

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Cefn Hengoed Community Comprehensive School
Caldicot Road
Winch Wen
Swansea
SA1 7HX**

School Number: 670-4031

Date of Inspection: 3-7 October 2005

by

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(W141/78306)**

Date: 5 December 2005

Under Estyn contract number: T/005/05

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Cefn Hengoed Community Comprehensive School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of **Cefn Hengoed Community Comprehensive School** took place between **3-7 October 2005**. An independent team of inspectors, led by **Mr Gareth Buckland** 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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 IN COMMON USE

A	Advanced
AS	Advanced Subsidiary
AVCE	Advanced Vocational Certificate in Education
CADCAM	Computer Aided Design and Computer Aided Manufacture
CAT	Cognitive Abilities Test
CSI	Core Subject Indicator
EAL	English as an Additional Language
EWO	Education Welfare Officer
GCSE	General Certificate of Secondary Education
ICT	Information and Communications Technology
IEP	Individual Educational Plan
IT	Information Technology
KS	Key Stage
LEA	Local Education Authority
LSA	Learning Support Assistant
NC	National Curriculum
NQT	Newly Qualified Teacher
NVQ	National Vocational Qualification
PSD	Personal and Social Development
PSE	Personal and Social Education
SDP	School Development Plan
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
UA	Unitary Authority
Y	Year

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Context

The nature of the provider

1. Cefn Hengoed Community School is an 11-16 mixed comprehensive school which plays a wide and diverse role in the community that it serves. Opened in 1967 as an 11-18 comprehensive school, it became an 11-16 in 1986 following the decision to reorganise 16-19 educational provision in the former county of West Glamorgan. The school provides a wide range of specialist facilities for the delivery of the curriculum and a number of partner organisations work from within the school. A flourishing NVQ Skills Centre is extensively used by learners from the school, other schools and wider community. A Family Centre, Crèche and Learning House are also based in the school. The school benefits from extensive sporting and leisure provision which are jointly managed with the on-site leisure centre.
2. The school serves the communities of Port Tennant, Danygraig, Pentrechwyth, Bonymaen, Winch Wen, Trallwn and Talcopa which cover the Eastside of Swansea. After a period of decline, the school's population is increasing steadily and now stands at 743 pupils. There are no pupils who speak Welsh as their first language but there has been a steady increase of pupils from ethnic minorities on roll. A significant number of these are from asylum seeking families and there are currently 14 children allocated refugee status attending the school. Support is provided for those pupils through different languages. Forty-one percent of pupils are registered as entitled to free school meals; this compares with the unitary authority (UA) average of 20% and the all Wales average of 15%. The school has five pupils with a statement of special educational needs (SEN) and a further 153 on the special needs register, of which 31 receive additional support from external agencies via School Action Plus. Literacy levels are below average on entry to the school. Forty three percent of pupils entering Year (Y) 7 this year have reading ages one or more years below their chronological age and almost 22% have reading ages two or more years below their chronological age.
3. The school's mission statement is, "If you believe it, you can achieve it". The main aims are: to develop pupils' intellectual abilities, ensure that pupils see the relevance and meaning of education, provide an 'education for all', encourage a feeling of self-worth and self confidence, develop pupils' ability to teach themselves and work together, encourage values which are essential to a free society, provide care and support for pupils and encourage good behaviour and consideration for others, recognise and record each pupil's achievements, recognise the vital influence of the family in pupils' education and help pupils make informed decisions about their health.
4. The last school inspection was carried out in the Autumn Term of 1999.

The school's priorities and targets

5. The school development plan (SDP) for 2003-06 outlines the strategic vision for improvement and the raising of standards, at both whole school and departmental levels. Whole school priorities are:

- raising standards of achievement;
 - curriculum development;
 - social inclusion;
 - developing partnership with community groups;
 - widening participation in learning;
 - staff development;
 - improving administration, and
 - enhancing buildings and fabric.
6. The priorities of the SDP are linked to strategies, resources, lead person, timescale and evaluation. A one-year operational plan for 2004-05 runs in conjunction with the strategic plan. The priorities of this plan are:
- to raise standards in all aspects of school life;
 - the development of information and communications technology (ICT) across the school;
 - improving the performance of boys;
 - improving the provision for the most able, and
 - address issues surrounding the reorganisation of secondary education in the City and County of Swansea.

Summary

7. Cefn Hengoed Community School is an improving school. Since the last inspection, the governing body, the headteacher and the senior management team have worked hard in introducing a large number of measures designed to raise standards and improve the quality of the learning experience of the pupils as well as the teaching and learning environment for all the school community. As yet, a number of initiatives are not fully embedded across the school and the full impact of the measures has not been felt across the school. Nevertheless, there are distinct signs of improvement in several areas.

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	3
2 How effective are teaching, training and assessment?	3
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	3
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?	4

Standards

8. The extent to which pupils make progress varies across subjects and within each subject. The following table summarises the current situation:

Standards in subjects inspected			
Subject	KS3	KS4	Sixth Form
English	3	2	N/A
Science	2	2	N/A
Art	2	3	N/A
Information Technology	2	2	N/A
Physical Education	3	4	N/A
Religious Education	3	3	N/A

9. As indicated above, standards are good across both key stages in science and information technology. In the other four subjects, good standards are found in KS4 in English and KS3 in art. Elsewhere, good features outweigh shortcomings except in KS4 in physical education, where shortcomings are identified in important areas within KS4.
10. The following table provides a summary of the grades that were awarded in the six subjects inspected:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1.5%	46%	36%	15%	1.5%

11. These figures are below the current national figure of 50% of lessons to be graded 1 or 2. However, figures of 50% in KS3 and 45% in KS4 represent an improvement since the last inspection when the percentage of awarded Grades 1 and 2 in KS3 and KS4 were 28% and 27% respectively.
12. There is scope for further improvement in curriculum provision, particularly for the average and lower ability pupils, through the development of appropriate curriculum delivery in Key Stage 4 (KS4) as well as through a greater range of teaching methodologies that will further enrich the learning experiences of all pupils.
13. The rate of progress varies across subjects and between classes. Pupils make best progress when they are engaged in work provided at an appropriate pace and containing learning experiences appropriate to their ability.
14. Pupils need to be afforded the opportunities to work collaboratively, share learning with others and develop the skills involved in independent learning.
15. At present, pupils' key skills are not developed sufficiently to enable them to work at their full potential in all areas. This development is particularly lacking in oral work, numeracy and ICT across the curriculum as well as in the application of the range of broader key skills to their learning experiences.
16. Pupils with SEN receive good support and achieve well. The support for pupils requiring English as an additional language (EAL) is good and such pupils make very good progress.

17. There is an improving trend in examination results particularly in KS3, where results have shown an improvement year on year for the past four years, with very good results being observed in science. However, the performance in English remains a concern and is hampering the core subject indicator (CSI) results each year. Such performance is reflected in the comparison with schools of similar intake; the performance in the CSI places the school in the third quartile for CSI, the second quartile for mathematics and English and the first quartile for science.
18. In KS4, results have fluctuated with the cohort over the past few years. The results in 2004 were disappointing within the five A*-C grades despite the performance at five A*-G and one A*-G continuing to be in the top quartile when comparing the school with similar schools.
19. Results in GCSE remain well below those of the Local Education Authority (LEA) and the national average. The proportion of pupils gaining a grade A*-C in the three core subjects combined places the school in the lowest quartile by comparison with schools nationally with similar intake. The provisional results for 2005, whilst demonstrating a substantial improvement in the five A*-C grades, only reflect the ability profile of the cohort with little or no added value for that cohort.
20. The most able pupils are generally challenged to produce work of a high quality both in their oral and written responses. Pupils with SEN achieve well in the designated classes though the range of experiences they encounter is limited.
21. There are signs of improvement in a number of subjects though these have not yet translated into examination success. Whereas art and science are performing well against school and LEA averages, concerns continue to exist over the performance of physical education.

The quality of education and training

22. In the six subjects inspected, the grades awarded for the quality of teaching in all lessons observed in KS3 and KS4 are:

Key Stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3	3%	48%	33%	16%	
4	3%	36%	43%	15%	3%

23. These grades are below current national targets.
24. Overall grades for the quality of teaching in all lessons observed in KS3 and KS4 are:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	43%	38%	15%	1%

25. There are many committed teachers who give generously of their time to help pupils. Classroom organisation is generally good with lessons generally well structured. In the main, teachers make clear the aims of each lesson and review progress and learning at the end of the lesson.
26. There have been a number of sporadic long-term absences among the staff in recent years which have impacted upon continuity and progression in the learning of the pupils, as well as exacerbating the financial situation of the school.

27. Although subject teachers have a good knowledge of their subjects, with few non-specialists being deployed, they do not always use this to engage and stimulate the pupils through a range of teaching strategies or through the provision of a wide range of learning experiences.
28. In general, teachers instil a positive attitude towards work amongst the pupils and have good working relationships with the pupils. However, sometimes teachers over-praise the work presented by pupils, resulting in a lack of usefully diagnostic and constructive criticism.
29. Within the current grouping arrangements, particularly in years seven and eight, pupils are broadly grouped according to ability. Within these groups, however, there remains a broad range of ability and in a significant number of lessons the teacher does not always differentiate sufficiently to meet the needs of all pupils.
30. The school has developed a comprehensive assessment policy. This works in conjunction with a target setting policy that is allied to the use of data to improve standards. Within this assessment policy, departments are given the latitude to develop their own guidelines and methods; this has resulted in inconsistent practice across the school leading to the potential for confusion among the pupils.
31. Pastoral support for the pupils is good in the school. There have been initiatives put in place to support individuals in their academic progress alongside support for their personal development. With the form tutor at the heart of this process, the overall development of each pupil is tracked and monitored thoroughly. Identified pupils in Year (Y) 11 are assigned mentors. These systems are a very strong feature of the school.
32. Very good links with the partner primary schools ensure a smooth transition from KS2 to KS3. Pupils speak warmly of the personal and social development (PSD) programme. Careers education and work experience programmes prepare the pupils well for the world of work.
33. Within PSD, there are opportunities for pupils to develop their problem-solving and entrepreneurial skills through activities such as the Dynamo project. The promotion of lifelong learning through such activities as the skills centre and various adult education courses is an outstanding feature of the school.
34. Community links are good and the local community holds the school in increasingly high regard. The existence on site of the Family Centre and Crèche has a beneficial impact on the school's positive community relationships.

Leadership and management

35. Senior leaders have clear expectations about learning, behaviour and relationships and have implemented these through a comprehensive range of policies and guidelines. The headteacher has brought about many changes and improvements since his appointment. Members of the senior team work well together and are clear in their individual responsibilities. Line management responsibilities for pastoral and departmental teams provided through the senior management of the school is acknowledged as effective by the teachers who are very supportive of the senior managers with whom they work. At times, however, senior leaders have an insufficient understanding of strategic areas other than their own. This leads to a less effective corporate approach.

36. There is insufficient involvement of middle managers in strategic policy making. This hampers the development of a greater sense of shared ownership and responsibility by all levels of leadership.
37. There is a good level of understanding among the senior managers of their roles and responsibilities in promoting higher standards. They have established comprehensive policies and processes for target setting and middle managers are very clear about their role in the process.
38. The effective Performance Management process in the school is central to identifying staff training needs; these are clearly identified through the process. Support is given to individuals to improve their performance. This is allied to the effective procedures in place for supporting and monitoring newly-qualified teachers and teachers on the graduate teacher training programme. This is a further strength of the school.
39. The effectiveness of middle managers as leaders varies across the departments. Most heads of departments have a good understanding of their respective roles in promoting high standards and are rigorous in tracking pupil progress. Generally, however, they do not recognise sufficiently the need to lead in the development of detailed and differentiated schemes of work and to focus on extending the range of teaching and learning styles in order to improve pupil outcomes. In addition, within departments, there is an apparent lack of distributed leadership that does not enable teachers to contribute fully to departmental development and thereby to enhance their own expertise.
40. The governing body is strongly supportive of the school and endorses the way the school is moving forward. However, governors are not formally, sufficiently active in acquiring first-hand evidence for themselves through monitoring procedures. As such, their roles as critical friends and challenge to the school are not fully developed.
41. Considerable improvements have been made to the accommodation following the criticisms in the last inspection report. Nevertheless, the overall quality of significant areas of the school, both interior and exterior, remains poor.
42. The SDP identifies targets and priorities for the school from 2003 until 2006 and includes a summary of each departmental development plan. Within the current financial climate in the school, the lack of accuracy in costing each priority, allied to the lack of success criteria, limits the potential impact on improvement of the document. This results in the school being unable to determine whether it is capable of delivering its identified priorities and how it will measure the impact of such delivery on standards.

Progress since the last inspection

43. Considerable changes have taken place in the school since the last inspection and the school is starting to see the benefits from these changes. There has been some progress in terms of standards and examination results and in the general written work of the pupils. The school has been awarded the Basic Skills Quality Mark in recognition of the work undertaken in developing basic skills. The senior management team is fully committed to the school and school improvement, whilst recognising there is much further work to be done. Attendance has improved considerably since the last inspection and the entitlement of pupils with SEN has been enhanced and improved. Personal and

social development has been successfully reviewed. Aspects of the accommodation have received considerable attention. The target-setting procedures in the school are established and are a strong and effective element of the improvement plan for the school. Monitoring and evaluation of departments and school issues are now embedded within the culture of the school.

44. Improving the learning opportunities for pupils through appropriate resources, including a library, remains a priority. The school remains non-compliant with the provision of a daily act of collective worship thereby not fulfilling statutory requirements.

Recommendations

In order to continue the trend of improvement in the school, focusing on the following areas should be central to the school's future plans:

- R1 continue to improve standards and examination results;
- R2 extend the range of teaching and learning styles to ensure:
- appropriateness to the learning of the pupils of all ability levels, and
 - pupils become more actively involved in their own learning;
- R3 improve the capacity of heads of departments to become leaders rather than managers within their own teams in order to drive forward improvements in standards and learning;
- R4 in the light of issues and developments arising from the 14-19 agenda, evaluate and improve the curriculum provision in KS4 for pupils of average and lower ability;
- R5 implement further the plans for developing key skills across the curriculum, with particular emphasis on oracy, numeracy and ICT;
- R6 continue to improve attendance and punctuality;
- R7 establish rigorous procedures within the SDP process to ensure:
- the school and all departments have clear financial parameters for development;
 - clear success criteria are established for priorities, and
 - the impact of developments on improvement and the raising of standards can be established;
- R8 ensure the statutory requirement regarding the act of collective worship is met.

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 3: Good features outweigh shortcomings

45. The school awarded itself a Grade 2.
46. Inspectors felt that, although there are signs of improvement in the school, the improvement is not consistent across all aspects of raising standards.

Pupils' success in attaining agreed learning goals

47. In the six subjects inspected, outstanding features are only found in art while in physical education, English and religious education there are instances of shortcomings in important areas. In KS4, there are no outstanding features in any of the six subjects whereas shortcomings are evident in important areas in physical education, art, religious education and English with many shortcomings in physical education.
48. In the 67 lessons observed in those six subjects, the grades awarded across both key stages are as follows:

Grade	Standards in Subjects	Standards in Subjects
	(%)	(%)
	KS3	KS4
1	3	
2	47	45
3	37	35
4	13	17
5		3
TOTAL	100	100

49. A summary reveals the following percentages within each grade across the school:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1.5%	46%	36%	15%	1.5%

50. These figures are below the current national figure of 50% of lessons to be graded 1 or 2. However, figures of 50% in KS3 and 45% in KS4 represent an improvement since the last inspection when the percentage of awarded Grades 1 and 2 in KS3 and KS4 were 28% and 27% respectively.
51. Whereas standards of achievement and examination results are improving, they are not yet at a good level because of the performance of pupils in a few subjects and the continuing gap in performance between boys and girls. Furthermore, both the quality of teaching and pupils' attitudes to learning vary and, at times, have a significant negative impact on standards achieved.
52. In general, the most able pupils and those with SEN make the most progress, though variations in teaching and attitudes result in some inconsistencies.
53. Standards in KS3 are better than those achieved in KS4 and this outcome mirrors the quality of teaching in each key stage.

54. The school sets very ambitious numerical targets for the end of each key stage resulting in a significant number of pupils not achieving their individual targets. The target setting process, albeit thorough and understood by staff and pupils, creates targets that appear to be overly ambitious at both an individual pupil and school level.
55. Standards in key skills are variable across and within each key stage. As yet, despite some planning for the delivery of key skills across the curriculum, the delivery of key skills does not have sufficient emphasis across the subject areas. Standards in writing, speaking and listening are generally better than in reading, numeracy and ICT. A whole-school emphasis on writing has had a positive impact on the quality of presentation of work by pupils across all subjects. There are pockets of good practice in key skills, particularly in music, art and science as well as work with SEN.
56. Pupils are generally keen to participate orally and the more-able pupils use extended speech and question peers and teachers with confidence. However, discussion is restricted by the overly didactic style of much of the teaching that takes place and the extremely limited opportunities for group work.
57. Reading skills are of a satisfactory standard technically but reading for understanding and access is not so well developed. The opportunities for reading for pleasure are curtailed by the closure of the school library and the lack of a central, learning resource area.
58. Whereas the written work is of a good technical standard, particularly with the more-able, pupils of average to lower than average ability frequently demonstrate inaccuracies in spelling and grammar. However, the initiatives to improve the standard of writing for the pupils are having a positive effect across all abilities.
59. There are limited opportunities for pupils to demonstrate their ability with number; however, when they do so, they are confident in applying their skills in a range of situations.
60. Pupils have good ICT skills. The school has made significant strides forward in providing good quality resources for information across the school. The technical standard of the pupils in using information technology (IT) equipment effectively is good. However, further development is required in applying ICT skills both within information technology as well as across the curriculum. At present, the development of ICT as a key skill is in its early stages.
61. There is little evidence of a focus on bilingualism. There is an absence of bilingual signs displayed around the school, except in the Leisure Centre area. There is no formal or informal use of incidental Welsh in classes and around the school. The profile of the Welsh culture/ethos within the school is limited.
62. Results in the National Curriculum (NC) tests at the end of KS3 have improved each year over the past four years. In 2004, the CSI for the school was, at 39.3%, the highest score the school has recorded. The provisional figure for 2005 shows a further substantial increase to 46%. While the performance is below that of the LEA and the national figure, the gap in performance between that of the school and the LEA and national picture continues to narrow. When comparing the school with schools of similar intake, the performance in the CSI

places the school in the third quartile for CSI, the second quartile for mathematics and English and the first quartile for science.

63. In KS4, results have fluctuated with the cohort over the past few years. The results in 2004 were disappointing within the five A*-C grades despite the performance at five A*-G and one A*-G continuing to be in the top quartile when comparing the school with similar schools. However, results are well below those of the LEA and the national average. The proportion of pupils gaining a grade A*-C in the three core subjects combined places the school in the lowest quartile by comparison with schools nationally with similar intake. Whereas art and science are performing well against school and LEA averages, the performance of pupils in physical education and information technology remains below average. However, the provisional results for 2005 are an improvement and demonstrate a substantial improvement in the five A*-C grades.
64. The rate of progress varies across subjects and between classes. However, best progress is made when the pupils are engaged in work provided at a suitable pace and containing learning experiences appropriate to their ability.
65. The most-able pupils are generally challenged to produce work of a high quality both in their oral and written responses. Pupils of average ability are not stretched sufficiently, resulting in a significant number not achieving at a level appropriate to their potential. Pupils with SEN achieve well in the designated classes though the range of experiences they encounter is limited.

Progress in learning

66. The rate of progress varies across subjects and between classes. However, best progress is made when the pupils are engaged in work provided at a suitable pace and containing learning experiences appropriate to their ability. In the subjects observed, there is a direct correlation between the quality of the teaching and the rate of progress made by the pupils across both key stages. Pupils do not always consolidate their learning sufficiently through independent or group work remaining over-reliant on the input provided by their teachers.
67. The most able pupils are generally challenged to produce work of a high quality both in their oral and written responses. Pupils with SEN achieve well in the designated classes though the range of experiences they encounter is limited.

The development of personal, social and learning skills

68. The large majority of pupils behave responsibly and demonstrate good behaviour in and around the school. However, a minority of pupils exhibit challenging behaviour and show a lack of respect to teachers, other pupils and adults during lessons and break times.
69. Attendance and punctuality are on-going areas for improvement. Attendance for the three full terms prior to inspection is unsatisfactory at 86%. However, it is an improvement since the last inspection. The introduction of an attendance manager, the increasing effectiveness of monitoring procedures and the good relationships with the Education Welfare Officer (EWO) who is based in the school, all contribute to the improvement in attendance levels.
70. The majority of pupils' punctuality at the start of the school day and individual lessons is good. However, there are a minority of pupils who arrive late to

registration after the lunch time break and some late arrivals to lessons is mainly due to the distance pupils have to walk through the school to get to lessons.

71. There are limited opportunities for pupils to develop the wider key skills of problem-solving and decision making across both KS3 and KS4. In KS4, pupils encounter few opportunities to develop their own learning or undertake research.
72. A very comprehensive and successful work-experience programme is well established within the school. Responses from recipient employers indicate the high quality of the contribution made by the pupils during their placements.
73. The school prospectus and governors' annual report to parents are both very comprehensive and informative documents. However, some omissions do not make them fully compliant with the Welsh Assembly Government requirements.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

74. In its self-evaluation report the school judged this key question to be a grade 2.
75. The findings of the inspection team judged the quality of teaching and assessment to be a grade 3, because although there was evidence of good teaching and assessment there were shortcomings in both areas.

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

76. In the six subjects inspected teaching was at least good with no important shortcomings in 48% of lessons. Teaching in 20% of lessons has important shortcomings. These grades are below current national targets.
77. Grades for the quality of teaching in lessons observed in the identified subjects in KS3 and KS4 are:

Key Stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3	3%	48%	33%	16%	
4	3%	36%	43%	15%	3%

78. Overall grades for the quality of teaching in all lessons observed in KS3 and KS4 are:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	43%	38%	16%	1%

79. While 46% of all lessons observed were at least good, 55% of all lessons displayed shortcomings, with 17% having shortcomings in important areas.
80. Classroom organisation is generally good. Lessons are generally well structured. Teachers mostly make clear the aims of the lesson and review progress and learning at the end of the lesson.
81. The majority of pupils feel confident to make contributions orally and respond with enthusiasm. Sometimes these responses are underdeveloped. In some

lessons, pupils are not given sufficient opportunity to discuss in groups or pairs. As a result, pupils sometimes lack the skills to speak confidently about their work.

82. Relationships are generally very positive. Teachers are supportive of their pupils, using praise and humour to good effect. Sometimes teachers over-praise, resulting in a lack of usefully diagnostic and constructive criticism.
83. Teachers generally show good subject knowledge and expertise in their field.
84. In the best lessons, there is pace and variety and lessons are lively. There is mainly didactic teaching in all departments and an insufficient variety of teaching styles. Even where good teaching is in evidence, pupils are not always given sufficient opportunities to work independently.
85. Pupils are grouped according to ability. Within groups, however, there is still a range of ability and in some lessons the teacher does not always differentiate sufficiently.
86. Teachers generally use resources appropriately. However, pupils rarely have textbooks to take home. Some of the school produced booklets, worksheets and visual stimuli (for example, overhead slides) are unimaginative and not well presented. There is a general lack of use of new technology, such as interactive whiteboards, as a means to engage pupils' interest and enhance their learning and understanding.
87. There are schemes of work in all departments. However, the development of detailed lesson plans is not a general feature of the school. Without this level of planning for pupil outcomes at all levels of ability some teaching suffers from the lack of a clear and supportive framework.
88. The needs of pupils in lower ability and SEN classes are generally well catered for, particularly in KS3. However, in some lessons pupils often lack opportunities to learn from other pupils and can be slow to begin tasks without the teacher's encouragement. Where Learning Support Assistants (LSA) are assigned to classes their presence is very beneficial. Teachers receive the Individual Education Plans (IEP's) of pupils on the school's SEN register. Although there is little evidence of the use of the IEPs, teachers are expected to plan accordingly.
89. Teachers generally promote equal opportunities and challenge stereotypes. However, in some classes where the boys outnumber the girls there is a tendency for the boys to dominate.
90. Homework forms an important part of the curriculum. There is no formal homework timetable. Homework is given to pupils when appropriate. Generally pupils in the upper ability sets receive homework on a more regular basis than pupils in the lower ability groups.
91. There is little evidence of a focus on bilingualism. There is an absence of bilingual signs around the school, except in the Leisure Centre area. There are bilingual signs in a very few departments, but they are not prominent. Achievement in Welsh is currently below that in other subjects.

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

92. The school has a comprehensive assessment policy. It also has a target setting policy. Within the assessment policy departments are given latitude to develop

their own guidelines and methods. This has resulted in inconsistent practice and some confusion for pupils.

93. Marking is mostly accurate. However, it varies in its usefulness to pupils. The best examples are seen in English, where guidance is given to pupils on ways to improve. There are some good examples of constructive comments in science, history and geography. There are examples of marking which praises pupils' efforts but says little about how to make progress. In some subjects marking is cursory, relying on single grades or marks. Examples of pupil self-assessment and target setting were seen. In some instances pupils' work was unmarked. There is no evidence of consistent practice in the correction of spelling and punctuation errors.
94. Individual teachers and departments keep careful records of pupil progress. In some departments, such as art, there are individual pupil record cards that track pupils' progress through their time in the department. There is a reliance on test results in some departments to track progress, rather than developing methods of formative assessment.
95. The school has very good systems in place for the tracking of overall pupil progress. Underachievement by individual pupils is noted by departments, shared with the pastoral staff and action taken. The heads of Lower and Upper School are particularly active in monitoring progress, in the main the progress of the most able pupils. However, they also see other pupils to give praise and to express concern about progress. Identified pupils in Y11 are assigned mentors. These systems are a very strong feature of the school.
96. The school's reporting systems are well developed and generally effective. Pupils receive an interim report as well as an annual report. The interim report is particularly useful for identifying underachievement at a timely stage in the year. Time and effort is devoted to the annual reports. Most are computer generated with the facility for customising certain parts. There is an opportunity for pastoral staff and the pupil herself/himself to comment on overall progress. The reports are generally very helpful to pupils and their parents in summarising the pupils' achievements. Some comments and targets for improvement are too generalised.
97. The school meets statutory requirements for assessment and follows the regulations of examination boards.

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

Grade 3: Good features outweigh shortcomings

98. The school awarded itself a Grade 2.
99. Inspectors felt that the limitations illustrated below limited the grade award within this key question.

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

100. Overall, the school provides appropriate learning experiences for pupils in KS3 and for the majority of pupils in KS4. The curriculum meets the needs of learners in KS3, including those with SEN. In KS4, some opportunities are

provided for pupils to gain qualifications appropriate to their abilities and interests but the extent of that provision is very limited.

101. The curriculum is generally broad and balanced but is not always sufficiently flexible in KS4 to meet the needs of all pupils, particularly those pupils less academically inclined. Within the vast majority of subjects, there is effective continuity and progression between key stages and successful partnership arrangements exist with the primary schools and post-16 providers to support this.
102. The curriculum provision for the vocational education courses, timetabled simultaneously, requires pupils to be withdrawn from other lessons in order to attend. This potentially impedes the continuity of their learning.
103. Some key features of the curriculum include the provision of stand alone ICT and a wide range of other GCSE courses. Increased attention to 14 -16 vocational courses is recognised as a priority by the school but, at present, little has been done to meet the needs of pupils requiring such courses.
104. The school has achieved the Basic Skills Quality Mark and recognises the need to support pupils' learning through the coherent support of key skills. The commitment to literacy across the curriculum is generally well established in the school. Whilst there is some evidence of good practice, there is less evidence of a coherent and coordinated provision of numeracy and the wider key skills, including ICT.
105. The school provides a rich variety of extra-curricular activities and this is a strong feature of the school. These activities, including many clubs giving good levels of additional support linked to subjects, contribute effectively to pupils' personal development, academic progress and the standards achieved.
106. The school is successful in promoting pupils' spiritual, moral, social and cultural development. Good support systems exist throughout the school and the school's personal development programme is strong.
107. The school's curriculum provision is suitably and positively enhanced by effective partnerships with a wide range of providers and external agencies.
108. The school does not comply with the statutory requirement of a daily act of collective worship.

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

109. There is a good range of work-related activities provided for pupils in all key stages. The school works in partnership with Careers Wales who provide strong and effective links with the school. There are flourishing links with many other partner organisations, including the local college. The community dimension of pupils' education is supported through attendance at Forest School.
110. All KS4 pupils participate in successful work experience programmes that are well monitored and generally meet pupils' needs and interests effectively. Good vocational guidance is provided through careers interviews. Records are kept by pupils and the experiences provide an important aspect of pupils' development.
111. Those pupils who opt for Welsh are entered for GCSE coursework and examinations and those receiving the weekly compulsory lesson are entered for

the short course GCSE. Pupils' wider experience of Welsh culture is confined to some subjects and Y Cwricwlwm Cymreig is made insufficiently explicit and coherent across the curriculum, despite the school's requirement for its inclusion in all schemes of work. The school arranges an annual Eisteddfod and visits to Llangranog.

112. The school is generally effective at promoting equal access and opportunity to the curriculum and tackling the potential impact of social disadvantage. However, the school is aware of the limited access for some pupils to preferred and appropriate courses of study in KS4 and the ensuing disengagement of a proportion of pupils. The integration of ethnic minority pupils in the school is a strong feature and respect for other religions and cultures is evident.
113. The school promotes issues of global awareness and citizenship through a planned programme of PSD and through the wider curriculum subjects. The school participates in a wide range of fund-raising events. Sustainable development and global citizenship are promoted well within some subject areas. However, the promotion of environmental issues is limited and not always covered in the PSD programme. The school actively encourages recycling of paper and is currently working towards the healthy schools award.
114. Links with local employers through the work experience programme are good and pupils' experiences with them are reported upon highly favourably. In such examples, pupils' learning experiences help them to form firm foundations for their future lifelong learning. The school is currently working towards Careers Education Accreditation and a range of outside speakers support pupils' development.
115. Visitors from the business community regularly speak to pupils on work related topics helping to widen and strengthen their understanding of the workplace. These are supported well by the co-operation of local employers and valuable and informative input by Careers Wales.
116. The careers and PSD programme provides pupils with opportunities to develop their problem solving and entrepreneurial skills through activities such as the Dynamo project. The promotion of lifelong learning through such activities as the skills centre and various adult education courses is an outstanding feature of the school.
117. Good links exist with the community who hold the school in increasingly high regard. The existence on site of the Family Centre and Crèche has a beneficial impact on the school's positive community relationships.

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

Grade 2: Good features and no important shortcomings

118. The school awarded itself a Grade 1.
119. Although there is a great deal of good practice evident in the school, inspectors felt that there was insufficient evidence of outstanding practice for them to agree with the school's self-awarded grade.

The quality of care, support and guidance to learners

120. The school provides a well-structured pastoral system which promotes very good care and support for all pupils. Heads of Upper and Lower School assisted by form tutors, effectively co-ordinate and manage support for pupils from a

range of services from both within the school and the Local Authority. Pupils find staff approachable and appreciate the support they receive.

121. The school maintains good links with parents through regular newsletters, parents' evenings, individual letters and where necessary, telephone calls. Pupil planners are used well as a first line of communication between parents and form tutors about such matters as homework. Parents with concerns can contact school for an appointment to speak with relevant staff. The headteacher is proud of the school's 'Open Door' policy to parents.
122. Parents and pupils receive good information about the options available to them in the school, although some pupils encounter some constraints as to the options available to them in KS4. Very good arrangements are also in place for Y11 pupils preparing for their transition to further education institutions.
123. Very good arrangements are in place for the smooth transition of pupils from the partner primary schools into Y7. In addition to helping the school to identify its teaching groups, they also provide opportunities for friendship, understanding and reassurance for the new pupils from the outset. Key staff visit the eight partner schools, and arrangements are made for parents and pupils to visit the school, use its facilities and attend social events, on a number of occasions. Taster days and the support of senior pupils, who act as mentors throughout a two-week period of induction, ensure that pupils settle happily and successfully into Y7. This is an outstanding feature of the school.
124. All pupils benefit from a comprehensive programme of PSE, managed and updated by heads of school, and taught by form tutors. Topics such as study skills, health education, bullying and racial prejudice, citizenship and preparing for work, are addressed at appropriate times throughout their secondary school career. Specialists from outside agencies make periodic contributions to this course. The programme is carefully monitored at KS3 but lacks co-ordination at KS4. The lack of a universally accepted structure for the use of registration time remains a missed opportunity to extend still further, the impact of the PSE programme.
125. The school provides a robust structure for monitoring and responding to issues of attendance, punctuality and truancy. A dedicated in-house team, supported by a series of successful strategies such as 'the learning house', has significantly improved attendance and reduced the incidents of internal truancy in the last year. However the current school transport problems are hindering the teams' attempts to maintain this upward trend.
126. Punctuality at registration times is satisfactory overall but remains an issue for a minority of Y11 classes.
127. Strong and effective links with Careers Wales support a structured careers programme. A well-established work experience programme, in partnership with local employers, successfully encourages many pupils to show initiative by arranging their own placements.
128. The school has clear procedures for assuring the well being of all pupils as well as their health and safety when in the school's care. Pupils are very well served by the number of first-aiders, both staff and students, available on site. Health and Safety matters are also covered as part of PSE provision.

129. There are appropriate Health and Safety procedures in place to ensure the buildings and grounds are hazard free. However, they are not currently being applied correctly. This has been pointed out to the school. The school has been urged to urgently address the matter.
130. The well-documented, child protection procedures are in place and understood by all staff.

The quality of provision for additional needs

131. The school now has a comprehensive SEN policy in place that is fully operational. It ensures the early identification of individual learning needs, and provides a good range of learning opportunities.
132. The school's preferred foundation for its SEN provision, remains the creation of SEN forms as teaching groups in each year. This is supported by individual and small group specialist teaching for pupils with literacy or language difficulties, paired reading sessions, and support in mainstream classes.
133. The school's SEN co-ordinator determines the programme of support necessary, and sets an individual or group response in place, from the range of alternative resources available to the department. Provision has been significantly enriched by the appointment of effective and well-trained learning support assistants. Information on pupils is helpful and IEPs are informative. The tracking and management of pupils' records effectively supports this process.
134. Guidance for specific departments on differentiation and strategies to support SEN pupils work well in some areas of the curriculum. However, timetabling constraints mean that it is not always possible for LSAs to work in their strongest areas.
135. The school maintains good standards of behaviour as a platform for learning. This process is considerably strengthened by the use of Class Conduct Books in Years 7, 8 and 9; they provide a simple opportunity for dialogue between the subject teachers and a pupil's form tutor. Faculty and pastoral staff take a shared stance in providing appropriate support for learners whose behaviour impedes their progress and that of others. At present this is not supported by an 'in-house' permanent behaviour support base.

The quality of provision for equal opportunities

136. The school recognises the nature of its intake through its close links with partner primary schools, and the comprehensive admissions procedure for pupils arriving at other times in their school careers.
137. The small numbers of pupils from other countries are supported by the school's EAL co-ordination very effectively. This intensive support continues until they are able to fully integrate into the main school curriculum. In a similar way, the small number of 'Looked-after Children' receive individual support and guidance from the assigned co-ordinator.
138. "Gifted and Talented" pupils are identified from pupil attainment data that includes SAT results, all-Wales reading data and the outcomes from cognitive abilities test (CAT) testing as well as faculty nominations. Following contact with

their parents, the seven or eight pupils identified in each year are mentored by a nominated member of staff. This process is not yet fully implemented.

139. The school operates an equal opportunities policy which ensures that the vast majority of both genders having equal access to all areas of the curriculum and other school activities. 'Equal opportunities' is also a theme covered regularly in PSE and careers lessons. The school monitors the performance of boys and girls, and uses strategies to promote boys' achievement. However, specific help, such as the Y11 Borderline Group, is successfully targeted according to need irrespective of gender.
140. Although the school has few pupils from ethnic minorities, it effectively covers the issue of race and discrimination in religious education and PSE. In addition, opportunities are planned in other subjects to identify and celebrate the richness of other cultures. For example, in art, a range of cultures are studied and several upper school pupils have recently completed a module of work on Asian Clothing.
141. Pupils indicate that teachers take bullying seriously and deal quickly with any incidents that may arise. Heads of school in particular are very effective in identifying and eliminating such incidents of bullying, and recording the incidents appropriately. Bullying is also addressed in the PSE programme.
142. The few pupils with disabilities in the school receive good support, and for the most part play a full and active part in all subject areas. The ground floor of the school building is fully accessible, where necessary by ramps but there are no lifts to upper storeys at present.
143. The school recognises and promotes diversity. This is addressed through subjects, especially religious education and PSE, and assemblies. Whole school activities, such as the 'Jeans for Genes' collection that took place during the inspection, also make a positive contribution in this area.

Leadership and management

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

Grade 3: Good features outweigh shortcoming

This is a grade lower than the school's self-evaluation grade. Although there are examples of good leadership at senior level the quality of leadership at middle level is more variable.

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

144. Senior leaders make clear their expectations about learning, behaviour and relationships through a comprehensive range of policies and guidelines. The headteacher has brought about many changes and improvements since his appointment.
145. Members of the senior team work well together and are clear in their individual responsibilities. They have line management responsibilities for pastoral and departmental teams and are very supportive of them. However, senior leaders sometimes have insufficient understanding of strategic areas other than their own, leading to a less effective corporate approach.

146. Middle leaders, other staff and pupils are not sufficiently involved in policy making to ensure a greater sense of shared ownership and responsibility.
147. The school's mission statement is, "If you believe it you can achieve it". There is a strong focus from leaders on the need to ensure success and achievement for the most able pupils and there are impressive procedures in place for tracking their progress.
148. The progress of all pupils is monitored but current grouping arrangements and curriculum provision do not provide for the aspirations of all pupils.
149. There is an appropriate policy and good practice to promote racial equality and the school meets statutory requirements in respect of disability and looked after children.
150. The school takes account of the Welsh Assembly Government's priorities and leaders have worked hard to address transition between primary and secondary level and workforce remodelling to the benefit of the school. Because of perceived staffing constraints allied to the current budgetary situation, the school is making slow progress in addressing the agenda for change and development in KS4.
151. The school has established a range of good links with partners. Links with partner primary schools are strong. Work with other comprehensive schools has resulted in shared delivery of vocational courses in KS4. Links with further and higher education are an important part of the development of the school as illustrated by the work currently being undertaken. Communication with parents is generally good and parents recognise the ready availability of staff. However, despite these links, apart from good links with industry and commerce arising from the work experience programme, the school has not sufficiently established and developed strong links with local business partners.
152. Senior leaders have a good understanding of their roles and responsibilities in promoting higher standards and have established comprehensive policies and processes for target setting. Middle managers are very clear about their role in the process. Pupil data are used consistently to set targets at all levels.
153. There are suitable and well-managed arrangements in place for monitoring the performance of individuals and teams. Senior leaders offer a high level of support to middle leaders and their teams. In some instances at both senior and middle level there is insufficient challenge to bring about improvement.
154. During the Performance Management process staff training needs are clearly identified. Support is given to individuals to improve their performance. There are effective procedures in place for supporting and monitoring newly-qualified teachers and teachers on the graduate teacher-training programme. The school works well with its partners in these areas.
155. The effectiveness of middle leaders varies. Most have a good understanding of their role in promoting high standards within their departments and are rigorous in tracking pupil progress. Generally, however, they do not recognise sufficiently the need to lead in the development of detailed and differentiated schemes of work and to focus on extending the range of teaching and learning styles in order to improve pupil outcomes.

156. There is an evident lack of distributed leadership within departments; this does not enable teachers to contribute to departmental development and thereby to enhance their own expertise.

The extent to which governors meet their responsibilities

157. The support of the governing body for the school and its leadership is a strong feature of the school. The governors provide an extensive range of expertise available to the school and its management team. The role of critical friend is used, often to good effect, particularly through the committee structure.

158. The governors are involved in strategic decisions made by the school. They understand their role and recognise their role in the delegation of executive decisions to the senior management of the school. They are involved in the planning processes for long term planning within the school. They bring considerable expertise to the areas of financial and school management.

159. Governors are provided with extensive information relating to the performance of the school particularly within pupil performance and financial matters. They utilise a range of methods in establishing that they have an understanding of the information provided. This ensures the governors are able to ask pertinent questions and establish their own understanding of the school's position in such areas.

160. Although statutory requirements are being met, apart from the delivery of a daily act of collective worship, a more pro-active stance needs to be taken by the governors. This is particularly the case in their roles of establishing a sense of direction for the school and holding the school to account for standards and the quality of provision.

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

Grade 3: Good features outweigh shortcomings

161. The school awarded itself a Grade 2.

162. Inspectors identified a number of shortcomings that restricted the grade awarded to a Grade 3.

How effectively the school's performance is monitored and evaluated

163. The inspection team found that although the school has introduced and developed good self-evaluation arrangements at departmental and whole-school levels, there are inconsistencies in the process resulting in some inadequacies in the final reports. This has resulted in the school being unable to implement effectively the findings of the self-evaluation processes.

164. Through the extensive arrangements across the school, the senior and middle managers have become well informed about the areas for which they are responsible.

165. The self-evaluation process is founded upon the gathering of first-hand information arising from classroom observations and discussions with departmental staff as well as reviewing the quality of pupils' work and attainment. Each head of department undertakes an annual review of the

performance of the department which feeds into the school's improvement plan. However, the impact of the outcomes arising from these many of these reviews has not been fully felt to date. In some instances, reviews have been supported by members of the LEA advisory team, resulting in on-going guidance and support from the LEA for such initiatives. Outcomes of these reviews have resulted in identifiable improvements.

166. The outcomes of the self evaluations are used to review the school's development plan on an annual basis. However, the effectiveness of the plans in providing a viable direction for school improvement is marred by the lack of suitable measurable outcomes and no indication of financial implications. The school establishes clear targets for pupils based upon a range of indicators and through the good liaison established between the pastoral and subject teachers, the performance of pupils is well monitored against the targets set.
167. School leaders ensure all staff are involved in the self-evaluation and review processes thus establishing a clear perspective of the performance of each department within the areas of teaching and pupil attainment.
168. There is very good practice evident in the review and analysis of test and examination results. The reviews provide the departments with clear data packs for their analysis and, in the best cases, the departments use the data to establish their areas for further improvement. Furthermore, assisted by the LEA, this analysis assists the school in establishing trends of improvement over three and five-year cycles. However, the information gained from the data is not having sufficient impact on the raising of standards across the school.
169. Leaders and managers take the views of a range of interested parties including staff, governors, pupils and parents or carers. Systems are established to determine the views and feelings of these interested parties. The school has established a School Council, with elected representatives from each year group, to enable views to be expressed about a range of issues affecting school improvement. However, as a result of direct, formal involvement of a senior manager, limited impact arises from the outcomes of the agendas set.
170. Middle managers are involved in the self-evaluation process. Successful and effective practice is evident in both the pastoral system and the departmental structure. However, the impact of the process on raising standards is variable.

The effectiveness of planning for improvement

171. In many cases, at whole-school and departmental levels, good use is made of information to produce plans for future development. Variation is evident in the quality of the departmental plans as well as the comprehensiveness of the information contained in the plans. A lack of information surrounding success criteria, outcomes and funding limits the capacity of the departments to prioritise accurately or determine their ability to deliver the improvements identified.
172. Despite the school having a comprehensive SDP, encompassing improvements identified through the self-evaluation process as well as priorities established by the senior management team and governors, similar deficiencies exist to those identified within departmental development plans. This limits the school's ability to ensure delivery of the priorities identified.

173. The school's capacity to provide appropriate resources and funds for delivering identified priorities is hampered by the current budget situation. However, funds and resources are allocated to departments through a formula-based capitation allowance. These resources may provide the school and departments with the ability to deliver the identified priorities; however, because of the lack of accurate financial implications, such delivery is not necessarily an achievable goal.
174. Although the SDP contains several significant activities early in its life, timescales contained within the documentation are realistic and achievable.
175. Positive effects have been identified arising from particular actions taken by the school leadership. For example, following the reviews of homework provision and the mathematics department, discernable improvements in quality have been identified. In the first example, this has been reflected in the improved quality of the homework provided as evinced by pupil and parental comments. In mathematics, the quality of teaching and the performance of pupils have both improved.
176. The development of basic skills – literacy and numeracy – has led to the school being awarded the Basic Skills Quality Mark. This has impacted upon the written presentation of work across all departments as well as raising the standard of the writing within the work of pupils but, as yet, not on the oral work of the pupils.

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

Grade 4: Some good features but shortcomings in important areas

177. Within the self-evaluation, the school awarded itself a Grade 2.
178. However, despite a number of good features, inspectors identified a number of shortcomings in important areas.

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

179. The school is situated on an exposed site and its appearance is of a depressing environment. There is much litter around the school grounds. Although the accommodation is spacious for the number of pupils currently on roll its overall quality both interior and exterior is poor. In many areas the outer fabric walls of the building is in poor condition, water penetration is a continuing problem, old steel windows remain in a significant area of the school and blinds in many classrooms are in a poor state.
180. Some subject areas provide a stimulating classroom environment with interesting displays and they make effective use of corridor display areas. However, a number of other subject areas work in poor environmental conditions with little display work water damaged walls and furniture in poor condition.
181. The school benefits from the location of the community leisure facilities on the campus.
182. The school has sufficient teachers to meet the needs of the curriculum in KS3 and KS4. The majority of teachers are well qualified for, and teach within, their subject area. The number of teachers asked to teach subjects they are not

specialised in has largely declined since the last inspection. The deployment of teachers is now generally good but some non-specialist teaching is impacting on learning.

183. A large number of teachers have been in post for many years and carry points for responsibility. Younger and newly qualified teachers are employed when possible to complement the larger percentage of established teachers.
184. Long-term absence due to illness by some teachers has been a difficult issue for the school to address, particularly where it involves a head of a subject department. Arrangements to cover for absent teachers ensure that, wherever possible, appropriately qualified supply staff are used to meet the needs of pupils.
185. The administrative, clerical and technical staffs are all well managed and make an effective contribution to the running of the school. The senior administration officer plays an important role within the senior management team (SMT). Cleaning, caretaking and catering staff also have a positive impact on the smooth running of the school and on the care and welfare of staff and pupils. However, the school no longer has a librarian in post and this has a direct impact on the support provided to pupils to extend their reading and reference skills through the use of books.
186. Classroom assistants are used well to support pupils with SEN. The special educational needs co-ordinator (SENCO) deploys the classroom assistants in relation to the needs of pupils and they actively participate with all pupils in the classes they are timetabled to support.
187. Overall, written and electronic resources are insufficient to meet the needs of all pupils. Some subjects such as mathematics have been fortunate to be funded to update and improve their resources. The majority of subject areas, however, have limited capitation to meet their needs in terms of sets of textbooks and suitable modern reference materials. Subject teachers generally still rely heavily on photocopied self produced worksheets and notes for pupils. Digital cameras, videos, CD-ROMs and whiteboards are used in some subject areas.
188. The school library has been altered to provide an ICT facility that teachers can book to use with classes, as well as a general reference area. The majority of books have been distributed around the school to subject departments. However, pupils do use reading books for silent reading in registration. Subject reference books, while often not up to date as reference material, are available to pupils within each department.
189. The school has significantly improved the provision and use of ICT equipment since the last inspection. In addition some subject areas, such as design and technology, have access to ICT equipment including computer aided design and computer aided manufacture (CAD/CAM) and other electronic equipment. The library has been altered to provide computer facilities for subjects sited on the higher floors of the building. However, the effective use of ICT as a learning tool in subject areas is still under development and lacks adequate co-ordination for learning and assessment. Word processing and desktop publishing are widely used to enhance presentation of work. Some subjects make effective use of the Internet, digital photography and software applications to develop aspects of work. However the wider use of data handling and the Internet to build on the

learning provided through discrete information technology lessons is under-developed and does not meet subject needs.

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

190. Through the guidance of the headteacher, in open discussion with the senior management team and the governors, the school manages its budget effectively. Within this financial year, the school's allocation per pupil is marginally above the all-Wales mean value. However, the school is currently encountering financial difficulties that have resulted in the LEA endorsing a deficit budget for this financial year. Difficult decisions have to be addressed and, at present, a number of these decisions have not been reached. The school is well staffed with specialist teachers and a number of support assistants and technicians. Resources for learning are adequate but vary in quality considerably across the departments. The school is well resourced in information technology, an area that the school is continuing to develop effectively. Departmental capitation is based on a formula and additional resources can be sought. However, if a department has a project proposal process, there is no formal procedure laid down for gaining additional funds and what the school can expect from such an allocation.
191. Audits have shown the budget management and system to be good and the bursar undertakes the day-to-day management of the budget with considerable acumen, supporting the headteacher and deputy with accurate assessments and summaries of the budget. This allows the school to monitor the account well and remain in control of this difficult financial situation. However, systems to analyse and review the impact of spend on the raising of standards are not suitably developed, particularly to ensure the appropriateness of funding allocations to departments and the resulting benefit to the pupils.
192. The age and experience profile of the staff result in the cost per teacher being high. This has a direct impact on the resourcing of departments for teaching and learning. Subject departments are generally run effectively. Not all, however, have effectively and efficiently deployed their staff to meet the needs of all pupils.
193. The procedures for staff development in the school are very good. They provide all staff with opportunities for professional updating and induction and for supporting new staff. A very clear and thorough process of identifying staff needs is understood and respected by all staff. Departmental training needs and those of each teacher, arising from the professional development interviews, are identified and met. The BSF provides an adequate resource for this training. However, at present, there are too many demands on this budget, limiting the level of training available to the staff. Generally, staff have not taken full advantage of funding from the General Teaching Council for Wales in order to support their continued professional development.
194. The SDP has set out targets and priorities for the school from 2003 until 2006. It includes a summary of each departmental development plan. However, within the current financial climate in the school, a lack of accuracy in costing each priority together with no success criteria, limits the validity of the document. At present, the school is unable to determine whether it is capable of delivering its identified priorities and how it will measure the impact of such delivery on

standards. Departmental plans are of variable quality ranging from poor to good. In the best examples, they are well laid out, address issues from the SDP as well as issues from within the department and have identified the resource implications to reach the identified targets. Even in the best examples, there is a lack of costings and success criteria.

195. Despite the limitations identified, the school reviews its budget regularly, involving the LEA and governing body. The SMT and governing body's finance committee are fully aware of the budgetary pressure on the school. The school has provided the LEA with a range of possible scenarios for improving the financial position of the school resulting in the LEA working with the school to identify a mutually satisfactory solution to the current financial constraints.

196. Overall, taking into account the improvements in standards that have taken place, the school's funding situation, the limitations of the accommodation, and the strides the school is making to resolve the financial situation, the school provides satisfactory value for money.

Standards achieved in subjects and areas of learning

English

Key Stage 3 - Grade 3 Good features outweigh shortcomings

Good features

197. Pupils speak with clarity and confidence, frequently and enthusiastically volunteering oral contributions that demonstrate an ability to use appropriate terminology and language in their answers.

198. Pupils engage in purposeful pair and group work, demonstrating an increasing ability to listen and respond to the contribution of others. More able pupils in particular are able to sustain discussions and support points of view with thoughtful and relevant evidence.

199. Pupils are given opportunities to read and respond to a range of literary, non-literary and media texts. They are able to engage with the subject matter and discuss the linguistic features used. When challenged, many pupils demonstrate a good ability to infer and deduce meanings from texts.

200. Pupils make good progress in writing. They are able to write in a variety of forms, write for different purposes and they are beginning to demonstrate an awareness of different audiences. They are also able to reflect on their own work and the work of others, setting appropriate targets for improvement.

201. The clear emphasis on literary skills is making a positive contribution to the standards in writing, particularly where the literacy objectives are used to support and consolidate developments in the other English lessons.

202. Knowledge about language is good and pupils frequently employ a variety of sentence structures, vocabulary and punctuation devices in their work. They are also aware of the need for accurate spelling and appropriate handwriting, revising their work when necessary to achieve better standards.

203. Pupils' progress is advanced by constructive and diagnostic assessment of their work, positive oral and written feedback and appropriate target setting.

204. Pupils' achievements in English are enhanced by extra-curricular opportunities, the incorporation of media work and the use of ICT to support their progress.

Shortcomings

205. Pupils' oral responses and contributions are sometimes underdeveloped and lack the extended responses that enable them to demonstrate depth of understanding.

206. The quality of speaking and listening is undermined in a minority of classes by the inattentiveness of some pupils.

207. The reticence of some girls to contribute orally is limiting the advancement and consolidation of their speaking skills in particular and their English skills in general.

208. Insufficient opportunity given for pupils to read aloud for the employment of their fluency and active reading strategies for expression to be monitored all lead to standards being depressed.

209. Pupils' progress in English, whilst having benefited from an emphasis on writing skills, would benefit further from a redress of the balance between writing and reading and a closer integration of the two.

210. The systematic teaching of specific skills at word and sentence level, whilst beneficial in itself, is limiting pupils' ability to understand the structure of whole texts and subsequently to produce effective, sustained writing.

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

Good features

211. Pupils speak clearly, accurately and with confidence. They contribute enthusiastically and voluntarily to class discussions and show an ability to justify their opinions, expand their answers and reflect on opposing points of view.

212. Many pupils engage positively and effectively in group work, sharing and discussing ideas, responding to the views of others and both advocating and justifying points of view.

213. Pupils demonstrate very good recall skills, often synthesising information orally, identifying significant features of a narrative and showing a particularly good ability to recognise stylistic techniques and comment on the effectiveness of language.

214. Pupils of all abilities engage enthusiastically with their reading, responding well to a wide variety of literary, non-literary, media and moving-image texts. They are able to predict endings, infer meanings and draw comparisons between texts.

215. Pupils write fluently and confidently. They are able to write in a variety of forms, for different purposes and for a range of audiences. They are able to reflect on their own work, revising and re-drafting as necessary. Many pupils make very good use of ICT to support and enhance their work.

Shortcomings

216. Pupils achievements are hampered by the limited opportunities to share their work, feed back to the whole class and learn from others.
217. Pupils' wider reading is not monitored in sufficient detail to ensure breadth and balance of experience and challenge.
218. The overall quality of extended writing assignments, particularly elements of structure and cohesion, is sometimes less effective than the quality of word and sentence level work.
219. Strategies employed to address the underachievement of boys require redressing to ensure maximum participation by girls.

Science

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

Key Stage 4 – Grade 2 – Good features and no important shortcomings
--

Good features

220. In both key stages, pupils have a sound knowledge and understanding of previous and current work and make progress in their understanding of key scientific concepts across the ability range.
221. In both key stages, pupils offer suggestions and answers, having thought carefully about the question and its context. They often raise interesting questions of their own.
222. In the limited opportunities provided to carry out practical and investigative work, pupils at both key stages work effectively and safely.
223. The quality of investigations is good in KS4 with the majority of pupils using ICT to collect, process and analyse scientific information.
224. Within both key stages, pupils effectively communicate their understanding of scientific concepts using charts, tables, symbols and graphs. They make good use of science terminology when describing and explaining in both their oral and written work.
225. Throughout both key stages, pupils have a good understanding of the nature of scientific ideas and are aware of the contribution of science to society and everyday life and its impact upon industry, the environment, health and the economy.

Shortcomings

226. A minority of pupils in both key stages do not ensure that work missed, due to absence, is copied up or completed.
227. Pupils make insufficient use of independent learning and research in both key stages.
228. The practical skills of the pupils across both key stages is not being developed sufficiently.
229. In KS3, pupils do not use ICT skills sufficiently to measure, communicate and interpret data.

Art

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

Good features

230. Pupils have a good and secure understanding of the visual aspects of line, tone, texture, shape, colour and pattern. The majority of pupils apply their knowledge effectively in their practical work.
231. Pupils build up on their knowledge of the works of artists from a variety of periods and cultures. They also extend their understanding of appropriate artistic vocabulary.
232. Where pupils are encouraged to use sketchpads regularly, to practice their drawing and prepare for modules of work, they begin to develop skills in research.
233. Pupils show good progress in the development of skills in a range of mainly two-dimensional and some three-dimensional media with confidence. These include drawing, painting, collage, printmaking and papier-mâché modelling.
234. The most-able pupils become very skilled at drawing from observation.
235. Many pupils, driven by their enthusiasm for art, take advantage of the very successful daily art club to reinforce and extend their artistic abilities.

Shortcomings

236. As opportunities to answer questions and contribute to whole-class debate are limited in some lessons, many pupils cannot speak with confidence about their work.
237. Most pupils do not take advantage of ICT to enhance their work.
238. Although in-class support is good, many pupils are not regularly set individual targets to help them improve. This sometimes limits their rate of progress.

Key Stage 4 – Grade 3: Good features outweigh shortcomings

Good features

239. The large numbers of pupils opting to take art at examination level, build upon their experiences from KS3.
240. Pupils improve their skills in drawing from observation and secondary sources and develop new skills in ceramics.
241. In preparing for their units of work, pupils become better skilled in research and developmental work, so that they begin to develop a more personal response to their subject.
242. Pupils broaden their knowledge of original artworks, including those of Welsh artists, through their research, and through periodic fieldtrips and gallery visits.

Shortcomings

243. Many pupils continue to rely too much on secondary source imagery from books and magazines, despite their observational skills and the availability of cameras and the Internet.

244. A small number of pupils rely too heavily on simple craft activities at the expense of their creative development. They show a lack of confidence in their abilities and are over reliant on their teacher's support.

Information technology

Key Stage 3 – Grade 2: Good Features with no important shortcomings

Good features

245. Pupils are able to input data they are given into a database with increasing confidence. They use the correct format and also check that it is accurate.
246. Pupils are able to carry out sorts and filters on the data as simple lines of enquiry, and these enquiries become more complex over the key stage.
247. Pupils are able to present information clearly for a range of graphic materials for different audiences. They integrate information from a range of sources well.
248. Over the key stage, pupils of all abilities successfully complete challenging tasks for their age. They all follow a GCSE examination syllabus from the start of Y9.
249. Pupils demonstrate a good underpinning knowledge of the use of ICT applications in business contexts and in the wider community.

Shortcomings

250. Pupils do not sufficiently develop an ability to learn on their own in line with the challenge of the work set. The level of maturity of thought observed in completed products is therefore not as advanced as it should be.
251. Pupils have insufficient depth of underpinning theoretical knowledge in some aspects of their work.

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

Good features

252. Pupils work in a business context to produce a range of appropriate products to a good quality. They integrate a range of information from different sources for a variety of audiences and contexts.
253. Pupils use complex databases confidently and input a full range of information with accuracy using data capture sheets they have developed.
254. Pupils are able to follow complex lines of enquiry to search and analyse data successfully and to present the data in a graphical format appropriate to the context.
255. A significant minority of Y10 pupils are entered a year early for the GCSE examination with successful results. However, work in Y11 for the successful pupils requires further consideration.
256. Pupils demonstrate a good underpinning understanding of the impact of ICT applications in business contexts and in the wider community.

Shortcomings

257. Pupils do not sufficiently develop an ability to learn on their own in line with the challenge of the examination syllabus. They do not carry out sufficient individual research and learning.

Pupils have insufficient underpinning theoretical knowledge in some aspects of their work.

Physical education

KS3 – Grade 3: Good features outweigh shortcomings

Good features

258. Most pupils, and especially girls, observe accurately and use what they know to provide good quality evaluation of how a movement or technique can be improved.
259. The more-able pupils demonstrate good decision making in games play. They anticipate an opponent's actions and respond appropriately to changing situations.
260. Pupils make steady progress in lessons which are well planned to involve them in their own learning and which build sequentially on their skills.
261. Most pupils understand the importance of preparing the body for exercise and are developing confidence in managing their own and other's warm up activities.

Shortcomings

262. The development and consolidation of skills are uneven across the key stage. Many pupils, and especially those of middle or lower ability, have gaps in their knowledge and very limited recall of previous work outlined in the curriculum plan.
263. Many boys lack confidence in planning their own responses to tasks and in commenting on the quality of their work because opportunities for group and partner work are limited.

KS4 – Grade 4: Some good features, but shortcomings in important areas

Good features

264. The most capable pupils apply and adapt their skills in a variety of situations to good effect. They demonstrate confidence and competence in their decision-making and ball handling skills in basketball and good knowledge of rules and conventions in badminton.
265. Most pupils behave well and co-operate effectively with one another in group situations.
266. In GCSE groups, the more-able pupils have a good understanding of choreography in dance. Written work shows understanding of the basic issues and concepts of aerobic and anaerobic exercise and, of the structure of joints.

Shortcomings

267. In some core physical education lessons, there are significant numbers of absentees and non-participants. The curriculum lacks breadth and sufficient variety to engage all pupils.
268. Many pupils have gaps in their knowledge and do not build sufficiently on their prior learning. Opportunities for pupils to take responsibility are uneven resulting

in a lack of confidence in developing the skills of managing or organising their own responses to tasks.

269. In GCSE groups, coverage of the curriculum is uneven. Knowledge and understanding vary considerably and data indicate that only the most able make good progress.

Extra-curricular sport (Grade 3)

Good features

270. Clubs, team practices and inter-school matches are generally well supported by pupils. The school has been very successful in local, regional and national competitions.

271. Several individual pupils have achieved national recognition.

272. There are good opportunities for pupils to develop their skills in a range of activities through links with the leisure centre and local clubs.

Shortcomings

273. The school lacks awareness of local and national initiatives to develop further opportunities for pupils.

274. Links with the on-site leisure centre have not yet pursued joint initiatives fully.

275. There is a real opportunity for further liaison which needs to be adopted by the school to ensure better value for money and opportunity for the schools' pupils to experience a wider range of sports.

Religious education

Key stage 3: - Grade 3 Good features outweigh shortcomings

Good features

276. Pupils have a positive attitude to the study of world religions and appreciate their relevance in our changing society.

277. Pupils are generally willing to discuss issues well, knowing appropriate language and terminology.

278. Pupils have a satisfactory understanding of Christianity and other principal religions.

Shortcomings

279. Many pupils are not developing as independent learners and are not making sufficient progress in expanding their understanding of issues studied.

280. Pupils' knowledge of the religions studied is not always secure or in sufficient depth.

281. Most pupils do not fully explore and express their own ideas and beliefs due to insufficient time allocation on the timetable.

Key Stage 4 - GCSE – Grade 3: Good features outweigh shortcomings

Good features

282. Pupils are able to make connections between their experiences of the world and the religious beliefs and practices that are studied.
283. Pupils are generally willing to engage in the lesson and some of the more able and motivated pupils can appreciate a broad religious perspective relating to the topics studied.
284. A significant minority of pupils are able to evaluate an issue by offering arguments for and against, presenting their own points of view supported with reasons.
285. Many of the pupils are motivated by, and make good progress in the GCSE examination course and they have a good understanding of the course content including the ability to relate in detail arguments on the creation of the world. They are able to verbalise arguments on key issues such as euthanasia.

Shortcomings

286. Pupils lack sufficient knowledge to explore a wider range of religious perspectives through group discussion and research.
287. The depth of underpinning knowledge and understanding displayed by pupils is insufficient due to time allocation and lack of motivation to learn independently.

School's response to the inspection

The governors, leadership team and staff would wish to take this opportunity to record their thanks to the inspection team for clearly outlining the progress that has been made at the school in recent times. The fact that the inspection team acknowledged that progress was continuing to be made in providing the pupils with an educational experience of quality despite facing difficulties with the budget and accommodation was pleasing.

Although improvements still need to be made in further raising standards and improving the quality of education and training the improvement noted by the inspection team in these areas is encouraging and we are confident that these key aspects will be developed in the future. We are confident that the recognition of the improvements which have taken place since the inspection of September 1999 will inspire us all to strive to achieve our goals as the school enters the next phase of its development.

The report's acknowledgement of the school as providing good levels of care and support underlines our ambition to ensure that each child is treated as an individual and not just as a statistic. The praise of our links with partner primary schools, further and higher educational institutions, outside agencies and the wider community was most welcome as we have endeavoured to ensure a continuity of experience for all of the children in our care.

Naturally, as with all reports, we acknowledge that there are a number of areas which require a degree of development and improvement. We are confident that with a clear action plan these will be addressed fully and that Cefn Hengoed will

continue to go from strength to strength. The focus and clarity of these areas as outlined in the report will help us as we inform our thinking in the coming weeks.

Appendix A

Basic information about the school

Name of school	Cefn Hengoed
School type	Community School
Age-range of pupils	11-16
Address of school	Caldicot Road Winch Wen Swansea
Post-code	SA1 7HX
Telephone number	01792-773464

Headteacher	Mr K W Newton
Date of appointment	September 1999
Chair of governors	Mrs Mair Gibbs
Reporting inspector	Mr Gareth Buckland
Dates of inspection	3-7 October 2005

Appendix B

School data and indicators

Year group	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y13	Y 14	Total
Number of pupils	155	151	137	150	148	0	0	0	741

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	46	0	46

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	15.8:1
Average teaching group size	22.3
Overall contact ratio (percentage)	74.1

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole School
Autumn 2004	93	89.7	89.6	83.7	83.3	-	-	87.9
Spring 2005	89.9	88.6	88.4	82.0	80.2	-	-	85.8
Summer 2005	89.4	85.5	84.6	79.2	93.2	-	-	86.4

Percentage of pupils entitled to free school meals	41%
Number of pupils excluded during 12 months prior to inspection	122

Appendix C

National Curriculum Assessment Results End of Key Stage 3:

National Curriculum Assessment KS3 results: school (2005), national (2004)																	
Total number of pupils in Y9:137																	
Percentage of pupils at each level																	
			D	A	N	B	W	1	2	3	4	5	6	7	8+	EP	
English	Teacher assessment	School	1	2	0	-	0	0	1	15	27	31	20	1	0	-	
		National	0	1	1	-	0	0	2	8	21	34	24	9	0	-	
	Test	School	1	5	3	1	-	-	-	-	15	23	34	16	1	-	-
		National	0	4	1	-	-	-	-	-	8	20	33	23	10	-	-
Mathematics	Teacher assessment	School	1	2	0	-	0	0	0	7	28	23	34	4	0	-	
		National	0	1	1	-	0	0	1	7	19	26	32	14	0	-	
	Test	School	1	7	1	0	-	-	-	-	7	23	22	34	4	-	-
		National	0	5	1	1	-	-	-	-	5	17	20	36	15	-	-
Science	Teacher assessment	School	1	2	0	-	0	0	0	13	21	31	25	7	0	-	
		National	0	1	1	-	0	0	0	6	20	33	27	12	0	-	
	Test	School	1	8	0	0	-	-	-	-	6	20	21	33	10	-	-
		National	0	4	0	1	-	-	-	-	5	17	33	28	13	-	-

- D Pupils excepted under statutory arrangements from part of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1
EP Exceptional Performance, where pupils in Key Stage3 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		by Test	
In the school	47%	In the school	47%
In Wales	56%	In Wales	57%

* National results are 2004.

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 2005	147
Average GCSE or GNVQ points score per pupil	32

The percentage of 15 year old pupils who in 2005:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	79	84	87
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	34	50	52
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	76	82	85
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	28	38	38
entered at least one Entry level qualification, GCSE short course or GCSE	97	98	97
attained one or more GCSE grades A*-C or the vocational qualification equivalent	58	74	76
attained one or more GCSE grades A*-G or the vocational qualification equivalent	91	92	93
attained no graded GCSE C or the vocational qualification equivalent	9	8	7
attained one or more Entry level qualification only	1	4	3
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1			
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2			

Appendix D

Evidence base of the inspection

- Nine inspectors spent the equivalent of 39 days at the school.
- 67 lessons were observed in the six subjects inspected and 39 lessons by other teachers.
- Inspectors attended assemblies and some registrations and extra-curricular activities.
- Inspectors held discussions with the headteacher, members of the senior management team, the governor with responsibility for SEN, heads of department, some heads of year, staff with whole-school responsibilities and members of the administrative and support staff.
- Work across the curriculum, from four pupils in each year group, of differing abilities, was examined.
- These pupils, together with representatives of other activities, were interviewed. There was informal discussion with many other pupils.
- Pupils' work in each of the six subjects was examined by subject inspectors.
- The Registered Inspector met the staff and governing body before the inspection.
- Ten Parents attended the pre-inspection meeting and 51 of parents replied to the questionnaire.
- Documentation provided by the school was analysed before and during the inspection.
- Feedback was given to departments and to the headteacher and deputies during the week of the inspection. Feedback was also given to the headteacher, senior management team and governors after the inspection.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Gareth Buckland	KQ1, KQ6
Helen Adams	Support KQ 1,3, 4, & 7
Irene Mackie	KQ2, KQ5
Patricia Goodhead	KQ3, English
Anna Williams	Science and bilingualism
Jane Down	KQ7, Information Technology
Patrick O'Neill	KQ4, Art
Debra Makin	Physical Education
Jen Malcolm	Religious Education

Acknowledgement

The inspectors wish to express their thanks to the governors, head, staff, pupils and parents for their cooperation during the inspection and wish them well on their improvement agenda for the school.

**Inspection under Section 10 of the
Schools Inspections Act 1996**

A SUMMARY REPORT FOR PARENTS

**Cefn Hengoed Community Comprehensive School
Caldicot Road
Winch Wen
Swansea
SA1 7HX**

School Number: 670-4031

Date of Inspection: 3-7 October 2005

by

**Mr Gareth Buckland
(W141/78306)**

Date: 5 December 2005

Under Estyn contract number: T/005/05

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Cefn Hengoed Community Comprehensive School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of **Cefn Hengoed Community Comprehensive School** took place between **3-7 October 2005**. An independent team of inspectors, led by **Mr Gareth Buckland** 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

Name of school	Cefn Hengoed
School type	Community School
Age-range of pupils	11-16
Address of school	Caldicot Road Winch Wen Swansea
Post-code	SA1 7HX
Telephone number	01792-773464

Headteacher	Mr K W Newton
Date of appointment	September 1999
Chair of governors	Mrs Mair Gibbs
Reporting inspector	Mr Gareth Buckland
Dates of inspection	3-7 October 2005

Context

The nature of the provider

1. Cefn Hengoed Community School is an 11-16 mixed comprehensive school which plays a wide and diverse role in the community that it serves. Opened in 1967 as an 11-18 comprehensive school, it became an 11-16 in 1986 following the decision to reorganise 16-19 educational provision in the former county of West Glamorgan. The school provides a wide range of specialist facilities for the delivery of the curriculum and a number of partner organisations work from within the school. A flourishing NVQ Skills Centre is extensively used by learners from the school, other schools and wider community. A Family Centre, Crèche and Learning House are also based in the school. The school benefits from extensive sporting and leisure provision which are jointly managed with the on-site leisure centre.
2. The school serves the communities of Port Tennant, Danygraig, Pentrechwyth, Bonymaen, Winch Wen, Trallwn and Talycopa which cover the Eastside of Swansea. After a period of decline, the school's population is increasing steadily and now stands at 743 pupils. There are no pupils who speak Welsh as their first language but there has been a steady increase of pupils from ethnic minorities on roll. A significant number of these are from asylum seeking families and there are currently 14 children allocated refugee status attending the school. Support is provided for those pupils through different languages. Forty-one percent of pupils are registered as entitled to free school meals; this compares with the unitary authority (UA) average of 20% and the all Wales average of 15%. The school has five pupils with a statement of special educational needs (SEN) and a further 153 on the special needs register, of which 31 receive additional support from external agencies via School Action Plus. Literacy levels are below average on entry to the school. Forty three

percent of pupils entering Year (Y) 7 this year have reading ages one or more years below their chronological age and almost 22% have reading ages two or more years below their chronological age.

3. The school's mission statement is, "If you believe it, you can achieve it". The main aims are: to develop pupils' intellectual abilities, ensure that pupils see the relevance and meaning of education, provide an 'education for all', encourage a feeling of self-worth and self confidence, develop pupils' ability to teach themselves and work together, encourage values which are essential to a free society, provide care and support for pupils and encourage good behaviour and consideration for others, recognise and record each pupil's achievements, recognise the vital influence of the family in pupils' education and help pupils make informed decisions about their health.
4. The last school inspection was carried out in the Autumn Term of 1999.

The school's priorities and targets

5. The school development plan (SDP) for 2003-06 outlines the strategic vision for improvement and the raising of standards, at both whole school and departmental levels. Whole school priorities are:
 - raising standards of achievement;
 - curriculum development;
 - social inclusion;
 - developing partnership with community groups;
 - widening participation in learning;
 - staff development;
 - improving administration, and
 - enhancing buildings and fabric.
6. The priorities of the SDP are linked to strategies, resources, lead person, timescale and evaluation. A one-year operational plan for 2004-05 runs in conjunction with the strategic plan. The priorities of this plan are:
 - to raise standards in all aspects of school life;
 - the development of information and communications technology (ICT) across the school;
 - improving the performance of boys;
 - improving the provision for the most able, and
 - address issues surrounding the reorganisation of secondary education in the City and County of Swansea.

Summary

Cefn Hengoed Community School is an improving school. Since the last inspection, the governing body, the headteacher and the senior management team have worked hard in introducing a large number of measures designed to raise standards and improve the quality of the learning experience of the pupils as well as the teaching and learning environment for all the school community. As yet, a number of initiatives are not fully embedded across the school and the full impact of the measures has not been felt across the school. Nevertheless, there are distinct signs of improvement in several areas.

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	3
2 How effective are teaching, training and assessment?	3
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	3
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?	4

Standards

7. The extent to which pupils make progress varies across subjects and within each subject. The following table summarises the current situation:

Standards in subjects inspected			
Subject	KS3	KS4	Sixth Form
English	3	2	N/A
Science	2	2	N/A
Art	2	3	N/A
Information Technology	2	2	N/A
Physical Education	3	4	N/A
Religious Education	3	3	N/A

8. As indicated above, standards are good across both key stages in science and information technology. In the other four subjects, good standards are found in KS4 in English and KS3 in art. Elsewhere, good features outweigh shortcomings except in KS4 in physical education, where shortcomings are identified in important areas within KS4.
9. The following table provides a summary of the grades that were awarded in the six subjects inspected:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1.5%	46%	36%	15%	1.5%

11. These figures are below the current national figure of 50% of lessons to be graded 1 or 2. However, figures of 50% in KS3 and 45% in KS4 represent an improvement since the last inspection when the percentage of awarded Grades 1 and 2 in KS3 and KS4 were 28% and 27% respectively.
12. There is scope for further improvement in curriculum provision, particularly for the average and lower ability pupils, through the development of appropriate curriculum delivery in Key Stage 4 (KS4) as well as through a greater range of teaching methodologies that will further enrich the learning experiences of all pupils.
13. The rate of progress varies across subjects and between classes. Pupils make best progress when they are engaged in work provided at an appropriate pace and containing learning experiences appropriate to their ability.
14. Pupils need to be afforded the opportunities to work collaboratively, share learning with others and develop the skills involved in independent learning.
15. At present, pupils' key skills are not developed sufficiently to enable them to work at their full potential in all areas. This development is particularly lacking in oral work, numeracy and ICT across the curriculum as well as in the application of the range of broader key skills to their learning experiences.
16. Pupils with SEN receive good support and achieve well. The support for pupils requiring English as an additional language (EAL) is good and such pupils make very good progress.
17. There is an improving trend in examination results particularly in KS3, where results have shown an improvement year on year for the past four years, with very good results being observed in science. However, the performance in English remains a concern and is hampering the core subject indicator (CSI) results each year. Such performance is reflected in the comparison with schools of similar intake; the performance in the CSI places the school in the third quartile for CSI, the second quartile for mathematics and English and the first quartile for science.
18. In KS4, results have fluctuated with the cohort over the past few years. The results in 2004 were disappointing within the five A*-C grades despite the performance at five A*-G and one A*-G continuing to be in the top quartile when comparing the school with similar schools.
19. Results in GCSE remain well below those of the Local Education Authority (LEA) and the national average. The proportion of pupils gaining a grade A*-C in the three core subjects combined places the school in the lowest quartile by comparison with schools nationally with similar intake. The provisional results for 2005, whilst demonstrating a substantial improvement in the five A*-C grades, only reflect the ability profile of the cohort with little or no added value for that cohort.
20. The most able pupils are generally challenged to produce work of a high quality both in their oral and written responses. Pupils with SEN achieve well in the designated classes though the range of experiences they encounter is limited.

21. There are signs of improvement in a number of subjects though these have not yet translated into examination success. Whereas art and science are performing well against school and LEA averages, concerns continue to exist over the performance of physical education.

The quality of education and training

22. In the six subjects inspected, the grades awarded for the quality of teaching in all lessons observed in KS3 and KS4 are:

Key Stage	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3	3%	48%	33%	16%	
4	3%	36%	43%	15%	3%

23. These grades are below current national targets.
24. Overall grades for the quality of teaching in all lessons observed in KS3 and KS4 are:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	43%	38%	15%	1%

25. There are many committed teachers who give generously of their time to help pupils. Classroom organisation is generally good with lessons generally well structured. In the main, teachers make clear the aims of each lesson and review progress and learning at the end of the lesson.
26. There have been a number of sporadic long-term absences among the staff in recent years which have impacted upon continuity and progression in the learning of the pupils, as well as exacerbating the financial situation of the school.
27. Although subject teachers have a good knowledge of their subjects, with few non-specialists being deployed, they do not always use this to engage and stimulate the pupils through a range of teaching strategies or through the provision of a wide range of learning experiences.
28. In general, teachers instil a positive attitude towards work amongst the pupils and have good working relationships with the pupils. However, sometimes teachers over-praise the work presented by pupils, resulting in a lack of usefully diagnostic and constructive criticism.
29. Within the current grouping arrangements, particularly in years seven and eight, pupils are broadly grouped according to ability. Within these groups, however, there remains a broad range of ability and in a significant number of lessons the teacher does not always differentiate sufficiently to meet the needs of all pupils.
30. The school has developed a comprehensive assessment policy. This works in conjunction with a target setting policy that is allied to the use of data to improve standards. Within this assessment policy, departments are given the latitude to develop their own guidelines and methods; this has resulted in inconsistent

practice across the school leading to the potential for confusion among the pupils.

31. Pastoral support for the pupils is good in the school. There have been initiatives put in place to support individuals in their academic progress alongside support for their personal development. With the form tutor at the heart of this process, the overall development of each pupil is tracked and monitored thoroughly. Identified pupils in Year (Y) 11 are assigned mentors. These systems are a very strong feature of the school.
32. Very good links with the partner primary schools ensure a smooth transition from KS2 to KS3. Pupils speak warmly of the personal and social development (PSD) programme. Careers education and work experience programmes prepare the pupils well for the world of work.
33. Within PSD, there are opportunities for pupils to develop their problem-solving and entrepreneurial skills through activities such as the Dynamo project. The promotion of lifelong learning through such activities as the skills centre and various adult education courses is an outstanding feature of the school.
34. Community links are good and the local community holds the school in increasingly high regard. The existence on site of the Family Centre and Crèche has a beneficial impact on the school's positive community relationships.

Leadership and management

35. Senior leaders have clear expectations about learning, behaviour and relationships and have implemented these through a comprehensive range of policies and guidelines. The headteacher has brought about many changes and improvements since his appointment. Members of the senior team work well together and are clear in their individual responsibilities. Line management responsibilities for pastoral and departmental teams provided through the senior management of the school is acknowledged as effective by the teachers who are very supportive of the senior managers with whom they work. At times, however, senior leaders have an insufficient understanding of strategic areas other than their own. This leads to a less effective corporate approach.
36. There is insufficient involvement of middle managers in strategic policy making. This hampers the development of a greater sense of shared ownership and responsibility by all levels of leadership.
37. There is a good level of understanding among the senior managers of their roles and responsibilities in promoting higher standards. They have established comprehensive policies and processes for target setting and middle managers are very clear about their role in the process.
38. The effective Performance Management process in the school is central to identifying staff training needs; these are clearly identified through the process. Support is given to individuals to improve their performance. This is allied to the effective procedures in place for supporting and monitoring newly-qualified

teachers and teachers on the graduate teacher training programme. This is a further strength of the school.

39. The effectiveness of middle managers as leaders varies across the departments. Most heads of departments have a good understanding of their respective roles in promoting high standards and are rigorous in tracking pupil progress. Generally, however, they do not recognise sufficiently the need to lead in the development of detailed and differentiated schemes of work and to focus on extending the range of teaching and learning styles in order to improve pupil outcomes. In addition, within departments, there is an apparent lack of distributed leadership that does not enable teachers to contribute fully to departmental development and thereby to enhance their own expertise.
40. The governing body is strongly supportive of the school and endorses the way the school is moving forward. However, governors are not formally, sufficiently active in acquiring first-hand evidence for themselves through monitoring procedures. As such, their roles as critical friends and challenge to the school are not fully developed.
41. Considerable improvements have been made to the accommodation following the criticisms in the last inspection report. Nevertheless, the overall quality of significant areas of the school, both interior and exterior, remains poor.
42. The SDP identifies targets and priorities for the school from 2003 until 2006 and includes a summary of each departmental development plan. Within the current financial climate in the school, the lack of accuracy in costing each priority, allied to the lack of success criteria, limits the potential impact on improvement of the document. This results in the school being unable to determine whether it is capable of delivering its identified priorities and how it will measure the impact of such delivery on standards.

Progress since the last inspection

43. Considerable changes have taken place in the school since the last inspection and the school is starting to see the benefits from these changes. There has been some progress in terms of standards and examination results and in the general written work of the pupils. The school has been awarded the Basic Skills Quality Mark in recognition of the work undertaken in developing basic skills. The senior management team is fully committed to the school and school improvement, whilst recognising there is much further work to be done. Attendance has improved considerably since the last inspection and the entitlement of pupils with SEN has been enhanced and improved. Personal and social development has been successfully reviewed. Aspects of the accommodation have received considerable attention. The target-setting procedures in the school are established and are a strong and effective element of the improvement plan for the school. Monitoring and evaluation of departments and school issues are now embedded within the culture of the school.
44. Improving the learning opportunities for pupils through appropriate resources, including a library, remains a priority. The school remains non-compliant with

the provision of a daily act of collective worship thereby not fulfilling statutory requirements.

Recommendations

In order to continue the trend of improvement in the school, focusing on the following areas should be central to the school's future plans:

- R1 continue to improve standards and examination results;
- R2 extend the range of teaching and learning styles to ensure:
- appropriateness to the learning of the pupils of all ability levels, and
 - pupils become more actively involved in their own learning;
- R3 improve the capacity of heads of departments to become leaders rather than managers within their own teams in order to drive forward improvements in standards and learning;
- R4 in the light of issues and developments arising from the 14-19 agenda, evaluate and improve the curriculum provision in KS4 for pupils of average and lower ability;
- R5 implement further the plans for developing key skills across the curriculum, with particular emphasis on oracy, numeracy and ICT;
- R6 continue to improve attendance and punctuality;
- R7 establish rigorous procedures within the SDP process to ensure:
- the school and all departments have clear financial parameters for development;
 - clear success criteria are established for priorities, and
 - the impact of developments on improvement and the raising of standards can be established;
- R8 ensure the statutory requirement regarding the act of collective worship is met.

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.

Acknowledgement

The inspectors wish to express their thanks to the governors, head, staff, pupils and parents for their cooperation during the inspection and wish them well on their improvement agenda for the school.