the hard surface playing area is lost to this provision. The hard surface that is available is in poor condition in some areas. Externally much of the exterior of old buildings and the older demountable classrooms have extensive areas of rotten wood and are in need of repair and redecoration.

#### **How efficiently are resources deployed to provide value for money?**

255. The bursar ensures that day-to-day oversight and management of the school's finances is of the highest possible order. Departments receive a formula funded capitation and regular statements are provided to monitor their expenditure. The budget is monitored on a regular basis by the senior leadership team and governors, and reviewed by the UA.
256. Teachers fully understand the implications of the school budget and actively work with the senior leadership team to use available money to best effect for teaching and learning.

257. The school looks for external funding to resource initiatives and has just won funding to run the first phase of the Welsh Bacculaureate. Teachers are encouraged to look for funding from bodies such as the General Teaching Council for Wales and Sports Council for Wales to develop initiatives within the school.
258. The school has a number of budgetary issues that it has to deal with over the coming years. While the school is waiting to hear an announcement about a new building it has embarked on a programme of temporary repair and maintenance.
259. Due to the voluntary funded basis of the school, 15% of the cost of capital expenditure has to be funded out of the school budget. The poor condition of aspects of the school accommodation is therefore a constant drain on finances and this has impact on other aspects of its spending. Despite this, the school budgets to meet staffing costs and departmental resources to serve the curriculum offered, and this combined with the good learning and teaching ethos of the school, has created an environment in which pupils and students achieve.
260. Overall, the school provides value for money.

## **Standards achieved in subjects and areas of learning**

### **Science**

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

#### **Key Stage 3**

##### **Good features**

261. Most pupils make good progress in the rate and extent to which they learn new scientific knowledge and skills.
262. Most pupils show good performance in disciplined, careful and safe practical work, with high standards of observation, measuring and recording.
263. Pupils show confident and secure recall and can describe aspects of life processes, materials and their properties and physical processes.
264. They use and apply their knowledge and understanding to very good effect in extended assessment tasks at key stage 3.
265. They acquire and use scientific terminology appropriately, both orally and in writing, which enhances their standards of achievement.
266. Pupils know that science contributes to society in a wide variety of contexts.
267. Pupils' progress in science is enhanced as a result of good listening and communication skills.

##### **Shortcomings**

268. Pupils' scientific drawings and diagrams are untidy and inaccurate. This adversely affects learning and understanding.

269. A significant number of pupils has an incomplete, poorly presented record of their work, which hinders their learning and progress.
270. The practical skills of a significant number of pupils have shortcomings. Pupils lack manipulative and organisational skills. They do not construct tables to record data and graph work is inadequate. In their investigative work pupils do not make predictions and are not confident in planning and designing fair tests.
271. Pupils do not make progress in some lessons at a pace appropriate to their age and ability and in accordance with the programme of study for the NC at key stage 3.

#### **Key Stage 4**

##### **Good features**

272. Most pupils make good progress in the rate and extent to which they learn scientific knowledge in aspects of biology and physics.
273. Pupils' progress in science is enhanced as a result of good teamwork and ICT skills.
274. Pupils show confident, secure recall and can explain, both orally and in writing, about complex aspects of biology, chemistry and physics.
275. They use and apply their knowledge and understanding to very good effect in order to perform to a high standard on past examination papers at KS4.
276. They use scientific terminology appropriately, both orally and in writing, which enhances their standards of achievement.
277. Pupils make good use of texts and other secondary sources to reinforce their learning.
278. They know that science contributes to society in a wide variety of contexts and have an awareness of its impact on industry and the environment.

##### **Shortcomings**

279. Pupils' scientific drawings and diagrams are untidy and inaccurate. This affects their understanding of 3-D structures and how they function.
280. A significant number of pupils has an incomplete, poorly-presented record of their work, which means they do not have an adequate source of reference for revision purposes.
281. A significant number of pupils' practical and investigative skills have shortcomings. They do not put forward and test hypotheses and are insecure in drawing conclusions and evaluating their work. Pupils' ability to analyse data and solve problems is insecure.
282. Pupils do not make progress in some lessons at a pace appropriate to their age and ability and in accordance with the 'How Science Works' aspect of the new specifications at key stage 4.

## **Sixth Form: Grade 3: Good features outweigh shortcomings**

### **Good features**

- 283. Students make good progress with their learning and understanding of complex and abstract biological phenomena such as aspects of genetics.
- 284. In oral situations and in written tasks, students show sound recall and understanding of biological facts, ideas and principles.
- 285. Students have detailed and well-organised records of their work, including marked test papers, which provide a useful resource for reference and revision.
- 286. Students make good use of their scientific knowledge to apply it to a variety of new situations and are fully aware of the place of biology in medicine, industry and the environment.
- 287. They collect information from a variety of sources and use it purposefully.
- 288. During group work, students collaborate very well, showing good listening, comprehension, research and ICT skills, which enhance their performance.

### **Shortcomings**

- 289. A significant number of students does not contribute to, nor participate in, some lessons and thus fails to make progress to the required standards at an appropriate pace.
- 290. A significant number of students does not show the necessary depth of knowledge and understanding of key scientific concepts, such as the biochemistry of respiration.
- 291. Their use and understanding of key scientific terminology is limited.
- 292. Students' practical skills are undeveloped. They are not confident in the interrogation of data and lack security in aspects of numeracy.

|                               |
|-------------------------------|
| <b>Information technology</b> |
|-------------------------------|

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

## **Key Stage 4: Grade 1: Good with outstanding features**

### **Key Stage 3**

#### **Good features**

- 293. Pupils use ICT hardware and software confidently and competently. They are able to organise their work and open, save and retrieve files and documents effectively.
- 294. They use word-processing and desktop-publishing applications to communicate information. Pupils of all abilities are able to combine text and images to produce attractive presentations. Pupils use spreadsheets and databases to handle data, including numbers. They understand simple formulae and use them in calculating and modelling situations.
- 295. Year 7 pupils evaluate their own ICT work and the work of others. They identify and describe different ways to manipulate text and graphic images to improve their performance.

296. Pupils understand the advantages of using ICT in a range of situations. They are able to apply their knowledge to everyday contexts. They are aware of the wider implications of the use of ICT and its effect on society.

297. Pupils use technical terms relating to ICT hardware and software correctly.

### **Shortcomings**

298. There are no significant shortcomings.

### **Key Stage 4**

#### **Outstanding features**

299. Pupils exercise a degree of autonomy and choice in their use of ICT, appropriate to their age and development.

300. Pupils are able to make critical judgements about the contribution of ICT to their work.

#### **Good features**

301. Pupils complete practical ICT assignments to a high standard. They confidently extract information from several sources, including the internet.

302. Pupils are aware of the advantages and disadvantages of the use of ICT in business and community contexts. They are aware of the health and safety issues associated with the use of ICT.

303. Pupils have a very good understanding of the potential for ICT to enhance their own learning and are able to analyse and evaluate their own performance.

### **Shortcomings**

304. There are no significant shortcomings.

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

#### **Outstanding features**

305. Students show a very high level of understanding of ICT in the community and business environment. They are highly independent in their research and in using ICT to process information.

306. They communicate very effectively, both orally and through the use of a variety of ICT software.

#### **Good features**

307. Students are aware of the potential uses of ICT in business and community situations and discuss the advantages and disadvantages in an analytical way.

308. They identify problems and select appropriate 'real-life' contexts for the application of ICT.

309. Students have a good understanding of the potential for ICT to enhance their own learning and are able to analyse and evaluate their own performance.

### **Shortcomings**

310. There are no significant shortcomings.

## Design technology

**Key Stage 3: Grade 4: Some good features, but shortcomings in important areas**

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

### Key Stage 3

#### Good features

- 311. Pupils develop a good use of ICT for modelling products.
- 312. Pupils' knowledge and understanding of materials and processes used are good.
- 313. Pupils have a basic knowledge of structures and triangulation.
- 314. Pupils' making skills are good.

#### Shortcomings

- 315. Pupils' knowledge, skills and understanding related to design and technology are limited.
- 316. Many pupils do not succeed in producing original designs.
- 317. Many pupils do not have an understanding of, and lack skills in, the application of computers or microprocessors to control projects that they design and make.
- 318. Many have poor graphic communication skills.

### Key Stage 4

#### Good features

- 319. Pupils use a structured design process well in their design projects.
- 320. Research, using ICT, is well directed and well presented.
- 321. Pupils demonstrate a range of designing skills to a good standard.
- 322. Pupils use their knowledge and understanding to make successful products.
- 323. Presentation of examination project work is good.
- 324. Pupils make a wide range of products of good quality using a variety of materials and processes.
- 325. Pupils are beginning to develop relevant ICT skills to model ideas.
- 326. Pupils demonstrate a range of good making skills.

#### Shortcomings

- 327. A minority of pupils underachieve in their project work in Y10.
- 328. The developmental sketching and graphic communication techniques of a minority of pupils are weak.

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

### **Good features**

- 329. Students use a structured design process well in their design projects. They research and analyse problems well. They make good use of ICT and their work is well presented.
- 330. The quality of presentation of examination project work is good. Students demonstrate a range of designing skills to a good standard.
- 331. Students use their knowledge and understanding to make successful products.
- 332. Students make a wide range of demanding products using a variety of materials and processes with good making skills.
- 333. Students are beginning to develop relevant ICT skills to model ideas.

### **Shortcomings**

- 334. Students' free-hand developmental sketches are limited.

|                  |
|------------------|
| <b>Geography</b> |
|------------------|

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

## **Key Stage 4: Grade 2: Good features and no important shortcomings**

### **Key Stage 3**

#### **Good features**

- 335. Pupils make good progress relative to their ability.
- 336. Pupils possess a secure knowledge of the geography of Wales. Year 7 pupils use this knowledge to present project work of a good standard on the climate, culture and industry of Wales.
- 337. Pupils in Y7 make effective use of a range of maps. They use map-work skills to explore and understand their local area.
- 338. Pupils with SEN in Y8 complete work of good quality in relation to their ability. They understand and use appropriate terminology to describe the physical features of different sections of a river.
- 339. Pupils have a secure knowledge of weathering processes. This knowledge is reinforced by stimulating homework research.
- 340. The study of the location and climate of rain forests demonstrates pupils' thorough knowledge and understanding of patterns and processes in physical geography.
- 341. Pupils use a developing range of appropriate terminology with accuracy and fluency.

#### **Shortcomings**

- 342. The quality of the written work of a few pupils is not of an appropriate standard relative to their ability.
- 343. A few pupils show a limited understanding of the relationship between climate and the location of tropical rain forests.

## **Key Stage 4**

### **Good features**

- 344. Pupils possess a good understanding of the processes and patterns in physical geography. Fieldwork in the Gower makes a good contribution to pupils' understanding of the processes involved in the formation of coastal scenery.
- 345. Year 11 coursework assignments are of good quality. The assignments show pupils' command of geographical techniques in the completion of a geographical investigation.
- 346. The study of hurricane Katrina showed pupils' thorough knowledge and understanding of the relationship between people and their environment, especially the effect of hurricanes on human activity.
- 347. Pupils have a secure knowledge and understanding of sustainable development. Pupils apply this knowledge and understanding in their study of locating a wind farm in North Wales.
- 348. Pupils use extensive geographical vocabulary with increasing accuracy and precision.

### **Shortcomings**

- 349. A few pupils do not consolidate their learning through written work.
- 350. A few pupils do not remain on task and complete work of a limited standard.

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

### **Good features**

- 351. Year 13 students have developed a range of geographical skills through fieldwork study at the Orielton Centre, Pembrokeshire. Their skills include analysis, interpretation and presentation of data.
- 352. Students understand the impact of marine processes on a coastline. Students apply this knowledge to evaluate the shoreline management of the Purbeck Coast.
- 353. Students use an extensive and appropriate geographical vocabulary to describe the patterns and processes of soil erosion. Students evaluate the social, economic and environmental consequences of soil erosion in different locations around the world.

### **Shortcomings**

- 354. A few students show a lack of depth and detail in personal notes and classroom discussion.

|            |
|------------|
| <b>Art</b> |
|------------|

**Key Stage 3: Grade 1: Good with outstanding features**

**Key Stage 4: Grade 1: Good with outstanding features**

**KS3**

**Outstanding features**

355. As individuals, and as groups, pupils achieve outstandingly good creative and imaginative outcomes when exploring new craft techniques of hand-loom weaving.

356. Lower-ability boys achieve outstandingly well when using new craft techniques in pictorial themes that reflect Christian values and traditions.

357. Lower-ability pupils often achieve outstandingly good outcomes when using computer-controlled sewing machines to draw.

**Good features**

358. Pupils make rapid progress in understanding how to use the essential elements of line, tone, pattern, shape, form and space. They successfully exploit these elements in their own work, frequently using colour and texture with great verve.

359. When drawing, they know how to look and record with growing accuracy.

360. They have a good knowledge of artists related to Wales. They have a growing understanding of the visual culture of Wales and an appreciation of the differences of the art forms of other cultures.

361. They know how to use computers to research art and as a creative tool.

**KS4**

**Outstanding features**

362. Pupils' textile-based work consistently shows outstandingly good outcomes. Pupils show imagination, skill and understanding of process, for example when working with batik or screenprint.

363. Pupils design and paint with great expression and joy. Their large-scale backcloth for a local music event is outstandingly professional.

**Good features**

364. In addition to their awareness of a wide range of artists, pupils have a better than average knowledge of the work of designers and craftworkers.

365. Pupils successfully build on their previous experiences and experiment with new craft processes, working in a variety of scales and media. They confidently mix traditional and new technology to achieve their aims. In their paintings of natural forms they show a bold and vibrant response in their use of impasto.

366. Pupils show growing confidence in both two and three-dimensional activities. They know how to use their sketchbooks to explore themes and to experiment with new processes. They support their designs with useful notation.

367. They know how to create their own accurate and complex repeat-pattern designs.

368. Pupils' creative skills are successfully complemented with remarkably good technical knowledge of textile and print processes.
369. When writing about art, pupils show that they are developing thoughtful opinions and judgements, that are based on sound research and on visits to galleries and museums, that are often inspirational for them.
370. Pupils with EAL achieve appropriately high practical standards. They improve their communication skills by writing at length about their personal response to art.
371. At both stages, pupils understand how to improve their work and meet their targets.

### **Shortcomings**

372. At both key stages, a number of pupils lacks confidence when talking about artists' work and restricts answers to single words.

### **6th Form: Grade 1: Good with outstanding features**

#### **Outstanding features**

373. Students show outstanding ability when working with textiles.
374. Students consistently show markedly high standards of craft skill and arrestingly good creativity in both their two and three-dimensional artwork and constructions.

#### **Good features**

375. Students are blossoming as independent artists. Much of their artwork would not be out of place at a higher level.
376. Students enrich their personal work by the study of a range of established artists and designers. Colour, shape, pattern and texture are exploited with remarkable verve.
377. They clearly understand how to use their sketchbooks to explore and develop a theme. Their drawing ability is strong. They confidently select and explore a range of new media, selecting and often imaginatively incorporating recycled materials.
378. An open-ended approach is adopted when exploring the different qualities of different materials. This results in creative millinery and fashion outcomes that defy the predictable and are often visually stunning.
379. Students offer judgement and justification when writing and talking about their art. They regularly support their artwork with mature, thoughtful annotation.
380. They make very effective use of new digital technologies to support their entrepreneurial designs.
381. Through meeting local artists and by visiting art galleries, students have a good awareness of both contemporary and historical art movements.
382. Students understand how to improve their work and meet their targets.

## **Child Development**

### **Key Stage 4: Grade 2: Good features and no important shortcomings**

#### **Good features**

383. Pupils show good understanding of the physical, intellectual, emotional and social development of a young child. They can explain to a good standard both gross and fine motor-skill development, in relation to games and activities.
384. Pupils can explain the principles of a healthy diet for young children with good understanding. They complete an in-depth investigation into suitable foods for a child with special dietary needs, and present their findings and evaluation to a good quality.
385. Pupils of all abilities demonstrate a clear understanding of complex terminology in both their oral and written explanations, and they evaluate all forms of development against referenced norms for the age group.
386. Year 11 pupils work well together, in small groups, to investigate the processes involved with each stage of labour, and they present their findings to fellow pupils clearly and to a good standard. They can also explain various problems that give rise to a difficult labour and birth, and discuss the impact of a Caesarean birth on both mother and baby. They understand the role of the father throughout labour and birth.
387. The majority of pupils completes a child study to a good standard through regular visits to the child to evaluate developmental progress. They produce a range of interesting activities to use with the child to evaluate aspects of development against norm references for the age group.
388. The presentation of coursework is of a high quality, especially when pupils use ICT applications to integrate information and data well. Pupils understand the ethical issues of presenting work related to a young child.

#### **Shortcomings**

389. A small minority of pupils completes aspects of coursework with a limited attention to detail, weaker analysis of aspects of development, and with written explanations and reasons for choice that lack sufficient depth.

## School's response to the inspection

We are delighted that the qualities of the pupils and staff of Archbishop McGrath Catholic School have been recognised by the inspection team. The pupils are described as courteous and polite, open and friendly. They are said to understand what is expected of them and respond positively to the considerate and courteous way teachers and support staff relate to them. We are happy that the team recognises that there is a clear Christian ethos within the school which is conveyed to pupils by precept and example.

It is pleasing that the report highlights the fact that at KS3 and KS4 results are consistently above the national and UA, whilst in the sixth form they are in line with national averages.

Throughout the report there are references to school practices which are described as outstanding, in particular, the positive relationships between teachers and pupils, the consistency of pupils' good behaviour and the Christian ethos of the school.

The school thanks the inspection team for the report and are pleased that they acknowledge that the school's planning already recognises the issues identified in the recommendations.

## Appendix 1

### Basic information about the school

|                     |                                    |
|---------------------|------------------------------------|
| Name of school      | Archbishop McGrath Catholic School |
| School type         | Secondary                          |
| Age-range of pupils | 11-19                              |
| Address of school   | Bryn Road<br>Tondu<br>Bridgend     |
| Postcode            | CF32 9EH                           |
| Telephone number    | 01685 720677                       |

|  |                       |
|--|-----------------------|
| Headteacher                                  | Mr Paul Hatton        |
| Date of appointment                          | 01.04.91              |
| Chair of governors/<br>Appropriate authority | Fr William Isaac      |
| Reporting inspector                          | Mr Peter Harris       |
| Dates of inspection                          | February 12 – 15 2007 |

## Appendix 2

### School data and indicators

| Year group       | Y 7 | Y 8 | Y 9 | Y 10 | Y 11 | Y 12 | Y13 | Total |
|------------------|-----|-----|-----|------|------|------|-----|-------|
| Number of pupils | 112 | 116 | 119 | 124  | 119  | 61   | 57  | 708   |

| Total number of teachers |           |           |                            |
|--------------------------|-----------|-----------|----------------------------|
|                          | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers       | 38        | 6         | 41.2                       |

| Staffing information                                   |        |
|--|--------|
| Pupil: teacher (fte) ratio (excluding special classes) | 17.8:1 |
| Pupil: adult (fte) ratio in special classes            | 15.3:1 |
| Average teaching group size                            | 19.85  |
| Overall contact ratio (percentage)                     | 86.58% |

| Percentage attendance for three complete terms prior to the inspection |      |      |      |      |      |      |      |              |
|--|------|------|------|------|------|------|------|--------------|
|  | Y7   | Y8   | Y9   | Y10  | Y11  | Y12  | Y13  | Whole School |
| Term 1   | 92.7 | 92.7 | 90.5 | 91.0 | 87.2 | 59.7 | 19.6 | 91.6         |
| Term 2   | 92.5 | 94.4 | 92.4 | 93.1 | 79.9 | 33.5 | 10.0 | 90.8         |
| Term 3   | 94.4 | 93.2 | 92.9 | 91.9 | 93.4 | 76.7 | 60.6 | 93.5         |

|  |                             |
|--|-----------------------------|
| Percentage of pupils entitled to free school meals             | 8%                          |
| Number of pupils excluded during 12 months prior to inspection | 20 temporary<br>4 permanent |

### Appendix 3

#### National Curriculum Assessment Results End of Key Stage 3:

| National Curriculum Assessment KS3 results: 2006 |                    |          |   |   |   |   |   |   |   |    |    |    |    |   |
|--|--------------------|----------|---|---|---|---|---|---|---|----|----|----|----|---|
| Total number of pupils in Y9:119                 |                    |          |   |   |   |   |   |   |   |    |    |    |    |   |
| Percentage of pupils at each level               |                    |          |   |   |   |   |   |   |   |    |    |    |    |   |
|  |                    |          | D | A | F | W | 1 | 2 | 3 | 4  | 5  | 6  | 7  | 8 |
| English  | Teacher assessment | School   | 0 | 0 | 0 | 2 | 1 | 0 | 1 | 14 | 40 | 34 | 6  | 0 |
|  |                    | National | 0 | 1 | 1 | 0 | 0 | 2 | 8 | 21 | 35 | 24 | 8  | 0 |
| Mathematics                                      | Teacher assessment | School   | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 18 | 23 | 30 | 17 | 0 |
|  |                    | National | 0 | 5 | 1 | 0 | 0 | 1 | 6 | 18 | 24 | 32 | 15 | 0 |
| Science  | Teacher assessment | School   | 0 | 0 | 0 | 0 | 1 | 1 |   | 13 | 36 | 22 | 21 | 0 |
|  |                    | National | 0 | 1 | 1 | 0 | 0 | 0 | 6 | 19 | 33 | 27 | 12 | 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

| Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language) |    |          |    |
|--|----|----------|----|
| by Teacher Assessment  |    |          |    |
| In the school  | 71 | In Wales | 58 |

### Public Examination Results:

| <b>For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ</b> |     |
|---|-----|
| Number of pupils aged 15 on the school roll in January 2006                         | 119 |
| Average GCSE or GNVQ points score per pupil   | 42  |

| <b>The percentage of 15 year old pupils who in 2006:</b>  | School | UA  | Wales |
|---|--------|-----|-------|
| entered for 5 or more GCSEs or equivalent   | 92     | 86  | 88    |
| attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both              | 57     | 51  | 54    |
| attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both              | 88     | 84  | 86    |
| attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator) | 43     | 38  | 40    |
| entered at least one Entry level qualification, GCSE short course or GCSE   | 98     | 98  | 98    |
| attained one or more GCSE grades A*-C or the vocational qualification equivalent  | 81     | 74  | 77    |
| attained one or more GCSE grades A*-G or the vocational qualification equivalent  | 97     | 93  | 93    |
| attained no graded GCSE or the vocational qualification equivalent  | 3      | 4   | 4     |
| attained one or more Entry level qualification only   | 0      | 4   | 3     |
| attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1   | n/a    | n/a | n/a   |
| attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2   | n/a    | n/a | n/a   |

| <b>For pupils aged 17, results in A/AS, GNVQs and NVQs</b>                            |    |
|---|----|
| Number of pupils aged 17 in January 2006  |    |
| Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2006 | 39 |
| Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2006          | 26 |

|   | School | UA  | Wales |
|---|--------|-----|-------|
| Percentage of pupils entered who achieved 2 or more grades A-C      | 67     | 67  | 68    |
| Percentage of pupils entered who achieved 2 or more grades A-E      | 92     | 93  | 94    |
| Average points score per candidate entering 2 or more subjects      | 18     | 19  | 20    |
| Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2 | n/a    | n/a | n/a   |
| Number of pupils who achieved a GNVQ Advanced or NVQ at level 3     | n/a    | n/a | n/a   |

## Appendix 4

### Evidence base of the inspection

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

During the inspection, inspectors visited:

- 71 lessons, 52 lessons in the six subjects inspected and 19 lessons in all other subjects;
- 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; and
- representatives of the school council.

The team also considered:

- the school's self-evaluation report;
- 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

| Team member         | Responsibilities   |
|---------------------|--|
| Mr Peter Harris     | Rgl; Context, Summary, Recommendations, KQ1, KQ5, Appendix |
| Dr Alan Evans       | KQ2, supporting science                                    |
| Mr Eric Forster     | KQ3, Art   |
| Mr Alan Kelly       | KQ4  |
| Mrs Ann Norbury     | Additional Learning Needs                                  |
| Mr Gwyn Thomas      | KQ6  |
| Mrs Jane Down       | KQ7, Child development                                     |
| Mrs Delyth Williams | Science  |
| Mrs Rosemary Jones  | Information technology                                     |
| Mr David Jones      | Design and technology                                      |
| Mr John Radford     | Geography  |
| Mr Gwynoro Jones    | Lay inspector  |
| Mrs Joanne Thomas   | Nominee  |

### ***Acknowledgement***

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

#### **Contractor**

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