

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

**Cynffig Comprehensive School
East Avenue
Kenfig Hill
Bridgend
CF33 6NP**

School Number: 6724059

Date of Inspection: 08/05/06

by

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16926**

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- * nursery schools and settings maintained or used by local education authorities (LEAs);
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- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult and community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
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Cynffig Comprehensive School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Cynffig Comprehensive School took place between 08/05/06 and 12/05/06. An independent team of inspectors, led by Peter Guy Carter undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a standard inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Cynffig Comprehensive School is a co-educational 11-18 community school in the Bridgend County Borough Council LEA. It has 686 pupils and students on roll of whom 101 are in the sixth form. There were 784 pupils and students in the school at the time of the last inspection in October 2000.
2. The school is situated in a residential area in Kenfig Hill and serves the communities of Kenfig Hill, Pyle, Cornelly and Cefn Cribwr. Most pupils live within walking distance of the school. The area is economically diverse and includes areas of relative prosperity as well as social disadvantage. Twenty-five percent of pupils are entitled to receive free school meals compared to the national average of 15.7% in 2005 and 27% at the time of the last inspection.
3. No pupils are recorded as speaking Welsh as their first language. There is a very small proportion of pupils from minority ethnic groups. Sixteen percent of pupils are registered as having Special Educational Needs (SEN) compared to 17% when the school was last inspected. A new headteacher was appointed in September 2004.

The school's priorities and targets

4. The school's mission is to ensure that every child develops his or her educational, social and personal potential to the full and develops into a tolerant adult who respects other people and property, manages his or her own life and takes a positive role in society. The school aims to promote high standards of achievement, positive attitudes to learning and a high level of attendance.
5. The school's priorities for development as stated in the School Development Plan (SDP) for 2005-2008 are listed as:
 - learning skills and learning outcomes;
 - teaching and assessment;
 - the curriculum;
 - ethos;
 - care and support;
 - leadership and management; and
 - management of resources.

Summary

6. Cynffig Comprehensive School is a good and increasingly successful school which has several outstanding features in the quality of education it provides for pupils and students. It is making very good progress in raising further the standards achieved by learners through strong leadership and clear direction.
7. In the seven key questions the following grades were awarded.

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

Standards

8. The inspection team inspected the standards that pupils and students achieve in six subjects of the curriculum at Key Stage (KS) 3 and KS4 and in the sixth form. The following table shows the grades awarded.

Standards in subjects inspected			
Subject	KS3	KS4	Sixth form
Welsh second language	2	3	2
Science	2	3	2
Modern foreign languages	3	3	3
Geography	2	2	2
Art	2	2	2
Music	2	1	2

9. The following table shows the standards achieved by pupils and students at different key stages in the six subjects inspected.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	5%	65%	27%	3%	0%
KS4	9%	48%	39%	4%	0%
KS3 + KS4	7%	58%	32%	3%	0%
Sixth form	0%	69%	31%	0%	0%
Whole school	5%	60%	32%	3%	0%

These grades are based on observations of 76 lessons

KS3 and KS4

10. The standards achieved by pupils in nearly all classes have good features and no important shortcomings. In most subjects, pupils generally achieve standards that match or exceed their agreed learning goals. In these subjects there are no significant barriers to learning. Pupils have appropriate opportunities to achieve well whatever their background or ability.
11. Pupils with additional learning needs receive good support and generally achieve good standards.
12. Attainment in the core subjects at KS3 is above the average for schools with a similar intake. At KS4, the most recent General Certificate of Secondary Education (GCSE) results are mostly above the average for similar schools. In most cases girls outperform boys but the difference between their results is generally smaller than it is locally or nationally.
13. The standards achieved by pupils in the key skills of communication, numeracy and information technology (IT) have good features and no important shortcomings. Pupils' listening skills are particularly good. Very good progress has been made since the last inspection in the development of pupils' key skills. This has had a positive impact on the standards they achieve across the curriculum.
14. All pupils study Welsh second language. Although pupils seldom use the Welsh language in other lessons, the standard of their bilingual competence is good overall.
15. Across the curriculum pupils generally make good progress whatever their ability. They are well motivated in lessons and respond positively to the tasks set. Most show real interest in their work and the progress they are making.
16. The behaviour of pupils is good, both in lessons and around the school. They behave responsibly and show respect for each other, members of staff and visitors. This is an outstanding feature of the school.
17. The school has made strenuous and successful efforts to improve pupils' attendance. As a result, attendance, at just over 90%, has improved by five percentage points since the last inspection. It is however, below the Welsh Assembly Government (WAG) target of 92%.
18. Pupils make good use of the varied opportunities provided to help their spiritual, social, moral and cultural development. They show awareness and understanding of moral issues, different lifestyles, beliefs and cultures. Assemblies make important contributions to their development.
19. Pupils develop good personal, social and learning skills. This helps them to learn more independently as they make progress within and across the key stages and enables them to acquire positive attitudes to lifelong learning.

The quality of education and training

20. Teaching is good with some outstanding features. Teachers make good use of their well-refined knowledge of how pupils learn to deliver innovative and stimulating lessons for pupils.
21. In the best lessons teachers plan carefully a range of activities based on the differing needs of pupils in the class. They stimulate and challenge them to achieve high standards. They structure their lessons so that pupils understand what they are going to learn and enable them to work in small groups and take some responsibility for their own learning.
22. Most teachers continually assess pupils' progress within the lesson and modify what they are doing to enable pupils to learn well.
23. The positive relationships and outstanding behaviour that are evident in nearly all lessons have a significant impact on pupils' ability to learn. As a result, and with few exceptions, pupils and teachers enjoy their work.
24. There are good systems in place to assess and record pupils' progress. In most departments, marking is thorough and includes a clear indication of what pupils need to do to improve. In these subjects National Curriculum (NC) levels of attainment are used at KS3 and predicted GCSE grades at KS4 to monitor efficiently pupils' progress.
25. Annual reports to parents provide good information on their child's progress. Some are very detailed and specify clearly what pupils need to do to improve.
26. In a few subjects there is inconsistency in the quality of assessment and the information provided in reports to parents.
27. Learning experiences have good features, many of which are outstanding.
28. The curriculum is broad, balanced and flexible and meets the needs of individual pupils of different abilities at both key stages. At KS3 all subjects are given an appropriate time allocation. At KS4 a wide range of academic and vocational courses gives pupils the opportunity to gain relevant qualifications. The complementary curriculum at KS4 is an outstanding feature for pupils at risk of disaffection.
29. The effectiveness of strategies for developing pupils' basic and key skills is outstanding. An extensive range of extra-curricular activities promotes pupils' learning and personal development effectively. The school has strong links with parents, the community and the local further education college.
30. The school has introduced several relevant and innovative initiatives which make significant contributions to the quality and range of learning experiences it provides.

31. There are many outstanding aspects of the high level of care and support the school provides for its pupils. The very good relationships in the school and with outside agencies make important contributions to the significant and effective level of support and guidance. Valuable and regular links are maintained with parents. They receive good information on the options available to their children in both Y9 and Y11.
32. Induction programmes between key stages are good. Outstanding arrangements are used to facilitate the smooth transition of pupils from KS2 to KS3. The strong curricular links and the Summer School are especially noteworthy features. The support pupils receive in the Basic Skills programme on entry into the school is exemplary, as is the 'Buddy' reading programme in Y7.
33. In addition to the good work of the Senior Leadership Team (SLT) and Heads of Year, the work of the Social Inclusion Team has resulted in notable improvements in supporting pupils with additional needs.
34. The school provides a safe environment and there are appropriate and well-documented child protection procedures. The mentoring support directed towards the identified pupils in Y11 is very effective.
35. The school makes very good provision, especially at KS3, for pupils who have special or additional educational needs. The early diagnosis and identification of these needs is a particular strength. The support provided for these pupils helps them to make good progress, consistent with their abilities, at both key stages.
36. The school recognises the nature of its intake through its close links with its partner primary schools and provides early intervention to tackle disadvantage and stereotyping and ensure equality of access. The school has coherent policies and strategies to deal with issues of racial harassment.
37. There is little evidence of bullying and any incidents which arise are taken seriously and dealt with quickly and effectively. Staff and pupils have been involved in worthwhile initiatives with some pupils receiving the Princess Diana Award for their work on anti-bullying. The school council makes a valuable contribution to the quality of care provided for pupils.

Leadership and management

38. Leadership and strategic management are highly effective. The headteacher makes an outstanding contribution to the leadership of the school and provides clear direction. He is supported well by a committed SLT who work purposefully and successfully to implement the school's objectives. As a consequence of their efforts the school has made, and continues to make, significant progress.
39. Members of the SLT have good links with middle managers. The great majority of middle managers work very effectively with their teams to improve standards

and quality. In a small minority of subjects, however, the leadership and strategic management undertaken by heads of department is less effective.

40. Leaders and managers take appropriate account of national priorities and have established productive and beneficial links with other providers of education in the locality.
41. The headteacher and SLT set challenging but realistic targets for individual staff, teams and departments. They use a range of procedures to monitor standards and performance and provide support to help colleagues achieve their goals. In the great majority of cases these procedures have proved effective. In a minority of cases, monitoring has been less rigorous and more limited progress has been made in tackling shortcomings.
42. Governors work closely with the school and contribute very effectively to its development. They are proud of the school, familiar with its work and well informed about issues that affect it. They operate through a suitable range of sub-committees to monitor standards and provision and take effective and appropriate decisions. They fulfil all their legal responsibilities and duties very effectively.
43. The school's arrangements for self-evaluation are systematic and generally very effective. Leaders and managers take good account of the views of pupils, staff and other interested parties and involve them well in the process. A few aspects of self-evaluation and the monitoring and evaluation of the work of subject departments are not rigorous enough.
44. Planning for improvement is effective and has resulted in several measurable improvements to pupils' standards of achievement and the overall quality of education provided. For example, actions have resulted in improvements to the curriculum in developing vocational courses, basic skills and intensive mentoring. These, in turn, have helped reduce absenteeism and exclusions and improved pupils' standards, motivation and interest.
45. Teachers and support staff are experienced, well qualified and deployed to best effect. The level of staffing allows the curriculum to be taught well to all pupils across both key stages. In most departments resources are at least adequate and accommodation provides a suitable setting for good teaching and learning.
46. The school has been innovative in the way it has secured new funds and overcome considerable financial difficulties. Systems to review the use of resources are robust. The school has balanced well the cost of provision against its effectiveness. It manages resources efficiently and ensures very good value for money.

Sixth form

Standards

47. The standards achieved by students in most subjects are predominantly good with no important shortcomings. Standards in external examinations are good overall. In the most recent examinations 100% achieved grades A-E, 69% achieved grades A-C whilst relatively few students achieved the highest grade at Advanced Level. The standards achieved in vocational subjects are particularly good.
48. Students achieve good standards in the key skills of communication, use of number and IT. They make good progress in working independently, working with others and problem-solving.
49. Most students make good progress towards meeting their learning and attainment targets. Students' progress and performance are carefully monitored and this helps them to achieve success.
50. In most classes, students are encouraged to take more initiative and responsibility for their own learning. The great majority respond very positively. This helps prepare them for future learning beyond the school.
51. Students gain in maturity during their time in school and make a valuable contribution to the school community. They have well-developed personal and social skills and many students use these to help younger pupils. Their attendance at lessons is generally good.

The quality of education and training

52. Teaching has good features, some of which are outstanding. Most teachers modify their teaching in the sixth form and create a more relaxed yet challenging environment in which students prosper.
53. Teaching is particularly good in those lessons where teachers challenge students to think critically; encourage them to take more responsibility for researching aspects of their work, use a range of resources to enable them to learn more effectively, and enable students to work individually and collaboratively to solve problems.
54. In most subjects students receive very detailed and regular feedback on their progress. Work is marked regularly and students are provided with helpful and constructive comments that enable them to improve.
55. Students are involved in the assessment of their progress and set targets for improvement with their teachers. Their progress is monitored very carefully.
56. Reports are detailed and contain useful information about students' academic and personal progress. Overall, they provide constructive subject-specific

comments on what students have achieved. There is, however, a little inconsistency in the quality of these comments and use of predicted grades.

57. Students follow a good range of courses, both academic and vocational, which prepares them effectively for further and higher education and for the world of work. The curricular provision is extended further through good links with the local college of further education. Students receive good advice on subject choices and careers.
58. Positive relationships exist between staff and students. Students benefit from a good quality Personal and Social Education (PSE) programme and from structured provision for the development of their key skills.
59. Strategies for recording and encouraging good attendance work well. An established prefect system contributes to the maintenance of good order throughout the school. As joint chair of the school council, the head boy and head girl act as an effective link between pupils, students, the SLT and governors.

Leadership and management

60. The leadership and management of the sixth form are very effective. The good and outstanding features of leadership and management identified at KS3 and KS4, as well as some shortcomings, also apply in the sixth form. These shortcomings, however, are not extensive and their impact on the overall management of the sixth form is relatively small.
61. Self-evaluation of the sixth form is carried out systematically and is generally very effective. Appropriate account is taken of the views of students, their teachers and other interested parties. Planning for improvement is effective and has resulted in measurable improvements to the standards students attain and the overall quality of their education.
62. Sixth form teachers are well qualified and members of support staff have appropriate experience and qualifications and are deployed effectively. The level of staffing allows all courses to be taught well to all students. Resources, particularly for Information and Communications Technology (ICT), are good and accommodation provides a suitable setting for private study and good learning and teaching.

Progress since the last inspection

63. Good progress has been made in addressing all of the key issues specified in the report of the last inspection. Significant progress has been made in improving monitoring and evaluation, particularly through the implementation of performance management procedures. Strategic planning is now a strong feature of the school through the development of three-year plans. Key skills are now successfully embedded in subjects across the curriculum and good use is made of the library, especially by pupils at KS3. The quality of provision for pupils with SEN is now a significant strength. Overall attendance has

improved by around five percentage points but remains a priority for further improvement. Statutory requirements for religious education in the sixth form are now met and all health and safety issues identified in the last inspection have been addressed fully.

Recommendations

In order to maintain the progress being made the school should continue to:

- R1. improve standards and address shortcomings in subjects identified in this report;
- R2. improve the levels of attendance of pupils and students;
- R3. improve the consistency of assessment and reports to parents to match the high quality demonstrated in some subject departments; and
- R4. improve consistency in the effectiveness of middle management across the curriculum by monitoring and evaluating more rigorously targets for improvement and measuring their success against set criteria.

Aspects of all four recommendations are addressed in the current SDP.

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.

A copy of this summary is sent to every family with a child in the school. The full report can be obtained from the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

64. The grade awarded by the inspection team is higher than the grade awarded by the school in its self-evaluation report. This is because inspectors considered the standards achieved by pupils and students to have no important shortcomings.

KS3 and KS4

65. The following table shows the standards that pupils achieved in KS3 and KS4 in the six subjects inspected.

(60 lessons)	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	5%	65%	27%	3%	0%
KS4	9%	48%	39%	4%	0%
KS3 + KS4	7%	58%	32%	3%	0%

66. The figures in the table above fall short of the national target for 2007 for 98% of standards to be graded one, two or three by one percentage point. They meet the national target for standards in 65% of lessons to be grade one or two. Overall, the standards achieved by pupils are significantly higher than during the last inspection.

67. The highest standards, which had good and outstanding features were achieved in music at KS4. In modern foreign languages at both key stages and in science and Welsh second language at KS4 standards had good features which outweighed some shortcomings. In geography and art at both key stages and in science, Welsh second language and music at KS3 standards had good features and no important shortcomings. Overall, standards achieved at KS3 are higher than those achieved at KS4.

68. Pupils with SEN generally achieve good standards in relation to their abilities.

69. At KS3 in the most recent assessments, attainment in the core subjects of English, mathematics and science, and in the three subjects combined, was above the average for schools with a similar intake.

70. At KS4, the most recent results in the GCSE examinations were mostly above the average for similar schools in Wales. The percentage of pupils who achieved grade C or above in each of the three core subjects was, however, a little below the average for similar schools.

71. In most cases, girls outperform boys but the difference between their results is generally smaller than it is locally or nationally. In some cases, for example in

mathematics, science and French at GCSE in 2005, boys' attainment was higher than that of girls.

72. The standards achieved by pupils in the key skills of communication, application of number and IT have good features and no important shortcomings. Pupils' listening skills are particularly good.
73. Very good progress has been made since the last inspection in the development of pupils' key skills, especially their IT skills, and in their ability to apply these skills in different subjects. This has a positive impact on the standards pupils achieve across the curriculum.
74. All pupils study Welsh second language. Although pupils seldom practise their Welsh language skills in other lessons the standard of their bilingual competence is good overall.
75. The majority of pupils achieve standards that match or exceed both expectations and agreed learning goals. There are no significant barriers to learning. All pupils have opportunities to achieve well, whatever their ability or social, ethnic or linguistic background.
76. Attainment in the core subjects at KS3 and in GCSE examinations at KS4 is below the local and national averages. Results, however, compare favourably to those in schools in Wales which have similar proportions of pupils who are entitled to receive free school meals.
77. Overall, trends in performance in the last six years show improvements although with some irregularity from year to year. The best progress has been made at KS3 where there has been significant improvement in all key indicators. At KS4, the percentages of pupils who achieve five or more GCSE A*-C grades and five or more GCSE A*-G grades are greater than at the time of the last inspection. Pupils' predicted GCSE grades indicate that progress being made is continuing in this academic year.
78. Across the curriculum and at both key stages pupils generally make good progress, whatever their ability. Most show real interest in their work and the progress they are making. They make good progress in acquiring new knowledge, skills and understanding and in applying them in increasingly unfamiliar and challenging contexts.
79. The great majority of pupils understand how well they are doing and know their strengths and weaknesses. They know what they need to do in order to improve their standards of achievement. There is some inconsistency across the curriculum, however in the use of data and NC levels to set targets for further improvement.
80. Almost all pupils make good progress in relation to their abilities through the subjects and courses they are studying. This helps them to move from one stage of education to the next. Very good use is made of information from

primary schools to help pupils perform to the best of their abilities. Outstanding induction procedures enhance pupils' progress from KS2 to KS3.

81. At KS4, provision for pupils who are reluctant to attend school helps them to make appropriate progress in relevant areas of study.
82. Pupils, generally, have a good work ethic. As a consequence, most learners realise their potential and the achievement of many exceeds expectations.
83. Pupils have positive attitudes to learning. The great majority are well motivated in lessons and respond positively to tasks set. They show interest in their work and sustain good levels of concentration.
84. An outstanding feature is the behaviour of pupils both in lessons and around the school. This is an outstanding feature. Pupils behave responsibly, show respect for each other and members of staff and are welcoming and courteous to visitors. Inappropriate behaviour rarely affects learning in lessons.
85. Parents and pupils agree that bullying is relatively rare. They are confident that any bullying that occurs will be dealt with promptly and effectively.
86. The school has made strenuous and successful efforts to improve pupils' attendance. As a consequence, attendance rates have risen by five percentage points since the last inspection. In the last academic year attendance was just over 90%. This is below the WAG target of 92%.
87. Many teachers encourage pupils to develop the confidence to adopt more independent approaches to learning. Pupils develop their problem-solving and decision-making skills as they make progress within and across the key stages. Pupils work well individually and in collaboration with others.
88. Pupils develop good personal, social and learning skills. The PSE programme helps pupils to develop their skills in working independently and to acquire positive attitudes to lifelong learning.
89. Pupils make good use of the varied opportunities provided to enhance their personal development. These opportunities promote their spiritual, social, moral and cultural development. Assemblies, as well as some lessons and extra-curricular activities, make important contributions to this. Pupils demonstrate their personal development by the positive attitudes and values they show as members of the school community.
90. Pupils show awareness and respect for different lifestyles, beliefs and cultures. Their knowledge of the diversity within society is increased through a range of community-based activities and visits. Their concern for others is demonstrated by their participation in a range of fund-raising activities for different charities.
91. Work-Related Education (WRE), in which all pupils in Y10 are involved, helps prepare pupils for participation in the workplace and the wider community. These experiences continue in Y11. Pupils report that they enjoy these

experiences, find them relevant and feel that they help them to understand the world of work and the life of the community in general.

Sixth form

92. The following table shows the standards that sixth form students achieved in the six subjects inspected.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Sixth form	0%	69%	31%	0%	0%
These grades are based on observations of 16 lessons					

93. Although the sample is small, these figures exceed both national targets for 2007 for standards in 65% of lessons to be graded one or two and standards in 98% to be graded one, two or three.

94. In modern foreign languages in the sixth form, standards have good features which outweigh shortcomings. In the other five subjects inspected the standards achieved by students have good features and no important shortcomings.

95. Standards in external examinations are good overall. In the most recent examinations 100% achieved grades A-E, 69% achieved grades A-C whilst fewer students achieved the highest grade.

96. Attainment in the sixth form is good in relation to similar schools in the LEA. When the background of students is taken into account, using the free school meals indicator, the school's performance compares favourably to similar schools in Wales.

97. As at the time of the last inspection, the standards achieved by students undertaking vocational courses are particularly good.

98. Students make good progress in the development of their key skills. The standards they achieve in communication, use of number and IT are good in most subjects.

99. There is some variation in the opportunities provided for students to develop their bilingual competence. Many students, however, show understanding of signs and greetings in the Welsh language but rarely use Welsh in lessons.

100. The school has an inclusive policy for those wishing to continue their education into the sixth form. Just over half of pupils in Y11 join the sixth form with a smaller proportion taking up courses in further education. Almost 17% of the school's population are sixth form students. Once students begin their studies in Y12 the great majority remain to complete their studies in Y13. Of these, around two-thirds proceed directly to higher education.

101. Most students make good progress in meeting their learning and attainment targets. Overall, trends in performance show improvements in recent years

although there is some irregularity in year-on-year progression. Students' progress and performance are carefully and consistently monitored. These procedures are useful to students and help them to achieve success.

102. In most subjects students are actively encouraged to take the initiative and increased responsibility for their own learning. The great majority respond very positively. This helps prepare them for future learning beyond the school.
103. Students gain in maturity during their time in the sixth form and make an important contribution to the school community. They have well-developed personal and social skills which many use effectively in their role as prefects. Students show respect for others, including younger pupils and are aware of social and global issues.
104. In the sixth form, students' attendance and punctuality are generally good.

The quality of education and training

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

Grade 1: Good with outstanding features

105. This grade is one higher than the school's self-evaluation grade. This is because there are good features, some of them outstanding, in both teaching and the use of assessment.

KS3 and KS4

106. The grades awarded for teaching at KS3 and KS4 were:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	34%	38%	21%	7%	0%
KS4	27%	33%	40%	0%	0%
KS3 + KS4	31%	36%	38%	5%	0%

These grades are based on observations of 83 lessons

107. Teaching has no important shortcomings in 67% of lessons and in 31% there are outstanding features. This shows a significant improvement in teaching since the last inspection.

In order to improve standards, teachers have received training in how pupils learn as part of the Accelerated Learning initiative. In most lessons, teachers use effectively this well-refined knowledge and understanding to deliver innovative lessons. Many teachers have also applied these skills to help improve pupils' basic skills. All pupils in Y7 participate in a literacy programme delivered by teachers from a range of subjects. The three-week intensive programme enables pupils to improve a whole range of literacy skills, including reading, writing, speaking and listening. These two inter-related outstanding features have had a very positive impact on the quality of teaching and learning in the school.

108. Other outstanding features include the way teachers:
- stimulate and challenge pupils to achieve high standards;
 - continually assess pupils' progress within lessons and modify what they are doing to enable pupils to learn well; and
 - carefully plan a range of relevant activities based on the differing needs of pupils in the class.
109. In most lessons teachers have high expectations of what pupils can do and challenge them to achieve well in lessons. Teachers structure their lessons so that pupils know what they are going to learn. They use questions effectively to extend pupils' understanding.
110. Teachers plan carefully an excellent range of learning tasks that encourages pupils to make good use of their personal skills. Plans include opportunities for pupils to work in small groups that enable them to take some responsibility for their own learning.
111. In most lessons, teachers use a wide range of activities that both stimulate and challenge pupils. These include, for example, the innovative use of interactive whiteboards, games and other relevant resources to enhance pupils' learning. In these lessons, teachers make the work fun and create a very positive atmosphere in which pupils prosper.
112. Teachers use what they know about their pupils to organise them in classes in which they will make most progress. Boys and girls often mix well in classes and have a mature attitude to their learning. In a few classes and subjects boys and girls are taught purposefully in separate classes and they achieve well.
113. The positive relationships and outstanding behaviour that are evident in nearly all lessons have a significant impact on pupils' ability to learn. As a result, and with few exceptions, pupils and teachers enjoy their work. Teachers' attendance is very good and as a result there is continuity and progression in what pupils learn.
114. Overall, teachers are well qualified and use effectively up-to-date knowledge of their subject to motivate pupils. Teachers use the skills they have developed in In-Service Education and Training (INSET) courses to improve their teaching. They regularly share these ideas with colleagues within their department. There are also a wide range of opportunities for teachers across the school to observe, monitor and review the quality of teaching and learning in other departments. This includes a very good system for tracking pupils in their lessons and observing how they learn best.
115. Despite these good and outstanding features, there are shortcomings in a small minority of lessons. In these lessons teachers do not:
- structure their lessons well enough;
 - provide enough opportunity for pupils to work in pairs and groups; and

- match tasks to pupils' needs to maintain their interest.
116. In a few lessons pupils are provided with opportunities to enrich their use of the Welsh language. They develop their awareness of the culture of Wales in several subjects. This is a particular strength in those subjects where local history and issues are used to good effect.
117. Most teachers use information on pupils' attainment to good effect. There are good systems in place to assess and record pupils' progress.
118. In most subjects, work is marked thoroughly and regularly. Most pupils have a good understanding of what they have achieved and what they need to do to improve. In these subjects, NC levels are used at KS3 and predicted grades at KS4 to monitor efficiently pupils' progress. Portfolios of pupils' work also help teachers to moderate and assess pupils' performance.
119. Tracking of pupils' progress is very good. At KS3, six pieces of work in each subject are assessed formally and recorded centrally. This enables the SLT, heads of department and teachers to monitor pupils' progress across the curriculum. Underachievement is picked up early and pupils are provided with the necessary support to allow them to improve and reach their potential. In some departments this information is used very well to monitor pupils' progress, to build self esteem and to improve the quality of pupils' work.
120. At KS4, there are examples of very good practice in the tracking of pupils' progress. Assessed work is always compared with pupils' predicted grade. The outcome of assessments is also used to engage pupils in their learning and encourage them to achieve well in each assignment. In these subjects pupils contribute to the assessment of their work and set targets for improvement with their teachers.
121. Although there is evidence of very good practice, in a small minority of subjects there are shortcomings in the way that teachers use assessment to help pupils improve. These are that:
- marking lacks rigour and consistency;
 - written feedback does not always tell pupils what they need to do to improve;
 - there is variation in the use of levels at KS3 and predicted grades at KS4; and
 - pupils' self assessment is not used consistently.
122. Annual reports to parents provide good information on their child's progress. Reports include details of what children have been taught, how well they have achieved and, at KS3 provide a NC level and, in KS4 a predicted grade. However there is some inconsistency in the quality of subject reports. A significant minority are not subject specific enough and refer more to pupils' attitude to learning than what they have achieved.
123. All statutory requirements for assessment and reporting on NC subjects are met and teaching also fulfils the regulations of examining boards.

Sixth form

124. Overall grades for the quality of teaching in the lessons observed in the sixth form were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
36%	46%	18%	0%	0%
These grades are based on the observation of 22 lessons				

125. Overall, teaching in the sixth form is good with some outstanding features.
126. As at KS3 and KS4, teachers establish a very positive relationship with students that enhances their learning. Most teachers modify their teaching in the sixth form and create a more relaxed yet challenging environment in which students prosper.
127. Teaching is particularly good in those lessons where teachers:
- challenge students to think critically;
 - encourage students to take responsibility for researching aspects of their work;
 - use a range of relevant resources to enable students to learn more effectively; and
 - allow students to work individually, in pairs and small groups to work out solutions to problems.
128. In a very small minority of lessons, teachers do not structure the lesson well enough to enable students to take some responsibility for their learning.
129. In most subjects, students receive very detailed feedback on their progress. Work is marked regularly and students are provided with helpful and constructive comments which enable them to improve. Students are involved in the assessment of their progress and set targets for improvement with their teachers. Their progress is very carefully monitored.
130. Reports are detailed and include useful information on students' academic and personal progress. Overall, they provide constructive subject specific comments on what students have achieved. However, there is a little inconsistency in the quality of these comments and use of predicted grades.

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

Grade 1: Good with outstanding features

131. The grade awarded by the inspection team is higher than the grade given by the school in its self-evaluation because of a number of outstanding features identified by the inspection team.

The complementary curriculum for pupils at risk of disaffection is an outstanding feature. Several complementary pathways are in place and selected pupils follow carefully chosen individual learning pathways. The school has very good links with the local providers involved in this scheme. Pupils are very well supported by both school and providers. The progress of individual pupils is carefully monitored. As a consequence, their attendance and the standards they achieve have improved.

132. There are several other outstanding features in the learning experiences provided by the school. These include the:

- extent of the broad and balanced curriculum;
- comprehensive strategies used to develop pupils' basic and key skills
- extensive range of high quality extra-curricular activities;
- productive links with the community;
- effectiveness of steps used to tackle social disadvantage and stereotyping; and
- diversity of the vocational courses.

133. The curriculum meets the needs of all pupils and students. It is accessible to all and provides pupils with the opportunity to achieve accreditation. Pupils of all abilities are able to study a wide range of subjects, including PSE.

134. The curriculum is flexible with clear progression between years and key stages. At KS3, all subjects are given an appropriate time allocation. At KS4, a wide range of academic and vocational courses give pupils the opportunity to gain relevant qualifications. The introduction of the Diploma in Digital Application (DiDA) supplements the impressive range of vocational courses already available.

135. Students in the sixth form follow a good range of courses, both academic and vocational which prepare them effectively for higher and further education and the world of work. Curricular provision is extended further through good links with the local college.

136. The school provides very effective opportunities to develop pupils' key skills in subject areas. The provision for developing basic skills is an outstanding feature with particular emphasis on promoting pupils' basic literacy and numeracy skills. The scheme is very well managed and monitored with many members of staff involved.

137. An outstanding range of extra-curricular provision promotes pupils' and students' learning and personal development. Pupils are involved in a wide

range of activities and clubs. Sporting activities, often with close community links, musical events and drama productions add to this impressive range. Pupils compete successfully in a number of competitions including a national engineering competition.

138. The school promotes pupils' and students' spiritual, moral and social development effectively. Pupils show respect for others in school. Some sixth form students act as peer mentors and students' willingness generally to assist younger pupils is a notable feature which helps develops their personal and social skills.
139. The school has very good links with parents, the local community and the local college. Links with the community are prominent in the life of the school. The school is well represented on several LEA working groups. Pupils and students readily support local deserving causes and charities.
140. The curriculum complies with legal requirements at all stages including the requirement for a daily act of collective worship.
141. The world of work features prominently in the curriculum. Careers advice is of good quality at all stages. Pupils in Y10 undertake work-experience placements which are monitored carefully. Many students following vocational and some other courses in Y12 and Y13 gain invaluable experience in carefully selected work placements.
142. Aspects of Y Cwricwlwm Cymreig are promoted in several subjects. Bilingual signs and teachers' greetings in Welsh raise awareness of the Welsh language. Pupils attend residential courses at Llangrannog and Glanllyn Urdd centres.
143. The school is very successful in ensuring equality of access and opportunity for all pupils and students. Pupils have access to a wide range of courses which develop their self-esteem. Pupils and students are very well supported by teachers and outside agencies.
144. Sustainable development is promoted in a number of subjects, for example in geography, and by enthusiastic members of the environment club. Its members are involved in a number of initiatives. Pupils appreciate the importance of recycling and the school has successfully gained financial support to develop the school garden.
145. The school has very close links with local employers and the school community is made aware of needs of employers. Very good links with Education Business Partnership (EBP) reinforce strongly pupils' perception of the world of work.
146. Pupils and students' entrepreneurial skills are developed well through participation in industry days, the Dynamo Project, Young Enterprise schemes and various competitions. Their problem-solving and decision-making skills are promoted effectively throughout the curriculum.

147. Overall, through its broad range of courses, the school is successful in developing pupils' skills for lifelong learning.

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

Grade 1: Good with outstanding features

148. This grade is one grade above the school's self-evaluation grade as a result of several outstanding features identified during the inspection.

Arrangements to ensure the smooth transition of pupils from primary schools are an outstanding feature of the school. A very well organised and effective programme incorporates visits, induction days, strong curricular links with bridging units in a number of subjects, the identification of preferred pupil learning styles, shared concerts and a Summer School.

149. Other outstanding features of the care, guidance and support provided are the:

- effective use of outside support agencies and the co-ordination of a variety of partnerships;
- identification of the needs of pupils and the high quality support they are given;
- arrangements for the transition of pupils from Y6 into Y7;
- high quality of the PSE programme; and
- effective measures taken to eliminate bullying.

150. There are very good relationships within the school. Pupils find staff approachable and are confident their concerns will be dealt with quickly and sensitively.

151. The established links with outside agencies, such as the Educational Welfare Officer (EWO), the Social Inclusion Team, educational psychologist, school counsellor, Careers Wales, local police and other support services, ensure a significant and highly effective level of support and guidance.

152. Valuable and regular links are maintained with parents through a good quality school magazine, parents' evenings, pupil planners, letters and telephone calls. Parents are welcomed to contact the school directly if they have a cause for concern.

153. Pupils and parents receive good information on the options available in Y9 and Y11 through an informative options choice booklet, parents' evenings and well-structured careers education.

154. Sixth form students receive good advice on subject choices, careers, applications to universities and higher education through a well-organised programme.

155. Induction programmes between key stages are good and outstanding arrangements are in place to facilitate the smooth transition of pupils from KS2 into KS3. The strong curricular links and the Summer School are especially

noteworthy. The support pupils receive in basic skills on entry into the school is exemplary as is the 'Buddy' reading support scheme and the numeracy programme in Y7 where Y10 pupils and sixth form students act as mentors.

156. Pupils and students from Y7 to Y13 benefit from a very good quality PSE programme which takes account of the national framework for PSE. A range of appropriate topics are incorporated into the programme which includes health and sex education. Specialist outside agencies such as the police and health care professionals, make a positive contribution to the programme. Some pupils in Y10 are following an accredited course in PSE.
157. The school has very good systems in place for monitoring attendance and punctuality. These are well known to pupils and students along with the importance of good attendance. The continued attention to matters of attendance has resulted in measurable improvements in reducing absence.
158. Procedures for dealing with inappropriate behaviour and improving behaviour are firmly in place and understood by pupils and students. Rewards and consequences are used to good effect. An established prefect system contributes to the maintenance of good order throughout the school.
159. In addition to the good work of the SLT and Heads of Year, the work of the Social Inclusion Team has resulted in notable improvements in supporting pupils with additional needs. The behaviour of pupils on 'Stress Busting' courses has improved. Training of a peer mediation group is also a positive development.
160. The mentoring support directed towards pupils in Y11 whose predicted GCSE grades are on the borderline of C and D grade is very effective. Pupils receive good support and parents are informed regularly of progress made.
161. The school has clear, well-documented procedures for assuring pupils' health, safety and well-being when in the school's care and all statutory policies are in place. Child protection procedures are firmly in place and staff appropriately informed and trained on these matters.
162. The school council is an effective forum for raising pupils' concerns and bringing issues to the attention of staff. As joint chair of the school council the head boy and head girl act as effective links between pupils, the SLT and the Governing Body (GB). The school council makes a valuable contribution to the quality of care provided for pupils.
163. Good support is provided for pupils with a wide range of SEN. Significant progress has been made in the last two years in the quality of support given. The SEN Co-ordinator (SENCO) and Learning Support Assistants (LSA) have effective links with the partner primary schools which allow for early identification of needs and prioritising available support.
164. A range of strategies is used to support learners at all stages. Pupils are focussed on their learning, achieve well and make good progress. Detailed

lesson planning takes into account both individual needs and preferred learning styles. Accelerated learning techniques are used to good effect.

165. The SENCO is enthusiastic and provides good guidance. A team of LSAs provides good in-class support and support for withdrawal literacy strategy groups. The use made of LSAs in main-stream classes has not been fully evaluated by subject departments for the impact of support to be fully effective.
166. Links with subject departments are good. The SEN information pack and regular meetings with the SENCO are significant factors in good curriculum planning for learners with SEN. However, the practice of adapting teaching strategies to meet individual needs is not used consistently by all subject departments.
167. Pupils at KS4 are supported sensitively with course work and personal difficulties they may experience. Strategies for supporting pupils with emotional, social and behavioural difficulties are relevant to their needs and have a positive impact on them. Effective links have been developed with the Social Inclusion Team. Vocational experiences provided by external agencies for a small group of pupils are an important feature of the complementary curriculum. LSA support at KS4 is not sufficient for the full impact of support to be effective.
168. Individual Action Plans (IAP) relate well to the needs of individual pupils. Targets are appropriate and pupils are focused on their learning. Twice-yearly reviews are held following effective formalised feedback from subject departments. Not all departments make full use of the IAPs as working documents in lesson planning. Statutory requirements are met and the response to the Code of Practice is good.
169. The school recognises the nature of its intake through its close links with partner primary schools. It provides good quality and sympathetic support according to the identified needs of pupils. Those pupils with low levels of literacy and numeracy are supported through the 'Buddy' reading and numeracy programmes. Preferred learning styles of pupils are recognised and pupils feel that the school gives them every chance to succeed.
170. Equal opportunities and equality of access to all aspects of school life are promoted positively. Stereotyping is actively discouraged.
171. The school has coherent policies and strategies to deal with issues of racial harassment. Issues are covered in assemblies and curriculum subjects and pupils show sensitivity to the issues raised.
172. The culture of Wales and other cultures are covered well in assemblies and lessons. Collections for charities also make a positive contribution to pupils' awareness of the needs of others less fortunate. Pupils with identified disabilities are supported well.

173. There is little evidence of bullying and any incidents which may arise are taken seriously and dealt with quickly and effectively. Staff and pupils have been involved in worthwhile initiatives with some pupils receiving the Princess Diana Award for their work on anti-bullying.

Leadership and management

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

Grade 2: Good features and no important shortcomings

174. This grade matches the grade awarded by the school in its self-evaluation report.
175. Leadership and strategic management are highly effective. The headteacher provides outstanding leadership and gives clear direction to the work of the school. Pupils, students, parents, members of staff and governors all attribute significant recent improvements to the quality of his leadership.
176. The headteacher is ably supported by a committed SLT who work purposefully and successfully to improve standards and quality. Their work is characterised by clear values, aims and objectives which are shared by themselves and others involved in the provision of education in the school. As a consequence of their combined efforts the school has made, and continues to make, good progress.
177. Members of the SLT have good links with middle managers responsible for pastoral teams and subject departments. The great majority of middle managers work with their teams very effectively to improve standards and quality. In many cases the leadership and management of subject departments are very good. In science and modern foreign languages departmental leadership and strategic management are less effective.
178. Leaders and managers take appropriate account of national priorities. They have made good progress in several areas, for example in developing learners' understanding of sustainable development.
179. Productive and beneficial links are well established with other providers of education in the locality. These include partner primary schools, the college of further education and the local Community Consortium for Education and Training (CCET).
180. The headteacher and SLT set challenging but realistic targets for individual staff members, teams and departments. They use a range of procedures, including performance management and departmental reviews, to monitor standards and the quality of provision. They provide appropriate professional support to help colleagues achieve their goals.
181. In the great majority of cases monitoring and evaluation procedures have proved to be effective. In a small minority of cases, monitoring by middle

managers has been less rigorous and more limited progress has been made in tackling shortcomings. In these cases, which tend to be associated with difficulties in staffing, senior management has also been less effective in ensuring consistency in the quality of education provided.

182. The leadership and management of the sixth form are very effective. The good and outstanding features of leadership and management identified at KS3 and KS4, as well as some shortcomings, also apply in the sixth form. These shortcomings, however, are not extensive and their impact on the overall management of the sixth form is relatively small.
183. Governors work closely with the school and contribute effectively to its development. They are proud of the school, familiar with its work and well-informed about the issues that affect it. Individual governors are linked to subject departments and are developing their knowledge and understanding of how they operate.
184. Governors also carry out their work through a good range of sub-committees. They scrutinise data from external examination results and help monitor provision. They are involved in producing and approving a very detailed and informative set of policies and documentation. They make good use of their knowledge of the school to take appropriate decisions and carry out their work in a responsible and effective manner.
185. Governors help provide a sense of direction for the school and give good support to the headteacher. They take their role as a 'critical friend' of the school seriously. They fulfil all of their legal duties and responsibilities.

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

Grade 2: Good features and no important shortcomings

186. This grade matches the school's self-evaluation grade.
187. The school's evaluation and grades for key questions five six and seven are the same as those awarded by the inspection team. The grades for key questions one, two, three and four are each one grade higher than those awarded by the school. The school has, in most cases, been a little modest in its evaluation and has not given enough recognition to good or outstanding features when using Estyn's criteria for grading.
188. The school's arrangements for self-evaluation are systematic and generally very effective. Leaders and managers take good account of the views of pupils, staff and other interested parties and involve them well in the process. The school council is an effective body that involves pupils and students well in discussion and decision making. A few aspects of self-evaluation and the monitoring and evaluation of the work of subject departments are not rigorous enough.

189. The school's self-evaluation report is of good quality and is a useful document. It is an honest evaluation of the school and addresses the seven key questions of the common inspection framework and grades each key question. It draws upon and lists comprehensive evidence, lists areas of strength, aspects that need most improvement and what action is being taken or planned.
190. Each subject department has compiled a self-evaluation report structured in a similar way to the overall school report. These provide a good basis for further self-evaluation and half-yearly review and several are of good quality. In a few cases these evaluations and departmental reviews are descriptive rather than evaluative. Some do not give enough attention to how progress will be made or measured for success.
191. The school analyses rigorously a wide range of assessment and other data and informs staff, GB and parents about it. In particular, examination results are analysed thoroughly and used well to set targets for pupils and students.
192. The headteacher and SLT work together openly and effectively with all other leaders and managers, and teachers. They are well-informed about all aspects of the work of the school and their areas of responsibility. They monitor most aspects of the performance of the school very well.
193. In a few instances the SLT and middle managers do not monitor and evaluate lessons, assessment strategies and the overall work within their area of responsibility rigorously enough.
194. The GB, headteacher and leadership team plan very well for improvement. They are effective in highlighting the most important things that need to be done to move the school forward. Planning has resulted in several measurable improvements to pupils' and students' standards and overall quality of education.
195. The effectiveness of planning for improvement is good. For example, actions taken have resulted in improvements to the curriculum and in developing vocational courses, basic skills and intensive mentoring. These, in turn, have reduced absenteeism and exclusions and improved pupils' and students' motivation, interest and achievement and the school's retention of pupils into the sixth form.
196. In several instances plans are innovative. For example, teaching strategies, such as Accelerated Learning, are helping to improve pupils' and students' achievement. Improved resources for ICT across the school are helping them to produce increasingly good calibre work and to become involved in challenging projects and contests that introduce them to real-life problem-solving activities.
197. The SDP sets clear priorities and actions and departmental development plans link well with this. The criteria, upon which the effectiveness and success of actions can be measured, are not always clear in documentation at all levels. In

most respects priorities are supported well through adequate allocation of resources.

198. In most respects, the school has made good progress since the last inspection. Each of the key issues from that inspection has been addressed well.

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

Grade 2: Good features and no important shortcomings

199. This grade matches the school's self-evaluation grade.
200. Teachers and support staff are experienced, well qualified and deployed to best effect. The level of staffing allows the curriculum to be taught to all pupils and students across the key stages. In most departments, and areas of work, resources are at least adequate and accommodation provides a suitable setting for good learning and teaching.
201. Teachers, assistants and technicians work together enthusiastically and effectively and support pupils and students well. There is very good access to professional advice and expertise for pupils with a disability or SEN. Provision for pupils with SEN has improved considerably since the last inspection. There are enough administrative and other staff members for the school to function effectively from day to day.
202. The level of provision, including computers and electronic white boards, across the school is good overall and is improving as money becomes available. The SLT recognises that not enough resources have been available to departments in the past and has already upgraded some, in music and physical education for example, to a high standard.
203. Another recent investment is a video conferencing room that will allow, for example, pupils and students studying Spanish to converse with others in Spain in their own language. Other subjects, such as art and science, remain a little under-resourced.
204. Some departments use computers and other ICT equipment well to enhance pupils' learning in the subject. There are, however, few computers within some departments and access to the school computer rooms is not always easy because they are booked frequently for the compulsory DiDA course.
205. The condition and quantity of books used across the curriculum are generally good. The library is a pleasant place to study and, although the supply of books is limited, supports pupils' learning well overall, especially when it is used to assist pupils with their basic skills in literacy. Very few pupils and students, however, make use of it to borrow books.
206. The school makes use of a large range of external resources. Pupils' and students' learning and achievement are enhanced considerably by their use.

Notably, pupils at KS4 who follow individual pathways in a complementary curriculum benefit considerably from visiting and working at various outside establishments.

207. The overall quality of accommodation is good and, in most respects, provides a stimulating learning environment for pupils and students. There are enough rooms for the pupils and students on roll and for the broad curriculum provided. Most rooms are pleasant places to work in and several are enhanced by good quality displays.
208. Accommodation in the sixth form provides an appropriate working environment for young adults that supports good learning and teaching. There are good facilities for private study and for the use of ICT in a recently developed 'Cyber Café'.
209. Given the age of the buildings they are in generally good condition, although the extensive flat roofs let rain through in places and are an ongoing expense to the school.
210. There are no lifts in the two-storey buildings and wheel chair access is difficult. At present there are no pupils or students with mobility problems at the school. There is an accessibility plan and various ramps have been installed to ease access to ground floor rooms.
211. The interior of buildings is kept clean and tidy. There is very little graffiti and litter either inside the buildings or anywhere in the school grounds. Pupils and students show maturity and a sense of responsibility and pride in helping to keep the school presentable.
212. The school is innovative in the way it secures new funds and in how it has overcome considerable financial difficulties. Systems to review the use of resources are robust. Resources are managed efficiently so that the school ensures very good value for money. In recent years some very difficult decisions have been made concerning a reduction in the level of staffing. The school, through good leadership, offers a good quality of education to its pupils and students.
213. The SLT knows the costs of major programmes that are being planned and those that are ongoing. Debate and decisions about spending are linked well to the school's objectives and prioritise the effect it will have upon individual pupils and students. Pupils and students generally have enough learning resources to support their needs and provision is reviewed regularly. Contingency funds are meagre at present but are being built up slowly now that a large deficit, present before the present headteacher took office, has been paid off.
214. Members of staff are deployed well so that their expertise is put to best use. There are effective procedures, known well to staff, for their continued professional development. Teachers evaluate their needs well and make them known to senior leaders informally and through performance management and

review systems. Leaders are generally aware of the strengths and areas for development of staff and support their needs well.

215. Several leaders and managers report heavy workloads and difficulty in finding the time to carry out adequately their administrative and monitoring roles, as well as keeping abreast of teaching duties. These issues are under review as part of the workforce remodelling exercise which, to a large extent, the school has put in place successfully.
216. Management consults well with other schools and institutions about its provision and the subsequent decisions it makes. The headteacher, GB and members of the SLT liaise very effectively with other headteachers, the LEA, advisory bodies and local businesses. Parents and pupils of the school are also consulted well through the many formal and informal systems in place.
217. The financial implications of, for example, staff development, deployment, size of the sixth form, the projected number of pupils on roll and subsequent room usage, are reviewed at appropriate times. The headteacher, bursar, SLT and GB take a full role in the process. External audits of the accounts have shown systems to be good. The accounting system, together with the expertise of those involved with financial matters, allows the school to monitor and account very well for its spending.
218. An experienced and dedicated site manager who is also a health and safety officer oversees the school grounds and buildings. He carries out a detailed annual audit, in addition to that carried out by the LEA, which identifies repair and maintenance issues. An action plan and rolling programme for dealing with the problems are drawn up and work is carried out efficiently.
219. The school has balanced well the cost of provision against its effectiveness and supports well pupils and students from a variety of academic and social backgrounds.

Standards achieved in subjects and areas of learning

Welsh second language

KS3 - Grade 2: Good features and no important shortcomings

KS4 - Grade 3: Good features outweigh shortcomings

KS3

Good features

220. Pupils respond well to a range of oral tasks. They use familiar language patterns quite confidently and extend their comments when working in pairs. Pupils have good listening skills in formal situations. They complete a number of related tasks requiring information from taped material.

221. Pupils convey meaning when reading aloud and their overall pronunciation is accurate. They show a good understanding of materials read. Y9 pupils are able to select the main points from more challenging reading material.
222. A good variety of written tasks are completed by pupils, including paragraphs, letters and dialogues. When pupils are given definite guidelines to support their own writing, they can improve their sentence structures and consequently complete more extended pieces of writing.
223. Pupils with SEN respond enthusiastically in all aspects of language learning. They complete oral, reading and writing activities well and make very good progress.

Shortcomings

224. There are no important shortcomings but there is a tendency for a few pupils to depend on the teacher or on written texts for support when using the language.
225. A small proportion of pupils has difficulty sustaining concentration and this has an adverse effect on the standard of their work.

KS4

Good features

226. Pupils use a good variety of sentence constructions and express opinions confidently and fluently when discussing a familiar topic. They work well in pairs and are able to extend their oral contributions. The less able use notes to support their speaking.
227. Listening tasks are completed well and show that pupils have a good understanding of the language. This is further reinforced when pupils check their own answers by reading the written text.
228. Pupils can read and understand a selection of appropriate material. They respond by completing various tasks.
229. The written work completed reinforces the language and a good range of tasks are completed. Where standards are good, pupils complete extended pieces in which expression is suitably varied and there is a high level of accuracy.

Shortcomings

230. A minority of pupils has failed to master basic language patterns securely and their vocabulary is limited. As a result, their oral exchanges are brief and uncertain and their understanding often superficial.
231. A number of pupils mispronounce words when reading. Reading is slow and meaning is not conveyed clearly.

232. Some pupils' writing is limited in scope and challenge. The work produced contains basic grammatical and spelling errors.
233. In some lessons there is excessive use of English so that pupils' use of Welsh is limited and they have difficulty using the language to contribute purposefully.
234. In Y10, those pupils who do not receive Welsh lessons on a regular basis are unable to build upon the progress made in KS3.

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

Good features

235. Students are able to use Welsh effectively for a range of purposes. They communicate clearly and confidently. They sustain extended conversations and use varied language patterns with a high level of accuracy.
236. Students discuss the content of prescribed poems effectively and use literary terms when analysing style. They make appropriate reference to the text to support their comments and express opinions on techniques used by the poets.
237. Students understand grammatical explanations and are able to apply their knowledge well in subsequent exercises and in all aspects of their work.
238. Coursework contains a wide variety of written formats which are completed accurately. These display effective researching skills into a wide variety of sources.
239. Students studying the Advanced Subsidiary (AS) course in Y12 are making good progress and have developed a number of skills needed to be successful at this level.

Shortcomings

240. There are no significant shortcomings.

Science

KS3 - Grade 2: Good features and no important shortcomings

KS4 - Grade 3: Good features outweigh shortcomings

KS3

Good features

241. Pupils have a good knowledge of science in the NC. Their level of understanding is appropriate for their age and ability. They make progress during lessons and acquire new skills and knowledge.

242. Most pupils remember details of their previous work. They apply their knowledge and understanding of science to explain new and unfamiliar situations.
243. When describing their work pupils use scientific terms correctly, both orally and in writing. Some can write at length about science.
244. Pupils carry out practical work carefully and with due regard to safety. When working in groups they co-operate well. They use scientific apparatus correctly and make accurate measurements and record their observations in appropriate tables. Most present their data well using graphs.
245. Most pupils draw simple conclusions from their experimental results. The majority understand the concept of a fair test. The more able can recognise faults in their experimental technique that may lead to incorrect results.

Shortcomings

246. There are no important shortcomings but a minority of pupils do not understand the concept of a fair test and do not pay sufficient attention to their teachers' explanations.

KS4

Good features

247. The more able pupils have a good understanding of the content of their GCSE science course. They use their knowledge to respond to questions and explain various scientific ideas. The less able pupils also have an appropriate understanding of science and make good progress.
248. The majority of pupils has an understanding of the impact of science on society, for example, through their understanding of the need for renewable energy. Most pupils can use scientific terms accurately, both orally and in writing. They can communicate scientific ideas well using text, diagrams, tables and graphs. Many can carry out scientific calculations confidently.
249. Pupils carry out practical work carefully and with due regard to health and safety. They co-operate well together when working in groups and can explain the basis of their experiments. Most can collect their data in tables and plot graphs of their results. Able pupils produce good evaluations of their results and experimental method.

Shortcomings

250. The majority of pupils do not know how well they are progressing. They do not know what they need to do to improve and this limits their standards of achievement.

251. Middle ability pupils' understanding of scientific facts and principles is very variable. Their understanding of some topics is poor. Many of these pupils fail to use scientific terms correctly.
252. A minority of pupils do not behave responsibly. They do not pay sufficient attention to their work and this has a negative impact on the standards they achieve.

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

Good features

253. Students have a sound understanding of the science content of their AS and A2 courses. They discuss their work fluently, with appropriate use of high level technical vocabulary. They communicate their understanding of science using text, graphs, diagrams and mathematical formulae. All have an accurate picture of how well they are progressing and know their strengths and weaknesses.
254. Students have a good understanding of experimental error. The more able can speculate on its causes and how it might be reduced.

Shortcomings

255. There are no important shortcomings.

Modern foreign languages

KS3 - Grade 3: Good features outweigh shortcomings

KS4 - Grade 3: Good features outweigh shortcomings

KS3

Good features

256. Pupils understand a range of familiar French language spoken both on tape and by the teacher. They generally concentrate well and listen attentively. They show good understanding of classroom instructions in the target language. The most able pupils pick out additional detail and subtlety when listening.
257. Pupils are generally able to respond confidently in speaking and do so enthusiastically. Their pronunciation is generally good. Some pupils use the French language when speaking to the teacher in familiar classroom situations. Pupils are able to speak with accuracy when giving short, simple responses and are generally confident when undertaking straightforward paired speaking tasks.

- 258. Pupils are able to read aloud with accuracy and have the confidence to do so. They show good retention of vocabulary and structures.
- 259. Throughout the key stage most pupils write with accuracy relative to their ability.
- 260. Pupils have an understanding of basic grammar and the most able use different tenses.

Shortcomings

- 261. A significant minority of pupils do not have good pronunciation and do not speak clearly. They have difficulty in reading aloud in the target language
- 262. Some pupils lack the knowledge and skill to be able to undertake paired speaking work with confidence.
- 263. A small minority of pupils who do not concentrate well or listen attentively achieve lower standards.

KS4

Good features

- 264. In French pupils progress from simple to more complex language and generally show an increasing awareness of grammar. Pupils who begin Spanish are able to build upon their experience of language learning in French and make good progress. In both languages pupils generally demonstrate good recall of previously learned vocabulary and structures.
- 265. Pupils listen confidently to the target language spoken by the teacher and on tape. The more able pupils can also pick out finer detail.
- 266. Pupils generally have good pronunciation and speak confidently. They speak with accuracy when using short sentences containing familiar structures and vocabulary. The most able construct more complex sentences and apply their knowledge to different situations.
- 267. Some pupils use the target language when speaking to the teacher in familiar classroom situations.
- 268. Pupils work confidently in paired speaking activities. They are generally able to read aloud with confidence. They become increasingly able to understand detail in written texts.
- 269. Pupils generally write with accuracy and the most able write at length using a range of tenses and structures.

Shortcomings

- 270. A few pupils continue to have difficulty with pronunciation and are reluctant to speak in the target language.
- 271. A minority of pupils continues to have difficulty reading aloud in the target language.
- 272. A few pupils do not have sufficient recall of key vocabulary and structures to use language in a variety of situations. They continue to make basic grammatical errors.

Sixth form – Grade 3: Good features outweigh shortcomings

Good features

- 273. The very small numbers of students currently continuing with French or Spanish generally make progress in line with their ability. They demonstrate interest and enthusiasm and generally participate well in lessons. They are able to understand the gist of target language spoken at speed. The more able can pick out more subtle detail.
- 274. Students generally show good recall of the key vocabulary and structures of the topic being studied. They generally speak accurately, confidently and with good pronunciation when giving brief responses. The more able give more extended answers.
- 275. Students are able to read a range of extended texts and authentic material with appropriate levels of support and can understand the general gist. They are generally able to produce extended pieces of writing with appropriate levels of support.

Shortcomings

- 276. A few students find the transition from GCSE to A Level difficult and struggle with the more demanding aspects of the work. They do not have a sufficient grasp of essential vocabulary and structures, especially verbs in a range of tenses, to be able to produce accurate, more complex spoken language.
- 277. A few students find difficulty in speaking at greater length and in producing accurate written work without a high level of support.

Geography

KS3 - Grade 2: Good features and no important shortcomings

KS4 - Grade 2: Good features and no important shortcomings

KS3

Good features

278. Most pupils demonstrate a good understanding of place. They locate selected villages on a 1:50 000 Ordnance Survey map with confidence and accuracy. The 'Quick Quiz' exercise is invaluable in developing pupils' knowledge of place on a local and global scale.
279. Pupils relate well to the human processes at work in changing the landscape over time. Their study of Port Eynon and the shanty developments in Nairobi serves to increase their understanding of how environmental, social and economic factors influence change including people's values and attitudes.
280. The majority of pupils use geographical terminology with accuracy in a number of contexts. Y8 pupils' case study on shanty towns in Kenya demonstrates their grasp of such terms as sustainable development, shanty towns, Less Economically Developed Countries (LEDC) and Gross National Product (GNP).
281. Pupils demonstrate a good understanding of the benefits and problems large-scale tourist developments have on an area. They can classify accurately the positive and negative effects of such developments on the natural local environment. Pupils with SEN display a good understanding of the factors that attract tourists to ski resorts.
282. Pupils' competence in a range of geographical skills is good. They use maps, photographs, written texts and the electronic whiteboard with confidence.

Shortcomings

283. There are no important shortcomings.

KS4

Good features

284. Pupils demonstrate a good understanding and knowledge of geographical terminology. Most are secure in applying increasingly sophisticated vocabulary to a range of geographical situations and contexts.
285. The majority of pupils display a good understanding of the patterns and processes in human and physical geography. Coursework assignments completed on the Afon Cynffig and the urban studies in Bridgend demonstrate pupils' good grasp of the processes involved in the formation of a range of geographical patterns and outcomes.

286. Most pupils have a good grasp of the factors that influence the location of industry. They apply these factors appropriately to explain why Sony located their factory in Bridgend.
287. Pupils exhibit a secure understanding of urban land-use models. They match photographic and written evidence to the appropriate land-use zones such as the Central Business District (CBD), inner city and suburbs. Some very good extended written work illustrates pupils' positive understanding of the characteristics of selected urban zones.
288. The standard of geographical skills is good. Pupils use maps, photographs, graphs and written material with confidence achieving good outcomes.

Shortcomings

289. There are no important shortcomings.

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

Good features

290. Students demonstrate a good understanding of the model describing population change. They analyse and interpret accurately source material to classify the major issues associated with an ageing population.
291. A mature approach to the subject by students contributes to the achievement of good geographical skills including a sound understanding of increasingly complex geographical concepts and terminology.
292. Students display a good understanding and knowledge of the factors that influence microclimate in an urban environment. They describe and explain in detail the strategies used to combat air pollution in major urban areas such as London and Mexico City.
293. Depth of knowledge and understanding of sustainability is secure. Students explain fully some of the issues associated with such developments in More Economically Developed Countries (MEDC).
294. Coursework assignments reflect the students' sound grasp of enquiry and research techniques developed through fieldwork. They present their findings in a variety of formats including ICT where appropriate.
295. Students' files are orderly with neatly presented notes and diagrams on aspects of their course.

Shortcomings

296. There are no important shortcomings but, in a minority of cases, some aspects of students' work lack detail and depth in response to set tasks.

Art

KS3 - Grade 2: Good features and no important shortcomings

KS4 - Grade 2: Good features and no important shortcomings

KS3

Good features

297. Pupils of all levels of ability enjoy making art, make good progress and respond enthusiastically to accelerated learning strategies within their art lessons. They develop new skills in selecting and controlling a variety of materials and techniques in two and three dimensions.
298. In their practical work pupils demonstrate their knowledge and understanding of the work of artists, craftspeople and designers from different cultures and backgrounds. These include contemporary Welsh examples. They use strategies such as mind-mapping to investigate artistic styles and conventions.
299. Pupils make good use of sketchbooks to research and record ideas, make observations and annotate their work as it progresses.
300. Pupils engage with the work of artists such as John Piper and MC Escher. They listen to presentations about these artists and then form and communicate personal opinions and judgements using appropriate vocabulary.

Shortcomings

301. There are no important shortcomings, but the skills that pupils demonstrate in creative making activities do not match the level of competence they show in the other two strands of art in the NC, understanding and investigating.
302. In addition, pupils do not develop their skills in using computers to generate images and ideas and a small minority does not complete class work successfully.

KS4

Good features

303. Pupils continue to make good progress and build on the skills, knowledge and understanding of art acquired at KS3.
304. They refine further their skills in making art and show increasing levels of control whilst working with materials and processes in two and three dimensions. They use sketchbooks well to explore and develop their personal

ideas. They give good reasons for modifications they make to their work as it progresses.

305. Pupils study the work of a range of artists such as Ceri Richards, Henry Moore and Rachel Bertoni. Pupils show good skills in analysing and evaluating images.
306. Pupils fully understand GCSE Art and Design assessment objectives and know how to structure units of artwork to demonstrate appropriate levels of research and understanding.

Shortcomings

307. There are no important shortcomings, however, those noted at KS3 are also present at KS4, but to a lesser extent.

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

Good features

308. Students achieve good standards in relation to their abilities and show suitable levels of competence in selecting and controlling an appropriate range of media and techniques.
309. They generally make good use of sketchbooks to research and generate ideas which inform and enrich their practical work. They make effective links with the work of artists, craftspeople and designers by using the internet and reference books.
310. Their critical skills are well-developed and they make good use of them in reviewing and refining their own work. They are articulate in explaining their work, make purposeful annotations to explain their visual imagery and make good use of an extensive art vocabulary.
311. Students have good knowledge and understanding of the assessment objectives of external examinations and are able to select, mount and present their work effectively.

Shortcomings

312. There are no important shortcomings but students rarely visit art galleries and exhibitions and therefore have few first-hand experiences of the work of practising artists.

Music

KS3 - Grade 2: Good features and no important shortcomings

KS4 - Grade 1: Good with outstanding features

KS3

Good features

313. Standards in singing are good. Groups of pupils in Y7 sing in three parts and produce even tone, and good diction. Pupils in Y8 and Y9 sing confidently in the 'Drunken Sailor' and 'Bebop' pieces respectively.
314. Pupils' keyboard standards are good overall. Abler musicians are encouraged to develop sophisticated accompaniments and respond well to opportunities to play orchestral and rock instruments in class activities. The majority of pupils cope well with percussion playing.
315. Composing standards are generally good and less able pupils improvise well. Across the key stage pupils produce good work in computer generated composing. Highlights include Y7 sci-fi and Indian music, Y8 African drumming and Y9 jazz and rock pieces.
316. In appraising work, pupils of all abilities are encouraged to use technical vocabulary directly related to the elements of music. Standards are usually good.

Shortcomings

317. There are no important shortcomings but a minority of less musically able pupils experience difficulty in developing accurate keyboard skills and percussion technique.

KS4

Outstanding features

318. Performance standards are very good, pupils responding very enthusiastically to a wide range of class ensemble experiences. Instrumental and vocal standards are especially well developed in Y10 and Y11 respectively.
319. Composing skills are frequently very good in a range of styles from brass pieces to minimalist and rock works. Pupils take full advantage of the department's computer provision to advance their creative skills and resulting work is very inventive.

Good features

320. Pupils respond enthusiastically to related appraising work and standards produced by abler pupils are frequently very good.
321. Less musically able pupils make good progress in whole class and group activities.

Shortcomings

322. There are no important shortcomings

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

Good features

323. Y13 students demonstrate very high vocal standards in 'Phantom of the Opera', 'The Rose' and 'Music of the Night' individual and group activities. Group ensemble skills are very good in Karl Jenkins' 'Cantelena'.
324. Compositions show a good sense of musical form and genre and students have created extended works of good to very good quality. Computer compositions, particularly in rock idioms, are a good feature of their work.
325. Abler musicians achieve good standards in aural and appraising activities.

Shortcomings

326. There are no important shortcomings but standards of written and listening work produced by less academically trained musicians are variable.

School's response to the inspection

The headteacher, staff and governors are pleased that the Estyn inspection team has endorsed the school's own self-evaluation report and has recognised so many positive aspects of the school's work.

Quantitative and qualitative data confirm the high standards of teaching and the school is extremely proud that the quality of care, support and guidance has been recognised as an outstanding feature of the school. That the curriculum meets the needs of all learners is equally important, as are the very positive comments on the extensive range of extra-curricular activities as well as the close links with the wider community.

Aspects of consistency in assessment and monitoring are in our current School Development Plan and will be part of our Action Plan so that the excellent practice which exists can be consistently applied across all departments. Though attendance has improved by five percentage points since our last inspection we recognise this as an area which needs constant attention.

The school thanks the inspection team for the transparency of the inspection process, their professionalism and diligence. We acknowledge the thoroughness of the inspection and welcome its findings in helping us to move the school forward yet further.

Appendix 1

Basic information about the school

Name of school	Cynffig Comprehensive School
School type	Secondary
Age-range of pupils	11-18
Address of school	East Avenue, Kenfig Hill, Bridgend
Postcode	CF33 6NP
Telephone number	01656 747940
Headteacher	Mr Islwn Morgan
Date of appointment	September 2004
Chair of governors/ Appropriate authority	Mrs Maxine Simpson
Reporting inspector	Mr Peter Guy Carter
Dates of inspection	08/05/06 – 12/05/06

Appendix 2

School data and indicators

Year group	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y13	Total
Number of pupils	99	108	117	129	132	62	39	686

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	41	5	44.2

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	15.52 : 1
Average teaching group size	20.04
Overall contact ratio (percentage)	77.47%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole School
Term 1	92.8	90.8	91.2	90.2	88.5	88.4	77.9	89.7
Term 2	88.6	88.3	87.8	87.6	93.2	78.4	83.4	87.8
Term 3	91.3	89.8	88.9	87.3	87.1	91.4	80.9	88.4

Percentage of pupils entitled to free school meals	25%
Number of pupils excluded during 12 months prior to inspection	70

Appendix 3

National Curriculum Assessment Results End of Key Stage 3:

National Curriculum Assessment KS3 results: 2005																
Total number of pupils in Y9: 188																
Percentage of pupils at each level																
			D	A	F	W	1	2	3	4	5	6	7	8	EP	
English	Teacher assessment	School	0	2	2	0	0	0	12	23	40	17	5	0	-	
		National	0	1	1	0	0	2	8	21	34	24	9	0	-	
Mathematics	Test	School	0	3	0	0	0	0	11	25	40	18	4	0	-	
		National	0	4	1	-	-	-	8	20	33	23	10	-	-	
	Teacher assessment	School	0	1	2	0	0	0	5	21	30	23	19	0	-	
		National	0	1	1	0	0	1	7	19	26	36	15	0	-	
Test	School	0	2	0	0	0	0	6	23	23	32	15	0	-		
	National	0	5	1	-	-	-	5	17	20	32	14	0	-		
Science	Teacher assessment	School	0	1	2	0	0	0	9	21	28	33	7	0	-	
		National	0	1	1	0	0	0	6	20	33	27	12	0	-	
	Test	School	0	2	0	0	0	0	8	27	25	32	7	0	-	
		National	0	4	0	-	-	-	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 at Key Stage 3 perform above level 8

Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	55	In the school	50.4
In Wales	56	In Wales	57

Public Examination Results:

For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ	
Number of pupils aged 15 on the school roll in January 2005	112
Average GCSE or GNVQ points score per pupil	34

The percentage of 15 year old pupils who in 2005:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	85	88	87
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	38	51	52
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	84	85	85
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	21	37	38
entered at least one Entry level qualification, GCSE short course or GCSE	96	99	97
attained one or more GCSE grades A*-C or the vocational qualification equivalent	68	75	76
attained one or more GCSE grades A*-G or the vocational qualification equivalent	91	94	93
attained no graded GCSE or the vocational qualification equivalent	9	6	7
attained one or more Entry level qualification only	5	4	3
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1	0	0	-
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2	0	0	-

For pupils aged 16, 17 and 18, results in A/AS, GNVQs and NVQs	
Number of pupils aged 16, 17 and 18 in January 2005	43
Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2005	42
Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2005	1

	School	UA	Wales
Percentage of pupils entered who achieved 2 or more grades A-C	69	68	64
Percentage of pupils entered who achieved 2 or more grades A-E	100	92	93
Average points score per candidate entering 2 or more subjects	17	19	20
Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2	8	-	-
Number of pupils who achieved a GNVQ Advanced or NVQ at level 3	0	-	-

Appendix 4

Evidence base of the inspection

Fifteen inspectors including the school's nominee spent a total of 45.5 days in the school and met as a team before the inspection.

These inspectors visited:

- 76 lessons or part lessons in the six subjects inspected;
- 29 lessons or part lessons taught by teachers in other subjects;
- acts of collective worship;
- registration and form tutor periods; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with;

- staff, governors, parents and carers before the inspection began;
- senior leaders, middle managers, teachers, support and administrative staff;
- representatives of the community; and
- groups of pupils and students during the inspection.

The team also considered:

- the school's self-evaluation report;
- 22 responses to a parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a wide range of pupils' and students' work across the curriculum from Y7 to Y13.

The registered inspector held post-inspection meetings with the senior leadership team and the governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Peter Carter (Rgl)	Summary, Recommendations, Context KQ1, KQ5
Julia Longville	KQ2
Clive Rowlands	KQ3
Martin Rawle	KQ4
Alan Cooke	KQ6, KQ7
Edward Tipper	Lay Inspector (Contributing to KQ 1, 4, 7)
Gwyn Griffiths	SEN (Contributing to KQ4)
David Hughes	Science
John Hopkins	Science
Heulwen Jones	Welsh second language
Irene Mackie	Modern foreign languages
Huw Llewelyn	Geography
Shan Samuel Thomas	Art
John Jenkins	Music
Beverley Edmunds	Nominee

Acknowledgement

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

Contractor

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