A report on

Brynteg Comprehensive School
Ewenny Road
Bridgend
CF31 3ER

Date of inspection: December 2016

by

Estyn, Her Majesty's Inspectorate for Education and Training in Wales

Summary

Assured leadership has, over the last three years, resulted in improvements to both provision and the standards pupils achieve. Over this period, the performance of pupils at Brynteg Comprehensive School mostly compares favourably with that of pupils in similar schools. Most teachers have high expectations of their pupils and establish positive relationships for learning. Many pupils demonstrate positive attitudes to their learning and make suitable progress In many lessons, pupils develop their literacy skills well. The school has an inclusive and supportive ethos that promotes pupils' wellbeing effectively. Most pupils are polite and courteous, and behave well.

The school will draw up an action plan that shows how it is going to maintain high standards and quality of provision and address the recommendations.

Recommendations

R1 Improve the standard of pupils' numeracy and information and communication technology (ICT) skills across the curriculum

R2 Improve the accuracy of self-evaluation

R3 Provide robust financial management to address the deficit budget

R4 Address the health and safety issues identified during the inspection

Main findings

1: Standards	Good

In 2016, pupils' performance at key stage 4 improved in the majority of indicators. This mostly compares favourably with that of pupils in similar schools, as it has done for the last three years. However, over the same period, in the majority of indicators, pupils have made slightly less progress than expected from previous key stages.

In many lessons, pupils recall prior learning well and make suitable progress.

Most pupils listen well to their teacher and many do so to their peers. However, a few do not listen carefully or respectfully enough to the teacher so they miss instructions and helpful information. Many pupils are happy to share their opinions and provide brief verbal responses to the teachers' questions. A minority provide more sustained and well-developed verbal responses. A few pupils build skilfully on the contributions of their peers and use a wider vocabulary, including subject specific terminology, confidently.

Many pupils read a suitable variety of literary and non-literary texts and use an appropriate range of reading strategies to support their learning. They read with secure understanding and skim and scan usefully to identify relevant information. A majority of pupils use inference and deduction well to enhance their understanding of different texts. A minority synthesise information effectively, including from different historical sources on different topics including slavery.

Most pupils write purposefully for an interesting range of purposes including to narrate, discuss, persuade and inform. Most pupils have a clear understanding of the purpose of their writing. However, a minority do not have a clear sense of audience. As a result, they make incorrect language choices and their writing lacks the correct tone. Many pupils produce writing that is technically secure and in most cases, well structured. A few pupils write with greater ambition, make more assured language choices and produce writing that engages the readers' interest well. However, a minority of pupils do not always have sufficient control of their writing or structure it well enough. Overall, many pupils do not take enough responsibility for improving the content and technical accuracy of their work before they hand it to the teacher. A few pupils, most commonly boys, have weak handwriting and presentational skills.

A majority of pupils develop their numeracy skills suitably in lessons other than mathematics. This includes calculating and measuring for different, meaningful purposes, data handling and basic graph work. A majority of pupils display strong mental numeracy skills. However, a few pupils do not construct and plot scatter graphs accurately.

Pupils' information and communication technology (ICT) skills are underdeveloped in subjects other than information technology.

Despite a slight dip in 2016, performance in the level 2 threshold including English and mathematics has been above modelled outcomes for the last few years. Performance in the capped points score has improved steadily and has also been above modelled outcomes in each of the last two years.

In 2016, the performance of girls at key stage 4 improved and has consistently been better than that of girls in similar schools in many indicators. Although the performance of boys fell slightly in the indicators that include English and mathematics, they too continue to compare favourably with boys in similar schools in many indicators.

The performance of pupils eligible for free school meals improved again in 2016 and remains above the average for the same group of pupils in similar schools in many indicators. However, their performance fell in the level 2 threshold including English and mathematics whilst their performance in science remains below the average performance in similar schools, and schools nationally.

The performance of more able pupils is very secure with the proportion gaining five GCSE or equivalent grades at A*-A consistently above the national average. Pupils with additional learning needs make suitable progress overall.

Performance in the sixth form improved in many indicators in 2016. However, it is below the average in similar schools in all indicators and below that in schools nationally in many.

At the end of Year 11, most pupils remain in full-time education either in the school or a further education college.

At key stage 4, many pupils achieve a level 2 pass in GCSE Welsh. But, pupils' use of Welsh outside of Welsh lessons is limited.

2: Wellbeing and attitudes to learning	Good

Nearly all pupils feel safe in school and most believe that the school deals well with any instances of bullying. Many pupils display positive attitudes towards healthy lifestyles and participation rates in a wide range of physical activities, including lunch time and after school sports clubs, are high.

Most pupils are polite, courteous and behave well in lessons and around the school. They demonstrate positive attitudes to learning and have high levels of respect for adults and their peers.

Many pupils are confident and independent learners. However, a few pupils in a minority of lessons do not develop independence or consolidate their learning well enough.

Most pupils participate well in their learning and many demonstrate high levels of resilience when undertaking complex tasks. While many pupils are punctual to lessons, the poor punctuality of a few affects learning in a minority of lessons.

Attendance rates have improved and been above modelled outcomes for the last four years. During this time, persistent absence has decreased overall but is above the national average in two of the last four years.

3: Teaching and learning experiences	Good

Overall, the quality of teaching is good.

Most teachers plan lessons carefully, use stimulating resources and create a calm and purposeful learning environment. They have high expectations of pupils, manage their behaviour effectively and establish positive relationships for learning. This allows pupils to make steady progress.

Many teachers question pupils well, involve them in class discussions and help them to develop their ideas. A few teachers question pupils particularly skilfully. They plan lessons with real insight and attention to pupils' needs, and the pupils respond enthusiastically.

Most lessons proceed at an appropriate pace and cater well for the needs of the pupils overall. In a minority of lessons, teachers generate a brisker pace to learning and tailor the learning activities more effectively to the needs of pupils with different levels of ability.

In a few lessons, teachers do not make the learning aims sufficiently clear. They do not ensure that all pupils are listening intently enough and that they remain fully on task. A few teachers plan lessons too rigidly and their expectations of pupils are not high enough. In these lessons, pupils do not make enough progress.

Many teachers offer helpful comments when marking pupils' work and give them clear and appropriate targets to help them improve. A few teachers offer particularly effective feedback which requires pupils to respond in a detailed and timely manner. They use peer and self-assessment judiciously. However, there is inconsistency in the quality of assessment, both within and across departments and, in a few cases, teachers do not ensure that pupils respond to their comments with sufficient rigour.

The school has a broad and balanced curriculum that builds well on previous key stages. There is equal access to a wide variety of vocational and non-vocational options at key stage 4 and particularly at key stage 5. Alternative pathways are matched well to pupils' individual needs and have a positive impact on their outcomes.

A comprehensive range of support and extra-curricular activities helps to address identified barriers to learning, to maximise the potential of more able pupils and to enrich pupils' learning experiences. These include valuable mentoring systems and curriculum support, as well as clubs and trips. The school has effective curriculum arrangements to support pupils with additional learning needs to develop their literacy skills. However, it is too soon to judge the impact of recently revised interventions.

The school makes sound provision for Welsh. Nearly all pupils are entered for either full or short course Welsh and many pupils gain a level 2 qualification in the subject. Many staff use Welsh in their daily dealings with pupils and the Welsh language is given prominence and celebrated visibly around the school. The school provides appropriate opportunities for pupils to develop their understanding of Welsh culture.

The school identifies and develops pupils' literacy skills well across the curriculum in relevant and worthwhile contexts. Provision for supporting pupils' numeracy skills is suitable. Departments assess and report appropriately on the aspects of the literacy and numeracy framework for which they have responsibility.

Opportunities for pupils to build on their ICT skills, in subjects other than IT, particularly finding and developing information and ideas, are underdeveloped.

4: Care, support and guidance	Good

The school has an inclusive and supportive ethos that promotes pupils' wellbeing effectively. There is a wide range of enrichment activities on offer to develop pupils' social and creative skills. These include regular school productions, music concerts for the local community and local and overseas educational visits. Staff promote the importance of living a healthy lifestyle appropriately and provide beneficial opportunities for pupils to be involved in a wide range of extra-curricular sporting activities. The school makes appropriate provision for pupils' spiritual, moral, social and cultural development through assemblies, visits to places of religious importance and a useful personal and social education programme.

Pupil voice contributes effectively to the life and work of the school. The wider school community (school council) has contributed effectively to a number of improvements at the school including broadening the healthy options available at the canteen and changes to the personal and social education curriculum.

The school has a useful, detailed tracking system in place to monitor the progress made by individual pupils and groups of learners at all key stages. This information is used well by staff to identify pupils who require support and to plan appropriate interventions to support progress. Interim and annual reports keep parents well informed about their child's progress at school. They include useful strategies for improvement and appropriate subject specific targets. The school provides valuable information and guidance regarding options and careers to support pupils in making informed decisions regarding future choices. Well-planned transition arrangements with local primary schools, including the 'Helping Hands' programme, support pupils to settle quickly at the school. Partnerships with parents are strong.

Learning support assistants provide valuable help for pupils with additional learning needs in mainstream lessons and intervention groups. The in-house nurture base 'Ty Seren' provides highly effective support for vulnerable pupils. This has improved the wellbeing, self-esteem and personal skills of most pupils who access the provision.

There are comprehensive systems in place to deal with any instances of bullying or poor behaviour. The behaviour support unit makes a valuable contribution to reducing the number of fixed term exclusions and supporting pupils to re-engage in their lessons. The school makes effective alternative curriculum arrangements which lead to worthwhile qualifications for a very few pupils at key stage 4 who might otherwise struggle to remain in school. The school has robust systems to monitor the progress made by pupils attending provision outside school.

The school's arrangements for safeguarding pupils meet requirements. However, during the inspection, a few health and safety issues were brought to the attention of the school.

5: Leadership and management	Good

Assured leadership and management have led to improvements in important areas of the school's work including the quality of teaching and the standards pupils achieve.

The headteacher has a clear vision for the school based on high expectations of staff and pupils. He is supported ably by the rest of the headship team who communicate this vision effectively to all staff. There is a strong focus on improving continually the quality of teaching and assessment.

There is a clear line management structure and a useful cycle of meetings to help bring about improvements. In general, meetings are purposeful and focus well on school priorities. However, in many cases, action points are not recorded clearly enough.

Performance management arrangements are strong and lead to objectives that align well with school priorities. There are many worthwhile opportunities for staff to develop their professional knowledge and leadership skills. All staff are involved in school improvement groups which reflect well both school and national priorities.

The governing body is very supportive and members understand their roles well. Governors have an extensive knowledge of how the school is performing and what it needs to do to improve. They offer a suitable level of challenge to leaders.

The school has a well-established and rigorous quality assurance cycle. Lesson observations and scrutiny of pupils' work are thorough. They lead to useful suggestions for improvement and beneficial support. The whole-school self-evaluation report includes a detailed analysis of performance data and is appropriately evaluative. However, in a few cases, information is inaccurate and the school's appraisal of its performance is too generous. The school improvement plan links suitably with areas for improvement identified in self-evaluation and national priorities. It includes clear, measurable objectives and useful actions to bring about improvement. The school sets itself ambitious targets.

Most middle leaders carry out their responsibilities effectively and evaluate the success of their departments objectively. However, in a few cases, departmental self-evaluation reports rely on comparisons with national averages, which leads to an overly-positive view of performance. In general, departments plan well for improvement.

The school is staffed appropriately and only a very few teachers teach outside of their subject specialism.

The school is currently operating in a budget deficit agreed with the local authority. Spending is monitored very closely. As a result, the school is making rapid progress in reducing its deficit.

The school plans well to spend its pupil deprivation grant. This has contributed to positive outcomes for pupils eligible for free school meals.

About the school

Brynteg Comprehensive School is an English-medium 11 to 18 mixed comprehensive school and is maintained by Bridgend local authority. Currently there are 1,584 pupils which is lower than at the time of the last inspection when there were 1,960. The number in the sixth form has risen very slightly to 422.

The school serves Bridgend and a catchment area mainly from the eastern side of the town. Around 14% of pupils are eligible for free school meals, which is lower than the national average of 17.1%. Just less than 18% of pupils live in the 20% most deprived areas in Wales. Most pupils come from a white, British heritage and very few pupils from an ethnic minority background. Very few pupils have a statement of special educational needs compared with the national average of 2.4%. No pupils speak Welsh as a first language or to an equivalent standard.

The headteacher took up his post in September 2010. The senior leadership team consists of two deputy headteachers and three assistant headteachers.

The individual school budget per pupil for Brynteg Comprehensive School in 2016-2017 is £4,246. The maximum per pupil in the secondary schools in Bridgend is £5,175 and the minimum is £4,055. Brynteg Comprehensive School is seventh out of the nine secondary schools in Bridgend in terms of its school budget per pupil.

Appendix 1: Summary table of inspection areas

Standards	**Good**
Wellbeing and attitudes to learning	**Good**
Teaching and learning experiences	**Good**
Care, support and guidance	**Good**
Leadership and management	**Good**

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate, needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory, needs urgent improvement	Important weaknesses outweigh strengths

Appendix 2: Performance data

6724078 - Brynteg School

Number of pupils on roll	1584
Pupils eligible for free school meals (FSM) - 3 year average	13.8
FSM band	2 (10%<FSM<=15%)

Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	**2014**	**2015**	**2016**		
Number of pupils in Year 9 cohort	291	255	261	207		
Achieving the core subject indicator (CSI) (%)	75.6	85.5	90.4	83.6	86.0	85.9
Benchmark quartile	4	3	3	4		
English						
Number of pupils in cohort	291	255	261	207		
Achieving level 5+ (%)	84.9	91.8	94.3	87.9	91.0	89.2
Benchmark Quartile	3	2	2	4		
Achieving level 6+ (%)	48.8	61.2	55.6	53.1	55.5	56.2
Benchmark Quartile	2	1	4	4		
Welsh first language						
Number of pupils in cohort	.	.	.	.		
Achieving level 5+ (%)	.	.	.	.	90.4	92.0
Benchmark Quartile	.	.	.	.		
Achieving level 6+ (%)	.	.	.	.	58.9	57.2
Benchmark Quartile	.	.	.	.		
Mathematics						
Number of pupils in cohort	291	255	261	207		
Achieving level 5+ (%)	83.2	89.4	94.6	87.9	90.9	90.1
Benchmark Quartile	4	3	2	4		
Achieving level 6+ (%)	58.4	55.3	63.6	60.4	61.8	62.7
Benchmark Quartile	2	4	3	4		
Science						
Number of pupils in cohort	291	255	261	207		
Achieving level 5+ (%)	84.5	96.9	98.1	95.2	94.8	92.8
Benchmark Quartile	4	1	1	4		
Achieving level 6+ (%)	52.9	60.4	65.9	65.2	62.6	62.9
Benchmark Quartile	2	2	2	3		

The core subject indicator (CSI) represents the percentage of pupils achieving level 5 or above in English or Welsh (first language), mathematics and science in combination.

. Denotes the data item is not applicable.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications , and are based on the number of entries and do not include Welsh second language qualifications.

6724078 - Brynteg School

Number of pupils on roll	1584
Pupils eligible for free school meals (FSM) - 3 year average	13.8
FSM band	2 (10%<FSM<=15%)

Key stage 4

	School				Family average (2015)	Wales average (2015)
	2012	**2013**	**2014**	**2015**		
Number of pupils aged 15	292	330	306	287		
Percentage of 15-year-old pupils who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	55.8	64.8	63.7	68.6	63.0	57.9
Benchmark quartile	3	2	2	1		
Achieved the level 2 threshold	75.3	80.0	88.2	92.0	84.1	84.1
Benchmark quartile	3	3	3	2		
Achieved the level 1 threshold	94.5	97.0	95.1	96.9	98.2	94.4
Benchmark quartile	3	3	4	4		
Achieved the core subject indicator (CSI)	54.1	63.0	63.4	66.6	61.8	54.8
Benchmark quartile	3	1	2	1		
Average capped wider points score per pupil	334.6	345.0	353.6	363.5	352.3	343.5
Benchmark quartile	3	3	3	2		
Average capped wider points score plus per pupil	332.7	342.8	350.1	359.3	348.8	338.7
Benchmark quartile	.	.	.	.		
Achieved five or more GCSE grades A*-A	25.0	20.6	24.2	23.0	17.3	16.6
Benchmark quartile	.	.	.	.		
Achieved A*-C in English	77.4	74.2	73.9	76.7	73.7	68.6
Benchmark quartile	1	2	3	2		
Achieved A*-C in mathematics	60.3	70.9	70.9	75.6	70.6	64.4
Benchmark quartile	3	2	2	1		
Achieved A*-C in science	68.5	76.4	94.1	89.9	90.0	84.0
Benchmark quartile	4	3	2	3		
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	.	.	75.0	75.2
Benchmark quartile	.	.	.	.		

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15-year-old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

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The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

The benchmarks for Welsh are calculated using all schools that have pupils taking Welsh first language qualifications , and are based on the number of entries and do not include Welsh second language qualifications.

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Number of pupils on roll	1584
Pupils eligible for free school meals (FSM) - 3 year average	13.8
FSM band	2 (10%<FSM<=15%)

Key stage 4 - performance of pupils eligible for free school meals

	School				Family Average (2015)	Wales Average (2015)
	2012	**2013**	**2014**	**2015**		
Number of pupils aged 15 eligible for free school meals	28	32	40	37		
Percentage of 15-year-old pupils eligible for free school meals who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	25.0	31.3	40.0	48.6	34.8	31.6
Achieved the level 2 threshold	35.7	40.6	75.0	78.4	69.1	69.4
Achieved the level 1 threshold	75.0	90.6	85.0	89.2	94.8	89.4
Achieved the core subject indicator (CSI)	25.0	31.3	40.0	43.2	33.9	29.3
Average capped wider points score per pupil	244.0	289.9	310.1	319.2	313.8	303.7
Average capped wider points score plus per pupil	241.8	288.3	304.8	312.2	308.3	296.4
Achieved five or more GCSE grades A*-A	10.7	3.1	15.0	5.4	5.6	4.3
Achieved A*-C in English	46.4	40.6	60.0	51.4	47.2	45.1
Achieved A*-C in mathematics	35.7	34.4	50.0	51.4	43.3	39.2
Achieved A*-C in science	32.1	46.9	85.0	70.3	80.7	74.4
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.		
Of those who entered Welsh First Language: Achieved A*-C in Welsh	.	.	.	.	.	51.5

Includes all qualifications approved for pre-16 use in Wales.

Includes results for 15 year old pupils, in maintained schools and independent schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The core subject indicator (CSI) represents the percentage of pupils achieving level 2 or above in English or Welsh (first language), mathematics and science in combination.

The average capped wider points score is calculated using the best 8 results from all qualifications approved for pre-16 use in Wales for each pupil.

For pupils entering Welsh First Language, the best grade of Welsh language and literature is taken. The denominator for this indicator is the number of 15 year olds who entered Welsh First Language, rather than the total number of 15 year olds.

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6724078 - Brynteg School

Number of pupils on roll in sixth form   422

Key stage 5

	School				Family average (2015)	Wales average (2015)
	2012	**2013**	**2014**	**2015**		
Number of pupils aged 17	176	143	175	195		
Average wider points score per pupil	710.3	745.5	755.7	679.2	770.5	799.7
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	165	138	167	175		
Of those who entered a volume equivalent to 2 A levels: **Achieved the level 3 threshold**	98.2	92.8	94.6	98.9	97.7	97.0
Achieved 3 A*-A at A level or equivalent	5.5	6.5	11.4	4.0	5.6	7.9
Achieved 3 A*-C at A level or equivalent	47.3	64.5	71.9	52.0	60.7	68.1

Includes all qualifications approved for use in Wales.

Includes results for 17-year-old pupils, in maintained schools, achieved during the academic year and any examinations taken at earlier age. Ages at the start of the academic year.

The average wider points score for 17 year olds includes all qualifications approved for pre-18 use in Wales.

The level 3 threshold is based on the number of 17-year-old pupils entering a volume equivalent to 2 A levels.

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Further information is available from the Welsh Government My Local School website at the link below.
http://mylocalschool.wales.gov.uk/index.html?lang=eng

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

We used this inspection to pilot developments to the common inspection framework, the inspection process and the inspection report format. We will review these arrangements and make any changes required before introducing them nationally in September 2017.

The report was produced in accordance with Section 28 of the Education Act 2005.

Publication date: 10/02/2017