

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

**A Report on the Quality of Education in**

**Penyrheol Comprehensive School  
Pontarddulais Road  
Gorseinon  
SA4 4FG**

**School Number: 6704062**

**Date of Inspection: 12<sup>th</sup> – 16<sup>th</sup> November 2007**

**by**

**Peter Guy Carter  
16926**

**Date of Publication: 17<sup>th</sup> January 2008**

**Under Estyn contract number: 1201007**

**© Queens Printer and Controller of HMSO 2008: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.**

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Penyrheol 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 Penyrheol Comprehensive School took place between 12/11/07 and 16/11/07. 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:

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	9
<b>Standards</b>	10
Key Question 1: How well do learners achieve?	10
<b>The quality of education and training</b>	12
Key Question 2: How effective are teaching, training and assessment?	12
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	14
Key Question 4: How well are learners cared for, guided and supported?	17
<b>Leadership and management</b>	20
Key Question 5: How effective are leadership and strategic management?	20
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	21
Key Question 7: How efficient are leaders and managers in using resources?	23
<b>Standards achieved in subjects and areas of learning</b>	26
English	26
Science	29
Information technology	30
Modern foreign languages	32
Art	34
Religious education (including religious studies)	35
<b>School's response to the inspection</b>	39
<b>Appendices</b>	40
1 Basic information about the school	40
2 School data and indicators	40
3 National Curriculum assessments results	41
4 Evidence base of the inspection	43
5 Composition and responsibilities of the inspection team	44

Report by Peter Guy Carter  
Penyrheol Comprehensive School, 12/11/07

## **Context**

### **The nature of the provider**

1. Penyrheol Comprehensive School is an English medium, mixed 11-16 community school which serves the town of Gorseinon on the western side of Swansea. The school is maintained by Swansea Local Education Authority (LEA). There are 951 pupils on roll compared to 1026 when the school was last inspected in September 2001.
2. Pupils come mainly from five partner primary schools located in a semi-urban area centred on Gorseinon but bordered by the villages of Penyrheol, Loughor, Kingsbridge and Garden Village. As a whole, the area is neither particularly prosperous nor disadvantaged but includes the whole range of socio-economic circumstances. The percentage of pupils entitled to free school meals is 19%, which is lower than the LEA average of 20.6% but higher than the average for Wales of 17.5%. English is the first language for nearly all pupils.
3. Pupils entering the school represent the full range of ability but the overall attainment of pupils on entry is a little below the average. Twenty-three pupils have statements of Special Educational Needs (SEN) and a further 164 have been identified as needing some support. During the last inspection ten pupils had statements of SEN and a further 120 were included on the SEN register.
4. In March 2006 the school suffered a major fire which destroyed two-thirds of its area and most of its specialist accommodation. At present a significant proportion of teaching takes place in a temporary modular block of classrooms. The rest is divided between several other temporary classrooms, spread around the site and the annexe building, the only part of the original accommodation to survive the fire.
5. The headteacher was appointed to his post in 2002 having previously served as deputy headteacher in the school.

### **The school's priorities and targets**

6. The school's motto, devised by the school council, is 'to achieve you need to believe'. Its stated mission is to seek to be a happy, caring community in which all who work are valued, supported and treated with respect and tolerance. It hopes everyone will be motivated to achieve their full potential and strive for the highest standards of teaching, learning and behaviour.
7. The School Development Plan (SDP) for 2007-2008 identifies 12 issues to be addressed during the next three years. These priorities for development fall into four main areas:

- achieving potential (the main area with eight issues concerned with learning, teaching and behaviour);
- transition between KS2 and KS3;
- developing ICT; and
- recovering effectively from the fire of March 2006.

## Summary

8. Penryheol Comprehensive School is a good school in which pupils' performance is above the local and national averages. Pupils' attainment also compares favourably with performance in similar schools in Wales. The school has continued to improve the standards that its pupils achieve and the quality of education it provides. The progress that it has made in recovering from the major fire of March 2006 is remarkable. This is largely due to very effective leadership and management.

9. In the seven key questions the following grades were awarded.

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

## Standards

10. The inspection team inspected the standards that pupils achieve in six subjects of the curriculum at Key Stage (KS) 3 and 4. The following table shows the grades awarded at each stage.

Subject	KS3	KS4
English	1	1
Science	2	2
Information Technology	2	2
Modern foreign languages	2	2
Art	3	2
Religious education	2	3
Religious studies	-	2

11. The following table shows the percentages of grades awarded at each stage in the six subjects inspected.

	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>KS3</b>	8%	67%	25%	0%	0%
<b>KS4</b>	12%	62%	26%	0%	0%
<b>Whole school</b>	10%	65%	25%	0%	0%
These grades are based on observations of 83 lessons					

12. In just under two thirds of lessons observed, pupils achieved standards which have good features and no important shortcomings. In about one lesson in ten, standards achieved had outstanding features. In all other lessons good features outweighed some shortcomings. There is some variation, however, in the standards achieved in different subjects.
13. The great majority of pupils, at both stages, are successful in attaining their agreed learning goals. They achieve good standards in the key skills of communication, use of number and information technology (IT). Pupils who have additional learning needs (ALN) achieve standards which are good in relation to their abilities.
14. In almost all cases, recent results in examinations and assessments by teachers at the end of key stages compare favourably with local and national averages. They are also higher than comparative figures from schools where a similar percentage of pupils are entitled to receive free school meals.
15. The most recent results at KS4 were a little lower than results attained in the previous two years. These results were achieved by pupils whose General Certificate of Secondary Education (GCSE) courses were disrupted by the fire in 2006. Despite this, the percentage who achieved five or more grades A\*-C was within two points of the school's target figure. There is an underlying trend of improvement in performance.
16. Boys' attainment tends to be lower than that of girls and the difference between their performances is often greater than it is locally or nationally. The school, however, is usually successful in reducing these differences. The differences are generally smaller when pupils leave the school than they were on entry.
17. With few exceptions, pupils make good progress in learning. They make significant progress in acquiring knowledge, skills and understanding. This prepares them well to move on to the next stage of learning.
18. Pupils generally have very good personal, social and learning skills. They work well, both individually and together, and make good use of their time in lessons. They behave responsibly and show respect for each other and their teachers. Their mutual respect is a distinctive feature of this school. Many pupils make good progress in their spiritual, moral social and cultural development.
19. Pupils' behaviour is very good, both in lessons and around the school. They achieve good levels of attendance which are close to the target of 93% set by

the Welsh Assembly Government (WAG). Despite the dispersed nature of much of the accommodation, pupils are rarely late for their lessons.

20. Pupils show good levels of awareness of equal opportunities issues and diversity within society. This prepares them very well for effective participation in the workplace and the community.

### **The quality of education and training**

21. The quality of education provided by the school meets the needs of pupils very well.
22. Overall, teaching has good features and no important shortcomings in around three-quarters of lessons with outstanding features observed in almost one lesson in five. This is above the comparative figure for all secondary schools in Wales inspected in 2005-2006.
23. In many lessons teachers establish strong working relationships with pupils that promote a very good atmosphere for learning. They set high expectations for pupils' behaviour. They make very good use of resources that secure the active engagement of pupils. A particular strength is the use of interactive whiteboards to present learning activities to pupils in stimulating and relevant contexts.
24. Nearly all lessons are well planned. Usually, teachers set clear objectives which are shared with pupils. Most lessons progress at a good pace and activities are matched well to the needs of individual pupils. In the best lessons, teachers use questions skilfully to probe pupils' knowledge and understanding and to engage pupils in dialogue. In a few lessons, however, questions only require a brief response and are insufficiently challenging.
25. Some opportunities are provided to promote the use of the Welsh language across the school. There is good use of incidental Welsh in some assemblies and bilingual posters are displayed in some classrooms. Outside of Welsh lessons, however, teachers make too little use of incidental Welsh across subjects of the curriculum.
26. Whole school systems of assessment are good. Pupils' achievements are recorded centrally at intervals across the school year and these records are used well to identify any pupil who is underachieving. There is, however, inconsistency in the quality of marking across subjects. Written feedback to pupils is variable and on occasions does not indicate clearly strengths or aspects for improvement that are specific to subjects. Self-assessment is used well in many subjects
27. Reports to parents and carers have a good format and provide clear information about personal and academic progress. Targets for improvement are included but often they are too general and do not indicate clearly how a pupil can improve in the subject itself.

28. Overall, the curriculum is broad and balanced. At KS3, in addition to the subjects of the National Curriculum (NC) and religious education, pupils study drama and IT. Overall, the curriculum at KS3 is adapted well to ensure pupils develop the skills necessary to move on to the next stage in their learning.
29. In Y9, pupils receive good support to help them make informed choices about the subjects they wish to study at KS4. The options programme includes four vocational courses, three of which are delivered in collaboration with Gorseinon College. These courses are integral to the programme and rarely interfere with pupils' learning in other subjects.
30. Nearly all pupils are able to study the subjects of their choice. Pupils doing the core Welsh second language, physical education and religious education courses have the option to do the short GCSE course in each subject. In addition, all pupils do either the short, or the full course in IT.
31. Many pupils at KS4 have a very good idea of what they want to do when they leave school. Many pupils move on to further education.
32. The school provides pupils of all abilities with a suitable range of opportunities to gain accreditation. These opportunities include the vocational courses.
33. At KS4, a small proportion of pupils at risk of disaffection follow an alternative programme in the Learning Lodge, located in the school but in a separate building. The programme is worthwhile and exceptionally well planned. It includes work experience and enables pupils to gain accreditation.
34. Key skills have a very high profile within the school. They are planned and developed strategically across the curriculum. The co-ordination and planning of key skills is good.
35. A very good range of extra-curricular activities is equally accessible to all pupils. There are revision and homework clubs in a few subjects and a wide variety of educational visits that enrich learning across the curriculum. Activity days which are held towards the end of the academic year are successful.
36. The school promotes pupils' personal development very successfully by placing strong emphasis on their spiritual, moral, social and cultural development. However, the quality of collective worship in assemblies and daily registration periods is too variable. In most cases, provision is good and pupils reflect deeply on a number of relevant themes.
37. The recently introduced Personal and Social Education (PSE) days, held once each term have been particularly successful. The programme is planned well and includes a variety of inputs on relevant topics delivered by staff members and external specialists. In addition, aspects of PSE are covered well in subjects and registration periods.

38. Partnerships with parents, the community and other providers of education are very good. Previous very good links with Initial Teacher Education and Training (ITET) providers have been temporarily suspended since the fire.
39. Careers education and work related education (WRE) are outstanding. This is because the school works closely with Careers Wales West to provide a very wide range of very appropriate experiences for pupils. These prepare them exceptionally well for progression to college or employment.
40. The school develops well pupils' knowledge and understanding of the culture of Wales through, for example, the annual eisteddfod and visits to places of national interest such as the Wales Millennium Centre in Cardiff.
41. Recycling and collecting litter are done regularly. Pupils, however, do not have a good enough understanding of sustainable development. Aspects of education for sustainable development and global citizenship are covered in a few subjects but are not planned strategically across the school.
42. The quality of care, guidance and support is good. Members of staff have a good knowledge of pupils and, as a result, relationships are very positive. Teachers and pupils show high levels of respect for one another. The school makes a valuable contribution to pupils' well-being.
43. The partnership with primary schools is very effective. There is an established induction programme that enables pupils to feel secure in their new environment. Equally, support and advice of good quality in Y9 and Y11 ensure a smooth transition into the next stage in pupils' education. This is reinforced by the well planned PSE days and very good careers guidance.
44. Members of staff use very effective strategies to monitor attendance and behaviour. These have had positive impacts on improving attendance rates and reducing inappropriate behaviour. The monitoring of pupils' performance through the whole school review day is a significant strength. Teachers and pupils are fully involved in agreeing targets and implementing strategies for improvement.
45. The school promotes healthy living well. Physical fitness, healthy living and emotional wellbeing are highlighted in the PSE programme and other curriculum areas with emphasis on the healthy development of the whole person.
46. The planning and organising of support for pupils with ALN is effective. The literacy and numeracy strategies are significant strengths in this provision. Pupils at risk of disaffection benefit from flexible and sensitive provision in the Learning Lodge. Pupils with ALN are well motivated and know what they need to do to improve.
47. Inclusive education is a significant aspect of the school's equal opportunities policy. PSE days and assemblies reinforce these positive values. Pupils of all

abilities have equal access to the broad and balanced curriculum, including the good range of vocational options.

48. The limited incidents of oppressive behaviour are dealt with quickly and sensitively by teachers. Pupils feel safe in school. The good behaviour of pupils is a reflection of the friendly and caring ethos within the school.

## **Leadership and management**

49. The headteacher provides vision and strong and effective leadership. He provides clear direction for the work of the school and is supported well by the Leadership Team (LT). Their aims and values are known and shared by all members of the school community. These aims promote equality successfully and are evident in all aspects of the school's work.
50. Leaders and managers have devised and produced a suitable range of policies which reflect the school's aims. In the great majority of cases, these policies are implemented effectively. This enables the school to function smoothly in its day-to-day routines and to provide a stable and secure learning environment.
51. Leaders and managers have long-standing, very good working relationships with neighbouring providers of education at both primary and further education levels. They take account of national priorities although not all of these, for example the development of bilingual competence and education for sustainable development, are addressed well enough.
52. The management of teams and departments is carried out effectively and efficiently in most cases. A few middle managers, however, are not rigorous enough in monitoring some aspects of their teams' work. Where this occurs, senior colleagues' line management is insufficiently critical.
53. Governors have made very significant contributions to setting the school's strategic direction. Their work in dealing with the difficult situation that the school was in after the fire has been outstanding. It enables the school to look forward to an enhanced future with greatly improved accommodation. The Governing Body (GB) monitors provision very effectively and its members are rigorous in holding staff members to account for many aspects of their performance.
54. Suitable arrangements for self-evaluation include good use of first-hand evidence of learning and teaching. Leaders and managers also place good emphasis on the use of assessment data to inform judgements. The whole school self-evaluation report, prepared prior to the inspection, is of good quality overall, reflecting accurately the school's performance.
55. Procedures for whole school self-evaluation enable staff members at all levels to contribute their views. Pupils' views and opinions are actively sought through the school council and the increasing use of self-assessment across

the school. Leaders also attach suitable importance to the views of parents and other partners in the community served by the school.

56. Senior and middle managers are committed to ensuring that self-evaluation is used effectively to improve provision. Regular dialogue between senior managers and staff is helping to ensure that self-evaluation is becoming increasingly embedded across the school. In spite of this, monitoring and self-evaluation undertaken by subject departments and pastoral teams are not consistent enough.
57. The annual SDP is of good quality overall. Departmental development plans generally relate well to the SDP.
58. Development planning has resulted in a number of measurable improvements. These include a general trend of improved performance in GCSE examinations in recent years. Good progress has been achieved since the last inspection in increasing the proportion of classes inspected where the quality of teaching was awarded grade one or grade two. Good progress has also been made in addressing many of the key issues in the last inspection report.
59. There are sufficient well-qualified members of staff to enable the effective delivery of the curriculum. Members of support staff work very well with teachers to allow all aspects of the school to function efficiently.
60. The provision of learning resources in all departments is remarkably good in view of the extensive fire damage which occurred 18 months ago. The LT, GB and LEA have worked together to create a well-resourced working environment with good quality modern equipment for the benefit of all pupils. The improved provision of IT equipment and the availability of electronic whiteboards in almost all classrooms are notable features.
61. The temporary accommodation has many good features and is sufficient for the number of pupils on roll. It provides a good setting to encourage teaching and learning. Rooms are spacious, bright, well-furnished and fit for purpose. The leisure centre provides a good resource for the teaching of physical education and drama. The theatre is used well for assemblies and musical and dramatic activities.
62. In sharp contrast, the accommodation in the annexe does not provide a suitable environment for learning and teaching. It houses several classrooms and offices which are generally small in size and, sometimes, difficult to use. The building is subject to leaks in wet weather and is frequently in need of repair and refurbishment.
63. The efficiency with which resources were acquired after the fire has been outstanding. An effective, harmonious school for staff, pupils and the community has been created from a very difficult situation. Careful financial management and budgeting was based on a prompt appraisal of needs. The headteacher, leadership team, governors and members of LEA staff have

worked together exceptionally well to deal with the initial crisis caused by the fire.

64. Budgets are set regularly and clearly linked to whole school and departmental priorities for improvement. The school manages its budgets carefully and provides good value for money.

## **Recommendations**

To continue to develop the school should implement the following recommendations.

- R1 Address shortcomings in standards identified in this report.
- R2 Continue to review and refine strategies to tackle boys' underachievement across the curriculum.
- R3 Improve consistency in the use of assessment to inform pupils' learning.
- R4 Continue to improve the rigour and consistency of monitoring and self-evaluation.

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

65. This grade matches the grade in the school's self-evaluation report.
66. The following table shows the standards that pupils achieved at KS3 and KS4 in the six subjects inspected.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>KS3</b>	8%	67%	25%	0%	0%
<b>KS4</b>	12%	62%	26%	0%	0%
<b>Whole school</b>	10%	65%	25%	0%	0%
These grades are based on observations of 83 lessons					

67. The figures in the table above exceed both national targets for standards of achievement for 2007. They exceed the target for standards to be awarded grade three or above in 98% of lessons by two percentage points. They exceed the target for standards to be awarded grade two or above in 65% of lessons by 10 percentage points.
68. The percentage of lessons awarded grade two or above at KS3 is 12 points higher than the average for all schools inspected in Wales in 2005-2006. At KS4, the percentage of lessons awarded grade two or above is 14 points higher than the comparative figure nationally.
69. These figures are significantly higher than those awarded during the last inspection of the school. In this inspection, standards are grade three or higher in all lessons observed compared to 94% at the last inspection. Overall, in 75% of lessons observed standards are grade two or above, compared to 56% at the last inspection. This denotes a significant improvement.
70. Standards achieved have good features and no important shortcomings at both stages in most subjects inspected. The standards achieved in English are good with outstanding features. In art at KS3 and religious education at KS4, good features outweigh some shortcomings.
71. The great majority of pupils, including those with SEN and ALN achieve standards which are good in relation to their abilities.
72. Attainment at the end of KS3, in the three previous years for which comparative data is available (2004-2006), compares favourably to figures from schools where a similar percentage of pupils is entitled to free school meals. In 2007, attainment in the three core subjects of English, mathematics and science, and in the three subjects combined was a little lower than in the previous three years. There is however, an underlying trend of improvement in performance at KS3.

73. At KS4, results in key indicators of performance compared favourably, and in some cases very favourably, to those from similar schools in almost all cases between 2004 and 2006. The most recent results at KS4 were a little lower than those attained in the previous two years. These results were achieved by pupils whose GCSE courses were disrupted by the fire in 2006. Despite this, the percentage who achieved five or more A\* to C GCSE grades was within two points of the school's target figure. At KS4 there is an underlying trend of improvement in performance.
74. In almost all subjects, recent results in examinations and assessments by teachers at the end of key stages are higher than local and national averages. Boys' attainment, however, tends to be lower than girls' and the difference between their performances is often greater than it is locally and nationally. The school has recognised this and has been implementing strategies to address this issue. Good progress has been made. The differences are generally smaller when pupils leave the school than they were on entry.
75. Standards in the key skills of communication, use of number and IT have good features and no important shortcomings. Pupils develop and apply these skills well in subjects across the curriculum. The school has made very good progress since the last inspection in the development of pupils' key skills.
76. Although most pupils have a basic bilingual competence they make little progress in developing this further. They rarely use the Welsh language except in Welsh lessons. Their abilities in listening and reading in the Welsh language are a little better than their abilities to speak and write in Welsh.
77. With very few exceptions, pupils make good progress in learning. By comparison with their abilities on entry they make significant progress in acquiring knowledge, skills and understanding. Most pupils know how well they are doing, both overall and in different subjects. They have good levels of understanding about what they need to do in order to make progress. This prepares them well to move on to the next stage of learning.
78. Pupils generally have very good personal, social and learning skills. They work well, both individually and together, sustain good levels of concentration and make good use of their time in lessons. Most pupils show genuine interest in their work in school and good levels of motivation.
79. Pupils' behaviour is very good, both in lessons and around the school. They are welcoming to visitors. They behave responsibly and show respect for each other and their teachers. Their mutual respect is a distinctive feature of the school.
80. Pupils, across both key stages, achieve good levels of attendance. Overall attendance in the year before the inspection was over 92% and, therefore, is close to the WAG target for 2007 of 93%. Attendance rates are above both local and national averages. Good levels of attendance have been maintained over recent years.

81. Pupils' punctuality to lessons and at the start of the school day is good. Despite the dispersed nature of much of the school site which means pupils have to walk some distance between lessons, they are rarely late.
82. As they progress through the key stages, pupils develop their abilities to work more independently. They become more skilful in managing and organising their time. This helps them to improve their own learning and to develop skills necessary for lifelong learning.
83. Pupils show very good levels of awareness of the importance of equality of opportunity. They understand that society is diverse and that there are different faiths, cultures and traditions. Their understanding is developed in assemblies, PSE days and in several subjects. It is also developed through learning experiences outside school such as WRE. Their awareness and understanding prepares pupils very well for future participation in the workplace and community.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

84. This grade matches the grade in the school's self-evaluation report.
85. The following table shows the grades awarded for teaching in lessons observed in the six subjects.

	Grade1	Grade 2	Grade 3	Grade 4	Grade 5
<b>KS3</b>	11%	65%	22%	2%	0%
<b>KS4</b>	16%	51%	32%	0%	0%
<b>Whole school</b>	13%	59%	27%	1%	0%

These figures are based on observations of 83 lessons

86. The following table shows the grades awarded for teaching in all the lessons inspected.

	Grade1	Grade 2	Grade 3	Grade 4	Grade 5
<b>KS3</b>	17%	64%	18%	1%	0%
<b>KS4</b>	19%	51%	30%	0%	0%
<b>Whole school</b>	18%	58%	23%	1%	0%

These figures are based on observations of 113 lessons

87. Overall teaching is at least grade two (good features and no important shortcomings) in 76% of lessons. This is above the comparative figure of 69% for schools inspected in Wales in 2005-2006. The proportion of lessons

where grade one was awarded for teaching (good with outstanding features) corresponds almost exactly with other schools. The proportion of lessons where teaching was awarded grade three or four is lower than in other schools.

88. For both the subjects inspected and the overall figures there is a greater proportion of lessons awarded grade two at KS3 than at KS4. Also the proportion of lessons awarded grade three is higher at KS4 than at KS3.
89. Teachers establish strong working relationships with pupils which feature prominently in the great majority of lessons. There is strong mutual respect between teaching staff and pupils and this contributes to maintaining pupils' interests and promoting positive attitudes to work. Where appropriate, learning support assistants (LSA) work very effectively with teachers to support the needs of individual pupils.
90. Teachers have good subject knowledge and many display this with interest and enthusiasm in their teaching. They make very good use of interactive whiteboards to present information and activities to pupils in stimulating and relevant contexts.
91. Most teachers use questions competently to reinforce pupils' knowledge and understanding. In the best lessons teachers engage in very effective interactive dialogue with pupils. They use searching questions that challenge pupils' understanding and require extended responses from them. In a few lessons, however, questions only require brief responses and are not sufficiently challenging for all pupils.
92. Nearly all lessons are well planned. Usually teachers set clear objectives to ensure that pupils understand what is expected of them. Most lessons progress at a good pace and activities are matched well to the needs of individual pupils. Teachers also make good use of a range of resources to capture pupils' interests and support their learning. Occasionally insufficient time is given at the end of lessons to consolidate the learning that has taken place.
93. Homework is used well in several subjects to consolidate and extend pupils' learning. There is, however, too much inconsistency in the amount of homework set across subjects.
94. Some opportunities are provided to promote the use of the Welsh language and culture across the school. A few subject departments make effective use of activities that require pupils to extend their knowledge and understanding of Wales and to a lesser extent the Welsh language. There is also good use of incidental Welsh in some assemblies and bilingual posters are displayed in several classrooms. In the majority of subjects, however, there is little use of incidental Welsh in lessons.
95. Teachers treat pupils fairly and secure equal opportunity for all. In many lessons boys and girls are grouped carefully to encourage them to support

each other and this works well. In a small minority of lessons, however, girls play a more passive role and boys tend to dominate in answering questions asked by teachers.

96. Whole school systems of assessment are clear and systematic. The school keeps central records of teachers' assessments of pupils in each subject twice each year. Teachers identify targets for each pupil using a range of performance indicators and these are reviewed continually. Overall, the process is effective in tracking pupils' progress and identifying those who are underachieving.
97. Assessment is used constructively in most subjects. Usually teachers provide good oral feedback that gives pupils clear indications of strengths and areas for improvement. Self-assessment and occasionally peer-assessment also feature in several subjects and are increasingly used to good effect. A notable feature is the annual whole school review day. This gives pupils the opportunity to meet with teaching staff and reflect on their progress. It provides a useful mechanism for pupils to plan their own improvement.
98. Overall, however, there is too much inconsistency in the use of assessment to improve pupils' learning across subjects. In particular, there is too much variability in the quality of marking of pupils' work. Although in a number of subjects this is carried out well, there are others in which marking is infrequent and insufficiently detailed. The quality of written feedback from teachers varies considerably. It does not always give clear subject-specific comments to pupils that indicate how they could improve their work.
99. Statutory requirements in relation to assessing and reporting on NC subjects are met at KS3. Teachers also meet the regulations of examining boards for subjects at KS4.
100. The school provides an interim and final report to parents and carers in each year. Reports have a good format and provide useful information relating to personal and academic progress. Both indicate pupils' achievements clearly in each subject using NC levels at KS3 and GCSE grades at KS4. The final reports provide comments from subject teachers that relate to strengths and targets for improvement. In several subjects, however, the targets are too general and do not indicate clearly how a pupil can improve in the subject.

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

<b>Grade 2: Good features and no important shortcomings</b>
---

101. This grade matches the grade in the school's self-evaluation report.
102. Overall, the curriculum is broad and balanced and meets statutory requirements. The school provides learning experiences that meet individual pupils' needs well and enable them to progress successfully.

103. At KS3, in addition to the NC subjects and religious education, pupils study drama and IT. In Y7 an additional lesson in both mathematics and English enables pupils to improve their literacy and numeracy skills. Overall, the curriculum at KS3 is adapted well to ensure that pupils develop the skills necessary to move on to the next stage in their learning.
104. At KS4, in addition to the statutory curriculum, all pupils have careers and IT lessons. Pupils have access to a good range of options. Nearly all pupils are able to study the subjects of their choice. The options programme includes four vocational courses, leisure and tourism delivered in the school and engineering, health and social care and motor vehicle studies delivered in collaboration with Gorseinon College. Vocational courses are part of the options programme and, as such, rarely interfere with pupils' learning in other subjects.
105. At KS4, a small number of pupils at risk of disaffection follow a very good alternative programme in the Learning Lodge, located in the school but in a separate building. The programme is planned exceptionally well to enable pupils to gain relevant academic and vocational accreditation and experience. It includes, for example, outdoor activities, community projects, skills coaching awards and work experience.
106. The school plans to further develop the 14-19 curriculum in collaboration with other secondary schools in the area.
107. KS4 pupils are able to gain appropriate accreditation. Opportunities include, GCSE, a work related National Vocational Qualification (NVQ) and a few Entry Level Qualifications (ELQ). Pupils undertaking the core Welsh second language, physical education and religious education programmes have the option to do the short course GCSE examination. In addition all pupils complete either the short or full GCSE course in IT.
108. Key skills have a very high profile within the school. They are strategically planned, well co-ordinated and developed effectively across the curriculum. They are an integral part of most lessons. Key skills are well-documented in subject department handbooks and schemes of work and are a main feature in all meetings of heads of department. Pupils' experiences of key skills in lessons are monitored effectively.
109. A very good range of extra-curricular activities is equally accessible to all pupils. These include subject and homework clubs in a few subjects, the Duke of Edinburgh award scheme as well as sport, music and drama activities. Most are very well attended. The school uses this provision to enhance the talents of all pupils including those who are more able and talented. For example, in 2007, the Y10 boys' five-a-side football team won the UK championships and went on to compete in Europe.
110. A wide range of educational visits enhance further pupils' learning across the curriculum. Successful activity days are held towards the end of the academic

year. These include, a wide range of relevant activities including trips to London theatres, mountain biking, international trips, sketching, walking in the locality and IT workshops.

111. The school promotes very successfully pupils' personal development by placing strong emphasis on their spiritual, moral, social and cultural development. The recently introduced PSE focus days held once a term have been particularly successful. Staff in the school, and external specialists, provide a well-planned programme that includes a variety of relevant topics. In addition, aspects of PSE are covered well in subjects and registration periods.
112. Assemblies and daily tutorials at the start of the school day are too variable in quality. In most cases, however, provision is good and pupils reflect deeply on the thought for the day and other relevant topics. Overall, the quality, delivery and effectiveness of spiritual, moral, social and cultural development are not monitored carefully enough across the whole school.
113. Partnerships with parents, the community and other providers are very good. Strong links with partner primary schools ensure that most pupils transfer to the school from Y6. Previous very good links with ITET providers have been temporarily suspended since the fire.
114. Many KS4 pupils have a very good idea of what they want to do when they leave school and a high percentage move on to further education. Links with the local further education colleges are very well-established, particularly Gorseinon College. They help pupils to make well-informed choices about the courses and subjects they need to study to access different career routes.
115. Careers education and work-related education have a very high profile in the school and are outstanding. The school is highly successful in providing learning experiences that prepare pupils very effectively for employment and further education.
116. The careers programme, delivered through activity days at KS3 and as part of the curriculum at KS4, is strategically planned and very comprehensive. The head of careers and the Careers Wales West officer, who is based in the school, work very closely to provide a wide range of relevant experiences for pupils.
117. As a result of very good partnerships with a large number of different local employers, pupils are able to access relevant work experience. Pupils in Y10 are very well prepared for their two-week placement at the end of the academic year.
118. Pupils' evaluation of the quality of careers education and guidance they receive is extremely positive. In addition, members of staff regularly receive very positive feedback from employers about the extent to which pupils are prepared for the world of work. In recognition of its work, the school has been awarded the Careers Education and Guidance Gold Award.

119. The school works hard to develop pupils' knowledge and understanding of the culture of Wales, through, for example, the Welsh Awareness Day, the annual eisteddfod and visits to places of interest, including the Wales Millennium Centre in Cardiff. All pupils study Welsh second language and a growing number are gaining GCSE qualifications. Opportunities for promoting learners' bilingual skills across the curriculum are less well developed and there is very little use of incidental Welsh in lessons or around the school.
120. Aspects of education for sustainable development and global citizenship are covered in some subjects. Recycling bins are available in most classrooms and daily litter collections are organised. Although some pupils understand the concept of sustainable development, it is not planned strategically across the whole school.

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

##### **Grade 2: Good features and no important shortcomings**

121. This grade matches the grade in the school's self-evaluation report.
122. The quality of care, guidance and support provided by the school is good. Members of staff know pupils well. This is reinforced by heads of year and form tutors staying with their year group or form from Y7 through to Y11. Heads of year and form tutors work together very well. The newly appointed key stage managers have begun to add strength to the structure, although their roles are less well developed. Teachers and pupils show a high level of respect for one another. Relationships are good.
123. There are strong relationships between the school, parents and the community. The school is an integral part of the local community. Parents are well informed through information bulletins each term, the school prospectus, regular open meetings and pupils' contact books. They are very supportive of their school.
124. Teachers provide pupils and parents with comprehensive information about opportunities at the end of KS3 and at the end of KS4. They give appropriate guidance to pupils during form and year assemblies as well as PSE days to help them choose the course and pathway which is right for them. Pupils value the input of the careers adviser at both key stages. Strong relationships with Gorseinon College reinforce the established programme of transition at the end of KS4.
125. Transition arrangements between KS2 and KS3 to facilitate smooth transfer are good. Pupils feel secure in their new environment following an established transition programme. Successful taster days organised for Y5 and Y6 pupils at Penyrheol prepare them for their move to secondary education. There are

many informal and formal links between the two key stages which support transition. These include:

- curriculum liaison and joint planning;
  - regular liaison meetings and cross-stage moderation
  - professional development opportunities for members of staff; and
  - invitations to concerts and celebrations.
126. Relevant programmes of PSE are delivered through carefully structured and well planned PSE days. Other aspects of PSE are delivered in subject areas. An audit of PSE has not ensured that all aspects and issues within the framework are fully covered across the whole school. The programme is enriched by inviting specialists from outside the school to speak to pupils.
127. Members of staff use very effective strategies to monitor attendance and behaviour. These have had positive impacts on improving attendance rates and reducing inappropriate behaviour. This is a significant strength of the school. Pupils are very aware that attendance is recorded electronically at the beginning of every lesson. They are also aware that incidents of inappropriate behaviour are noted on the electronic system. Heads of year act promptly and effectively using this up-to-date information.
128. The monitoring of pupils' performance through the whole school review day is a significant strength. Teachers and pupils are fully involved in agreeing targets and implementing strategies for improvement. This provides a good platform for reviewing progress during the year. Pupils appreciate the opportunity to discuss their work with form tutors on an individual basis. Some targets, however, are not explicit enough.
129. Pupils are aware of healthy living issues. PSE and other curriculum areas highlight physical fitness, healthy eating and emotional well-being with an emphasis on the development of the whole person. The school council discusses healthy eating options with the catering manager on an annual basis. Unfortunately the vending machine in the leisure centre selling chocolates and fizzy drinks attracts a large number of pupils during break times and lunch times.
130. There is a culture of safety in the school and detailed risk assessments are made conscientiously on aspects of school life. Pupils are made to feel safe in school.
131. Procedures for child protection are appropriately in place. The child protection officer who is on the LT has received regular updated training. In-Service Education and Training (INSET) for whole school staff has also been carried out successfully. Procedures for child protection are adequately highlighted in the staff handbook.
132. Support for pupils with ALN is effective. The support for pupils in mainstream is good. Support for pupils with literacy and numeracy difficulties is a significant strength. As part of the school and LEA policies, a wide range of

diagnostic tests is used to identify accurately pupils who require regular intense intervention. These assessments are used effectively to plan provision.

133. Pupils with ALN of all abilities are taught alongside their peers in mainstream. They are appropriately taught by subject specialists. Links with other departments are good. All staff members are provided with a useful practical guide which includes all Individual Education Plans (IEP) and appropriate teaching strategies to meet the needs of individual pupils. Most teachers adapt teaching strategies well to meet the different needs of pupils. This, however, is not carried out consistently in all subjects.
134. The work of the learning support department is enhanced by a team of LSAs. LSAs are deployed to individual departments and are appropriately managed by a senior LSA. They provide sensitive and appropriate support to individual pupils when required.
135. Literacy and numeracy support is very carefully planned and structured. Identified pupils are withdrawn from mainstream English and mathematics lessons and have a reduced allocation of French and Welsh. They follow a well-planned multi-sensory programme sensitively delivered by experienced teachers. Effective use is made of appropriate IT software. The teaching is consistently challenging. Team teaching in mathematics is particularly effective. Pupils make good, steady progress following these interventions.
136. Pupils with ALN at KS4 have full access to the curriculum including the wide range of accredited vocational experiences. Expectations are high and the majority of pupils with ALN achieve appropriate GCSE passes.
137. The work of the Learning Lodge is a significant strength and deals flexibly and sensitively with identified pupils at KS4 who are at risk of becoming disaffected or disengaged. The self-confidence and self-esteem of these pupils are enhanced by effective links with outside providers. The work of the Lodge is led sensitively by an enthusiastic and suitably qualified manager. Its success can be measured in the significant improvement in the attendance of these pupils. They do not, however, receive lessons in science, religious education and Welsh.
138. IEPs are reviewed each term and are used well to track the progress of pupils with ALN. A few IEPs are not clear or specific enough to meet the needs of pupils. There is considerable expertise in the department and staff members work well as a team. The SEN Co-ordinator (SENCO) is experienced, very organised and provides very good guidance. Pupils with ALN are often well motivated and know what they need to do to improve.
139. Inclusion is a significant aspect of the school's equal opportunities policy. PSE days and assemblies reinforce these values. Pupils of all abilities have equal access to the curriculum including the wide range of vocational options. Guidance at the end of KS3 and KS4 challenges gender stereotyping. Racial issues are discussed appropriately in assemblies and the relevant policy is in

place. Pupils with English as an Additional Language (EAL) are appropriately supported by specialist teachers and make good progress. Most able and talented pupils are identified but programmes to further challenge these pupils are less well developed. Pupils who are looked after by the local authority have appropriate provision and support. An appropriate Disability Equality Scheme is in place but the school's Accessibility Plan is not developed well enough.

140. The limited incidents of oppressive behaviour and bullying are dealt with quickly and sensitively by teachers. The anti-bullying procedures and policy are comprehensive. The good behaviour of pupils is a reflection of the friendly and caring ethos within the school. This is a good platform for learning.
141. Aspects of respect for diversity are covered effectively in religious education lessons, form and year assemblies and PSE days. Other cultures and religions are highlighted in these sessions. These values are strengthened by the school's international links and support for local and national and charities. Responsibility for choosing appropriate charities to support is given to the school council.

## **Leadership and management**

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

#### **Grade 2: Good features and no important shortcomings**

142. This grade matches the grade in the school's self-evaluation report.
143. The headteacher provides vision and strong and effective leadership. He leads by example and provides clear direction for the work of the school. He is supported well by the LT which consists of senior managers. Members of the LT have a common purpose focused on serving pupils' needs. Their aims and values are known and shared by all members of the school community. They are evident in pupils' learning and behaviour and in the positive relationships between pupils and members of staff.
144. The fire in 2006 created many serious difficulties for leaders and managers. These difficulties were experienced by all but were most acute at senior leadership level. The work of the headteacher supported by other leaders and managers has been outstanding in tackling problems and returning the school to normality as quickly as possible.
145. Leaders and both senior and middle managers have devised and produced a suitable range of policies which reflect the school's aims. These policies promote equality for all successfully and, in the great majority of cases, they are understood well and implemented effectively. This enables the school to function smoothly in its day-to-day routines and provides a stable and secure learning environment.

146. Leaders and managers have close, long-standing and very good working relationships with other providers of education in the locality. These include partner primary schools and Gorseinon College. The effective collaborations benefit pupils on entry to the school and when they leave.
147. Leaders and managers take account of the priorities of national government. They do not, however, address all WAG initiatives equally well. For example, they do not address well enough the development of pupils' bilingual competence in the English and Welsh languages and their understanding of sustainable development and global citizenship.
148. The management of teams and departments is carried out effectively and efficiently in most cases. Although there has been some disruption of established procedures following the fire, the management of performance is carried out well. Managers use appropriate procedures to monitor the work of individuals and teams. Senior and middle managers then agree relevant targets for future development and improvement.
149. A small minority of middle managers are not rigorous enough in monitoring aspects of their teams' work. Where this occurs, senior colleagues' line management is insufficiently critical.
150. Performance management is generally effective in identifying staff development needs. In many subject departments this has made a positive contribution to improving standards and quality.
151. Governors have made very significant contributions to setting the school's strategic direction. Their work in dealing with the situation following the fire and, in particular, planning for the future, has been outstanding. Governors have used considerable amounts of their own time and have made huge efforts to help the school. As a direct consequence of their work the school can look forward to an enhanced future with greatly improved accommodation.
152. The GB monitors the standards achieved and the quality of the education provided by the school very effectively. Its members are thorough in their analysis of data and reports. The GB operates efficiently through a suitable range of committees. It knows the school very well and is rigorous in holding the school to account for many aspects of its performance. Governors ensure that they and the school meet their regulatory and legal requirements.

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

<b>Grade 2: Good features and no important shortcomings</b>
---

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

154. Leaders and middle managers are well informed about the areas for which they have responsibility. They use what they know well in formulating development plans.
155. Suitable arrangements for self-evaluation make good use of first-hand evidence of learning and teaching. The outcomes of a regular, termly programme of lesson observations, which focus on aspects of learning and teaching highlighted for development, appropriately inform self-evaluation procedures. Leaders and managers also place good emphasis on the use of assessment data to inform judgements.
156. As a result of appropriate arrangements, the whole school self-evaluation report prepared prior to the inspection is of good quality overall, reflecting accurately the school's performance. It notes perceived strengths and areas for development in many relevant aspects of the school's work, and generally cites relevant supporting evidence. The grades awarded by the inspection team for each of the seven key questions match those of the school except for key question seven, where the team awarded one grade higher because of the outstanding features that were identified during the inspection.
157. Procedures for whole school self-evaluation enable staff at all levels to contribute their views. Leaders also attach suitable importance to the views of parents and other partners in the community served by the school. They actively seek pupils' views and opinions through the work of the school council. Information from pupils is also gained through:
- increasing use of pupil self-assessment across the school;
  - pupils' written responses during whole school review days to questions about aspects of provision; and
  - questionnaires completed by pupils in a few subjects at the end of sections of their course.
158. Senior and middle managers are committed to ensuring that self-evaluation is used effectively to help improve provision. Most middle managers have a good understanding of the importance of self-evaluation in improving standards and quality. Regular dialogue between senior managers and staff is helping to ensure that self-evaluation is becoming increasingly embedded across the school and to improve teachers' understanding of their role. In spite of this, monitoring and self-evaluation undertaken by subject departments and pastoral teams are not consistent enough.
159. There are clear whole school targets for improvement. The annual school development plan is of good quality overall. It identifies appropriate opportunities for improvement, which relate appropriately to:
- outcomes of the annual self-evaluation report;
  - national priorities; and
  - issues identified by the school for action over a three year period.
160. Departmental development plans generally relate well to the school development plan. There is less variation in departments' annual development plans than in their self-evaluation reports.

161. The departmental development plans note action to be taken in relation to identified priorities along with timescales, anticipated costs, staff responsible and success criteria. Priorities for improvement are adequately funded. On occasions, in most plans, success criteria do not identify the intended outcomes clearly enough in terms of improving standards of achievement.
162. Development planning has resulted in a number of measurable improvements including:
- a general trend over recent years of improvement in performance in GCSE examinations;
  - much increased provision of IT resources;
  - fewer exclusions and referrals of pupils because of unacceptable behaviour; and
  - increasing provision for vocational courses and the take-up of vocational courses by pupils.
163. The school has made good progress since the last inspection in increasing the proportion of classes inspected where the quality of teaching was awarded grade one or grade two. Staff have also made good progress in addressing many of the key issues in the last inspection report, including:
- the establishment of closer links between senior and middle managers;
  - promoting improved skills in literacy, numeracy and IT;
  - improving the progress of pupils with SEN in mainstream classes; and
  - improving curriculum provision for Welsh.
164. Improvements made to accommodation after the last inspection were nullified as a result of the fire in 2006. Careful planning and management have enabled the school to make very good use of the accommodation available since the fire.
165. Adequate progress has been made since the last inspection in improving curriculum provision for religious education at KS4. However, the school prospectus does not meet statutory requirements because it does not contain enough detail about access for disabled pupils.

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

<b>Grade 1: Good with outstanding features</b>
--

166. The inspection team awarded this question a higher grade than the school awarded itself in its own evaluation. The inspectors considered there were sufficient outstanding features to award the highest grade.
167. The school has sufficient well-qualified teaching staff to enable the curriculum to be taught effectively. Teachers are suitably qualified and knowledgeable. They have a good range of experience and enjoy good professional relationships. They are deployed effectively and nearly all teach their specialist subject. Good support and training is given to those who agree to teach

outside their subject specialism. Newly Qualified Teachers (NQT) are helped, monitored and mentored well.

168. Teaching assistants are deployed effectively and efficiently in a range of activities designed to enhance pupils' learning. Highly competent members of support staff enable all aspects of the school to function effectively. Members of administrative staff and site managers ensure that the school operates smoothly.
169. The school fully meets the statutory requirements for workload remodelling. All members of teaching staff get appropriate planning, preparation and assessment time and suitable resources. These arrangements give good value for money.
170. The provision of teaching and learning resources throughout the school is remarkably good in view of the extensive fire damage which occurred 18 months ago. Many teachers and departments lost all their resources, pupil records, schemes of work and personal teaching notes. The headteacher, LT, GB and LEA have created a well-resourced working environment, consisting of good quality modern equipment, for the benefit of all pupils and teachers.
171. The provision for IT has improved considerably and resources are well managed. Almost all teaching rooms have electronic whiteboards. Members of staff have undertaken appropriate training in order to use them effectively. The selection, acquisition and use of resources to totally restock rooms and offices in a very short time are outstanding. The degree of disruption to teaching programmes has been kept to a minimum.
172. The leisure centre is a good resource for the teaching of physical education and drama. Use of the sports hall is restricted during each day, however, as it is used as a temporary dining hall.
173. The temporary accommodation has many very good features and is sufficient for the number of pupils on roll. It provides a good setting to encourage teaching and learning. Rooms are bright, well-furnished and extremely fit for purpose. Rooms are sufficiently large to accommodate all classes comfortably and allow for a suitable range of teaching styles. However, the lack of suitable storage space presents some departments with difficulties.
174. In sharp contrast, the accommodation in the annexe does not provide a suitable environment for effective teaching and learning. It houses several classrooms and offices which are generally small in size and sometimes difficult to use. The building is subject to leaks in wet weather and is constantly in need of repair and refurbishment.
175. The finances and resources of the school have been at the forefront of the minds of managers during the last 18 months. All financial and stock records held centrally in school were lost. The school had to start planning from scratch. The speed and efficiency with which resources were acquired after the fire are outstanding. Priorities for development in providing suitable

accommodation and resources were quickly identified and refined. Careful budgeting was based on a prompt appraisal of needs.

176. There are very close links between allocation of resources and identified priorities for improvement contained in the SDP. Decisions were, and are, made according to clearly understood criteria that reflect the objectives of the school. An effective, harmonious school for staff, pupils and the community has been created from an extremely difficult situation. The headteacher, LT, GB and LEA have worked together exceptionally well in dealing with the crisis management after the fire. They dealt with the logistical problem with dedication, energy and inspiration.
177. The school uses its teaching and support staff efficiently. Good use is made of their time and experience. In most subjects effective procedures are in place to evaluate performance and plan for improvement. Very good support is provided for NQTs. Detailed job descriptions are in place for all members of staff.
178. Teaching and support staff have worked tirelessly and flexibly in recent times to ensure that the pupils are not disadvantaged by the adverse circumstances. This has been an outstanding feature of school life. Pupils and the neighbouring community have responded positively to the way in which the school has been resourced and managed. Performance management is good overall, although in some cases the outcomes are variable due to a lack of rigour and consistency.
179. There are very good systems in place to manage and monitor the school's finances. Rigorous financial management systems are used well under the direction of the headteacher and business manager. They ensure cost effectiveness in every aspect of school expenditure, investment and leasing programmes.
180. There is close scrutiny of income and expenditure on a daily basis by the business manager and her team. They ensure that all departments and senior managers are kept fully informed. The allocation of money to departments is transparent and fair and closely linked to their development plans.
181. The GB has played a major part in decision-making since the fire, leading and supporting where appropriate. Key personnel from the LEA have also been extremely helpful during the recovery and planning stage. The school manages its budget carefully and provides good value for money. The leadership and cooperation between key staff members involved with the school recovery are outstanding. As a consequence, examination results and the overall quality of life within the school are good.

## Standards achieved in subjects and areas of learning

### English

#### **KS3 – Grade 1: Good with outstanding features**

#### **KS4 – Grade 1: Good with outstanding features**

182. Examination results in English Language at GCSE have generally shown a pattern of improvement over the past three years. Passes at A\* - C grades have been consistently close to or above local and national averages. The proportions of girls and boys who achieve the highest grades of A\* and A are significantly above local and national norms. Considering their ability and results in other subjects, performance at these higher grades is outstanding.

#### **KS3**

##### **Outstanding features**

183. Pupils listen very attentively and purposefully to each other and to the teacher. They work very confidently in a range of groupings, sustaining discussion over significant periods of time. They use talk to develop their thinking, challenging each other when appropriate.

184. Pupils read for pleasure silently and with concentration for a short period in each lesson. A wide range of texts is in evidence and pupils, including many boys, are very willing and able to talk confidently about their reading choices.

185. Pupils write very confidently and in a sustained manner across a wide range of genres and formats. These include challenging types of text such as persuasive letters and analysis of literary texts, even including relevant quotations where appropriate.

186. Many pupils have very good levels of knowledge about language. They use appropriate terminology when discussing both literary and non-literary texts.

##### **Good features**

187. Pupils show confidence in a wide range of oral contexts, including role-play. They show that they are able to empathise and to express points of view other than their own.

188. Pupils read aloud confidently, accurately and often expressively.

189. Pupils analyse both literary and media texts in great depth, often going on to use them as models for their own writing.

190. Pupils' assessment files show that the great majority makes significant progress across KS3. Some Y9 work is extremely sophisticated, showing thorough integration of oral, reading and writing skills.

191. When carrying out tasks that rely on reading for meaning, pupils show persistence and good understanding. They show an increasing ability to explore texts for implicit as well as explicit meanings and respond to their reading in a range of ways, both oral and written.
192. The great majority of pupils write at length. Many examples of their extended work are displayed in classrooms and these show their ability to draft and develop initial ideas into sustained pieces of work, often using IT.
193. In their responses to writing tasks pupils display a clear sense of appropriate audience and register and produce writing which is often humorous, imaginative and energetic. The best imaginative writing includes subtle and sophisticated strategies such as varied sentence lengths and use of imagery.
194. Pupils` spelling is mostly sound. Only rarely is written work spoilt by inaccuracies. Pupils use dictionaries independently when writing. The spelling errors that do occur are mostly either phonetic misunderstandings or slips arising from rushing.

### **Shortcomings**

195. In a minority of cases, written work is marred by the use of non-standard grammar and lack of consistency of tenses.
196. In a very small number of folders the quality of written work falls below the standards displayed elsewhere.

### **KS4**

#### **Outstanding features**

197. Pupils show great persistence in discussion and analysis of texts. They work very comfortably with a wide range of partners in order to explore implications and connotations. They listen intently to each other and to the teacher, picking up on points made by others and challenging or developing them as appropriate. This leads to very high quality discussion, both in groups and as a whole class.
198. The great majority of pupils of all abilities, including those with IEPs and with EAL support, involve themselves fully in the discussion and analysis of both media and written texts, making significant contributions.
199. Pupils take writing very seriously. Much of the work in their GCSE files is of a very high quality, while even the work of the less able is sustained and committed.
200. Most of the folders show evidence of significant progress since KS3. The best work is extremely sophisticated and this is reflected in GCSE results at the

highest grades where attainment of both boys and girls consistently exceeds local averages.

### **Good features**

201. The great majority of pupils speak clearly and confidently in a range of contexts. They understand the importance of speaking and listening, not only to examination performance but also to learning in general.
202. Most pupils show good understanding of a range of complex texts, some of them reflecting cultures different to their own. They successfully carry out a range of tasks which are constructed to deepen their understanding, not only of content but of the strategies and approaches used by writers. They understand the concept of quoting from texts and they make reference to pertinent details in their discussions of what they have read.
203. Pupils are able to make intelligent comparisons between texts deriving from contrasting contexts and periods of time.
204. Most pupils apply what they have learnt from their reading when they produce their own writing. They show a clear understanding of concepts such as `presentational features` and `appropriate register` and produce sustained work in a range of formats.
205. Pupils of all abilities produce coursework files of substance. They understand the process of revising and re-drafting and, when appropriate, use IT in order to produce coursework of quality.
206. The great majority of pupils have a good understanding of the requirements of the GCSE syllabus and the criteria for different grades. They show an awareness of the level at which they are working and can talk about what they need to do to improve.

### **Shortcomings**

207. A small minority of groups and individuals are slow to engage with oral tasks.
208. A small number of pupils make unrealistic estimates of their likely attainment at GCSE.

<b>Science</b>
----------------

**KS3 – Grade 2: Good features and no important shortcomings**

**KS4 – Grade 2: Good features and no important shortcomings**

209. Examination results in science at GCSE in the last three years have been above national averages for the percentages of pupils who achieve grade C or above. These results are in line with pupils' abilities.

**KS3**

**Good features**

210. Most pupils use appropriate scientific vocabulary and units accurately when discussing their work. They answer questions well and have the confidence to seek clarification when they do not understand the work. They recall recent work readily. Pupils demonstrate a clear understanding of the scientific principles which underpin the main topics in biology, chemistry and physics.

211. In practical science, pupils follow instructions with diligence and appropriate regard for health and safety issues. They work well in collaboration and actively support each other. This helps them to use basic apparatus correctly and accurately when measuring temperature, force, mass, area and volume.

212. Pupils develop progressively the skills required to plan full accounts of extended scientific investigations. They draft reports of their work effectively. They use secondary sources well when completing the background research work needed to improve their understanding.

213. Pupils who participate in CASE studies demonstrate the higher order thinking skills of synthesis, analysis and evaluation. These skills enable pupils to transfer their knowledge and understanding of science in both familiar and unfamiliar contexts.

**Shortcomings**

214. A few pupils are hesitant and insecure in their knowledge and understanding of science. On occasion they fail to correct and complete work.

**KS4**

**Good features**

215. Pupils of all abilities continue to develop their practical skills. They build upon the solid foundation of learning in science at KS3. At the end of KS4 they submit coursework of good quality which helps them to attain good standards in GCSE examinations.

216. Pupils continue to plan their work in science well. They obtain, analyse and present appropriate results from scientific experiments. They draw conclusions as well as evaluating their work. They use basic apparatus well and show confidence in using equipment to measure volumes. Pupils make measurements which are accurate within the limitations of the apparatus they use.
217. In their study of science, pupils discuss more complex topics which relate to current social, environmental and real-life issues which result from scientific activity. The relevance of this work enables pupils to achieve good standards in applied science.
218. Pupils display a wide range of skills. They are confident and articulate speakers and adept in questioning to clarify their understanding of science. They make calculations from scientific equations and formulae correctly. In this work they demonstrate a good understanding of how to operate scientific units. Pupils achieve good standards in drafting scientific reports and researching particular topics in science.
219. Pupils gain progressively knowledge and understanding of more complex topics in biology, chemistry and physics. In chemistry, for example, more able pupils have a clear understanding of the impact of atomic and molecular structure on elements and compounds.

### **Shortcomings**

220. A few pupils, notably in Y10, do not always achieve their potential in science lessons. The tasks they attempt are not challenging enough.
221. A small minority of pupils fails to complete their work and correct errors in it.

<b>Information technology</b>
-------------------------------

### **KS3 - Grade 2: Good features and no important shortcomings**

### **KS4 - Grade 2: Good features and no important shortcomings**

222. In 2005 and 2006 the proportion of pupils who achieved GCSE grades A\*-C compares favourably with local averages and are roughly in line with national figures.
223. There was a significant dip in performance in the comparative GCSE results in 2007 where overall figures fell below both national and local figures. Girls' results still compared favourably with local and national figures but boys' results fell well below them.

## **KS3**

### **Good features**

224. Most pupils use hardware and software competently and confidently. They have good IT skills and apply them purposefully in a range of contexts. They exercise a good degree of independence in their work and also share ideas well with others.
225. The great majority of pupils use IT very well to communicate and handle information. They use a variety of software to create good quality presentations. They use the internet well to search for relevant information or images and use this purposefully to enhance their presentations. Pupils make very good use of data relating to Wales in several IT tasks.
226. More able pupils show a discerning use of material in constructing various IT presentations. They have a good understanding of the nature of their tasks and reflect critically on the suitability of their work for their chosen audience.
227. The majority of pupils use spreadsheets proficiently in simple modelling activities. They have a sound understanding of the use of simple formulae and use this well to make appropriate calculations. They produce various graphs to illustrate features of data and interpret their findings accurately and competently.
228. Pupils with SEN are confident in using IT in a range of contexts. They use IT well to communicate information and explore features of software competently. They work with a good degree of independence and make good progress in all lessons.

### **Shortcomings**

229. A small minority of pupils show a limited understanding of the overall purpose of their tasks. Although competent in their IT skills they do not reflect critically enough on their work and its suitability for their audience.

## **KS4**

### **Good features**

230. The vast majority of pupils have good IT skills and apply them purposefully in various contexts. They show particularly good standards in using IT to communicate information using a broad range of appropriate software.
231. Pupils use IT well in various problem-solving contexts. They select data from a range of appropriate sources and use various IT applications competently. Most annotate and refine their work constructively to make improvements in presentation and effectiveness.

232. Most pupils use spreadsheets competently in modelling activities. They also construct and use databases in appropriate problem solving contexts. They select and use appropriate layouts for presenting information in a suitable format for their audience. The more able test and evaluate their work effectively.
233. Pupils with SEN and those with EAL are competent in using IT in a good range of contexts. They work in lessons with a good degree of independence and use IT proficiently to communicate and handle information.
234. Pupils in the Learning Lodge have good IT skills and apply them competently and confidently in various problem-solving tasks.
235. Most pupils have a sound awareness of the impact of IT in society. More able pupils discuss advantages and disadvantages of the use of IT critically with good knowledge and understanding.

### **Shortcomings**

236. A few pupils do not evaluate their work critically enough.

## **Modern foreign languages**

### **KS3 - Grade 2: Good features and no important shortcomings**

### **KS4 - Grade 2: Good features and no important shortcomings**

237. Attainment in French at KS4 in 2007 is slightly below both the national and LEA averages, although the underlying trend is upward. In 2007, attainment in Spanish was slightly above both the national and LEA averages. Take-up of modern foreign languages in general at KS4, is significantly below the national average.

### **KS3**

#### **Good features**

238. Pupils of all abilities are competent in understanding authentic spoken French, and display good standards in this skill area. Writing skills in French are good. Pupils adapt language and grammatical structures for use in different contexts.
239. Speaking skills in French for the majority of pupils are good. The oral confidence of both boys and girls is aided by the constructive use of the Foreign Language *Assistante*. Pupils in Y7 are especially confident in speaking in the French language as a result of strong curricular links between the department and the partner primary schools.
240. Pupils develop their reading skills well by using materials in the French language that are suited to all abilities. They learn through innovative activities

using live French web-sites via the interactive whiteboard. This has a positive impact on standards in this skill area. In most lessons pupils use IT effectively to develop their skills in French through creative use of the interactive white board. Pupils also use IT to create displays.

241. Imaginative displays within the teaching spaces create a positive atmosphere and purposeful environment for learning modern foreign languages. Reference is made in all lessons to the use of key language and communication skills. This helps pupils to develop good standards of knowledge and understanding of modern foreign languages throughout KS3.

### **Shortcomings**

242. In some classes, a few pupils find it difficult to adapt the target language for their own use, and are reluctant to use the target language to produce extended pieces of oral work.

## **KS4**

### **Good features**

243. The majority of pupils respond well in both French and Spanish. They speak confidently, and pay attention to accuracy and pronunciation. The department supports pupils very well in their preparation for oral examinations, which has an impact on the standards they achieve in modern foreign languages.
244. Pupils of all abilities have developed the confidence to use two or more language skills in combination, enabling them to make good progress in speaking, listening, reading and writing in other languages. Standards are good in all four skill areas for both boys and girls.
245. In their written work, pupils demonstrate the ability to exploit and adapt language in different contexts in French and Spanish to produce extended pieces of work, especially for written coursework.
246. Innovative use of various activities involving authentic resources including live French web-sites enables standards of reading to be good.

### **Shortcomings**

247. A small minority of pupils are reluctant to use the target language to produce extended pieces of oral work in both French and Spanish.

<b>Art</b>
------------

**KS3 - Grade 3: Good features outweigh shortcomings**

**KS4 - Grade 2: Good features and no important shortcomings**

248. The percentage of pupils attaining GCSE grades A\*-C has been consistently well above the national and local averages in recent years. Results have been good in relation to pupils' abilities

**KS3**

**Good features**

249. Most pupils make good progress in art according to their age and ability and pupils with SEN achieve good standards of work.
250. Pupils show a progressive understanding of the visual language of line, tone, colour, texture, pattern, shape and form in their sketchbooks and throughout displays of their work in the art rooms. Their understanding of colour theory is shown in units of work based on natural forms and the human figure.
251. Pupils develop good skills in selecting and controlling different media and techniques. All pupils develop sound observational drawing competencies and most make good use of their sketchbooks to practise their skills both in class and at home. Pupils demonstrate creative problem-solving skills as a result of drawing and creating paper models of the human figure.
252. Pupils recognise and provide information about the work of a number of artists, including Welsh examples. They are beginning to acquire and use an appropriate art vocabulary to discuss their own work and the work of others.

**Shortcomings**

253. Pupils do not develop their skills in using computers to generate ideas or make images. A minority of pupils do not fully complete classroom activities which results in elements of their work being poorly finished.
254. Pupils do not use their sketchbooks to experiment with materials or to explore ideas and most do not annotate the work in their sketchbooks.

**KS4**

**Good features**

255. All pupils are motivated; some are very keen and work productively with much enthusiasm and commitment in their art lessons. Pupils build successfully on their previous experiences of art as they develop new skills, knowledge and understanding.

256. In general, pupils show confidence in experimenting with media and techniques and utilise the results to feed into and enhance their final creative outcomes in painting, textiles, printmaking and ceramics.
257. Pupils develop their observational drawing skills further through visits to local areas of visual interest, such as Clyne Park, Swansea Marina and the Morfa Stadium. Many pupils have developed interesting work in a variety of media as a result of these visits. Many pupils are developing as independent artists and their work shows originality, imagination and a high degree of personal engagement.
258. Pupils develop ideas and more sophisticated ways of working as a result of visiting art galleries such as the Tate Modern and the Victoria and Albert Museum. They also benefit from working with a range of visiting artists and craftspeople such as Su Bowers, Sarah Hopkins and Sian Rees.
259. Pupils demonstrate good general knowledge of the work artists and craft workers from a range of backgrounds, including contemporary Welsh examples. They use this knowledge well to stimulate ideas and inform their own making.

### **Shortcomings**

260. Pupils do not express personal opinions or thoughts sufficiently when writing about art.
261. A few pupils do not use sketchbooks.
262. Pupils do not make enough use of computers to create art and design.

<b>Religious education (including religious studies)</b>
--

**KS3 (Religious education) - Grade 2: Good features and no important shortcomings**

**KS4 (Religious education) - Grade 3: Good features outweigh shortcomings**

**KS4 (Religious studies) - Grade 2: Good features and no important shortcomings**

263. Examination results in the full course in religious studies at GCSE have improved considerably during the last three years. Figures for 2006 for A\*-C grades were lower than the local and national averages. In 2006 the percentage of pupils entered for the GCSE short course (self-study) who achieved A\*-C grades was higher than the local and national averages. In relation to pupils' abilities the results, in both full and short courses, are good.

### **KS3**

264. By the end of KS3, pupils have a good understanding of Christianity and Judaism and are familiar with key aspects of some other world religions as required in the locally agreed syllabus. Younger pupils have a good knowledge of the various Christian denominations and a clear understanding of the significance of religious rites such as christening, baptism and the communion.
265. Pupils are well aware of the diversity of stances within religions. Pupils explore personal experiences such as dreams imaginatively and enthusiastically and have detailed knowledge of the Old Testament Joseph saga. Their knowledge is secured by out of school visits to the musical based on the Joseph story.
266. Pupils have a good understanding of the concept of stewardship within Christianity, Judaism and Islam. They clearly and confidently express their understanding of conservation and pollution. They have a good understanding of human rights and abuses.
267. Pupils write well and most key words are spelt correctly. They listen very intently to electronic presentations on various religions and willingly offer thoughtful and perceptive responses to the content.
268. They work confidently with good quality religious artefacts representing aspects of the main six world religions. They know how religious artefacts are used in liturgy and celebrations in several world faiths and are aware of the need to treat them respectfully
269. They produce extended assignments on a local church, some of outstanding quality and make visits to a museum linked to their study of the Holocaust.
270. Pupils explore the problems of racism in the contemporary world sensitively. They accurately pinpoint the chronology of religious movements and produce accurate timelines. They know of the different approaches to protests adopted by influential leaders such as Martin Luther King and Malcolm X. They are familiar with the work of key figures in the history of various religions including Mary Jones, St David and Mother Teresa.

### **Shortcomings**

271. A few pupils sometimes find it difficult to understand the 'learning games' used in lessons in religious education. They tend to give up or depend on other pupils to complete group tasks.

## **KS4 (Religious education)**

### **Good features**

272. By the end of KS4, pupils have a good understanding of contemporary social and moral issues. They use this understanding of contemporary issues to contribute to discussions in a mature way.
273. Oral work is good and pupils work effectively in groups where they express their own opinions and listen to other viewpoints. Pupils acquire skills in examining and exploring human experiences and dilemmas such as euthanasia.
274. In many classes pupils examine religious viewpoints on moral dilemmas and good use is made of religious terms and concepts. They are very aware of the work undertaken by charities and are conversant with agencies such the National Society for the Prevention of Cruelty to Children (NSPCC), 'Kidscape', 'Childline' and web sites such as 'There 4 me'.
275. They explore how charities work effectively. They consider charities' dependence on public contributions and the dilemma of competing funds which makes good marketing essential.

### **Shortcomings**

276. In a minority of classes pupils undertake little original and personal written work about religion and much of what is contained in exercise books is directed by their teachers. As a result, they do not develop their own understanding of different religious viewpoints.
277. A minority of pupils are not sure how they can make progress in religious education by improving their knowledge and understanding.

## **KS4 (Religious Studies)**

### **Good features**

278. Pupils who undertake the GCSE course make good progress in their studies of Christianity and Judaism. They respond confidently to questions and all pupils participate fully in lessons and acquire good levels of knowledge and understanding. In plenary sessions their recall of facts is accurate and detailed.
279. Pupils make very good use of high quality resources for learning. They research their work effectively both in the classroom and in the school library. They develop good thinking skills and have established good skills for independent learning about religions.

280. Pupils of all abilities respond well to high expectations and less able pupils respond well to the appropriately modified assignments and tests. They work hard to reach their potential.
281. Good standards of achievement are shown in pupils' projects which are well presented and, in some cases, of very high quality. Some pupils make good use of IT especially for graphs and illustrations.

### **Shortcomings**

282. A few pupils do not take advantage of the very detailed marking and feedback provided and do not respond to advice given in their subsequent work.

## School's response to the inspection

283. The Governing Body and staff of Penyrheol Comprehensive School welcome the inspection report as a fair summary of the excellent progress made by the school since its last inspection in 2001. We agree that we are "a good school in which pupils' performance is above local and national averages.
284. This progress has been made in spite of the devastating fire of March 2006. The recovery from the fire and ongoing management of our resources has been described as outstanding by inspectors. This is testimony to the combined efforts of the staff, governors, LEA, community and contractors in returning the school to as near normality as possible by September 2006 and to the excellent use we are making of our temporary accommodation. We are all looking forward to reconstruction work beginning shortly and to the prospect of moving into state-of-the-art facilities by September 2009.
285. We are pleased that the inspection team's judgements agreed with most of our self-assessment and, indeed, rated the school more highly than we had for our management and use of resources.
286. We are pleased that the inspection team noted the good behaviour of our pupils and the fact that the mutual respect between our pupils and teachers is a "distinctive feature of this school".
287. We are also pleased that the inspectors recognised that the standards of achievement of our pupils are well above national targets and that the quality of teaching is better than the latest national figures. These outcomes are the results of the hard work of our young people, their parents, our teachers and our associate and support staff. Together we are an effective learning community.
288. We are a good school but we can improve further. The inspection process was undertaken professionally and has provided us with some clear areas of focus as we move to the next stage of our development.
289. We have already begun the process of consulting widely with all major stakeholders to ensure that our action plans in response to the recommendations from the inspectors take everybody's views into account. A summary of those plans will be distributed to all parents of pupils in the school in due course.

## Appendix 1

### Basic information about the school

Name of school	Penyrheol Comprehensive School
School type	Secondary
Age range of pupils	11-16
Address of school	Pontarddulais Road, Gorseinon Swansea
Postcode	SA4 4FG
Telephone number	01792 533 066
Headteacher	Mr Alan Tootill
Date of appointment	1 <sup>st</sup> September 2002
Chair of governors / Appropriate authority	Mr Tony de la Mare
Reporting inspector	Mr Peter Carter
Dates of inspection	12 <sup>th</sup> – 16 <sup>th</sup> November 2007

## Appendix 2

### School data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	189	179	187	205	191	-	-	951

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	55	2	56.6

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	16.8 : 1
Average teaching group size	22.4
Overall contact ratio (percentage)	75.1%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole school
Term 1	95.0	92.3	90.0	92.3	91.6	-	-	92.2
Term 2	93.2	90.0	91.2	91.1	86.7	-	-	92.7
Term 3	92.3	89.0	88.0	94.1	91.7	-	-	91.1

Percentage of pupils entitled to free school meals	19%
Number of pupils excluded during 12 months prior to inspection	25 (Temporary) 0 (Permanent)

## Appendix 3

### National Curriculum Assessment Results End of key stage 3:

National Curriculum Assessment KS3 results 2007															
Total number of pupils in Y9: 187															
Percentage of pupils at each level															
			D	A	F	W	1	2	3	4	5	6	7	8	EP
English	Teacher assessment	School	0	1	0	0	1	3	9	24	29	25	9	0	0
		National	0	1	0	0	0	2	7	22	36	24	8	0	0
Mathematics	Teacher assessment	School	0	1	0	0	0	1	10	20	28	25	16	0	0
		National	0	1	0	0	0	1	7	18	25	30	16	1	0
Science	Teacher assessment	School	0	1	0	0	0	0	2	24	35	21	17	0	0
		National	0	1	0	0	0	1	6	19	34	28	12	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	
In the school	54.6
In Wales	58.2

### Public Examination Results:

<b>For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ</b>	
Number of pupils aged 15 on the school roll in January 2007	187
Average GCSE or GNVQ points score per pupil	38

<b>The percentage of 15 year old pupils who in 2007:</b>	<b>School</b>	<b>UA</b>	<b>Wales</b>
entered for 5 or more GCSEs or equivalent	90	86	87
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	54	56	54
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	87	85	86
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	44	42	40
entered at least one Entry level qualification, GCSE short course or GCSE	96	96	96
attained one or more GCSE grades A*-C or the vocational qualification equivalent	75	77	77
attained one or more GCSE grades A*-G or the vocational qualification equivalent	95	92	93
attained no graded GCSE or the vocational qualification equivalent	5	8	7
attained one or more Entry level qualification only	1	2	2
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1	-	-	-
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2	-	-	-

(UA Unitary Authority)

## Appendix 4

### **Evidence base of the inspection**

Fifteen inspectors including the school's nominee and a Peer Assessor spent a total of 53 days in the school and met as a team before the inspection.

These inspectors visited:

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

Members of the inspection team had meetings with:

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

The team also considered:

- the school's self-evaluation report;
- 100 responses to a parents' questionnaire;
- Comprehensive documentation provided by the school before and during the inspection; and
- A wide range of pupils' work across the curriculum from Y7 to Y11.

The registered inspector held post-inspection meetings with the Leadership Team and the governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Peter Carter (Rgl)	Summary, Recommendations, Context, KQ1, KQ5, Appendices
David Williams	KQ2, Information Technology
Julia Longville	KQ3
Gwyn Griffiths	KQ4 (including ALN)
Alan Lowndes	KQ6
Ronald Graham	KQ7
Edward Tipper	Lay Inspector (contributing to KQ1, 4 and 7)
Philip Jackson	English
David Bullock	Science
John Hopkins	Science
Richard Parsons	Modern foreign languages
Shan Samuel - Thomas	Art
Dafydd Treharne	Religious education
Mick Fahy	Peer Assessor (contributing to KQ3 and 4)
Philip Spratt	School's Nominee

### Acknowledgement

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

### Contractor

E.L.L.I.S. (Cymru) Ltd.  
Willastones,  
13, Heol Pentre'r Felin  
Llantwit Major  
CF 61 2XS