

BRYNTEG COMPREHENSIVE SCHOOL - THE SIXTH FORM

Context

Brynteg Comprehensive School is an 11-18 school, maintained by Bridgend County Borough Council. The school is situated on a large site to the south of the town.

The sixth form is very large. There are 404 students on roll, including a large influx in Y12 of 260 students, the largest to date. Girls outnumber boys in both Y12 and Y13. There were 338 students on roll at the time of the last inspection.

The school offers 25 AS/A2 courses, three Vocational Certificate of Education (VCE) Advanced level courses lasting two years, and three one-year GNVQ Intermediate courses. To study AS/A2 courses, students are expected to have achieved at least five grades A*-C grades at GCSE, but a student's programme is tailored to individual needs.

There is a partnership with the local college, whereby students can attend 'twilight' sessions to study film studies, psychology and law.

Virtually all students have English as their first language, but a few have joined the sixth form for a year, from Japan.

Main findings

Overall, students achieve good standards and, in some subjects, very good standards. In 91 per cent of classes observed, standards were good or very good, including 30 per cent in which they were very good. These are very high figures. In no class were standards unsatisfactory.

Examination results have been consistently above local and national averages and on an improving trend. The large majority of students also gain qualification in key skills. Most complete the courses for which they enrol.

Students are proud of their school and a high proportion stays on from Y11. A significant number join the school at the beginning of Y12 from other schools. Attendance has improved year on year and is now satisfactory.

Students are mature, open and friendly. They readily take initiatives such as acting as school librarians and help with younger members of the school. There is a wealth of extra-curricular opportunities for them and they participate with enthusiasm. Many particularly appreciate the level of sporting success they can reach.

The quality of teaching is good overall and in a significant number of classes observed it was very good. Teaching was good in 58 per cent of classes and very good in a further 32 per cent. In no class was it less than satisfactory. There is much innovative teaching, with students increasingly becoming independent learners. Relationships between teachers and students are very good.

Students receive good feedback on their progress and on how to improve in the marking of their work. Every six weeks, they have formal reviews to which they contribute, with parents informed. Students find the process helpful.

The choice of courses offered is broad and they can supplement their choices with courses offered at the local college. Apart from AS, A2 and vocational courses leading to examination, all students follow an enrichment course in personal, social and religious education and a course in key skills leading to qualifications.

Careers guidance is very good and students are well prepared for the choices they must make on higher education or employment. They are also well supported by their form tutors, and middle and senior management.

Provision is carefully planned, monitored and evaluated. The growth in student numbers attests to the very good management and to the consultation with students about proposed developments. The accommodation for sixth formers outside lesson time is inadequate for the numbers now involved, though students make light of crowded conditions and recognise that the school is doing all it can to promote private study and recreational opportunities, given the constraints. Whilst there are limited ICT facilities immediately available, students make use of those in other areas of the school.

Standards

In the classes inspected, standards were very good in 30 per cent, good in 61 per cent and satisfactory in nine per cent. These are high figures.

Standards are very good in science, art, physical education, religious studies, electronics, business studies, drama, media studies. They are good in all other subjects.

Examination results have been consistently above the national average in recent years, on an improving trend. In 2002, the average points score was 21, above the local and national average of 20. Girls did slightly better than boys, though boys did better than the national results for boys. In 2003, the percentage of grades A-E and grades A-C improved further to 98.5 per cent and 78 per cent respectively. These are good figures. Results in biology and religious studies have been particularly strong in recent years.

Students achieve very good standards in the key skills of communication, numeracy and ICT. They work toward level 2 or 3 of key skills qualification and in the current Y13, 70 per cent have reached level 3. Students do particularly well in communication.

Students apply their key skills well in their chosen subject courses. They make presentations confidently, sometimes using PowerPoint, debate, analyse and discuss. A few, currently at the beginning of Y12, are too reticent. Although there is limited access to ICT facilities, students are competent users and make light of difficulties, by accessing resources in other parts of the site. They handle numbers competently in a range of applications.

Students work together well in pairs and groups and support each other's learning. They respond well to research and problem-solving tasks, gaining confidence in independent learning as they move through the sixth form. Students accept responsibility for their progress and welcome opportunities for self-evaluation as a regular part of their studies.

The large majority of students complete the courses they have chosen, be it for one year or two in the sixth form. Most stay for two years. There is appropriate careers advice available throughout that period.

The standards students are currently achieving in their courses are listed below:

Subject	Sixth form
English	Good
Mathematics	Good
Science	Very good
Welsh	Good
Design & Technology	Good
Information Technology	Good
History	Good
Geography	Good
MFL	Good
Art	Very good
Music	Good
Physical Education	Very good
Religious Education	Statutory: Good A Level: Very good
Drama	Very good
Media Studies	Very good
Business Studies	Very good
Sociology	Good
Electronics	Very good
Politics	Good
Textiles	Good
Geology	Good
Health and Social Care	GNVQ Intermediate: Good VCE Advanced: Good
Leisure and Tourism	Intermediate: Good
Leisure & Recreation	Advanced: Good
Engineering	Intermediate: Good

	Advanced: Good
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Standards in key skills

Key Skill	Sixth form
Listening	Very good
Speaking	Very good
Reading	Very good
Writing	Very good
Numeracy	Very good
ICT	Very good

The quality of education and training

Teaching and Assessment

The quality of teaching in the sixth form is good. It was at least satisfactory in all classes observed, good in 58 per cent and very good in a further 32 per cent. These are high figures. Teaching is very good in drama, science, media studies, business studies, electronics, physical education, religious studies and art. It is good in all other subjects.

Teachers have good subject knowledge and plan their lessons carefully to prepare their students thoroughly for examinations. Occasionally, teaching is too didactic, but in the vast majority of lessons, techniques are varied and sometimes innovative. Relationships with students are very good and students appreciate the atmosphere of mutual respect which prevails.

Students are encouraged to become independent learners and are given research opportunities in preparation for lessons. Objectives and assessment criteria are shared with them, so that they can plan ahead, and they receive high quality hand-outs to assist their preparation.

Students' work is consistently marked. End of unit module marking is thorough. Students are given ample opportunities to assess their own work in interviews and subject seminars. Reports to parents are detailed and refer to both current and predicted attainment.

Learning Experiences

There is a very good range of learning experiences available to students, which encourages them to join the sixth form. There is a choice of 25 AS/A2 courses and three VCE Advanced level courses for two years' study, three GNVQ Intermediate courses for one year's study, and the opportunity to study three subjects at the nearby college in 'twilight' sessions.

In addition, all students attend key skills classes, leading to qualification, in which there is a high success rate. They also all attend a well-planned enrichment programme, which incorporates personal and social education, careers education and religious education. Students are responsive in both courses and they receive a breadth of provision which also equips them with skills for their examination courses.

The wealth of extra-curricular opportunities is note-worthy. Some students are motivated to choose the sixth form for the tradition and level of success in sports, but there are activities in a vast range of other fields also. These include Young Enterprise, the Duke of Edinburgh's Award, Sony Business Challenge, Young Scientist, charity activities, debating and many subject-specific activities.

Sixth formers gain much from leadership opportunities both among their contemporaries and in helping younger members of the school. In addition to representation on the school council, sixth form social committee and charity committee, they act as prefects, librarians, mentors for Y7 classes and helpers in lessons and in reading sessions with younger pupils.

Students play a full part in the life of the school fully contributing to its activities in cultural, sporting, fund-raising and charity events. They play a large part in the eisteddfod and school production and in activities in the local community such as visiting local respite centres, hospitals and two local special schools. One notable contribution made by the students is the on-going project called the 'South African Challenge' whereby the rugby team has been on tour and has undertaken work projects in that country in aid of uneducated and poor young people.

Support and Guidance

The care, guidance and support of students are very good.

Students value the provision and the overall interest taken in them. Form tutors know their students well, relationships are very good and all students are valued as individuals. The monitoring of academic progress by the head of sixth form and assistant head of year, form tutors and subject teachers is regular and thorough. An integral part of the monitoring system is the use of target setting and self-assessment. Subject teachers give freely of their time to ensure that students have individual support in their subject areas.

Clear guidance is in place for students and parents concerning sixth form attendance arrangements and expectations. Form teachers receive cumulative monthly attendance figures for their students and will interview all students who have been identified as having a poor attendance record. A clear attendance code exists relating to home study leave for Y13 students.

Preparation for transition from Y11 into the sixth form and from the sixth form to higher education and further education is good. Arrangements are well organised and there is good information concerning the sixth form provided for all Y11 pupils and their parents. There is good liaison between the school and higher education establishments and this contributes to students' personal development and academic advancement. Students and their parents receive good informative booklets on higher education provision and there are parents' evenings to inform them of academic, financial and other considerations.

Students benefit from the close relationship the school has with Education Business Partnership and Careers Wales. The Y12 work experience programme is well organised and there are good opportunities for work shadowing in a number of professions and vocations. Opportunities exist for careers advice, attendance at careers conventions, support with completing Universities and Colleges Admission Service (UCAS) applications, mock interview programme and participation in the curriculum enrichment programme.

Leadership and management

The quality of leadership and management is very good. The school is clearly focussed on the quality of its sixth form provision and the standards which sixth formers achieve. There are targets for continuous improvement in its school improvement plan and these are translated into departmental plans which specify sixth form priorities. Both the Leadership Team and the head of sixth form provide effective leadership.

Standards, quality of provision and teaching in sixth form classes are monitored by heads of faculty on a regular basis. Students participate in self-assessment every six weeks and receive feedback on their progress. Targets for improvement are set, or at an earlier stage if there is cause for concern.

Sixth formers feel that any concerns about provision are listened to by management. The sixth form and school council give them opportunity to raise issues, and action has been taken to address council concerns. The most recent example has been a change in the sixth form uniform, suggested by the sixth form council. Students also feel that management tries hard to address individual choices over proposed subjects, to enable them to follow the programme of their choice.

The ethos and sense of community in the sixth form are strong, and students are strongly supportive of their school. Despite limited accommodation and facilities for private study, they make light of these difficulties, and commend management for doing their best to provide opportunities for them.

The efficiency of leaders and managers in using resources is good.

Sixth form teachers, many of whom have very good subject expertise, are well qualified to teach A level and AVCE courses. Teachers give generously of their time during lunchtimes and after school to support students who have missed work or do not understand topics clearly.

The quantity and quality of resources are good in almost all subject areas and these are used well. There is a good supply of textbooks, and equipment is used effectively in the learning process.

The accommodation for the teaching of students is good in all subjects. However, their common room and individual study areas are far too small for the numbers of students in Y12 and Y13. As a result, the Upper School library has to be used for individual study and this considerably restricts access to pupils in KS4. The availability of ICT during individual study in the library is limited and students have to access resources around the school.

Subjects and areas of learning

English

Standards of achievement are good.

Good features

- Students are highly articulate, presenting an argument clearly and confidently. They are extremely good listeners and share ideas well in both group work and whole class discussion.
- Students develop a wide vocabulary specific to the subject. They discuss in precise language the attitudes and values in an extract from a novel, and the tragic flaw in characters from plays set for study.
- Written work is well planned and presented. Students write creatively, develop a convincing argument and analyse characters from texts studied. At best, opinions are very clearly supported in language appropriate to the task and with due attention to accuracy of expression.

Shortcomings

- Occasionally in their written work students do not explain their views fully enough. Quotations are not explored in sufficient detail to make a point clear.

Mathematics

Standards of achievement are good.

Good features

- Year 13 students understand a range of concepts in pure mathematics, mechanics and statistics and can apply their knowledge to solve associated problems.
- The students in Y12 are making sound progress in understanding the basic concepts of pure mathematics, mechanics and statistics.
- Students' learning is enhanced by the extra-curricular sessions during lunchtimes and after school.

Shortcoming

- Students rarely use ICT to enhance their learning.

Science

Standards of achievement are very good.

Good features

- Students are very motivated and have developed into keen science students by the second year.
- Problem solving skills are well developed and are revealed in students' confident approach to answering questions verbally and on paper.
- Overall the experimental work shows an advanced level of analytical and evaluating skills, resulting in projects of a high standard.
- Many students progress to further education to study the sciences and electronics.

Shortcomings

- There are no shortcomings.

Welsh second language

Standards of achievement are good.

Good features

- Year 13 students have a good understanding of the formal written language structures and apply them in their writing tasks.
- Students can outline the main themes of conflict, love and pacifism in the video material, 'Hedd Wyn' using appropriate language.
- Students have a good working knowledge of set text and provide thoughtful, detailed oral and written responses.
- Most students read the target language with good expression and pronunciation.

Shortcomings

- A minority of students in Y12 do not persevere to use the target language constantly and some writing tasks contain some basic spelling errors.

Design and technology

Note: It was not possible to observe lessons in the subject although other sixth form subjects taught by the same teachers were observed. The judgements are based therefore on scrutiny of work and discussions with key members of the course.

Standards of achievement are good.

Good features

- Students present their work carefully and standards of functional design, as well as communication and numeracy, are good and sometimes very good.
- In a good range of making processes, students understand the properties of a wide range of materials. They use this understanding well in designing and making products.

Shortcomings

- The use of ICT for written or graphic communication although developing well is currently not as well utilised as it could be. Similarly the use of computer-assisted design software is minimal and students' skills knowledge and understanding in the use of a computer to make a product are weak. This is due to a lack of suitable high tech equipment within the design area.

Information and communications technology

Standards of achievement are good.

Good features

- Students clearly understand how ICT is used by a range of organisations to develop their design solutions for clients.
- All students are confident with a range of software appropriate to the course. They readily and confidently incorporate spreadsheets, word processing, email, and data management software in the systems they design, as for example in managing a cycle shop, a model railway shop and a video rental shop.
- Design folders show very good skills, knowledge and understanding in the way they plan product solutions and how they modify applications to be more suitable for purpose, matching the needs of potential users.
- In the practical sessions students show good confidence levels in inputting text and setting up variables and testing results. They have a good understanding of theory and know for example the shape of Pascal programming sequences and how to test constant and variable declarations. They present their work well.
- They work individually to a very good standard on their modular assignments, demonstrating good levels of skills and an underpinning knowledge and understanding of systems and procedures.
- They are able to discuss processes and evaluation issues using appropriate technical vocabulary well with their teacher and each other.

Shortcomings

- There are no significant shortcomings.

History

Standards of achievement are good.

Good features

- The majority of students produce good quality essays which provide good evidence of wide background reading and research.
- Most students analyse problems well, focusing on the particular problem posed in the question. This is supported by good interpretations of history.
- Students work confidently with sources and analyse evidence succinctly. Most are able to use their knowledge and evidence from sources to construct opposing arguments when dealing with historical problems.

Shortcomings

- There are no significant shortcomings.

Geography

Standards of achievement are good.

Good features

- Students can draw from a range of case studies to enhance their written answers and to provide specific evidence.
- Students apply theories and ideas to new situations and environments with confidence.
- Students exploit their research skills to full effect when using maps, video footage, text and photographs. They individually access websites, outside the lessons, to research and expand on their notes.
- Students can use PowerPoint to present papers and assignments in class.
- They produce coursework of a very sound standard, using many high order skills.

Shortcomings

- Students have little opportunity to access information via ICT in the lessons and so cannot fully develop their research skills.
- Students are very reserved in the lessons and will only participate when directly invited to do so.

Geology

Standards of achievement are good.

Good features

- Students can discuss complicated issues using pertinent terminology, showing firm knowledge and understanding.
- Their research skills are developing well. They can use diagrams, text, data, maps and photographs to analyse, speculate and predict events.
- Students can identify previous processes, activities and events based on current evidence. They can analyse and evaluate events in a meaningful manner.
- Students undertake a wide variety of tasks with enthusiasm and with commitment. They answer past examinations papers with confidence.
- The quality of the students' practical investigation is good.

Shortcomings

- Students have very little access to ICT during the lessons and so their research skills are restricted in this area.

- Answers tend to be brief and lack development.

Modern foreign languages

Standards of achievement are good.

Good features

- Students listen and concentrate well so that their responses are focused and relevant.
- They read well and later make good use of the new language and information acquired.
- They write well at length; the ablest produce good essays using a good range of structure and idiom. Where appropriate they present and justify their arguments well.

Shortcomings

- Few students speak at length with sustained confidence.
- Some students do not write with sufficient care so they make elementary mistakes which spoil otherwise good work.

Art

Standards of achievement are very good.

Good features

- Students display a very mature attitude to all aspects of their learning. They show great commitment in researching and developing their ideas.
- They can work independently with confidence, and discussions with teachers and peers show perception and focus.
- Original ideas and development sketches towards final ideas are well-annotated in sketchpads and A2 folios. Drawing and analytical skills are very well developed. Presentation of work is very good.
- Each assignment folio contains considerable relevant and useful reference to the work of other artists.
- Final pieces, often in three dimensions, display high levels of practical skill in the chosen medium.

Shortcomings

- There are no shortcomings.

Music

Standards of achievement are good.

Good features

- Students are able and experienced performers. Most perform with conviction and a very good sense of style.
- Students, in general, have a good understanding of the techniques involved in style composition. The free composition by an Y13 student shows imaginative treatment of ideas and an understanding of the chosen genre and style.
- Personal researched notes and essays by students demonstrate good knowledge and understanding of the technical and stylistic features of set works and historical aspects of the music being studied.

Shortcoming

- Aural perception skills are uneven and not always secure.

Physical education

Standards of achievement are very good.

- Many students demonstrate depth of knowledge, understanding and skill in the subject. They consistently apply theory to practice in a variety of challenging situations.

- Students have a very good understanding of the speed with which the body responds to different stimuli in a practical context.
- Most students apply their prior learning very effectively and have a good understanding of how attitudes in society impact on sporting performance.
- Written work is very well organized. The best portfolios are outstanding and demonstrate high levels of understanding and analytical skills.
- Most students work confidently in small groups, sharing their opinions, analysing their response and consistently selecting relevant information to answer questions.

Shortcomings

- A few students have difficulty providing extended answers that demonstrate their knowledge and understanding of the work being covered.

Religious Education

Standards of achievement are good.

Good features

- Sixth form students benefit from an enrichment programme which provides them with a good knowledge of religious and moral issues in contemporary society in accordance with the agreed syllabus.
- Students have a secure and developing knowledge of the causes of violence in society and are able to discuss various competing approaches to punishment. All students are aware of the complexities of such issues and several able students show a sophisticated understanding of the way in which the media influences popular opinion.
- Many students are developing a high level of critical reflection and can express their own opinions confidently. They exercise good listening skills and can respect the opinions of others while not necessarily holding those opinions themselves.

Religious Studies

Standards of achievement are very good.

Good features.

- A significant number of very able students follow an in depth study of Hinduism, Judaism and Ethics to AS and A2 levels.
- All students benefit from target setting based on their prior attainment at KS4 and the day-to-day assessment of their work. A significant number exceed their targets.
- Students gain a secure knowledge and understanding from a wide range of teaching methods.
- They are able to narrate, explain, describe, analyse and compare features of religious belief and practice and human experience.
- Students show a good understanding of assessment objectives and marking criteria and apply these well to evaluating their answers and planning assignments. They are confident orally and in writing, in detail and at length.

Shortcomings

- There are no shortcomings.

Drama

Standards of achievement are very good.

Good features

- All students can maintain objectives in their performances and devise and use appropriate asides.

- Students can analyse performers' thoughts and feelings using appropriate language.
- Students can transfer skills into other contexts, maintaining belief factors.
- Students' written assignments are thoughtful and well-planned. Most coursework tasks demonstrate thorough research and planning.

Shortcomings

- There are no shortcomings.

Politics

Standards of achievement are good.

Good features

- Students have a good knowledge and understanding of the topics being studied.
- Students have good recall of a wide range of issues, including the role of current leaders in varying situations.
- Students apply their knowledge and understanding in a variety of situations and are confident to debate their views within the class.
- Students make good use of research and written work is of a good standard.

Shortcomings

- There are no significant shortcomings.

Business studies

Standards of achievement are very good.

Good features

- Students have a good understanding of the issues considered within business and the influence that business has on others.
- They have a good recall of topics studied, including division of labour, cash flow and inflation.
- Students are able to apply their knowledge and understanding in a variety of situations.
- They analyse economic data and use their findings to very good effect.
- Students make good use of ICT to research effectively and produce assignments of a high quality.

Shortcomings

- There are no shortcomings.

Media Studies

Standards of achievement are very good.

Good features

- Students analyse media texts in detail and with very good understanding. In groups, they collaborate effectively, sharing ideas and listening well to one another.
- In written and oral work, students use media language appropriately. They discuss how youths are presented in film, and identify genre in a film clip, conveying their views with great precision.
- Students make very good use of computers to tabulate their survey findings in pie charts and bar graphs. The accompanying commentary is well thought out and accurately expressed.
- In coursework, students analyse magazine covers and discuss how film trailers raise audience expectations. They substantiate their arguments with close reference to the media text and produce very good evaluations of their own work, showing a mature self-awareness.

Shortcomings

- There are no shortcomings.

Sociology

Standards of achievement are good.

Good features

- Students have a good knowledge and understanding of the topics being studied.
- Students understand the principles, the approaches to studying sociology, and the way in which sociologists work.
- Students are confident in the conceptual basis of their studies and engage productively in wide ranging discussions.
- Written work is generally well planned and presented.

Shortcoming

- Information and communications technology skills are underdeveloped in research and presentation of work.

Electronics

Standards of achievement are very good.

Good features

- Students produce final projects of a high standard.
- One project in particular was of an exceptional quality.
- Students make very good progress and many continue their studies in higher education.

Shortcomings

- There are no shortcomings.

Home Economics

The present cohort pursues the textiles option.

Standards of achievement are good.

Good features

- Designs in coursework folios are well supported by fashion and inspirational sketch books.
- A good range of reference and source material, including the Internet, are well used to research and produce good, original design ideas.
- Scientific investigations of the properties and characteristics of fibres and fabrics help students make informed choices.
- The standard of practical outcomes is generally good, with some very good examples.

Shortcomings

- Despite successfully completing creative practical elements and related theory work, the community and consumerism unit topics are insufficiently well researched for A-level examinations.

Vocational Education

GNVQ Intermediate and VCE Advanced Health and Social Care

Standards of achievement are good.

Good features

- Students link theory to realistic practical situations; during work placements and visits they gain valuable first hand experience and increased self-confidence.
- Generally, students have a good understanding of the requirements of their vocational area of study and appropriate research methods.
- Their understanding of nutrition is good, and appropriately applied when planning healthy diets for a range of situations including health and social care settings.
- Students have a satisfactory understanding of the theories of Piaget and Skinner, for example, and the more able make good reference to these in their child study.
- The most successful reports reveal comprehensive research, detailed discussion, which shows an understanding of the needs of clients, well-analysed and presented statistical information, clear recommendations and realistic conclusions.
- Overall, students participate effectively during group discussion; they use a range of presentation techniques, including PowerPoint.
- Numeracy skills are well used to complete dietary analysis for example.
- Students benefit from well annotated teacher assessment, which helps identify strengths, weaknesses and ways of progressing to a higher level. Around 66 per cent of the VCE students achieved results above their predictions.

Shortcomings

- At present, some students do not work effectively as independent learners.
- A few, less satisfactory, case studies are inadequately researched and students do not consistently refer to their chosen setting in assignment reports.

Engineering Intermediate

Standards of achievement are good.

Good features

- The majority of students have a good understanding of the mechanical structure of motor vehicles in relation to chassis, engine and other components.
- They can apply to a range of applications their knowledge and understanding of the properties of components and readily make comparisons with old and new technologies in for example sub frames and suspension systems.
- Students use ICT well to research their projects.

Shortcomings

- A small minority of students show an uncertain recall of key points relating to vehicle construction.

Engineering Advanced

Standards of achievement are good.

Good features

- The majority of students have a good understanding of the more complex principles considered in the programme of study.
- They can apply to a range of applications their knowledge and understanding of the properties of components, and their function in sub-systems.
- The majority of students in Y13 are making good progress in the development of their final projects.
- During the inspection, students' use of ICT for investigating an electrical circuit proved effective and consolidated their knowledge and understanding effectively.

Shortcomings

- A minority of students show an uncertain recall of key principles when investigating the properties of electrical circuits.

GNVQ: Leisure and Tourism - Intermediate level and Leisure and Recreation - Advanced

Standards of achievement are good.

Good features

- Most Y12 students have a good understanding of the leisure industry. They work confidently in groups when planning projects and readily share each other's ideas.
- Year 13 students understand how to modify their coaching practice when working with children of different levels of practical ability.
- Most students understand how to improve the quality of their written work and make good progress.

Shortcomings

- A few less able students rely heavily on worksheets provided by the teacher. As a result their written work lacks the necessary planning, organisation, research and target setting expected at this level.

Recommendations

Continue to improve the accommodation and ICT resources for sixth formers.

Appendix

Basic Information

Name of School	Brynteg Comprehensive School
School type	County
Age-range of pupils	11-19
Address of school	Ewenny Road Bridgend
Post-Code	CF31 3ER
Telephone Number	01656-641800

Headteacher	Dr Christopher Davies
Date of appointment	September 1991
Chair of Governors	Mr P Brooks
Registered Inspector	Miss Glynis Owen
Dates of inspection	29 September – 3 October 2003

B. Results of Public Examinations

For pupils aged 16, 17 and 18, results in A/AS, GNVQs and NVQs			
Number of pupils aged 16, 17 and 18 in January 2002: 168			
Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2002: 164			
Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2002: 16			
	School	UA	Wales
Percentage of pupils entered who achieved 2 or more grades A-C	67	65	66
Percentage of pupils entered who achieved 2 or more grades A-E	93	92	94
Average points score per candidate	21	20	20
Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2	3		
Number of pupils who achieved a GNVQ Advanced or NVQ at level 3	0		

C. The evidence-base for the inspection of the sixth-form

- 84 classes were observed, covering all curricular areas, Key Skills and the Enrichment course.
- Inspectors held discussions with the head of sixth form, with the leadership team and with all heads of department.
- Inspectors scrutinised work in all subject areas.
- The registered inspector met a group of Y12 and Y13 students formally.
- Inspectors scrutinised documentation relating to the sixth form before and during the inspection.