

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

**Cwmtawe Comprehensive School
Parc Ynysderw
Pontardawe
Swansea
SA8 4EG**

School Number: 6714065

Date of Inspection: 23 - 27 October 2006

by

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16347**

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- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * secondary schools;
- * special schools;
- * pupil referral units;
- * independent schools;
- * further education;
- * adult and community-based learning;
- * youth support services;
- * LEAs;
- * teacher education and training;
- * work-based learning;
- * careers companies; and
- * the education, guidance and training elements of Jobcentre Plus.

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Cwmtawe 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 Cwmtawe Comprehensive School took place between 23/10/06 and 27/10/06. An independent team of inspectors, led by Julia Helen Cattle Longville undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection."

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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LIST OF ACRONYMS

ACCAC	Qualifications, Curriculum and Assessment Authority for Wales
CATs	Cognitive Assessment Tests
CPD	Continuing Professional Development
CSI	Core Subject Indicator
EMLAS	Ethnic Minority Language and Achievement Service
EWO	Educational Welfare Officer
GCSE	General Certificate of Secondary Education
GTCW	General Teaching Council for Wales
ICT	Information and Communications Technology
IEPs	Individual Educational Plans
INSET	In-service Training
IT	Information Technology
KS	Key Stage
LEA	Local Education Authority
LSA	Learning Support Assistant
NC	National Curriculum
NQT	Newly-Qualified Teacher
PPA	Planning Preparation and Assessment
PS(H)E	Personal, Social and (Health) Education
SDP	School Development Plan
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SMT	Senior Management Team
SpLD	Speech and Language Difficulties
UA	Unitary Authority
WAG	Welsh Assembly Government
Y (1-13)	Year (1-13)

Context

As a result of injury, Mr Gareth Buckland replaced Mrs Julia Longville as registered inspector for the week the inspection team were in the school.

The nature of the provider

1. Cwmtawe Comprehensive School is an 11-16 co-educational school in Neath Port Talbot LEA. There are 1207 pupils on roll, an increase of approximately 98 pupils since the last inspection in 2001. The school, situated in Pontardawe, transferred to a purpose built facility on one site in 1996.
2. Although many pupils come from Pontardawe and the surrounding area, about 25% travel from other parts of the Swansea Valley. Pupils come from over 30 primary schools. A large proportion of the area is economically and socially disadvantaged. Nineteen per cent of pupils are entitled to free school meals, compared to 15.7% nationally. There is a strong Welsh culture in the area even through the vast majority of pupils have English as their first language. Just over seven per cent of pupils speak Welsh as a first language. Approximately four per cent of pupils come from minority ethnic heritages. Six pupils receive support teaching in English as an additional language.
3. The school's intake includes the full range of ability. There are more pupils of average ability and few higher ability pupils. On entry, pupils' literacy skills are significantly lower than LEA and national averages. Thirty six pupils have a statement of SEN and a further 188 pupils have been identified as needing some support. The school has a Dyslexia Unit that is a specialist teaching facility serving the whole of the LEA. There are currently 12 pupils in the unit.
4. The headteacher was appointed in January 2003. A new SMT has recently been established and is made up of the headteacher, deputy headteacher, two assistant headteachers and two senior teachers.
5. The school was last inspected in March 2001.

The school's priorities and targets

6. The school has a comprehensive set of aims to promote pupils' academic, personal and social development within the school and the wider community. The school mission statement focuses on team work at all levels:
7. "We can and we will succeed by working together and giving of our best"
8. The school aims are to:
 - provide courses appropriate to the needs of pupils at all levels in order to develop the knowledge, skills, abilities and attitudes they need to fulfil their further and higher education and career aspirations;
 - develop in pupils a respect for others and an understanding and appreciation of their personal responsibilities to the family, the school and the wider community;
 - develop personal qualities such as endeavour, perseverance, initiative, pride in achievement, loyalty, honesty and polite and considerate behaviour; and

- encourage the active involvement of pupils in the community life of the school.
9. The schools' three year development plan focuses on four main areas: raising attainment, including developing pupils' key skills, staff development, links with the community, primary schools and other providers and curriculum development.
10. Numerical targets are set for the next three years. These include annual targets that take into account pupils' prior attainment. Targets identify that by 2008:
- 70% of KS3 pupils should reach at least level 5 in English, 70% in mathematics and 75% in science;
 - 65% of KS3 pupils should reach at least level 5 in all three subjects combined with 60% of boys and 65% of girls reaching this level;
 - 60% of pupils should gain at least five grades A*-C in the GCSE examinations; and
 - 99% of pupils should gain at least five grades A*-G in the GCSE examinations; and
 - 50% of pupils should gain A*-C grades in the three core subjects of English, mathematics and science.
11. The school recently gained the regional ACCAC/HSBC award for the most improved school in South West Wales for pupils' academic achievement in GCSE examinations in 2005.

Summary

12. Cwmtawe Comprehensive School is a good school with many outstanding features.
13. Its particular strengths are the:
- culture of continuous improvement and high expectations across the school;
 - pupils' mature and responsible attitude;
 - high level of respect that exists at all levels;
 - very good standards of achievement, teaching and learning;
 - way in which pupils' progress is monitored enabling them to achieve outstanding results in external tests and examinations;
 - outstanding leadership of the headteacher and SMT that enables staff and pupils to achieve their potential; and
 - continuous drive towards achieving excellence.

14. In the seven key questions the following grades were awarded:

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

15. These grades are:

- the same as those in the school's self-evaluation report in key questions 1, 2, 4 and 7;
- one grade higher in key questions 5 and 6 because the school had been cautious and was undecided between a grade one or a two in these three key questions; and
- one grade lower in key question 3 because the school was undecided between a grade one or a grade two.

Standards of achievement

16. The inspection team inspected the standards that pupils achieve in six subjects of the curriculum at KS3 and KS4.

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

Standards in subjects inspected		
Subject	KS3	KS4
English	1	1
Science	1	1
Design and technology	2	1
Home economics		2
Modern foreign languages	2	1
Music	1	1
Drama	1	1

18. There were good or outstanding standards in all of the six subjects inspected. There were no important shortcomings in any of the subjects in either KS3 or KS4.

19. The grades awarded for standards achieved in the 93 lessons inspected in subjects at KS3 and KS4 were as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	23%	62%	15%	0%	0%
KS4	40%	53%	7%	0%	0%
KS3 + KS4	30%	58%	12%	0%	0%

20. These grades are outstanding when compared with the most recent figures for all inspections in Wales, the national target for 2007 and the grades awarded in the last inspection of the school. These grades are significantly above the:
 - current national target of 50% of lessons to be graded one or two;
 - most recent figures for all inspections in Wales, when 60% of lessons were graded one and two;
 - national target for 2007 for standards in 65% of lessons to be graded one or two;
 - national target for 2007 for 98% of standards to be graded one, two or three by two percentage points; and
 - grades awarded at the time of the last inspection though the sample is different in size and nature.
21. Almost one third of all lessons observed had outstanding features. This is particularly high when compared with all inspections of secondary schools in Wales.
22. Results in NC tests at the end of KS3 in 2005 are outstanding. They have:
 - improved significantly since the last inspection and are currently well above local and national figures;
 - consistently improved in the three core subjects of English, mathematics and science and in 2005, 66% of pupils gained the CSI; and
 - have been consistently very good and currently place the school in the top 25% of similar schools in Wales.
23. In the GCSE examinations, results have improved significantly since the last inspection. They are outstanding because:
 - on average, 73% of pupils gain five A*-C grades, well above the figure locally and nationally;
 - about 96% of pupils gain five A*-G, well above the local and national average;
 - almost all pupils make outstanding progress with many gaining qualifications well beyond what is expected;
 - there are several opportunities for the most committed pupils to sit GCSE examinations early, a process that produces good results for these pupils;
 - results in 2005 in all core subjects are above local and national figures;
 - overall, results in 2005 in the six subjects inspected are above local and national figures; and
 - results have been consistently very good and, over the last three years, have placed the school in the top 25% of similar schools in Wales.
24. In recognition of this improvement, in 2005, the school gained the award for the most improved school in South West Wales.

25. Outstanding features in the standards achieved and the progress made by pupils are the:
- culture of continuous improvement and high expectations across the school;
 - outstanding work in aspects of all of the subjects inspected;
 - remarkable progress and attainment of pupils when compared with targets based on their ability in standardised tests on entry to the school;
 - outstanding improvement in KS3 test and KS4 examination results over the past six years;
 - way in which pupil progress is monitored through a highly effective tracking system that enables pupils of all abilities to achieve outstanding results;
 - continuous drive towards achieving excellence;
 - strong emphasis placed on establishing good behaviour and self-discipline and the direct link this has to high levels of performance and positive learning; and
 - extent to which pupils of all abilities, including the most able and those with SEN, making very good, and in some instances, outstanding progress.
26. Good features in the standards achieved and the progress made by pupils are the extent to which:
- the most able pupils are challenged to produce work of a high quality;
 - many pupils achieve standards that are well beyond what is expected;
 - both boys and girls achieve very good standards;
 - the difference between the performance of boys and girls is either better than or similar to those locally and nationally; and
 - pupils with SEN achieve extremely well and make very good progress.
27. Pupils' key skills are at least good and often very good. The good features in key skills are the:
- extent to which standards of reading, writing, speaking and listening have improved;
 - way in which pupils of different abilities listen attentively to their teachers and to each other and are able to ask questions and sustain discussion;
 - ICT skills of many pupils and particularly the outstanding work produced in drama and music;
 - ability of pupils to work together to evaluate and improve their own skills; and
 - ability of pupils to carry out independent research in many subjects.
28. Pupils' personal social and learning skills improve considerably as they progress through the school. This is because most pupils:
- show an outstanding attitude to their work;

- demonstrate very good behaviour in and around the school;
- work well together and are motivated to improve their own performance;
- attend regularly which results in an annual attendance rate of 92% for the three full terms prior to inspection;
- are punctual to lessons;
- participate in a comprehensive and successful work-experience programme; and
- develop a good understanding of issues relating to the diversity of beliefs, attitudes and cultural traditions in a number of subjects.

Shortcomings in the standards achieved are the:

- ability of KS4 pupils to solve problems and improve their own learning in preparation for further education and the world of work;
- way in which pupils consistently develop their extended writing, numeracy and ICT skills in all subjects;
- pupils' knowledge and awareness of cultural diversity including bilingualism; and
- attendance and punctuality of a small minority of pupils;

The quality of education and training

29. Teaching has improved significantly since the last inspection.

30. In the 93 lessons in the six subjects inspected the grades awarded for teaching at KS3 and KS4 were:

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
29%	57%	14%	0%	0%

31. Overall grades for the quality of teaching in the 140 lessons observed in KS3 and KS4 were:

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
24%	59%	17%	0%	0%

32. In the six subjects inspected, more than one lesson in four (29%) had outstanding features. Overall teaching has good features and no important shortcomings in around 83% of lessons. Good features outweigh shortcomings in 17% of lessons. The amount and frequency of very good or outstanding teaching are impressive. Overall, these grades for teaching are outstanding and are significantly better than at the time of the last inspection.

33. The outstanding features in the teaching and assessment of pupils' progress are the:

- access that pupils have to good and outstanding teaching in one in every four lessons;
- way in which teaching is focused on the individual needs of pupils and improving their performance;
- very effective relationships between teachers and pupils;

- pace, variety and challenge in almost all lessons;
 - system for monitoring pupils' academic progress;
 - way in which assessment and regular monitoring of pupil performance supports pupil progress and learning;
 - all pupils are supported and challenged to do their best;
 - teachers challenge pupils of all ages and abilities to think critically; and
 - arrangements for assessing pupils' work are valid, rigorous and consistent.
34. The outstanding features of other aspects of education and training are the:
- large number of pupils who take part in the exceptional range of extra-curricular activities, which enriches the curriculum and contributes to the personal and social development of pupils;
 - discipline for learning system that underpins the care, support and guidance of pupils and impacts on their attainment, behaviour and attendance;
 - high quality links with primary schools that has resulted in the school receiving the Welsh Secondary Schools Award for transition;
 - induction programme established with partner primary schools and colleges to ensure continuity and progression in pupils' work including very good support for pupils with SEN; and
 - inclusive way that pupils with disabilities are integrated in all aspects of the school.
35. There are many good features in the quality of education and training. These include the way in which:
- all pupils have equal access to a curriculum that meets their needs and aspirations;
 - staff training days with primary colleagues and the curriculum in Y7 provides good continuity and progression from KS2 and has resulted in the school achieving the Welsh Secondary School Association Curriculum Award;
 - key skills are embedded in all areas of the curriculum;
 - the comprehensive PSHE programme develops pupils' knowledge of spiritual, moral, social and cultural issues;
 - parents are kept fully informed about the work of the school and their child's progress;
 - pupils benefit from work related projects and entrepreneurial activities in both key stages;
 - the culture of Wales is very well embedded in the curriculum across all subjects and has a high profile within the school;
 - the school promotes sustainable development that has resulted in achievement of the Green Schools Award;

- the school council generates ideas and initiatives from all pupils and is actively engaged in charity events;
 - pupils with a range of SEN are effectively supported by a dedicated team of LSAs;
 - pupils with English as an additional language are supported;
 - pupils' behaviour is monitored and the good quality mentoring they receive;
 - pupils are integrated whatever their social, ethnic or linguistic background; and
 - the school meets statutory requirements for a daily act of collective worship.
36. All statutory requirements for assessing pupils' achievements and reporting on NC subjects are met and teaching also fulfils the regulations of examining bodies.
37. The shortcomings in the quality of provision are:
- the quality of reports to parents with children in KS3;
 - the number of vocational courses available to pupils in KS4;
 - work related education and career guidance, particularly for pupils in KS4;
 - support and guidance for pupils on their transition to college; and
 - lack of whole school co-ordination and activities to help pupils develop a full understanding of diversity and the value of living in a multicultural society.

Leadership and management

38. Leadership at all levels is good with some outstanding features.
39. The headteacher provides outstanding leadership. He has a very clear, inclusive vision for the school that is focused on improvement. He achieves success by:
- enabling all staff to express themselves;
 - encouraging innovation at all levels;
 - delegating responsibilities effectively;
 - providing support to enable staff and pupils to achieve their potential; and
 - empowering individuals to reach beyond what they thought was the limit of their ability.
40. Senior and middle managers thrive in an environment that allows them to make decisions and take responsibility for their own work.
41. There are also many good features in leadership and management at all levels. These include:
- a governing body that has a good understanding of its role and is very well informed by the headteacher and others about all matters pertaining to the governance of the school;

- governors that are fully involved in the strategic management of the school;
 - a governing body that meets all statutory requirements;
 - detailed job descriptions that carefully outline the responsibilities of all managers;
 - a robust and well executed self-evaluation and review system that leads to the formulation of targets for improvement and development plans; and
 - detailed action plans that are carefully monitored and supported by senior managers.
42. An outstanding programme of training for all staff is appropriately linked to individual and school priorities for improvement. The CPD programme is outstanding because:
- each member of staff has a comprehensive CPD file containing details of all professional experiences, activities or awards;
 - it is available to both teaching and non-teaching staff; and
 - it is firmly locked into development planning and performance management cycles.
43. Outstanding features of the adequacy, suitability and use made of staffing, learning resources and accommodation are the:
- accommodation that provides a very good setting for learning and teaching;
 - displays of pupils' work and subject materials that provide a stimulating learning environment;
 - excellent Learning Resource Centre;
 - well-resourced library that is used effectively by subjects across the curriculum during lesson time and by pupils during lunchtime and after school;
 - ICT facilities which are used effectively by all departments;
 - well-qualified, and highly committed teachers;
 - good range of highly capable and experienced support and administrative staff;
 - training and professional development of staff;
 - way in which the budget is rigorously managed and by the headteacher, governors and finance officer; and
 - school provides good value for money.
44. The school has successfully achieved the 'Investors in People Award.

Progress since the last inspection

45. Very good progress has been made in addressing all of the key issues identified in the last inspection report.

46. There has been significant improvement in:
- standards in the key skills of reading, speaking, numeracy and ICT;
 - attainment in external tests in KS3 and examinations in KS4;
 - standards in design and technology;
 - the quality of teaching and learning across the school; and
 - levels of attendance.
47. The school meets statutory requirements for the provision of a daily act of collective worship.

Recommendations

In order to build on current success, the school should:

- R1 Share the best practice in teaching and learning including planning schemes of work and lessons across the whole school.
- R2 Develop further understanding about cultural diversity including the sharing of the best practice in bilingualism.
- R3 Continue to develop the curriculum in KS4 to promote flexible learning and to reflect the opportunities set out for 14-19 year old pupils by the WAG.
- R4 Create greater cohesion within its provision for work-related education.
- R5 Continue to develop a culture of independent learning to ensure that all pupils are adequately skilled to meet the wider opportunities available post-16.

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 1: Good with outstanding features

48. This grade matches the schools self-evaluation grade.
49. There are several outstanding features in the standards that pupils' achieve. These include the:
- improvement in KS3 test results over the past six years that demonstrate excellent progress in English, mathematics and science and the CSI;
 - extent to which all pupils achieve GCSE results in KS4 that are either equal to or better than predicted;
 - remarkable achievement of many pupils when compared with targets set from standardised tests conducted in KS3;

- way in which KS4 pupils expected to gain fewer than five A*-C passes at GCSE frequently achieve more often with several passes at the highest grades; and
- strong emphasis placed on establishing good behaviour, including self-discipline and the direct link this has to high performance learning opportunities.

Outstanding feature

50. Pupils of different abilities consistently achieve very high standards that are often better than expected. This is because there is a culture of continuous improvement and high expectation across the school. This consistent drive towards achieving optimum performance results in pupils of all abilities achieving outstanding results.

51. In the six subjects inspected there were good or outstanding features. There were outstanding features in English, science, music and drama in both KS3 and KS4 and in design and technology and modern foreign languages in KS4. There were no important shortcomings found in any of the subjects in either KS3 or KS4.

52. The grades awarded for standards achieved in the 93 lessons in the six subjects inspected were as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
KS3	23%	62%	15%	0%	0%
KS4	40%	53%	7%	0%	0%
KS3 + KS4	30%	58%	12%	0%	0%

53. These grades are outstanding when compared with, the most recent figures for all inspections in Wales, the national target for 2007 and the grades awarded in the last inspection of the school. The grades are significantly above the:

- current national target of 50% of lessons to be graded one or two;
- most recent figures for all inspections in Wales, when 60% of lessons were graded one and two;
- national target for 2007 for standards in 65% of lessons to be graded one or two;
- national target for 2007 for 98% of standards to be graded one, two or three by two percentage points; and
- grades awarded at the time of the last inspection though the sample is different in size and nature.

54. Standards of achievement and examination results have improved since the last inspection. Achievement is generally very good across the school, with pupils of all abilities, including the most able and those with SEN, making very good, and in some instances, outstanding progress.

55. There have been outstanding improvements in results in the NC tests at the end of KS3 since the last inspection.

56. In 2005, the KS3 CSI for the school was, at 66%, 21% higher than the 2000 figure. Results in English, mathematics and science have shown a consistent pattern of improvement. In all core subjects, and the CSI, performance in 2005 was better than both the local and national averages.
57. When compared with schools with a similar intake, the school is consistently in the top 25% for almost all indicators.
58. Pupils make very good progress as they move from Y7 to Y9.
59. In KS4, there has been significant improvement over the past few years and the results are continuously improving. The percentage of pupils achieving five or more A*-C grades is outstanding when compared with their attainment on entry and the targets set by the school.
60. When compared with similar schools, GCSE results place the school in the top 25% for all indicators in the last three years. Results in 2005 illustrate that the performance in English, mathematic and science is above UA and national figures. In the six subjects inspected almost all results are above UA and national averages.
61. A range of data, including CATs results, is used to set numerical targets for the end of each key stage. In KS3, these targets are met or exceeded. In KS4, performance is above the challenging targets that the school has set.
62. Targets are rigorously monitored and discussed in meetings between heads of year, subject leaders and relevant members of the SMT. All staff understand the basis upon which the targets have been formulated and produce departmental improvement plans that reflect these targets.
63. There are several opportunities for the most motivated pupils to sit GCSE examinations early. These pupils achieve good results.
64. With few exceptions, the difference between the performance of boys and girls is either better than or similar to those locally and nationally. Overall, very good standards in attainment are produced by both the boys and the girls.
65. The most-able pupils are generally challenged to produce work of a high quality both in their oral and written responses. Pupils of average ability generally perform very well. Pupils with SEN achieve extremely well and the good use of IEPs ensures good levels of participation and achievement in mainstream classes.
66. Standards in key skills are generally good or very good across the school. A planned approach has been taken to develop key skills, leading to significant improvements.
67. Standards of speaking and listening have improved and are very good on the whole. Pupils across the ability range listen attentively to their teachers and to each other. They speak clearly and confidently in a range of contexts across the curriculum. They not only respond to questions but also raise their own questions and are capable of sustained discussion.
68. Reading skills are very good. Pupils are generally able to access the curriculum and are rarely hindered by their inability to read materials that are used in lessons. They carry out independent research in many subjects and undertake their work with enthusiasm.

69. There are some very good examples of sustained and extended writing in many curricular areas. While most writing is sound, presentation is not consistently good and extended writing is not always evident in pupils' books.
70. Although numeracy has been planned for, there is not yet strong evidence of a focus on it across all areas of the curriculum.
71. Information and communications technology is used extensively by pupils across the school, to enhance learning experiences. Many pupils have good ICT skills but they are not developed and improved in a wholly consistent way across the curriculum.
72. Despite the strong Welsh ethos established in the school, and the numbers of Welsh first-language pupils, bilingual skills are underdeveloped. All signs are bilingual and are produced to a high standard and Welsh language and culture are evident in displays around the school. Incidental Welsh is spoken around the school and there are outstanding examples of the use of bilingualism in some subject areas. However, there is lack of consistency in the development of pupils' bilingual skills across the school.
73. Broader key skills are developed in a planned way across the school and standards are good or very good. Pupils are not only keen to work with others but are able to evaluate their own skills and suggest improvements.
74. The strong focus on acquiring good GCSE results in KS4 limits opportunities for pupils to develop their independent learning skills.
75. Pupils readily acquire new skills, knowledge, concepts and understanding and are generally successful in applying these to new and challenging situations.
76. Overall, pupils are engaged by the work they undertake. Tasks are appropriate, containing learning experiences appropriate to ability, and pupils work at a suitable pace. In the subjects observed, there is a direct correlation between the quality of the teaching and the rate of progress made by the pupils across both key stages.
77. Pupils spend time reflecting on their own learning, often setting their own targets for improvement, both in subject lessons and in PSE sessions.
78. The pupils make extremely good progress through each transition point to the next stage in their learning in school with little pause in their rate of development.

The development of personal, social and learning skills

79. A significant factor in the outstanding standards achieved is the contribution that pupils make through their very good personal, social and learning skills. They use these exceptionally well in lessons and in all other aspects of school life.
80. The attitude of the vast majority of pupils towards their work is very good and often displays outstanding features. Effective use of time in lessons by pupils is a strength of the school.
81. Pupils move between lessons in a sensible and orderly fashion. Around the school, they relax as a happy community using the many communal areas to best effect. The vast majority of pupils behave responsibly and demonstrate very good behaviour in and around the school. The emphasis placed on the

- importance of working with others and improving own performance firmly establishes the classroom as a place in which learning takes place.
82. Attendance and punctuality are on-going areas for improvement. Although attendance for the three full terms prior to inspection is 92% and has improved since the last inspection, the school recognises that it needs to continue to improve in this area. Despite the punctuality of the majority of pupils at the start of the school day and to individual lessons being very good, a small minority of pupils arrive late to registration and lessons.
83. A comprehensive and successful work-experience programme is well established within the school. Responses from recipient employers indicate the high quality of the contribution made by the pupils during their placements. Despite this, work-related education is not sufficiently developed and emphasised, particularly in KS4.
84. In KS4, some pupils have difficulty solving problems and improving their own learning. As a result, they do not have the skills either to move on within their education or training beyond school or to establish themselves successfully within the world of work.
85. The awareness of pupils towards issues of diversity within society is variable. In a number of subject areas, issues relating to the diversity of beliefs, attitudes and cultural traditions are addressed extremely well and pupils demonstrate respect for such cultural diversity. However, such work is not prevalent within the general culture of the school.
86. Registration procedures, the follow up of pupil absence and the maintenance of records fully comply with statutory requirements. The school prospectus and governors' annual report to parents are both very comprehensive and informative documents and also meet statutory requirements.

The quality of education and training

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

Grade 1: Good with outstanding features

87. The grade matches the school's self-evaluation grade.

KS3 and KS4

88. In the 93 lessons in the six subjects inspected the grades awarded for teaching at KS3 and KS4 were:

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
29%	57%	14%	0%	0%

89. Overall grades for the quality of teaching in the 140 lessons observed in KS3 and KS4 were:

Grade1	Grade 2	Grade 3	Grade 4	Grade 5
24%	59%	17%	0%	0%

90. The amount and frequency of good and outstanding teaching is impressive. Overall, pupils come into contact with outstanding teaching in one out of every

four lessons and good or very good teaching in most of the others. Teaching in 86% of lessons in the six subjects inspected had good and outstanding features. Good features outweigh shortcomings in 17% of lessons. Overall, these grades for teaching are outstanding and are significantly better than at the time of the last inspection.

91. There are several outstanding features in the teaching and assessment.

Outstanding features

92. The discipline for learning scheme is at the core of the school's drive for improvement. It is based on good teacher assessment and regular monitoring of pupil performance against target grades. All staff, in collaboration with heads of year, provide a comprehensive range of support activities for those pupils falling short of their target grade. This is the mechanism that delivers the remarkable results evident year-on-year in external tests in KS3 and examinations in KS4.

93. A significant feature of the success of this system is the way in which parents are kept fully informed about the performance of their children. They are actively involved in their child's education.

94. As a result, this is a school in which it is very difficult to fail.

95. Outstanding teaching was observed in all of the subjects inspected. It is characterised by:

- thorough planning of a variety of interesting activities;
- lessons delivered at a pace that inspires pupils to learn;
- awareness of the way pupils' learn best
- high levels of challenge for pupils of all abilities; and
- a desire to meet the learning needs and improve the performance of every pupil.

96. All pupils are supported and challenged to do their best. Teachers in all subjects take very seriously the need to extend pupils of whatever ability further than they thought they could go. This is demonstrated in the exceptional progress achieved by pupils of all abilities every year.

97. Most teachers demonstrate extensive knowledge and understanding of what constitutes good teaching. They have an awareness of recent developments in the teaching of their subject. This enables them to question and challenge pupils to think critically and so make the most of their learning.

98. Teachers work very hard and pupils are aware of this and are grateful for the help they receive, both during and after normal school hours. This produces very good working relations and high levels of respect between teachers and pupils.

99. Arrangements for assessing pupils' work are valid, rigorous and consistent. In most departments, pupil performance is assessed in relation to well chosen criteria. Teachers provide pupils with very detailed comments on their work that shows them how and what to improve. It also helps pupils and teachers to set individual targets for improvement.

100. In the best practice, pupils increasingly use assessment criteria to evaluate their own work and that of others. This increases their understanding of what is expected.
101. The quality of reporting pupils' progress to parents is better in KS4 than in KS3. In KS3, identification of areas for improvement tend to be less subject-specific and do not show pupils how they can improve their performance.
102. All statutory requirements for assessing pupils' achievements and reporting on NC subjects are met and teaching also fulfils the regulations of examining bodies.

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

103. The school was undecided between a grade 1 or grade 2 in its self-evaluation report.

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

Outstanding features

104. An exceptional range of extra-curricular activities enriches the formal curriculum.
 105. Music and drama activities are particularly strong and successful, resulting in a range of high quality productions and performances. Large numbers of pupils participate in extra-curricular sports and pupils' interest and involvement are engaged through a wide variety of clubs.
 106. Many pupils in Y9, Y10 and Y11 benefit from their involvement in the Duke of Edinburgh Award Scheme.
 107. The school organises numerous fieldwork activities and visits, including ambitious and unusual trips abroad, all of which provide experiences and opportunities for learning and contribute to the personal and social development of the pupils.
108. The school's curriculum generally meets the needs and aspirations of all pupils and is equally accessible to all. The curriculum in both key stages meets statutory requirements fully and satisfies the regulations of examining bodies.
 109. The curriculum in Y7 provides good continuity and progression from KS2 and is one aspect of the school's very successful transition programme. The school's work in this area has resulted in a Welsh Secondary School Association curriculum award.
 110. The KS4 curriculum provides continuity and progression from KS3.
 111. In KS4 there is an open option system, which provides access and opportunity for all pupils. An exceptionally small number of pupils in Y11 are provided with an alternative, flexible curriculum all or part of which is delivered externally. The school has plans to extend its flexible curriculum, providing all aspects in-house.

In this way pupils will be able to access an individually tailored curriculum of mainstream subjects and alternative studies.

112. In a few subjects pupils are entered early for GCSE examinations and thus benefit from being able to go on to study the subject at a higher level or devote more time to their other courses.
113. In KS4, some courses have been introduced to provide a greater choice including vocational subjects. However as yet the school is at a relatively early stage in addressing the priorities that the Welsh Assembly Government has set out for 14 – 19 education and training.
114. Key skills are embedded in all areas of the curriculum. Pupils are made aware of these skills and in general can reflect on how well they use them. However they do not always have sufficient opportunity to engage in challenging problem solving activities or to develop as independent learners.
115. The PSHE programme and a range of curriculum experiences provide opportunities for pupils' spiritual, moral, social and cultural development. The PSHE programme is full and comprehensive. It is regularly and thoughtfully reviewed to include new themes and provides full and effective programmes for health education.
116. The school meets statutory requirements for a daily act of collective worship through a combination of year assemblies and an act of reflection in registration. There is good provision for spiritual development in assemblies, religious education and PSHE sessions.
117. The school's links with parents are very effective. Parents are kept fully informed about the work of the school and their child's progress, in particular through the discipline for learning tracking system. The school is interested in the views of parents and has consulted them formally as part of the self-evaluation process.
118. The school has strong links with the community and involves its community partners both in the mainstream curriculum and in extra-curricular projects. In return the school gives much back to the community, for example through charity work, involvement with its senior citizens and with the local arts centre. In undertaking these activities pupils develop wider key skills and social skills and raise their awareness of social issues.
119. Partnerships with initial teacher training institutes are very good and the school values the contribution which trainee teachers make to its thinking and its work.
120. In KS4 pupils receive a range of information about future learning pathways. There are strong links with all the local colleges. Senior members of college staff visit the school to give information about college life and available courses. They are also represented at parents' evenings. Year 11 tutor groups all visit Neath Port Talbot College. College partners are very positive about their links with the school and the quality of the students whom they receive from Cwmtawe.
121. The school provides work-related education through the PSHE curriculum. Pupils benefit from work-related projects and entrepreneurial activities in both key stages. In KS4 all pupils have experience of work in Y10 and additional work-experience forms an intrinsic part of the vocational courses. Y11 pupils are

- informed through the Careers Wales adviser about pathways to future careers. However work-related education is not sufficiently developed and emphasised, particularly in KS4.
122. The culture of Wales is very well embedded in the curriculum across all subjects and has a high profile within the school. Residential visits to Llangrannog and the Millennium Centre and the very successful annual eisteddfod also enrich the pupils' experience of the *Cwricwlwm Cymreig*. Bilingual signs can be seen around the school, although they are not used to signpost the geography of the building. There is evidence of bilingualism in lessons, assemblies and registration and some communication in Welsh between pupils and staff outside of Welsh lessons. However this is not a consistent feature.
123. The school successfully promotes equality of access to the curriculum for all pupils. It ensures that pupils with disabilities are fully integrated alongside their peers. There is however some imbalance of gender and stereotyping in the pupils' choice of options in KS4.
124. The school has done much to address the national priority of education for sustainable development, starting with a whole-school curriculum audit. Aspects of education for sustainable development can be seen in the PSHE programme and a wide range of curriculum areas and there is a designated teacher for education for sustainable development. It is clear that pupils have a good level of understanding and awareness. Particularly impressive is the work of the environment club under the direction of the eco committee; news of activities and projects is posted on an eco school notice board. Elements of recycling and energy conservation are now firmly embedded in school routines. The school's efforts have resulted in a Green Schools Award. Nevertheless the school considers that more remains to be developed both on education for sustainable development and on education for global citizenship.
125. The school's strong focus on the importance for pupils to improve on their own previous performance and to meet ambitious goals is a powerful motivator and a key feature of its outstanding success. Despite this, the curriculum in KS4 does not fully meet the needs of all pupils nor does it lay successfully enough the foundations for lifelong learning.

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

Grade 1: Good with outstanding features
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126. The grade matches the school's self-evaluation grade.
127. There are several outstanding features in the way learners are cared for, guided and supported. These include the exceptional discipline for learning system that underpins the approach by the whole school to caring for, supporting and guiding pupils to achieve their best in all subject areas and impacts on behaviour, attendance and attainment for all pupils. It provides a very effective, coherent system of guidance and support for pupils of all ages and abilities. The system is well understood by staff, pupils, parents and governors. Pupils and staff take pride in the way that this guidance effectively manages improved attainment.

128. Other outstanding features include:

- the extent to which teachers and managers provided positive personal support to meet individual needs and to encourage every pupil to achieve better than predicted;
- relationships between staff and pupils that demonstrate the high level of mutual respect and trust achieved through the discipline for learning ethos;
- use of homework diaries with target charts and guidance that effectively informs parents and carers of clear aspects of attainment and targets for improvement; and
- the way in which disabled learners have equal access to the curriculum and are able to follow an all inclusive and well-designed, secure and accessible learning programme.

Outstanding features

129. An outstanding transition programme has been established with a large number of primary schools and local colleges. This brings continuity and progression to pupils' learning in many subjects and allows pupils to settle quickly into their new learning environment.

130. Regular, well-planned visits to the primary schools help provide information to pupils and primary staff. Staff work with their primary colleagues to create a coherent progression from Y6 into Y7.

131. The school's involvement with parents is very positive and this well-planned induction programme for pupils entering Y7 is endorsed and supported by a positive parental perspective.

132. A key skills day and an induction day for Y6 pupils provides a good introduction to the school and helps them settle in very quickly.

133. In recognition of this outstanding provision, the school has won the Welsh Secondary Schools Award for its transition programme.

134. The school is a caring, well-ordered and inclusive learning community, which supports and guides all pupils effectively within an ethos of encouragement and expectation for every pupil to strive to attain beyond predicted grades.

135. Staff INSET days with primary colleagues ensure that a number of subjects have a coherent, progressive scheme of work that crosses the transition of KS2 into KS3. Pupils proudly take progress and reading files with them into KS3.

136. Good links have been established between the school and the local sixth form colleges. A significant majority of pupils successfully continue with their education into one of these colleges. Pupils feel well prepared for higher-level coursework. However the level of the support within school is such that, on reaching the college of their choice, they feel a degree of isolation and lack of support. The school and the colleges recognise this issue and are now working to improve support and guidance for students on their transition to college.

137. A thorough data analysis of pupils on entry to the school enables staff to produce predicted grades for all pupils. Staff carefully monitor pupil progress in all subjects and provide targets for pupils to meet or improve grades in all areas. Pupil grades are checked half-termly to monitor grade attainment and a range of

strategies is applied to keep pupils and parents fully informed on achievement. This process is very labour intensive for staff but results in a very good, positive ethos for achievement within the school.

138. Pupils and parents are provided with suitable course information and opportunities to discuss course options in both Y9 and Y11. The option of dropping drama in Y9 to take a second foreign language does limit the option of some pupils to take up drama again in KS4 but this applies to a small number of pupils. The local colleges participate in all option, career and parents' evenings in Y9, Y10 and Y11. However careers guidance does not provide enough information about pathways to career choices, so that pupils and parents better understand the impact of option choices.
139. The school is working to achieve a healthy environment. The school council supports the development of healthy meal options served in the canteen. In addition fizzy drinks have been completely replaced by healthy drinks, and snack products sold in the school meet the requirements of the WAG for light refreshments offered to pupils. The inspection team found no issues related to health and safety to report to the headteacher and the governing body.
140. The student council operates effectively at year group level as well as a whole-school council. The student council support the positive ethos of achievement and they encourage ideas and initiatives from all pupils. They are particularly active in arranging and organising a charity week for the school in which each year group supports a different charity of their choice.
141. Attendance and punctuality in the school are good overall. Strategies to monitor and deal with unexplained absence are good. The EWO is based on site and this has an impact on the close relationships she has been able to build with staff and pupils in the school and in local feeder primary schools. Low levels of attendance are dealt with quickly and pupils who have been absent are closely monitored. Pupils away for long periods of time due to illness or other reasons are given a programme of re-integration into a full-time curriculum. However, while the school tries to discourage it, many parents and carers choose to take holidays during term time and this is adversely impacting on their children's attendance and the overall school attendance figures.
142. The school has a very effective system for undertaking risk assessment. Effective care plans are in place for pupils with SEN, and for all pupils with medical needs. Relevant arrangements are identified with regard to adequate support and care for vulnerable pupils.
143. Child protection procedures meet statutory requirements, are known by all members of staff and are implemented effectively throughout the school. All staff understand how to respond to issues or incidents that might cause concern. The school also meets statutory requirements regarding regular reviews and provision for Looked-After Children who attend the school.
144. Overall provision for pupils with a range of SEN is very good. The detailed policy on the identification, assessment and provision for pupils with SEN is in line with the recommendations of the SEN Code of Practice for Wales and is effectively administered by the SEN co-ordinator (SENCO).
145. There is a named governor for SEN.

146. The SENCO visits all partner primary schools to attend Y6 and some Y5 annual review meetings. At these meetings relevant targets are set. These are communicated to all teaching staff and learning support assistants before pupils arrive at the school in Y7 in order that effective planning for their individual needs is implemented.
147. All pupils who require them have effective IEPs. Cover sheets inform staff of pupils' strengths and weaknesses. Cross curricular targets are specific to each pupil; staff have copies and they are available on the school intranet.
148. Statements of SEN are well maintained; annual review meetings, including those where transitional plans are drafted, are supported by relevant specialists. All statutory requirements with regard to statements are met.
149. The school has a UA dyslexic unit on site. Pupils statemented for SpLD attend the unit on a withdrawal basis for one-to-one tuition by a specialist teacher who uses a range of appropriate teaching strategies. She advises and deploys a team of three LSAs who provide good support to these pupils in the classroom.
150. Other pupils with SEN are well supported in the classroom by a team of LSAs who are well managed and effectively deployed. Those pupils withdrawn for individual tuition receive good quality support in meeting their weekly targets.
151. The SENCO liaises directly with subject teachers. As a result, the quality of provision across subjects is good. Planning takes account of pupils' needs; tasks match ability and include appropriate levels of challenge. All pupils with SEN, including those attending the dyslexic unit, make very good progress. This is reflected in the high proportion of pupils who gain good and sometimes very good qualifications at GCSE.
152. Very good provision is made for the small number of pupils with English as an additional language. The school is a pilot of the new Ethnic Minority Language and Achievement Service [EMLAS] through a service level agreement with Swansea UA. A specialist teacher is visiting the school to monitor pupils, diagnose language needs and to devise high quality curriculum support strategies, which will start next term.
153. The very well structured and effective behaviour policy includes, at appropriate stages, IEPs for behaviour and pastoral support programmes. Pupils' behaviour is monitored very closely and pupils receive good quality mentoring. Parents are involved at all stages of this process.
154. Provision of equal opportunities ensures that no pupil faces discrimination or harassment. Boys and girls feel able to choose curriculum subjects stereotypically the reserve of the opposite gender, and this is a reflection of the influence of the school's practice and policies on access to the curriculum and achievements. The school understands that more can be done to promote understanding of genders working in stereotypically opposite work roles through wall displays and careers, but they already have a good gender mix of pupils opting for all subjects in KS4.
155. The discipline for learning policy provides appropriate support and guidance to pupils of all abilities and encourages attainment beyond that predicted. Several subject areas allow pupils to sit external examinations early so that the most motivated pupils can undertake another subject in Y11.

156. Gifted and talented pupils are identified and are effectively monitored by heads of department.
157. Curriculum subject areas address racial differences from a wide variety of perspectives to promote understanding of racial differences and traditions. However, there is a lack of co-ordination and approach to developing pupils' racial awareness across the whole school.
158. The school has a well-developed and clear system to address any oppressive behaviour. Form tutors and heads of year act very quickly once informed by pupils or parents, and a series of strategies are put into operation to deal effectively with the situation.
159. The discipline for learning policy has created an ethos of mutual trust and respect between pupils and their teachers, and in this climate pupils feel able to inform teachers of any problems and they know the procedures for unacceptable behaviour that will swiftly follow. Having dealt with the immediate problem, a series of follow up checks operate to ensure that any issues are fully resolved, and this includes consultation with parents. The consistency of approach from staff promotes an inclusive learning environment in classrooms that has resulted in very few exclusions for reasons of behaviour.
160. The school is well designed to cater for disabled pupils, and includes a lift to the upper floor areas and easy access to disabled toilet facilities. Teachers are provided with additional resources such as microphones to use with classes that include pupils with disabilities. Staff work with pupils to ensure that they can fully access the subject requirements and where an issue arises, the school actively works to provide a suitable solution so that the pupil is not disadvantaged in any way.
161. The school lacks a diverse racial mix of pupils. While it addresses this through good equal opportunities and good links to the EMLAS unit within the school, there is a lack of whole-school co-ordination and activities to help pupils develop a full understanding of diversity and to value the contribution of other races and traditions. Aspects of a multicultural society are delivered through subjects but there is no co-ordination of these activities to link them into a coherent approach. The PSHE curriculum addresses important diversity issues at key points through the years pupils spend at the school, and pupils also raise money for world charities dealing with poverty during their time in the school.

Leadership and management

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

Grade 1: Good with outstanding features

162. The school could not decide between a grade 1 or grade 2 in its self-evaluation report because of recent changes in the SMT. The inspection team found several outstanding features to confirm a grade 1.

Outstanding feature

163. The headteacher provides a very clear, inclusive vision for the school that focuses on improvement in all aspects of school life. This strategic vision is achieved by empowering both staff and pupils to take responsibility and be accountable for their work. The extent to which staff and pupils are committed to the drive for continuing improvement is impressive. They understand the role they have to play in achieving excellence and everyone associated with the school works hard to ensure that this is achieved.

164. There are several outstanding features in the leadership and strategic management of the school.
165. The headteacher provides outstanding leadership. His leadership style is open and uncomplicated. He has established an all-encompassing drive for school improvement, to which everyone, teaching and non-teaching staff, pupils and parents subscribes.
166. The key to the headteacher's success is empowerment. All staff are given opportunities to express themselves and innovation is encouraged at all levels. Staff understand that wider responsibility is accompanied by greater accountability. They are very well supported by the headteacher who continually challenges their thinking. This is enlightened leadership that enables staff and pupils to reach beyond what they thought was the limit of their ability.
167. Middle managers benefit particularly from this approach. Job descriptions are extensive and provide good experience for possible promotion to senior leadership. Middle managers enjoy leading small project teams. This gives them the confidence to be innovative in their work.
168. Underpinning excellence in leadership at all levels is a complex and very well managed system that has a focus on continuous improvement. Self-evaluation and review lead to the formulation of specific targets for improvement. This feeds seamlessly into development and action planning across the school. It successfully informs performance management and contributes to the drive for school improvement. This improvement cycle is particularly good because of the rigorous way in which it is organised and implemented at all levels.
169. The CPD programme that is available to teaching and non-teaching staff is outstanding. Each member of staff has a CPD file containing details of all professional training and awards. Staff take pride in their professional accomplishments and use the information effectively to provide evidence for threshold and job applications. CPD is outstanding because:
- it is very effectively managed;
 - it is firmly locked into development planning and performance management cycles, so that course applications have to be justified against individual, departmental or whole-school criteria;
 - particular care is taken to see that NQTs and supply teachers have equal access to training;
 - there is a written evaluation of all training that includes anticipation of the impact of what has been learned on current practice; and

- implementation of training is monitored as part of each department's improvement cycle.
170. The governing body has a good understanding of its role and is very well informed by the headteacher and others about all matters to do with the governance of the school.
171. Governors know a lot about the school from information supplied by the headteacher. They are also well aware of self-evaluation processes within the school, though opportunities for involvement in monitoring activities are limited by constraints of time.
172. Decision-making processes involving both the main and sub-committees are both efficient and effective. The full governing body takes all important strategic decisions relating to budget, appointments or curriculum.
173. Lines of communication are very good. Relations between the chair of governors and the headteacher are very productive. The governing body is prepared to question and challenge decisions. Governors feel that they are listened to and their views are valued by the headteacher.
174. The governing body meets all statutory requirements.

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

Grade 1: Good with outstanding features
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175. The school was undecided between a grade 1 or grade 2 in its self-evaluation report. The inspection team found several outstanding features to confirm a grade 1.
176. The school has produced a self-evaluation document that is comprehensive and accurately identifies the school's strengths and the areas of provision that it believes require further development. The staff are very well informed about individual, departmental and whole-school performance.
177. The school's self-evaluation processes has several outstanding features:
- excellent self-evaluation policy, documentation and practices;
 - a well planned, rigorous and time-tabled annual cycle incorporating the SDP, faculty action plans, regular departmental reviews and departmental and individual performance reviews;
 - targets and priorities identified from reviews are regularly refined as part of a continuous process;
 - there is a clear understanding of people's responsibilities regarding self-evaluation, including the senior team, middle managers and other staff members;
 - pupils are directly and regularly involved in the half-termly review of their own performance against the targets set at the outset of the academic year;

- the whole self-evaluation process involves all staff in a range of working parties led by senior and middle managers. Also there is a very strong sense of understanding and ownership by staff of the priorities, targets and outcomes; and
 - high level of consistency to the approaches adopted, the way classroom observations are carried out and the rigorous use of data to set departmental and other targets.
178. Faculty and departmental reviews along with other self-evaluation findings are effectively incorporated into whole-school, departmental and individual priorities. The process is supported by effective external support from specialists. At all stages the evaluation and judgements made are closely related to measurable performance outcomes and the analysis of trends over time.
179. The school uses a broad range of evidence, including classroom observations, analysis of performance data, feedback from examination boards and evidence from a range of external perspectives to ensure accurate identification of areas of strength and further development.
180. Senior managers attach considerable importance to the views of parents/carers and pupils, as well as the wider community, and their views are sought on many issues relating to the school.
181. The school's planning for improvement has many good features with outstanding features being the rigour of the planning for improvement at all levels and the inextricably close link between self-review, evaluation and school development planning.
182. The school's strategic planning processes are very well implemented, involving all staff and ensures effective outcomes. The focus is always on improving standards with frequent monitoring of teaching and learning. There is clear feedback at all levels as to how performance can be improved. The priorities identified at whole-school and departmental levels are relevant to fulfil the aims, objectives and vision of the school and they have realistic timescales.
183. Senior managers and others have worked well together to ensure that the school is very well resourced to ensure that priorities and objectives are met.
184. Extensive use is made of a range of data to set whole-school, departmental, individual staff and pupil targets. There is regular review of progress at all levels and revised targets are then established in line with the progress being made.

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

Grade 1: Good with outstanding features
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185. This grade matches the school's self-evaluation grade.

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

186. The accommodation is an outstanding feature of this school and provides a good setting for learning and teaching. The classrooms are large, well equipped and arranged into faculty areas. The displays of pupils' work and subject material in classrooms and in the lockable boards in corridors are a very good

- feature. They are bright and colourful, and provide a stimulating learning environment.
187. The learning resource centre is also an outstanding feature. This consists of a central library with ICT and teaching rooms leading off the main area. The library is well resourced with fiction and reference books, DVD's, video's, magazines and electronic games. It is well used by subjects across the curriculum during lesson time and by pupils during lunchtime and after school. There is a full time librarian and a team of pupils who organise and run the resource centre efficiently.
 188. The school has outstanding ICT facilities which are used effectively by all departments. The use of the facilities is monitored closely by the ICT technicians and they offer help, support and training to all departments. The school is presently attempting to integrate the administration systems with the whole-school curricular systems. All classrooms have a networked computer that is used to record attendance and can be used in lessons.
 189. There are sufficient teachers to ensure the curriculum is delivered effectively; they are well qualified, and highly committed. The deployment of teachers is good. There is a balance between experienced teachers and those new to the profession.
 190. There is a very good range of highly capable and experienced support and administrative staff. They work very effectively alongside teachers to enable the school to function efficiently in all aspects. The caretaker contributes effectively to the daily routines of the school and is responsible for site maintenance and the school grounds.
 191. Learning support assistants give good support to a number of pupils with learning, behavioural and physical difficulties in KS3 and KS4. These assistants work effectively with teachers.
 192. The training and professional development of staff is an outstanding feature. Performance management arrangements are well organised and provide all staff with opportunities to extend their own learning and develop career opportunities. Programmes and support for NQTs and for initial teacher training students and those on the graduate teacher programme are exemplary; they are detailed and thorough. Staff are encouraged to apply for available funding through the GTCW to support their individual professional development. The school has successfully achieved the 'Investors in People Award'.
 193. The budget is well managed and tightly controlled by the headteacher, governors and finance officer. Resources are reviewed regularly and rigorously. All budget planning is directly linked to the SDP and the departmental action plans. The finance officer ensures that day-to-day oversight and management of the school's finances are of the highest order. Departments receive regular statements to monitor their expenditure and there is regular feedback to the governing body. The available funds are used to best effect for teaching and learning. The school is very successful in its bids for specific grants to supplement the school budget.
 194. Subject departments have a designated allocation of funds for essential resource needs. This allocation is supplemented by additional funds, overseen closely by the headteacher, and linked to the departmental action plans.

195. The school has implemented its strategy for the workload agreement. It has made provision in the time-table for teachers' PPA time. Teaching support assistants have been deployed to faculty areas to ensure the effectiveness of this provision.
196. Overall, the school provides good value for money by using its finances and resources competently. This is reflected in the very high standards of pupils' achievements through ensuring very good quality of teaching and learning and by providing the pupils with a very good care, support and tracking system.

Standards achieved in subjects and areas of learning

English

Key Stage 3: Grade 1 - Good with outstanding features

Key Stage 4: Grade 1 - Good with outstanding features

KS3

Outstanding features

197. In Y7, pupils have an exceptionally good understanding of the techniques employed in persuasive writing. Their knowledge of the terminology used and their ability to define these techniques are exceptional. They are able to recognise these techniques in a range of materials, including texts and advertisements, and effectively apply them in their own work.
198. In Y7 there are outstanding examples of redrafted, descriptive writing which demonstrate a deeply embedded understanding of the literary methods and procedures involved.
199. In Y9 pupils with SEN, studying Macbeth, are able to analyse text, albeit written in modern language, and produce exceptionally high quality oral and written responses. In the written responses they are able to justify their opinions demonstrating a sound understanding of the complexities of the play.

Good features

200. Pupils listen very attentively to their teachers and to each other. They respond very well to questions with high quality, often extended, answers. They speak clearly and with confidence and participate well in discussions. They are articulate in posing questions and in proffering their own point of view.
201. Pupils read aloud with confidence and with very good expression. All pupils make good progress in their reading through the key stage. They demonstrate a good understanding of a range of texts from both literary and non literary sources. By the end of the key stage most pupils, including those with SEN, show a good appreciation of character and plot.
202. By the end of the key stage, inferential and deductive skills are well established. Pupils are able to infer and deduce meaning from texts, predict outcomes and justify opinions.
203. The majority of pupils make good progress in writing and write in a range of styles for a variety of purposes. Extended descriptive writing is well structured with

pupils aware of the linguistic and literary techniques needed to enhance their own writing.

204. More able pupils have developed good empathetic skills and demonstrate empathy with character in written responses to texts studied.
205. From a low reading, spelling and writing base on entry, pupils with SEN make good progress as they move through the key stage. In Y7 and Y8, they improve reading and spelling skills which enables them to access work in mainstream classes in Y9.

Shortcomings

206. There are no important shortcomings.

KS4

Outstanding features

207. Pupils attain exceptionally well in GCSE examinations. The percentage of pupils achieving an A* to C grade is significantly higher than the percentage of those achieving similar grades in other schools in the LEA or in Wales as a whole.
208. Pupils' coursework and writing generally, are of a very good quality. They have a very good understanding of the literary techniques involved and are able to assess each other's written work, both orally and written, demonstrating a high degree of analytical and critical literary skills. There are very good examples of drafting and redrafting written work.
209. The quality of discussion, based on their understanding of the social hierarchy and conventions prevailing in Regency England and how this impacted upon the writing of Jane Austen, was outstanding, particularly with reference to the quality of language, arguments used and opinions justified.

Good features

210. Pupils listen very attentively and respond well to questions. They work well in pairs and in small groups. They speak clearly and articulately. In class discussions they put forward cogent arguments and justify opinions showing a good understanding of texts studied.
211. They read a wide range of non-literary, literary and media texts and show a sound understanding of character and plot. They appreciate techniques used by different authors and how these engage with readers, especially with regard to creating mood and atmosphere. They know the difference between fact and opinion.
212. Pupils with SEN progress well and gain good qualifications at GCSE.

Shortcomings

213. There are no important shortcomings.

Science

Key Stage 3: Grade 1 - Good with outstanding features

Key Stage 4: Grade 1 - Good with outstanding features

KS3

Outstanding features

214. Pupils enjoy very high levels of success in the SATs at the end of the key stage. For several years the number of pupils reaching level 5 or higher has been consistently higher than at comparable schools.
215. Some middle ability pupils have an excellent understanding of certain parts of the NC in science. They extend their understanding by careful questioning of their teacher during practical work. They can explain complex scientific ideas.

Good features

216. Pupils have a good understanding of the appropriate parts of the NC in science and can recall and explain previous work. They use scientific terms accurately both orally and in writing. The most able can carry out simple scientific calculations.
217. Pupils make progress during lessons and extend their understanding of scientific concepts. They know how well they are progressing and know the NC level they are working at.
218. Pupils show good problem solving skills related to the work in hand. They carry out practical work carefully and make systematic observations that they record appropriately.
219. Pupils are well motivated, enthusiastic, listen carefully and behave responsibly. They work well together when engaged in group or practical work.

Shortcomings

220. Some of the more able pupils do not have a sufficiently secure in-depth grasp of the topic. Some less able pupils have difficulty recalling details of their previous work.
221. There are some instances of incorrect spelling of technical terms.
222. Some boys have poor presentation skills.

KS4

Outstanding features

223. For several years, over three-quarters of all pupils have achieved a grade A*-C in their GCSE examination. This is much higher than in comparable schools.
224. Some pupils are achieving grades well above their target grades and so are making outstanding progress in science.

Good features

225. Throughout KS4 pupils acquire new knowledge and make progress in their learning. The vast majority of pupils have a good, in depth understanding of their science work. Some can use this understanding both to ask and to answer

probing questions. The most able can write extended scientific prose and pupils of all abilities use scientific terms accurately, both orally and in writing.

226. Many pupils have an appropriate understanding of the impact of science on society, industry and the environment. They can appreciate some of the dilemmas facing modern society that are related to science.
227. Pupils are able to gather and interpret data from a wide range of sources including experimental results, video, text and graphs. They can use these data to explain scientific events.
228. Pupils have good experimental skills and carry out practical work safely and without fuss. They plan experiments well, with due regard to fair testing and record data systematically and carefully. They can present their results using text, diagrams, tables, charts and graphs. Most use mathematics to process their practical results. Pupils can assess the validity of scientific results and suggest ways to improve experimental technique.
229. Pupils are well motivated, behave responsibly and show excellent listening skills. They co-operate well with each other during practical work and also when carrying out group work. They can also work independently and carry out private research.

Shortcomings

230. Some pupils do not use well enough the information in their printed notes.
231. Some pupils do not engage fully with the classwork tasks, but prefer to wait for the teacher to provide answers.
232. Some lower ability pupils do not give their full attention to their work, wander off task and waste their time by talking.

Design technology

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

Key Stage 4: Grade 1 – Good with outstanding features

KS3

Good features

233. In all areas of design and technology most pupils follow the design process to solve problems, which results in the manufacture of good quality products.
234. Pupils can carry out research which supports their design work and helps in developing solutions to problems.
235. In all projects designing skills are used to provide solutions to set problems and this is done particularly well within textiles, where ideas are clearly annotated.
236. When discussing their work, pupils show a good knowledge of materials and components used in the construction of their current practical work.
237. Pupils' practical work is of a good standard with pupils displaying a good range of skills and processes through what they make.

238. When evaluating their work, pupils make use of their Specification to identify what is good about their work and what needs improving. Within Food projects, this is done particularly well.

Shortcomings

239. Pupils' design skills are less well refined and, as a result, they consider a narrow range of possibilities for their solutions.
240. Pupils are less confident applying their knowledge in different situations.

KS4

Outstanding features

241. The pupils' design work shows a very well developed ability to produce solutions which lead to products that show flair and originality.
242. The quality of the products produced by pupils for GCSE courses, particularly within resistant materials, is very high.

Good features

243. Pupils demonstrate an understanding of the design process through their folder work.
244. Pupils use their research skills in all areas to make decisions and produce their own specifications prior to starting their design work.
245. Design work is of a good standard and most pupils show a range of ideas which are developed into a final design solution.
246. Most pupils display a good knowledge in the use of IT and computer aided design, using their skills to:
- to collect research material to help them make decisions;
 - to produce plans from which they manufacture their products; and
 - to produce products, within Graphics, which are of a high quality.

Shortcomings

247. Many pupils do not use their designing skills to show more development of their ideas.
248. The range of skills and processes which pupils display through their work is limited.

Home economics: Child development

Grade 2 - Good features and no shortcomings

Good features

249. Pupil performance in GCSE is outstanding, given the baseline ability of the pupils being taught. Half of the number of pupils entered for the examination in 2005 gained on average a grade and half above their predicted grade, and reflects the effort made by pupils to complete all aspects of their work.
250. A majority of pupils demonstrate a good underpinning knowledge and understanding of the development of young children throughout all aspects of

their work. Most pupils can explain activities undertaken well in terms of physical, emotional, intellectual and social development. They can explain child development in terms of a wide range of needs and contexts.

251. Child studies are completed to a good standard and are presented well by most pupils. Child observations are well planned over a long period of time, and pupils undertake a range of activities to investigate all aspects of development. The outcomes for these activities are presented appropriately.
252. A majority of pupils complete the board prescribed tasks to a good standard. Their brief is fully investigated and ideas are developed well to meet the identified outcomes for a context for a young child. Specifications are clearly identified by most pupils and used appropriately to evaluate the suitability of the product outcome for use with a child. Where pupils produce a food product, they demonstrate a good analysis of nutritional and sensory characteristics.
253. The presentation of coursework from many pupils demonstrates an attractive use of ICT applications to produce a quality outcome.

Shortcomings

254. A minority of pupils are too easily distracted and therefore their work lacks sufficient pace. This impacts significantly on the standard of work they are able to achieve. Some pupils do not respond to written work with sufficient detail in the content of their answer.

Home Economics: Catering

Grade 2 - Good features and no important shortcomings

Good features

255. Despite the grade being a 2, pupil performance in GCSE is outstanding, given the baseline ability of the pupils being taught. Half of the number of pupils entered for the examination in 2005 gained on average a grade and half above their predicted grade, and reflects the effort made by pupils to complete all aspects of their work.
256. A majority of pupils demonstrate good practical skills and knowledge. They use small equipment well for a range of processes to produce a food product and apply a finishing glaze correctly. Pupils have good control of ovens, make good use of cooling trays and present their cooked product to a good standard. Work areas are well organised throughout the practical session and all pupils clear away correctly.
257. When planning meals, most pupils select food choices appropriately to meet the needs of specific customer groups. They show understanding of the impact of cooking method on the fat content and sensory characteristics of the cooked food. Practical work is well planned by most pupils. Nutritional analysis and the cost of ingredients are evaluated, and sensory characteristics are explained against the specification for a meal plan to meet customer dietary needs.
258. Work-experience folders demonstrate an in-depth study by most pupils of a catering organisation. A majority of pupils clearly understand the use of large-scale equipment and the health and safety issues associated with working in a catering environment. They make good use of questionnaires to explore aspects of catering roles and responsibilities. More able pupils confidently evaluate

aspects of this work-experience and show good understanding of the social skills required to work within a team of catering workers.

Shortcomings

259. A minority of pupils do not demonstrate accuracy sufficiently well when weighing ingredients or when following written instructions to prepare a food dish.

Modern foreign languages

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

Key Stage 4: Grade 1 - Good with outstanding features

KS3

Good features

260. Year 7 pupils listen attentively and by Y9 most pupils understand the main content of what they hear, either from their teachers in class or from recordings of authentic language.

261. Most pupils are willing to answer questions. They offer effective short responses and maintain simple exchanges. Able pupils in particular apply the grammar they learn well to new situations.

262. Pupils soon learn to read aloud well. Most of them progress well to competent silent reading and are able to use bilingual dictionaries.

263. Pupils write with reasonable accuracy, generally adapting language they have learned in one context to convey their meaning in another. They are beginning to describe things done at other times as well as in the present.

Shortcomings

264. Many pupils are reluctant to keep up spoken exchanges. In consequence they tend to lapse readily into English.

265. A significant minority of pupils do not pronounce words well.

266. Pupils do not make regular use of tenses apart from the present.

KS4

Outstanding feature

267. The vast majority of pupils in both languages write with remarkable fluency. Their work on a wide range of topics is regularly coherent and highly accurate. They vary the style and scope of their factual or imaginative pieces using a wide range of apt vocabulary and structures with great precision. They manipulate the languages creatively to express clearly their own intentions.

Good features

268. Pupils listen to, and read, a wide range of language carefully. In consequence they grasp more than the basic information, and in turn write this down or talk about it effectively.

269. They speak clearly, conveying their meaning with little difficulty. Most pupils re-use and adapt well what they learn to extend what they can say and write.

270. They have a good understanding of relevant grammar, particularly the use of tenses, which helps them use the languages accurately.

Shortcomings

271. A minority of pupils do not speak at length with confidence. These pupils are reluctant to take the initiative in conversation.

272. The accents and intonation of a minority are noticeably affected by their home language.

Music

Key stage 3: Grade 1 - Good with outstanding features

Key Stage 4: Grade 1 - Good with outstanding features

Outstanding features

273. In some Y7 and Y8 classes very good instrumental standards are achieved.

274. Year 9 pupils sing confidently and produce very good solo and ensemble performances in a range of styles including rock and pop music.

275. Aply supported by visiting teachers, a large number of pupils in Y9 achieve exceptionally high standards of work on orchestral and band instruments and many rock/pop players perform to a very high standard. Class performances of the "New World" Symphony theme are very good and some exceptionally high performances are given in public recitals including " The Battle of the Bands".

276. There are many examples of outstanding composing work in Y9, where pupils work with confidence on sophisticated computer programmes.

Good features

277. Standards in singing are good. Pupils in Y7 and Y8 sing produce even tone, and good diction. Pupils with SEN achieve appropriate standards for ability.

278. Keyboard and percussion standards are good overall. Abler musicians in Y7 and Y8 are encouraged to develop choral accompaniments and respond well to opportunities to play orchestral and rock instruments in class activities. The majority of pupils cope well with percussion playing.

279. Composing standards are generally good in Y7 and Y8 " Ghost Story " and "Cheeseburger " compositions. In Y8, pupils produce good composing work using computers.

280. In appraising work, pupils are encouraged to use technical vocabulary directly related to the elements of music. Standards are usually good.

Shortcomings

281. A minority of less able pupils in Y7 and Y8 experience difficulty in keyboard and computer work.

KS4

Outstanding features

282. Instrumental performance standards are very good, pupils responding very enthusiastically to a wide range of class ensemble experience which extends beyond the classroom into community performances.
283. Vocal standards are especially well developed particularly in folk and pop styles.
284. Composing skills are frequently very good in a range of styles from string and brass pieces to original and rock works.
285. Pupils take full advantage of the department's computer provision to advance their creative skills and resulting standards are often very inventive.

Good features

286. Pupils respond enthusiastically appraising work and standards achieved by abler pupils are frequently very good.
287. Less musically able pupils make good progress in whole-class and group activities.

Shortcomings

288. There are no important shortcomings.

Drama

KS3: Grade 1 – Good with outstanding features

KS4: Grade 1 – Good with outstanding features

Outstanding features

289. Year 9 pupils are able to work successfully in groups to determine and research a variety of topics. They decide the format, write their own interviews and plan presentations on, for example, poverty in Africa, dolphins in captivity, arranged marriages and the plight of female children in China.
290. They use the outcome of their research to perform television interviews or presentations to an audience. Pupils are able to devise excellent PowerPoint presentations that include relevant photographic and video evidence that highlight very effectively the key points.
291. This innovative project enables pupils to work together to use very effectively a wide range of key skills including, problem solving, research and communication skills, reading, writing and speaking skills for a range of audiences.

Good features

292. Year 7 and Y8 pupils demonstrate considerable ability to recall and retain information. They build on previous learning and, when necessary, learn from scripts and show real insight into text moving from story telling to real examination of emotion and characterisation.
293. There are several individuals who show outstanding interpretation of text and character, often with a maturity and sophistication beyond their years.

294. Pupils work extremely well in small groups. They respond positively to the ideas of others and talk confidently about their own work and ideas. They critically evaluate what works and what does not in terms of an audience.
295. Pupils give and receive criticism with equanimity; they do not take 'offence', recognising that improving their performances is the key objective.

Shortcomings

296. Girls sometimes lack confidence in oral work and boys are sometimes slow to settle.

KS4

Outstanding features

297. Year 10 pupils develop successfully the initial stages of a multi-arts performance piece that includes music, song, dance, drama and, a range of technical skills. They make good use of a devised piece 'A Country Fit for Heroes' to explore issues about the theme of 'War'.
298. Pupils of all abilities demonstrated excellent awareness of their audience. Their dramatic, physical re-creations of emotive subjects were reminiscent of the Vietnam and Korean War museums in the USA.
299. Pupils could talk about their work with maturity, demonstrating considerable insight and sensitivity to the topic and the ability to discuss using appropriate and sometimes sophisticated language, well beyond expectations at this stage in their course.

Good features

300. Although there are more girls than boys, pupils of all abilities develop their performance skills to a considerable extent. They gain confidence and can talk knowledgeably about their work using mature terminology.
301. There are a number of outstanding pupils who demonstrate considerable talent in a range of performance arts including drama, dance and music which they use to excellent effect in their performance work.
302. The majority of pupils have an accurate and appropriate knowledge of technical vocabulary which is reflected in their written work and quality, depth of scripting and improvised dialogue.
303. GCSE results in 2005 at 95% A* - C were exceeded in 2006 with significant improvement in the proportion of pupils gaining the highest A*/A grades. These are well above UA and national average.

Shortcomings

304. A small minority of pupils have less knowledge about the technical elements of theatre.

School's response to the inspection

The headteacher, staff and governors of Cwmtawe Comprehensive School welcome the Estyn report following the inspection undertaken in October 2006, stating that 'the school is a good school with many outstanding features.' The awarding of the highest grade in six of the key questions and a grade two in the other key question confirms the positive progress the school is making in raising the achievement of pupils and improving our learning environment. It also highlights the professional manner with which the teaching staff, support staff and governors work together. Such positive endorsements will guide the school to build on these very high standards.

We recognise teaching and learning as our core function and it is particularly pleasing that the report identifies 86% of lessons to be grade two or better. This is a significant improvement on the previous inspection and exceeds current Welsh Assembly Government targets for all indicators. This has obviously had an impact on the outcome for our pupils where the inspectors praise pupil performance and state that there has been outstanding improvement in KS3 tests and KS4 examination results over the last six years.

The report makes it clear that Cwmtawe is a caring school where relationships between staff and pupils demonstrate a high level of mutual respect and trust through a coherent system of support and guidance for all pupils. It identifies the exceptional range of extra-curricular activities which enrich the formal curriculum. It was pleasing to note that the school is described as a caring, well-ordered and inclusive learning community, which supports and guides all pupils effectively.

We are pleased that the inspectors commented on the very good progress made in addressing the key issues identified in the last inspection. This progress has been made possible through the development of our sound self-evaluation system. We have found the inspection process to be an intrinsic feature of our self-evaluation cycle and another opportunity to assess our own judgement against those with wider experiences.

We agree with the recommendations of the inspection team. They link with the key themes that the school was already pursuing and they will be incorporated into the School Development Plan. The detailed response to these recommendations will be communicated to parents in due course.

Appendix 1

Basic information about the school

Name of school	Cwmtawe Comprehensive School
School type	Secondary
Age-range of pupils	11-16
Address of school	Parc Ynysderw Pontardawe Swansea
Postcode	SA8 4EG
Telephone number	01792 863200
Headteacher	Mr Alan Tudor Jones
Date of appointment	January 2003
Chair of governors	Mr Delvin Baker
Reporting inspector	Mrs Julia Helen Cantle Longville
Dates of inspection	23 – 27 October 2006

Appendix 2

School data and indicators

Year group	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y13	Total
Number of pupils	238	260	235	235	239	NA	NA	1207

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	68	5	70.8

Staffing information	
Pupil: teacher (fte) ratio (excluding special classes)	17.5
Average teaching group size	23
Overall contact ratio (percentage)	76.05

Percentage attendance for three complete terms prior to the inspection								
	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Whole School
Term 1	95.3	93.3	92.9	91.1	92.0			93.0
Term 2	91.1	90.4	90.6	89.7	89.4			90.2
Term 3	92.8	90.4	91.5	90.2	97.9			92.4

Percentage of pupils entitled to free school meals	19%
Number of pupils excluded during 12 months prior to inspection	Permanent 1 Temporary 53

Appendix 3

National Curriculum Assessment Results

End of Key Stage 3

National Curriculum Assessment KS3 results: 2005															
Total number of pupils in Y9: 234															
Percentage of pupils at each level															
			D	A	F	W	1	2	3	4	5	6	7	8	EP
English	Teacher assessment	School	0	0	0	0	0	0	12	19	38	27	4	0	-
		National	0	1	1	0	0	2	8	21	34	24	9	0	-
	Test	School	0	0	0	0	0	2	8	21	38	29	6	0	-
		National	0	4	1	0	0	0	8	20	33	23	10	0	-
Mathematics	Teacher assessment	School	0	0	0	0	0	0	8	17	27	35	12	0	-
		National	0	1	1	0	0	1	7	19	26	32	14	0	-
	Test	School	0	5	0	0	0	0	4	12	26	36	18	0	-
		National	0	5	1	0	0	0	5	17	20	36	15	0	-
Science	Teacher assessment	School	0	0	0	0	0	0	2	15	36	31	16	0	-
		National	0	1	1	0	0	0	6	20	33	27	12	0	-
	Test	School	0	3	0	0	0	0	2	7	27	32	29	0	-
		National	0	4	0	0	0	0	5	17	33	28	13	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	66
In Wales	57

Public Examination Results:

For pupils aged 15, results in GCSE, Entry Level Qualification, GNVQ and NVQ	
Number of pupils aged 15 on the school roll in January 2005	250
Average GCSE or GNVQ points score per pupil	49

The percentage of 15 year old pupils who in 2005:	School	UA	Wales
entered for 5 or more GCSEs or equivalent	97	89	87
attained at least 5 GCSE grades A* to C, the equivalent vocational qualifications or a combination of both	73	56	52
attained at least 5 GCSE grades A* to G, the equivalent vocational qualifications or a combination of both	96	88	85
attained GCSE grades A*-C in each of mathematics, science, English or Welsh first language (the core subject indicator)	55	43	38
entered at least one Entry level qualification, GCSE short course or GCSE	97	98	97
attained one or more GCSE grades A*-C or the vocational qualification equivalent	89	83	76
attained one or more GCSE grades A*-G or the vocational qualification equivalent	96	95	93
attained no graded GCSE or the vocational qualification equivalent	4	5	7
attained one or more Entry level qualification only	0	5	3
attained a GNVQ Part 1, a GNVQ at Foundation level or NVQ level 1			
attained a GNVQ Part 1, a GNVQ at Intermediate level or NVQ level 2			

UA Unitary Authority

Appendix 4

Evidence base of the inspection

Fourteen inspectors, including a peer assessor and the school's nominee, spent a total of 47.5 days in the school.

During the inspection, inspectors visited:

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

Members of the inspection team met with:

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

The team also considered:

- the school's self-evaluation report;
- 768 replies to the parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection; and
- a range of pupils' work in all subjects across the curriculum from Y7 to Y11.

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

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Julia Longville (Rgl) Gareth Buckland	Summary, Recommendations, Context, KQ1
Alan Kelly	KQ2 and KQ5
Irene Mackie	KQ3 Modern foreign languages
Jane Down	KQ4 Home economics
Gwynoro Jones	KQ6 Lay inspector
Anna Williams	KQ7 Science
Paul Donovan	English KQ4 SEN
David Hughes	Science
Hywel Buckland	Design and technology
Martyn Williams	Modern Foreign Languages
John Jenkins	Music
Debra Makin	Drama
Maria Edwards	Nominee
Barbara Evans	Peer Assessor

Acknowledgement

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

Contractor

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