

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

A Report on the Quality of Education in

**Ynysawdre Comprehensive School
Heol yr Ysgol, Tondu, Bridgend,
CF32 9EL**

School Number: 6724074

Date of Inspection: 03/11/08

by

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Ynysawdre 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 Ynysawdre Comprehensive School took place between 03/11/08 and 07/11/08. An independent team of inspectors, led by Peter Guy Carter undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, 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. Ynysawdre Comprehensive School is a co-educational, 11-18, community school on the outskirts of Bridgend. There are 866 pupils and students on roll, compared to 929 in 2002 when the school was last inspected. There are 163 students in the sixth form compared to 99 at the last inspection.
2. The catchment area is one of the most socially and economically deprived areas in the County Borough of Bridgend and contains three 'Communities First' wards. Approximately half of the pupils and students come from areas of deprivation. The rest come from areas which are neither particularly prosperous nor disadvantaged. About 25% of pupils are entitled to free school meals. This figure is above the national average. Few learners come from ethnic minority backgrounds.
3. The full range of ability is represented in the school but there is a relatively high proportion of learners with lower levels of ability. Around a third of pupils enter the school with a reading age more than two years behind their actual age. Nine pupils have statements of special educational needs (SEN). A further 154 are on the Additional Learning Needs (ALN) register. The Learning Resource Base (LRB), which supports pupils with motor and hearing impairment, was recently extended to house 11 pupils with moderate learning difficulties (MLD).
4. The school is reducing in size. As a result, consultations on proposals by Bridgend County Borough Council, the local education authority (LEA), for amalgamation with a neighbouring school have begun. This school and the neighbouring school already run a joint sixth form.
5. Bridgend County Borough has recently been the focus of media interest in connection with incidents of young people self harming and taking their own lives. This has particularly affected the school's catchment area.

The school's priorities and targets

6. The school's aims, values and expectations are reflected in its motto, BEST, Behaviour, Effort, Success and Trust. The School Development Plan (SDP) 2008-2009 contains targets in nine areas. These are:
 - raise standards in specified subjects;
 - improve assessment, recording and reporting;
 - improve behaviour and the management of behaviour;
 - raise standards in Key Stage (KS) 3 through an improved curriculum structure;
 - improve guidance and support through the mentoring programme and Year (Y) 7 learning coaches;

- develop provision for compulsory religious education in the sixth form;
- continue school improvement during a time of falling rolls;
- develop increasingly effective self evaluation; and
- develop and maximise the use of resources.

Summary

7. Ynysawdre Comprehensive School is a good school. There are outstanding features in the range of learning experiences it provides, the quality of its care support and guidance for learners and in the efficiency with which it manages its resources. The inspection team agreed with every grade awarded by the school in its self-evaluation report (SER).

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

8. Grades awarded for standards in the six subjects inspected are set out below.

Subject	KS3	KS4	6 th form
Welsh second language	2	3	-
Mathematics	2	2	1
Modern foreign languages	3	-	-
Geography	2	2	2
Music	2	2	2
Religious education	2	1	2

9. The following table shows the percentages of grades awarded for standards at each stage, and in stages combined in 62 lessons observed in the six subjects.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	9%	60%	29%	3%	0%
KS4	16%	63%	21%	0%	0%
KS3 and KS4	11%	61%	26%	2%	0%
Sixth form	13%	87%	0%	0%	0%
Whole school	11%	65%	23%	2%	0%

KS3 and KS4

Standards

10. Results in statutory assessments and external examinations are generally good. At KS3, the most recent results in the core subjects are around, or slightly below local and national averages. They compare well with results in similar schools. Attainment at KS4 is higher than at KS3. At KS4, it compares more favourably with local and national averages, and with attainment in similar schools. There is an underlying upward trend in performance.
11. Standards in the six subjects inspected in detail are at least good with no important shortcomings at both stages except in modern foreign languages at KS3 and Welsh second language at KS4 where good features outweigh some shortcomings. Modern foreign languages are not studied at KS4. In religious education at KS4, standards have outstanding features.
12. Standards of achievement in the 54 lessons observed in the six subjects are also generally good. There are significant shortcomings in just over a quarter of lessons but in almost all of these lessons, the good features outweigh the shortcomings. Standards of achievement are a little higher at KS4 than KS3.
13. Standards are at least good with no important shortcomings in all key skills, although a few pupils are a little hesitant in using their speaking skills in lessons. Pupils' bilingual competence has good features which outweigh some shortcomings. They make insufficient use of their Welsh language skills in many lessons.
14. Almost all pupils, including those with ALN, achieve good standards and make good progress in relation to their abilities. There are no significant differences in the standards achieved by boys and girls. A few pupils of average and slightly below average ability achieve less well.
15. Nearly all pupils have particularly high levels of awareness of equal opportunity issues and show respect for diversity within society. They make good progress in their spiritual, moral social and cultural development.
16. Most pupils have good personal and social skills. They behave well in lessons and around the school. These pupils work hard in class and have positive attitudes to learning. A few pupils occasionally behave less well and disturb the learning of others. Attendance is below the average in similar schools and below the level reported at the last inspection. Although the majority of pupils arrive punctually to lessons a significant minority arrive late too often. These are causes for concern.

The quality of education and training

17. In nearly four-fifths of lessons teaching is at least good with no important shortcomings. Most teachers establish good working relationships with pupils and support them well in their learning, both within and outside of lessons. Many make good use of relevant contexts to secure pupils' interest and enhance their understanding. Lessons are nearly always planned well with clear objectives that are shared with pupils. Most teachers are aware of pupils' individual needs and monitor and review their progress well.

18. There are significant shortcomings in a small minority of lessons. These occur predominantly in certain classes of pupils of middle to lower ability where teaching methods and learning activities are not matched well enough to pupils' needs. They also occur in the teaching of modern foreign languages at KS3 and Welsh second language at KS4.
19. Pupils are assessed regularly throughout the year and their achievement grades are recorded highly systematically on a whole-school database. The database has many very impressive features and has been refined continually to make it more useful and easily accessible to teachers.
20. In most subjects, teachers assess pupils' achievements accurately. They provide helpful feedback that identifies pupils' strengths and aspects for improvement. Pupils are involved purposefully in self-assessment in many subjects. This helps them understand how their performance could be improved. There is, however, too much inconsistency in the quality of marking in a few subjects.
21. Annual reports to parents and carers are of a very good consistent format. They provide detailed information about courses and summarise pupils' academic and personal progress. In a minority of cases comments are too general and targets for improvement are unclear.
22. The curriculum has outstanding features. It is flexible and accessible and gives learners the opportunity to achieve accreditation. Learning Pathways 14-19 option menus include a wide range of vocational and traditional subjects. The development of vocational options is an outstanding feature. The curriculum meets well learners' interests, abilities and learning styles. French is included in KS4 options but no pupil has chosen to study it at KS4 at present.
23. The school's extensive extra-curricular programme is outstanding. The wide range of activities enriches pupils' learning and personal development. The Duke of Edinburgh's award scheme is particularly successful with pupils achieving very well at all levels.
24. Work-related education (WRE) and careers advice are of good quality. There are extensive and productive links with local employers. The school has responded well to the needs of employers by establishing new and successful vocational courses.
25. The school ensures equality of access and tackles social disadvantage and stereotyping exceptionally well. The complementary curriculum at KS4 supports pupils at risk of disaffection very effectively and gives them a sense of achievement.
26. The quality of care, guidance and support that pupils receive is good with outstanding features. Support arrangements are a priority. Progress managers and learning coaches are part of a cohesive pastoral structure. This is reinforced by the valuable contribution of the school counsellor and trained peer mentors. Links with outside support agencies are outstanding.

27. There is a firm focus on the engagement of parents in all aspects of school life. This is an outstanding feature. The school is the first in Wales to be awarded the Investors in Families Quality Mark.
28. The school's very strong pastoral and curricular links with partner primary schools have outstanding features. Pupils receive relevant advice and guidance in Y9 and Y11 on appropriate vocational and academic pathways. This is further reinforced by good careers advice from Careers Wales.
29. Access to personal support and guidance for individual pupils is outstanding. They have access to specialist advice. Emotional and mental welfare is a priority. This is reinforced by the 'We All Support Pupils' (WASP) Life Skills programme. Concern for pupils' well-being is reflected in the very secure child protection procedures which have been tried and successfully tested in recent months. The school has gained the Phase 4 Healthy Schools' award.
30. Aspects of provision for ALN have particular strengths. The integration of pupils with ALN into all aspects of school life is outstanding. Identified pupils receive carefully planned and structured literacy and numeracy support. There is, however, insufficient Learning Support Assistant (LSA) support for some pupils with ALN in mainstream classes.
31. The LRB is successful in supporting and managing both the learning and social needs of pupils with hearing impairment, motor impairment and MLD. They are fully included in school life and are taught alongside their peers in mainstream classes with support.
32. The school's emphasis on equal opportunities is outstanding. All pupils are encouraged to take part in all aspects of school life. The Raising Attainment and Individual Standards in Education (RAISE) programme provides outstanding curriculum support for pupils from disadvantaged backgrounds and for parents in the community. Targeted pupils show evidence of improved achievement across the curriculum.
33. The school uses a range of strategies and assistance from outside agencies to support pupils with behavioural difficulties. Pupils and parents have been actively involved in developing the anti-bullying policy. Recognition and respect for cultural diversity have outstanding features. The school has been recognised for its fund raising by winning the "Giving Nations Award". Links with African schools reinforce this understanding of diversity.

Leadership and management

34. The headteacher provides strong and effective leadership. His wisdom, ability and extensive experience are highly respected by the members of the school community. He receives excellent support from a committed Senior Leadership Group (SLG) whose members have a wide range of expertise. Together they give clear strategic direction to the work of the school. They have been especially effective in managing the impact of recent difficult situations in the community served by the school.

35. The headteacher and SLG have clear values and high expectations. These are reflected in the school's motto, 'BEST – Behaviour, Effort, Success and Trust'. In almost all cases, leaders and managers promote these aims and equality of opportunity for all learners very effectively. In a few departments, however, the management of subjects is less successful in promoting effort and success.
36. The governing body (GB) contributes well to the school's leadership. Its members are well informed about the work and achievements of the school. They provide good support. In all major respects, governors meet their legal and regulatory responsibilities. There are, however, a few minor omissions from the most recent GB report to parents.
37. Leaders and managers know their school well. Departmental reviews by the SLG are rigorous, accurate and reliable. Recommendations are implemented and progress is monitored. Systems of self-evaluation are linked closely to planning cycles and are effective in bringing about improvement. In a few departments, however, outcomes of self-evaluation are not precise enough.
38. The development of self-evaluation processes has been managed very well. Teachers have been trained well and understand the importance of teamwork in gathering evidence and setting targets for improvement. The school takes appropriate account of the views of pupils, staff members and parents through surveys and ongoing initiatives such as the Transition Project.
39. There is a very close relationship between evaluation findings and priorities identified in development plans. Links between departmental and whole-school development plans are similarly close. This owes much to the effective role of senior leaders in supporting the work of individual departments. However, the intended outcomes in a few development plans are not precise enough to be easily measured.
40. The school manages its budget extremely well and allocates resources to support development priorities. There is clear evidence of systematic self-evaluation and development planning leading to improvements in teaching and pupils' performance, particularly at KS4.
41. Good progress has been made in addressing the key issues for action identified in the report of the previous inspection.
42. Leaders and managers use resources very efficiently. There are sufficient appropriately qualified teachers to teach all aspects of the curriculum. Teachers are supported well by very efficient teams of administrative, learning support and technical staff. A good range of learning resources meets pupils' needs.
43. The school buildings and grounds provide an environment which is conducive to learning. The design and technology department, library, hairdressing suite and building craft centre are particularly good examples of ways in which accommodation has been adapted to meet the needs of pupils and the vocational curriculum.

44. The Support Department, resulting from a workforce remodelling exercise, created to provide all the support functions in the school makes an exceptional contribution to the efficiency of use of school resources. It has enabled the school to improve the cost-effectiveness of its maintenance and Information Communications Technology (ICT) support whilst releasing members of the SLG to undertake more teaching.
45. The implementation of Learning Pathways 14-19 has resulted in sixth-form numbers rising whilst numbers in the main school have fallen. This has increased the opportunities for pupils throughout the school and facilitated more efficient use of resources. These two initiatives have proved to be outstanding value for money.

Sixth form

Standards

46. Attainment in the sixth form is generally good. Although in most subjects relatively few students achieve the highest grades, the great majority complete courses successfully. They achieve standards which are good in relation to their abilities.
47. Standards in those subjects inspected which are studied in the sixth form are good with no important shortcomings. In mathematics they have outstanding features. No students study a modern foreign language or Welsh second language at present. In all lessons observed, standards have good features and no important shortcomings and, occasionally, outstanding features.
48. Most students show increased maturity and accept more responsibility. Many use their personal and social skills well to assist younger pupils. These students are good role models. Most students show good levels of interest and enthusiasm in their learning. They study more independently in many subjects.
49. Although most students attend lessons punctually and well, a few have unsatisfactory records of attendance and punctuality.

The quality of education and training

50. Teaching is nearly always at least good. Teachers establish strong working relationships with students and provide good support for them, both within and outside lessons. They have good knowledge of their subjects and apply this well to enrich students' learning.
51. Students' work is assessed regularly and systematically. Nearly all teachers provide detailed written feedback on students' assignments throughout the school year. Students are involved purposefully in assessing their own progress in most subjects. This gives them a clear awareness of their strengths and areas for improvement.

52. Students follow a wide range of courses which prepare them effectively for higher and further education, training and employment. Welsh second language and French are included in the options but no student has chosen to study these languages.
53. The quality of care, guidance and support for sixth form students has outstanding features. The quality of guidance and advice given to Y11 pupils when they choose subjects to study in the sixth-form is a significant strength. The school publishes useful and comprehensive booklets to help them and their parents make choices. The induction arrangements are reinforced by careers advice of very good quality.
54. Students in Y12 contribute effectively towards the 'Toe-by-Toe' literacy initiative. They not only provide constructive support but also develop good relationships with the younger pupils.

Leadership and management

55. The management of the sixth form is effective. The newly appointed progress manager of Y13 provides good support for students and colleagues. Well managed and effective systems of self-evaluation and development planning are operated in the sixth form. The efficiency with which leaders and managers use resources matches that of the rest of the school.

Recommendations

In order to build on the progress made, the school should implement the following recommendations.

- R1 Address shortcomings in standards, teaching and leadership in modern foreign languages and Welsh second language.
- R2 Continue to devise and implement strategies to improve attendance and punctuality.
- R3 Continue to develop and refine procedures for managing pupils' behaviour.*
- R4 Increase levels of LSA support for pupils with ALN in mainstream classes.
- R5 Further develop self-evaluation so that it focuses more precisely on learning and teaching.*

*These recommendations are addressed in the current SDP.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

56. This grade matches the grade in the school's self-evaluation report.

KS3 and KS4

57. At KS3, in three of the last four years attainment in the core subjects, English, mathematics and science, was around or slightly below local and national averages. In English, results have been consistently good. Results in mathematics and science have been more variable. The Core Subject Indicator (CSI), the percentage of pupils who gain National Curriculum (NC) level five in all three core subjects, has also fluctuated. Attainment was at its lowest in 2007 but improved significantly in 2008.
58. In comparison with schools where a similar proportion of pupils are entitled to free school meals, recent results at KS3 are mainly good. In 2008, English results and the CSI were significantly higher than the average in similar schools. In the same year, results in science were above the average in similar schools whilst mathematics results were a little below the average. In most key indicators of performance, recent results reflect an upward trend.
59. At KS4, attainment in General Certificate of Secondary Education (GCSE) examinations is good by comparison with local and national averages in most key indicators of performance. In particular, the percentage of pupils gaining five or more A* to C grades has risen in each of the last four years. The percentage of pupils who achieve the CSI has also risen significantly in the same period. Analyses of results indicate that performance is in line with, or slightly higher than expectations based on pupils' abilities and prior attainment.
60. Standards in the six subjects inspected have good features and no important shortcomings except in modern foreign languages at KS3 and Welsh second language at KS4. No pupils study modern foreign languages at KS4. Standards have outstanding features in religious education at KS4. The standards achieved at each key stage in the six subjects are set out in the table below.

	KS3	KS4
Welsh second language	2	3
Mathematics	2	2
Modern foreign languages	3	-
Geography	2	2
Music	2	2
Religious education	2	1

61. Almost all pupils, including those with ALN, achieve good standards. A few pupils of average and slightly below average ability achieve less well. There are no significant differences in the standards achieved by girls and boys.
62. Standards of achievement in the 54 lessons observed in the six subjects are also generally good. Standards are a little higher and there are fewer shortcomings at KS4 than at KS3. The percentages of grades awarded at each stage, and in the two key stages combined, are set out in the table below.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	9%	60%	29%	3%	0%
KS4	16%	63%	21%	0%	0%
KS3 and KS4	11%	61%	26%	2%	0%

63. At KS3, the proportion of lessons where standards were awarded grade one or grade two is three points lower than the corresponding KS3 figure for all secondary schools inspected in Wales in 2006 – 2007 as reported by the Chief Inspector in his most recent annual report. In the Chief Inspector's Annual Report, 29% of lessons were awarded grade three or grade four for standards compared to 32% in this inspection.
64. At KS4, the proportion of lessons where standards were awarded grade one or grade two is eight points higher than the corresponding KS4 figure from the Chief Inspector's Annual Report. The percentage of lessons where grade one was awarded is two points higher than the national figure. The percentage where grade two was awarded is six points higher.
65. These figures show that significant improvements have been made since the last inspection. In the previous inspection, the two highest grades were awarded for standards in 56% of lessons with most good work occurring in the sixth form. In this inspection, standards were judged to be grade one or grade two in 72% of lessons at KS3 and KS4.
66. Standards are at least good with no important shortcomings in all key skills. In many lessons, and particularly those with practical learning activities, pupils demonstrate good thinking skills. Pupils communicate well using the English language although a few are a little hesitant in using their speaking skills in lessons. Pupils apply their mathematical and ICT skills well in many lessons.
67. Pupils' bilingual competence has good features which outweigh some shortcomings. It is a little better at KS3 than at KS4. Pupils demonstrate better listening and reading skills in Welsh than the more active skills of speaking and writing. However, at both key stages, pupils make insufficient use of their Welsh language skills in many lessons.
68. Most pupils of all abilities, including those with ALN make good progress in learning. A few, mainly of average and slightly below average ability, make slower progress. The attainment of the great majority of pupils by the end of KS4 shows very good progression when compared to their abilities on entry.

Most pupils have a good level of understanding of how well they are doing, how they could make progress in subjects and lessons and their target grades.

69. Most pupils have good personal and social skills. They behave well in lessons and around the school. These pupils work hard in class and have positive attitudes to learning. They show interest in their work and are well motivated. A few pupils behave less well in lessons. They are less engaged in learning activities and disturb the learning of others.
70. Pupils have good relationships with teachers and each other. They work together well and show respect for different beliefs and views. They understand the importance of equality and diversity. They are polite and welcoming to visitors. These qualities and values help generate a good environment for learning and prepare pupils to participate in the wider community. Pupils make good progress in their spiritual, moral social and cultural development.
71. Attendance is below the average in similar schools. Requirements for recording attendance of Y11 pupils on study leave have changed since the last inspection so direct comparisons are insecure. Nevertheless, attendance is lower than the level reported then. The majority of pupils arrive punctually for lessons and at the start of the school day but a significant minority arrive late too often. Despite the school's efforts to discourage unnecessary absence or lateness, attendance and punctuality remain causes for concern.

Sixth form

72. Attainment in the sixth form is generally good. Although in most subjects relatively few students achieve the highest grades, most students complete their courses successfully. They achieve standards which are good in relation to their abilities.
73. In most cases, students make good progress towards achieving their agreed learning targets. Teachers monitor their progress carefully and regularly. As a result, most students are aware of their level of performance in relation to examination grades. They know what they need to do in order to make progress.
74. Two of the six subjects inspected, modern foreign languages and Welsh second language, are not studied in the sixth form at present. Performance in the other four subjects has good features and no important shortcomings. In mathematics, standards achieved have outstanding features.
75. The grades awarded for standards in eight lessons inspected are set out in the table below.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Sixth form	13%	87%	0%	0%	0%

76. In comparison with the corresponding figures in the most recent annual report of the Chief Inspector, these figures are very good. The percentage of lessons where standards were judged to be grade one or two is 17 points higher than the national figure. They should, however, be considered with great caution because their reliability is constrained by the unusually small sample.
77. Overall, students' standards in key skills have good features and no important shortcomings. They make good progress in developing their skills beyond the levels achieved at KS4. They apply these skills well in almost all lessons. Although almost all students have a sound basic understanding of the Welsh language they seldom demonstrate their bilingual competence.
78. In most cases students adjust well to the increased demands of learning in the sixth form. Most students show good levels of interest and enthusiasm in their learning. They study more independently and make good progress. They are well prepared to move on to the next stage of learning in further or higher education or to seek employment.
79. Most students show increased maturity and accept more responsibility. They have well developed personal and social skills. Many use these skills well to assist younger pupils. These students are good role models. Sixth-form students make important contributions to the school community, taking leading roles in activities such as fund raising.
80. Although most students attend lessons well and are punctual, a few have unsatisfactory records of attendance and punctuality.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

81. This grade matches the grade in the school's self-evaluation report.

KS3 and KS4

82. The following table shows the overall grades awarded for the quality of teaching and assessment in the 54 lessons observed in the six subjects inspected.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3 and KS4	17%	55%	26%	2%	0%

83. In addition to these, a further 20 lessons were observed in other subjects across the curriculum. The following table shows the overall grades awarded in all 74 of the lessons observed.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3 and KS4	20%	58%	19%	3%	0%

84. These figures match very closely those from other secondary schools inspected in Wales in 2006 - 2007. The proportion of lessons that are at least good with no important shortcomings is two points higher than the national figure. The proportion of lessons where good features outweigh shortcomings is two points lower than nationally. These illustrate good teaching.
85. In the six subjects inspected teaching has outstanding features in mathematics and religious education at KS4. There are good features and no important shortcomings in the teaching of music and geography at both key stages and in Welsh second language, mathematics and religious education at KS3. Good features outweigh shortcomings in teaching in French at KS3 and in Welsh second language at KS4.
86. Teachers have good subject knowledge and most apply this well in lessons. Many make constructive use of real-life situations to make their subjects more accessible to pupils. In most cases this is successful in securing the interests and attention of many pupils and in enriching their knowledge and understanding. Many teachers make skilful use of questions to gauge pupils' knowledge. In the best lessons teachers use questions very skilfully to probe pupils' levels of understanding.
87. Most teachers establish good working relationships with pupils and support them well, both within and outside of lessons. They encourage pupils to achieve their best and set high expectations for them. Across the school there is a good degree of trust and respect between pupils and teachers which has a positive impact on most pupils' attitudes to their work.
88. Lessons are nearly always well planned. Most have appropriate objectives that teachers communicate clearly to pupils. They are usually well structured and progress at a good pace. In most lessons teachers select activities that are matched well to pupils' needs and provide appropriate levels of challenge for them. Teachers often conclude lessons well by using questions to check pupils' knowledge and understanding of learning objectives. There is good use of homework in many subjects to consolidate and extend pupils' learning.
89. Teaching is successful in promoting equality of opportunity for all pupils. Pupils of all abilities and from all backgrounds are treated with sensitivity and are supported very well in all aspects of school life.
90. Teaching provides pupils with the opportunity to enrich their bilingual skills in Welsh lessons at both key stages. This is also reinforced in a few subjects and in a few form periods. Apart from these, however, teaching provides limited opportunities to promote pupils' bilingual skills across the subjects of the curriculum.
91. There are significant shortcomings in a small minority of lessons. These occur mainly in certain classes of pupils of middle to lower ability, particularly at KS3,

where teaching methods and activities are not matched well enough to pupils' needs. As a consequence of this, pupils are not challenged sufficiently and lose interest and attention in lessons.

92. There are also significant shortcomings in the teaching of French at KS3 and Welsh second language at KS4. In many cases this is because pupils do not have enough opportunities to practise their skills in using the target language.
93. Pupils are assessed regularly throughout the school year and a range of benchmark data is used purposefully to set targets for pupils based on potential GCSE performance. Subject departments provide assessment grades in a format which is consistent across the school. In most years these take place each half term. The achievement grades are recorded highly systematically on a whole-school database which is used well to monitor pupils' progress across all subjects. The database has many very impressive features and has been refined continually to make it more easily accessible to teachers.
94. Most subjects assess pupils' achievements accurately. Teachers provide pupils with helpful feedback that identifies strengths and aspects for improvement. In many subjects pupils are involved purposefully in self-assessment and this gives them a very good awareness of aspects for improvement. There is, however, some inconsistency in the quality of marking in a few subjects.
95. The school has worked very well with partner primary schools over a number of years. As a consequence of this there has been very good progress in establishing moderation procedures to improve the accuracy of teacher assessments of NC levels. This is particularly strong in the core subjects and is developing well in foundation subjects.
96. All statutory requirements for assessment and reporting on NC subjects are met and teaching also fulfils the regulations of examining boards.
97. Annual reports to parents and carers are of a very good consistent format. They provide detailed information about courses and summarise well a pupil's academic and personal progress. There is, however, too much inconsistency in the quality of comments from subject teachers. In a minority of cases they are not specific enough to the subject and targets for improvement are unclear.

Sixth form

98. The following table shows the overall grades awarded for the quality of teaching and assessment in eight lessons observed in the subjects inspected. They are, however, only based on four subjects as modern foreign languages and Welsh second language are not taught in the sixth form at present.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Sixth form	13%	87%	0%	0%	0%

99. In addition to these, a further six lessons were observed in other subjects. The following table shows the overall grades awarded in all 14 observed lessons.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Sixth form	14%	79%	7%	0%	0%

100. Teaching has good features and no important shortcomings in nearly all lessons. In one seventh of lessons teaching has outstanding features.
101. In the six subjects inspected, teaching has outstanding features in mathematics. There are good features and no important shortcomings in the teaching of geography, music and religious education.
102. Teachers have good subject knowledge and use this very well to stimulate and challenge students' knowledge and understanding. They provide very good support for them both within and outside of lessons. There is a high degree of mutual respect and trust between teachers and students which plays an important part in enriching learning.
103. Lessons are well planned. In nearly all cases they progress at a good pace and teachers use questions very well to challenge and extend students' knowledge and understanding. Most teachers encourage students to play an active part in their learning and provide good opportunities for them to share their ideas with others and to work independently.
104. Students' work is assessed regularly and systematically. A consistent format is used across the school. Subject teachers assess students' progress at intervals throughout the school year using grades based on potential future examination performance. These are used well to monitor progress and are understood clearly by students.
105. Nearly all teachers provide detailed written feedback on students' assignments throughout the year. Students are involved purposefully in self-assessing their own progress in most subjects. This gives them a clear awareness of their strengths and aspects for improvement.
106. Annual reports to parents and carers are good. There is a consistent format in all subjects which gives detailed information on academic and personal development. Nearly all comments from subject teachers focus well on students' achievements and give clear targets for improvement.

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

Grade 1: Good with outstanding features
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107. This grade matches the grade in the school's self-evaluation report.
108. The curriculum meets learners' needs at all key stages and reflects the aims set out for pupils of statutory age in the NC. The varied learning experiences give them the opportunity to achieve qualifications.

109. Option menus within Learning Pathways 14-19 include a wide range of vocational and traditional subjects. The development of vocational options is an outstanding feature. Options meet very effectively learners' interests, abilities and learning styles. French is included in the options but no pupil has chosen to study this subject at KS4 this year.
110. The school has addressed well the key elements of Learning Pathways 14-19 and has developed successfully individual learning pathways for pupils and sixth-form students.
111. Sixth-form students follow a range of courses which prepares them effectively for further and higher education, training and employment. Welsh second language and French are included in the options but currently no one has chosen to study these languages in the sixth form.
112. At KS3, the curriculum is broad and balanced and provides progression. The school has developed outstanding curricular and transitional links with primary schools. In order to help pupils adjust to the secondary school learning environment and address the new skills-based NC, an innovative approach to the Y7 curriculum has been developed. This enables pupils to be taught by the same teacher for a number of subjects. This scheme was introduced this year and its effectiveness is being monitored.
113. The Physical Education and School Sport (PESS) initiative supports successfully the development of the subject across the primary and secondary sectors.
114. The school has effective provision for developing learners' basic and key skills across all key stages. Schemes of work in subjects include opportunities to develop these skills. Pupils in Y7 and Y8 are entered for accredited courses in communication and application of number.
115. The school's extensive extra-curricular programme is outstanding. Many departments are involved in extending learners' out-of-class learning experiences. Opportunities provided include sporting, cultural and educational visits. Pupils and students participate in a very wide range of activities. The Duke of Edinburgh's award scheme is particularly successful and pupils achieve exceptionally well at all levels.
116. The school has competed very successfully in the Formula One (F1) challenge and pupil participants have visited world finals in Malaysia and Australia.
117. The school promotes well learners' personal development. The comprehensive well co-ordinated WASP programme covers a wide range of personal and social education (PSE) topics. External agencies complement the programme in a very positive manner.
118. Partnerships with parents, the community and other providers are outstanding. The school has developed close links with parents. They are kept fully informed of pupils' progress. The school uses home-school agreements well. School

facilities are utilised well as a community resource. The school works well in partnership with initial teacher training institutions. It supports a number of trainees on placements each year.

119. The school has developed close collaborative links with local schools and the local college in order to widen option menus. Courses which take place after normal school hours in the local college extend further the choice of courses. The school plays a prominent role in the Bridgend Learning Pathway Network.
120. The curriculum complies with legal requirements at all key stages, including the requirement to provide a daily act of collective worship.
121. Work-related education is prominent in the curriculum. Pupils in Y10 follow a range of work placements that meet their individual needs. Provision is effective and prepares pupils well for the world of work. Careers advice is of good quality.
122. Aspects of *Y Cwricwlwm Cymreig* feature clearly in many schemes of work. All pupils study Welsh. However, planned opportunities to develop learners' bilingual skills across the curriculum are limited.
123. The school is very successful in ensuring equality of access and tackling social disadvantage and stereotyping. This has outstanding features. The RAISE programme provides outstanding curriculum support for pupils from disadvantaged backgrounds and for parents in the community. The complementary curriculum at KS4 supports very effectively pupils at risk of disaffection and gives them a sense of achievement.
124. Pupils' understanding and awareness of sustainable development and global citizenship are developed in several subjects. Pupils appreciate the importance of recycling and are fully aware of the significance of healthy eating. The school has an active and enthusiastic eco committee which is involved in several initiatives including fund-raising schemes to support a school in Africa.
125. The school has extensive and productive links with local employers. It has responded well to the needs of employers by establishing new and successful vocational courses. A notable example is the Automotive Skills project for a small group of able pupils. Its aim is to develop future engineers and designers.
126. The school has close links with the Education Business Partnership (EBP). Visits to school by employers and business personnel and involvement with the Dynamo project promote pupils' entrepreneurial skills.
127. The varied learning experiences offered to pupils and students reflect national priorities. Overall through its broad range of courses the school is successful in developing pupils' skills for lifelong learning.

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

Grade 1: Good with outstanding features
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128. This grade matches the grade in the school's self-evaluation report.
129. Support arrangements are a priority in the school. They are very carefully planned and result in supportive relationships. Teachers have outstanding knowledge and empathy with pupils and students. Progress managers and learning coaches are part of a cohesive pastoral structure. This is reinforced by the valuable contribution of the school counsellor and trained peer mentors. Links with outside support agencies are outstanding.
130. There is a firm focus on engaging parents in all aspects of school life. This is an outstanding feature. They are consulted at all levels. Parents appreciate the opportunities to contribute to school life. The school is the first in Wales to gain the Investors in Families Quality Mark, showing the school's full commitment to supporting pupils and students, their families and the community.
131. The school council provides pupils and students with opportunities to voice their opinions on various issues that are relevant to them. Although some of the council's ideas, such as outside shelters, have been implemented, discussions at classroom level are not fully effective.
132. The very strong pastoral and curricular links with partner primary schools have outstanding features. The transition programme is comprehensive and there is very positive feedback from pupils and parents. The appointment of a Y6 Progress Manager to co-ordinate transition initiatives shows the school's commitment to this work. The TALENT and Stepping Stones projects reinforce transition by developing similar teaching styles in both phases.
133. Pupils receive relevant advice and guidance in Y9 and Y11 on appropriate vocational and academic pathways. All pupils are interviewed by progress managers or members of the SLG. The school publishes useful booklets for Y9 and Y11 pupils to help them make appropriate choices.
134. In the sixth form, students are given good guidance and advice. Students in Y12 appreciate their induction period which gives them a sound understanding of changes to expect in the sixth form. They praise the advice they are given about higher education.
135. This is further reinforced by good links with Careers Wales. The PSE programme includes relevant career modules from Y7 onwards. The careers adviser works closely with learning coaches in the delivery of these modules. The programme is reinforced by work-related visits, visiting speakers and Careers Wales Online.
136. The WASP Life Skills programme, designed to support pupils and students is outstanding. It provides a thematic approach to PSE through sessions delivered sensitively by learning coaches during tutorial time, an assembly programme and lessons on life skills. It is reinforced by a range of visits by

outside providers. The programme is very carefully planned and includes relevant issues important to young people. Learning coach support is delivered through a team approach. It is co-ordinated and monitored very effectively.

137. Access to personal support and guidance for individual learners is outstanding. Learners have access to specialist advice. Emotional and mental welfare is a priority. This outstanding support has been recognised through the Diana Awards. The welfare and well-being of pupils is reflected in the very secure child protection procedures which have been tried and successfully tested in recent months. Members of staff are fully aware of their responsibilities and receive regular updated training. The work of the Child Protection Officer, supported by the school counsellor, has been recognised in the community.
138. The school is committed to the healthy schools' strategy and has gained the Phase 4 Healthy Schools' Award. Canteen menus and vending machine contents have been brought in line with healthy-eating directives. Pupils are encouraged to take part in physical activities. The well-being and safety of the whole child are priorities. Health and safety issues are monitored rigorously by the Resource Manager.
139. Attendance and punctuality data are monitored and analysed systematically. However, this has had limited impact on improving performance in these areas. The monitoring of behaviour and the continuing development of behaviour for learning strategies are only beginning to impact on improvements in behaviour. The monitoring of progress is well developed. All pupils receive support from designated mentors. The mentoring programme works effectively alongside the assessment programme whereby grades are awarded every half term.
140. Aspects of provision for pupils with ALN have particular strengths. The integration of these pupils into all aspects of school life is outstanding. The emphasis on inclusion means that pupils with ALN are taught alongside their peers in smaller mainstream teaching groups. These groups are effectively taught by ALN specialists or subject specialists. Most pupils with ALN at both key stages make good steady progress which is consistent with their abilities.
141. Effective communication between subject teams and the ALN department is facilitated by link teachers and regular link meetings. These have raised awareness of ALN throughout the school. The new Individual Education Plan (IEP) format arose from discussions in link meetings. All IEPs now contain a focused departmental target. Individual Education Plans are easily accessible on the school ICT network and are used in planning by most teachers. They are regularly reviewed. Statutory reviews are carried out effectively.
142. The school employs one LSA to support pupils with specific learning difficulties at KS3. There are insufficient school-based LSAs to support all pupils with ALN, including those with behaviour difficulties, in mainstream classes. Identified pupils receive literacy and numeracy support through the RAISE programme. The work is carefully planned and structured to meet individual needs and is a significant strength.

143. A further achievement is that sixth-form students who received support through RAISE are now providing support for younger pupils. Effective use is made of Y12 students in "Toe by Toe" sessions with Y7 pupils during morning registration.
144. The LRB is successful in supporting and managing both the learning and social needs of pupils with hearing impairment, motor impairment and MLD. They are fully included in all aspects school life and are taught alongside their peers in the mainstream with available support. The LRB is staffed by experienced and committed teachers with relevant specialisms. They are supported by a team of eight Specialist Support Officers employed by the LEA's Access and Inclusion Service (AIS). They promote integration by supporting the pupils to cope with the demands of the mainstream curriculum.
145. The ALN co-ordinator provides good guidance. The role of co-ordinator has evolved to include responsibility for the most able and talented (MAT) pupils, those with English as an additional language (EAL) as well as behavioural issues through the behaviour for learning strategies. Although pupils comment on improved behaviour, the behaviour for learning strategies are not being implemented consistently across the whole school. There are occasions when disruptive behaviour impedes progress in classrooms.
146. The school's emphasis on equal opportunities has outstanding features. All pupils and students are encouraged to take part in all aspects of school life. The RAISE initiatives have allowed the school to carry out intensive and outstanding work in areas of greatest need. Support is targeted at pupils from disadvantaged and underprivileged backgrounds. Effective community classes are provided to support families in the community. RAISE funded homework clubs after school provide free transport home for pupils. Evidence indicates that RAISE initiatives and interventions have positive impacts.
147. Modules within the careers programme challenge gender stereotyping. Each option is available to boys and girls at KS4 and in the sixth form. The racial equality policy is comprehensive. The school monitors and records all racist incidents. Good racial and social equality is promoted across the curriculum and is part of the WASP programme.
148. The anti-bullying policy has been developed following consultations with both parents and pupils. Most pupils are confident that any acts of oppressive behaviour are quickly dealt with. The Anti-bullying Week is successful in highlighting issues. Pupils and students are provided with sensitive and efficient support if problems arise at school. Some pupils and students provide additional support as peer mentors and mediators.
149. Both the disability equality scheme and access plan are comprehensive. All areas of the school are accessible to wheelchair users. The inclusion of pupils and students with physical disabilities into school life is outstanding. Specialist support staff work with pupils where necessary. Pupils and students with disabilities are appropriately encouraged to be independent. They are a natural part of the school community.

150. Recognition and respect for diversity are significant strengths in the school. They are celebrated in many aspects of the curriculum. Activities such as the multi-faith contest in religious education reinforce this aspect. The very close links with schools in Africa, and the money raised make these outstanding features. Fund raising is plotted across the school calendar. The school has gained the 'Giving Nations Award' for its fund-raising activities.

Leadership and management

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

Grade 2: Good features and no important shortcomings

151. This grade matches the grade in the school's self-evaluation report.
152. The headteacher provides strong and effective leadership. His wisdom, ability and extensive experience are highly respected by the members of the school community. He receives excellent support from a committed SLG who, together, have a wide range of expertise. They give clear strategic direction to the work of the school. They have been especially effective in managing the impact of recent difficult situations in the community served by the school.
153. Members of the SLG have strong links with subject departments and pastoral teams. The school has a sound and well-organised management structure. Senior and middle managers have job descriptions which set out their responsibilities clearly. In almost all cases managers make good use of their time to manage their responsibilities effectively.
154. The headteacher and SLG have clear values and high expectations. These are reflected in the school motto, 'BEST - Behaviour, Effort, Success and Trust'. In almost all cases leaders and managers promote these aims and equality of opportunity for all learners very effectively. In a few cases, however, the management of subject departments is less successful in promoting effort and success.
155. Leaders and managers take appropriate account of the Welsh Assembly Government's priorities. They work well in collaboration with other providers of education and training. They have developed especially strong partnerships with Ogmere Comprehensive School, Bridgend College and local primary schools. The school's curricular provision for KS4 and the sixth form takes appropriate account of Learning Pathways 14-19.
156. Good progress has been made in addressing almost all of the priorities of the Welsh Assembly Government. Particularly good work is evident in tackling social inclusion and equal opportunities. Pupils are becoming increasingly aware of the need for sustainable development and global citizenship and they understand the importance of healthy living. Less progress is being made in a minority of areas, for example in developing pupils' bilingual competence.

157. The school has developed particularly good procedures for setting targets and goals. Good use is made of records of achievement and attainment to determine realistic expectations of subject departments, pastoral teams, individual teachers and learners. In most cases, targets and goals are being addressed effectively. The applications of target-setting procedures are being extended further to enable them to become even more effective in raising standards and improving quality.
158. In most cases, senior leaders and middle managers have made good progress in managing the performance of individual staff members, teams and departments. Evidence of effective performance management is found in the improvements in standards in key skills and in many subjects since the last inspection. In a few subjects, however, despite the efforts of senior leaders, standards and quality have not improved sufficiently.
159. Leaders and managers have developed, and implement, appropriate systems for staff appraisal. Through these procedures, the professional needs of staff members, both individually and collectively, are identified systematically. Arrangements are then made to provide for suitable continuing professional development. In some cases, particularly in respect of whole-school needs, professional development is provided through in-house training sessions. In other cases, external provision is sought to meet the identified needs.
160. In the great majority of cases, professional development has had a positive impact. Members of staff have attended relevant and beneficial courses and other training opportunities. These have enhanced the professional development of many individual staff members as well as the standards achieved by learners and the quality of education provided across the school.
161. The management of the sixth form is effective. The newly-appointed progress manager of Y13 provides good support for students and colleagues. Leaders and managers have worked in collaboration with a neighbouring secondary school to provide an enhanced range of subjects and courses for students.
162. The GB contributes well to the school's leadership. Its members make good use of a range of procedures to ensure they are well informed about the work and achievements of the school. Their knowledge and understanding of the wider community served by the school have helped the school deal sensitively with difficult social issues in the area.
163. In all major respects, governors meet their legal and regulatory responsibilities. There are, however, a few minor omissions from the most recent GB annual report to parents.
164. The GB is effective in helping to set the school's direction. Governors are involved in consultations about the proposed amalgamation with a neighbouring school. They support the school well, acting as a critical friend and, when necessary, holding the school to account for the standards and quality it achieves.

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

Grade 2: Good features and no important shortcomings

165. This grade matches the grade in the school's self-evaluation report.
166. Leaders and managers know their school well. This is evident from the quality of the school's SER, which is clear, concise and well balanced. Inspectors agree with the grades in the SER in all seven key questions.
167. In addition to departmental performance reviews at the start of each year, the SLG, sometimes supported by LEA staff, carries out formal reviews of each department every two years. Each review draws on a broad evidence base and results in recommendations and action plans, which are themselves reviewed in the next year. Procedures are rigorous but constructive, collaborative and consistent with securing improvement in teaching and learning.
168. In addition, senior leaders have a more formative role, each one linking to a group of subject areas. The support they offer to middle managers in carrying out self-evaluation and development planning is effective because it is grounded in mutual respect and a sense of shared purpose.
169. The development of self-evaluation across the school has been managed very well. It occurs within a very clear structure and the cycle of activities is well known. Teachers are committed to pursuing improvement through self-evaluation and work productively in departmental teams. They gather and interpret evidence, and set realistic but challenging targets for improvement.
170. This helps middle managers to become leaders of improvement in their respective areas. They are given responsibility for implementing methods of evaluation and held to account for the effectiveness of changes they make in the light of what they find.
171. Departmental SERs are impressively thorough, covering the seven key questions of the Estyn inspection framework. Findings are expressed in terms of strengths and areas for development, and the tone is invariably realistic and measured. However, there is variation in the quality of these reports. In a few cases, observations and findings lack precision and so are of limited use in improving specific aspects of pupils' learning.
172. The cycle of departmental self-evaluation is now in its third year of operation. It is becoming increasingly refined, so that skills and techniques gathered in this area are being applied to other aspects of school life. A good example of this is the Transition Project, which is constantly being improved through evidence gathered from pupils, parents and participating primary school teachers. The school also conducts a more general parental survey every three years covering most aspects of its work. Pupils' views are actively sought in a few subject areas but not sufficiently through the school council.

173. Many members of subject departments have been trained in the principles and methods of self-evaluation. Training has not been extended to progress managers and their teams. Governors are well aware of the outcomes of self-evaluation but are not themselves directly involved in the process.
174. A clear strength of whole-school and departmental self-evaluation is the way in which it links explicitly to development planning. Teachers have to demonstrate exactly where these links occur in both the SER and the departmental development plan. Despite this, in some development plans target outcomes are too broadly defined and consequently difficult to measure.
175. The link role of senior leaders is vital to the effectiveness of the improvement process. It ensures that departmental planning incorporates whole-school priorities and that departmental priorities feed into the SDP. As a consequence, planning for improvement across the school shares a common purpose.
176. The school manages its budget extremely well and allocates appropriate resources to support development priorities. There is, in addition, a contingency fund to support curricular developments that are consistent with the SDP priorities. The school has succeeded in attracting additional grant funding as a result of successful bids to external bodies.
177. Action taken as a result of self-evaluation has clearly contributed to recent improvements in pupils' attainment at KS4. Whilst it has yet to make a similar impact on attainment at the end of KS3, teachers are in no doubt about the benefits that have accrued. For example, listening to pupils in mathematics has changed the way in which certain modules are taught, and there has been a widening of the range of skills practised in geography across KS3.
178. The school has made good progress in addressing the key issues for action in the report of the previous inspection. However, although standards in French at KS3 have improved from grade four in 2002 to grade three in this inspection, some significant shortcomings remain. Significant progress has been made in:
- performance in external examinations;
 - standards of achievement;
 - pupils' spelling;
 - clarity and consistency of information in reports to parents;
 - the development of a consistent pupils' assessment programme; and
 - compliance with statutory requirements for a daily act of collective worship and the provision of religious education in the sixth form.

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

Grade 1: Good with outstanding features

179. This grade matches the grade in the school's self-evaluation report. It is higher than the grades given for key questions one and five. The inspectors considered there were enough outstanding features to award the highest grade.
180. The school has a sufficient number of appropriately qualified staff to teach all aspects of its curriculum. Nearly all classes are taught by teachers who are specialists in the subjects they are teaching, apart from those being taught in Y7 under the recently introduced transition arrangements. There are inconsistencies in the involvement of LSAs with teachers in planning, teaching and recording pupils' progress across the school.
181. The staff members who provide support for non-teaching functions, such as administration, finance, information systems, maintenance and supervision, make an outstanding contribution to the efficient running of the school.
182. The good range of learning resources across all subjects meets pupils' needs effectively. The shortages in design and technology, mathematics and drama, identified in the last inspection, have been appropriately addressed. There is a high number of computers in the school in relation to the number of pupils although they are not used to best effect in a few subjects.
183. The library provides a very welcoming environment for pupils. It is well used at lunchtime and after school for lending books and as the homework club venue. It contains a good number of computers and the librarian uses the budget well, to provide a constant supply of new books, suitable for all learners. She also ensures a very calm and quiet atmosphere that is conducive to private study.
184. The main buildings are over 40 years old. Parts of the exterior are deteriorating visibly; a rolling programme of cladding is addressing this effectively. The internal fabric and decoration are good. This is enhanced in public areas and many classrooms by wall displays of very high quality. Murals produced by the art department in the upper school make a significant contribution to this. The school has extensive grounds which, like the buildings, are well maintained. However, a sizeable section is currently unusable as it is regularly waterlogged.
185. In response to concerns identified at the last inspection, as well as the expansion of the vocational curriculum, the school has altered teaching areas and added new buildings. The design and technology department has moved and its space has been taken over by the hairdressing suite, which is of such a high standard that three other schools also use it. Also, the refurbished sports 'barn' and custom-built building craft workshop have been erected in recent years. These alterations and additions have made an outstanding contribution to the educational opportunities of the pupils.

186. The school operates a very efficient system of financial control linked to a budgetary system based on ensuring staffing, accommodation and resources meet pupils' need. An outstanding example of this is the annual staffing review which, in recent years, has taken account of reduced pupil numbers. As a result of actions taken, the average teaching group size has actually fallen since the last inspection, despite the ratio of pupils to teachers increasing.
187. The performance management system works well in ensuring the continuing professional development of staff. Training needs are identified on an annual basis and then suitably addressed. Teachers' planning, preparation and assessment (PPA) time is organised and used effectively.
188. In 2005, a workforce remodelling exercise resulted in the creation of a new department responsible for all support functions, headed by the Resource Manager who was recruited from industry. This was very innovative at the time and, by taking away some routine administrative work from members of the SLG, allowed them to undertake more teaching. This amounted to the equivalent of almost two full-time teachers. The amount of a teacher's time spent in front of a class has increased from 73% to 80% in the last six years.
189. Since its inception, the Support Department has proved to be very efficient in containing expenditure while, at the same time, providing an outstanding service. For example, most of the school's maintenance and information systems support are now provided internally. The whole exercise has made an outstanding contribution to the efficient management of the school.
190. In response to a steep fall in pupil numbers in the last four years, the school has enthusiastically introduced a number of vocational courses and, by collaborating with Ogmre Comprehensive, offers 20 subjects at A level. Consequently, sixth-form numbers have increased in the same period. This is an outstanding achievement which has extended the range of opportunities for study and attracted additional income. The whole school benefits because there is no separate sixth-form block.
191. The school has tackled the challenge of falling rolls very well by introducing many successful initiatives and raising standards. As a consequence, it provides exceptional value for money.
192. The management of sixth-form staffing and resources is very efficient. There are sufficient well-qualified, specialist teachers and a good range of resources. There is no separate sixth-form block but students do have a separate study room and make good use of the library. The school has plans to improve the facilities for private study.
193. The sixth form has benefited from the initiatives introduced by the school, especially the Learning Pathways 14-19, resulting in increasing numbers at a time when those in the main school are decreasing. As they share the same teachers and accommodation, the whole school is clearly achieving very good value for money from its sixth form.

Standards achieved in subjects and areas of learning

Welsh second language

KS3 Grade 2: Good features and no important shortcomings

KS4 Grade 3: Good features outweigh shortcomings

KS3

Good features

194. Pupils respond well in oral exchanges when using familiar sentence patterns. They can describe themselves using adjectives correctly. In pair and group work, pupils co-operate well, asking and answering basic questions about the weather with confidence and accuracy.
195. Pupils are beginning to vary and expand their responses when prompted. When discussing leisure time, they can express likes and dislikes and support their responses with reasons.
196. When using familiar vocabulary, the majority of pupils pronounce words well. They listen attentively to the teacher and to each other.
197. Pupils understand short reading passages based on vocabulary already acquired and complete correctly a number of language tasks which require information.
198. Pupils complete tasks such as descriptive paragraphs, filling in questionnaires, completing questions and answer fairly accurately. Pupils in Y9 are able to write more extended pieces and are varying their sentence patterns effectively.
199. Pupils with ALN make good progress in their language learning. They contribute well in lessons.

Shortcomings

200. A small minority of pupils understand more language than they use. They do not have the confidence to respond orally. Their exchanges lack fluency, especially when using new language items.
201. A few pupils find pronunciation difficult and are not comfortable when speaking the language.

KS4

202. Examination results in this subject at GCSE in the last two years have been below local and national averages for passes at grades A*-C and A*- A in the full course. These results are lower than those to be expected for pupils of similar ability.

Good features

203. The more able pupils speak with increasing fluency when using sentence patterns learnt previously. The majority of these pupils give information about where they live and express opinions with reasons. Pupils' role-play activities for a GCSE assessment show how they can build effectively on each other's responses.
204. The less able pupils conduct brief conversations on familiar topics. They use short sentences which contain familiar structures and vocabulary.
205. Many pupils can grasp the main points of what they read. The more able pupils show a good understanding of a selection of reading material and respond accurately to the content.
206. Pupils complete a good range of written material based on the need of the external examination, such as letters and extended dialogues. Pupils working at GCSE higher tier complete well-structured coursework. They use a good range of vocabulary and a variety of language structures.

Shortcomings

207. A minority of pupils provide oral responses which are brief and their ability to move the discussion forward is limited. They lack the confidence to speak independently without a script.
208. A few pupils cannot complete language tasks because they do not have sufficient knowledge and skill in the language. They do not have sufficient recall of key vocabulary and structures to use language in a variety of situations.
209. A small minority of pupils do not read with sufficient clarity and meaning. They mispronounce words when reading.
210. A few pupils produce written work which contains basic grammatical and spelling errors.

Mathematics

KS3	Grade 2: Good features and no important shortcomings
KS4	Grade 2: Good features and no important shortcomings
Sixth form	Grade 1: Good with outstanding features

KS3

Good features

211. Most pupils show good knowledge and understanding of their current work. They pick up new ideas easily and many are capable of extension work.

212. Most pupils deal effectively with numbers and know relationships between types of number. They are confident in rounding numbers up or down. They have a good appreciation of number patterns and series.
213. Most pupils display good standards in algebra. They can solve linear equations with confidence. The more able pupils solve more complex equations, working with pace and accuracy.
214. Almost all pupils have a good understanding of basic rules of geometry and two-dimensional shapes. Most pupils handle ideas of rotation, reflection and symmetry with accuracy and confidence.
215. All pupils, including those with ALN and those who receive extra support, make good progress in work on number, shape and space.
216. Most pupils make good progress in investigative tasks. They communicate their findings in appropriate mathematical language showing good reasoning.

Shortcomings

217. A minority of older middle ability pupils do not always complete their work. This restricts their progress in lessons and when preparing for tests or examinations.

KS4

218. Examination results at GCSE in the last two years have been below local and national averages for passes at A* to C grades. The 2008 results show a big rise in A* to C passes with middle ability pupils. These results represent good achievement in comparison with pupils of similar ability.

Good features

219. All pupils have good numerical skills and a sound knowledge of mathematical principles. They can apply basic number knowledge into new situations with accuracy and confidence.
220. In algebra, most pupils are able to solve linear equations and understand concepts of equality and inequality.
221. Pupils have a very good understanding of positive and negative number, powers and indices. More able pupils are able to answer questions on rational and irrational numbers with skill and competence.
222. Pupils can organise and analyse data accurately and show their findings in appropriate bar graphs and pie charts.
223. Most pupils are well motivated to produce work of a good standard at pace. They are able to sustain concentration for extended periods of time.

Shortcomings

224. A small minority of pupils have difficulty in remembering previous work and this hinders the progress they make.

Sixth form

225. Examination results at A level in the last two years have been well above local and national averages for passes at higher grades A and B. These results represent outstanding achievement when compared with those expected of students of similar ability.

Outstanding features

226. Students use calculus confidently to differentiate and integrate appropriate expressions. They are outstanding in applying their skills well in new situations, such as the Product Rule.

227. They are able to apply skills to explain everyday phenomena in mechanics. They extend their learning of new skills through responding very well to a series of increasingly difficult ideas and processes.

Good features

228. Students have a very good basic mathematical knowledge. They confidently use correct mathematical language and have a good recall of a wide range of topics.

229. They analyse processes well and show a good range of problem-solving and thinking skills.

230. Students are keen to learn and work to high standards.

Modern foreign languages

KS 3 Grade 3: Good features outweigh shortcomings

KS3

Good features

231. From Y7, most pupils understand clearly spoken descriptions and instructions, and simple printed or word-processed texts.

232. A minority of pupils answer spoken questions well in single words or short phrases, showing a good degree of consistency in their accent and intonation. Most pupils read aloud competently.

233. A majority of pupils in Y9 are able to keep up five or six exchanges in a structured conversation.
234. Most pupils use bilingual dictionaries well, to help them understand unfamiliar written extracts and to write simple, readily understood sentences in the present tense. By Y9 a majority of pupils write sentences about things they have done, want to do, or are going to do.

Shortcomings

235. Most pupils do not speak the target language confidently. They frequently depend on prompts from their teacher. They rarely take the initiative to begin conversations, speak at length or speak well independently.
236. Most pupils do not write at length, or use tenses apart from the present.
237. Many pupils make mistakes in spelling and basic grammar.

KS4

238. Examination results in French at GCSE in the last two years have been below local and national averages for passes at grades A*-C and A*-A. These results are lower than those to be expected for pupils of similar ability.

Geography

KS3	Grade 2: Good features and no important shortcomings
KS4	Grade 2: Good features and no important shortcomings
Sixth form	Grade 2: Good features and no important shortcomings

KS3

Good features

239. The majority of pupils demonstrate confidence and accuracy in their use of a range of geographic resources including maps, atlases, photographs, information and data sets.
240. The majority of students show empathy with the principles of sustainable development, translating these views into a detailed analysis of the importance of national parks.
241. The majority of pupils demonstrate a clear grasp of the relationships between physical process and landform development and between human activity and changes to the human landscape.
242. Pupils with ALN complete work of a good standard and contribute well in this subject. More able students make very good progress.

243. Pupils, in many cases, have developed and use very appropriate geographic vocabulary for a range of circumstances and subjects.
244. Pupils generally demonstrate a sound understanding of seismic and earthquake phenomena, the areas of global instability and the affects of earthquakes on both the physical and human environments.

Shortcomings

245. A small minority of pupils' exercise books contain incomplete records of work and contain work which is poorly presented.
246. A minority of pupils in lower sets hold back progress, their own and others, through inappropriate behaviour.

KS4

247. Examination results in geography at GCSE in the last two years have been above local and national averages for passes at grades A* to C and in line with local and national averages for grades A*/A. These results represent good achievement for these pupils.

Good features

248. Most pupils have a sound knowledge and understanding of patterns and processes in physical geography and are able to identify key landforms of drainage basins on Ordnance Survey maps.
249. Pupils' theoretical knowledge is supplemented by well-documented fieldwork activities which are mostly of a good quality. The fieldwork files display a sound knowledge of the principles of research, analysis and recording skills in the majority of cases.
250. Most pupils demonstrate a sound understanding of urban geography and of the principles of urban hierarchies and settlement patterns.
251. Most pupils display the capacity to describe in detail the changes that have, and are still occurring to shopping trends.
252. In many cases pupils have developed a good geographic vocabulary and use this terminology across a range of topics and in a variety of contexts.
253. The majority of pupils use secondary sources effectively in their studies. Good use is made of maps, diagrams and data sets to obtain key facts and to develop appropriate records.
254. The majority of pupils display the capacity to understand geographic principles at a variety of levels from local to worldwide. They draw effective comparisons between Wales, Europe and the world.

Shortcomings

255. A small minority of files and books reviewed showed incomplete records of work and in a few cases were poorly presented.
256. The oral responses of a few pupils demonstrated insecure understanding of the topics covered. A small minority of pupils used geographic vocabulary inaccurately on a number of occasions.

Sixth form

257. Examination results in geography have for the past two years been below local and national averages for passes at A/B. These results are below those expected for students of similar ability. These figures should, however, be viewed with caution because of the small size of the sample.

Good features

258. Most students confidently discuss climate and weather-related phenomena and demonstrate a clear knowledge and understanding of the key factors affecting weather patterns.
259. Students are confident in their use of a wide range of resources and use these materials effectively to identify weather patterns and the factors which cause these patterns to occur.
260. Most students demonstrate the capacity to identify air mass systems and their effects on weather patterns on a variety of scales. Students are able to further identify the ways in which air mass characteristics change over time and as they move away from their sources.
261. Fieldwork and research are undertaken effectively by most students. The majority of students use appropriate geographic vocabulary and terminology.

Shortcomings

262. A small minority of students show too little confidence in their verbal and written communication and demonstrate a less secure knowledge and understanding of the work covered.

Music

KS3 Grade 2: Good features and no important shortcomings
KS4 Grade 2: Good features and no important shortcomings
Sixth form Grade 2: Good features and no important shortcomings

KS3

Good features

263. Standards in singing are good for nearly all pupils. Pupils sing together in both small and large groups. Singing is tuneful with a rounded tone. Pupils know a variety of English and Welsh songs and perform them with good expression.
264. Instrumental performing standards for nearly all pupils in Y7 and Y9 are good. In Y8 they are very good. Most pupils are technically able on a range of percussion and keyboard instruments. They interpret popular songs and classical music equally well. Their skills develop steadily as they move through the key stage. Pupils are well placed to progress onto the next stage of learning.
265. Most pupils show good listening skills when appraising popular tunes and music from film scores. They consider and discuss music in detail in groups and classes showing maturity and understanding when commenting upon the emotional and expressive content. Self-assessment of their work is good.
266. Nearly all Y7 pupils can process information and data collected about Beethoven using factsheets. They know about his life, his music and its historical context. All pupils with ALN achieve good standards.

Shortcomings

267. A small minority of pupils have only a basic knowledge of the elements of music. The outcome is that their composing standards are below those expected for their age and abilities.

KS4

268. Examination results in music at GCSE in 2007 were above the national and LEA averages for grades A*- C, but below these averages in 2008. The 2007 and 2008 results at grades A*- G are broadly in line with LEA and national averages and broadly in line with pupils' abilities.

Good features

269. All Y10 pupils achieve good standards when playing keyboard and percussion instruments. They play well as soloists and in groups and make good progress through regular practice. Their music making is polished and expressive. Standards are at, or better than, levels expected for their age and abilities.
270. All Y11 pupils demonstrate good listening skills when analysing music recordings. They are perceptive when appraising textures and the instruments used. They can break down the structure of music into its separate components and outline clearly the form and shape of the piece.

Shortcomings

271. A few Y10 pupils did not participate in the class singing exercises.

Sixth form

272. Entries at A level in the last two years have been too few to make valid comparisons with local or national statistics. BTEC National Award results, however, have been good with students achieving at, or above, expected levels of achievement.

Good features

273. All Y12 students achieve composing standards at levels in keeping with their age and abilities. They work well together when creating extended compositions. They rework and refine their ideas to produce music that is effective and interesting.

274. Standards in listening and appraising for the majority of students are good and very good for the most able. They can detail the differences between arrangements of the same popular song. They understand how different instrumental groupings are used to change timbres and textures. They can recall and explain how subtle contrasts affect the style and mood of the music.

275. Rehearsing and performing skills in Y13 are good. Students organise and manage their rehearsals in a professional manner. The product, by the end of the session, is a convincing performance of challenging music.

Shortcomings

276. There were a few instances of poor tuning when students performed more difficult exercises.

Religious education (including religious studies)
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KS3 Grade 2: Good features and no important shortcomings

KS4 Grade 1: Good with outstanding features

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

KS3

Good features

277. Virtually all pupils show deep respect for different people's values and beliefs. Most of them recall details of a range of religious and other celebrations. They also recall the major features of the different faiths they study, including Christianity, Judaism, Hinduism and Sikhism.

278. Most pupils use religious language accurately, many of them using, for example, the correct Hebrew and Punjabi terms well when referring to Judaism and Sikhism. Most of them identify correctly the different religious symbolism they meet.

279. Most pupils make appropriate links between people's ideas and their actions. They distinguish clearly between prejudice and discrimination, often giving meaningful examples to illustrate their work.

280. By Y9, most pupils identify the sufferings of the Jews during the Holocaust with their own values, concerns and feelings. A minority show great empathy, a few movingly projecting themselves into others' shoes with a powerful emotional impact.
281. A few of the ablest pupils also challenge the moral choices made by Jewish police and Nazi guards in the Warsaw Ghetto, justifying their views well.

Shortcomings

282. Most pupils do not contrast the teachings of different religions in great depth. A few pupils do not remember religious terms clearly so tend to mix them up.
283. In Y9 many pupils focus more on the social and moral issues of Holocaust Judaism and less on overtly religious and spiritual issues.

KS4

284. All pupils take an examination in Religious Studies. Over three times as many pupils take the Full Course GCSE compared with the average for Wales.
285. Examination results at Entry Level and Short Course GCSE in 2006 were in line with local and national averages; at Full Course GCSE for passes at grades A*-C and A*-A they were above them. In 2007, Entry Level and Short Course GCSE results were above local and national averages, and in line with them in the Full Course.
286. These results represent very good achievement for these pupils.

Outstanding features

287. In Y11, many pupils analyse with exceptional maturity the implications of beliefs on social and moral issues such as relationships and divorce. They weigh up objectively a range of possible consequences, skilfully linking cause and effect and presenting their findings with an originality which demonstrates the depth of their understanding.

Good features

288. Many pupils have a detailed recall of major Christian and Muslim teachings as they relate to contemporary issues including war and conflict.
289. Most of them use religious language and terminology accurately.
290. Most pupils support their arguments with good reasons, sharing their personal opinions but having due regard to others' views.

Shortcomings

291. A few pupils do not structure their written arguments with precision, putting forward a limited range of supporting reasons, especially with regard to their personal beliefs.

Sixth form

292. Examination entries in this subject at A level in the last two years have been too small for valid national comparisons. Results have been broadly in line with students' ability.

Good features (statutory religious education)

293. Most students recall the main teachings of Christianity and Islam. They give a good account of how they perceive the impact of these beliefs on society.
294. They comment pertinently on matters of business ethics, linking these well to the religious traditions of the eastern and western world.
295. Most students give well-supported personal views on global issues, including exploitation and Fair Trade, making good use of available evidence.

Good features (examination classes)

296. Most students in Y12 outline succinctly the important tenets of Christianity, Sikhism, and also of doctrines including utilitarianism and situational ethics.
297. They summarise well the salient points of Christian beliefs about homosexuality, many distinguishing clearly different denominational attitudes. Many students quote relevant supporting Biblical references.
298. By Y13, most students consider a wide range of scholarly opinion, exploring available evidence on a range of moral issues in an unbiased way.
299. Many of them make clear connections with their own experiences and their knowledge of contemporary and historical society.

Shortcomings (statutory religious education)

300. A few students give emotional responses to issues rather than making reasoned, objective judgements.

Shortcomings (examination classes)

301. Many students in Y12 have not developed great confidence in assessing the relative worth of the evidence they gather to shape their conclusions.
302. A few students in both years express personal views that lack clarity and depth.

School's response to the inspection

303. The governors, staff and pupils of Ynysawdre School welcome the Estyn Report following a thorough and professional inspection of the work of the school in November 2008. The report identifies Ynysawdre as a good school with outstanding features in: the range of learning experiences it provides; the quality of its care support and guidance for learners; the efficiency with which it manages its resources.
304. The inspection team confirms our own assessment of performance and agrees with the four grade two and three grade one scores contained in the school's self evaluation report.
305. It is reassuring that standards are described as generally good and that an underlying upward trend in performance is identified. It is pleasing that excellent standards were observed in aspects of mathematics and religious education. Teaching is at least good in almost four-fifths of lessons.
306. The curriculum is seen to have outstanding features that include the provision of vocational courses and the extensive extra-curricular programme.
307. It is very pleasing that inspectors recognise the high quality of care guidance and support that pupils receive and the outstanding links that exist with outside support agencies, with parents and with partner primary schools. Similarly, the personal support and guidance for pupils; the integration of pupils with additional learning needs into school life; the emphasis on equal opportunities; the recognition and respect for cultural diversity; the equality of access and dealing with social disadvantage and stereotyping are seen to have outstanding features.
308. The development of the Support Department, following the introduction of workforce remodelling, and the implementation of Learning Pathways 14-19 provide outstanding value for money. The school is seen to manage its budget extremely well.
309. An action plan is being put into place to address the recommendations contained in the report. Indeed, two of the five recommendations are already in the current school development plan. A thorough review of the attendance policy and procedures is underway and avenues of funding to increase LSA support are being investigated. Discussions have taken place in order to begin to formulate action plans to address shortcomings in modern foreign languages and Welsh.
310. A copy of the finalised action plan will be sent to all parents and progress against the targets in the plan will be reported in the governors' annual report to parents.

Appendix 1

Basic information about the school

Name of school	Ynysawdre Comprehensive School
School type	Secondary
Age range of pupils	11-18
Address of school	Heol yr Ysgol, Tondy, Bridgend
Postcode	CF32 9EL
Telephone number	01656 720643

Headteacher	Mr Trevis J Woodward
Date of appointment	1 st April 1995
Chair of governors / Appropriate authority	Councillor David Jenkins
Reporting inspector	Mr Peter Carter
Dates of inspection	3 rd – 7 th November 2008

Appendix 2

School data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	148	134	153	129	139	101	62	866

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	47	4	49.58

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	17.5 : 1
Pupil: adult (fte) ratio in special classes	-
Average teaching group size	21.5
Overall contact ratio (percentage)	80%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole school
Term 1	92.9	90.5	89.7	89.2	88.1	89.3	86.1	89.6
Term 2	92.5	91.8	91.5	89.5	90.8	89.1	85.0	90.0
Term 3	90.6	88.8	88.6	88.3	50.8	61.0	49.1	73.8

Percentage of pupils entitled to free school meals	25%
Number of pupils excluded during 12 months prior to inspection	102 temporary 0 permanent

Appendix 3

National Curriculum Assessment Results End of key stage 3:

National Curriculum Assessment KS3 results 2008															
Total number of pupils in Y9: 129															
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	0	0	0	2	6	24	40	20	8	0	0
		National	0	0	0	1	0	2	6	21	37	24	8	0	0
Mathematics	Teacher assessment	School	0	0	0	0	0	7	14	16	30	30	4	0	0
		National	1	0	0	0	0	1	7	18	29	28	15	1	0
Science	Teacher assessment	School	0	0	0	0	0	0	18	12	45	20	5	0	0
		National	0	0	0	1	0	1	5	19	36	27	11	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	55.9	In the school	
In Wales	59.6	In Wales	

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 2008	181
Average GCSE or GNVQ points score per pupil	

The percentage of 15 year old pupils who in 20__:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	85	n/a	n/a
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	54	55	56
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	77	87	86
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	35	38	41
entered at least one Entry level qualification, GCSE short course or GCSE	97	n/a	n/a
attained one or more GCSE grades A*-C or the vocational qualification equivalent	72	n/a	n/a
attained one or more GCSE grades A*-G or the vocational qualification equivalent	97	n/a	n/a
attained no graded GCSE or the vocational qualification equivalent	3	n/a	3
attained one or more Entry level qualification only	2	n/a	3
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1	0	0	0
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2	0	0	0

For pupils aged 17, results in A/AS, GNVQs and NVQs	
Number of pupils aged 17 in January 2008	60
Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2008	46
Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2008	4

Report by Peter Guy Carter
Ynysawdre Comprehensive School, 03/11/08

	School	UA	Wales
Percentage of pupils entered who achieved 2 or more grades A-C	61		
Percentage of pupils entered who achieved 2 or more grades A-E	90		
Average points score per candidate entering 2 or more subjects	75		
Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2	0		
Number of pupils who achieved a GNVQ Advanced or NVQ at level 3	0		

UA Unitary Authority

Appendix 4

Evidence base of the inspection

Thirteen inspectors, including a peer assessor and the school's nominee, spent the equivalent of 51 days in the school. They held a meeting before the inspection.

During the inspection, inspectors visited:

- 88 lessons or part lessons, 62 in the six subjects and 26 in other subjects;
- registrations, assemblies and form tutor periods in each year group; and
- some extra-curricular activities.

Members of the inspection team met with:

- staff, parents, governors and representatives of the LEA before the inspection;
- senior leaders, middle managers, teachers, and members of support staff;
- groups of pupils and students representing each year group; and
- representatives of the school council.

The inspection team also considered:

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

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Peter Carter (Registered Inspector)	Context, Summary, Recommendations, KQ1, KQ5, Appendix
David Williams	KQ2
Clive Rowlands	KQ3
Gwyn Griffiths	KQ4
Alan Kelly	KQ6
Edward Tipper (Lay Inspector)	KQ7
Heulwen Jones	Welsh second language
Ronald Graham	Mathematics
Alan Pritchard	Geography
Martyn S Williams	Modern foreign languages Religious education
Brendan Barry	Music
Petra Bartle	Peer Assessor
Michelle Hatcher	Nominee

Acknowledgement

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

The inspection contractor

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