

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

**Maesteg Comprehensive School
Llangynwyd
Maesteg
CF34 9RW**

School Number: 6724071

Date of Inspection: 25/09/06 – 29/09/06

by

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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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Maesteg 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 Maesteg Comprehensive School took place between 25/09/06 and 29/09/06. An independent team of inspectors, led by Julia Helen Cattle Longville 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. Maesteg Comprehensive School is an 11-18 co-educational school, maintained by Bridgend County Borough Council. There are 1239 pupils on roll, a slight increase from the time of the last inspection in May 2000. Of these, 202 are in the sixth form, an increase of 76 students since the last inspection.
2. The school is situated on two sites in the Llynfi Valley. The lower school, where approximately 450 year (Y) 7 and Y8 pupils are taught, is in Maesteg and the upper school, for all other pupils, is in the village of Llangynwyd. The UA has secured funding to build a new school on one site in the centre of Maesteg. The school is scheduled to open in September 2008.
3. Pupils come mainly from Maesteg and the surrounding villages in the Llynfi Valley. A large proportion of this area is economically and socially disadvantaged. Twenty-two per cent of pupils are entitled to free school meals, compared to 16.6% nationally. The vast majority of pupils has English as their first language. Approximately one percent of pupils come from minority ethnic heritages. Very few pupils speak Welsh as a first language.
4. The school's intake includes the full range of ability. In 2005, 49% of pupils entered the school with a reading age below their chronological age. Two pupils have a statement of special educational need (SEN) and a further 215 pupils have been identified as needing some support.
5. In collaboration with Bridgend College, the school offers a wide range of additional vocational courses to pupils in key stage (KS) 4 and students in the sixth form.
6. The headteacher was appointed in May 2000, six months before the last inspection. A new Senior Leadership Group (SLG) was established three years ago and is made up of the headteacher, a deputy headteacher and three assistant headteachers, one of whom is head of lower school. The bursar joined the SLG in September 2006.

The school prioritise and targets

7. The core purpose of the school is to raise the achievement of all its pupils by improving self-esteem and developing skills necessary for them to become lifelong learners. The school aims identify that the best education is learning to live/ *yr addysg gorau yw dysgu i fyw*. They include:
 - motivation of all pupils to persevere in reaching their goals;
 - achievement in all areas to be recognised and celebrated;
 - excellent standards, high expectations and respect of others;
 - self-esteem through confidence building and achieving success;
 - together, in partnership with parents and the wider community;

- environmental and cultural ideas to be promoted; and
 - good teaching and learning, providing opportunities for the future.
8. The School Improvement Plan (SIP) for 2006-2007 has five key priorities related to learning to learn and inclusion. These are to develop:
- skills for learning;
 - mentoring for learning;
 - assessment for learning;
 - relationships for learning; and
 - transition.
9. Numerical targets have been set for over a three year period. These targets suggest that by 2006:
- 65% of pupils should reach at least level 5 in English, 62% in mathematics and 68% in science at KS3, and just under half should reach this level in all three subjects combined;
 - 50% of pupils should gain at least five grades A*-C in the General Certificate of Secondary Education (GCSE) examinations;
 - 95% of pupils should gain at least five grades A*-G in the GCSE examinations; and
 - 33% of pupils should gain A*-C in the three core subjects of English, mathematics and science.

Summary

10. Maesteg Comprehensive School is a good school that has made significant improvement since the time of the last inspection.
11. Its particular strengths are the:
- high expectation of staff and pupils driven by strategic leadership;
 - improvement in standards of achievement, teaching and learning;
 - commitment to ensure that everyone achieves his/her potential;
 - very effective strategies for identifying staff, pupils' and students' individual needs;
 - effective and constructive relationships that have been developed between the home, community and school;
 - inclusive ethos of the school that creates a climate of equality of opportunity for all; and
 - clear direction and very effective leadership that exists at all levels.
12. In the seven key questions the following grades were awarded

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

13. These grades match the school's self-evaluation grades in key questions 1, 2, 3, 4, 5 and 6. Inspectors awarded grade 2 for key question 7 which is one grade below the grade published in the school's self-evaluation report. This is because the inspection team considered the features the school regarded as outstanding to be good.

Standards of achievement

14. The inspection team inspected the standards that pupils and students achieve in six subjects of the curriculum at KS3 and KS4 and in the sixth form.

15. In the six subjects inspected, the following grades were awarded:

Standards in subjects inspected			
Subject	KS3	KS4	Sixth form
English	2	2	1
Science	3	3	2
Information technology	3	2	2
Geography	4	2	2
Art	2	1	1
Religious education	3	3	3

16. The grades awarded for standards achieved in the 78 lessons inspected in these subjects at KS3 and KS4 and in the sixth form were as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	0%	61%	26%	13%	0%
KS4	3%	69%	28%	0%	0%
KS3 + KS4	2%	65%	27%	6%	0%
Sixth form	17%	66%	17%	0%	0%
Total	5%	66%	24%	5%	0%

17. These grades are:

- above the most recent figures for all inspections in Wales, when 63% of lessons were graded one and two;
- above the national target for 2007 for standards in 65% of lessons to be graded one or two;
- below the national target for 2007 for 98% of standards to be graded one, two or three by four percentage points; and
- are better than those of the last inspection for the amount of good and outstanding work, though the sample is different in size and nature.

KS3 and KS4

18. Results in National Curriculum (NC) tests at the end of KS3 have:

- improved since the last inspection, as nationally, but remain below national figures;
- been above average and currently place the school in the top 50% of similar schools in Wales; and
- improved more in English than they have in science and mathematics;

19. In the GCSE examinations, results have improved significantly since the last inspection. Good features are that:

- on average, 40% of pupils gain 5+ A*-C grades, which is below the figure nationally but compares very well with schools with a similar intake locally;

- about 86% of pupils gain 5+ A*-G grades, which is above the national average;
 - many pupils achieve better than expected; and
 - most pupils progress in line with their ability and gain qualifications before they leave school.
20. Overall, pupils' attainment in external tests and examinations compares well with schools with a similar intake across Wales. Results in 2006 place the school above similar schools in the UA. In recognition of this improvement, the school gained the award for most improved school in south-west Wales for two consecutive years, in 2004 and 2005.
21. Despite these improvements, the percentage of pupils achieving A*-C grades in mathematics, science and English combined is well below national averages. This is because of the underachievement of pupils in mathematics and science.
22. Good features in the standards achieved and the progress made by pupils are the extent to which:
- the majority of pupils of different abilities achieve well in most subjects and classes;
 - pupils with additional learning needs progress, particularly when they are well supported in class;
 - pupils at risk of underachievement in KS4 make particularly good progress; and
 - pupils achieve better standards when they are actively involved in their own learning.
23. Pupils' key skills are good, overall. The good features in key skills are the:
- good standards of communication that pupils acquire as they move through the school;
 - progress that lower ability pupils' make in their ability to read as a result of well-targeted support;
 - extent to which many pupils are able to write accurately and with purpose;
 - confidence of many pupils to listen attentively and actively engage in whole-class and group discussions;
 - way in which the majority of pupils are able to explain and can use information and communication technology (ICT) to research aspects of their work; and
 - capacity of the majority of pupils to work creatively and solve problems.
24. Pupils' personal social and learning skills improve considerably as they progress through the school. This is because most pupils:
- learn the importance of respecting one another and interact positively with each other and with teachers;
 - have a very positive attitude to their work and are motivated to achieve;
 - behave well in class and around the school;

- are confident that incidents of bullying or unfairness are dealt with promptly;
- develop a good understanding of spiritual, moral and cultural issues through assemblies and religious education lessons;
- develop their personal skills through the numerous extra-curricular activities offered; and
- make well-informed choices about further education and employment opportunities post-16.

25. The Basic Skills Award has recently been renewed.

26. Shortcomings in the standards achieved are the:

- underachievement of a few more able and middle ability pupils in both key stages who are not challenged sufficiently well;
- lack of engagement of a few lower ability pupils in lessons who have difficulty remaining on task;
- behaviour and attitude of a small minority of pupils in a few classes that disrupt the learning of others;
- poor communication skills of a minority of pupils in a few classes;
- pupils' lack of awareness and consistent use of research skills, ICT and numeracy skills across the curriculum;
- pupils' lack of use of their bilingual skills across the curriculum; and
- attendance at just over 88%, which is below the Welsh Assembly Government (WAG) target of 92% and is a contributory factor in pupils across the ability range underachieving.

The quality of education and training

The outstanding features of provision are the:

- high-quality planning in nearly all lessons;
- wide range of extra-curricular activities, including a number of subject support clubs held during the lunch break and after school, which provide additional opportunities for pupils and students to develop their learning experiences;
- very effective links with the community, outside agencies and a number of providers; and
- funding obtained from a number of agencies that enables the school to develop many initiatives which develop pupils' learning.
- highly effective well-established strategies for the care and support of pupils;
- way in which the school identifies and supports individuals and groups of pupils suffering social disadvantage;
- exceptional home and community links; and
- provision for pupils with learning difficulties in the Personalised Learning Centre and in withdrawal classes.

27. Teaching has improved significantly since the last inspection.

28. In the 60 lessons in the six subjects inspected at KS3 and KS4 the grades awarded for teaching at KS3 and KS4 were:

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
10%	55%	32%	5%	0%

29. Overall grades for the quality of teaching in the 108 lessons observed overall in KS3 and KS4 were:

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
15%	54%	26%	5%	0%

30. Overall teaching has good features and no important shortcomings in around 70% of lessons. Good features outweigh shortcomings in about one quarter of lessons. In just over 10% of lessons teaching is outstanding. In five percent of lessons there are shortcomings in important areas.

31. Teaching has good features in most lessons that includes:

- positive working relationships between teaching staff and pupils;
- good knowledge and awareness of current issues in subjects;
- clarity of explanations to ensure that pupils understand what is expected of them;
- a variety of activities that are usually matched appropriately to pupils' needs and encourage them to work both independently and co-operatively;
- good conclusions to lessons that reinforce and consolidate learning;
- effective use of learning support assistants in many lessons; and
- variety of activities and resources used in lessons to capture pupils' interests.

32. There are many good features in the quality of education and training. These include:

- whole-school records of pupils' achievements and systematic use of a broad range of data to track their progress;
- comprehensive KS4 reports of pupils' progress that include helpful information to parents;
- well-planned transition arrangements from KS2 to KS3 including highly effective curricular links with primary schools that ensure continuity and progression in pupils' learning;
- effective induction between key stages;
- effective strategies for meeting the needs of disaffected pupils that have a positive impact on their behaviour and attainment;
- the core curriculum in Y7 that seeks to develop and enhance pupils' learning skills;
- the wide range of curricular and extra-curricular activities that enhances learning;
- the very effective links with outside agencies including funding obtained from a number of agencies; and
- the inclusive ethos of the school in which all pupils and students are treated equally and have full entitlement to the curriculum.

33. The shortcomings in the quality of provision are the:
- lack of pace and challenge in a small minority of classes that does not secure the active engagement of pupils;
 - inconsistency in the quality of marking and feedback given to pupils;
 - inconsistent application of behaviour intervention strategies by teachers across the school;
 - quality of reports to parents of pupils in KS3;
 - inconsistent delivery of the personal and social education programme in KS3 and KS4;
 - unsatisfactory delivery of the tutor time programme at the end of the school day;
 - lack of opportunities for promoting bilingualism, and
 - limited education for sustainable development and global citizenship.

Leadership and management

34. Leadership and strategic management at all levels are very good. The headteacher has been the driving force in providing strategic direction for the school since the last inspection. She provides clear direction, sets high standards and has high expectations of all staff and pupils.
35. Good features in leadership and management are the:
- extent to which the headteacher and SLG work as a team, are self-critical and reflect continually on the actions that they take in the best interests of pupils, parents and staff;
 - very good support the SLG provides to middle managers in setting realistic and challenging targets;
 - extent to which the governing body is committed to the strategic development of the school and their involvement in monitoring faculty and pupils' performance;
 - systematic system of self-evaluation that takes good account of the views of staff, pupils, parents and other interested parties;
 - extent to which the outcome of monitoring and reviews has resulted in several measurable improvements in the standards that pupils achieve and the quality of their education;
 - efficient and systematic management of resources to ensure value for money;
 - sufficient level of staffing for the school to run effectively and efficiently with good balance between very experienced teachers and those new to the profession;
 - close co-operation between learning support staff and teachers;
 - significant investment in ICT in recent years;
 - systematic and rigorous financial management of the school including a drive to secure additional funding; and
 - effective deployment and professional development of staff that is closely linked to school improvement plans, performance management and operational needs.
36. The school meets regulatory and legal requirements.

37. There are, however, shortcomings in relation to the consistent planning and monitoring of:
 - the tutor period at the end of the school day;
 - ICT, numeracy and bilingualism across the curriculum; and
 - sustainable development and global citizenship.
38. Despite good use of available accommodation, there are shortcomings in the standard of accommodation, particularly in the lower school in that:
 - many buildings are in a very poor state of repair;
 - several classrooms are too small to provide a suitable learning environment
 - many of the toilets are in a run-down condition and the number of toilets for pupils or visitors with disabilities is inadequate;
 - narrow corridors in parts of some of the buildings which cause congestion; and
 - the number of classes located in temporary classrooms, most of which are in very poor structural and decorative condition.

Sixth form

Standards

39. The sixth form is open to all students and results reflect the range of ability of the large number of students that return to school. Results are good overall with:
 - 65% achieving grades A-C, which is just below local and national averages; and
 - 94% achieving grades A-E which is above national and local figures.
40. Standards achieved by students in almost all subjects are good with no important shortcomings. There are outstanding features in aspects of the work in English and art.
41. Students' key skills are good overall. They are particularly good in communication, working with others and problem-solving. Many students gain qualifications in key skills. In a few subjects, students are unable to use their research skills to enhance further their knowledge and understanding.
42. Students are very well supported and most achieve their targets.
43. The sixth form is a vibrant part of the school. It has increased significantly in number since the last inspection. Students of all abilities are encouraged to return to school and leave with appropriate qualifications that prepare them for higher education or work.
44. Despite the best efforts of the school, attendance in the sixth form continues to be a shortcoming.

Quality of education and training

45. Students in the sixth form have access to a wide range of courses both academic and vocational, which prepare them effectively for higher and further education, training and employment. The breadth of curricular provision in the sixth form including its wide range of enrichment options is an outstanding feature. Students participate in a diverse range of activities including supporting learners both within the school and in primary schools.

46. In the 18 lessons in the six subjects inspected the grades awarded for teaching in the sixth form were:

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
33%	39%	28%	0%	0%

47. Overall grades for the quality of teaching in the 25 lessons observed in the sixth form were:

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
36%	40%	24%	0%	0%

48. Teaching has good features and no important shortcomings in about three-quarters of lessons. Good features outweigh shortcomings in all remaining lessons. There are outstanding features in teaching in about one third of lessons.

49. Lessons are very well planned. They have clear learning objectives and are well structured. Teachers have very good subject knowledge and establish good working relationships with students that foster learning.

50. Assessment is used well to promote students' learning. In most subjects, teachers mark students' work accurately and provide helpful feedback that indicates strengths and areas for improvement.

Leadership and management

51. Leadership and management of the sixth form are very good. The good features of leadership in KS3 and KS4 are also evident in the sixth form. The needs of individual students are carefully considered and they are given good advice throughout their sixth form. Students are empowered to be actively involved in all aspects of the leadership of the sixth form.

Progress since the last inspection

52. Good progress has been made in addressing most of the key issues identified in the last inspection report.

53. There has been significant improvement in:

- standards in key skills;
- standards in most subjects;
- the quality of teaching and learning across the school;
- whole-school assessment procedures;
- curricular planning and organisation;
- school and faculty development planning;
- self-evaluation and monitoring of teaching and learning; and
- provision for pupils with special educational needs (SEN).

54. There remain issues to do with the:

- standards in aspects of science, geography, religious education and information technology;
- consistency of marking within and across faculties;
- quality of KS3 reports to parents; and
- attendance of pupils and students across the school.

Recommendations

In order to build on the significant progress being made, the school should:

- R1. Continue to improve standards in subjects and attainment in external examinations;
- R2. Continue to improve the attendance of pupils and students;
- R3. Ensure consistency in the implementation of strategies by all teachers to eliminate inappropriate behaviour;
- R4. Improve consistency in the quality of marking and feedback to pupils;
- R5. Improve the quality of reports to parents in KS3;
- R6. Improve the delivery of PSE and the quality of form tutor time;
- R7. Promote more opportunities to develop bilingualism; and
- R8. Work with the UA to implement plans to build a new school on a single site.

Aspects of all of these recommendations are addressed in the SIP.

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

Standards

Key Question 1: How well do learners achieve?

Grade 3: Good features outweigh shortcomings

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

KS3 and KS4

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

60 lessons	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	0%	61%	26%	13%	0%
KS4	3%	69%	28%	0%	0%
KS3 + KS4	2%	65%	27%	6%	0%

57. These grades are above the most recent figures for all inspections in Wales, when 63% of lessons were graded one and two. Overall, they are above the national target for 2007 for standards in 65% of lessons to be graded one or two. They are below the national target for 2007 for 98% of standards to be graded one, two or three by four percentage points. These grades are better than those of the last inspection for the amount of good and outstanding work, though the sample is different in size and nature.

58. In the six subjects inspected there are:

- good and outstanding features in art at KS4;
- good features and no important shortcomings in English at KS3 and KS4, art at KS3 and information technology and geography at KS4;
- good features which outweighed shortcomings in science and religious education at both KS3 and KS4 and information technology at KS3; and
- shortcomings in important areas in geography at KS3.

59. Overall, standards achieved at KS4 are better those achieved at KS3. They match the progress that pupils make as they move through the school.

60. Overall pupils with SEN make good progress and achieve good standards in both KS3 and KS4.

61. Results in NC tests at the end of KS3 have improved since the last inspection, as nationally, but remain below national figures. Compared to schools with a similar intake, results have been above average and currently place the school in the top 50% of similar schools.

62. In the NC tests, there has been most improvement in English. Results are in line with national figures for the first time. Boys achieved the highest results to date and the most able and middle ability girls achieved beyond what was

expected. Compared with schools with a similar intake, results have been above average and place the school in the top 25% of similar schools.

63. Results in science and mathematics have been lower than the national average for some time and many pupils have performed below expectation. In 2005, boys outperformed girls in mathematics and girls outperformed boys in science. When compared with schools with a similar intake, mathematics and science results have been below average and place the school in the bottom 50% of similar schools. Overall, 2006 results show a significant improvement with a much higher percentage of pupils achieving in line with expectation.
64. Results at GCSE level have improved significantly since the last inspection, despite fluctuations year on year. In 2005, the percentage of pupils gaining 5+ A*-C grades has improved and, when compared with schools with a similar intake, places the school in the top 50% of similar schools. The proportion of pupils gaining 5+ A*-G has improved significantly and is above local and national figures. In 2006, 89% of pupils reached this level and attained beyond expectation. Very few pupils leave school without a recognised qualification. In recognition of this improvement, the school achieved the award for the most improved school in south-west Wales in both 2004 and 2005.
65. Despite these improvements, the percentage of pupils achieving a grade A*-C grades in mathematics, science and English combined is well below national averages. This is because of the underachievement of pupils in mathematics and science.
66. Most pupils progress in line with their ability and gain qualifications before they leave school. Overall pupils' attainment in tests in KS3 and GCSE examinations in KS4 compares well with schools with a similar intake across Wales. Results in 2006 place the school above similar schools in the UA.
67. Particularly good features in the standards achieved by pupils are the progress made by:
 - the majority of pupils of different abilities in most subjects and classes;
 - pupils with SEN across the curriculum and in classes where they receive specialist support; and
 - pupils at risk of underachievement in KS4.
68. Shortcomings in the standards achieved result in:
 - a few more able pupils and middle ability pupils in both key stages not being challenged sufficiently well and consequently underachieving; and
 - lower ability pupils not always being engaged in the lesson and, as a result, having difficulty remembering basic information related to the subject.
69. Most pupils understand what they need to do to improve. Regular verbal feedback enables pupils to talk about what they need to do to improve. Overall, good use is made of data to establish targets for improvement despite the inconsistency in the use of grades and levels within and across faculties.

70. Pupils' key skills have improved significantly and are good, overall. The good features in key skills are the:
- good standards of communication that pupils acquire as they move through the school;
 - progress that lower ability pupils' make in their ability to read as a result of well targeted support;
 - confidence of many pupils to read aloud with good expression;
 - ability of the majority of pupils to scan texts and extract key information.
 - extent to which many pupils are able to write accurately and with purpose;
 - enthusiasm of some pupils to plan, draft, redraft and extend their written work in order to improve it;
 - confidence of many pupils to listen attentively and actively engage in whole class and group discussions that demonstrates their knowledge and understanding of the work being covered;
 - way in which the majority of pupils use information and communication technology well to research aspects of their work in many subjects;
 - in a few subjects, pupils use information and communication technology to good effect when observing and analysing, for example, their practical performance;
 - many pupils are able to explain how ICT can be used to help them learn; and
 - capacity of the majority of pupils to formulate ideas, work creatively and solve problems.

Shortcomings in the development of pupils' key skills are that:

- a few pupils have difficulty remaining on task when discussing aspects of their work in groups;
 - a minority of pupils in a few classes are less confident speaking and reading aloud and produce written work that has technical errors including spelling and punctuation;
 - the very good independent research skills encouraged in some subjects is not evident across the curriculum; and
 - pupils make too little use of their ICT and numeracy skills across the curriculum.
71. The Basic Skills Award has recently been renewed.
72. Pupils have a very positive attitude to learning Welsh and make good progress as they move through the school. With a few exceptions, pupils make very little use of their bilingual skills across the curriculum.
73. Pupils make very good progress in developing their personal and social skills. From Y7 they learn the importance of respecting one another and are very aware of moral issues to do with, for example, fair play and inclusion. There are numerous opportunities for pupils to nurture these personal skills through the numerous extra-curricular activities offered.

74. Assemblies contribute to pupils' understanding of spiritual, moral and cultural issues. Most pupils develop this knowledge and understanding in religious education but not in the tutor period at the end of the school day or during many other lessons.
75. Most pupils have a very positive attitude to their work and are motivated to achieve. Most pupils engage fully in their learning and these pupils achieve well. The school works hard and is successful in raising pupils' self-esteem. They actively seek opportunities for former pupils to visit the school and share their achievements.
76. Pupils interact positively with each other and with teachers. Most pupils behave well in class and around the school. These pupils are a credit to the school. However, the inappropriate behaviour of a small minority of pupils in some classes disrupts the learning of others. This result in pupils not:
- participating fully in class activities; and
 - making enough progress.
77. The school has worked hard to improve attendance. Despite these efforts, there has been little improvement in levels of attendance since the last inspection. Overall, attendance is better in Y7 and Y8 than it is in the rest of the school. Attendance at just over 88% is below the WAG target of 92%. Pupils across the ability range who fail to attend school regularly have gaps in their work and consequently underachieve.
78. As a result of the support they receive, pupils are able to make well-informed choices about further education and employment opportunities post-16.

Sixth form

79. 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	17%	66%	17%	0%	0%

80. These are high figures based on a very small sample of 18 lessons. They exceed both national targets for 2007 for standards in 65% of lessons to be graded one or two and standards in 98% of lessons to be graded one, two or three.
81. Standards achieved by students in almost all subjects are good with no important shortcomings. There are outstanding features in aspects of the work in English and art.
82. Standards in external examinations are good overall. In 2005, 65% of students achieved grades A-C, which is just below local and national averages and 94% achieved grades A-E, which is above national and local figures. The sixth form

is open-access and results reflect the range of ability of the large number of students that return to school.

83. Students' key skills are good overall. They are particularly good in communication, working with others and problem-solving. Many students gain qualifications in key skills. In a few subjects, students' are unable to use their research skills to enhance further their knowledge and understanding.
84. In most subjects, students are able to:
 - articulate knowledge and understanding of their work;
 - work independently and conduct research effectively;
 - work very productively in groups and collaborate effectively to produce work of good quality; and
 - make good use of ICT to produce coursework of a high standard.
85. In a few lessons, students are less confident researching aspects of their work. In these lessons, students rely on the teacher and are less confident contributing to group and whole-class discussions.
86. Most students are highly self-motivated, mature young people. They are very well supported and the majority achieve appropriate targets. Their progress is carefully monitored and they are well supported in their studies.
87. The sixth form is a vibrant part of the school. It has increased significantly in number over the past six years. Students of all abilities are encouraged to return to school and they leave with appropriate qualifications that prepare them for higher education or work.
88. Despite the best efforts of the school, attendance in the sixth form continues to be a shortcoming.
89. Many students are not actively engaged in the statutory religious education course and this has an affect on their spiritual and moral development.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

KS3 and KS4

91. In the 60 lessons in the six subjects inspected the grades awarded for teaching at KS3 and KS4 were:

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
10%	55%	32%	5%	0%

92. Overall grades for the quality of teaching in the 108 lessons observed in KS3 and KS4 were:

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
15%	54%	26%	5%	0%

93. Teaching has good features with no important shortcomings in 69% of all lessons. In 95% of lessons teaching was grade 3 or better. Teaching has improved significantly since the last inspection.

94. An outstanding feature of teaching is the high quality of planning in nearly all lessons where:

- clear objectives are shared with pupils at the start of lessons; and
- lessons are well structured.

95. Teaching has good features in most lessons that include:

- positive working relationships between teaching staff and pupils;
- good knowledge and awareness of current issues in subjects;
- clarity of explanations to ensure that pupils understand what is expected of them;
- a variety of activities that are usually matched appropriately to pupils' needs and encourage them to work both independently and co-operatively;
- a range of resources to secure pupils' interests; and
- good conclusions to lessons that reinforce and consolidate learning.

96. Teaching is highly effective in promoting equality of opportunity and all pupils are treated fairly irrespective of their abilities and backgrounds. In many lessons learning support assistants work highly effectively with teachers to assist pupils with SEN.

97. In the small proportion of lessons, where there are shortcomings, a minority of pupils are not actively engaged in their learning, often as a result of:
- insufficient challenge in the activities given to them;
 - lack of pace;
 - lack of awareness of what is expected of them; and
 - insufficient monitoring of their progress.
98. With the exception of Welsh lessons, there are very few opportunities where teaching enriches pupils' skills in the Welsh language and their awareness of the culture of Wales.
99. All statutory requirements for assessment and reporting on NC subjects are met and teaching also fulfils the regulations of examining boards.
100. Whole-school records for assessing pupils' achievements and progress are good. NC levels are collated in all subjects and are scrutinised carefully together with other benchmark data. Overall the process works well and provide valuable information to identify underachievement and set targets for pupils.
101. There are good features in assessment in many subjects where:
- marking is carried out regularly and accurately;
 - homework is used effectively to consolidate and extend learning;
 - teachers provide good feedback to pupils that indicates areas for improvement;
 - information is used effectively to inform teaching; and
 - pupils are aware of what they need to do to improve.
102. Occasionally the assessment of pupils' work fall short of the above and:
- marking lacks rigour and consistency;
 - comments on pupils' work do not identify aspects for improvement; and
 - pupils are unaware of how well they are doing.
103. In KS4, annual reports to parents and guardians provide good information on their child's academic and personal development. The reports include detailed comments from subject teachers and identify aspects for improvement. Occasionally, the targets are too general and do not relate specifically to how pupils can improve in the subject itself.
104. There are shortcomings in the quality of KS3 reports. They provide only an overview of NC levels and effort grades in each subject. There are no comments from individual subject teachers that inform parents and guardians of strengths and areas for improvement in each subject.

Sixth form

105. In the 18 lessons in the six subjects inspected the grades awarded for teaching in the sixth form were:

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
33%	39%	28%	0%	0%

106. Overall grades for the quality of teaching in the 25 lessons observed in the sixth form were:

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
36%	40%	24%	0%	0%

107. Teaching is highly effective in promoting equality of opportunity. This is an outstanding feature.

108. Teaching has good features and no important shortcomings in just over three quarters of lessons. Good features outweigh shortcomings in all remaining lessons. There are outstanding features in teaching in about one third of lessons.

109. Lessons are always very well planned and have clear learning objectives. Teachers have very good subject knowledge and establish good working relationships with students that foster learning.

110. In lessons where teaching is outstanding there is interaction of very high quality that:

- sustains students' enthusiasm and interest;
- encourages students to participate fully; and
- promotes high standards of achievement.

111. Teaching has many good features that nearly always include:

- using questions skilfully to encourage students' active participation;
- using a variety of methods and resources in lessons;
- giving opportunities for students to learn independently; and
- providing helpful information to students on coursework requirements and study skills.

112. Occasionally, however, lessons lack pace and challenge. In such lessons teachers spend too much time explaining work to the whole class and students are not provided with sufficient opportunity to work independently.

113. Comprehensive records of students' achievements are used well to monitor progress. Students have a good awareness of how well they are doing and what they need to do to improve.

114. Other good features of assessment include:

- the quality of regular feedback to students that identifies strengths and areas for improvement;
- students' involvement in self-evaluation to monitor their own learning;
- effective use of assessment information to inform teaching; and
- high quality of reports to parents and guardians that provide detailed information on progress and targets for improvement.

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

Grade 2: Good features and no important shortcomings

115. This grade matches the school's self evaluation grade.

116. There are outstanding features in the way learning experiences meet learners' needs and interests. These are:

- the wide range of extra-curricular activities, including a number of subject support clubs held during the lunch break and after school, which provide additional opportunities for pupils and students to develop their learning experiences;
- the very effective links with the community, outside agencies and a number of providers; and
- the funding obtained from a number of agencies that enables the school to develop many initiatives which develop pupils' learning.

117. Pupils' learning experiences are further enhanced by a number of good features. These are part of the broad and balanced curriculum which includes:

- opportunity for learners of all abilities to achieve accreditation;
- an effectively planned core programme for pupils in Y7;
- a range of courses, including a number of vocational courses, for pupils in KS4 that meet the needs of pupils of different abilities;
- an effective curriculum which successfully supports pupils in Y10 and Y11 at risk of disaffection;
- a carefully planned Award Scheme Development and Accreditation Network courses (ASDAN) that is well matched to pupils' learning needs;
- a broad and varied sixth-form curriculum which gives students an insight into a number of issues relating to the local community and the wider world; and
- a curriculum which meets legal requirements in all key stages including provision for a daily act of collective worship.

118. The good links and partnerships that the school has established include:

- well-planned transition arrangements from KS2 to KS3;
- very effective curricular links with primary schools that ensure continuity and progression in pupils' learning;

- the Physical Education and School Sport (PESS) initiative to support the development of the subject in primary schools;
- links with the local further education college and exchange links for sixth-form students with a school in Denmark, Australia, Spain and France;
- extent to which the school makes good use of community-based resources to enhance the learning of pupils and students; and
- highly successful involvement in local and national charities.

119. The school has effective strategies in place to develop learners' key skills in all key stages. This includes a good key skills and enrichment programme that enables sixth form students to develop their personal, communication and study skills;

120. Despite these many good features there are shortcomings in the provision for promoting learners' personal development in particular their spiritual development.

121. The outstanding feature in the way the school responds to the needs of employers and the wider community is the very effective strategies to tackle social disadvantage and stereotyping. By means of the various courses accessible to all and a variety of extra-curricular activities the school successfully develops learners' confidence and self-esteem.

122. The many good features include:

- the carefully-structured work-placement programme for learners;
- good quality input from Careers Wales that provides advice to pupils at various stages of their school careers;
- pupils' participation in the school Eisteddfod and Gymanfa Ganu which promotes aspects of bilingualism;
- close links with local employers and the business world which ensure teachers, parents and learners are kept well informed of the needs of employers;
- enthusiastic participation in a number of activities including industry days, the Dynamo project and Young Enterprise schemes which develop learners' entrepreneurial skills; and
- the way the school, through a wide range of learning experiences and its close links with employers, enables learners to acquire the appropriate knowledge, understanding and skills for lifelong learning.

123. The shortcomings are the:

- the lack of opportunities for promoting learners' bilingual skills in subject areas; and
- the provision for promoting education for sustainable development.

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

Grade 2: Good features and no important shortcomings

124. This grade matches the school's self-evaluation grade.
125. There are many good features of the school's provision for caring, guiding and supporting its pupils. Staff know pupils very well and use this knowledge to good effect when providing care and support. The good features include the:
- Well-established transition arrangements, including curricular initiatives, that enable pupils to settle quickly and happily into the life and routine of their new school;
 - effective transition arrangements for pupils when they move from lower to upper school and transfer from Y11 to Y12;
 - extent to which tutor teams and heads of year (HOYs) work together to deal sensitively and promptly with pupils' problems;
 - comprehensive personal and social education and careers programme;
 - good option guidance provided for Y9 pupils;
 - very effective way in which sixth- form students are helped in making choices about further and higher education;
 - way in which the school is committed to the health and safety of all staff and pupils and the way it encourages pupils to make healthy choices;
 - enthusiastic and effective school council that has initiated several positive changes including improvements to the toilets, school uniform and modifications in behaviour procedures;
 - robust policy and the appropriate training that staff have received for child protection; and
 - Positive Behaviour Programme (PBP) that is successful in providing focussed strategies for improving social interaction, communication skills and raising self-esteem.
126. Procedures for monitoring attendance, punctuality and truancy are good. A dedicated member of staff has been appointed to monitor both attendance and truancy. Pupils are made aware of the importance of good attendance through assemblies and tutor periods.
127. The school recognises the important role parents play in supporting pupils to make decisions about future education, employment and training opportunities. It has significantly strengthened the involvement of parents in their children's education by increasing home links.
128. The outstanding feature in the way pupils with additional learning needs are cared for, guided and supported is the extent to which staff in the Personalised Learning Centre:
- provide highly effective intervention to meet the needs of a significant number of pupils at KS4;

- implement very effective strategies for targeting individuals and groups of pupils suffering social disadvantage;
 - enhance educational expectation and attainment; and
 - establish highly effective and constructive relationships between the home, community and school.
129. Provision for pupils with additional learning needs is very good. The special educational needs co-ordinator (SENCO) provides very good guidance and leadership and works hard to raise the profile of SEN throughout the school. He is well supported by the SLG in this work. The learning support faculty has consistently high expectations and pupils make good progress. The good features are the:
- very close relationships with primary schools through the SENCO Forum and visits by both head of faculty and support staff to ensure early identification of needs and targeted intervention;
 - planning of most lessons and particularly those in the Y7 core curriculum, where work is well matched to individual pupils' abilities;
 - appropriate broad and balanced curriculum for pupils with SEN at KS4 that includes GCSE, Entry Level and ASDAN courses.
 - good and effective links with other faculties through meetings with link SEN teachers every term and access to relevant training on SEN issues; and
 - very good quality Individual Action Plans (IAPs) that include specific targets that are shared with all staff on the school's ICT system and both pupils and their parents.
130. The school has coherent policies to deal with equal opportunities issues. Positive features to promote equal opportunities include:
- the inclusive ethos of the school, which creates a climate where there is no place for discrimination;
 - equal access and entitlement to the curriculum;
 - promotion and encouragement of equality and diversity through curricular areas, including PSE and religious education, as well as acts of worship; and
 - pupils' and parents' confidence that incidents of bullying or unfairness are dealt with promptly.
131. Child protection procedures meet statutory requirements, are known by all members of staff and are implemented effectively throughout the school.
132. Despite the overall good provision, there are shortcomings in the:
- delivery of personal, social and careers education at both KS3 and KS4;
 - consistent and effective application of behaviour intervention strategies by some teachers across the school; and
 - effective use of support staff by some faculties;

133. The school's procedures for monitoring attendance and punctuality have not resulted in significant improvement in attendance levels. The large number of parents taking children out of school during term time for holidays and study leave for sixth form students has a significant impact on overall attendance figures across the school.

Leadership and management

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

Grade 2: Good features and no important shortcomings

134. This grade matches the school's self-evaluation grade.
135. Leadership and strategic management at all levels are very good. The headteacher has been the driving force in providing strategic direction for the school since the last inspection. She provides clear direction, sets high standards and has high expectations of all staff and pupils. The headteacher and SLG work very effectively as a team. Particular strengths are the:
- commitment of all senior managers to improving standards;
 - way in which they work together to improve continuously;
 - different strengths of individuals within the SLG that are used effectively and in the best interests of the school;
 - extent to which they are self-critical and reflect continually on the actions that they take, in the best interests of pupils, parents and staff;
 - very good support they provide for middle managers;
 - clear line management structure that effectively links middle and senior managers; and
 - procedures in place to set and monitor challenging targets for improvement.
136. The SLG is also effective because members:
- have clear roles and responsibilities;
 - know staff and pupils very well and are a regular presence around the school;
 - delegate responsibilities effectively to middle managers;
 - have good systems to identify those pupils requiring specific support and mentoring;
 - have a very good understanding what needs to be improved and the action needed to make this to happen;
 - rigorously seek out the views of staff, pupils, parents and partners through, for example, the staff forum, school council and community partnerships; and
 - have established very good links with other providers in the area to extend opportunities for pupils and students to access a broader curriculum.
137. The headteacher, senior managers and most middle managers promote a culture of learning and achievement. They look for ways of developing pupils' self esteem and provide support of very good quality in a caring and inclusive

environment. Despite the split site, relationships in the school and communication at all levels are generally good.

138. Most middle managers and staff support the drive of the SLG to achieve excellence. The quality of middle management is good overall. Most middle managers enjoy the challenge of taking responsibility for their faculty or year group. In most faculties and year groups, there is good team spirit and communication. Characteristics of good middle management include:
- strong leadership and real vision for improving standards and achieving excellence;
 - team-work and very positive working relationships that foster learning;
 - rigorous targets for improvement that are well matched to school priorities;
 - comprehensive procedures to evaluate effectiveness and identify systems for improvement;
 - regular review and moderation of pupils' work in order to set clear and consistent targets for improvement; and
 - effective use of data to set individual pupil and whole-group targets for improvement.
139. Plans are in place to develop further the role of middle managers in order to develop more consistency across faculties and year groups.
140. Leadership and management of the sixth form are very good. The good features of leadership in KS3 and KS4 are also evident in the sixth form. The needs of individual students are carefully considered and they are given good advice throughout their sixth form. Students are empowered to be actively involved in all aspects of the leadership of the sixth form.
141. Support staff are fully involved in the strategic management of the school. They contribute to whole-school developments, with some providing relevant training for management, to teaching and administrative staff. Their work is carefully monitored with action plans produced for all support areas. These are effectively linked to the school's comprehensive business plan.
142. The school promotes actively both local and national initiatives and is committed to providing the best education for the pupils and students. It works very closely with its partners in deciding the strategic direction that the school needs to take. The WAG and Bridgend UA priorities have been included in the school's development planning. The good features are:
- community development through innovative links between local providers;
 - the extent to which inclusion is embedded in the whole culture of the school;
 - the clear focus on life long learning for all;
 - continuity and progression across all the key stages;
 - racial awareness;
 - basic skills; and
 - personal, social and work-related education.

143. There are, however, shortcomings in relation to the consistent planning and monitoring of:
- the tutor period at the end of the school day;
 - ICT, numeracy and bilingualism across the curriculum; and
 - sustainable development and global citizenship.
144. The work of the school is strategically monitored by the headteacher, SLG and middle managers. Together they have implemented a very effective system for reviewing the work of faculties. Particular strengths are the way in which:
- the outcome of reviews is used very effectively to inform development planning and ensure that the school continues to make progress in all aspects of its work;
 - a team ethos is generated through senior leaders and heads of faculty working together to review progress and identify areas for improvement;
 - the outcome of reviews is used effectively to inform faculty development planning;
 - in collaboration with senior and middle managers, teachers are encouraged to identify training to develop their individual and managerial skills as well as impact on pupils' progress; and
 - newly-qualified teachers are very well supported in the school.
145. Every year the SLG, in collaboration with staff, implement a key theme as part of whole school development. For 2006, the focus is on raising self esteem.
146. Reviews do not focus enough on the standards that pupils and students achieve.
147. The governing body is committed to and involved actively in the work of the school. Governors have a good understanding of the work of each faculty and a secure knowledge of pupils' performance and how this compares with local and national figures. Governors contribute to the strategic development of the school.
148. The governing body is fully involved in the strategic development of the school. It is a very committed group with a wide range of relevant expertise and experience. Particularly good features are their:
- support for the headteacher and SLG;
 - ability to challenge and question new initiatives;
 - commitment to the school and wider community;
 - knowledge of the school's strengths and areas for development;
 - support for the work of faculties; and
 - secure knowledge of pupils' performance and understanding of how this compares with local and national figures.
149. Governors plan to:

- evaluate their performance and set strategic governing body targets for improvement as part of the SIP; and
- become more involved in the strategic monitoring and evaluation of the work of faculties and the whole school.

150. The school meets regulatory and legal requirements.

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

Grade 2: Good features and no important shortcomings

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

152. There are a number of good features of how leaders and managers evaluate and improve quality and standards. These include:

- good knowledge of the school, by the headteacher and the SLG through effective systems which inform and guide the process of self-evaluation;
- faculty and departmental reviews and improvement plans which link effectively with the SIP;
- good supportive links between the SLG, heads of faculty and heads of department;
- the involvement and contribution of the governing body through close links with faculties and departments;
- monitoring of faculties and departments by the SLG; and
- well-developed performance management procedures.

153. The monitoring process is good and includes:

- lesson observations based on an agreed framework;
- scrutiny of pupils' work;
- analysis of a range of local and national data which includes pupils' performance in external tests and examination;
- analysis of attendance data;
- external agency reviews;
- the views of staff, pupils, parents and other interested parties; and
- an annual faculty and pastoral focus day.

154. The school operates its self-evaluation and improvement plans on a three-year cycle based on a common framework. Overall, this is thorough and comprehensive. There are however, some shortcomings in the way the school reviews its progress in that:

- the grade awarded for key question 7 by inspectors was one grade lower than the grade the school gave itself; and
- in a small minority of cases planning for improvement is insufficiently precise and not fully reflected in outcomes.

155. The school has a development plan that has a number of good features. These include:
- clear priorities for improvement that are generated from secure information and data collected;
 - annual reviews to measure and, where necessary modify, the three- year plan; and
 - priorities for improvement are well-supported by the targeted allocation of resources.
156. However the success criteria for improvement in the development plans are not always fully linked to specific timescales.
157. There are many instances of identifiable and measurable improvements to pupils' and students' standards and education provision. These include:
- teaching and learning;
 - transition arrangements;
 - pupils' literacy skills;
 - attainment in external examinations;
 - growth of the sixth form, and
 - extra-curricular provision and community involvement.
158. The school has made good progress in the following areas since the last inspection:
- standards in most subjects;
 - standards in most of the key skills;
 - the quality of teaching and learning across the school;
 - whole-school assessment procedures;
 - curricular planning and organisation;
 - school and faculty development planning;
 - self- evaluation and target-setting;
 - monitoring and evaluation of teaching and learning; and
 - provision for pupils with SEN.
159. There has however, been insufficient progress in the:
- standards in aspects of science, geography, religious education and information technology;
 - consistency of marking within and across faculties;
 - quality of KS3 reports to parents; and
 - attendance of pupils and students across the school.
160. These remain key issues.

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

Grade 2: Good features and no important shortcomings

161. This grade is one lower than the schools' self-evaluation grade. This is because the inspection team considered the features the school regarded as outstanding to be good.
162. There are many good features in the school's provision of staffing, learning resources and accommodation.
163. The number of staff is sufficient for the school to run effectively and efficiently. The good features are the:
- effectively deployed and suitably qualified, knowledgeable and experienced teaching and support staff;
 - good balance between very experienced teachers and those new to the profession;
 - employment of an additional teacher to cover staff absence provides continuity and progression for learners and reduces the cost of supply cover;
 - availability of well-trained technician staff; and
 - effective deployment of the large number of teaching assistants enhances pupils' learning.
164. Despite the condition of accommodation, particularly in the lower school, good use is made of available accommodation. The good features include recently refurbished science rooms and the library and ICT room in the lower school.
165. However there are shortcomings in the standard of accommodation particularly in the lower school. This is because:
- many buildings are in very poor state of repair;
 - several classrooms are too small to provide a suitable learning environment
 - many of the toilets are in a run down condition and the number of toilets for pupils or visitors with disability is inadequate;
 - narrow corridors in parts of some of the buildings cause congestion; and
 - the number of classes located in temporary classrooms, most of which are in very poor structural and decorative condition.
166. There has been substantial investment in extending and improving ICT facilities across the school. This includes:
- provision of laptop computers for all teachers to use to enhance their teaching and record attendance;
 - increased numbers of computers throughout the school with wireless network;
 - a video-conferencing suite; and
 - interactive whiteboards in several classrooms which has encouraged teachers to develop new and innovative teaching and learning techniques.

167. Overall, the school is well resourced and this has a positive impact on teaching and learning. The school manages its budget very effectively. Good features are:

- systematic and rigorous financial management to improve continually cost effectiveness in all aspects of the schools' expenditure and investment;
- close links between resources and identified priorities for development and improvement;
- a direct link between the faculty improvement plan and faculty budgets including detailed monitoring of faculty expenditure;
- retention of healthy contingency/financial reserves for future planned projects;
- rigour that the school ensures that it obtains best value from suppliers and contractors;
- an entrepreneurial approach to raising additional funds; all available grants and community based initiatives are applied for and the money used well
- extensive range of external resources used to enhance opportunities for all pupils and students; and
- a proactive governing body finance committee.

168. There are however an inadequate number of support technicians for the vastly increased number of computers now in use in the school.

169. The management, deployment and development of teaching and support staff are very effective and make a positive contribution to standards. The good features are:

- well-planned, co-ordinated and managed early and continuous professional development of staff which is linked to the schools' priorities for development and improvement, and to individuals' personal development needs;
- effective implementation of the schools' agreed workforce restructuring plans for teaching and learning posts;
- efficient and effective allocation of resources for teachers' time for planning, preparation and assessment (PPA);
- very good support and guidance provided to newly qualified teachers (NQTs) and trainee teachers;
- and
- the extent to which a dedicated team of well-qualified support staff are involved in implementing the school's literacy and numeracy strategies in class, specialist sessions and during after-school activities.

170. The school is formally acknowledged as an Investor in People.

171. Recommendations of the most recent audit report have been fully addressed with one minor exception, logging computer and ICT equipment identification numbers.

172. Comprehensive and well documented health and safety routines and risk assessments are in place.

173. Given the standards pupils achieve and the use of available resources, the school gives value for money.

Standards achieved in subjects and areas of learning

English

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

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

Key stage 3

174. Pupils' speaking abilities are good across a wide range of tasks. Many pupils make good use of the many opportunities provided in which talk can be used as a productive learning tool. They listen attentively and respond to instructions well; many are keen to participate orally in whole-class, group and pair situations.
175. The majority of pupils speaks clearly and confidently in connection with a range of appropriate topics and they show good understanding of the differences between formal and informal English. Pupils interact positively with each other and with teachers. Some demonstrate that they have a well-developed vocabulary. For instance, some pupils showed that they could use *aspire* and *inspirational* in a well-considered manner.
176. The majority of pupils demonstrates good standards in their reading and engages well with a range of texts that include Shakespeare's *Macbeth* and modern fiction.
177. The majority is able to employ higher order reading skills and show that they can ably skim and scan written and electronic texts for key information.
178. The majority of pupils produces a good deal of written work that is technically accurate and well organised in terms of presentation and ideas.
179. Most writing is done with enthusiasm and purpose in connection with a well-conceived range of tasks that includes letter and diary writing, creative work and non-fiction tasks with a variety of audiences in mind. Some pupils also make good use of writing frames whilst others respond well to more open-ended tasks that encourage creativity.

Shortcomings

180. A few pupils, in most classes, are less productive in whole-class and group situations in terms of both written and oral work.
181. A minority of pupils is less competent in their reading and display some hesitation and lack of understanding.

182. A minority of pupils produces work that displays a range of technical errors and general lack of accuracy in sentence construction, spelling and punctuation.

Key Stage 4

Good features

183. Many pupils speak confidently in whole-class and group contexts usually in standard English and they also show that they can listen and respond to the contributions of others.
184. Standards of reading are sound and pupils display enthusiasm towards literature texts studied and make good use of prior learning, for example, in their good recall of literary devices such as metaphor.
185. Most pupils engage fully in a range of writing tasks, that includes extended writing which prepares them well for the demands of GCSE Language and Literature. Much good writing is sustained and the product of considered drafting and careful planning.
186. In response to literature, the majority of pupils shows that they can use evidence from texts well and offer critical viewpoints and construct well- reasoned arguments. Some pupils produce work of a particularly high standard in their GCSE assignments.
187. Less able pupils make good progress.

Shortcomings

188. A small minority of pupils' writing displays technical flaws, particularly with regard to the formal skills, such as the use of capital letters, spelling and punctuation.
189. A few pupils in some classes are reticent in expressing their ideas orally.
190. Some reading is hesitant and a small minority of pupils struggles to decode meaning.

Sixth form – Grade 1: Good features with some outstanding features

Outstanding features

191. Students work very productively in groups and collaborate in a mature manner so that their presentations are of high quality and contribute to the learning of the whole group.
192. The most able students demonstrate an ability to engage fully with critical debates and display discrimination in their writing in an informed and analytical manner.

Good features

193. The vast majority of students display well-developed skills in their critical analysis of texts: they are highly motivated and demonstrate very good standards in their written and oral work.
194. Students are able to offer thoughtful viewpoints and use language and terminology that are appropriate to the subject and related concepts.
195. Students articulate their knowledge and understanding of texts, concepts and theories relating to the complex texts they have studied, for example, in connection with Shakespeare's *King Lear* and Margaret Atwood's *The Handmaid's Tale*.
196. They work independently and conduct research effectively. They successfully explore the historical and cultural contexts of texts.
197. Many produce assignments of a high standard.

Shortcomings

198. There are no significant shortcomings.

Science

Key Stage 3 - Grade 3: Good features outweigh shortcomings

Key Stage 4 - Grade 3: Good features outweigh shortcomings

Key stage 3

Good features

199. As they progress through the key stage, pupils make adequate progress and increase their understanding of scientific facts and principles.
200. In Y9, most pupils can use their knowledge to make predictions about unfamiliar situations. They can plan simple experimental work and know how to make a fair test.
201. At a level appropriate to their ability pupils can:
 - use scientific terms accurately;
 - recall and explain previous work; and
 - carry out practical work carefully and safely.

Shortcomings

- 202. The examination results of pupils at the end of the key stage are significantly below local and national figures. In 2006, these results showed a relative improvement but remain below those of similar schools.
- 203. Some lower and middle ability pupils do not fully understand their work.
- 204. Some pupils do not participate fully in class activities and practical work and so do not make enough progress.

Key stage 4

Good features

- 205. Pupils have a good understanding of various aspects of science. The more able make good progress as they move through the key stage.
- 206. Pupils can explain scientific events correctly using text and diagrams. Most can use their knowledge to explain unfamiliar situations. They use scientific terms accurately, both orally and in writing.
- 207. Pupils have good practical skills. Most understand how to control variables and reduce experimental error. They carry out practical work carefully and safely. When working in groups they co-operate well.
- 208. More able pupils can use ICT to collect, manipulate and present experimental data.
- 209. Throughout the key stage pupils develop their research skills and find scientific information from a variety of sources.

Shortcomings

- 210. The proportion of pupils gaining a good grade at GCSE in science has declined for several years, but in 2006 this trend was reversed. Nevertheless this figure is still well below national and local figures.
- 211. Pupils have little understanding of how well they are doing, their target GCSE grades, or what they need to do to improve.
- 212. A minority of pupils does not fully understand their previous work and so fail to grasp new topics.

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

Good features

- 213. Students have a good understanding of scientific concepts and can use their understanding to explain unfamiliar situations.
- 214. Students use scientific terminology accurately and appropriately. They can communicate scientific ideas using a range of techniques including text, diagrams, mind-maps and graphs. They speak fluently about their work.
- 215. Students have good practical skills and are aware of safety procedures. They use apparatus correctly and with confidence. The more able students can make scientific predictions and plan practical activities based on given information.
- 216. Students can use ICT to collect, manipulate, analyse and present experimental data.

Shortcoming

- 217. A few less able students do not fully understand some of the more complex scientific concepts.

Information Technology

Key Stage 3 - Grade 3: Good features outweigh shortcomings

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

Key stage 3

Good features

- 218. A large majority of pupils make good progress. They are able to act on simple instructions and further explore resources competently and confidently to achieve specific goals, for instance when learning to design web sites. A majority of pupils in Y8 can usefully evaluate the features of web sites and they base their design decisions on this evaluation.
- 219. Most pupils, especially in Y8, use ICT well to research information and they can integrate it with other media into presentations that are well designed for specific purposes.
- 220. Many pupils are able to explain aspects of the impact of ICT on society and also how ICT can be used to aid their learning. They can explain the advantages of using spreadsheet models and many pupils can demonstrate how changes in some parameters will then lead to different output.

221. Pupils can explain the need to be accurate and this accuracy is reflected in the outcome of their work.

Shortcomings

222. Standards are less good in Y9 where a significant minority of pupils has a poorly developed sense of the need to adapt presentations to match the needs of a particular audience
223. A significant minority of pupils in Y9 is working at a comparatively low level and has some difficulty explaining the impact of ICT on society. They also are less able to use spreadsheets to create useful models.

Key stage 4

Good features

224. Pupils have well developed ICT skills and produce work of a high standard that mostly meets the demand of coursework criteria. Work is accurate and is well designed to fulfil a specific purpose making effective use of appropriate principles and techniques.
225. A large majority of pupils is well able to gather, store, process and present information in a range of contexts and can explain the impact of ICT in the wider world.
226. Most pupils are able to choose a real- world problem, which can benefit from the application of ICT to create a system. A majority of pupils is able to design such a system for specific users and can decide on the necessary data required, its structure and the processes needed to give the desired results.

Shortcomings

227. A small minority of pupils has a poor grasp of some technical terms. This limits their ability to meet in full the demands of coursework criteria because they do not understand the words used. These pupils also find it difficult to give full answers to technical questions.
228. Many pupils make little progress when given detailed presentations. They do not ask questions nor make notes and consequently make little immediate progress.

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

Good features

229. Students are well able to use ICT for finding information and understand the impact of search technologies and the issues involved in its utilization. They are able to exchange and share processed information in appropriate forms.

- 230. Students are able to identify appropriate problems in the real world identifying the scope and appropriately analyzing the problem. They are able to select appropriate tools and techniques to solve the problem effectively.
- 231. Students are able to organize and prepare information and to develop information systems, some of which are very sophisticated, taking great account of the needs of the users.
- 232. The majority of students can appropriately discuss social, economic, legal, moral and ethical consequences of the use of ICT.

Shortcomings

- 233. A small minority of students has a poor grasp of some technical terms. This is a particular problem for students with little prior experience of ICT. These students also find it difficult to give full answers to technical questions.
- 234. The majority of students makes little progress when given detailed presentations. They do not ask questions and consequently make little immediate progress.

Geography

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

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

Key stage 3

Good features

- 235. A significant number of pupils at the upper end of the ability range displays a sound understanding of the geography of place.
- 236. Most pupils are able to discuss geographic ideas and share in whole-class discussions.
- 237. Pupils across the ability range use latitude and longitude effectively to locate places and to plan routes.

Shortcomings

- 238. A significant number of middle and lower ability pupils has an insecure knowledge of place.
- 239. A significant number of middle and lower ability pupils has limited knowledge and understanding of basic geographical skills.

Key Stage 4

- 240. Most students are confident in describing and explaining the processes that create both human and physical geographic patterns.
- 241. They have a clear understanding of the relationship between process and landform construction in glacial landscapes and between change processes and land use in former mining areas.
- 242. Most pupils have developed a secure knowledge and understanding of the geographic factors that have moulded their local area and demonstrated the capacity to compare and contrast local geography with other regions.
- 243. More able pupils use geographical vocabulary effectively in group discussions.
- 244. Pupils have the capacity to apply geographic skills of map interpretation, data analysis and basic research at an appropriate level. They use photographic and video evidence effectively.
- 245. Pupils of different abilities use a range of fieldwork skills and techniques in their coursework.

Shortcomings

- 246. A minority of pupils does not have a sufficient grasp of essential geographic terms to provide extended answers. Their responses are either unduly basic or sometimes incorrect
- 247. Pupils' ability to research aspects of their work is occasionally limited.

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

Good features

- 248. Students' understanding of complex geographic facts is enhanced through case studies. They make good progress and develop a detailed understanding of physical, human and environmental geography.
- 249. They use advanced vocabulary in discussions and readily contribute to debate about process and patterns.
- 250. They understand the impact of tectonic and climatic hazards in differing locations.
- 251. Most students are developing independent research skills. The quality of their coursework is good.
- 252. Students' analytical techniques are enhanced through fieldwork.

Shortcomings

253. Students' level of independent enquiry is occasionally limited.

Art

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

Key Stage 4 - Grade 1: Good with outstanding features

Key Stage 3

Good features

- 254. Pupils show a sequential understanding of the visual language of line, tone, colour, texture, pattern, shape, form and space.
- 255. Pupils are able to draw from observation using an appropriate range of mark-making techniques.
- 256. Most pupils develop good skills in using a wide variety of media and techniques and successfully work in different scales.
- 257. Pupils use an appropriate art vocabulary to annotate work in their sketch books and to answer questions posed during lessons.
- 258. Pupils understand assessment objectives and are regularly involved in self and peer assessment which has a positive impact on the standard of their work.
- 259. Pupils' work is enhanced through their knowledge of the work of a range of artists, craftspeople and designers. They are also developing an understanding of the art of other cultures, such as Australian Aboriginal art.

Shortcomings

- 260. Pupils in Y7 and Y8 do not use computers to generate and manipulate images and ideas.

Key stage 4

Outstanding features

- 261. Most pupils show great competence in drawing and painting from observation and demonstrate very good skills in creating imaginative compositions.
- 262. Pupils have extensive experience of working with many different media and techniques, and have developed highly-creative responses in areas such as, graphics, printmaking, ceramics, photography and wirework.

Good features

- 263. Pupils make good use of the work of a diverse range of artists, including Welsh examples, to inform and enrich their practical, creative work.
- 264. Pupils use their sketchbooks well to research and develop ideas, record observations, review and modify their work as it progresses and to express their thoughts in an appropriate art vocabulary.
- 265. They are able to use computers to create graphic artwork and show that they know how to digitally manipulate their work.
- 266. Pupils are able to critically analyse and make judgements about their own work and that of their peers, showing a good understanding of how to set themselves targets for improvement.

Shortcomings

- 267. There are no important shortcomings.

Sixth form - Grade 1: Good with outstanding features

Outstanding features

- 268. Students show maturity and highly-developed skills in working from direct observation and explore a range of well-selected media and techniques with much confidence.
- 269. Students use their sketchbooks imaginatively to show progression from initial ideas to final outcomes, to explore the work of others and to experiment with media and techniques. All sketchbooks are carefully annotated in a specialist art vocabulary and many contain astute critical comments, observations and personal opinions.

Good features

- 270. Students are self-motivated and are developing as independent artists, creating work that shows much imagination, creativity and flair.
- 271. Students are articulate in explaining their work. They have an extensive knowledge of the work of others and use this effectively to influence their making.
- 272. Students are able to use computers intelligently to research and create artwork to an exceptionally high standard.
- 273. Students have an extensive knowledge and understanding of a very wide range of art as a result of visits to galleries, museums and the opportunity to work with visiting artists and craftspeople within the school. They use this knowledge creatively to influence and enrich their making.

274. A very good feature of students' work is the practice of self-assessment and evaluation which is a vital component of the art-making process and contributes substantially to their critical vocabulary and overall standard of creative outcomes.

Shortcomings

275. There are no important shortcomings.

Religious Education

Key Stage 3 - Grade 3: Good features outweigh shortcomings

Key Stage 4 – Grade 3: Good features outweigh shortcomings

Key Stage 3

Good features

276. Pupils have a positive attitude to the study of world religions and appreciate their relevance in our changing world.
277. Pupils develop investigation skills and many are able to collect, organise and present information effectively.
278. Many pupils are able to evaluate their work and the work of their peers accurately, offering information of pupils' success, tips for improvement and levelling.
279. Most pupils have a secure knowledge and understanding of the Muslim religion, its worship, belief and practices. They use religious terminology appropriately.
280. Most pupils can describe a communion service and are able to relate the act to stories from the Bible.

Shortcomings

281. Most pupils do not fully explore and express their own ideas and beliefs.
282. A minority of pupils find it difficult to distinguish between the beliefs and practices of Christianity and other world religions studied. Some pupils' recollection is unclear and superficial.

Key Stage 4

Good features

283. In the GCSE religious studies course, pupils demonstrate a good factual knowledge and understanding of worship in Christianity and Hinduism.

- 284. Pupils are able to use key religious terms correctly.
- 285. Pupils engage with topics in a positive way and respond thoughtfully to questions.
- 286. In the GCSE short course, pupils are developing a good understanding of current moral and religious issues and are making good progress in the key concepts. They are able to empathise with others feelings and experiences when discussing issues such as euthanasia and life after death.

Shortcomings

- 287. A small number of GCSE short course pupils fail to engage actively in classroom activities and make limited progress due to a low level of motivation.
- 288. Some pupils at GCSE religious studies are not sufficiently challenged and occasionally work at too low a level.

Sixth form – Grade 3: Good features outweigh shortcomings

Good features

- 289. Students have a good command of religious vocabulary and use key terms effectively when presenting their views. They give mature responses to difficult topics such as the ontological and cosmological argument.
- 290. Students can analyse questions and issues and evaluate different viewpoints.
- 291. In the statutory religious education course, most students are able to state an opinion on a number of moral and ethical issues.
- 292. Some students are able to appreciate the complexity of some of the issues raised, especially relating to medical ethics with specific reference to euthanasia.

Shortcomings

- 293. In the statutory religious education course, not all students develop their ideas sufficiently through discussion.
- 294. Many students are not fully engaged in the statutory course and this has an affect on their spiritual and moral development.
- 295. A small minority of A level students is reluctant to take part in the class discussion and does not explore or explain concepts in depth or detail.

School's response to the inspection

The inspection report recognises the significant improvements that the school has made since the last inspection in 2000 and the contribution of all staff working at the school.

The report is a positive endorsement of our self-evaluation processes and reveals that leaders at all levels have a clear indication of where we are now and the strategies needed for continuous improvement. The recommendations for improvement are already included in our current SIP which is supported by an efficient management of resources to ensure value for money.

Throughout the report there are many references to school practices which are described as being outstanding, in particular the provision for post-16 students, transition arrangements, partnerships with the community and outside agencies, the care and support of all pupils and their access to all areas of the curriculum.

We are very pleased that the developments in teaching and learning since the last inspection report have been recognised and that we are above the national target for the number of observed lessons being graded 1 or 2.

We are delighted that the qualities of the pupils and students of Maesteg School have been recognised. The school will continue to focus attention on raising standards across the curriculum and work with parents to improve levels of pupil attendance.

The school thanks the inspection team for the 2006 inspection report. It is a strong endorsement of the work of the school and allows us to confidently face the future and bring about further improvements to serve our community.

Appendix 1

Basic information about the school

Name of school	Maesteg Comprehensive School
School type	Secondary
Age-range of pupils	11-18
Address of school	Llangynwyd Maesteg
Postcode	CF34 9RW
Telephone number	01656 812700

Headteacher	Miss Anne Carhart
Date of appointment	May 2000
Chair of governors/ Appropriate authority	Councillor Don Buttle
Reporting inspector	Mrs Julia Helen Cantle Longville
Dates of inspection	25 – 29 September 2006

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	216	202	208	216	214	106	77	1239

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	77	1	77.5

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	16.1
Average teaching group size	22
Overall contact ratio (percentage)	71%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole School
Term 1	91.8	90.4	88.3	86.8	84.3	87.6	87.0	88.2
Term 2	93.6	91.3	88.9	88.4	88.9	88.4	86.7	89.8
Term 3	92.0	89.0	86.2	87.0	95.0	93.0	73.0	88.0

Percentage of pupils entitled to free school meals	21%
Number of pupils excluded during 12 months prior to inspection	33 temporary 3 permanent

Appendix 3

National Curriculum Assessment KS3 results: 2005															
Total number of pupils in Y9:172															
Percentage of pupils at each level															
			D	A	F	W	1	2	3	4	5	6	7	8	EP
English	Teacher assessment	School	0	0	4	0	1	1	10	18	39	22	6	0	0
		National	0	1	1	0	0	2	8	21	34	24	9	0	0
	Test	School	0	4	2	0	0	0	10	20	30	23	11	0	0
		National	0	4	1	0	0	0	8	20	33	23	10	0	0
Mathematics	Teacher assessment	School	0	1	0	0	0	0	15	22	34	22	6	0	0
		National	0	1	1	0	0	1	7	19	26	32	14	0	0
	Test	School	0	7	2	0	0	0	9	18	21	34	9	0	0
		National	0	5	1	0	0	0	5	17	20	36	15	0	0
Science	Teacher assessment	School	0	0	1	0	0	0	18	25	30	23	3	0	0
		National	0	1	1	0	0	0	6	20	33	27	12	0	0
	Test	School	0	4	2	0	0	0	10	24	38	21	6	0	0
		National	0	4	0	0	0	0	5	17	33	28	13	0	0

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

Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	48	In the school	50
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	205
Average GCSE or GNVQ points score per pupil	35

The percentage of 15 year old pupils who in 20__ :	School	UA	Wales
entered for 5 or more GCSEs or equivalent	93	86	87
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	40	50	52
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	86	83	85
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	22	36	38
entered at least one Entry level qualification, GCSE short course or GCSE	96	97	97
attained one or more GCSE grades A*-C or the vocational qualification equivalent	73	73	76
attained one or more GCSE grades A*-G or the vocational qualification equivalent	96	92	93
attained no graded GCSE or the vocational qualification equivalent	4	8	7
attained one or more Entry level qualification only		3	3
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1			
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2	8		

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	165
Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2005	54
Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2005	5

	School	UA	Wales
Percentage of pupils entered who achieved 2 or more grades A-C	65	71	68
Percentage of pupils entered who achieved 2 or more grades A-E	98	95	95
Average points score per candidate entering 2 or more	18	20	20

Report by Julia Helen Cantle Longville
Maesteg Comprehensive School, 25/09/06

subjects			
Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2			
Number of pupils who achieved a GNVQ Advanced or NVQ at level 3			

UA Unitary Authority

Appendix 4

Evidence base of the inspection

Fifteen inspectors, including a peer assessor and the school's nominee, spent a total of 53.5 days in the school. They held a meeting before the inspection.

During the inspection, inspectors visited:

- 78 lessons or part lessons in the six subjects inspected;
- 55 lessons or part lessons taught by teachers in other subjects;
- acts of collective worship;
- form tutor periods; and
- a few extra-curricular activities.

Members of the inspection team met with:

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

The team also considered:

- the school's self-evaluation report;
- 51 replies to the parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a range of pupils' work in all subjects across the curriculum from Y7 to Y13.

After the inspection, the registered inspector held meetings with the senior leadership group and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Julia Longville (Rgl)	Summary, Recommendations, Context, KQ1, KQ5
David Williams	KQ2
Clive Rowlands	KQ3
Gwyn Griffiths	KQ4
Martin Rawle	KQ6
Kerry Jones	Lay inspector KQ7
Charlie Harris	English
David Hughes	Science
Ron Graham	Science
Mike Pickin	Information technology
Alan Pritchard	Geography
Shan Samuel-Thomas	Art
Jen Morgan	Religious Education
Marion Jarvis	Nominee
Diane Kurbalija	Peer Assessor

Acknowledgement

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

Contractor

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