

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

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

**Bishop Hedley High School  
Gwaunfarren Road  
Merthyr Tydfil  
CF47 9AN**

**School Number: 6754600**

**Date of Inspection: 12 November 2007**

**by**

**Edward Aneurin Peter Harris  
78673**

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

The inspection of Bishop Hedley High School took place between 12/11/07 and 15/11/07. An independent team of inspectors, led by Edward Aneurin Peter Harris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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 **short** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

#### The nature of the provider

1. Bishop Hedley Roman Catholic High School is an English medium, mixed 11-19 voluntary-aided school in Merthyr Tydfil County Borough. There are 672 pupils on roll of whom 102 are in the sixth form. These figures show an increase from the time when the school was last inspected, when there were nearly 600 pupils on roll, including 92 in the sixth form.
2. There are seven main Catholic associated primary schools, representing all parts of Merthyr Tydfil, Merthyr Vale, Gurnos, Hirwaun, Aberdare, Ebbw Vale, Brynmawr, Tredegar and Rhymney. In recent years an increasing number of non-Catholic parents has requested a Christian education for their children.
3. The school serves an area of economic disadvantage. The number of pupils entitled to free school meals is in line with the situation when the school was last inspected. Twenty-three percent of pupils are entitled to free school meals, a figure above the national average of 17.5%.
4. The intake of pupils covers the full range of ability, but there are fewer able pupils than less able pupils. The school withdraws designated classes at key stage (KS) 3 for pupils with special education needs (SEN).
5. Increasing numbers of pupils have arrived at the school from Poland, Portugal and the Philippines. The vast majority of these pupils arrives at the school with no knowledge of English. Twenty-seven pupils receive support teaching in English as an additional language (EAL). These apart, most pupils come from an English-speaking background.
6. The school is part of the Community Focussed Schools Initiative and is actively seeking to engage in community-based learning. Vocational pathways are being formed with other providers in the area. The school works closely with the local further education college and other schools for pupils' education post-16.
7. As a voluntary-aided school, the school is part of the Faith Based Learning Consortium.
8. Under section 48/50 of the Schools' Inspection Act, religious education and the Catholic ethos were inspected separately. A separate report will be published.
9. The present headteacher has been in post since September 2005 and is the third person to occupy the post since the last inspection. All members of the senior leadership team (SLT) have been appointed since 2001.

#### The school's priorities and targets

10. The school's mission statement sets out six priorities, to:
  - develop a spiritual awareness in pupils, increasing their knowledge and understanding of Gospel values as interpreted by the Catholic church;
  - encourage pupils to appreciate the virtues of collaboration, responsibility, self-discipline, endeavour and individual judgement;

- develop a curriculum with balance, depth, breadth and continuity, which is relevant and meaningful to the pupil and responsive to his/her needs, as well as to the demands of employers, colleges, universities and examining bodies;
  - seek the continuing co-operation of parents, priests and parishes;
  - recognise and encourage talent of all kinds and stretch the intellectual and creative capacity of every pupil and member of staff, and
  - maximise the potential of every pupil to be an effective citizen and member of the laity.
11. The school's self-evaluation report is based on the seven key questions of the Common Inspection Framework.
12. Numerical targets are set, that in 2008:
- 55% of pupils should reach at least level 5 in all three subjects combined in national curriculum (NC) assessments at the end of KS3, and
  - 53% of pupils should achieve at least five grades A\*-C, and 92% at least five grades A\*-G in the General Certificate of Secondary Education (GCSE) examination.

## Summary

13. The school has many good features, some of which are outstanding.
14. The particular strengths of the school are the way:
- pupils and students behave responsibly and show respect for others;
  - teachers establish good working relationships that foster learning;
  - the curriculum broadens and enriches learners' experience;
  - the school has established links with the community, and
  - leaders and managers use resources.

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

15. The grades for key questions 1-3 and 5-7 match those of the school in its self-evaluation report. While the school awarded itself Grade 1 for key question 4, the inspection team disagreed because the good features were not deemed to be outstanding.

### **Standards achieved**

16. The school continues to provide a high standard of education. Results in the NC teachers' assessments at the end of KS3 were above local but below national averages in 2006. When compared with similar schools results at KS3 are above average.
17. Girls outperform boys in English, mathematics and science at KS3.
18. At GCSE, the percentage of pupils the school enters is in line with the average for Wales as a whole, though consistently above the average for the unitary authority (UA). Pass rates at five or more grades A\*-C are greater than those locally, though less than those nationally. Pass rates at five or more grades A\*-G are in line with those nationally and above those locally.
19. When compared with similar schools results at KS4 are above average.
20. In 2006, boys outperformed girls at five or more grades A\*-C. Provisional figures for 2007 show a similar trend. However, at five or more grades A\*-G and passes at grade C or above in English, mathematics and science, girls outperform boys.
21. Low numbers of students following Advanced (A) level courses make it difficult to make valid statistical comparisons. On the whole, results are in line with local averages but are below national averages. Girls continue to outperform boys.
22. Standards in key skills are good. The great majority of pupils listens attentively. Most pupils read fluently and write well, often at length. They apply numeracy skills well in several subjects. Information and communication technology (ICT) skills across the curriculum have improved since the last inspection.
23. As they progress through the key stages, pupils acquire new knowledge and skills and make good progress, though only a minority of pupils has a detailed understanding of what they have to do in order to improve.
24. Other than in Welsh second language lessons, pupils' and students' bilingual skills are not well developed.
25. Standards among pupils with SEN are good.

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

26. The progress pupils make in their spiritual, moral, social and cultural development is a major strength of the school. They are courteous to one another and to adults and visitors. They have a good attitude to learning.
27. The consistency of pupils' good behaviour is outstanding, as are their understanding and respect for the culture and beliefs of others. They reflect well the standards and examples conveyed by staff at all levels.
28. Students in the sixth form enjoy very good relationships with staff and develop further their learning skills. They respond well to the opportunities the school provides to work with other partners and to the opportunities for involvement in the school's life.
29. While averages for attendance are in line with UA averages the school fails to meet the Welsh Assembly Government (WAG) target of 93%.
30. Pupils and students are well prepared for higher education and employment.

## The quality of education and training

31. Overall, the effectiveness of teaching, training and assessment is good with no important shortcomings.

32. The following grades were awarded for teaching in the 34 lessons observed.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18%	59%	21%	2%	0%

33. Seventy-seven per cent of lessons were graded 1 and 2 compared to 69% in all inspections in Wales 2005-2006. Ninety-eight per cent of lessons were graded 3 and above which is in line with the all-Wales figure for the same period.

34. The 18% of lessons judged to have outstanding features is just above with the all Wales figure of 17% for 2005-2006. The 2% of lessons judged to have shortcomings in important areas is slightly less than the all-Wales figure for the same period.

35. The working relationship that teachers have established with pupils and students is outstanding. Teachers plan their lessons well. The best lessons use a wide range of methods and have pace and challenge.

36. While the size and nature of the sample differ from the last inspection, the proportion of very good or outstanding teaching remains in line with the 78% achieved at that time.

37. In the small number of lessons where there are shortcomings in teaching, they are in the imbalance between teachers' exposition and a sufficient variety of tasks to engage all pupils, variable practice in classroom management, and irregular marking of pupils' work.

38. The school meets statutory requirements for assessment and involves parents in discussion of pupils' and students' reports that are sent home.

39. However, there are inconsistencies between and within departments in the way in which teachers assess progress. Only a minority of pupils is closely involved in planning their own progress and improvement.

40. The school is aware of the relative performance of boys and girls and continues to take steps to address this issue.

41. The curriculum provided is broadly based and balanced. It has coherence and progression and enables pupils and students to develop their basic and key skills.

42. The range of extra-curricular activities and the way in which the curriculum promotes personal development are outstanding. Equally outstanding are the way in which partnerships have been established with a wide range of providers as well as the equality of access and opportunity for all pupils and students.

43. The programme of study for personal and social education (PSE) links with the schemes of work for careers education and guidance and work-related education as well as religious education. There are, however, shortcomings in the quality and delivery of the programme.

44. The support and guidance of pupils have good features. Arrangements are well managed. The school enjoys the confidence of parents and employers, and forms good links with outside agencies. The arrangements for supporting pupils who transfer from partner primary schools are very effective.

45. The way in which the school recognises and respects diversity is outstanding.
46. Pupils with additional learning needs (ALN) feel secure and make good progress.

### **Leadership and management**

47. The headteacher's leadership is particularly effective. She is ably supported by her deputy headteacher, assistant headteachers, and a wider senior leadership team. Their shared values are understood by all members of the school community.
48. There is a strong commitment to the WAG priorities. The way in which the school works with other providers is outstanding. Of particular note is the way in which the headteacher has established effective links with the school's immediate geographical community, in addition to the faith community it has traditionally served.
49. On the whole, the arrangements for setting targets for individuals and teams, providing them with training and support, and monitoring their performance are effective. However, there is some inconsistency in the rigour with which managers set and review targets for the work of individual subject departments and pupils.
50. Heads of learning and subject leaders are effective middle managers. They lead their teams well and make sure that school policy is put into practice.
51. The school has set up arrangements to monitor and evaluate its performance. While it sets clear priorities and takes very good action to promote professional development and bring about improvement, arrangements for sharing good practice are in need of further development.
52. Governors have a clear understanding of their role and work efficiently through a range of appropriate committees. They are aware of the main challenges the school faces and its priorities in addressing them. Recently individual governors have established links with subject departments.
53. Governors meet regulatory and legal requirements.
54. The way in which the school uses its limited resources and provides value for money has several very good features. The way in which the school trains and supports staff, the access pupils and students have to appropriate learning resources, and the way in which resources are used and reviewed are outstanding.
55. The budget is well monitored at departmental and whole-school level. The school has invested heavily in ICT facilities in line with a growing demand.
56. On the whole, the quality of display in the classrooms and around the school is good and makes for a stimulating working environment for pupils and staff.
57. All staff are appropriately qualified and experienced. Performance management arrangements for teaching staff are in line with national requirements. The roles and responsibilities of support staff have been re-defined to good effect, though the number of classroom assistants is insufficient.

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

58. With regard to the key issues of the previous inspection, the school has made good progress in:

- improving standards in those subjects judged as satisfactory;
- reducing the gap in the achievement of boys and girls;
- achieving greater consistency in standards in ICT across the curriculum;
- monitoring teaching and learning, and
- further developing the use of data for school improvement.

59. However, the school has yet to:

- use data consistently to identify targets for improvement;
- plan effectively to share good practice in teaching and learning, and
- raise levels of attendance in line with national targets.

### **Recommendations**

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

R1. Ensure the consistency of:

- improvements in the standards and examination results generally;
- assessment procedures and target setting, and
- sharing good practice in teaching and assessment.

R2 Raise levels of attendance in line with national targets.

R3 Raise standards of pupils' bilingual skills.

R4 Improve the quality and delivery of the PSE programme.

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**

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

**KS3 & KS4**

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

61. Overall, results in external examinations are good. In the last three years pupils' attainment in KS3 and KS4 has placed the school in the top 50% of similar schools in Wales.

62. On the whole, results in NC teachers' assessments at KS3 have improved since the last inspection. In 2006, 53% of pupils reached at least level five in all three subjects combined, compared to 58% nationally.
63. While results in each of all three of the core subjects have improved since the last inspection they remain slightly below national averages.
64. The school has begun to narrow the gap in the relative performance of boys and girls, though there is still a trend for girls to outperform boys in English, mathematics and science.
65. In comparison with schools of similar intake, results for 2006 are above average in all three of the core subjects combined and in English.
66. In 2006 at KS3, pupils' attainment in mathematics and science was better than that in English. Provisional results for 2007 show an increase in pupils' attainment in English.
67. At KS3, the value added compares favourably when compared to similar schools.
68. At KS4, the percentage of pupils entered for GCSE examinations is greater than that locally though in line with national figures.
69. On the whole, results in each of the three core subjects combined are in line with those at the last inspection. In 2006, 36% of the pupils gained passes at grade C and above in English, mathematics and science combined, compared with 32% locally and 39% nationally. Provisional figures for 2007 show a similar trend.
70. In 2006 pupils' attainment in English and mathematics was in line with local averages, though below those for all Wales. Attainment in science was greater than that locally and in line with national averages. Provisional figures for 2007 show a similar trend.
71. When compared with schools of similar intake results in English, mathematics and science are above average.
72. The percentage of pupils who gained five or more grades A\*-C in 2006 was slightly greater than that locally, though less than that nationally. The percentage of pupils who gained five or more grades A\*-G exceeded the local and average figures.
73. In 2006, and according to the provisional figures for 2007, boys' performance has been broadly in line with that of girls at KS4.
74. In comparison with schools of similar intake, results at KS4 in 2006 show that the percentage of pupils passing with five or more grades A\*-C, and five or more grades A\*-G, was above average.
75. At KS4, when compared to similar schools, the value added has been greater for pupils who gained five or more grades A\*-G than for five or more grades A\*-C.
76. Pupils' levels of communication have good features and no important shortcomings. Pupils listen very well both to teachers and to one another. Pupils write well. However, many pupils lack confidence orally. The school has identified this as a priority in its planning.
77. Standards in numeracy have good features which outweigh shortcomings. Pupils apply number confidently in a variety of contexts and formats.

78. Standards in ICT have improved since the last inspection. Pupils handle files and folders confidently. Some use data bases, spreadsheets and *PowerPoint* to good effect, while others work well with computer-aided design packages.
79. Pupils work well together in pairs and in groups, in creative and problem-solving opportunities.
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. They respond well to in-class support.
81. Bilingual skills have shortcomings at both key stages. While skills are developed through lessons in Welsh as a second language, there is little use of incidental Welsh in class and throughout the school. At KS4, most pupils are entered for GCSE. Percentage passes significantly exceed those nationally and locally at both grade C and above and grade G and above.

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

82. Pupils adopt positive attitudes to learning. They work hard in lessons and engage with the task in hand. The praise and support, which the school offers, motivate pupils to give of their best. Pupils are courteous and polite, open and friendly.
83. Pupils' behaviour is outstanding and makes an important contribution to the standards they achieve in their learning. They are well behaved in and around the school and understand what is expected of them
84. Pupils report that there very few incidents of bullying and aggressive behaviour.
85. The overall attendance rate for the three terms prior to the inspection was 90.5%. This figure is in line with school trends, above the UA averages but below the WAG target of 93%. Punctuality at the start of the school day is sometimes hindered by difficulties with transport. On the whole, levels of punctuality at the start of lessons are good.
86. The progress pupils make in their moral, social, cultural and wider development is good with some outstanding features. While they respond positively to a Christian ethos that values imagination and contemplation, pupils show respect for the diversity of belief, attitude and tradition present in the modern world. The knowledge and skills they acquire help them to approach social and personal issues rationally.
87. Most pupils take part in a wide variety of activities in range of clubs in subjects across the curriculum, and in visits. The way in which the school raises funds for local and national charities is exemplary.
88. Careers guidance and work-related education are of good quality. They prepare pupils well for the world of work and give them positive attitudes towards life-long learning.

### **Sixth form**

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

89. Low numbers of students following A level courses make it difficult to make valid statistical comparisons.
90. Entry rates at A Level have remained constant since 2000. While results at A level have improved since the last inspection they remain below national averages. Girls consistently outperform boys at A level.

91. Since 2006 students' key skills have been accredited. Results in application of number, communication and ICT have been good. Results in courses leading to vocational qualifications have also been good.
92. Students listen well to the teacher and each other. They engage in problem-solving activity and use ICT well to support their research and present their work. They write well, use number effectively, and work very well in pairs and in groups.
93. Their bilingual skills are not well developed.

### **Their progress in learning**

94. As a result of collaboration with other local providers, students benefit from an increasing range of Advanced Supplementary (AS) and A2 courses including some vocationally-based courses.
95. The majority of sixth-form students has a good understanding of how well they are doing. Their work is marked and commented upon in detail and targets for improvement are set.

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

96. Sixth-form students develop very good personal, social and learning skills. They respond well to the opportunities provided to develop into confident and articulate young adults who relate well to pupils, their peers, teachers and other adults in the school.
97. Punctuality to sixth-form classes is good though overall attendance levels are below national norms.
98. Students 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.
99. They take seriously their responsibility for supporting younger pupils.
100. 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**

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

### **KS3 and KS4**

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

102. The following table shows the quality of teaching and assessment in the 30 lessons observed at KS3 and KS4.

	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>KS3</b>	12%	59%	24%	5%	0%
<b>KS4</b>	23%	62%	15%	0%	0%
<b>TOTAL</b>	17%	60%	20%	3%	0%

103. While outstanding features occurred in both key stages, they featured more frequently within KS4. The outstanding features are the:
- planning of lessons;
  - resources used; and
  - support given to pupils.
104. The Grade 1 and 2 figures for the school are 8% above the national figures for all inspections in Wales for 2005-06. The overall figures are in line with the school's last inspection report.
105. In almost all lessons very good working relationships exist between staff and pupils. This is an outstanding feature of the teaching, and makes a significant contribution to the positive attitudes to learning established by most pupils.
106. Most lessons are structured to link effectively to previous work and provide a variety of time-related tasks to encourage pupils' active participation. Many teachers use ICT effectively to engage and motivate pupils. Pair and group work feature prominently.
107. The majority of teachers are subject specialists, with up-to-date and relevant subject knowledge. The minority of non-specialists are well supported by subject leaders. The Think 2 Learn programme, and the Learning and Teaching Steering Group have successfully extended the range of teaching approaches.
108. Equal opportunities are well addressed. The modular format of much of the curriculum and the variety of teaching and learning approaches provide opportunities for all pupils to achieve well, irrespective of gender, race or disability. Able and talented pupils are identified and are given the opportunity to take external examinations early.
109. Pupils with EAL are very well integrated, reflecting the schools caring ethos. The small team of learning support assistants (LSAs) works effectively with pupils with SEN. Individual education plans (IEPs) are well maintained and keep teachers informed of individual pupils' needs and how they are to be met. Progress is regularly reviewed, and all statutory reporting requirements are met.
110. Most lessons provide planned opportunities for pupils to utilise and develop key skills. However, opportunities for pupils to practise and develop their bilingual skills are more limited.
111. The shortcomings in a minority of lessons are associated with:
- poor lesson planning and delivery which lead to imbalance between teachers' input and pupils' activity;
  - inappropriate pace and challenge; and
  - insufficient matching of work to the full range of pupils' abilities.

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

112. The assessment of pupils' work has good features which outweigh shortcomings.
113. While the school's assessment policy provides appropriate guidance, there are inconsistencies in its implementation between and within departments.

114. An extensive range of data on pupils' performance is collected to provide a comprehensive whole-school database. This is used effectively to enable teachers to track pupils' progress, to identify underachievement and to identify pupils who would benefit from mentoring. It also helps establish and review the whole-school, cohort, subject and pupils' targets. The information provided has resulted in a number of subjects adapting their teaching and learning approaches to address more accurately the needs of particular groups of pupils.
115. Pupils' work is regularly assessed and self-assessment and peer-assessment are also used to improve pupils' understanding of their progress. Only in a minority of subjects do pupils understand the process, are clear about their levels of achievement and what they need to do in order to improve. In the majority of cases variability in practice leads to uncertainty in pupils' understanding of their achievement, and limits the rigour and effectiveness of pupils' improvement targets. While subject portfolios inform judgements and consistency, a number require further refinement.
116. The quality of marking is variable. In the best cases it is thorough, regularly monitored and provides good diagnostic feedback to pupils. In others, inconsistent practice occurs. A variety of marking styles are used, and a range of grades, levels and marks provided. Little information is provided for pupils on what they specifically need to do to improve. Procedures are not systematically monitored.
117. The school meets statutory requirements for assessment and fulfils examination board requirements.
118. Parents and carers are kept well informed of their child's progress. A particularly good feature is the opportunity provided for them to discuss progress and targets at separate form tutors and subject teacher meetings. A high proportion of parents attends these meetings. Reports provide details of achievement in all subjects, comments on progress, and advice on improvement strategies. Teachers' comments do not always address subject-specific aspects. Pupils' self-assessment targets are often general in nature.

## Sixth Form

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

119. The small number of lessons observed makes comparisons with the previous inspections and national averages unreliable.
120. The following table shows the quality of teaching and assessment in the four lessons observed at KS5.

	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>TOTAL</b>	25%	50%	25%	0%	0%

121. Seventy-five per cent of lessons were good with no important shortcomings, indicating a high standard of teaching.
122. Many of the positive features identified at KS3 and KS4 continue into the sixth form. Relationships between students and teachers are very good. A productive learning environment is established within which students are motivated to achieve. They benefit from the time freely given by staff to discuss their work and progress, and receive much individual support.

123. Teachers have very good subject knowledge and high expectations. They use a range of resources of good quality, including ICT, in their lessons. Students' individual high level ICT skills form an important part of the learning process.
124. A variety of well-planned teaching and learning activities develop independent learning and higher-order thinking skills. Pair and group work figure prominently and effective questioning results in involvement, discussion and reflection of good quality in the majority of cases.
125. Minor shortcomings relate to overlong exposition by teachers, which limits students' progress.

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

126. Teachers' assessment is of good quality, and effectively helps prepare students for their external examinations. Assessment criteria are frequently shared, and good oral and written feedback is provided in the majority of cases. Peer and self-assessment involve students actively in the process.
127. Progress is closely monitored, and students at risk of underachievement are carefully mentored to ensure improvement. Students are very well informed of their own level of achievement, and receive good advice and guidance.
128. Reports of good quality provide relevant information for students and parents/carers on achievement, progress and how to obtain their targeted grade.

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

<b>Grade 1: Good with outstanding features</b>
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129. This grade matches the school's self-evaluation grade.
130. The outstanding features are the:
- wide range of extra-curricular activities to promote the full development of all pupils;
  - very strong working partnerships established with parents, business, community and other interested parties;
  - promotion of pupils' spiritual, moral, social and cultural development;
  - co-ordination, intervention and support arrangements for pupils with EAL, and
  - equality of access and opportunity for all pupils.

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

131. The curriculum meets pupils' learning needs in accordance with the Education Act 1996. It is broad, balanced and flexible and provides the appropriate progression through the key stages. It provides all pupils with the opportunity to gain accreditation and meets course and legal requirements, including the daily act of collective worship.
132. The KS3 curriculum is well balanced. It has been enhanced recently by the provision of drama for all pupils using the refurbished dance and drama studio. It is planned to introduce an early entry scheme in music for selected Y9 pupils leading to a performing arts qualification in KS4.

133. The KS4 programme consists of the statutory core subjects and a wide range of options to meet the needs of all pupils. There are a number of vocational courses provided in school and off-site through the implementation of the 14-19 Learning Pathways programme. These courses successfully meet the needs of pupils.
134. Curricular planning for the progressive acquisition and development of skills, knowledge and understanding is very effective. However, there is a need, through the 14-19 partnership, to consolidate further collaborative working to ensure an even broader choice of courses in KS4. In both key stages, pupils do not receive a textile experience in design and technology.
135. Sixth-form students have a wide range of courses available to them. The development of the 14-19 partnership provides the opportunity to extend their programmes by accessing provision at college or other high schools. The school actively seeks courses to enrich the students' experiences such as the Critical Thinking programme delivered by St David's College after school for talented Y11 pupils and Y12 students. These courses prepare students effectively to progress to further education or employment.
136. However, at present the breadth of choice of vocational courses is limited.
137. Key skills are well planned across the curriculum. They are identified in all schemes of work. The school holds the Basic Skills Quality Mark, awarded for the second time in June 2007. Key skills are already accredited in the sixth form and considerable progress is being made towards accreditation for all pupils at KS3. Seventy-five per cent of Y7 pupils gained the school's internal Bronze Award in July 2007. Year 8 pupils are working towards their Silver Award, to be completed by July 2008.
138. There is an outstanding range of extra-curricular activities that enriches and broadens pupils' learning experiences. Pupils are provided with a range of opportunities to participate in community-based schemes such as presenting radio programmes, painting murals and making benches and tables.
139. There is a high participation in the Physical Education in Secondary Schools (PESS) and The Duke of Edinburgh's Award schemes. In 2006 the school sent a party of pupils to the Bangkok World Youth Games in 2006.
140. The promotion of pupils' spiritual, moral, social and cultural development is an outstanding feature of the school. An active charities group raises substantial sums of money for a variety of good causes, promoting successfully pupils' social awareness and concern for others.
141. Pupils demonstrate a sound awareness of different cultures through their study of history, geography, religious education and art, and draw on the experience of the Polish and Portuguese communities represented in the school.
142. As a community-focused school it has established a number of outstanding partnerships. These partnerships embrace close working relationships with parents, effective curricular and pastoral links with primary schools, and links with neighbouring schools, Merthyr College and institutions for higher education.
143. The school has established productive links with industry, business and Careers Wales.
144. Very good links with Swansea University's initial teacher training department have been developed within a well-planned and monitored programme.

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

145. There is a good work-related programme, linked to PSE, and delivered with strong support from Careers Wales. The partnership with local industry and business prepares all Y10 pupils and Y12 students well for the world of work. All pupils are trained in the use of the Careers Wales on-line web-site.
146. The school is outstandingly successful in its provision of equal opportunity for all pupils to study the full range of NC and KS4 courses. No pupil is excluded from an option on the grounds of ability.
147. The school's response to the needs of EAL pupils is outstanding. It has established close co-operation between the Head of Inclusion and the UA that has enabled an LSA gain a qualification in Teaching English as a Foreign Language (TEFL). This has ensured the provision of a full, successful support programme for these pupils.
148. Pupils' awareness and understanding of global citizenship and sustainable development are successfully promoted through subjects such as geography, science and design technology and PSE. An active Eco-committee has targeted areas for improvement which are carefully measured and recorded. The school has achieved the Silver Award and is working towards the Gold Award.
149. Governors are committed to the principle of sustainable development with the establishment of a partnership with the local authority to install Bio-Mass boilers. Grants have been awarded upon the receipt of successful bids to develop further the recycling of paper, cans, mobile phones and print cartridges.
150. The school promotes aspects of bilingualism throughout its curricular and extra-curricular activities. It achieves this by providing full and short GCSE courses in Welsh for all pupils in KS4 and by conducting an annual eisteddfod. *Y Cwricwlwm Cymreig* is sign-posted in all subject schemes of work and there is a minimal use of Welsh in assemblies and a few registration groups.
151. However, the active promotion of bilingualism and the use of incidental Welsh in the every-day life of the school are under-developed.
152. Pupils' problem-solving and decision-making skills are successfully encouraged through the school's entrepreneurial programme. Strong and purposeful links with the Education Business Partnership ensure pupils receive a good introduction to the world of business enterprise. The school has won a number of regional and national competitions organised in conjunction with Young Enterprise Schemes and the Sony Business Award. All pupils have the opportunity of gaining Compact Awards. Y9 and Y10 pupils are fully involved in the very successful Dynamo Project.
153. Pupils and students receive an appropriate range of experiences to lay the foundations for lifelong learning. The school is a Community Focused School and the headteacher sits on the Merthyr Lifelong Learning Board.

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

<b>Grade 2: Good features and no important shortcomings</b>
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154. While the school awarded itself Grade 1 for key question 4, the inspection team disagreed because the good features were not deemed to be outstanding.

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

155. The planning, management and co-ordination of care and support are good. Senior key stage managers, heads of learning and tutors work effectively together as a team. Form tutors act as academic mentors and staff have received training as learning coaches. Pupils are aware that their progress is closely monitored by staff.

156. Learners have access to PSE which reflects the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) framework. There are, however, shortcomings in the subject. Pupils reported that some of the lessons are boring in spite of enjoying visits from outside speakers. Too much emphasis is placed on filling in booklets.

157. Through consultation with learners and staff, the school has developed a Discipline for Learning Policy that is clear and effective. Pupils who misbehave are tracked by form tutors, heads of learning, and key stage managers. All pupils reported that they were fully aware of how the system worked and felt it did much to eliminate low-level in-class disruption. The school works hard to support pupils with behavioural difficulties. Attendance at the off-site Pupil Referral Unit is seen as a last resort.

158. Guidance is given at transition between key stages. The careers service and specialist SEN careers advisers come into school regularly. Parents are involved and visit school to meet staff.

159. The Y6/Y7 transition is a particular strength of the school. Curricular links in both core and other subjects help staff assess pupils' ability as well as potential. Discussion between primary and secondary staff, visits by the SEN Co-ordinator (SENCO) and transition manager help to give an informed picture of pupils before they arrive at Bishop Hedley. Drama workshops, dragon sports, the Roman soldier project, buddy system and many other activities ensure that pupils look forward to the transition.

160. There are effective partnerships with parents, carers and employers. Parents are welcomed into the school. An open invitation is extended to all family members when Y6 pupils attend taster days. Parents are encouraged to take part in lessons.

161. Child Protection arrangements are managed well by the SENCO. Staff, both teaching and non-teaching, are aware of the procedures, which are reviewed regularly.

162. There are two trained First-Aiders and pupils reported that they know what to do to seek help.

163. The school council has played an active role in the running of the school over many years. Pupils know their form representative and feel that the council gives them a voice. Areas in which the council has been active are the introduction of a new school uniform, modular learning in Y7 and Y8, and appointments of new staff.

164. There are shortcomings in the school's provision of mid-day meals. Many pupils reported that the food on offer had a limited nutritional value and there was a limited choice.

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

165. The SEN provision is effectively managed by the SENCO. He has a clear vision of inclusion and gives guidance to mainstream colleagues.

166. The quality of provision for pupils with additional needs is good. The school provides a very caring environment where pupils feel secure. Most pupils with SEN make good progress and achieve external accreditation, often at GCSE level.

167. Early identification through appropriate testing and good use of outside agencies ensures that pupils receive appropriate intervention and support.

168. The support given by a team of highly-qualified LSAs does much to ensure pupils' progress. Pupils, particularly pupils with EAL, felt that they would make much less progress without this support.

169. However, in mainstream classes without LSA support, the progress of pupils with SEN is limited. This continues to be a shortcoming identified in the last inspection.

170. Individual education plans are well written and distributed to subject teachers, who add specific targets when necessary. However, a minority of pupils is not fully aware of their targets.

171. Statutory aspects of the SEN code of practice are followed. All pupils with SEN are included in every aspect of school life.

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

172. The school is very effective in recognising and taking account of the needs of pupils from different backgrounds. The inclusion of all pupils into the life of the school is very good and the integration of pupils from ethnic minority groups is outstanding.

173. Both boys and girls have full access to all aspects of the school curriculum. The school has begun to narrow the gap in the relative performance between boys and girls.

174. Pupils felt that the strategies for tackling bullying were effective and that staff always dealt quickly with reported incidents. The Buddy System benefits all pupils. It offers an important support system at KS3.

175. The school is aware of its responsibilities to the disabled. A policy has been written and every effort is made to ensure all pupils are treated equally.

176. The school recognises and respects diversity. For example, pupils perform dances from their native countries in concerts and the school eisteddfod.

## Leadership and management

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

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

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

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

178. The school is very well led by the headteacher, who provides clear vision and purposeful direction. In a relatively short time, her high expectations and her confidence in all concerned have gained the support of pupils, parents, staff, and governors. Positive changes are working well through the school.
179. The workforce remodelling for the allocation of teaching and learning responsibilities has enabled the senior leadership team to be expanded. Different members of staff join the team in rotation, their varied skills and talents gradually benefiting the school as a whole as good practice is shared. Teachers who have thus far taken part in the initiative comment how much they feel valued and are refreshed and empowered by their opportunities.
180. Their experience exemplifies the school's commitment to continuing professional development for all staff. At present, teachers and learning support staff benefit from a well-focused programme of performance management, but this does not currently extend to administrative staff.
181. Each year the school supports a number of student teachers, for whom it provides guidance and mentoring. The school provides a good programme of induction and mentoring for newly-qualified teachers and for teachers new to the school. Specific induction programmes for those entering at middle-management level are however limited.
182. Senior managers are linked to subject departments to oversee the quality of their work and provide good support to staff. Structures are clearly defined and there is a good use made of a wide range of data, but currently there is some inconsistency in the rigour with which managers set and review targets for the work of individual subject departments. The school already recognises this in its planning and has begun to address areas for development.
183. Leaders and managers explain their strong focus on the needs of the individual in terms of Gospel values. The school strives to provide good opportunities for all, and in its mission statement reaches out not only to its faith community but also to its geographical community. In consequence social inclusion remains a strength.
184. The school takes good account of national priorities such as education for sustainable development and lifelong learning. The school's engagement in local partnerships and consortia agreements, including links with feeder primary schools and especially as part of the 14-19 Learning Pathways agenda, is exceptionally broad. The aims of the Merthyr Strategic Plan are reflected in the school development plan. The latest phase of the school's building programme includes provision for increased use of the premises by local groups and organisations, strengthening the school's place at the heart of the community.

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

185. Governors are deeply committed to the school and contribute strongly to its development.
186. Governors' wide range of skills enables them to engage constructively in all areas, especially those of financial management, curriculum, staff appointments and the building programme.
187. Through efficient use of their committee structures, they help set strategic direction. The whole governing body comments on the school development plan.
188. Governors analyse data and are well informed about the school's performance. They take seriously their role as critical friends as they evaluate regular reports from the headteacher and link adviser. Governors undertake an annual self-review which has led members to extend their own training. They regularly participate in joint training days with staff.
189. The role of governors is currently developing. Having been closely involved with the evaluation of whole-school issues, they are now developing a more structured participation in departmental reviews. Governors will thus gain from having a wider range of first-hand evidence upon which to draw.
190. Governors fulfil their legal responsibilities and duties well.

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

<b>Grade 2: Good features and no important shortcomings</b>
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191. This grade matches the school's self-evaluation grade.

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

192. The school has sought to increase the involvement of stakeholders in self-evaluation. As a result, the school has produced a self-evaluation report of good quality that identifies its strengths and areas, it believes, require further development.
193. The findings of the inspection team matched those of the school in the vast majority of areas within the self-evaluation report and grades given for the key questions.
194. The quality of self-evaluation at departmental level is variable. Some departments demonstrate very good practice. Others are still developing appropriate strategies.
195. A strong feature of the self-evaluation process is the active involvement of all teachers and support staff as well as full participation by the governing body. However, the school council, parents and other partners of the school are not as closely involved.
196. Senior and middle managers have a good understanding of the performance within the areas for which they are responsible. This understanding is gained through the effective link-manager role that each member of the senior team undertakes. Departmental self-evaluation effectively links into the school development cycle, providing the school with a series of clear priorities for the following academic year.

197. The school uses a broad range of evidence, including classroom observation, analysis of performance data, feedback from examination boards and evidence from a range of external perspectives, to ensure accurate identification of areas of strength and further development.

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

198. The school's work on self-evaluation and improvement planning is effective. The improvement plans created by the school are of a high quality and provide the school with a very good platform from which to move forward. The priorities of the whole-school improvement plan (SIP) are reflected in departmental improvement plans (DIP).

199. The SIP is a robust and detailed document. It has a clear focus on appropriate areas for development which, in turn, determine the school's budget priorities. However, at times, resource requirements are not sufficiently detailed.

200. Plans incorporate realistic timescales and targets. Interim reviews of progress are undertaken regularly. At each review, the level of progress is established and agreed objectives reviewed and, where necessary, modifications and adjustments are made.

201. However, in DIPs, a number of success criteria lack detail and there are times when the responsibility for the delivery of an action is unclear.

202. Development priorities arising from school self-evaluation have led to improvements in a number of important areas. Such improvements include the :

- role LSAs undertake in supporting pupils with EAL;
- collaborative/partnership work undertaken by the school post-16 that has led to enhanced curricular provision;
- development of the role of form tutors in taking more responsibility for the academic progress of pupils in their charge, and
- the introduction of a new management system to monitor pupils' progress.

203. Progress on the key issues from the last inspection report is variable. Standards have improved in those subjects deemed satisfactory when the school was last inspected and the performance gap between boys and girls has narrowed. However, the school's performance remains below UA and or national averages in some indicators.

204. The use of ICT across the curriculum has improved across all stages of learning. A significant financial investment in information technology equipment has enhanced teaching and learning opportunities in all classrooms. As a result there is evidence of pieces of work of high quality being generated in a wide range of subjects across the curriculum.

205. While effective monitoring of teaching and learning has become established in the school, good practice in teaching and assessment is not shared consistently.

206. The use of performance data is more widespread. However, it has yet to have an impact on establishing accurate and realistic targets for improvement for all pupils.

207. Levels of attendance remain below the WAG target of 93%. While the school has appropriate processes for tracking and monitoring attendance, there has been no significant improvement in attendance rates since the last inspection.

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

### Grade 1: Good with outstanding features

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

209. The outstanding features are the:

- successful way in which individual teachers deliver a range of subjects;
- support given to EAL pupils;
- community focus of the school;
- level of support given by the parishes;
- efficient use of staffing and resources;
- vision and energy of the headteacher; and
- the tracking of budgets to ensure very good value for money.

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

210. Many teachers are required to teach a range of subjects, so that the curriculum can be covered. Teachers are knowledgeable and receive good support from departments. Lessons are effectively delivered.

211. The school has been quick to respond to the needs of the growing number of children for whom English is an additional language. They are tested for levels of linguistic competence at regular intervals and relevant programmes of support are in place to ensure their success. Pupils' attainment is tracked. The programme is masterminded by a qualified LSA, who advises all staff.

212. The school has developed its community focus with a large number of partners, including the '3G Community Trust'. The depth and coverage of the activities are outstanding. For example, pupils study ballet and many opportunities have been created for adults to take part in community classes based at the school at the end of the school day, at weekends and in holiday periods.

213. The support given to the school by the local parishes to support pupils' learning is outstanding. £30,000 was raised for the provision of a learning resource centre. This is nearing completion and it is planned to appoint a manager.

214. Teachers are suitably qualified. The balance between those who are experienced and those new to the profession has improved. Pupils and teachers are well supported by LSAs, technicians, clerical and caretaking staff. Design technology now has a share of technician provision.

215. ICT resources are good. Students in the sixth form have a dedicated computer suite and there are four further suites. Classrooms have Internet access and all have digital projectors and whiteboards. A number have interactive whiteboards.

216. The school enriches the physical education curriculum by making use of a nearby swimming pool.

217. In the current year the school is spending 4% of the available budget on classroom materials and equipment. Departments are adequately resourced.

218. Accommodation is suitable and well managed. There is a rolling programme of refurbishment. Substantial improvements were achieved in 2006-7. These included enhanced facilities for music, dance and drama, the up-grading of several classrooms, and the refurbishment of all toilet areas.
219. Classroom display is evident across the school and includes both pupils' work and aids for learning
220. Health and safety policies are effectively implemented.
221. However, there are some shortcomings. There is no policy on class size and on a few occasions groups are overlarge.
222. The nature of the site makes disabled access difficult in some areas.

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

223. Very efficient use is made of staffing and resources. The outstanding feature is that the curriculum at all key stages is broad and balanced, reflects the catholic ethos of the school and engages others in its delivery. The headteacher serves on the local authority's strategic 14-19 planning group, which continues to work towards offering a wide choice of courses at economic cost.
224. Resources are targeted to meet school and departmental priorities of encouraging learning and raising standards. The vision and energy of the headteacher in gaining, targeting and managing additional resources is an outstanding feature. A great deal has been achieved in a short space of time and a culture of expectation has been created.
225. Budgets and resource provision are closely tracked and audited by a very effective team of office staff, senior managers and governors. Checks and balances are a feature of the school's systems. The UA regards the school as an example of best practice.
226. The workload and restructuring reforms have been sensitively carried out. Governors were fully involved in the process. The teaching and learning responsibility structure is fully in place. All teachers have the required planning, preparation and assessment time.
227. General Teaching Council for Wales bursaries are a feature of the continuing professional development of the school, which is tracked and monitored. Supportive and effective arrangements are in place for newly-qualified teachers, the graduate teacher programme and initial teacher training. Performance management is effectively undertaken and there are plans to bring clerical staff into the scheme.
228. The school gives very good value for money.

## **School's response to the inspection**

The headteacher, staff, governors and pupils of Bishop Hedley Catholic High School welcome this very positive inspection report confirming that Bishop Hedley is a good school with a number of outstanding features. We are very encouraged by the findings of the inspection team, which so closely reflect our own, indicating that our self-evaluation procedures are rigorous, and confirming that the direction the school is taking is the right one.

We are pleased to note that the inspectors recognise a clear and shared vision, which is reflected in the outstanding relationships within the school. It further recognises the outstanding the way in which the school promotes diversity, support provided to EAL pupils, and the equality of access and opportunity for all. The inspection team applauded the outstanding promotion of pupils' spiritual, moral, social and cultural development.

The report highlights as outstanding the provision of a wide range of extra curricular opportunities to enhance and compliment the curriculum.

As a school we continue to work with a variety of partners, including the parishes, the local community and others, in our efforts to provide an inclusive, community-focused education, rooted in a Christian ethos. The school is proud that the inspection team valued the range of working partnerships as outstanding, in particular, that of the parishes.

The report recognises the tracking of budgets to ensure good value for money to be an outstanding feature, together with an efficient use of staffing and resources. It further recognises, as outstanding, the curriculum at all key stages to be broad and balanced, reflecting the catholic ethos of the school and engaging other partners in its delivery. The way in which the curriculum promotes personal development was also considered to be outstanding and it was pleasing to note that 77% of teaching was graded as 1 or 2.

We are very proud of our pupils and are particularly pleased to see that the report acknowledges pupil behaviour as an outstanding feature, making an important contribution to the standards they achieve in their learning, which takes place in an atmosphere of mutual respect and courtesy. An active charities group raises substantial sums of money for worthy causes, which promotes the mission of the school.

The school is proud of the achievements noted in the report, which is a tribute to the efforts of the governors, staff, pupils, parents, parishes and the school's partners. The school welcomes the recommendations, which are identified in our self evaluation, with the specific aim of further raising standards. Bishop Hedley wishes to thank the team for the professional and objective manner in which they conducted the Inspection.

## Appendix 1

### Basic information about the school

Name of school	Bishop Hedley High School
School type	Secondary
Age range of pupils	11-17
Address of school	Gwaunfarren Road Penydarren Merthyr Tydfil
Postcode	CF47 9AN
Telephone number	01685-721747

Headteacher	Mrs Maureen Harris
Date of appointment	September 1 <sup>st</sup> 2005
Chair of governors <sup>7:1</sup>	Mr John Strand
Reporting inspector	Mr Peter Harris
Dates of inspection	12-15 November 2007

## Appendix 2

### School data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	103	98	111	126	100	49	40	570

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	36	2	37.4

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	17:1
Pupil: adult (fte) ratio in special classes	NA
Average teaching group size	24.4
Overall contact ratio (percentage)	74.6

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole school
Term 1	88	87.6	88.8	82.4	96.3	81.7	92.6	87
Term 2	90.6	88.7	92	92.8	89.5	93.8	86.2	90.8
Term 3	88.3	90.8	88.9	90.8	87.6	93.9	87.1	89.5

Percentage of pupils entitled to free school meals	23%
Number of pupils excluded during 12 months prior to inspection	19 temporary 0 permanent

## Appendix 3

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

National Curriculum Assessment KS3 results 2006															
Total number of pupils in Y9: 117															
Percentage of pupils at each level															
			D	A	F	W	1	2	3	4	5	6	7	8	EP
English	Teacher assessment	School	0	3	0	2	0	0	13	25	33	13	11	0	0
		National	0	0	0	0	0	2	8	21	35	24	8	0	0
Mathematics	Teacher assessment	School	0	5	0	0	0	0	7	23	23	30	12	0	0
		National	0	0	0	0	0	1	6	18	24	32	15	0	0
Science	Teacher assessment	School	0	4	0	0	0	0	6	16	39	31	4	0	0
		National	0	0	0	0	0	0	6	19	33	27	12	0	0

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

Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language) by teacher assessment			
In the school	53	In Wales	57

### Public Examination Results:

For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ	
Number of pupils aged 15 on the school roll in January 2006	104
Average GCSE or GNVQ points score per pupil	40

The percentage of 15 year old pupils who in 2006:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	89	84	88
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	44	43	53
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	89	81	86
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	36	32	39
entered at least one Entry level qualification, GCSE short course or GCSE	96	98	97
attained one or more GCSE grades A*-C or the vocational qualification equivalent	72	68	76
attained one or more GCSE grades A*-G or the vocational qualification equivalent	94	91	93
attained no graded GCSE or the vocational qualification equivalent	5	5	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	NA	NA	NA
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2	NA	NA	NA

<b>For pupils aged 17, results in A/AS, GNVQs and NVQs</b>	
Number of pupils aged 17 in January 2006	40
Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2006	30
Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2006	2

	<b>School</b>	<b>UA</b>	<b>Wales</b>
Percentage of pupils entered who achieved 2 or more grades A-C	60	61	68
Percentage of pupils entered who achieved 2 or more grades A-E	87	90	94
Average points score per candidate entering 2 or more subjects	16	17	20
Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2	NA	NA	NA
Number of pupils who achieved a GNVQ Advanced or NVQ at level 3	NA	NA	NA

## **Appendix 4**

### **Evidence base of the inspection**

Inspectors spent a total of 29 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:

- 34 lessons;
- registrations and assemblies, and
- some extra-curricular activities.

Members of the inspection team met with:

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

The team also considered:

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

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

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Peter Harris Rgl	Key Question 1
Helen Adams	Support on Key Questions 1, 3 and 4
Andrew Herdman	Key Question 2
Huw Llewelyn	Key Question 3
Ann Norbury	Key Question 4
Gareth Buckland	Key Question 6
Angus Dunphy	Key Question 7
Martyn Williams	Key Question 5
Simon Canham	Support on Key Questions 2, 3, 4 and 6
Glenys Jones	Nominee

### ***Acknowledgement***

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

#### **Contractor:**

EPPC/Severn Crossing Ltd  
Suite H, Britannic House  
Llandarcy  
Neath SA10 6JQ