

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

A Report on the Quality of Education in

**The Maelor School
Penley
Wrexham
LL13 0LU**

School Number: 6655401

Date of Inspection: 04 February 2008

by

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The Maelor 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 The Maelor School took place between 04/02/08 and 07/02/08. An independent team of inspectors, led by Edward Aneurin Peter Harris undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. The Maelor School is an English medium, mixed 11-19 foundation school situated in Wrexham County Borough. There are 794 pupils on roll of whom 138 are in the sixth form. These figures show an increase from 2002 when the school was last inspected, when there were 746 pupils on roll. The number of sixth form students, as a proportion of the total number of pupils and students, has increased significantly in recent years.
2. The school occupies a large rural site in the village of Penley. The school is situated in an area very close to the border with England and the community is predominantly English speaking. Pupils and students are drawn from a wide geographical area, mainly from small rural villages, but also from small towns and urban areas.
3. Three point four percent of pupils are in receipt of free school meals. While this statistic indicates an area of comparative social advantage it also includes a wide range of economic prosperity and social need. Pupils on entry to the school reflect a comprehensive intake. Their verbal and numerical skills are slightly below national averages and the school has a specialist teaching provision for pupils with dyslexia.
4. The present headteacher has been in post since September 2006. All members of the senior leadership team (SLT) were appointed to their current posts since the last inspection.

The school's priorities and targets

5. The school has three broad aims, to enable each pupil to:
 - fulfil his/her potential;
 - cope with life after school; and
 - develop into a mature and responsible adult.
6. The school's self evaluation report is based on the seven key questions of the Common Inspection Framework.
7. Numerical targets are set, that in 2008:
 - 72% of pupils should reach at least level 5 in all three subjects combined in national curriculum (NC) assessments at the end of key stage (KS) 3, and
 - 73% of pupils should achieve at least five grades A*-C, and 96% at least five grades A*-G in the General Certificate of Secondary Education (GCSE) examination.

Summary

8. The school has many outstanding features. Some of its particular strengths are the way:
- pupils achieve success in NC assessments at the end of KS3;
 - pupils and students behave responsibly and show respect for others;
 - teachers stimulate and challenge learners to do their best;
 - teaching and non-teaching staff support and guide all learners, including those with additional learning needs (ALN);
 - school self-evaluation has led to many measurable improvements; and
 - provides value for money.

Table of grades awarded

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

9. The grades for key question 1 and key questions 4 - 7 match those of the school in its self-evaluation report. While the school awarded itself Grade 1 for key question 3, the inspection team disagreed because the good features were not deemed to be outstanding, and because of the shortcomings in the provision for *Y Cwricwlwm Cymreig* and bilingualism. However, while the school awarded itself Grade 2 for key question 2, the inspection team awarded Grade 1 because of the many outstanding features observed in its teaching.

Standards achieved

10. Results at KS3 are outstanding. In the NC teachers' assessments in 2007, results were significantly higher than the average for similar schools, as well as local and national averages. Attainment in English was slightly lower than expected based on prior attainment. In mathematics and science, attainment was above what was expected.
11. At KS3, while girls outperform boys in English, and boys outperform girls in mathematics and science, these differences are not significant and are less than gender differences locally and nationally.
12. At GCSE, the percentage of pupils the school enters exceeds the average for Wales as a whole as well as that for the unitary authority (UA). Pass rates at five or more grades A*-C, and five or more grades A*-G, are significantly higher than those locally and nationally. When compared with similar schools they are

significantly higher than the average. These are outstanding aspects of the school's performance at KS4.

13. However, the percentage of pupils gaining a grade A*-C in English, mathematics and science combined is below average when compared to similar schools.
14. In 2007, girls outperformed boys at five or more grades A*-C and in English. However, in mathematics and science and in all three core subjects combined, boys outperformed girls.
15. At Advanced (A) Level, on the whole, results are in line with local and national averages.
16. Pupils have good communication and numeracy skills. Information and communication technology (ICT) skills across the curriculum vary.
17. As they progress through the key stages, learners acquire new knowledge and skills. Generally pupils and students have a good understanding of how well they are progressing and what they have to do in order to make good progress. However, with a minority of learners this understanding is not secure.
18. Pupils' and students' bilingual skills are not well developed.
19. Standards among pupils with ALN are very good.

Spiritual, moral, social and cultural development

20. Pupils' and students' courtesy to one another and to adults is a major strength of the school. They have a good attitude to learning and the consistency of their good behaviour is outstanding. The overall attendance for the three terms prior to the inspection was 91%, just below the Welsh Assembly Government (WAG) target of 93%.
21. Students in the sixth form enjoy very good relationships with staff and develop further their learning skills. They respond well to the opportunities the school provides to work with other partners and to individual opportunities for involvement in the school's life.
22. Pupils and students are well prepared for higher education and employment.

The quality of education and training

23. The effectiveness of teaching, training and assessment has many outstanding features. They are the:
 - stimulus and challenge given by teachers and support staff;
 - impact of working relationships upon standards;
 - range of teaching methods; and
 - support for learners, including those with ALN.
24. The following grades were awarded for teaching in the 48 lessons observed:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	73%	10%	0%	0%

25. Ninety percent of lessons were graded 1 and 2 compared to 69% in all inspections in Wales 2005-2006. This figure exceeds the WAG target for 2010, that 80% of lessons be judged to be Grade 2 or better.

26. One hundred percent of lessons were graded 3 and above which is 5% higher than the all-Wales figure for the same period. The 17% of lessons judged to have outstanding features equals the all Wales figure of 17% for 2005-2006.
27. Although the size and nature of the sample are different from those of the last inspection, these grades show that teaching has improved even further from that time. Six years ago 97% of lessons were graded 3 and above, and 75% graded 1 and 2.
28. The level of challenge and motivation in the tasks that teachers provide is outstanding, as is the working relationship that they have established with pupils and students. Teachers plan their lessons well. Most lessons use a wide range of methods and have good pace.
29. However, the way in which teachers plan appropriate opportunities for learners to develop and apply bilingual skills in both Welsh and English has shortcomings.
30. While the school meets statutory requirements for assessment and involves parents in discussion of reports that they send home, there are inconsistencies within and between departments in the way teachers assess progress. Only in a minority of subjects are pupils and students closely involved in planning their own progress and improvement.
31. The curriculum provided is broadly based and balanced and meets the needs of learners. It has coherence and progression and enables pupils and students to develop their basic and key skills.
32. The range of extra-curricular activities and the way the curriculum promotes personal development are good. Equally good are the way partnerships are being established with a range of providers as well as the equality of access and opportunity for learners that this affords.
33. The programme of study for personal and social education (PSE) links with the schemes of work for careers education and guidance and work-related education.
34. However, there are shortcomings in the way the school develops *Y Cwricwlwm Cymreig* and the bilingual competence of all pupils.
35. The support and guidance of pupils have several outstanding features. They are in the way the school:
 - manages care arrangements and support services;
 - provides personal support and guidance;
 - supports pupils with ALN;
 - implements its discipline policy; and
 - takes account of learners' backgrounds.

Leadership and management

36. The headteacher's leadership is very effective. He is ably supported by his deputy headteachers and wider SLT. They share ownership of values with all staff. The way in which these values are reflected in the way the school works, is understood by all members of the school community.

37. There is a commitment to the WAG priorities. The arrangements for setting targets for individuals and teams, providing them with training and support, and monitoring their performance are effective.
38. Most heads of faculty and heads of department are effective middle managers. They lead their teams well and make sure that school policy is put into practice.
39. The arrangements to monitor and evaluate the school's performance are outstanding. However, while it sets clear priorities and takes very good action to promote professional development and bring about improvement, arrangements for sharing good practice have shortcomings.
40. Governors have a clear understanding of their role and work efficiently through a range of appropriate committees. They are aware of the main challenges the school faces and its priorities in addressing them. Recently governors have begun to establish links with subject departments.
41. Governors meet regulatory and legal requirements.
42. The way the school uses its limited resources has several good features. All staff are appropriately qualified and experienced. Performance management arrangements for teaching staff are in line with national requirements.
43. The way in which the school trains and supports staff, the access pupils and students have to appropriate learning resources, and the way in which the resources are used and reviewed are good.
44. The school has invested heavily in ICT facilities in line with a growing demand.
45. On the whole the quality of display in the classrooms and around the school is good and makes for a stimulating working environment for pupils and staff. However, the accommodation has shortcomings.
46. The budget is very well monitored at departmental and whole-school level.
47. The way resources are managed to achieve value for money is outstanding.

Progress since the last inspection

48. With regard to the key issues of the previous inspection, the school has made good progress in improving standards in areas judged to have been satisfactory.
49. The school has raised standards of achievement in:
 - numeracy across all key stages;
 - ICT in the sixth form;
 - developing procedures to track pupils' performance across the curriculum; and,
 - sharing this information with parents.
50. However, it has yet to ensure:
 - that standards in ICT across the curriculum are good in all key stages; and
 - consistency in assessment procedures within and between departments so that all learners are able to identify their strengths and weaknesses and understand what they must do to improve.
51. The school meets the statutory requirement for a daily act of collective worship.

Recommendations

In order to build on current achievement, the school should focus on the following priorities.

- R1. Raise standards in the core subject indicator at KS4 in line with other indicators at this level.
- R2. Ensure greater consistency within and between departments in assessment policy and practice.
- R3. Raise standards of learners' knowledge and understanding of the culture of Wales and of their bilingual skills.
- R4. Continue to work with the UA to improve standards of accommodation.

The school's planning already recognises issues identified in these recommendations.

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

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

KS3 and KS4

Pupils' success in attaining agreed learning goals

53. Results at KS3 are outstanding. When the school was last inspected, while results were higher than local and national averages, they were below average when compared with similar schools. Since the last inspection there has been a sustained improvement so that results are consistently higher than those of similar schools.
54. In the NC teachers' assessments in 2007, results were significantly higher than local and national averages. Seventy-nine percent of pupils reached at least level 5 in all three core subjects combined, compared to 57% locally and 56% nationally.
55. When compared to similar schools, results in English, mathematics and science are higher than the averages for similar schools. In the case of mathematics and science, they are higher than the top 25% of similar schools.
56. Attainment in English was slightly lower than expected, based on prior attainment. In mathematics and science attainment was above what was expected.
57. At KS3, girls outperform boys in English and boys outperform girls in mathematics and science. These differences are not significant and are less than gender differences locally and nationally.

58. At KS4, two outstanding aspects of the school's GCSE performance are the percentages of pupils who gain five or more passes at grades A*-C, and five or more passes at grades A*-G.
59. Results exceed local and national averages and, in 2007, 81% of pupils gained five or more passes at grades A*-C compared to 51% locally and 54% nationally. One hundred percent of pupils gained five or more passes at grades A*-G compared to 88% locally and 86% nationally. These figures are significantly higher than the averages of the top 25% of similar schools.
60. However, while the percentage of pupils gaining grade C or above in English was higher than the average for similar schools, that of pupils gaining grade C and above in each of the three core subjects combined was below average, when compared to similar schools.
61. At KS4, the school exceeded its target that 70% of pupils pass five or more GCSEs at grades A*-C and met its target that 100% of pupils should pass five or more GCSEs at grades A*-G. However, the school failed to meet its challenging target that 56% of pupils should pass with grades C or above in each of English, mathematics and science.
62. Pupils' communication skills have good features and no important shortcomings. With very few exceptions, pupils listen well both to teachers and to one another. This enables them to follow teachers' presentations closely and ask relevant questions in class discussions.
63. Pupils speak clearly and confidently. They respond willingly to teachers' questions in class and contribute to discussion using an appropriate range of subject vocabulary.
64. Pupils have good reading skills. All read with fluency. The more able have good expression and develop skills that enable them to interpret the text.
65. Pupils write well, using a variety of forms and style. Pupils with ALN develop their skills well. The more able pupils improve their writing by re-drafting their work.
66. Standards in numeracy have improved since the last inspection. Good features outweigh shortcomings. Pupils apply numbers confidently in a variety of contexts and formats across a wide range of subjects.
67. There are examples of good practice in the use of ICT in music and design technology. While standards in ICT across the curriculum have improved since the last inspection, shortcomings still remain.
68. Pupils work well together in pairs and in groups, in creative and problem-solving opportunities.
69. Bilingual skills have shortcomings at both key stages. While skills are developed through lessons in Welsh as a second language, there is little use of incidental Welsh in class and throughout the school. At KS4, nearly all pupils are entered for a GCSE in Welsh second language. While percentage passes are in line with local and national averages for grade G and above, they are below average for passes at the higher grades.

Their progress in learning

70. Pupils at both key stages make good progress which effectively prepares them for the next stage of education and training.

71. They are able to recall previous work and relate it to their current study in a relevant way. They work well together to clarify and solve problems.
72. They acquire new knowledge, understanding and skills which they apply effectively in new and unfamiliar contexts. At KS3, pupils' progress is outstanding.
73. On the whole, pupils have a good understanding of how well they are progressing and what they have to do in order to make good progress. However, with a minority of learners this understanding is not secure.
74. Pupils with ALN make outstanding progress over both key stages. They are motivated to work hard and complete tasks. They are aware of the key skills and exercise them at a level appropriate to their ability. They respond very well to in-class support.

The development of their personal, social and learning skills

75. Pupils' behaviour is outstanding and makes an important contribution to the standards they achieve in their learning. They are well behaved in and around the school and fully understand what is expected of them.
76. The vast majority of pupils adopt very positive attitudes to learning. They work hard in lessons and engage with the task in hand. The praise and support, which the school offers, motivate pupils to give of their best. Pupils are courteous and polite, open and friendly.
77. Pupils report that there are very few incidents of bullying and aggressive behaviour.
78. The overall attendance rate for the three terms prior to the inspection was 91%. This figure is in line with school trends and UA averages, but below the WAG target of 93%. Punctuality at the start of the school day and at the start of lessons is good.
79. The progress pupils make in their moral, social, cultural and wider development is good. Pupils show respect for the diversity of belief, attitude and tradition present in the modern world. The knowledge and skills they acquire help them to approach social and personal issues rationally.
80. Most pupils take part in sport, in a wide range of clubs in subjects across the curriculum, and in visits, both national and international. The way in which the school raises funds for local and national charities is good.
81. Careers guidance and work-related education are of good quality. They prepare pupils well for the world of work and give them positive attitudes towards life-long learning.

Sixth form

Students' success in attaining agreed learning goals

82. While numbers of students admitted to the sixth form have increased in recent years, results at A level have remained in line with local and national averages, as well as with those at the time of the last inspection.
83. Average points scores are higher than local averages and in line with national figures. Pass rates at grades A-E exceed local and national averages. Almost all students exceed their target grades. Girls outperform boys at A level.

84. Students' levels of communication have good features and no important shortcomings. With very few exceptions, students listen well both to teachers and to one another. Students speak clearly and confidently. The more able students engage in extended discussion with their teachers and one another. They write at length, using subject specific vocabulary fluently and accurately. They write critically and justify their opinions with relevant argument.
85. Standards in numeracy and ICT have improved since the last inspection. Good features outweigh shortcomings. Students apply numbers confidently in an increasing variety of contexts and formats.
86. In ICT across the curriculum, students have responded positively to recent investment by the school in hardware and software. Students handle files and folders confidently. Many use databases and spreadsheets to good effect, while others work well with computer aided design packages. Almost all students use *PowerPoint* confidently to support their presentations.
87. Students work well together in pairs and in groups, in creative and problem-solving opportunities.
88. Students' bilingual skills are not well developed.

Their progress in learning

89. As a result of collaboration with other local providers students are beginning to benefit from an increasing range of Advanced Supplementary (AS) and A2 courses including some vocationally based courses.
90. The majority of sixth-form students has a good understanding of how well they are doing. Their work is marked and commented upon in detail and targets for improvement are set.
91. The school provides very good support to all sixth formers, particularly to those who wish to proceed to higher education.

The development of their personal, social and learning skills

92. Sixth-form students develop very good personal, social and learning skills. They respond well to the opportunities provided to develop into confident and articulate young adults who relate well to pupils, their peers, teachers and other adults in the school.
93. Attendance and punctuality to sixth-form classes are good.
94. Students enjoy very good relationships with staff and develop a sense of maturity and independence as they respond to the many opportunities they have to take a leading role in the school.
95. They take seriously their responsibility for supporting younger pupils.
96. Sixth-form students have an appropriate programme of work-related education that enables them to become mature young people who are aware of, and respond to, the needs of others.

The quality of education and training

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

Grade 1: Good with outstanding features

97. While the school awarded itself Grade 2 for this key question, the inspection team awarded Grade 1 because of the many outstanding features observed in its teaching. The outstanding features are the:

- challenge to learners to achieve;
- working relationships that foster learning;
- subject knowledge of teachers;
- quality of lesson planning, and
- range of teaching methods employed.

98. In the 48 lessons observed the following grades were awarded for teaching at all key stages:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	73%	10%	0%	0%

99. These grades match the figure for schools inspected in Wales in 2005-2006 in terms of lessons awarded a Grade 1 (17%), and are significantly higher than the figure for lessons graded 1 or grade 2 (69%). These figures exceed the WAG target for 2010, that the quality of teaching be Grade 2 or better in 80% of lessons.

Key Stage 3 and Key Stage 4

How well teaching meets learners' needs and the curricular or course requirements

100. The grades awarded for teaching in the 38 lessons observed at KS3 and KS4 were:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	24%	62%	14%	0%	0%
KS4	18%	76%	6%	0%	0%
KS3 & KS4	21%	69%	10%	0%	0%

101. Teachers have exceptional working relationships with their pupils. They make explicit their high expectations of pupils who are highly motivated as a result. This creates a purposeful and productive learning environment.

102. Teachers provide an extensive range of activities and tasks that are very well matched to the context of pupils' work. Their use of questions stimulates pupils and develops their ability to think critically and reflect on what they know and understand.

103. These features were present to a slightly lesser extent in many of the lessons where there were no important shortcomings. These lessons were very well planned and linked clearly to pupils' previous learning, providing continuity and progression.

104. Nearly all lessons have clear objectives that are communicated effectively to pupils. Lessons are structured appropriately and progress at a good pace,

making use of activities that are matched carefully to meet pupils' needs. Opportunities for pupils to work independently and collaboratively are common features of lessons.

105. Teachers have very good subject knowledge and use it well to explain work to pupils. They use a good range of resources, including interactive whiteboards, which serves to enhance the quality of teaching and the learning experiences of pupils.
106. Learning Support Assistants (LSAs) work very well with teaching staff to ensure that pupils with ALN receive the level of support they require. These pupils make excellent progress.
107. Homework is used well to consolidate and extend learning in most subject areas.
108. A good feature of teaching in the school is the extent of professional support that is made available to teachers, including the involvement of staff in networks of self-help that operate both within and beyond the school. This enables teachers to identify current developments and exchange ideas.
109. With the exception of lessons in Welsh second language, there are few opportunities for pupils to develop their bilingual communication skills.

The rigour of assessment and its use in planning and improving learning

110. Some outstanding practice in assessment occurs in English and to a slightly lesser degree, in history. All pupils are encouraged to improve their performance through self and peer-assessment.
111. In English, pupils have reached the stage of collaborating with the teacher to agree appropriate targets for improvement. This fosters a growing sense of ownership of their own learning, increases pupils' motivation, and is having a direct impact on high standards of achievement.
112. The school's database contains prior and predictive attainment data. This data includes teacher assessment at the end of KS2, results of standardised tests, reading tests and speaking tests that enable the identification of pupils with ALN.
113. Data is used to set targets for pupils at the start of each academic year as well as for an end of key stage target. All target data is recorded on the database, which provides a very good basis for tracking and monitoring pupils' performance. It is accessible via the recently installed laptop programme for staff, though its use is not consistent nor is it fully developed.
114. Pupils' work is assessed well in many subjects. The majority of teachers marks work regularly and effectively, providing comments that enable pupils to move forward with their learning. However, only in a minority of departments is marked work scrutinised to monitor the quality and accuracy of assessments.
115. Many pupils know their targets and how to achieve them. They are well supported in this by both subject teachers and pastoral managers.
116. However, in a minority of cases, pupils are not aware of their targets or are unsure of how to achieve them.
117. There are shortcomings in the implementation of the school's assessment policy. This is evident in the day-to-day marking practice between, and

occasionally within, subject departments. For example, in a small minority of cases, books remain unmarked or lack comments that include targets for improvement.

118. Annual reports to parents are mostly good, although there is inconsistency in the quality and usefulness of targets for improvement set by subject teachers.
119. The system of reporting to parents meets all statutory requirements.

Sixth Form

How well teaching meets learners' needs and the curricular or course requirements

120. In the 10 lessons observed the grades awarded for the quality of teaching were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	90%	10%	0%	0%

121. The small number of lessons observed makes comparisons with previous inspections and national averages unreliable.
122. In 90% of lessons observed, teaching was good with no important shortcomings. This represents a slight increase from the last inspection.
123. As in KS3 and KS4, teachers in the sixth form establish exceptional working relationships with students that serve to create a purposeful and productive learning environment. Teachers' excellent questioning develops students' analytical and critical thinking.
124. Lessons are well-planned and structured appropriately to meet students' needs. Teachers use their excellent subject knowledge to good effect in explaining ideas clearly to students. Frequently, there is highly effective one-to-one teaching.
125. Teachers make effective use of a range of resources including interactive whiteboards to present information to students in varied and stimulating contexts.
126. In the best lessons, teachers skilfully pose questions that challenge students to extend their knowledge and understanding of the work being covered. In addition, these lessons regularly provide opportunities for students to learn independently and in collaboration with others.
127. Teachers make little use of incidental Welsh.

The rigour of assessment and its use in planning and improving learning

128. In the day-to-day marking of students work, there are examples of very good practice, notably in English and mathematics, where subject teachers identify strengths and provide clear guidance on how improvements may be made.
129. The majority of students are aware of lesson objectives, success criteria and the requirements of examination boards.
130. Monitoring is broadly effective with under-performance being identified and addressed. Many departments have effective methods of periodic assessment in the form of end-of-module tests which are carefully marked, often in line with examination requirements.

131. However, there is an inconsistent implementation of the school's assessment policy. This is evident in the day-to-day marking practice between, and occasionally within, subject departments. In a minority of cases, there is little evidence of teacher intervention. Where comments are made, they are not sufficiently subject specific to provide students with clear strategies for improvement.
132. Reports for sixth form students are mostly of good quality. They provide helpful analysis of progress and useful strategies for improvement.

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

Grade 2: Good features and no important shortcomings

133. While the school awarded itself Grade 1 for key question 3, the inspection team disagreed because the good features were not deemed to be outstanding, and because of the shortcomings in the provision for *Y Cwricwlwm Cymreig* and bilingualism.

The extent to which learning experiences meet learners' needs and experiences

134. The school aims through its curriculum to prepare pupils for the opportunities, responsibilities and experiences of adult life. To this end, the school curriculum complies with the 1996 and 2005 Education Acts, and fulfils the statutory requirements in relation to pupils with ALN.
135. At KS3, all the national curriculum subjects and religious education are taught to pupils. The most able linguists are given the opportunity to learn Spanish in addition to French and Welsh in Year 9, which enriches their learning.
136. At KS4, in addition to the core curriculum, pupils have a wide range of subject options that meets their needs. In addition to the more traditional subjects, the school offers a good range of vocational courses. Horticulture is offered on the school site. Other vocational courses are provided off site as part of the 14-19 partnership provision.
137. A small group of pupils in Year 11 follows a modified curriculum that combines study in school with attendance in college and extended work experience.
138. All pupils, including those with ALN, secure accreditation. The school ensures that nearly all pupils gain accreditation in Welsh at KS4, by following either the short or the long course. However, there are insufficient opportunities for those pupils who are successful in the short course in Y10 to develop their Welsh language skills in Y11.
139. At present the school offers a choice of mainly academic subjects for students wishing to return to Y12.
140. Electronics and Spanish are offered through the 14-19 partnership. The school is seeking to extend the range of vocational options it can offer through the partnership and envisages that student choice will be wider from September 2008.

141. Provision for pupils with ALN and for gifted and talented pupils, is good. The most able pupils in mathematics at KS4 also study for a GCSE in statistics. Candidates sit examinations when it is felt appropriate. Successful candidates can begin the AS mathematics course whilst still in Y11.
142. The school co-ordinates key skills well. Their delivery is a planned and integral part of lessons throughout the key stages, and a working party led by a member of the leadership team is developing a co-ordinated approach to their presentation and monitoring. Literacy and numeracy provision is good, as is provision for the wider key skills. The full effect of the money invested in provision of ICT equipment has yet to be realised because of lack of accommodation. The school has been awarded the Basic Skills Quality Mark.
143. The school provides a good variety of enriching experiences for its pupils and students which includes:
- a range of sports, leisure, music and drama activities;
 - numerous visits abroad to places of historical, cultural and scientific interest;
 - participation in the Duke of Edinburgh Award Scheme; and
 - an activities week at the end of the summer term.
144. Pupils' personal development is good. It is enhanced through the provision of a comprehensive PSE programme in KS3 and KS4 and general studies in the sixth form, as well as in assemblies and tutor periods.
145. The school council plays an important part in encouraging learners to consider their social responsibility to others through "Children in Need", an annual charity fair, and a Christmas "Shoe Box" appeal.
146. Pupils and students take part in a daily act of corporate worship which develops effectively their awareness, understanding and appreciation of their own and other cultures.
147. The school's partnership with parents is good. Interesting and informative newsletters are produced on a regular basis. Publications such as the prospectus and choices booklets for Y9 and Y11 are clear and unbiased, and contain all the relevant information. Regular parents' evenings take place throughout the year.
148. Links with representatives of the community are good. Learners benefit from the input of agencies such as the Police, and health agencies to their PSE programmes. There are close links with the Rotary and Lions Club where pupils and students take part in competitions organized by them and receive bursaries. Local business people also contribute to lessons where appropriate.
149. Curricular links with partner schools are good. A transition plan has been agreed with consortia schools which outlines joint curricular planning. Several departments within the school have close links with partner primary schools to develop a programme of study that ensures progression and continuity between Y6 and Y7. Transition arrangements for receiving pupils from other schools are good. Year 6 pupils visit before transfer, and there are very well developed systems of support within the school to ensure progression in curricular and pastoral development.

150. The school has links with the University of Bangor, the University of Aberystwyth and the University of Chester. It receives students on placements on a regular basis and offers good support for the trainees.
151. The PSE Framework, the Framework for Work-related Education, and the Framework for Careers Education and Guidance also provide the school with their basis for curriculum and lesson planning. The school takes full account of guidance in the field of health education. Various aspects are delivered on specific health days and other areas are delivered through the PSE programme. Schemes of work across the key stages ensure that pupils are well informed across a wide range of issues, and are prepared effectively for adult life.

The extent to which learning experiences respond to the needs of employers and the wider community

152. Careers education and work-related education feature on the school curriculum throughout the key stages. The newly appointed member of staff with responsibility for careers and work-related education is revising and developing procedures within the school. Close positive links have been formed with Gyrfa Cymru and a well-organized work-related education programme is delivered through the PSE programme.
153. The school tackles social disadvantage and stereotyping successfully. Through units in PSE, registration periods, the modified curriculum at KS4, and pastoral provision, all pupils secure accreditation at GCSE level. This is a good feature.
154. The pupils' awareness and understanding of sustainable development and global citizenship is good. The school and canteen provide re-cycling facilities. Subjects such as geography and general studies have a constructive input into global citizenship, and the school has fostered close links with Lesotho and pupils have visited Peru. The school also has a Fair Trade Tuck Shop and has had presentations from Fair Trade workers. The school plans to develop these two curricular areas further.
155. Entrepreneurial activity occurs, mainly in Y12, where pupils have an opportunity to run a small business and to take part in buying and selling shares. Whilst the horticulture option has spawned individual entrepreneurial activity at KS4, the school has noted that there is opportunity for further development in this area across the key stages.
156. The school encourages the development of independent learners. Independent research is encouraged, problem-solving tasks are an important teaching strategy employed by teachers and the foundations for learning laid in primary schools are built upon across all key stages.
157. Although the requirements for *Y Cwricwlwm Cymreig* are met, they are undeveloped in many subjects. The provision for bilingualism is limited.

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

Grade 1: Good with outstanding features

158. This grade matches the school's self-evaluation grade. The outstanding features are the way the school:

- manages care arrangements and support services;
- provides personal support and guidance;
- supports pupils with ALN;
- implements its discipline policy; and
- takes account learners' backgrounds.

The quality of care, support and guidance for learners.

159. The quality of care, support and guidance is outstanding. Heads of year, pastoral managers, learning coaches, LSAs and peer support students promote an environment in which learners thrive.

160. Pupils with ALN make excellent progress.

161. Parents report that their views are heard and taken into account. The school responds positively to local employers' needs, for example, by introducing horticulture at KS4.

162. The school council is effective in ensuring that pupils have a voice in school affairs. It has been proactive in developing healthy eating, suggesting a change in school uniform and reviewing the school's anti-bullying policy.

163. As they progress through the school, pupils receive good guidance which helps them to make clear and well-informed choices about which subjects to follow at KS4. The school's partnership with the local sixth form college provides good quality impartial advice in directing learners' further and higher education and training.

164. There are effective transitional pastoral and curricular links. Teachers and support staff visit all partner primary schools to ensure appropriate personal support. The school provides a range of well-planned activities to support this transition.

165. Year 9 pupils are trained in the summer term to act as peer counsellors in the following academic year. They run a drop-in centre at lunch times, to help younger pupils.

166. The school's PSE programme reflects well the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) framework for personal and social education. It includes a comprehensive health education and physical fitness programme. The programme makes effective use of outside agencies, including specialist support services for health, welfare and education.

167. The outstanding nature of the support they receive enables pupils to take full responsibility for identifying their future pathways at KS4.

168. The quality of the school's monitoring of attendance, punctuality, behaviour and performance is good. Pastoral managers monitor attendance patterns regularly,

and follow up any unexplained absences. Teachers keep a daily record of attendance in lessons, and deal effectively with the occasional lack of punctuality.

169. Attendance records fully meet the requirements of NAW Circular 3/99. The school follows up first day absences of pupils with records of low attendance.
170. The school has established effective links with the careers service to support and guide pupils towards option choices before entering KS4. However, some aspects of this provision are yet to be fully integrated within the school programme.
171. The careers evening is well appreciated by the pupils and parents. The school provides an appropriate work experience programme for pupils in Year 10 and students in Year 12.
172. The school has appropriate policies for child protection, health and safety and equal opportunities. Policies are regularly updated and all staff made aware of changes. The school conducts appropriate risk assessments for activities within the school, as well as for educational visits.
173. A number of outside agencies provide good support of the school's health education programme. The school has removed all high-calorie food and drinks from its vending machines. All pupils have access to water.

The quality of provision for ALN

174. The quality of provision for pupils with ALN is outstanding. It meets statutory requirements and fully complies with the SEN Code of Practice for Wales.
175. Examination results indicate that pupils with ALN make outstanding progress.
176. The school gathers relevant information from its partner primary schools, and uses a variety of tests to assess pupils' progress and identify areas of need. This information is used effectively to ensure appropriate targeted provision for pupils. The monitoring of detailed targets and strategies identified in each pupil's individual educational plan is outstanding.
177. Pupils with ALN benefit from special lunchtime activities aimed at improving their basic skills in language and number. Their attendance at these sessions is good.
178. There is good individual support for learners who experience specific learning difficulties, such as dyslexia.
179. The school SENCO has produced clear guidelines for all members of staff on how to adapt materials and resources. Many teachers use this information well to adapt their lessons appropriately.
180. A small number of pupils receive group support at the resource base. The way this provision meets pupils' literacy needs at KS3 and study skills at KS4 is outstanding.
181. LSAs provide outstanding support to pupils with ALN in mainstream classes.
182. Many pupils with ALN follow a modified curriculum at KS4. Pupils make good progress on these courses and many make a successful transition to further education.

183. The school makes effective use of agencies to support children with ALN. Parents are invited to attend annual review meetings and biennial reviews of individual educational plans.
184. The school has effective procedures to meet the needs of pupils for whom English is an additional language. Teachers identify pupils who are more able and talented and provide them with suitably challenging activities. This includes appropriate extra curricular provision.
185. A highly effective Positive Assertive Discipline system ensures consistency in promoting good behaviour. This is an outstanding feature and benefits all learners. Where pupils have been excluded for a fixed time they are effectively re-integrated into school.

The quality of provision for equal opportunities

186. The school's equal opportunities policy is well reflected in the positive attitude of the school towards all learners.
187. The inclusion of all pupils, irrespective of their social or linguistic backgrounds in the life and activities of the school is outstanding. All staff show sensitivity and empathy in meeting pupils' needs.
188. The school recognises the diversity of pupils' backgrounds and provides a range of appropriate support to meet their needs. Pupils who may need additional pastoral support are provided with an outstanding student assistance programme by well-trained school staff. The school makes effective use of support agencies to enhance this provision. The school's arrangements to meet the needs of pupils who are looked after by a local authority are effective and meet statutory requirements.
189. All pupils have full access to teaching and other activities at the school. Pupils have access to resources at lunchtimes when they may undertake homework tasks. This provision is particularly useful for pupils who need extra help and for those who do not have access to ICT resources at home.
190. The school recognises and respects diversity within society. There are many opportunities for pupils to learn about different cultures. The school library holds a wide range of books covering many aspects of different faiths and cultures. These are well used by the pupils.
191. The school encourages reading through careful selection of books matching the specific interests of both boys and girls. Pupils' work in many subjects positively reflects and raises awareness of aspects of diversity. The school monitors, and analyses the relative attainment and achievement of boys and girls.
192. There are very good procedures to monitor and respond to any instances of bullying. The school has an anti-bullying policy and the student planner has an action against bullying section. A box is available in the library to enable pupils to report incidents anonymously. The school gives high priority to anti-bullying issues and pupils state that any aspects of bullying are dealt with immediately and positively.
193. The school accessibility plan complies with legal requirements. The school follows UA guidelines in referring pupils with physical disabilities to a nearby school that has been adapted to meet their needs.

Leadership and management

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

Grade 2: Good features and no important shortcomings

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

How well leaders and managers provide clear direction and promote high standards

195. The headteacher leads with vision, gives clear educational direction and is influential in promoting the values of the school encapsulated in its mission statement.

196. He is supported by an effective senior leadership team and staff who share his high expectations for all pupils in his care.

197. In the past two years, the senior management structure of the school has been successfully remodelled. Members of the leadership group understand their roles and responsibilities well, sharing the headteacher's commitment to providing the best conditions for learning.

198. Members of staff are invited to apply to join an expanded leadership group for a period of one year. While this initiative is new, it is a very good opportunity to enable a wider range of staff to contribute at a senior level and gain valuable leadership experience in the process.

199. The school gives good attention to the WAG initiatives and is developing 14-19 learning pathways, working well in partnership with other schools and colleges. However, the promotion of bilingualism is less effective.

200. Since the time of the last inspection the school has improved its links with teacher-training establishments and its partner primary schools.

201. While there is good use of the premises by primary schools and the local community, its effectiveness is limited by the shortcomings in accommodation.

202. Systems for subject department monitoring, review and target setting are detailed. They contribute well to the good match between department and whole-school development planning. Members of the leadership group work in conjunction with heads of faculties and departments, who participate fully in the process.

203. While a broad range of first-hand evidence is carefully evaluated, there is variable practice in the way departments respond to information from reviews to improve the performance of teachers and learners.

204. The school provides a comprehensive programme of induction and mentoring for newly qualified teachers and for teachers new to the school. Performance management is well established both for teaching and for support staff, and there are development programmes for administrative staff.

How well governors or other supervisory bodies meet their responsibilities

205. The school benefits from the support of a committed, knowledgeable and involved governing body.

206. Governors possess a wide variety of skills which enable them to fulfil their roles well. They utilise their expertise through an appropriate range of committees. In this way governors contribute positively to strategic planning. In particular, their contribution to the school's financial management has enabled it to offer a very high degree of value for money.
207. Governors are well informed about the school's performance. They receive regular reports from the headteacher and, occasionally, from heads of subject departments. Their meetings are well focused, challenging and constructive.
208. Governors were closely involved in the preparation of the school's self-evaluation report. They are now moving towards greater first-hand involvement with monitoring procedures through more structured and regular links with individual departments.
209. All governors receive appropriate induction to their roles and fulfil their statutory duties and responsibilities well.

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

Grade 2: Good features and no important shortcomings

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

How effectively the provider's performance is monitored and evaluated.

211. The arrangements to monitor and evaluate the school's performance are outstanding. Since the last inspection, self-evaluation has become firmly embedded and has made a significant contribution to the raising of academic standards.
212. The school has established comprehensive self-evaluation arrangements which are systematic and based on first-hand evidence.
213. The school's self-evaluation report is both thorough and detailed. It supports development plans, at whole school and faculty level, which contain effective strategies to bring about improvement.
214. The extent to which the school seeks out the views of all interested parties to reflect on its performance is good. Learners are consulted through questionnaires and the school council. The views of parents are well represented. The school seeks the views of external agencies and the UA.
215. Leaders and managers are well informed about the performance of the areas for which they are responsible.
216. Faculty and subject leaders are fully aware about the performance of their departments. Leaders review faculties and subject departments regularly. Appropriately challenging targets for improvement are negotiated and set in place. Most departments make effective use of attainment data and pupil self-assessment to inform themselves of learners' progress.
217. However, in a small minority of departments, the process of planning for improvement is less secure.

The effectiveness of planning for improvement

218. The headteacher and senior leadership team make good use of self-evaluation to produce the school development plan. Whole-school, and department priorities are identified, together with costings, responsibilities, and appropriate time-scales.
219. Leaders and managers use available resources efficiently. Members of staff are deployed very well, and good use is made of continuing professional development through whole-school and individual in-service training. All in-service training is evaluated thoroughly, and informs future planning.
220. As a result of actions taken, there have been significant improvements in the quality of teaching and in test and examination results at KS3 and KS4, since the last inspection.
221. The school has made good progress in raising standards of achievement in numeracy throughout the school, ICT in the sixth form, and ensuring that the statutory requirement for a daily act of collective worship is met.
222. While the school has made good progress in developing effective procedures to track pupils' performance across the curriculum and sharing this information with parents, it has yet to ensure consistency in assessment procedures within and between departments so that all learners are able to identify their strengths and weaknesses and understand what they must do to improve.

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

Grade 1: Good with outstanding features
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223. This grade matched the school's self-evaluation grade. While the inspection team awarded Grade 2 for key question 5 it agrees with the school's evaluation of key question 7 because of the following outstanding features:
- the effective use made of available resources;
 - the deployment and professional development of staff; and
 - the matching of resources to the school's priorities.

The adequacy, suitability and use made of staffing, learning resources and accommodation.

224. Teaching staff are suitably qualified, knowledgeable and committed. They are deployed effectively and most teachers teach their specialist subject. The pupil-teacher ratio is slightly higher than the national average and there is a good balance of experienced teachers and those new to the profession.
225. The school employs support staff who identify closely with its aims and values. They are well trained and make an important contribution to the life of the school.
226. The stock of books held centrally in the learning resource centre is just below the recommended level of 13 items per pupil for the 11-16 range and 17 items for post-16 students. There is an adequate programme of stock replacement.

227. Over the last two years there has been a considerable investment in computer hardware, either for general use in the learning resource centre or use in subject departments. All hardware is lease purchased and renewable. Very few computers are more than five years old.
228. Almost all classrooms are equipped with interactive whiteboards and staff are provided with laptop computers to facilitate more effective tracking of pupils' progress. Resources in departments are sufficient, in both number and condition, to meet the learning needs of pupils.
229. Overall, the school offers an adequate environment for learning. The main building is very well maintained by the site manager and his team, well respected by all who use it, and virtually litter-free. The good features in the accommodation include a main entrance that is pleasant and welcoming and colourful displays of pupils' work and achievements.
230. The playing fields are extensive and the swimming pool is well used by the community as well as the school. The science and technology block is relatively new and well equipped.
231. The most recent investment has been in a virtual learning environment and video conferencing centre, mainly for the use of the school's rapidly expanding sixth form.
232. However, there are shortcomings in the provision for learning resources and accommodation. Despite good maintenance, both the interior and exterior fabric of the original building show inevitable signs of age.
233. The number and size of classrooms are barely adequate for the numbers of pupils on roll. There is no spare capacity and, in the older parts of the school, a minority of classrooms are uncomfortably limited in space.
234. The learning resource centre is too small. With a seating capacity of 32, it is well short of the recommended seating limit. The canteen and corridors are similarly restricted, whilst the swimming pool, toilets and changing rooms are in need of refurbishment.

How efficiently resources are managed to achieve value for money

235. The way priorities are identified, costed and monitored is very good and the impact of spending on standards has outstanding aspects.
236. The management of resources, human and material, is an outstanding feature of the school. Development is driven by internal review and curriculum need and is regularly reviewed to ensure value for money. For example, the librarian monitors borrowing rates from the learning resource centre to identify groups of pupils who should be reading more and encourages these pupils in their choice of books.
237. Continuing professional development is outstanding. Its key features are the:
- trainee mentoring programme, including the grant-funded production of video training material for prospective subject mentors;
 - induction programme, available for both newly qualified teachers and middle managers new to the school; and

- programme of continuing professional development that increasingly involves school staff in the dissemination of good practice.
238. Resource decisions are effectively linked to school priorities. The recent appointment of pastoral managers has improved the care and guidance offered to pupils and enabled teachers to make a more efficient use of their time.
239. The financial management of the school is outstanding. Resources are allocated to priorities in the school development plan and spending is closely monitored by the bursar and governing body to ensure best value.
240. The school has been successful in augmenting its delegated budget through securing numerous grants and sponsorships.
241. The school carries a prudent surplus and offers outstanding value for money.

School's response to the inspection

We are delighted that the inspectors identified the contribution that the pupils' outstanding behaviour and their positive attitude to learning makes to the standards achieved at the school. They also confirmed the exceptional working relationship that teachers develop with the pupils and students to create a purposeful and productive learning environment in which everyone can succeed.

The inspection findings acknowledge that the teaching in the Maelor School has many outstanding features. This recognises the hard work we have put in during the past six years in improving the range of teaching and learning methods which has resulted in the introduction of some innovative teaching approaches. Along with the challenge to learners and the quality of lesson planning, this has had a big impact on the learning of pupils and students including those with ALN.

It is particularly pleasing that the inspectors recognise that the quality of support and guidance is an outstanding feature of the school and that all involved promote an environment in which all learners can thrive. The school has worked hard on inclusion so that all pupils and students, irrespective of their background and ability, have the opportunity to achieve their potential and make a useful contribution to all aspects of school life and beyond.

We are also pleased that the Inspectors acknowledge that the arrangements for monitoring and evaluating the school's performance are outstanding and that we have a comprehensive self-evaluation system which leads to a thorough and detailed self-evaluation report. The school's self-evaluation process is an important tool which enables us to recognise what we do well and what we need to do to improve the school further.

The inspectors commend the school for providing outstanding value for money. Prudent use of resources has enabled us to match resources to the school's priorities including an investment in a range of ICT equipment. This is having a positive impact on the quality of teaching and learning for all of our pupils and students.

The good relationship that the school has developed with its partners which includes parents, partner schools and its wider community has also been recognised. This enables the school to provide its pupils and students with a good variety of enriching experiences.

The recommendations made by the inspectors are identified in our current School Development Plan and we will continue to work to address the issues related to them in order to build on our achievements. These will appear in our action plan in response to the inspection.

The headteacher, staff, pupils and governors of the Maelor School wish to thank the Registered Inspector and his team for the highly professional and supportive manner in which they carried out the inspection.

Appendix 1

Basic information about the school

Name of school	The Maelor School
School type	Secondary
Age range of pupils	11-19
Address of school	Penley Wrexham
Postcode	LL13 0LU
Telephone number	01948830291
Headteacher	Mr Eiddwyn Hall
Date of appointment	01.09.2006
Chair of governors	Lord Kenyon
Reporting inspector	Mr Peter Harris
Dates of inspection	February 4 th – 8 th 2008

Appendix 2

School data and indicators

Year group	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Number of pupils	122	121	130	145	138	67	71	794

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	43	8	47.19

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	16.8:1
Pupil: adult (fte) ratio in special classes	
Average teaching group size	22.2
Overall contact ratio (percentage)	75.9%

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole school
Term 1	94.4	92	92.9	92.7	90.1	89.8	87.4	91.7
Term 2	94.8	93.8	92.8	92.1	63.3	79.8	77.6	87.2
Term 3	95.6	95.3	92.4	93.7	92	92.4	89.7	93.07

Percentage of pupils entitled to free school meals	3.4%
Number of pupils excluded during 12 months prior to inspection	22

Appendix 3

National Curriculum Assessment Results

End of key stage 3:

National Curriculum Assessment KS3 results 2007													
Total number of pupils in Y9: 130													
Percentage of pupils at each level													
			D	N	W	1	2	3	4	5	6	7	8+
English	Teacher assessment	School	0	0	0	0	0	1	16	31	40	11	0
		National	0.2	0.6	0.5	0.4	1.4	6.8	21.4	35.7	24.1	8.5	0.2
Mathematics	Teacher assessment	School	0	0	0	0	1	1	9	29	43	17	0
		National	0.2	0.6	0.4	0.3	1.1	7.8	19.7	27.8	27.1	14.4	0.8
Science	Teacher assessment	School	0	0	0	0	0	1	6	43	36	15	0
		National	0.2	0.7	0.3	0.2	0.8	6.5	20.9	34.7	25.7	10.0	0.1

D Pupils who have been disapplied, or pupils for whom teachers were unable to provide an assessment

N Pupils not awarded a level for reasons other than disapplication

W Pupils who are working towards level 1

Percentage of pupils attaining at least level 5 in mathematics, science and either English or Welsh (first language) by teacher assessment

In the school	79	In Wales	56.7
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Public Examination Results:

For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ

Number of pupils aged 15 on the school roll in January 2007	134
Average GCSE or GNVQ points score per pupil	65

The percentage of 15 year old pupils who in 2007:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	100	90	87
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	81	51	54
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	100	88	86
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	51	36	40
entered at least one Entry level qualification, GCSE short course or GCSE	100	100	96
attained one or more GCSE grades A*-C or the vocational qualification equivalent	97	75	77
attained one or more GCSE grades A*-G or the vocational qualification equivalent	100	96	93
attained no graded GCSE or the vocational qualification equivalent	0	4	7
attained one or more Entry level qualification only	0	3	2
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1	n/a	n/a	n/a
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2	n/a	n/a	n/a

For pupils aged 17, results in A/AS, GNVQs and NVQs	
Number of pupils aged 17 in January 2007	71
Number of pupils entered for 2 or more GCE A level examinations or equivalent in 2007	37
Number of pupils entered for fewer than 2 GCE A levels or equivalent in 2007	0

	School	UA	Wales
Percentage of pupils entered who achieved 2 or more grades A-C	49	56	67
Percentage of pupils entered who achieved 2 or more grades A-E	97	94	94
Average points score per candidate entering 2 or more subjects	20	17	20
Number of pupils who achieved a GNVQ Intermediate or NVQ at level 2	n/a	n/a	n/a
Number of pupils who achieved a GNVQ Advanced or NVQ at level 3	n/a	n/a	n/a

Appendix 4

Evidence base of the inspection

Inspectors spent a total of 30 inspection days in the school and were joined by the school's deputy headteacher as nominee. They held a meeting before the inspection. During the inspection, inspectors visited:

- 48 lessons;
- registrations and assemblies; and
- some extra-curricular activities.

Members of the inspection team met with:

- staff, parents and governors before the inspection;
- senior managers, middle managers, teachers, support assistants and administrative staff;
- groups of pupils representing each year group;
- representatives of the school council; and
- business and other school partners.

The team also considered:

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

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Peter Harris	Registered Inspector and KQ1
William Owen	Support on KQ1, KQ3 and KQ4
Anthony Sparkes	KQ2
Bethan Whittal	KQ3
Glyn Griffiths	KQ4
Martyn Williams	KQ5
Emrys Price-Jones	KQ6
Alan Kelly	KQ7
Lynn Lloyd	Nominee

Acknowledgement

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

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