Estyn

A report on

**Pencoed Comprehensive School
Coychurch Road
Pencoed
Bridgend
CF35 5LZ**

Date of inspection: November 2016

by

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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

Publication date: 20/01/2017

Context

Pencoed Comprehensive School is an 11-18 mixed, community school maintained by Bridgend local authority. There are currently 889 pupils on roll with 129 students in the sixth form. This is fewer than at the time of the last inspection in June 2010 when there were 1,054 pupils, including 178 in the sixth form. Since 2010, the school has hosted a resource base which supports key stage 3 and key stage 4 pupils with moderate learning difficulties.

The school is located in the small town of Pencoed, four miles east of Bridgend. Three point five per cent of pupils live in the 20% most deprived areas of Wales. Around 15% are eligible for free school meals, which is below the national average of 17.4% for secondary schools in Wales. Around 26% of pupils have a special educational need. This is just above the national average of 25.4%. Just over 2% of pupils have a statement of special educational needs, which is close to the national average of 2.5%. Nearly all pupils come from a white British background. A very few pupils speak Welsh fluently.

The headteacher has been in post since January 2010. The senior leadership team is made up of one deputy headteacher, two assistant headteachers, one school manager and three seconded senior leaders.

The school is currently a pioneer school and is working with the Welsh Government and other schools to take forward developments relating to the curriculum.

The individual school budget per pupil for Pencoed Comprehensive in 2016-2017 is £4,535 per pupil. The maximum per pupil in the secondary schools in Bridgend is £5,175 and the minimum is £4,055. Pencoed Comprehensive is fourth out of the nine secondary schools in Bridgend in terms of its school budget per pupil.

Summary

The school's current performance	**Good**
The school's prospects for improvement	**Good**

Current performance

The current performance at Pencoed Comprehensive School is good because:

- Over the last five years, performance at key stage 4 has improved in most of the key indicators; pupils' performance in the level 2 threshold including English and mathematics has been above modelled outcomes for four out of the last five years
- Pupils with additional learning needs make strong progress in their learning
- In many lessons, pupils make good progress in developing their knowledge, understanding and skills
- Nearly all pupils are well behaved, and most participate with enthusiasm in their lessons
- Many teachers plan their lessons to provide a beneficial range of stimulating activities, and offer valuable opportunities for pupils to develop their literacy skills
- The school provides a very wide range of extra-curricular activities which are very well attended
- The school has a very caring ethos and is a fully inclusive community

Prospects for improvement

The school's prospects for improvement are good because:

- Leadership, staff and pupils share a vision of the school that is helping to develop a culture of aspiration and achievement
- The headteacher is supported effectively by the senior leadership team, and they communicate well with all staff
- Lines of accountability are clear and performance management arrangements are strong
- Most middle leaders carry out their roles effectively
- Governors undertake their role of critical friends well; they have a strong understanding of performance data, and they challenge and support the school effectively
- Self-evaluation and planning for improvement procedures are well established and well linked
- Effective partnerships with a wide range of providers help to promote pupils' wellbeing and enhance their learning experiences

Recommendations

R1 Raise standards in mathematics

R2 Improve the outcomes for more able pupils

R3 Strengthen the range and use of data and information, including first-hand evidence, to refine self-evaluation and planning for improvement

R4 Eliminate the budget deficit

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good

Standards: Good

At key stage 4, in most of the key indicators, there has been a steady improvement over the last five years. Pupils' performance in the level 2 threshold including English and mathematics has been above modelled outcomes for four out of the last five years, and is generally in line with other similar schools, based on eligibility for free school meals. Pupils' performance in the capped points score compares well with that in similar schools and has been above modelled outcomes for the last four years. Performance in the level 2 threshold has been strong for the last four years, and has been above the average for similar schools in that period. Pupils' performance in English has improved over the last five years, and in 2016 compares well with that in similar schools. Performance in mathematics has declined in the last two years and is below the average for similar schools. The proportion of pupils gaining five or more A* or A grades at GCSE has been below the Welsh average for the last five years.

In the level 2 threshold including English or Welsh and mathematics, the performance of pupils eligible for free school meals has declined in the last two years to around the Welsh average and below the performance of the same group of pupils in the family of schools. At key stage 3 and key stage 4, the relative performance of boys and girls generally compares well with levels in similar schools. Pupils with additional learning needs make strong progress in their learning.

In 2016, no pupil left with without a qualification. At the end of Year 11, most pupils continue their education at school or in further education.

At key stage 3, pupils' performance in the core subject indicator has improved gradually over the last five years. In terms of modelled outcomes, performance in this indicator has been around the expected level for the last four years.

Most sixth form pupils achieve the level 3 threshold, although performance in this indicator has fluctuated over the last five years and, in 2016, it is just below the Welsh average. The proportion of pupils achieving at least three passes at grades A*-C at A level or equivalent has declined in the last three years, but remains above the Welsh average. However, pupils' achievement at the highest grades of A*-A is weaker, and has been below the Welsh average for five years.

In many lessons, most pupils make strong progress. They recall previous work well and apply this effectively to new learning. However, in a few lessons, where teaching is less effective, a minority of pupils do not explore ideas in sufficient depth and do not develop a thorough enough understanding of key concepts. In a minority of lessons, more able pupils do not achieve well enough.

Across the school, many pupils develop their literacy skills well. Most pupils listen well to their teachers and are respectful and attentive when other pupils express their ideas. Most pupils make strong progress in their speaking skills. When teachers' expectations of pupils are high, pupils provide confident, well-reasoned and extended oral responses. Many pupils develop their reading skills competently. They read from a wide range of texts from which they are able to extract information accurately and to reach valid conclusions. Many pupils produce effective pieces of extended writing. Many write with accuracy in spelling and grammar and, in most subjects, pupils develop their subject specific vocabulary well. In a minority of subjects, more able pupils organise their writing very successfully. They offer extended explanations for their views and decisions, and develop their ideas well.

In a minority of subjects, most pupils develop and use their numeracy skills appropriately. They apply their number skills in a variety of different contexts, and many pupils use mental arithmetic well. Many pupils collect, record and analyse data competently and present their findings accurately in charts and graphs. In a few subjects, many pupils analyse and solve mathematical problems successfully.

Pupils develop a satisfactory range of ICT (information and communication technology) skills across many subjects. Most pupils use ICT confidently and proficiently to research and to present their work. They create databases and use spreadsheets with appropriate understanding, and use a suitable range of software and applications in a variety of contexts.

In Welsh second language at key stage 4, many pupils are entered for the full course GCSE, and more than two-thirds of pupils achieve a grade C or above. Performance has been above that of similar schools for the last three years.

Wellbeing: Good

Most pupils feel safe at school and many feel that the school responds well to the few instances of bullying. Many pupils understand the importance of healthy living and exercise. Nearly all pupils are punctual to lessons and they behave very well. Most pupils are highly motivated to learn, are well engaged, and participate with interest in their lessons.

Attendance rates have improved over the last five years and are in line with modelled outcomes. Persistent absence has reduced well over the last five years. However, in 2016 the rate of persistent absence is above the local and national rates.

Pupil voice is developing appropriately. The school council is involved in work to improve pupils' wellbeing, and a few pupils are actively involved in discussing changes to the curriculum. However, communication between the school council and wider pupil population is underdeveloped. As a result, pupils are not always aware of the impact their views have on developments at the school.

Most pupils are courteous, well-mannered and respectful to one another. They develop their social skills effectively in a wide range of contexts. Many pupils across the school participate enthusiastically in worthwhile community events. Older pupils raise money for local and national charities by organising a range of fundraising events, such as the strawberry tea party and the Christmas Fayre.

Key Question 2: How good is provision?	**Good**

Learning experiences: Good

The school provides a broad and balanced curriculum that meets the needs of pupils. It responds creatively to local and national priorities. For example, as a pioneer school, it is developing its key stage 3 provision in line with new national strategies to include cross-curricular programmes of learning in humanities, the expressive arts and in skills development.

The school enhances its curriculum well through successful partnerships with other schools and colleges. As a result, most pupils at key stages 4 and 5 are able to follow courses of their choice. The school provides a very wide range of extra-curricular activities, which are very well attended.

The school has well-co-ordinated strategies to develop pupils' skills. Pupils' progress is monitored carefully, and there is effective provision for pupils with weaker literacy and numeracy skills. The school has made strong progress in implementing the Literacy and Numeracy Framework. Many lessons have a clear focus on developing literacy skills, and this has a positive impact on pupils' standards. The literacy co-ordinator plans effectively to enable pupils to make valuable progress when they enter the school. However, compared to literacy, planning for numeracy and for ICT across the school is less well-developed.

The school promotes the Welsh dimension appropriately through a wide range of subjects, and through activities such as the annual Eisteddfod. There are effective transition arrangements with partner primary schools that help pupils to make good progress in learning Welsh in key stage 3. As a result, many pupils follow the full course GCSE in Welsh second language at key stage 4.

Education for sustainable development is developing suitably. Worthwhile activities within many subjects contribute well to pupils' understanding of the importance of global citizenship and sustainability. In addition, the school has an active eco club, which carries out activities at school and in the local community. For example, pupils carried out a 'beach clean' in the locality.

Teaching: Good

Nearly all teachers have valuable up-to-date subject knowledge. Most teachers build very positive working relationships with pupils, which result in high levels of pupil engagement in lessons. Most teachers plan their lessons carefully to provide a beneficial range of stimulating and interesting activities. They offer worthwhile opportunities for developing pupils' literacy skills.

Many teachers set out clear learning objectives to give purpose and structure to their lessons. They praise appropriately. They use group and pair work well to enhance pupil learning and to develop pupils' wider social skills. Many teachers ensure an appropriate pace for the lesson that allows pupils enough time to reflect, and to make strong progress. They consolidate pupils' learning effectively at the end of the lesson.

A minority of teachers question skilfully to develop pupils' understanding. Where questioning is less effective, teachers use too many closed questions, and do not probe pupils' understanding and opinions well enough.

Although most teachers plan effectively to enable many pupils to make valuable progress, a minority of teachers do not consider well enough how to meet the needs and abilities of more able pupils, or take good enough account of pupils' individual education plans. A minority of teachers are over-reliant on work sheets and work books. This approach limits pupils' opportunities for pupils to extend their learning, to make their own connections, or to work more independently.

Many teachers use data well to track the progress of pupils and identify where additional support is needed. Many teachers make effective use of regular assessment to monitor their pupils' progress and to inform planning.

Many teachers monitor pupils' progress carefully during lessons, and provide effective verbal feedback that supports pupils in their learning. Many teachers provide useful written comments to help pupils improve their work. However, in a minority of instances, teachers do not provide feedback that stretches pupils' understanding and skills.

A minority of teachers provide appropriate opportunities for pupils to develop their skills in recognising the good features of their own work and that of their peers.

Termly reports to parents include a beneficial summary of their child's performance and progress in each subject. These reports also include end of year targets, and valuable comments on each pupil's attitude to learning.

Care, support and guidance: Good

Providing a high quality of care, support and guidance is central to the work of the school. The school actively encourages pupil participation in a wide range of extra-curricular activities and makes appropriate arrangements for promoting healthy eating and drinking.

The school promotes pupils' spiritual, moral, social and cultural development effectively through assemblies, tutor periods and a comprehensive personal and social education programme. Pupils and parents receive valuable information and guidance regarding option choices and careers at key transition points.

The school has appropriate systems in place to promote pupils' attendance and to deal with any instances of bullying or poor behaviour. The behaviour support unit (BSU) provides beneficial support for a few pupils at risk of exclusion. The school works well with a wide range of external agencies to support pupils' learning, and their social and emotional needs.

The provision for pupils with additional learning needs is effective and meets statutory requirements. Most of these pupils make strong progress from their starting points. The learning resource base provides a nurturing and supportive environment for many pupils with complex needs. Individual education plans identify suitable targets for pupils, which match well to their needs. However, a minority of teachers do not make sufficient use of these plans when the pupils join mainstream lessons. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Good

The school has a very caring ethos and is a fully inclusive community. The acronym ASPIRE: Ambition; Success; Perseverance; Inspiration; Respect; Engagement acts as a motivational mission statement for pupils.

Pupils are polite and friendly and feel safe within the school community. All pupils have equal access to all areas of the school's provision, irrespective of their background or ability, and pupils' successes and achievements are celebrated frequently. There is a clear emphasis on recognising, respecting and celebrating diversity, and the school works effectively to prevent oppressive behaviours such as homophobia, bullying and racism.

The school manages the learning environment well and it has a planned rolling programme of redecoration and refurbishment. Displays in classrooms and around the school are generally informative, provide useful learning resources, and celebrate pupils' achievements effectively. There are good facilities for physical education and for drama, and the school grounds are secure. Pupils have enough books and equipment to do their work, including a sufficiently broad range of ICT resources.

Key Question 3: How good are leadership and management?	Good

Leadership: Good

The headteacher has a clear vision for the school, developed through consultation with governors, staff and pupils. This is helping to develop a culture of aspiration and achievement within the school community. The headteacher is supported effectively by the senior leadership team, and they communicate well with all staff. For example, useful newsletters distributed weekly ensure that staff are well aware of important issues and events.

The roles and responsibilities of the senior leadership team are clear and balanced. Every member of staff has an appropriate job description, and the lines of accountability are clear. The arrangements for performance management are strong. Teachers' objectives are appropriate and linked closely to the school's improvement priorities and to targets for pupils' progress. The school's training programme for staff is designed effectively to meet the development needs of individuals identified following the review of their targets.

The school has established a calendar of useful meetings that provide regular opportunities for leaders to focus on the school's priorities. In the line management meetings, discussion focuses well on performance, standards, self-evaluation and improving quality. There is consistency in the minutes, and most of the action points that arise from these meetings are sharp and time related.

Senior leaders use performance data regularly to compare the school's performance with that of similar schools and to set appropriate progress targets. Most middle leaders carry out their role successfully. They use data and information well to develop a sound knowledge of aspects to be improved, and to give appropriate guidance to their fellow teachers. However, a few leaders do not use a wide enough range of information about standards and wellbeing to inform strategic planning.

The school has responded positively to national priorities including effective implementation of the Literacy and Numeracy Framework, and supporting the work of the pioneer network of schools.

The governing body supports the work of the school well and provides suitable challenge as well as celebrating its success. The subcommittee structure is effective and ensures that governors have a sound understanding of standards, curriculum developments and finance of the school. Link governors have developed a strong understanding of the significance of performance data. They are undertaking their role as critical friends well, in particular through termly meetings to review standards.

Improving quality: Good

The self-evaluation and improvement planning procedures are well established and are part of the culture of the school. The school has an effective annual quality cycle, which links self-evaluation and improvement planning well. It focuses appropriately on assessing outcomes, identifying priorities for improvement and monitoring provision. There are regular monitoring activities throughout the year, through which leaders and teachers track progress effectively.

The whole-school self-evaluation report provides an accurate assessment of the strengths of the school. There is a detailed analysis of performance information, including that for different groups of pupils, and effective use is made of external reviews to help secure an accurate judgement on standards. However, in a very few key areas, the document is too descriptive and lacks evaluative judgements. Most departmental self-evaluation reports follow the helpful guidelines given to departments by senior leaders, and most evaluate their strengths well. They use a wide range of numerical data to make valid judgements on standards in their departments.

The school and departments draw on suitable first-hand evidence to inform them about the quality of teaching in the school. However, the quality of evidence from first hand lesson observations and from book scrutiny is not robust enough. This limits the ability of senior and middle leaders to secure more detailed and specific information about the quality of teaching and learning throughout the school.

The school takes suitable account of pupil voice through the school council, and pupil reviews on teaching and learning. It seeks parents' views regularly through questionnaires on parents' evenings and makes appropriate use of the views of other external educational support services.

There are clear links between the school self-evaluation report and the school's strategic improvement plan. The school identifies priorities for improvement well and sets itself suitable targets for outcomes at all key stages. It incorporates local and national priorities effectively in a valuable whole school improvement plan. There is a strong focus on improving standards. Within the school improvement plan, the criteria for success are valid, and plans are suitably costed.

Most departmental improvement plans are useful documents. In the best examples, the intended outcomes of planning are linked to clear success criteria, with appropriate deadlines and robust plans for monitoring progress. In a few plans

however, priorities from the evaluation reports are not included in the improvement document. In a minority of plans, success criteria and the monitoring processes are not sharp enough.

Partnership working: Good

The school has developed valuable working relationships with a wide range of partners that make a successful contribution to the work of the school. These links are effective in promoting pupils' wellbeing and enhancing their learning experiences.

Partnerships with partner primary schools are well-organised, and effective transition arrangements assist pupils to move from primary school to secondary school with confidence. As a result, pupils settle quickly into Year 7 and those who require additional support are supported successfully.

The school has strong links with other schools and providers. Examples include work with the consortium to support two other schools, and a formal partnership with a local further education institution to provide a wide range of sixth form courses.

The school has valuable partnerships with parents. They are suitably informed about the school's work and their child's wellbeing and progress. The 'Helping Hands' programme supports parents well in preparation for their child starting at the school. The school takes appropriate account of parents' views on aspects of school life. However, it does not communicate the outcomes of this work well enough to parents.

Resource management: Good

The school has suitably qualified and experienced teachers to deliver the whole curriculum. Support staff are deployed appropriately, and provide beneficial support to teachers and pupils.

The school is developing well as a learning community and there is a strengthening culture of cooperation and collaboration between staff. The school has effective arrangements to manage the performance of staff which enables leaders to identify their development needs well. Nearly all teachers have benefited from a comprehensive range of professional development opportunities. All teachers are members of useful professional learning groups within the school that develop teachers' skills and practice appropriately. These include developing pupils' reading skills, strategies for peer assessment, and approaches to personal reflection. A few teachers benefit from useful opportunities to develop the curriculum through the pioneer schools initiative.

The headteacher, support staff and governors monitor and manage the budget carefully. However, the school is currently in a deficit position. This is generally a result of unforeseen expenditure in its budget. School leaders have worked with the local authority to produce a suitable recovery plan to eradicate this deficit.

The school uses the pupil deprivation grant well to support disadvantaged pupils. This has had a positive impact on the wellbeing, learning experiences and achievements of pupils eligible for free school meals

In view of the standards that pupils achieve, the school provides good value for money.

Appendix 1

6724076 - PENCOED COMPREHENSIVE

Number of pupils on roll   863
Pupils eligible for free school meals (FSM) - 3 year average   14.8
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	153	143	151	134		
Achieving the core subject indicator (CSI) (%)	82.4	82.5	87.4	87.3	91.7	85.9
Benchmark quartile	3	2	2	4		
English						
Number of pupils in cohort	153	143	151	134		
Achieving level 5+ (%)	88.2	87.4	90.1	91.0	94.3	89.2
Benchmark Quartile	2	3	3	4		
Achieving level 6+ (%)	41.8	40.6	54.3	56.0	66.7	56.2
Benchmark Quartile	4	4	2	4		
Welsh first language						
Number of pupils in cohort	.	.	.	.		
Achieving level 5+ (%)	.	.	.	.	86.9	92.0
Benchmark Quartile	.	.	.	.		
Achieving level 6+ (%)	.	.	.	.	28.6	57.2
Benchmark Quartile	.	.	.	.		
Mathematics						
Number of pupils in cohort	153	143	151	134		
Achieving level 5+ (%)	89.5	83.9	88.1	89.6	94.4	90.1
Benchmark Quartile	2	4	4	4		
Achieving level 6+ (%)	56.2	49.0	62.3	67.9	71.2	62.7
Benchmark Quartile	3	4	2	3		
Science						
Number of pupils in cohort	153	143	151	134		
Achieving level 5+ (%)	92.2	92.3	90.1	92.5	96.8	92.8
Benchmark Quartile	2	2	4	4		
Achieving level 6+ (%)	47.1	74.1	70.9	74.6	72.6	62.9
Benchmark Quartile	4	1	1	2		

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.

6724076 - PENCOED COMPREHENSIVE

Number of pupils on roll   863
Pupils eligible for free school meals (FSM) - 3 year average   14.8
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	154	172	150	157		
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	57.8	59.9	60.0	56.7	69.0	57.9
Benchmark quartile	2	3	2	3		
Achieved the level 2 threshold	80.5	95.9	97.3	96.2	90.4	84.1
Benchmark quartile	2	1	1	1		
Achieved the level 1 threshold	94.8	98.3	98.0	97.5	97.4	94.4
Benchmark quartile	3	2	2	4		
Achieved the core subject indicator (CSI)	55.2	59.9	60.0	56.7	67.9	54.8
Benchmark quartile	3	2	2	3		
Average capped wider points score per pupil	330.2	356.7	364.4	363.0	358.4	343.5
Benchmark quartile	3	2	1	2		
Average capped wider points score plus per pupil	325.8	351.2	355.0	353.5	354.9	338.7
Benchmark quartile	.	.	.	.		
Achieved five or more GCSE grades A*-A	13.6	16.3	12.7	13.4	20.6	16.6
Benchmark quartile	.	.	.	.		
Achieved A*-C in English	63.6	66.9	70.0	68.2	79.6	68.6
Benchmark quartile	3	3	2	3		
Achieved A*-C in mathematics	69.5	71.5	68.7	64.3	74.1	64.4
Benchmark quartile	1	1	1	3		
Achieved A*-C in science	81.2	100.0	98.0	98.1	93.5	84.0
Benchmark quartile	1	1	1	1		
Number of pupils aged 15 who entered Welsh First Language:	.	.	.	.		
Of those who entered Welsh First Language: **Achieved A*-C in Welsh**	.	.	.	.	67.3	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.

6724076 - PENCOED COMPREHENSIVE

Number of pupils on roll	863
Pupils eligible for free school meals (FSM) - 3 year average	14.8
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	20	18	16	19		
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	50.0	50.0	50.0	36.8	43.9	31.6
Achieved the level 2 threshold	75.0	100.0	93.8	100.0	80.7	69.4
Achieved the level 1 threshold	100.0	100.0	93.8	100.0	94.1	89.4
Achieved the core subject indicator (CSI)	45.0	50.0	50.0	36.8	41.7	29.3
Average capped wider points score per pupil	322.3	353.3	348.0	364.5	321.7	303.7
Average capped wider points score plus per pupil	318.3	343.0	338.5	354.3	316.6	296.4
Achieved five or more GCSE grades A*-A	20.0	11.1	18.8	10.5	3.7	4.3
Achieved A*-C in English	50.0	50.0	50.0	57.9	61.0	45.1
Achieved A*-C in mathematics	60.0	61.1	56.3	42.1	49.7	39.2
Achieved A*-C in science	75.0	100.0	93.8	100.0	86.1	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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6724076 - PENCOED COMPREHENSIVE

Number of pupils on roll in sixth form   130

Key stage 5

	School				Family average (2015)	Wales average (2015)
	2012	**2013**	**2014**	**2015**		
Number of pupils aged 17	72	53	64	63		
Average wider points score per pupil	857.4	935.8	898.9	827.1	839.4	799.7
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	64	49	61	60		
Of those who entered a volume equivalent to 2 A levels: **Achieved the level 3 threshold**	95.3	98.0	95.1	98.3	98.1	97.0
Achieved 3 A*-A at A level or equivalent	3.1	4.1	3.3	1.7	10.1	7.9
Achieved 3 A*-C at A level or equivalent	68.8	83.7	75.4	76.7	71.8	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.

. 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.

More information is available on the Welsh Government website, My Local School, in the link below.
http://mylocalschool.wales.gov.uk/index.html?lang=eng

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf		
I feel safe in my school	215		77 36%	129 60%	8 4%	1 0%		Rwy'n teimlo'n ddiogel yn fy ysgol.
			44%	52%	4%	1%		
The school deals well with any bullying	215		36 17%	121 56%	44 20%	14 7%		Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			25%	57%	15%	3%		
I have someone to talk to if I am worried	213		87 41%	103 48%	21 10%	2 1%		Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
			38%	52%	9%	2%		
The school teaches me how to keep healthy	215		43 20%	116 54%	50 23%	6 3%		Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			23%	56%	18%	3%		
There are plenty of opportunities at school for me to get regular exercise	214		95 44%	91 43%	26 12%	2 1%		Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			44%	45%	9%	2%		
I am doing well at school	215		66 31%	139 65%	10 5%	0 0%		Rwy'n gwneud yn dda yn yr ysgol.
			32%	61%	5%	1%		
The teachers help me to learn and make progress and they help me when I have problems	213		70 33%	126 59%	15 7%	2 1%		Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
			38%	55%	6%	1%		
My homework helps me to understand and improve my work in school	214		35 16%	100 47%	64 30%	15 7%		Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
			20%	53%	22%	5%		
I have enough books and equipment, including computers, to do my work	213		91 43%	108 51%	13 6%	1 0%		Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			45%	46%	8%	1%		
Pupils behave well and I can get my work done	213		16 8%	109 51%	76 36%	12 6%		Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			10%	56%	27%	6%		
Staff treat all pupils fairly and with respect	215		53 25%	110 51%	38 18%	14 7%		Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
			28%	50%	17%	5%		

	Number of responses / Nifer o ymatebion		Strongly Agree / Cytuno'n gryf	Agree / Cytuno	Disagree / Anghytuno	Strongly disagree / Anghytuno'n gryf		
The school listens to our views and makes changes we suggest	211		23 / 11%	104 / 49%	74 / 35%	10 / 5%		Mae'r ysgol yn gwrando ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
			16%	53%	25%	5%		
I am encouraged to do things for myself and to take on responsibility	212		73 / 34%	124 / 58%	15 / 7%	0 / 0%		Rwy'n cael fy annog i wneud pethau drosof fy hun a chymryd cyfrifoldeb.
			35%	59%	5%	1%		
The school helps me to be ready for my next school, college or to start my working life	215		66 / 31%	120 / 56%	27 / 13%	2 / 1%		Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
			35%	54%	9%	2%		
The staff respect me and my background	215		75 / 35%	121 / 56%	15 / 7%	4 / 2%		Mae'r staff yn fy mharchu i a'm cefndir.
			37%	53%	7%	2%		
The school helps me to understand and respect people from other backgrounds	214		77 / 36%	119 / 56%	16 / 7%	2 / 1%		Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
			36%	56%	7%	1%		
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	80		20 / 25%	42 / 52%	18 / 22%	0 / 0%		Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
			28%	51%	16%	5%		
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	39		8 / 21%	17 / 44%	12 / 31%	2 / 5%		Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
			28%	50%	16%	7%		

Responses to parent questionnaires

Denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	223	62 28%	140 63%	16 7%	5 2%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
			43%	50%	5%	1%		
My child likes this school.	224	75 33%	130 58%	13 6%	6 3%	2	Mae fy mhlentyn yn hoffi'r ysgol hon.
			46%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	217	94 43%	107 49%	10 5%	6 3%	9	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
			51%	45%	4%	1%		
My child is making good progress at school.	215	69 32%	129 60%	11 5%	6 3%	11	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
			45%	49%	5%	1%		
Pupils behave well in school.	185	30 16%	104 56%	38 21%	13 7%	39	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
			24%	60%	12%	3%		
Teaching is good.	204	51 25%	131 64%	16 8%	6 3%	19	Mae'r addysgu yn dda.
			34%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	212	92 43%	106 50%	11 5%	3 1%	10	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
			51%	46%	3%	1%		
The homework that is given builds well on what my child learns in school.	202	37 18%	136 67%	19 9%	10 5%	23	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
			32%	56%	10%	2%		
Staff treat all children fairly and with respect.	196	47 24%	110 56%	26 13%	13 7%	28	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
			35%	52%	10%	3%		
My child is encouraged to be healthy and to take regular exercise.	195	45 23%	108 55%	33 17%	9 5%	28	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
			35%	56%	8%	1%		
My child is safe at school.	209	56 27%	136 65%	14 7%	3 1%	14	Mae fy mhlentyn yn ddiogel yn yr ysgol.
			42%	53%	4%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	187	49 26%	107 57%	25 13%	6 3%	33	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
			37%	52%	9%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	216	56 / 26%	109 / 50%	38 / 18%	13 / 6%	7	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		34%	51%	12%	3%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	216	81 / 38%	103 / 48%	24 / 11%	8 / 4%	7	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		43%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	188	43 / 23%	115 / 61%	23 / 12%	7 / 4%	34	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		30%	56%	11%	2%		
The school helps my child to become more mature and take on responsibility.	197	57 / 29%	121 / 61%	14 / 7%	5 / 3%	25	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		38%	55%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	159	32 / 20%	92 / 58%	30 / 19%	5 / 3%	58	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	2%		
There is a good range of activities including trips or visits.	202	48 / 24%	122 / 60%	25 / 12%	7 / 3%	22	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		37%	51%	10%	2%		
The school is well run.	198	58 / 29%	118 / 60%	16 / 8%	6 / 3%	25	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	6%	2%		

Appendix 3

The inspection team

Sarah Lewis	Reporting Inspector
Elwyn Vaughan Williams	Team Inspector
Farrukh Khan	Team Inspector
Margaret Elisabeth Davies	Team Inspector
Bethan Whittall	Team Inspector
Peter Trevor Lewis	Lay Inspector
Stephen Garthwaite	Peer Inspector
Catherine Edwards	Nominee

Copies of the report

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

Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, 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

Glossary of terms

Key stage 3 terms

The core subject indicator (CSI)

Progress in learning through key stage 3 is indicated by levels (level 1 to level 7 in the main).

The core subject indicator in key stage 3 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh [1]
- mathematics
- science

By the end of the key stage 3, at the age of 14, pupils are expected to reach level 5 and more able pupils to reach level 6 or above.

Pupils must gain at least the expected level (level 5) in the three core subjects to gain the core subject indicator.

Key stage 4 and sixth form terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include nine other schools with similar proportions of pupils: eligible for free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents the equivalent of five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.

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[1] This indicator does not include Welsh second language qualifications.

Level 2 threshold including English or Welsh[1] and mathematics	This represents the equivalent of five GCSEs at grade A* to C including English or Welsh[1] and mathematics.
Level 2 threshold	This represents five GCSEs at grade A* to C or their equivalent.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This is the equivalent of two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
Benchmarking groups	Schools are grouped together according to the proportion of pupils entitled to free school meals in order to compare their performance with similar schools in different indicators.
Modelled outcomes	This is a prediction of a school's mean performance based on the statistical relationship between the proportion of pupils eligible for free school meals and a particular indicator.