



Annual Report to Parents

2017

The Federated Schools of the
Upper Afan Valley

*Recognising, Nurturing & Achieving Potential
Cydnabod, Magu a Chyflawni Potensial*

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Statement from the Chair of Governors

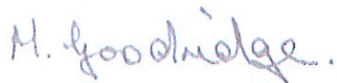
Dear Parent,

The Governing Body of the Federated Schools of the Upper Afan Valley is pleased to present the Annual Report which summarises the actions taken by the Governing Body on your behalf over the last twelve months.

I am pleased to report that the examination results in Year 11 continue to go from strength to strength. Building on the improved results from 2015-16 despite difficult changes to the examinations. Last year not a single pupil left Cymer Afan without a recognised qualification and 95% of our pupils left with at least five GCSEs A* to C or equivalent. In GCSE English our current Year 11 pupils attained very high results. The commitment and dedication of our pupils, parents and staff has resulted in our continuing success.

I am delighted to see the progress being made by the pupils of our community and to hear of their many achievements. I would like to thank all staff for their diligence in work for both the school and pupils. Finally, thank you to the Governors for their hard work and dedication as volunteers. It is very much appreciated.

Yours sincerely,



Mrs Mairwen Goodridge
Chair of Governors

Attendance

The attendance in Cymer and Glyncorrwg is between up to 1% greater than at the start of last year.

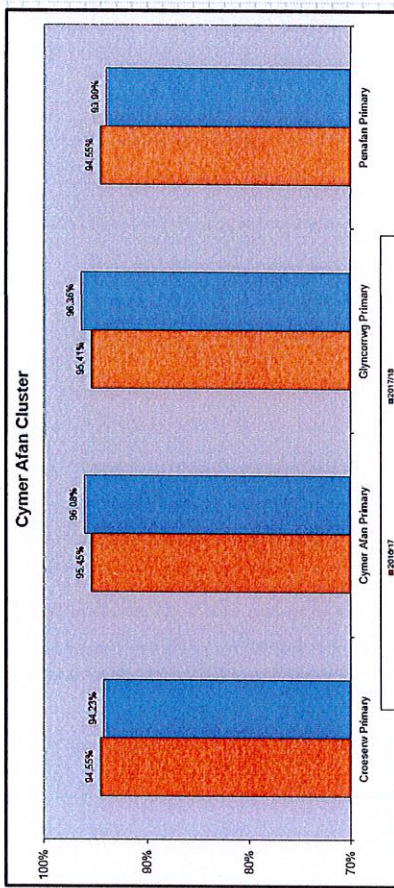
In Croeserw and Pen Afan attendance is about 0.5% lower than last year.

In the 11-16 age group attendance was down by about 0.5% in September but it did not fall in October and reached the level of last year.

Attendance is close to the targets set in the Federation: 95% in the 3-11 age group and 94% in the 11-16 age group.

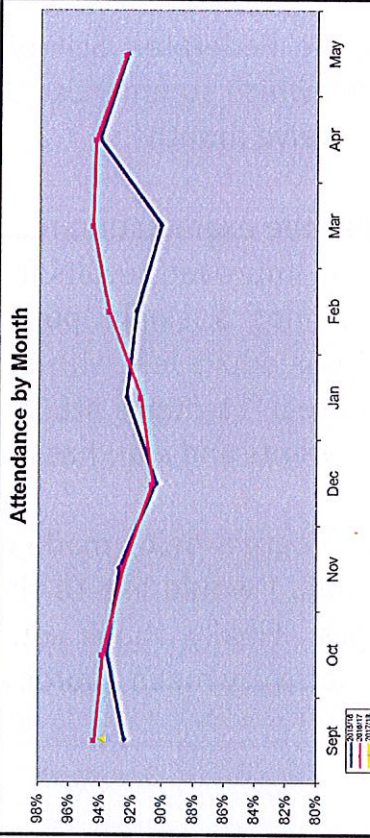
Primary Attendance by Cluster Schools - Sept/July Inclusive Period by Year

| | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|-------------------------|---------|---------|---------|---------|---------|---------|
| Cymer Afan Comp. | 93.33% | 94.20% | 94.87% | 94.41% | 94.55% | 94.23% |
| Croeserw Primary | 93.37% | 94.42% | 94.65% | 95.19% | 95.45% | 95.08% |
| Cymer Afan Primary | 93.18% | 95.56% | 94.91% | 96.96% | 95.41% | 95.38% |
| Glyncorrwg Primary | 94.19% | 95.94% | 94.57% | 95.45% | 94.55% | 93.98% |
| Penafan Primary | | | | | | |



Cymer Afan

| Year | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | July | Total | To May | To 30/09 | Diff |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|----------|--------|
| 2013/14 | 92.72% | 91.40% | 90.95% | 88.72% | 91.51% | 91.16% | 90.51% | 90.44% | 91.55% | 93.40% | 88.30% | 91.15% | 91.01% | 92.72% | -1.71% |
| 2014/15 | 92.77% | 91.62% | 90.20% | 87.37% | 91.68% | 93.54% | 92.93% | 92.80% | 90.34% | 91.81% | 89.00% | 91.40% | 91.50% | 92.77% | -1.27% |
| 2015/16 | 92.46% | 93.02% | 92.82% | 90.45% | 92.35% | 91.74% | 90.18% | 94.17% | 92.38% | 93.27% | 85.22% | 91.96% | 92.26% | 92.46% | -0.19% |
| 2016/17 | 94.36% | 93.83% | 92.55% | 90.68% | 91.43% | 93.51% | 94.53% | 94.37% | 92.45% | 94.00% | 90.00% | 93.02% | 93.10% | 94.36% | -1.26% |
| 2017/18 | 93.90% | | | | | | | | | | | 93.90% | 93.90% | 93.90% | 0.00% |



Information 2016 to 2017

- a. **Foundation Phase**
Whilst the figures show low results these demonstrate good progress of the pupils from a low starting point. The gap of boys behind girls reduced in 2017.
- b. **KS2**
The figures show that there were increases in performance in KS2. The Core Subject Indicator placed in the third quartile. Targets were met.
- c. **KS3**
Performance increased sharply. Quartile benchmarks were in groups one and two. Targets were exceeded.
- d. **KS4**
Value added showed that progress for the pupils was strong. Challenging new GCSEs were taken in English and mathematics. Similar challenges were seen in all Welsh schools.

6666 Cymer Afan Federation FP Core Data Summary

FP

30/11/2017 09:59

| | 2013 | | 2014 | | 2015 | | 2016 | | 2017 | | NFSM & FSM | | | | Gender Diff Boys-Girls | | | | | |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|--------------|--------------|--------------|--------------|--------------|------------|-------|-------|-------|------------------------|-------|----------|----------|----------|-----|
| | Current Yr 6 | Current Yr 5 | Current Yr 4 | Current Yr 3 | Current Yr 2 | Current Yr 1 | Current Yr 2 | Current Yr 1 | Current Yr 2 | Current Yr 1 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | |
| School Roll (Place No's) | 416 | 411 | 429 | 444 | 449 | | | | | | 206 | 155 | 223 | 154 | 215 | 158 | 3 boys | 4 boys | 280 boys | |
| FSM % & Group (Place 3yr Ave.) | 44.9% BM GS | 42.0% BM GS | 43.4% BM GS | 42.2% BM GS | 41.8% BM GS | | | | | | | | | | | | | | | |
| SEN (Place) | 39% | 39% | 34% | 27% | 28% | | | | | | | | | | | | | | | |
| Exclusions (Pupils, Days) | 3p, 10.5d | 2p, 33.5d | 0p, 0d | 0p, 0d | 0p, 0d | | | | | | | | | | | | | | | |
| Attendance (2017 Provisional) | 92.3% ³ | 94.3% ¹ | 94.4% ² | 94.1% ² | 94.6% ⁰ | | | | | | 95.2% | 93.3% | 95.0% | 92.7% | 95.4% | 93.5% | -0.1% | -0.6% | 0.5% | |
| FSM | 44.0% | 34.7% | 46.3% | 43.1% | 46.9% | | | | | | | | | | | | | | | |
| Statements & SA | 1, 14 | 0, 6 | 3, 3 | 4, 4 | 3, 6 | | | | | | | | | | | | | | | |
| LAC | 1 | 1 | 0 | 1 | 0 | | | | | | | | | | | | | | | |
| Not Fluent in English | 0 | 1 | 0 | 0 | 1 | | | | | | | | | | | | | | | |
| Yr 2 Cohort | 50 | 49 | 54 | 65 | 49 | | | | | | 28 | 25 | 34 | 28 | 26 | 23 | 36B, 18G | 28B, 37G | 28B, 27G | |
| Performance Data | | | | | | | | | | | | | | | | | | | | |
| FPOI 05+ | 64% ⁴ | 78% ³ | 54% ⁴ | 71% ⁴ | 51% ⁴ | | | | | | 81% | 81% | 87% | 81% | 87% | 81% | 61% | 61% | 65% | 35% |
| LCE 05+ | 64% ⁴ | 82% ³ | 59% ⁴ | 77% ⁴ | 59% ⁴ | | | | | | 83% | 82% | 88% | 83% | 82% | 88% | 68% | 52% | 79% | 71% |
| LCV 05+ | | | | | | | | | | | 0% | 89% | 91% | 0% | 89% | 91% | | | | |
| MDT 05+ | 66% ⁴ | 82% ³ | 65% ⁴ | 75% ⁴ | 63% ⁴ | | | | | | 86% | 85% | 90% | 86% | 85% | 90% | 79% | 48% | 79% | 68% |
| PSD 05+ | 86% ³ | 98% ¹ | 89% ⁴ | 85% ⁴ | 76% ⁴ | | | | | | 90% | 91% | 95% | 90% | 91% | 95% | 89% | 88% | 91% | 75% |
| LCE 06+ | 22% ⁴ | 12% ⁴ | 13% ⁴ | 6% ⁴ | 4% ⁴ | | | | | | 26% | 29% | 38% | 26% | 29% | 38% | 21% | 8% | 9% | 0% |
| LCV 06+ | | | | | | | | | | | 0% | 36% | 38% | 0% | 36% | 38% | | | | |
| MDT 06+ | 16% ² | 10% ⁴ | 11% ⁴ | 5% ⁴ | 4% ⁴ | | | | | | 28% | 32% | 39% | 28% | 32% | 39% | 18% | 4% | 6% | 4% |
| PSD 06+ | 42% ¹ | 25% ² | 28% ⁴ | 29% ⁴ | 6% ⁴ | | | | | | 39% | 48% | 61% | 39% | 48% | 61% | 39% | 16% | 38% | 14% |

| Benchmark Quartiles | 1st | 2nd | 3rd | 4th |
|---------------------|-----|-----|-----|-----|
| | 1 | 0 | 4 | 15 |

Performance in comparison to girls
10% points lower than national gender difference

3 Year FSM Benchmark Analysis

CSI U 12 Ent'Ve U 12 Maths U 12 KS1MFP Data U 36

E Excellent
G Good
U Unsatisfactory

A Adequate
U Unsatisfactory

6666 Cymer Afan Federation KS2 Core Data Summary

KS2

30/11/2017 09:58

| School Roll (Place No's) | 2013 | | 2014 | | 2015 | | 2016 | | 2017 | | 2017 | | 2015 | | | 2016 | | | 2017 | | | | | | | | | | | | |
|--------------------------------|---------------|--------------|--------------|--------------|--------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|---------|--------|-----------|-----------|--------|--------|--------|--------|--------|----------|----------|----------|--------|--------|--------|--------|--------|--------|--------|-------|----|
| | Current Yr 10 | Current Yr 9 | Current Yr 8 | Current Yr 7 | Current Yr 6 | Current Yr 5 | Current Yr 4 | Current Yr 3 | Current Yr 2 | Current Yr 1 | Family | LA | Yales | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | | | | | | |
| FSM % & Group (Place 3yr Ave.) | 416 | 411 | 429 | 444 | 449 | 44.9% ^{BM} _{GS} | 42.0% ^{BM} _{GS} | 43.4% ^{BM} _{GS} | 42.2% ^{BM} _{GS} | 41.8% ^{BM} _{GS} | 12696 | 276940 | 206 | 155 | 223 | 159 | 245 | 158 | 158 | 3 boys | 4 boys | 230 boys | 206 | 155 | 223 | 159 | 245 | 158 | 158 | | |
| SEN (Place) | 39% | 39% | 34% | 27% | 28% | 44.9% ^{BM} _{GS} | 42.0% ^{BM} _{GS} | 43.4% ^{BM} _{GS} | 42.2% ^{BM} _{GS} | 41.8% ^{BM} _{GS} | 23% | 19% | 39% | 39% | 34% | 27% | 28% | 28% | 28% | 28% | 28% | 28% | 28% | 28% | 28% | 28% | 28% | 28% | 28% | | |
| Exclusions (Pupils, Days) | 3p, 10.5d | 2p, 33.5d | 0p, 0d | 0p, 0d | 0p, 0d | 3p, 10.5d | 2p, 33.5d | 0p, 0d | 0p, 0d | 0p, 0d | 2.4% | 0% | 3p, 10.5d | 2p, 33.5d | 0p, 0d | 0p, 0d | 0p, 0d | 0p, 0d | 0p, 0d | 0p, 0d | 0p, 0d | 0p, 0d | 0p, 0d | 0p, 0d | 0p, 0d | 0p, 0d | 0p, 0d | 0p, 0d | 0p, 0d | | |
| Attendance (2017 Provisional) | 92.3% | 94.3% | 94.4% | 94.1% | 94.6% | 92.3% | 94.3% | 94.4% | 94.1% | 94.6% | 94.7% | 94.7% | 92.3% | 94.3% | 94.4% | 94.1% | 94.6% | 94.6% | 94.6% | 94.6% | 94.6% | 94.6% | 94.6% | 94.6% | 94.6% | 94.6% | 94.6% | 94.6% | 94.6% | 94.6% | |
| FSM | 51.8% | 35.9% | 42.9% | 29.3% | 32.7% | 51.8% | 35.9% | 42.9% | 29.3% | 32.7% | 20% | | 51.8% | 35.9% | 42.9% | 29.3% | 32.7% | 32.7% | 32.7% | 32.7% | 32.7% | 32.7% | 32.7% | 32.7% | 32.7% | 32.7% | 32.7% | 32.7% | 32.7% | 32.7% | |
| Statements & SA | 6, 8 | 5, 8 | 3, 8 | 5, 5 | 5, 3 | 6, 8 | 5, 8 | 3, 8 | 5, 5 | 5, 3 | 65, 148 | | 6, 8 | 5, 8 | 3, 8 | 5, 5 | 5, 3 | 5, 3 | 5, 3 | 5, 3 | 5, 3 | 5, 3 | 5, 3 | 5, 3 | 5, 3 | 5, 3 | 5, 3 | 5, 3 | 5, 3 | 5, 3 | |
| LAC | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 22 | | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| Not Fluent in English | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 29 | | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yr 6 Cohort | 56 | 39 | 36 | 58 | 55 | 56 | 39 | 36 | 58 | 55 | 1531 | 33568 | 20 | 15 | 41 | 17 | 36 | 18 | 18 | 19B, 17G | 28B, 30G | 31B, 24G | 20 | 15 | 41 | 17 | 36 | 18 | 18 | 18 | 18 |
| CSI Level 4+ | 66% | 77% | 67% | 69% | 76% | 66% | 77% | 67% | 69% | 76% | 83% | 90% | 80% | 63% | 68% | 71% | 75% | 83% | 83% | 83% | 83% | 83% | 80% | 63% | 68% | 71% | 75% | 83% | 83% | 83% | |
| English Level 4+ | 71% | 77% | 69% | 74% | 76% | 71% | 77% | 69% | 74% | 76% | 85% | 91% | 85% | 53% | 76% | 71% | 75% | 83% | 83% | 83% | 83% | 85% | 53% | 76% | 71% | 75% | 83% | 83% | 83% | 83% | |
| Welsh 1st Level 4+ | | | | | | | | | | | 0% | 92% | | | | | | | | | | | | | | | | | | | |
| Maths Level 4+ | 70% | 77% | 72% | 76% | 80% | 70% | 77% | 72% | 76% | 80% | 86% | 92% | 70% | 53% | 76% | 76% | 75% | 89% | 89% | 89% | 89% | 90% | 53% | 76% | 76% | 76% | 75% | 89% | 89% | 89% | |
| Science Level 4+ | 77% | 77% | 72% | 69% | 78% | 77% | 77% | 72% | 69% | 78% | 87% | 92% | 77% | 53% | 68% | 71% | 75% | 89% | 89% | 89% | 89% | 90% | 53% | 68% | 71% | 75% | 75% | 89% | 89% | 89% | |
| English Level 5+ | 23% | 13% | 17% | 14% | 18% | 23% | 13% | 17% | 14% | 18% | 30% | 45% | 23% | 7% | 15% | 12% | 22% | 11% | 11% | 11% | 11% | 25% | 7% | 15% | 12% | 15% | 22% | 11% | 11% | 11% | |
| Welsh 1st Level 5+ | | | | | | | | | | | 0% | 42% | | | | | | | | | | | | | | | | | | | |
| Maths Level 5+ | 25% | 15% | 19% | 14% | 25% | 25% | 15% | 19% | 14% | 25% | 32% | 47% | 25% | 7% | 15% | 12% | 25% | 28% | 28% | 28% | 28% | 30% | 7% | 15% | 12% | 15% | 25% | 28% | 28% | 28% | |
| Science Level 5+ | 23% | 13% | 17% | 10% | 15% | 23% | 13% | 17% | 10% | 15% | 34% | 46% | 23% | 0% | 12% | 6% | 19% | 6% | 6% | 6% | 6% | 30% | 0% | 12% | 6% | 12% | 6% | 19% | 6% | 6% | |

Parity boys' performance in comparison to girls
 10% points lower than national gender difference

| Benchmark Quartiles | 1st | 2nd | 3rd | 4th |
|---------------------|-----|-----|-----|-----|
| | 0 | 0 | 3 | 17 |

3 Year FSM Benchmark Analysis

| CSI | English | Welsh | Maths | KS2 Data |
|-----|---------|-------|-------|----------|
| U | U | U | U | U |

E Excellent
 G Good
 U Unsatisfactory
 A Adequate

KS2

6666 Cymer Afan Federation Targets Analysis

| | | Cohort | | 54 pupils | | B, G | | FFT Matched | | #N/A | | | |
|-----------|----------|-----------|-------|-----------|-------|-------------|-------------|-------------|----------------|--------------|------------|---------------|-------------|
| 2017 | | 3 Yr Mean | Q3 | Q2 | Q1 | FFT B (50%) | FFT D (25%) | FFT (10%) | Family Average | Floor Target | Asp Target | School Target | Actual 2017 |
| CSI | | 71% ✓ | 74% ✓ | 82% ✓ | 88% ✓ | 0% ✓ | 0% ✓ | 0% ✓ | 83% x | | | 76% | 76% |
| English | Level 4+ | 74% ✓ | 77% ✓ | 85% ✓ | 89% ✓ | 0% ✓ | 0% ✓ | 0% ✓ | 85% x | | | 76% | 76% |
| Welsh 1st | Level 4+ | | 52% ✓ | 78% ✓ | 90% ✓ | | | | | | | | |
| Maths | Level 4+ | 77% ✓ | 78% ✓ | 86% ✓ | 91% ✓ | 0% ✓ | 0% ✓ | 0% ✓ | 86% x | | | 80% | 80% |
| Science | Level 4+ | 73% ✓ | 80% ✓ | 87% ✓ | 92% ✓ | 0% ✓ | 0% ✓ | 0% ✓ | 87% x | | | 80% | 78% |

| | | Cohort | | 49 pupils | | B, G | | FFT Matched | | #N/A | | | |
|-----------|----------|-----------|-------|-----------|-------|-------------|-------------|-------------|----------------|--------------|------------|---------------|--|
| 2018 | | 3 Yr Mean | Q3 | Q2 | Q1 | FFT B (50%) | FFT D (25%) | FFT (10%) | Family Average | Floor Target | Asp Target | School Target | |
| CSI | | 71% ✓ | 74% ✓ | 82% ✓ | 88% ✓ | 0% ✓ | 0% ✓ | 0% ✓ | 83% x | | | 73% | |
| English | Level 4+ | 74% ✓ | 77% ✓ | 85% ✓ | 89% ✓ | 0% ✓ | 0% ✓ | 0% ✓ | 85% x | | | 73% | |
| Welsh 1st | Level 4+ | | 52% ✓ | 78% ✓ | 90% ✓ | | | | | | | | |
| Maths | Level 4+ | 77% ✓ | 78% ✓ | 86% ✓ | 91% ✓ | 0% ✓ | 0% ✓ | 0% ✓ | 86% ✓ | | | 88% | |
| Science | Level 4+ | 73% ✓ | 80% ✓ | 87% ✓ | 92% ✓ | 0% ✓ | 0% ✓ | 0% ✓ | 87% x | | | 78% | |

4047 Cymer Afan KS3 Core Data Summary

KS3

30/11/2017 09:58

Current Yr 13 Current Yr 12 Current Yr 11 Current Yr 10 Current Yr 9

| School Roll | 2013 | | 2014 | | 2015 | | 2016 | | 2017 | | 2017 | | 2017 | | MFSM & FSM | | | Gender Diff Boys-Girls | | | |
|---------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|---------|------|-----|------|------|--------|------|------|------|------------|------|------|------------------------|------|------|--|
| | 286 | 244 | 244 | 216 | 216 | 210 | 213 | 22% | 17% | 8068 | 150618 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | |
| FSM % & Group | 39.1% M | 39.6% M | 40.2% M | 40.3% M | 40.3% M | 37.9% M | | | | | | | | | | | | | | | |
| SEN | 32% | 39% | 39% | 40% | 40% | 40% | | | | | | | | | | | | | | | |
| Exclusions (Pupils, Days) | 8p, 19.5d | 8p, 33d | 9p, 15d | 13p, 19d | 9p, 29d | | | | | | | | | | | | | | | | |
| Attendance | 90.4% ₃ | 91.0% ₃ | 91.5% ₃ | 92.3% ₂ | 93.1% ₁ | | | | | | | | | | | | | | | | |
| FSM | 39.1% | 36.0% | 38.5% | 53.1% | 21.9% | | | | | | | | | | | | | | | | |
| Statements & SA+ | 0, 4 | 1, 8 | 1, 3 | 1, 8 | 0, 5 | | | | | | | | | | | | | | | | |
| LAC | 0 | 2 | 1 | 0 | 0 | | | | | | | | | | | | | | | | |
| Yr 9 Cohort | 46 | 50 | 41 | 49 | 32 | | | | | | | | | | | | | | | | |
| CSI | 63% ₃ | 62% ₄ | 63% ₄ | 57% ₄ | 91% ₁ | | | | | | | | | | | | | | | | |
| English | 67% ₃ | 72% ₄ | 66% ₄ | 63% ₄ | 91% ₁ | | | | | | | | | | | | | | | | |
| Welsh | | | | | | | | | | | | | | | | | | | | | |
| Maths | 72% ₄ | 74% ₄ | 73% ₄ | 76% ₄ | 97% ₁ | | | | | | | | | | | | | | | | |
| Science | 67% ₄ | 80% ₄ | 71% ₄ | 82% ₃ | 100% ₁ | | | | | | | | | | | | | | | | |
| English | 30% ₂ | 28% ₄ | 15% ₄ | 27% ₄ | 25% ₄ | | | | | | | | | | | | | | | | |
| Welsh | | | | | | | | | | | | | | | | | | | | | |
| Maths | 22% ₄ | 32% ₄ | 29% ₄ | 31% ₄ | 53% ₂ | | | | | | | | | | | | | | | | |
| Science | 13% ₄ | 24% ₄ | 22% ₄ | 27% ₄ | 34% ₃ | | | | | | | | | | | | | | | | |

| Benchmark Quartiles | 1st | 2nd | 3rd | 4th |
|---------------------|-----|-----|-----|-----|
| | 4 | 0 | 3 | 13 |

Positive boys' performance in comparison to girls'
3% points lower than national gender difference

| 3 Year FSM Benchmark Analysis | CSI | English | Welsh | Maths | Sci | KS3 Data | E | Excellent | A | Adequate |
|-------------------------------|-----|---------|-------|-------|-----|----------|---|-----------|---|----------------|
| | A | A | A | A | A | A | G | Good | U | Unsatisfactory |
| | 9 | 9 | 0 | 9 | 8 | 35 | | | | |

4047 Cymer Afan KS4 Core Data Summary

KS4

30/11/2017 09:53

| | Current Yr 15 | | Current Yr 14 | | Current Yr 13 | | Current Yr 12 | | Current Yr 11 | |
|---------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|---------------|---------------|------|---------------|------|
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2017 | 2017 | 2017 | 2017 | 2017 |
| Whole School | | | | | | | | | | |
| School Roll | 266 | 244 | 216 | 210 | 213 | 8068 | 150618 | | | |
| FSM % & Group | 39.1% M | 39.8% M | 40.2% M | 40.3% M | 37.9% M | 22% | 17% | | | |
| SEN | 32% | 39% | 39% | 40% | 40% | 30% | 0% | | | |
| Exclusions (Pupils, Days) | 8p, 19.5d | 8p, 33d | 9p, 15d | 13p, 19d | 9p, 29d | 354p, 1786.5d | | | | |
| Attendance | 90.4% ₃ | 91.0% ₃ | 91.5% ₃ | 92.3% ₂ | 93.1% ₁ | 93.4% | 94.1% | | | |
| Yr 11 | | | | | | | | | | |
| FSM | 41.4% | 39.3% | 40.0% | 35.3% | 34.1% | 22.3% | | | | |
| Statements & SA+ | 1, 0 | 2, 2 | 0, 5 | 1, 5 | 1, 2 | 72, 126 | | | | |
| LAC | 2 | 0 | 0 | 0 | 1 | 19 | | | | |
| Yr 11 Cohort | 70 | 61 | 45 | 51 | 41 | 1483 | 29339 | | | |
| Performance Data | | | | | | | | | | |
| Level 2 EW&M | 33% ₃ | 31% ₃ | 33% ₄ | 59% ₁ | 42% ₂ | 0% | 51% | 0% | | |
| Level 2 | 63% ₃ | 85% ₁ | 93% ₁ | 96% ₁ | 59% ₁ | 0% | 65% | 0% | | |
| Level 1 | 97% ₁ | 97% ₁ | 98% ₂ | 100% ₁ | 95% ₂ | 0% | 93% | 0% | | |
| CSI | 21% ₄ | 31% ₃ | 33% ₃ | 49% ₂ | 0% | 0% | 0% | 0% | | |
| Average Capped Points | 304 ₂ | 347 ₁ | 358 ₁ | 361 ₁ | 339 ₂ | 0 | 336 | 0 | | |
| English | 36% ₄ | 49% ₃ | 56% ₂ | 80% ₁ | 49% ₁ | 0% | 63% | 0% | | |
| Welsh 1st Lang | — | — | — | — | — | — | 72% | 0% | | |
| Maths | 47% ₂ | 36% ₄ | 38% ₄ | 61% ₁ | 49% ₂ | 0% | 59% | 0% | | |
| Science | 26% ₄ | 90% ₁ | 96% ₁ | 84% ₂ | 76% ₂ | 0% | 67% | 0% | | |
| No Qualifications | 0% | 0% | 0% | 0% | 0% | 0.0% | 0.0% | 0.0% | | |
| LENQ | 0% | 0% | 0% | 0% | 0% | 0.0% | 0.0% | 0.0% | | |

| Benchmark Quartiles | |
|---------------------|----|
| 1st | 16 |
| 2nd | 11 |
| 3rd | 6 |
| 4th | 6 |

| 3 Year FSM Benchmark Analysis | | L2 Inc | | L2 | | L1 | | CSI | | En | | We | | Ma | | Sci | |
|-------------------------------|--|--------|---|----|---|----|---|-----|---|----|---|----|---|----|---|-----|---|
| | | A | E | E | G | G | G | G | G | G | G | A | A | A | A | G | G |
| | | 7 | 3 | 3 | 5 | 4 | 0 | 7 | 5 | 4 | 0 | 7 | 5 | 4 | 0 | 7 | 5 |

| | 2015 | | | 2016 | | | 2017 | | | Gender Diff Boys-Girls | | |
|-------|-------|-------|-------|-------|-------|----------|----------|----------|------|------------------------|------|------|
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| 129 | 87 | 128 | 82 | 140 | 73 | 32 girls | 16 girls | 11 girls | | | | |
| — | — | — | — | — | — | — | — | — | — | — | — | — |
| — | — | — | — | — | — | — | — | — | — | — | — | — |
| 94.0% | 88.1% | 94.5% | 89.0% | 95.5% | 88.4% | 0.3% | -0.6% | -1.3% | | | | |
| — | — | — | — | — | — | — | — | — | — | — | — | — |
| — | — | — | — | — | — | — | — | — | — | — | — | — |
| 27 | 18 | 33 | 18 | 27 | 14 | 15B, 30G | 24B, 27G | 20B, 21G | | | | |
| 37% | 28% | 61% | 56% | 44% | 29% | -30% | -9% | -18% | | | | |
| 100% | 83% | 100% | 89% | 63% | 50% | 0% | 0% | -26% | | | | |
| 100% | 94% | 100% | 94% | 100% | 86% | -7% | 0% | -10% | | | | |
| 37% | 28% | 48% | 50% | 0% | 0% | -30% | 2% | 0% | | | | |
| 379 | 327 | 361 | 336 | 362 | 295 | -23 | -21 | -36 | | | | |
| 70% | 33% | 88% | 67% | 56% | 36% | -53% | -10% | -37% | | | | |
| — | — | — | — | 0% | 0% | — | — | — | | | | |
| 41% | 33% | 61% | 61% | 49% | 50% | -17% | -12% | -7% | | | | |
| 100% | 89% | 82% | 89% | 79% | 71% | -3% | 6% | 38% | | | | |

Positive boys' performance in comparison to girls'
3% points lower than national gender difference

| KS4 Data | | E | | G | | A | | U | |
|----------|--|----|----|------|------|----|----|----|----|
| | | G | G | Good | Good | U | U | U | U |
| | | 31 | 31 | 31 | 31 | 31 | 31 | 31 | 31 |

Attendance (3 Yr Benchmark Analysis)

Good

3 Year FSM Benchmark Analysis

| KS3 Core Data | | | | | | | | | | | |
|---------------|-----|------|------|-----|-----|-------|----|-----|----|-----|--------------------|
| CSI | En | We | Ma | Sci | Ma | Sci | Ma | Sci | Ma | Sci | We 2 nd |
| A | A | | A | A | | | | | | | A |
| Art | D&T | Geog | Hist | IT | MFL | Music | PE | | | | |
| U | A | U | U | A | U | A | U | | | | G |

1 Yr Family Comparison

| CSI | En 5+ | We 5+ | Ma 5+ | Sc 5+ | Eng 6+ | We 6+ | Ma 6+ | Sc 6+ |
|-----|-------|-------|-------|-------|--------|-------|-------|-------|
| 23% | 12% | | 22% | 16% | -16% | | 13% | -5% |

5% greater than family average
5% lower than family average

3 Year FSM Benchmark Analysis

| KS4 Data | | | | | | | | | |
|----------|----|----|-----|----|----|----|-----|----|-----|
| L2 Inc | L2 | L1 | CSI | En | We | Ma | Sci | Ma | Sci |
| A | E | G | G | G | | A | G | | G |

1 Yr Family Comparison

| L2 Inc | L2 | L1 | CSI | En | We | Ma | Sci |
|--------|-----|-----|-----|-----|-----|-----|-----|
| 39% | 59% | 95% | 0% | 49% | 49% | 76% | |

5% greater than family average
5% lower than family average

4047 Cymer Afan Targets Analysis

KS3

Cohort 32 Pupils B, G FFT Matched 33 Pupils

| Year to Compare | JTT | 32 Pupils | | | 33 Pupils | | | School Target | Actual 2016 | | | | |
|-----------------|------|-----------|-----|-----|-----------|-----|-----------|---------------|-------------|-----------|----------------|--------------|------------|
| | | Mea | Q3 | Q2 | Q1 | B | FFT (25%) | | | FFT (10%) | Family Average | Floor Target | Asp Target |
| CSI | 2017 | 68% | 64% | 81% | 82% | 81% | 85% | 0% | 67% | 0% | 0% | 72% | 91% |
| | | ✓ | ✓ | x | x | x | x | ✓ | ✓ | | | | Low Target |
| English | 2017 | 71% | 77% | 84% | 90% | 86% | 90% | 93% | 78% | 0% | 0% | 72% | 91% |
| | | ✓ | x | x | x | x | x | x | x | | | | Low Target |
| Welsh 1st Lang | 2017 | - | - | - | - | - | - | - | - | - | - | - | - |
| | | | | | | | | | x | | | | Low Target |
| Maths | 2017 | 80% | 75% | 86% | 88% | 88% | 91% | 93% | 75% | 0% | 0% | 84% | 97% |
| | | ✓ | ✓ | x | x | x | x | ✓ | ✓ | | | | Low Target |
| Science | 2017 | 83% | 83% | 89% | 92% | 92% | 95% | 98% | 84% | 0% | 0% | 88% | 100% |
| | | ✓ | ✓ | x | x | x | x | x | ✓ | | | | Low Target |

Cohort 36 Pupils B, G FFT Matched 34 Pupils

| Year to Compare | JTT | 36 Pupils | | | 34 Pupils | | | School Target | | | | | |
|-----------------|------|-----------|-----|-----|-----------|-----|-----------|---------------|-----------|----------------|--------------|------------|------------|
| | | Mea | Q3 | Q2 | Q1 | B | FFT (25%) | | FFT (10%) | Family Average | Floor Target | Asp Target | |
| CSI | 2018 | 68% | 64% | 81% | 82% | 66% | 71% | 0% | 67% | 0% | 0% | 61% | 61% |
| | | x | x | x | x | x | x | ✓ | x | | | | Low Target |
| English | 2018 | 71% | 77% | 84% | 90% | 72% | 77% | 81% | 78% | 0% | 0% | 61% | 61% |
| | | x | x | x | x | x | x | x | ✓ | | | | Low Target |
| Welsh 1st Lang | 2018 | - | - | - | - | - | - | - | - | - | - | - | - |
| | | | | | | | | | | | | | Low Target |
| Maths | 2018 | 80% | 75% | 86% | 88% | 76% | 80% | 83% | 75% | 0% | 0% | 72% | 72% |
| | | x | x | x | x | x | x | ✓ | ✓ | | | | Low Target |
| Science | 2018 | 83% | 83% | 89% | 92% | 82% | 87% | 91% | 84% | 0% | 0% | 81% | 81% |
| | | x | x | x | x | x | x | x | x | | | | Low Target |

Low targets highlighted if below 3 yr mean or FFT Type B

4047 Cymer Afan Targets Analysis

KS4

Cohort 42 Pupils B, G FFT Matched 42 Pupils

| Year Group | 2017 | FFT | | | Family Average | | | School Target | Actual 2016 |
|----------------|----------|----------|----------|----------|----------------|-----------|-----------|---------------|-------------|
| | | Q3 | Q2 | Q1 | B | FFT (25%) | FFT (10%) | | |
| Level 2 E/W&M | 45% ✓ | 40% ✓ | 49% ✗ | 53% ✗ | 28% ✓ | 33% ✓ | 0% ✓ | 0% | 48% 39% |
| Level 1 | 98% ✓ | 93% ✓ | 96% ✓ | 99% ✗ | 91% ✓ | 95% ✓ | 0% ✓ | 0% | 98% 95% |
| CSI | 29% ✗ | 32% ✗ | 43% ✗ | 50% ✗ | 25% ✓ | 30% ✗ | 0% ✓ | 0% | 0% |
| English | 63% ✗ | 54% ✗ | 61% ✗ | 69% ✗ | 36% ✓ | 41% ✓ | 0% ✓ | 0% | 52% 49% |
| Welsh 1st Lang | - | - | - | - | 42% ✓ | 47% ✓ | 52% ✓ | - | - |
| Maths | 50% ✓ | 49% ✓ | 55% ✓ | 56% ✓ | 39% ✓ | 44% ✓ | 0% ✓ | 0% | 62% 49% |
| Science | 85% ✗ | 59% ✗ | 79% ✗ | 87% ✗ | 31% ✗ | 36% ✗ | 0% ✗ | 0% | 0% 76% |

Low Target
Low Target

High Target
Low Target

Cohort 49 Pupils B, G FFT Matched 49 Pupils

| Year to Come | 2018 | FFT | | | Family Average | | | School Target | | |
|----------------|----------|----------|----------|----------|----------------|-----------|-----------|---------------|----|--------------------|
| | | Q3 | Q2 | Q1 | B | FFT (25%) | FFT (10%) | | | |
| Level 2 E/W&M | 45% ✗ | 40% ✓ | 49% ✗ | 53% ✗ | 38% ✓ | 43% ✗ | 0% ✓ | 0% | 0% | 41% Low Target |
| Level 1 | 98% ✓ | 93% ✓ | 96% ✓ | 99% ✓ | 94% ✓ | 96% ✓ | 0% ✓ | 0% | 0% | 100% |
| CSI | 29% ✗ | 32% ✗ | 43% ✗ | 50% ✗ | 36% ✓ | 41% ✗ | 0% ✓ | 0% | 0% | 0% |
| English | 63% ✗ | 54% ✗ | 61% ✗ | 69% ✗ | 48% ✗ | 53% ✗ | 0% ✓ | 0% | 0% | 47% Low Target |
| Welsh 1st Lang | - | - | - | - | 52% ✓ | 57% ✓ | 60% ✓ | - | - | - |
| Maths | 50% ✓ | 49% ✓ | 55% ✓ | 56% ✓ | 49% ✓ | 54% ✓ | 0% ✓ | 0% | 0% | 61% High Target |
| Science | 85% ✗ | 59% ✗ | 79% ✗ | 87% ✗ | 44% ✓ | 49% ✗ | 0% ✓ | 0% | 0% | 0% |

Low targets highlighted if below 3 yr mean or FFT Type B

Targets for 2017 to 2018

1. Foundation Phase
Targets are no longer being set at Foundation Phase in Wales.
2. KS2
Challenging targets have been set and shared with the LA.
3. KS3
Challenging targets have been set and shared with the LA.
4. KS4
Challenging targets have been set and shared with the LA.

Key Stage 2 Target Setting Form

School No.:

School Name:

Cymer Federation

| Boys/ Girls | 2017 - 2018 Academic Year Year 6 (Teacher Assessment in 2018) | | | | | | | | | | | |
|----------------|--|-----|-------|-----|--------|-----|---------------|---------------|---------------|---------------|---------------|---------------|
| | Boys | | Girls | | Pupils | | Boys | | Girls | | All pupils | |
| | L4+ | L5+ | L4+ | L5+ | L4+ | L5+ | Target L4+ | Target L5+ | Target L4+ | Target L5+ | Target L4+ | Target L5+ |
| Full | 23 | 0 | 0 | 0 | 0 | 0 | | | | | | |
| Welsh medium | | | | | | | | | | | | |
| English | 17 | 3 | 20 | 3 | 37 | 6 | 74% | 13% | 71% | 12% | 76% | 12% |
| Welsh 1st | 0 | 0 | 0 | 0 | 0 | 0 | - | - | - | - | - | - |
| Maths | 17 | 3 | 20 | 1 | 37 | 4 | 74% | 13% | 77% | 4% | 76% | 3% |
| Science | 17 | 3 | 20 | 3 | 37 | 6 | 74% | 13% | 77% | 12% | 76% | 12% |
| Welsh 2nd | 13 | 0 | 20 | 1 | 33 | 1 | 57% | 0% | 77% | 4% | 67% | 2% |
| CSI | 17 | | 20 | | 37 | | 74% | | 77% | | 76% | |

| Boys/ Girls | 2017 - 2018 Academic Year Year 5 (Teacher Assessment in 2019) | | | | | | | | | | | |
|----------------|--|-----|-------|-----|--------|-----|---------------|---------------|---------------|---------------|---------------|---------------|
| | Boys | | Girls | | Pupils | | Boys | | Girls | | All pupils | |
| | L4+ | L5+ | L4+ | L5+ | L4+ | L5+ | Target L4+ | Target L5+ | Target L4+ | Target L5+ | Target L4+ | Target L5+ |
| Full | 35 | 0 | 19 | 0 | 0 | 0 | | | | | | |
| Welsh medium | | | | | | | | | | | | |
| English | 20 | 5 | 15 | 2 | 35 | 7 | 56% | 14% | 73% | 11% | 64% | 13% |
| Welsh 1st | 0 | 0 | 0 | 0 | 0 | 0 | - | - | - | - | - | - |
| Maths | 20 | 5 | 15 | 1 | 35 | 6 | 56% | 14% | 75% | 5% | 64% | 11% |
| Science | 24 | 6 | 15 | 2 | 39 | 8 | 67% | 17% | 72% | 11% | 71% | 15% |
| Welsh 2nd | 17 | 0 | 12 | 1 | 29 | 1 | 47% | 0% | 65% | 5% | 53% | 2% |
| CSI | 20 | | 15 | | 35 | | 56% | | 73% | | 64% | |

| Boys/ Girls | 2017 - 2018 Academic Year Year 4 (Teacher Assessment in 2020) | | | | | | | | | | | |
|----------------|--|-----|-------|-----|--------|-----|---------------|---------------|---------------|---------------|---------------|---------------|
| | Boys | | Girls | | Pupils | | Boys | | Girls | | All pupils | |
| | L4+ | L5+ | L4+ | L5+ | L4+ | L5+ | Target L4+ | Target L5+ | Target L4+ | Target L5+ | Target L4+ | Target L5+ |
| Full | 30 | 0 | 37 | 0 | 0 | 0 | | | | | | |
| Welsh medium | | | | | | | | | | | | |
| English | 19 | 0 | 28 | 4 | 47 | 4 | 63% | 0% | 76% | 11% | 70% | 6% |
| Welsh 1st | 0 | 0 | 0 | 0 | 0 | 0 | - | - | - | - | - | - |
| Maths | 19 | 2 | 28 | 1 | 47 | 3 | 63% | 7% | 76% | 3% | 70% | 4% |
| Science | 22 | 2 | 28 | 4 | 50 | 6 | 73% | 7% | 76% | 11% | 75% | 9% |
| Welsh 2nd | 14 | 0 | 28 | 2 | 40 | 2 | 47% | 0% | 70% | 5% | 60% | 3% |
| CSI | 19 | | 28 | | 47 | | 63% | | 76% | | 70% | |

| FSM/ Non-FSM | 2017 - 2018 Academic Year Year 6 (Teacher Assessment in 2018) | | | | | | | | | |
|-----------------|--|-----|---------|-----|--------|-----|---------------|---------------|---------------|---------------|
| | FSM | | Non-FSM | | Pupils | | FSM | | Non-FSM | |
| | L4+ | L5+ | L4+ | L5+ | L4+ | L5+ | Target L4+ | Target L5+ | Target L4+ | Target L5+ |
| Full | 21 | 0 | 28 | 0 | 0 | 0 | | | | |
| Welsh medium | | | | | | | | | | |
| English | 16 | 1 | 21 | 5 | 37 | 6 | 76% | 5% | 75% | 16% |
| Welsh 1st | 0 | 0 | 0 | 0 | 0 | 0 | - | - | - | - |
| Maths | 16 | 1 | 21 | 3 | 37 | 4 | 76% | 5% | 75% | 11% |
| Science | 16 | 1 | 21 | 5 | 37 | 6 | 76% | 5% | 75% | 16% |
| Welsh 2nd | 14 | 0 | 19 | 1 | 33 | 1 | 67% | 0% | 66% | 4% |
| CSI | 16 | | 21 | | 37 | | 76% | | 75% | |

| FSM/ Non-FSM | 2017 - 2018 Academic Year Year 5 (Teacher Assessment in 2019) | | | | | | | | | |
|-----------------|--|-----|---------|-----|--------|-----|---------------|---------------|---------------|---------------|
| | FSM | | Non-FSM | | Pupils | | FSM | | Non-FSM | |
| | L4+ | L5+ | L4+ | L5+ | L4+ | L5+ | Target L4+ | Target L5+ | Target L4+ | Target L5+ |
| Full | 23 | 0 | 32 | 0 | 0 | 0 | | | | |
| Welsh medium | | | | | | | | | | |
| English | 13 | 1 | 22 | 6 | 35 | 7 | 57% | 4% | 69% | 16% |
| Welsh 1st | 0 | 0 | 0 | 0 | 0 | 0 | - | - | - | - |
| Maths | 13 | 1 | 22 | 5 | 35 | 6 | 57% | 4% | 69% | 16% |
| Science | 16 | 1 | 23 | 7 | 39 | 8 | 70% | 4% | 72% | 22% |
| Welsh 2nd | 11 | 0 | 19 | 1 | 29 | 1 | 48% | 0% | 58% | 3% |
| CSI | 13 | | 22 | | 35 | | 57% | | 69% | |

| FSM/ Non-FSM | 2017 - 2018 Academic Year Year 4 (Teacher Assessment in 2020) | | | | | | | | | |
|-----------------|--|-----|---------|-----|--------|-----|---------------|---------------|---------------|---------------|
| | FSM | | Non-FSM | | Pupils | | FSM | | Non-FSM | |
| | L4+ | L5+ | L4+ | L5+ | L4+ | L5+ | Target L4+ | Target L5+ | Target L4+ | Target L5+ |
| Full | 25 | 0 | 42 | 0 | 0 | 0 | | | | |
| Welsh medium | | | | | | | | | | |
| English | 17 | 0 | 30 | 4 | 47 | 4 | 68% | 0% | 71% | 10% |
| Welsh 1st | 0 | 0 | 0 | 0 | 0 | 0 | - | - | - | - |
| Maths | 17 | 1 | 30 | 2 | 47 | 3 | 68% | 4% | 71% | 5% |
| Science | 18 | 1 | 32 | 5 | 50 | 6 | 72% | 4% | 76% | 12% |
| Welsh 2nd | 12 | 0 | 28 | 2 | 40 | 2 | 48% | 0% | 67% | 5% |
| CSI | 17 | | 30 | | 47 | | 68% | | 71% | |

Key Stage 3 Target Setting Form

School No.: **4047**

School Name: **Cymer Afan**

| Boys/ Girls | 2017-2018 Year 9 (Teacher Assessment in 2018) | | | | | | | | | | | |
|----------------|--|-----|-----|-------|-----|-----|--------|-----|-----|------------|--------|--------|
| | Boys | | | Girls | | | Pupils | | | All pupils | | |
| | L5+ | L6+ | L6+ | L5+ | L6+ | L6+ | L5+ | L6+ | L6+ | Target | Target | Target |
| Full | 21 | 16 | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Welsh medium | | | | | | | | | | | | |
| English | 14 | 2 | 13 | 3 | 27 | 5 | 31% | 10% | 15% | 15% | 73% | 14% |
| Welsh 1st | 0 | 0 | 0 | 0 | 0 | 0 | - | - | - | - | - | - |
| Maths | 14 | 3 | 12 | 5 | 26 | 8 | 37% | 14% | 31% | 31% | 70% | 22% |
| Science | 14 | 3 | 13 | 2 | 27 | 5 | 37% | 14% | 31% | 31% | 73% | 14% |
| CSI | 14 | 12 | 26 | | | | 37% | | 73% | | 70% | |

| FSM/ Non-FSM | 2017-2018 Year 9 (Teacher Assessment in 2018) | | | | | | | | | | | |
|-----------------|--|-----|-----|---------|-----|-----|--------|-----|-----|---------|--------|--------|
| | FSM | | | Non-FSM | | | Pupils | | | Non-FSM | | |
| | L5+ | L6+ | L6+ | L5+ | L6+ | L6+ | L5+ | L6+ | L6+ | Target | Target | Target |
| Full | 11 | 0 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Welsh medium | | | | | | | | | | | | |
| English | 5 | 0 | 22 | 5 | 27 | 5 | 45% | 0% | 0% | 85% | 15% | 15% |
| Welsh 1st | 0 | 0 | 0 | 0 | 0 | 0 | - | - | - | - | - | - |
| Maths | 5 | 2 | 21 | 6 | 26 | 8 | 45% | 18% | 18% | 81% | 23% | 23% |
| Science | 5 | 0 | 22 | 5 | 27 | 5 | 45% | 0% | 0% | 85% | 15% | 15% |
| CSI | 5 | 21 | 26 | | | | 45% | | 81% | | 81% | |

| Boys/ Girls | 2017-2018 Year 8 (Teacher Assessment in 2019) | | | | | | | | | | | |
|----------------|--|-----|-----|-------|-----|-----|--------|-----|-----|------------|--------|--------|
| | Boys | | | Girls | | | Pupils | | | All pupils | | |
| | L5+ | L6+ | L6+ | L5+ | L6+ | L6+ | L5+ | L6+ | L6+ | Target | Target | Target |
| Full | 27 | 31 | 58 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Welsh medium | | | | | | | | | | | | |
| English | 19 | 4 | 22 | 7 | 41 | 11 | 70% | 15% | 23% | 71% | 19% | 19% |
| Welsh 1st | 0 | 0 | 0 | 0 | 0 | 0 | - | - | - | - | - | - |
| Maths | 20 | 4 | 24 | 7 | 44 | 11 | 74% | 15% | 23% | 73% | 19% | 19% |
| Science | 20 | 4 | 24 | 7 | 44 | 11 | 74% | 15% | 23% | 73% | 19% | 19% |
| CSI | 18 | 22 | 40 | | | | 67% | | 71% | | 69% | |

| FSM/ Non-FSM | 2017-2018 Year 8 (Teacher Assessment in 2019) | | | | | | | | | | | |
|-----------------|--|-----|-----|---------|-----|-----|--------|-----|-----|---------|--------|--------|
| | FSM | | | Non-FSM | | | Pupils | | | Non-FSM | | |
| | L5+ | L6+ | L6+ | L5+ | L6+ | L6+ | L5+ | L6+ | L6+ | Target | Target | Target |
| Full | 11 | 0 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Welsh medium | | | | | | | | | | | | |
| English | 7 | 3 | 34 | 8 | 41 | 11 | 64% | 27% | 27% | 72% | 17% | 17% |
| Welsh 1st | 0 | 0 | 0 | 0 | 0 | 0 | - | - | - | - | - | - |
| Maths | 6 | 3 | 38 | 8 | 44 | 11 | 55% | 27% | 27% | 81% | 17% | 17% |
| Science | 6 | 3 | 38 | 8 | 44 | 11 | 55% | 27% | 27% | 81% | 17% | 17% |
| CSI | 6 | 34 | 40 | | | | 55% | | 72% | | 72% | |

| Boys/ Girls | 2017-2018 Year 7 (Teacher Assessment in 2020) | | | | | | | | | | | |
|----------------|--|-----|-----|-------|-----|-----|--------|-----|-----|------------|--------|--------|
| | Boys | | | Girls | | | Pupils | | | All pupils | | |
| | L5+ | L6+ | L6+ | L5+ | L6+ | L6+ | L5+ | L6+ | L6+ | Target | Target | Target |
| Full | 27 | 24 | 51 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Welsh medium | | | | | | | | | | | | |
| English | 21 | 3 | 22 | 7 | 43 | 10 | 75% | 11% | 25% | 94% | 20% | 20% |
| Welsh 1st | 0 | 0 | 0 | 0 | 0 | 0 | - | - | - | - | - | - |
| Maths | 22 | 7 | 23 | 7 | 45 | 14 | 81% | 25% | 25% | 98% | 27% | 27% |
| Science | 22 | 4 | 22 | 4 | 44 | 8 | 81% | 15% | 22% | 92% | 18% | 18% |
| CSI | 21 | 22 | 43 | | | | 78% | | 92% | | 84% | |

| FSM/ Non-FSM | 2017-2018 Year 7 (Teacher Assessment in 2020) | | | | | | | | | | | |
|-----------------|--|-----|-----|---------|-----|-----|--------|-----|-----|---------|--------|--------|
| | FSM | | | Non-FSM | | | Pupils | | | Non-FSM | | |
| | L5+ | L6+ | L6+ | L5+ | L6+ | L6+ | L5+ | L6+ | L6+ | Target | Target | Target |
| Full | 15 | 0 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Welsh medium | | | | | | | | | | | | |
| English | 13 | 2 | 30 | 8 | 43 | 10 | 87% | 13% | 13% | 93% | 22% | 22% |
| Welsh 1st | 0 | 0 | 0 | 0 | 0 | 0 | - | - | - | - | - | - |
| Maths | 14 | 5 | 31 | 9 | 45 | 14 | 83% | 33% | 33% | 95% | 25% | 25% |
| Science | 14 | 1 | 30 | 7 | 44 | 8 | 83% | 7% | 7% | 93% | 19% | 19% |
| CSI | 13 | 30 | 43 | | | | 87% | | 87% | | 85% | |

Key Stage 4 Target Setting Form

School No.: 4047

School Name:

Cymer Afan Comprehensive

| Boys/ Girls | 2017-2018 Year 11 (Examinations in 2018) | | | | | | |
|----------------|---|------|-------|------|--------|------|------------|
| | Boys | | Girls | | Pupils | | All pupils |
| | No. | % | No. | % | No. | % | |
| Cohort | 19 | 100% | 29 | 100% | 48 | 100% | 100% |
| L1 | 19 | 100% | 29 | 100% | 48 | 100% | 100% |
| L2 | 14 | 74% | 24 | 83% | 38 | 79% | 79% |
| L2+ | 11 | 58% | 20 | 69% | 31 | 65% | 65% |
| L2+ A*A | 0 | 0% | 0 | 0% | 0 | 0% | 0% |

No. achieving

| Boys/ Girls | 2017-2018 Year 10 (Examinations in 2019) | | | | | | |
|----------------|---|------|-------|------|--------|------|------------|
| | Boys | | Girls | | Pupils | | All pupils |
| | No. | % | No. | % | No. | % | |
| Cohort | 14 | 100% | 17 | 100% | 31 | 100% | 100% |
| L1 | 14 | 100% | 17 | 100% | 31 | 100% | 100% |
| L2 | 12 | 86% | 16 | 94% | 28 | 90% | 90% |
| L2+ | 9 | 64% | 14 | 82% | 23 | 74% | 74% |
| L2+ A*A | 0 | 0% | 0 | 0% | 0 | 0% | 0% |

No. achieving

| FSM/ Non-FSM | 2017-2018 Year 11 (Examinations in 2018) | | | | | |
|-----------------|---|------|---------|------|--------|------|
| | FSM | | Non-FSM | | Pupils | |
| | No. | % | No. | % | No. | % |
| Cohort | 19 | 100% | 29 | 100% | 48 | 100% |
| L1 | 19 | 100% | 29 | 100% | 48 | 100% |
| L2 | 15 | 79% | 23 | 79% | 38 | 79% |
| L2+ | 13 | 68% | 18 | 62% | 31 | 62% |
| L2+ A*A | 0 | 0% | 0 | 0% | 0 | 0% |

| FSM/ Non-FSM | 2017-2018 Year 10 (Examinations in 2019) | | | | | |
|-----------------|---|------|---------|------|--------|------|
| | FSM | | Non-FSM | | Pupils | |
| | No. | % | No. | % | No. | % |
| Cohort | 5 | 100% | 26 | 100% | 31 | 100% |
| L1 | 5 | 100% | 26 | 100% | 31 | 100% |
| L2 | 3 | 60% | 25 | 96% | 28 | 90% |
| L2+ | 2 | 40% | 21 | 81% | 23 | 74% |
| L2+ A*A | 0 | 0% | 0 | 0% | 0 | 0% |

| Boys/ Girls | 2017-2018 Year 9 (Examinations in 2020) | | | | | | |
|----------------|--|-----|-------|-----|--------|-----|------------|
| | Boys | | Girls | | Pupils | | All pupils |
| | No. | % | No. | % | No. | % | |
| Cohort | 21 | 95% | 17 | 88% | 38 | 92% | 92% |
| L1 | 20 | 95% | 15 | 88% | 35 | 92% | 92% |
| L2 | 13 | 62% | 12 | 71% | 25 | 66% | 66% |
| L2+ | 13 | 62% | 10 | 59% | 23 | 61% | 61% |
| L2+ A*A | 0 | 0% | 0 | 0% | 0 | 0% | 0% |

No. achieving

| FSM/ Non-FSM | 2017-2018 Year 9 (Examinations in 2020) | | | | | |
|-----------------|--|------|---------|------|--------|------|
| | FSM | | Non-FSM | | Pupils | |
| | No. | % | No. | % | No. | % |
| Cohort | 10 | 100% | 25 | 100% | 35 | 100% |
| L1 | 10 | 100% | 25 | 100% | 35 | 100% |
| L2 | 5 | 50% | 19 | 76% | 24 | 68% |
| L2+ | 5 | 50% | 17 | 68% | 22 | 63% |
| L2+ A*A | 0 | 0% | 0 | 0% | 0 | 0% |

Federation Self-Evaluation

Under guidance from the LA and ESTYN a new style of self-evaluation has been undertaken.

During the Core Visit 1 the evaluations for 3-11 and for 11-16 were praised.

The evaluation from the two Core Visits have been included at the end of this document.

Cymer Afan Comprehensive School Self-Evaluation 16th October 2017

Inspection Area 1: Standards

1.1 Standards and progress overall

- *Judgement should be based on the All Wales Core Data Set, lesson observations, scrutiny of pupils' written and practical work and discussions with pupils*
- *At KS4 the outcomes for the pupils are above the mean of the Family of Schools and the modelled expectations. There has been an upward trend in outcomes during the last four years although there was a significant drop at L2+ from the very high point of 2016. The outcome at L2+ does trail the average for the LA but is greater than schools with a similar rate of FSM in the authority.*
- *Separately the outcomes at L2 in English and Mathematics were well above expectations. However, seven pupils missed one of the two qualifications (three in English and two in Mathematics). Additionally, performance in Mathematics Numeracy was significantly weaker than in GCSE Mathematics.*
- *The performance of pupils was in line with expectations for the WB and the Capped Nine. However, these wider measures were not as strong as the core measure.*
- *The progress from KS3 is good but the profile of outcomes at KS3 has been weak when compared with other schools of a similar profile.*
- *At KS3 the outcomes at L5+ have made significant progress so that English, mathematics and science are all in the first quartile of benchmarked schools. However, this progress was not made at the higher levels. The progress of pupils at the expected level was strong in 2017 but higher level performance was weak.*
- *Pupils' progress from the end of KS2 is strong because most pupils make more progress than expected by the time they reach the end of KS4. In addition, in 2017 progress to KS3 was good.*
- *Most pupils make good use of previous learning to develop ideas and solutions. This is seen in lessons and in the independent work of the pupils. The pupils made good progress through KS4*
- *About half a pupils are comfortable when faced with unexpected problems and they find effective solutions to extended tasks.*
- *Many pupils develop a good understanding of a wide range of knowledge. They are skilful when developing solutions, synthesising information to present ideas and explanations. In most lessons and subjects pupils demonstrate a strong understanding of issues and a meaningful understanding.*
- *In the younger years, pupils are comfortable when asked to tackle novel tasks and situations. By the end of KS4 many pupils are happy to tackle new situations.*
- *Overall in 2017 the school made good progress and over four years there is an upward trend in outcomes. The high level of challenge represents significant barriers to the learning of pupils and the school serves its pupils well in helping them to succeed at KS3 and KS4.*
- *The school has not performed so well at the highest levels at KS3 and KS4 but outcomes are at least in the top 50 % of schools at KS4 and the general trend in performance, especially in relation to the benchmark group and modelled outcomes – performance data covering a period of at least three years.*
- *Results for current Year 11 in English have placed L2 at 58.8%. Significant progress has been made in targeting pupils for GCSE Mathematics and Numeracy.*
- *Results for current Year 10 have 35% of pupils with 1 L2 and 61% with 2 L2. In addition four pupils have a GCSE Mathematics grade (three at L2).*

Key Stage 4

- The Capped Nine score was in the second quartile of benchmarked schools. Progress was better than the modelled expectations. The pupils achieved better in the core curriculum than in this wide measure. GCSE science was a challenge to many pupils.
- The L2+ outcome was close to the first benchmark but dropped into the second benchmark after 2016.
- The strongest performance at KS4 in the non-core subjects was in PE, Art and Design, Welsh and Leisure and Tourism. These were beyond expectation. Health and Social Care, RS and Music outcomes were at a good level.
- Areas for improvement include Design Technology, Geography, ICT and Food Technology. Whilst progress was made by students the value added was not as strong as in other subjects.
- The school's performance against modelled performance puts it in the best half of similar schools. However, further progress in Mathematics, Science and some of the non-core subjects is required.
- The value added from KS2 is good for the cohort taken as a whole.

Key Stage 3

- The outcomes at KS3 have vacillated in recent years. However, in the non-core subjects most of the outcomes at L5+, L6+ and L7+ remain in the lower half of benchmarking. Where pupils have chosen subjects for GCSE the progress is better and this was notable at L7+ in Geography, DT, MFL, Music, PE and Welsh.
- The outcomes in all non-core subjects at KS3 need to rise so that there is progress from the KS2 outcomes.

1.2 Standards and progress of specific groups

The progress of particular groups of pupils should be evaluated and whether they are making as much progress as they could in relation to their ages and previous performance e.g. At both KS3 and KS4 there is a consistent and significant gap between pupils eligible for free school meals and those who are not. However, the school exceeded the national target for pupils who are eFSM at L2+.

- *At KS4 there was a drop of 20% in the pupils who reached the expected L2+ outcome. However, at KS3 a smaller eFSM cohort achieved above expected outcomes*
- *Boys trailed behind girls in all measures other than for 5A*-A. This gap was large in English and there was also a deficit for the boys in Mathematics. This is of concern because the ALN pupils were all boys in last Year 11.*
- *There were no pupils with EAL in 2017 for KS4.*
- *In 2017 there were no minority ethnic groups.*
- *Pupils with additional learning needs made satisfactory progress from KS2. Even those pupils who transfer into the school during KS4 make good progress at L1.*
- *Those pupils who were MAT did made good progress but the number in the KS4 cohort was small. The pupils who took part in the Scholars Programme achieved at the highest level and the outcomes for the school were considerably better than for the other schools of the LA. The demand of the work undertaken in this programme was at Advanced Level.*
- *The Scholars Programme is now in its second successful year. Last year of twelve pupils nine graduated with first class.*
- *The LEAD programme is now running successfully. The quality of group work, presentation and problem solving of the pupils is rated as very high by the project leaders. In fact the group of Year 8 girls have been identified as the best in the project.*

1.3 Standards and progress in skills

The extent to which pupils have the skills required to access the whole curriculum and to learn effectively throughout their lives should be evaluated. Remember the supplementary guidance on the inspection of literacy, numeracy and ICT skills on the Estyn website. Standards of skills should be evaluated based on first-hand evidence e.g. observations in lessons, learning walks, scrutiny of work and discussions with pupils.

- *About half of pupils speak with casual language and some do not listen with sufficient care to detailed discussion and instructions. However, most pupils take part in discussions with enthusiasm. Many pupils make valuable contributions in speech. Whilst most pupils make good progress in this area some persist in habits that limit the detail with which they can express themselves.*
- *Reading is well developed for many pupils but few pupils seek to extend themselves by tackling challenge or unusual text styles. Pupils make good progress in writing, developing accuracy, meaning and purpose.*
- *Most pupils are comfortable to use numeracy skills across the curriculum. However, when there are novel situations or challenging problems to solve, about half of pupils struggle. This half of pupils have yet to develop the resilience and skills to tackle problems where there is a mixture of data and text types.*
- *ICT skills are a strength of many pupils who are able to use a wide range of skills in an appropriate manner across the curriculum. Pupils are making good use of online portfolios and they are beginning to use Hwb well.*
- *At the moment a minority of pupils can develop coding solutions to problems and the use of databases is underdeveloped.*
- *Almost all pupils have a good knowledge of e-safety and the value of the digital world.*
- *Pupils' progress in relation to the national frameworks for Literacy and Numeracy meets expectations across KS3.*
- *Many pupils think logically about problems. Most pupils are skilful in making an effective analysis of a problem and then formulating a useful way to complete tasks and solutions. About half of pupils are confident in explaining how they have tackled problems.*
- *Pupils develop creative skills very well in art, music and drama. They often transfer these skills to other areas of the curriculum when they present work including as groups.*
- *The engagement of pupils in sport and physical activities is good. Most pupils are skilled in a range of games and have good control during activities that require fitness, power and agility.*
- *The outcomes at KS4 and KS3 in Welsh, English and Mathematics currently exceed expectations and national models. In ICT outcomes have not met expectations but the teacher is writing a new programme of study and a Digital Competence Leader has been appointed.*
- *In Welsh progression from the end of KS2 is good for most pupils. However, the percentage of pupils that complete a full course GCSE is low. There is a significant percentage of pupils that join the school from England in KS3 and KS4. Many of these pupils attempt the short course.*
- *Attainment in Welsh when compared with similar schools is very good at both KS3 and KS4.*
- *In 2017 only 20% of pupils gaining a KS4 qualification in Welsh second language at Full course. Almost another 50% (20% at L2) attained the short course.*
- *Most pupils make good use of Welsh during lessons and they develop confidence in using an appropriate level of language.*

Inspection Area 2: Wellbeing and attitudes to learning

2.1 Wellbeing

- *The responses from pupils, parents and governors in questionnaires indicate that the behaviour of pupils is good in lessons, about school and when moving between home and school.*
- *Behaviour of almost all pupils is very good both at break times and during lessons.*
- *The exclusions of pupils over three years has been declining; this has been for permanent exclusions, arranged moves and in exclusions of 6 days or more and less.*
- *Most pupils feel secure and free from physical and verbal abuse in all parts of the school.*
- *Incidents of bullying are reported to the Governing Body. There are very few incidents but there was an increase in image bullying through social media. This was dealt with and pupils undertook restorative justice.*
- *In classes, most pupils are cooperative and respectful of pupils and adults. The learning atmosphere is calm and pupils are engaged in the tasks of the class.*
- *At break and lunchtime and around the school most of the pupils are actively engaged in team games, clubs and mixing in social groups across the year groups.*
- *A majority of pupils report that they feel healthy. The pupils are active in developing healthy eating and they lead the evaluation of the food that is available in the school canteen.*
- *The food and drink available in the school fully conforms to the Welsh Government's guidelines in 'Appetite for Life'.*
- *Most pupils understand how they can become healthy. They drink and eat well and during surveys they demonstrate a good understanding.*
- *Many pupils enjoy a wide range of physical activity in school and during their leisure time. A majority of the pupils make good use of the local environment for cycling, walking and fishing.*
- *The levels of engagement and enjoyment are high for both boys and girls.*

2.2 Attitudes to learning

The extent to which pupils are developing the key behaviours required for lifelong learning should be evaluated. Consider the evidence from classes, scrutiny of work, interviews with pupils, observation of pupils during lunchtime and after school clubs and activities, and pupils' behaviour in lessons and around the school.

- *Many pupils are confident when undertaking well-structured tasks. However, a minority of pupils struggle to complete open-ended tasks. More able learners are very effective independent learners when they face challenging and unexpected situations.*
- *When there is appropriate support almost all pupils engage with new, unfamiliar experiences, ideas and people. The pupils are enthusiastic to find novel solutions to problems.*
- *Most pupils are interested in their work in the classroom. However, a minority of pupils do not sustain concentration and they are easily distracted.*
- *About half of the pupils do not make effective use of homework.*
- *When pupils are closely supported they engage well in tasks and complete the work to a good standard.*
- *About half of pupils independently persevere and remain purposeful when they face difficulties. However, weaker pupils often give up when they first find problems. As the pupils move through the school most learn how to deal with difficulties in tasks and learning.*
- *Almost all pupils are ready to learn at the start of lessons. In the best lessons the teachers ensure that pupils are supported so that they can move easily between different lessons and activities.*
- *Many pupils make effective use of opportunities to work independently, in small groups and in whole-class settings.*
- *Most pupils are respectful to others. They listen well and they are supportive of the contributions of others. A few pupils react poorly when people disagree with them, this is particularly true during unstructured time or when the pupil has been naughty.*
- *The attendance of pupils has improved during the last three years. This is true across all groups of pupils.*
- *The rate of persistent absence has fallen during recent years. This is true for the numbers of pupils with persistent absence and the levels at which persistent absence occurs.*
- *Attendance compared to national figures is above the modelled expectations and is in line with the attendance in the L.A.*
- *Almost all pupils behave well in lessons and around the school, including moving between activities and classes.*
- *Behaviour in whole school assemblies in presentations is exemplary from all pupils.*
- *Most pupils interact very well with each other and with adults in both formal and informal situations.*
- *The behaviour of almost all pupils at break and lunchtime is exemplary in both structured and unstructured situations.*

Behaviour for lifelong learning

- *The behaviour of most pupils is mature and they deal well with their peers and adults.*
- *As pupils move through the school they develop strong abilities to cope in unexpected situations and to use skills to deal with a range of emotions.*
- *The majority of pupils are capable of tackling both structured and unstructured situations.*

Behaviour

- *The behaviour of almost all pupils is mature and pleasant at all times.*

Attendance

- *Attendance rates are high and above modelled expectations.*

Inspection Area 3: Teaching and learning experiences

3.1. Quality of teaching

The quality of teaching should be evaluated using a judgement from the four-point scale. A range of evidence should be used from pupils' books, schemes of work, assessment records, information on pupils' progress, lesson observations, discussions with pupils and learning walks. The judgement on teaching should not derive from only one source of evidence, such as the observation of lessons.

An evaluation should be made as to whether the teaching succeeds in engaging pupils' interest and whether it develops their skills, knowledge and understanding to an appropriately high level as they move through the school.

- *Most teachers have suitably high expectations of almost all pupils. Some teachers have very high expectations.*
- *The majority of teachers' plan well for the short, medium and long-term planning. Most teachers work well and benefit from purposeful schemes of work. In some subjects the planning is very effective.*
- *The best teachers have clear objectives for pupils' learning but a few do not fully plan teaching and learning activities to align with the needs of pupils.*
- *Almost all teachers use a wide range of approaches and resources to engage pupils' interest. The teachers challenge them to achieve as well as they can through interesting activities, differentiated work and supportive approaches.*
- *Many teachers are innovative in the use of various questioning techniques to draw out and further develop pupils' responses and ideas. Some teachers make effective use of levels of questioning to help pupils to become more analytical and empathetic.*
- *Almost all teachers are very skilled in managing pupils' behaviour and make most of the teachers ensure that their classes stimulating and interesting places.*
- *Many teachers use other staff to support pupils' learning by using IEPs and develop good relationships with support staff.*
- *The oral and written feedback to pupils is good because it is concise and incisive to help pupils to know how well they are doing and what they need to do to improve.*
- *There is some good use of pupils' assessment of their own and others' performance by about half of the teachers.*
- *Almost all teachers are very effective in the analysis of the outcomes of their assessment of pupils to inform their planning and the next steps in pupils' learning.*
- *Teachers work effectively in teams within the comprehensive school, in the Federation and with awarding bodies to ensure that their assessments are valid, accurate and reliable. Good use is made of portfolios of pupils' work to help in the processes of standardisation and moderation.*

Evaluation of the quality of teaching

- *75% of lessons are judged to be good or better. This is because of high levels of engagement and the good progress that pupils make through lessons and across the years. The robust quality of teaching results in effective learning and good outcomes.*

Evaluation of the quality of planning

- *Most of the planning for learning is mature and it focusses appropriately on the needs of the pupils.*

Evaluation of the quality of assessment for learning in class

- *The assessment for learning at KS3 is good because it gives clear direction for pupils' learning. At KS4 assessment helps pupils to prepare for external assessments.*

Evaluation of the quality of feedback

- *Most teachers provide informative comments to enable learners to make further progress.*

Evaluation of the use of data for planning

- *Teachers are consistent in the use of a suitably wide range of data so that the next stages of learning are well planned.*

Evaluation of summative assessment including moderation

- *The summative assessments at KS3 and KS4 are used well to plan for further learning. The processes of moderation and standardisation are mature and effective because they build on national standards, robust teams of teachers and appropriate partnerships with awarding bodies.*

3.2 The breadth, balance and appropriateness of the curriculum

The extent to which learning experiences across the school stimulate and challenge the full range of pupils should be evaluated.

- *The options in KS4 fully meet the needs of the pupils and the Learning and Skills Measure. The curriculum allows pupils to progress to learning, training and employment.*
- *The Learning Core is designed across Years 9, 10 and 11 so that the pupils can follow their individual aspirations.*
- *The formal curriculum ensures that all pupils can access high quality challenges.*
- *Informal elements of the curriculum ensure that the pupils develop as ethical citizens who contribute to society.*
- *The careful planning the Welsh Baccalaureate enables all pupils to benefit from valuable work experience and community participation*
- *Every pupil follows appropriate qualifications and each has equal access to options with support to overcome barriers to learning.*
- *The planning of teachers makes effective use of the time that is allocated to each area of learning. Useful audits have been undertaken to ensure that themes and frameworks for learning are incorporated in appropriate parts of the curriculum.*
- *The curriculum is carefully planned to provide useful learning experiences that meet the needs and aspirations of all pupils.*
- *There is good support for specific groups of pupils, especially those with advanced skills and understanding, ALN and EAL through an appropriate range of experiences, courses, qualifications and support.*
- *Most teachers and support staff make good use of the individual ALNs of pupils in the planning of the curriculum and in individual lessons. This is supported by the ALNCO, support staff and IEPs.*
- *Teachers and support staff make good use of pupils' learning targets and provide a suitable programme of work to help pupils to meet these targets.*
- *A coherent programme of support is based upon robust testing. As a result the support provided in class or in withdrawal groups is very effective in developing pupils' skills and resilience in learning.*
- *The excellent arrangements for grouping pupils through setting has a positive impact on pupils' learning and experiences.*
- *The school has developed an innovative curriculum that reflects the school's context and the needs of the individual pupils.*
- *The Federation of Schools has developed a coherent curriculum that builds systematically on pupils' existing knowledge, understanding and skills across phases and year groups.*
- *The school offers an extensive range of experiences to develop pupils' interest, including the creative arts, humanities, science and technology.*
- *Good use is made of learning outside the classroom. This includes activities, clubs and extra-curricular visits that contributes significantly to pupils' learning.*

3.3 Provision for skills

- *There are extensive opportunities across the curriculum for pupils acquire and improve skills in literacy, numeracy and ICT. This is most developed in literacy because there are more appropriate demands in the curriculum and because it helps the development of numeracy and ICT.*
- *The school has taken full account of the national frameworks for literacy and numeracy to plan rich and challenging learning experiences for all pupils.*
- *This results in purposeful and progressive development of these areas for all pupils to improve their literacy, numeracy skills.*
- *The development of ICT skills has been long established but it is now being extended through the Digital Competence Framework. Appropriate areas of the curriculum are now providing good learning opportunities for all pupils.*
- *The school is purposeful in developing pupils' skills in the Welsh language in all classrooms and about the school.*
- *Many pupils develop an awareness of the benefits of learning Welsh and becoming bilingual for reasons of culture, enjoyment and employment.*
- *The arrangements and time allocated to teach Welsh are limited by the needs of the pupils to develop in literacy and numeracy.*
- *All pupils learn Welsh up to school leaving age.*
- *The school actively engages with the Local Authority's Welsh Language Strategic Plan.*

Inspection Area 4: Care, support and guidance

4.1 Tracking, monitoring and the provision of learning support

An evaluation of how well the school tracks and monitors pupils' progress should be made.

- The school is highly effective in the use of a wide range of information to consider the progress of specific groups. This includes pupils who are vulnerable to underachievement and more able pupils.*
- The school responds quickly to the outcomes of tracking and monitoring because the system is integrated with the curriculum and assessment plan to ensure that the extensive provision of appropriate support and challenge, intervention strategies and the mentoring of individuals and groups is incisive and timely.*
- The school has extensive and effective support for pupils with emotional and social needs.*
- The reports to parents and carers give appropriate information on their child's progress and how progress can be made.*
- The school has fruitful and positive relationships with almost all parents and carers. There are very effective and timely lines of communication with them.*
- The school has extensive and effective staff and structures to help parents to support their children. There is regular and clear provision of information on the curriculum, guidance on attendance or workshops on learning, behaviour, personal development and wellbeing.*

4.2 Healthy choices and active citizenship

The school works effectively with pupils, parents and the LA to develop skills, knowledge and understanding.

- Teachers and pupils work effectively to make healthy lifestyle choices through the curriculum and the wider life of the school. This includes healthy eating and drinking, substance misuse, sex and relationships, online safety.*
- Assemblies, PSE, RS and other elements of the curriculum ensure that the school is effective in helping pupils to understand the impact of lifestyle choices on their mental and physical health.*
- A large number of pupils, including pupils from different groups (eFSM, boys and ALN) play a full part in the Pupil Leadership Team, governors' reviews of the curriculum and the wider community through the library and social groups.*
- Through the LEAD project, the Welsh Baccalaureate, charitable works and social elements of the community the school prepares pupils well to become active citizens and to make decisions about the life and work of the school.*
- Pupils participate well in decision-making at a school level, including influencing what and how they learn through consultations in subject councils, the Pupil Leadership Team and the associate governors.*
- The Pupil Leadership Team and other pupil groups make a significant difference to the provision of healthy life styles and the development of resilient and well-balanced young people.*
- Across the curriculum the school helps pupils well to develop an understanding of their culture, the local community and the wider world. This occurs through the classroom experiences, y eisteddfod, charitable events and leading community groups.*

4.3 Spiritual, moral, social and cultural education

- *The PSE programme is effective in supporting the development of the social and emotional skills of all pupils. Those from disadvantaged backgrounds have additional personal support.*
- *The provision of the Welsh Baccalaureate and the Careers Service are effective to provide experiences that help to prepare young people for the opportunities, responsibilities and experiences of adult life.*
- *The pupils are active in developing a real understanding of the issues relating to equality and diversity, developing the values of tolerance and respect through assemblies, PSE, RS, the Welsh Baccalaureate, PE, sports, form groups and charitable events.*
- *Learning experiences ensure that To what extent the school's provision challenges stereotypes in pupils' attitudes, choices and expectations and how well it promotes human rights*
- *Pupils make good progress in gaining robust knowledge and understanding of harassment, discrimination, identity-based bullying and extremism through meaningful activities in English, PSE and RS.*
- *There is a coherent plan for effective opportunities for pupils to develop secure values and to establish their spiritual and ethical beliefs through the curriculum and in particular during PSE, RS and Welsh Baccalaureate.*
- *Teachers are very effective in developing pupils' ability to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs and values through RS and assemblies.*
- *There is are meaningful opportunities that foster shared values in respect, honesty, fairness and justice. This has helped pupils to understand the needs and rights of others as members of a diverse society and their own responsibilities.*
- *The school ensures that pupils to use their imagination and to engage with the creative arts through the product of work for presentation and performance in the classroom, y eisteddfod, community presentations and the school production.*
- *The school is very effective in giving pupils opportunities to take part in performances that foster their self-confidence, their expressive capacities and their ability to work in a team.*
- *All areas of the curriculum make effective use of group work.*
- *The daily act of collective worship and assemblies play an important and effective part in pupils' spiritual, moral, social and cultural development.*
- *There is a satisfactory programme of collective worship is effective and how well it is planned by the school over a period of time*

Inspection Area 5: Leadership and management

5.1 Quality and effectiveness of leaders and managers, including the governing body

- *The school's leaders and managers are strong in establishing and communicating a clear vision and clear aims, strategic objectives, plans and policies that focus on meeting all pupils' needs. This flows from good knowledge of the needs of the community and through consultation in the school.*
- *All leaders and managers set high expectations for staff, pupils and themselves. Indeed there is an increasing level of standards and challenge that is being set alongside greater levels of support.*
- *School leaders and managers model and promote professional values and behaviours that contribute to school improvement and effective collaboration between staff and with other providers.*
- *Most staff in all roles understand and discharge their roles and responsibilities very well. They engage with the leadership of the school and contribute to school improvements the daily life of school.*
- *Almost all staff collaborate effectively to contribute to the developing strategic priorities and school improvement.*
- *All leaders and managers have a good understanding of sustainable development and set priorities for improvement that balance immediate, short-term needs with the long-term needs of pupils, the local community and Wales.*
- *All leaders and managers sustain high quality provision or improve weak aspects of provision.*
- *All leaders and managers are active to look for issues and to prevent problems from occurring in the first place and how quickly they bring about any remedial actions needed.*
- *All leaders and managers work efficiently and with insight to ensure that vulnerable learners are identified and so that need are met. Leaders are purposeful and successful in meeting national and local priorities to reduce the impact of poverty on educational attainment and improving the development of pupils' skills in literacy and ICT.*
- *Leaders and managers motivate colleagues well. They share positive features of provision with staff in the school and collaborate with other schools within the sector to achieve improvements in the education system.*
- *The school is good in using strategic partnerships and collaboration with other agencies to help to build its capacity for continuous improvement and reduce the impact of poverty on educational attainment.*
- *The governing body is a mix of experienced and new governors. Their skills and knowledge is growing well. They understand and discharge their roles and responsibilities effectively.*
- *The governors know the school's strengths and areas for development well. They have participated fully in setting the school's strategic priorities.*
- *There is an appropriate balance between focussed support and significant challenge in the way the governing body discharges its role in holding the senior leadership to account.*
- *The governing body fulfils its statutory obligations very well and takes full account of relevant legislation and guidance, including in relation to how it manages complaints and appeals from parents.*

5.2 Self-evaluation processes and improvement planning

- *The school leaders identify accurately the school's strengths and weaknesses through consistent and stable procedures for monitoring standards and provision.*
- *The quality of planning for improvement is good because it draws on first-hand evidence of learning and progress. The clear school self-evaluation leads well to the priorities for improvement.*
- *The school leaders and governors work effectively to ensure the support of priorities for improvement through the allocation of sufficient resources.*
- *The school improvement plan is incisive and focussed on the important issues for the school. It defines actions for improvement within specific, realistic timescales and allocates responsibility for their delivery.*
- *The school's track-record in making improvements during the last three years is good. School evaluation has led to a positive impact on pupils' learning and wellbeing.*
- *The school responded very well to recommendations from the last Estyn inspection and from reviews by the LA. This has led to significant and sustained improvements.*

Evidence of direct teaching

- *The school makes good use of evidence of the quality of teaching reviewed by peers, leaders, pupils and governors.*

Evidence of consultation with a range of stakeholders including parents

- *The school makes good use of the consultations with pupils, parents, governors and the local community.*
- *The school uses both paper and online surveys.*
- *The school uses ESTYN structured questionnaires.*

5.3 Professional learning

- *The support and engagement of all staff in increasing their professional knowledge, understanding and skills is effective.*
- *All staff participate in professional learning experiences and action research.*
- *The arrangements for appraisal and performance management are effective.*
- *The professional learning undertaken by a majority of staff has a significant impact on pupils because staff improve and extend their practice.*
- *All teachers take a full part in learning communities in the school. The staff share professional development outcomes with other staff so that good practice is spread across the school.*
- *Leaders work together effectively to identify good practice within the school and ensured that other staff may benefit from it through joint planning.*
- *There are good links with staff in the Federation and with St. Josephs. This work with other schools and the teacher training institutions results in effective professional learning.*
- *The Welsh Government initiatives to support and improve learning of support staff, teachers and school leaders in the delivery of the skills curriculum is good.*
- *Leaders are challenging and supportive in managing the performance of staff in order to help staff to improve their practice.*
- *Leaders address issues of underperformance robustly and directly where necessary.*

5.4 Use of resources

- *The school's spending decisions and financial planning link effectively to the strategic priorities and the improvement plans.*
- *The school is innovative in balancing short-term needs with the long-term needs of pupils, the local community and Wales.*
- *Leaders and managers know the costs of existing programmes and activities. These are under review and cost-effectiveness for the progress of learners is considered.*
- *The audits of the school budget records effective practices and appropriate spending that is in line with the annual delegated budget.*
- *There is a very good level of staffing and learning resources are adequate to deliver the planned curriculum effectively.*
- *The school uses its building very effectively and efficiently as possible within the constraints of the age and design of the site. The buildings support teaching and learning of high quality.*
- *The school makes effective use of specific grants including PDG and EIG.*

Federation Improvement

The improvement plan has been streamlined to meet the needs of pupils.

- Learning
- Teaching
- Resources
- Leadership

Inspection Area 1: Standards

1.1 Standards and progress overall

The strengths in outcomes are:

- the progress made from KS2 to KS4;
- the outcomes when compared with other schools; and
- the commitment of almost all pupils to learn.

The areas for development are:

- KS3 outcomes, especially at the higher levels.
- The outcomes in Mathematics, Science and some areas of the non-core at KS4.
- Extended writing and resilience in reading.
- Thinking and problem solving.

1.2 Standards and progress of specific groups

The strengths in outcomes are:

- The progress of many girls; and
- Many pupils exceeding modelled expectations at the end of Key Stages.

The areas for development are:

- The development of resilience in reading for boys and pupils who are eFSM; and
- The development of extended writing for boys and pupils who are eFSM.

1.3 Standards and progress in skills

The strengths in outcomes are:

- Commitment to learning; and
- Progress in the development of skills of literacy and numeracy.

The areas for development are:

- Reading and writing at higher levels;
- Numerical skills in novel contexts; and
- The use of Welsh outside the classroom.

Inspection Area 2: Wellbeing and attitudes to learning

2.1 Wellbeing

The areas of strength are:

- almost all pupils feel safe in school; and
- pupils understand how to be safe and healthy.

The areas for development are:

- to induct the new associate governors and members of the committees of pupils;
- to ensure that the provision of safety matches the needs that arise in the community; and
- provide opportunities for all pupils during breaks and lunches.

2.2 Attitudes to learning

The areas of strength are:

- almost all pupils behave very well in all circumstances.

The areas for development are:

- to support learners with emotional needs and those who find relationships difficult; and
- to improve resilience in learning.

Inspection Area 3: Teaching and learning experiences

3.1. Quality of teaching

The areas of strength are:

- most teachers have high expectations of the pupils;
- most teaching is good; and
- there is good use of the IEPs to plan teaching.

The areas for development are:

- to plan for the teaching of wellbeing;
- to develop the teaching to address the misunderstandings of pupils; and
- increase the consistency of planning for teaching.

3.2 The breadth, balance and appropriateness of the curriculum

The areas of strength are:

- the curriculum is well planned;
- individual pupils follow appropriate Learning Pathways; and
- the curriculum enables success in school and beyond.

The areas for development are:

- the re-writing of the curriculum to meet the demands of the Curriculum for Wales, Curriculum for Life;
- to provide more opportunities for the development of entrepreneurial skills;
- to provide for extended co-curriculum; and
- to design the curriculum in Years 9, 10 and 11 to maximise outcomes.

3.3 Provision for skills

The areas of strength are:

- There are good opportunities for pupils to develop the skills of literacy, numeracy and digital competence.

The areas for development are:

- to develop higher level skills in literacy and numeracy;
- to develop the skills of coding; and
- ensure that all pupils can speak meaningfully in Welsh.

Inspection Area 4: Care, support and guidance

4.1 Tracking, monitoring and the provision of learning support

The areas of strength are:

- a coherent plan for the delivery and development of wellbeing, care and support.

The areas for development are:

- to increase the consistency of reporting; and
- to address the increasing ALN needs that have been identified in the cohort at age of 3.

4.2 Healthy choices and active citizenship

The areas of strength are:

- the quality and level of engagement in the LEAD project; and
- the range of activities in the Welsh Baccalaureate.

The areas for development are:

- to involve the councils of pupils in the development of the 3-16 curriculum; and
- to establish an increased range and depth of the partnerships with the community.

4.3 Spiritual, moral, social and cultural education

The areas of strength are:

- the range and quality of the experiences of the pupils in the curriculum.

The areas for development are:

- to improve the planning of the programme of assemblies.

Inspection Area 5: Leadership and management

5.1 Quality and effectiveness of leaders and managers, including the governing body

The areas of strength are:

- the leaders and managers are insightful in working with staff, pupils and parents;
- the governors are skilled and they are highly committed; and
- the leaders have a clear vision for the success of the school.

The areas for development are:

- to develop cross-federation leadership; and
- to fully train all governors.

5.2 Self-evaluation processes and improvement planning

The areas of strength are:

- the self-evaluation draws on a very wide range of evidence that is checked thoroughly.

The areas for development are:

- to develop pupils as leaders of self-evaluation;
- to evaluate, report and plan in line with ESTYN inspections from September 2017;
- to ensure that all staff esteem and undertake evaluation and improvement planning in all that they do; and
- to digitise the process of evaluation and planning.

5.3 Professional learning

The areas of strength are:

- that professional learning focusses on the Welsh Government's agenda; and
- staff development delivers improvements in school performance.

The areas for development are:

- to make performance management flow more efficiently;
- to increase the incisiveness of performance management; and
- to develop menus of training in the Federation and with partners.

5.4 Use of resources

The areas of strength are:

- that the staffing of the school ensures that all learners are supported; and
- that the delegated budget and grants are deployed efficiently to support the progress of learners.

The areas for development are:

- to continue to maintain the fabric of the building; and
- to ensure that learning resources are replaced and improved.

| IA | Outcome | Method | Activity |
|----|---|--|--|
| 1 | Raised expectations, standards and outcomes. | Set challenging targets for boys and pupils eFSM. Set challenging targets and experiences for MAT pupils. | Use of FFT and assessments. Targets shared between pupils, parents and staff. |
| 2 | Improved wellbeing of learners. | Develop resilience in learning. Develop strength and resilience in character. | Workshops and class activity in growth of personality, character and personal capabilities. |
| 3 | A curriculum to meet the needs of pupils from 3-16. | Write a 3-16 curriculum, learning, assessment and reporting plan. Embed the development of literacy, numeracy and digital competence in the curriculum. Develop pedagogy for effective learning. | Federation staff plan the curriculum, learning, assessment and reporting. |
| 4 | A vibrant and robust community. | Introduce partnerships with commerce and the voluntary sector. | Federation staff develop teaching. Establish partnerships in all parts of the school curriculum. |
| 5 | A progressive learning community | Engage pupils in the improvement of school and the community. Develop the leadership of all staff. Self-evaluation and improvement focusses on learning and resources. | Develop the school council. Introduction of the new practising teachers standards. Facilitate a new Federation Leadership Team. Establish a coherent and robust evaluation and improvement process. |

FINANCIAL STATEMENT 2016/17**Pen Afan Primary**

| | Delegated | Non-Delegated |
|---------------------------------|------------------|----------------------|
| Teachers Salaries | £230,016 | £13,017 |
| Non-Teaching Salaries | £145,991 | |
| Wages inc Catering and Cleaning | | |
| Other Employee Expenses | | £3,939 |
| Other Direct Costs | | £11,558 |
| Premises inc Contracts | £39,332 | |
| Capitation | £19,037 | |
| Capital Financing | | £52,892 |
| Admin, Exams, LA, Transport | £63,895 | |
| Other Activities | £4,100 | |
| Grants | -£69,145 | |
| Other Income | -£16,427 | |
| Contribution to/(from) reserves | | -£23,022 |
| | £416,799 | £58,384 |

Croeserw Primary

| | Delegated | Non-Delegated |
|---------------------------------|------------------|----------------------|
| Teachers Salaries | £589,169 | £8,758 |
| Non-Teaching Salaries | £239,074 | |
| Wages inc Catering and Cleaning | | |
| Other Employee Expenses | | £25,818 |
| Other Direct Costs | | £127,964 |
| Premises inc Contracts | £24,672 | |
| Capitation | £37,045 | |
| Capital Financing | | £23,855 |
| Admin, Exams, LA, Transport | £37,126 | |
| Other Activities | | |
| Grants | -£138,292 | |
| Other Income | -£27,522 | |
| Contribution to/(from) reserves | | -£129,452 |
| | £761,272 | £56,942 |

Cymer Afan Primary

| | Delegated | Non-Delegated |
|---------------------------------|-----------------|----------------|
| Teachers Salaries | £163,707 | £5,007 |
| Non-Teaching Salaries | £72,150 | |
| Wages inc Catering and Cleaning | | |
| Other Employee Expenses | £161 | £4,372 |
| Other Direct Costs | | £32,774 |
| Premises inc Contracts | £16,635 | |
| Capitation | £11,799 | |
| Capital Financing | | £25,125 |
| Admin, Exams, LA, Transport | £33,132 | |
| Other Activities | | |
| Grants | -£20,400 | |
| Other Income | -£15,583 | |
| Contribution to/(from) reserves | | -£9,904 |
| | £261,601 | £57,373 |

Glyncorrwg Primary

| | Delegated | Non-Delegated |
|---------------------------------|-----------------|----------------|
| Teachers Salaries | £232,851 | £78 |
| Non-Teaching Salaries | £102,842 | |
| Wages inc Catering and Cleaning | | |
| Other Employee Expenses | | £12,075 |
| Other Direct Costs | | £44,810 |
| Premises inc Contracts | £23,763 | |
| Capitation | £17,478 | |
| Capital Financing | | £18,800 |
| Admin, Exams, LA, Transport | £44,644 | |
| Other Activities | £4,100 | |
| Grants | -£47,520 | |
| Other Income | -£17,445 | -£162 |
| Contribution to/(from) reserves | | -£26,302 |
| | £360,713 | £49,301 |

Cymer Afan Comp

| | Delegated | Non-Delegated |
|---------------------------------|-------------------|----------------------|
| Teachers Salaries | £1,057,424 | -£1,200 |
| Non-Teaching Salaries | £306,930 | |
| Wages inc Catering and Cleaning | £89,036 | |
| Other Employee Expenses | £17,747 | £32,639 |
| Other Direct Costs | £29,457 | £195,923 |
| Premises inc Contracts | £124,633 | |
| Capitation | £44,711 | |
| Capital Financing | £2,997 | £87,382 |
| Admin, Exams, LA, Transport | £94,944 | |
| Other Activities | | |
| Grants | -£100,050 | |
| Other Income | -£158,964 | £75 |
| Contribution to/(from) reserves | | -£1,919 |
| | £1,508,865 | £312,900 |



Ein Rhanbarth ar Waith
Education through Regional Working

ERW Report
Cymer Afan, Croeserw, Glyncorrwg and Pen Afan
Primary Schools
Support Visit 1 - 2017

Funding Streams

2017/18

| FUNDING STREAM | USED EFFECTIVELY? | PLEASE PROVIDE EVALUATION |
|----------------|-------------------|--|
| EIG | Yes | The school received the sum of £5,534.10. Leaders make effective use of their delegated EIG money to successfully improve provision and outcomes for many pupils. Senior leaders arrange a wide range of training and development opportunities for all staff members; these opportunities focus on areas identified for improvement through self-evaluation and performance management processes. A good example of this was the opportunity provided for all teachers to meet to develop a coherent plan linking the new maths scheme and curriculum topics to the literacy and numeracy framework. The advantage of working closely across the federated schools means that teachers are able to sit and hold professional dialogue with colleagues from other schools who are teaching the same topics in the same year group. It also enables teachers to share best practice and increase self-confidence and a culture of collaboration. In light of the strong progress made by most pupils and the overall quality of the provision, the school demonstrates effective EIG grant expenditure. |
| PDG | Yes | The school received the sum of £31,050.00. Senior leaders are clear that spending needs to be carefully targeted at eFSM pupils across the whole ability range - SEN pupils, more able pupils and those in between. Planning for improvement in this area is systematic and thorough. The following information was provided: the names of the teaching assistants whose salaries are funded by PDG monies, their respective salary costs, the types of intervention programmes they run and the names of all pupils (entitled to free school meals) who benefit from the intervention. Resources are targeted towards eFSM pupils effectively and as a consequence, the performance of many of these pupils has improved. In sum, school leaders improve the standards of eFSM pupils and track their progress effectively. |

Quality and Standardisation

| | |
|-------------------|--|
| QUALITY ASSURANCE | |
| REG MOD. | |
| NAT. VER | |

| | |
|--------|---------|
| SCHOOL | Penafan |
| REGION | Primary |

Step 1 - Standards Category

Based upon the National Categorisation for standards the school is judged to be: N/A

| |
|--|
| School Context |
| <p>Pen Afan Primary School opened in April 2009 in a new, purpose-built building as a result of amalgamation between Abergwynfi Infant and Junior Schools. The school is situated at the head of the Afan Valley, in the Neath Port Talbot local authority area. It serves the former mining villages of Abergwynfi and Blaengwynfi. The area is one of considerable economic deprivation. There are 126 pupils on roll. All pupils come from homes where English is the predominant language. Approximately 33% of pupils are entitled to free schools meals, which is significantly higher than the all-Wales average of just under 23%. The FSM rate has slowly dropped during the last five years. The school has identified 30% of pupils with additional learning needs but no pupil has a statement of special educational needs. The school was last inspected in 2011. The school is part of the federation of five schools in the Upper Afan Valley. The federation of schools has a seconded headteacher (appointed in September 2017) and a primary phase leader (appointed in 2013) and each school has a lead learner. The lead learner is responsible for the day-to-day running of the school.</p> |
| Evaluation |
| <p>The performance of pupils at the expected levels at the end of the Foundation Phase and key stage 2 is consistently below the average performance for similar schools. In large part, this is due to the school's social context. The school is placed in free school meal (FSM) benchmark group five with 33% of pupils currently eligible for free school meals. This figure is higher than local and national averages and is a factor that greatly increase the level of challenge the school's senior leaders and staff face. Consequently, the high percentage of pupils eligible for FSM can distort comparisons with other schools and are not necessarily a reflection of the strong progress made by pupils, with many pupils entering the nursery with levels of skills well below those expected for their age. Despite this, many pupils achieve well from their starting-points and make good progress over time. For example, in all classes, many pupils have good recall of previous learning and work together co-operatively and productively to respond to set tasks and to questions posed by their teachers and other adults. Across the school, many pupils listen well and speak confidently in a wide range of situations. Many read competently for their age and discuss the content of books knowledgeably. They generally apply these skills effectively to tasks across the curriculum. Pupils with additional learning needs and those in receipt of free school meals generally make appropriate progress. Despite an improvement in performance in recent times, in both these groups and across the school, boys do not make as much progress as girls in developing their reading, writing and numeracy skills. Senior leaders and governors recognise this within school variation and have implemented strategies to address it. The small numbers of pupils in each year group affects notably the school's overall performance when compared with that of similar schools. It is also difficult to analyse trends over time.</p> |
| Areas for further improvement |
| |

Step 2 - Improvement Category

The categorisation based upon evidence and discussion at Step 2 is 'B' because;

| |
|--|
| Evaluation |
| <p>School self-evaluation is accurate, robust, systematic and established. Systems of monitoring learning and teaching are embedded and consequently, judgements on the quality of both are made regularly i.e. regular monitoring of books and teaching are built in to the annual calendar of monitoring, evaluation and review. Leaders are also effective in their analysis and use of the available performance data. Consequently, the school's self-evaluation report is an honest and open report. In most cases, there is a clear link between the self-evaluation report and the federation improvement plan. Good provision is made for developing the workforce of all four schools. Performance management and professional development are given a high priority and are largely successful in improving pupils' progress and classroom practice. Consequently, most of the teaching and its impact on the learning of many pupils is consistently good. Most staff have a shared understanding of the characteristics of good teaching and demonstrate these in classroom practice. Additionally, strategies to identify and share effective practice are generally successful in improving learning and teaching across the federation as a whole; leaders have established systems to enable staff to meet with each other on a regular basis for the</p> |

purpose of standardising planning and discussing practice. Leaders and staff continue to prioritise the provision of a wide range of extra-curricular activities in order to boost pupil self-esteem, confidence and wellbeing. Consequently, there is a rich variety of extra-curricular clubs available to the pupils in each of the federated schools. Leaders are aware of the variation in attainment between some of the groups of learners across the federation and a more targeted approach and a clearer understanding has resulted in these groups (boys, eFSM and more able pupils) making better progress lately. Targets and expectations have become more challenging; however, leaders need to be more explicit, in the Federation Improvement Plan (FIP), as to how they intend to continue to raise the performance of groups of learners, especially boys and more able pupils. In other words, it is still not clear, from the FIP's anticipated actions, what will change - in terms of provision - to achieve improved performance by these groups of learners. The nature of the federation of schools means that staff from all four primary schools work well together on a wide range of activities. For example, the 'Lead Learner' in each school meets regularly with the Primary Phase Leader and with each other in order to ensure consistency in all areas across the schools. The Primary Phase Leader has attended workshops provided by the local authority and the regional consortium. He has visited schools to see how they address specific areas of teaching and learning and has developed these ideas. The school has recently started to work with another cluster of schools but this is at an early stage.

Recommendations

| RECOMMENDATION | | | |
|---|-----------|--------------|--------------------|
| To improve the relative performance of boys. | | | |
| START DATE | THEME | PROGRESS | DATE OF COMPLETION |
| 15/11/2016 | Standards | Satisfactory | |
| EVALUATION | | | |
| <p>Superficially, the end of phase/stage data suggests there is a significant gap in the performance of boys when compared to girls. At the end of Foundation Phase, girls performed better than boys in all indicators in 2017 (and significantly in three). At key stage 2, there was a marked difference in the performance of boys and girls. The performance of boys at the expected level was significantly lower than that of the girls in most areas. Similarly, girls outperformed boys at the expected level plus one. However, this does not always reflect the progress made by boys, when compared to their starting point. Two consecutive years' of Foundation Phase Profile data shows that the skills of boys are below that of girls (sometimes significantly); in other words, many boys are already a long way behind when they start school. This is also reflected in the 'WellComm' assessments carried out by the nursery teachers (for the first time this year). Senior leaders are aware of this issue and are addressing it in the federation improvement plan. During the past few years, the aim has been to engage the boys as much as possible in class (for example, through the careful selection of 'boy-friendly' themes and much more emphasis on oral activities as opposed to just those requiring lots of writing) in order to achieve a balance in performance between male and female pupils. Additionally, the imbalance in last year's performance data might be explained by the greater number of male pupils with SEN issues at 'school action' and 'school action plus'. School leaders also made the point that there remains a significant difference in the social and communication skills of boys and girls in certain cohorts (e.g. last year's Y2 cohort), where, the background of many of the boys is very different to the supportive background of many of the girls; this is reflected in the difference in PSD results. In sum, girls' attainment is generally better than that of boys; however, many boys are making the same amount of progress as that of girls, when their lower starting point is taken into account. Despite an improved track record in raising the achievement of boys during the last few years, leaders acknowledge that much work still needs to be done to equalise the attainment of boys and girls.</p> | | | |

| RECOMMENDATION | | | |
|---|-----------|--------------|--------------------|
| To improve the relative performance of pupils eligible for free school meals. | | | |
| START DATE | THEME | PROGRESS | DATE OF COMPLETION |
| 15/11/2016 | Standards | Satisfactory | |
| EVALUATION | | | |
| <p>During the last few years, the end of phase/stage data has suggested there is a significant gap in the performance of pupils eligible for free school meals (eFSM) and those who are not (NFSM). In 2017, there was a significant gap in the attainment of eFSM and NFSM pupils at the end of Foundation Phase. However, a greater proportion of these eFSM pupils than usual were identified with additional learning needs. Additionally, at the end of key stage 2, the eFSM pupils outperformed their NFSM counterparts in five out of seven indicators. Results in the national tests also indicate that the difference in attainment between the two groups of learners is narrowing. There were very few significant differences in relative attainment in any of the four schools and in three of the schools, there were a number of instances of eFSM pupils performing better than their NFSM counterparts. The school's pupil development grant (PDG) is mostly spent on personnel to deliver interventions in reading and mathematics as well as to (part) fund the Additional Learning Needs Coordinator who works across the schools. Each school has a provision map showing what interventions are in place for each of the groups in school. These are updated twice a year and the progress of each of the groups is tracked closely. Leaders emphasise that they consider the majority of their pupils to be disadvantaged due to the 'social context' of their schools. However, they acknowledge the need to close the gap in performance further.</p> | | | |

| RECOMMENDATION | | | |
|--|-----------|--------------|--------------------|
| To improve the relative performance of those pupils identified as more able. | | | |
| START DATE | THEME | PROGRESS | DATE OF COMPLETION |
| 15/11/2016 | Standards | Satisfactory | |
| EVALUATION | | | |
| <p>Leaders and staff analyse and use performance data well to identify strengths and improvement priorities. Consequently, they are effective at identifying those pupils who are more able. As is the case in the recommendation commentaries above, the end of phase/stage data suggests that the performance of the more able pupils does not compare favourably with those in similar schools. For example, at the end of Foundation Phase, only a very few pupils achieved the higher outcome 6 in any subject in 2017. However, the low baseline of pupils entering school needs to be considered; when compared to levels on entry to school, many pupils make good progress through both key phases, including those who are identified as more able. In their self evaluation report, leaders state that a significant number of the pupils come from deprived areas (see Welsh Index of Multiple Deprivation Index data) and therefore each of the schools face a significant amount of challenge. They go on to state that, since full federation in 2013, there is a curriculum in place which caters for all ability levels, i.e. by ensuring that the pupils who are capable of achieving higher than the expected level are given the opportunities and learning experiences needed to do so. Despite an improved track record in raising the achievement of more able pupils during the last few years, leaders acknowledge that much work still needs to be</p> | | | |

done in this area.

| RECOMMENDATION | | | |
|---|---------------------------|----------|--------------------|
| Evaluate the standards of pupils' skills in order to effectively inform future school improvement activities. | | | |
| START DATE | THEME | PROGRESS | DATE OF COMPLETION |
| 12/10/2017 | Leadership and management | - | |
| EVALUATION | | | |
| | | | |

Evidence scrutinised to make the judgement

- performance data at whole-school, cohort and pupil level;
- comparative performance data;
- value-added data and data about pupils' progress;
- the school's self-evaluation report and improvement plan;
- the school's targets;
- the previous categorisation report;
- previous notes of visits and/ or progress reports;
- documentation relating to the headteacher's performance management;
- reports relating to the school's inspection where relevant;
- first-hand knowledge of the life and work of the school.

Governing Body Ratification

After discussion the Governing body were in full agreement with the Support Category shown above

Step 3 - Support Category

The Overall Support category for the school is judged to be; Yellow

Exceptions

Exceptions have been applied:


-

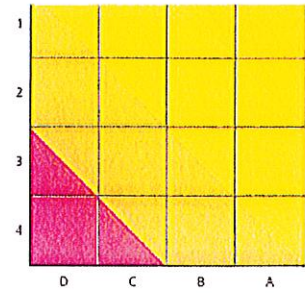
Potential rare exceptions

-

Other Circumstances where the matrix has been overridden (please list reasons and evidence below) Explanation base with evidence:

Categorisation Overview

| Step 1 | Step 2 | Step 3 | Exceptions Applied |
|--------|--------|--|--------------------|
| N/A | B |  Yellow | - |



This categorisation report will be shared with Governing Body after the National Verification meeting.

Support

2017/18

| THEME | FOCUS | AIMS | METHOD OF DELIVERY | VALUE |
|---------------------------------------|---|---|--------------------|-------|
| Leadership Menu of Support | SV1 | To evaluate the quality and impact of teaching and learning, and the impact of leadership; To agree a good quality menu of support to meet the needs of the school. | ERW | 1 |
| Leadership Menu of Support | Bespoke - Brokered | Evaluate the standards of pupils' skills in order to effectively inform future school improvement activities (emphasis on learning walks). | ERW | 1 |
| Leadership Menu of Support | Bespoke - Brokered | Evaluating the standard of pupils' skills in order to effectively inform future school improvement activities (emphasis on work scrutiny/talking to pupils). | ERW | 1 |
| Teaching and Learning Menu of Support | Literacy- Oracy: Developing thinking skills and effective questioning to promote independent learning | To develop effective ways of planning, teaching and assessing oracy; How and why do we use questions and talk in the classroom - to introduce some simple strategies and games that can be used to develop speaking, listening and thinking skills; To improve the use of questioning and higher order thinking skills through oracy activities To consider the importance of pupil voice and ways in which it can be used to promote pupil engagement and well-being - developing an independent and questioning mind Dialogic Teaching Classroom Talk and its impact on improved standards in writing Probe and Challenge - How to increase the level of challenge when asking questions | LA | 1.5 |
| Teaching and Learning Menu of Support | Literacy- Developing writing accuracy across the curriculum | Develop accuracy in writing for the Foundation Phase to key stage 3 To gain understanding of terminology and rules To encourage grammatical accuracy in pupils' writing and its use for effect To improve teacher confidence in tackling accuracy across the curriculum To be aware of digital opportunities to enhance grammar and punctuation skills in line with the digital competency framework Share school to school effective practice | LA | 1.5 |
| Teaching and Learning Menu of Support | Literacy- Reading for Meaning across the curriculum – increasing challenge KS2-3 | To identify higher order reading skills to develop reading for meaning To introduce a range of strategies to be used in improving higher order reading skills To develop effective questioning of texts To demonstrate creative and thematic approaches to fiction and non – fiction texts | LA | 1.5 |
| Teaching and Learning Menu of Support | Numeracy: Science and the Numeracy Framework at KS2 | To develop a clear understanding of the requirements of the Key Stage 2 Science curriculum To identify assessment opportunities that evidence learning To consider how investigational activities can be used to complement the Numeracy Framework | ERW | 1.5 |
| Teaching and Learning Menu of Support | Developing Numerical Reasoning | To use effective questioning techniques to scaffold and probe learners' thinking To promote numerical reasoning skills through the classroom environment To identify key problem solving strategies To help learners in becoming proficient in choosing their own methods, communicating effectively and reviewing their work To explore day- to-day strategies and resources that develop numerical reasoning skills | LA | 1.5 |

Planning for Next Visit





Ein Rhanbarth ar Waith
Education through Regional Working

ERW Report

Cymer Afan Comprehensive School

6714047

Support Visit 1 - 2017

Funding Streams

2017/18

| FUNDING STREAM | USED EFFECTIVELY? | PLEASE PROVIDE EVALUATION |
|----------------------|-------------------|--|
| EIG - £17,600.68 | Yes | Leaders make effective use of their delegated EIG to successfully improve provision and outcomes for most pupils. The school makes good use of this funding to provide a wide-range of beneficial training for all members of staff in response to areas identified for improvement through the performance management and self-evaluation processes. These areas are in line with the key priorities identified in the school development plan. A very good example of this is the success of the professional learning communities (PLC) related to independent learning, wellbeing and the Digital Competency Framework (DCF), which most staff are engaged in. This has improved their skills as practitioners and researchers very well. Staff work well with other schools for training and development purposes that have a beneficial impact on outcomes and provision in the school. For example, the school has worked closely with a neighbouring school in the local authority to improve standards in English and mathematics and as a result performance in the level 2 including English and mathematics indicator has improved since 2015 placing the school in the top 50% of similar schools. The use of funding to employ two full time members of staff in the POD (learning support centre) has resulted in higher parental engagement and an improvement in the attendance and performance of the most vulnerable pupils. The POD is an intervention facility with two full time members of staff who work with vulnerable pupils one a one to one basis to help develop their literacy and numeracy skills and develop their emotional wellbeing. In view of the strong progress made by most pupils and the overall quality of the provision, the school uses the EIG grant effectively. |
| PDG - £100,050.00 | Yes | The Pupil Development Grant (PDG) plan clearly identifies the areas the funding will be focused upon, persons responsible for implementing and monitoring the progress of the plan and accurate expenditure details. Most of the expenditure is focused on staffing costs for teaching assistants who target eFSM pupils in a range of intervention programmes to improve pupil outcomes and wellbeing. There are effective systems in place to track the progress of eFSM pupils. A large proportion of the grant helps to resource the POD. Pupil profiles record a baseline of attainment using summative assessment information, relevant social and emotional information and individual wellbeing and attainment targets. The profile outlines interventions to be undertaken by the school and the involvement of outside agencies and parents in supporting the pupil to progress. Although the percentage of pupils achieving the level two plus in 2017 decreased to 29%, a decline of 27 percentage points from the previous year, it remained above the local authority average. Performance in other key indicators also declined this year from a strong position, particularly level two which declined by 39 percentage points to 50%. Performance of pupils at key stage three is strong with many eFSM pupils achieving the expected level in all core subjects. However, the performance of eFSM pupils at the above-expected level is less strong with only a few pupils that are eFSM achieving the above expected level in the core subjects. |
| PLS/MAT - £9,000 | Yes | Provision for more able and talented pupils (MAT) is a developing feature across the school. The progress of MAT pupils is closely monitored and tracked and pupils are mentored by their form tutor to ensure they feel supported and challenged to meet their potential. A programme called 'Writer's Day' involving year 7 MAT pupils and year 5 and 6 pupils from across the federation provides opportunities for pupils to develop their oracy and writing skills. Pupils work together over three days to plan and write a pitch which they present to their peers. As a result, pupils levels of confidence and self-esteem have improved and they speak with more clarity, expression and purpose. The school feels that the enhanced provision for MAT pupils is an attributing factor in some of the improved outcomes realised in recent years. For example, GCSE English results have remained in the top 25% of similar schools for the second year in a row and at level 6 + writing has improved by 21.1 percentage points since 2015. The school also engages in The Scholars Programme and in 2017 89% of year 10 pupils entered achieved the top grades and was significantly above the local authority average. |

Quality and Standardisation

| | |
|-------------------|--|
| QUALITY ASSURANCE | |
| REG MOD. | |
| NAT. VER | |

| | |
|--------|---------------------------------|
| SCHOOL | Cymer Afan Comprehensive School |
| REGION | Secondary |

Step 1 - Standards Category

Based upon the National Categorisation for standards the school is judged to be: N/A

| |
|--|
| <p>School Context</p> <p>Cymer Afan Comprehensive is a small 11-16 school, which is part of the Upper Afan Valley federation of schools, which also includes four primary schools. In the secondary school there were 226 pupils on roll in September 2017 and 671 pupils across the federation.</p> <p>The area served by the school is mainly rural and 38% of pupils are eligible for free school meals, significantly higher than the average for the Local Authority and Wales, which is 17% and 22% respectively. The intake of pupils spans the full range of ability and 40% of these have additional learning needs. 23.5% of pupils are school action, 14.6% are school action +, and 1.9% of pupils are statemented. This is above the average figure for the local authority. All pupils speak English as their first language and very few are from minority ethnic groups. 1.9% of pupils are looked after children.</p> <p>The senior management team includes a seconded acting head teacher who has been in post since September 2017, a secondary phase leader who has been in post since September 2017, and a permanent assistant headteacher and a director of provision.</p> |
| <p>Evaluation</p> <p>In key stage 4, performance has been strong over the last four years and has been above modelled expectations placing the school in the top 50% of similar schools in all key indicators for the second consecutive year. As was anticipated, performance in all key indicators declined in 2017 from the previous year but still remained in the top 50% of similar schools in all seven indicators and in the top 25% of similar schools in level 2 and English. Over the last three years performance has been in the top 50% of similar schools in five out of the seven indicators. Pupils make strong progress between the end of key stage 2 and the end of key stage 4. Despite overall eFSM performance being below nFSM performance over the past four years, between 2015 and 2016 the performance of eFSM pupils either remained the same or improved marginally in these indicators. The school acknowledges that this is a future priority. In key stage 4 girls considerably outperform boys in all indicators. The widest gap in performance was in English where girls outperformed boys by 37%. Attendance has been in the top 50% of similar schools in the past two years and increased by 0.8 percentage points from 2016 to 2017. The number of persistent absentees (<80%) has reduced by 5 percentage points since 2012/13. Overall in 2017 the school has made good progress and over a four year period there has been an upward trend in outcomes.</p> |
| <p>Areas for further improvement</p> |

Step 2 - Improvement Category

The categorisation based upon evidence and discussion at Step 2 is 'B' because;

| Evaluation |
|---|
| <p>The senior leadership team has seen a number of changes in recent years, most recently the appointment of a seconded acting headteacher who started post in September 2017. Despite these changes there is a clear strategy that has improved outcomes for nearly all pupils over the last three years. Leaders and staff have a clear emphasis on raising standards and improving learning opportunities for pupils.</p> <p>The self-evaluation report (SER) highlights strengths and areas for improvement using a range of first-hand evidence. For example, data analysis, work scrutiny, lesson observations, learning walks and pupil interviews. The SER outlines the findings of the monitoring activities. The school makes effective use of a wide range of data and uses diagnostic analysis to inform future targets. The areas for improvement are the priorities set in the school development plan. The school needs to ensure that they continue to regularly gather evidence on the standards of pupil skills in order to effectively inform future school improvement activities. The governing body supports the school well. Governors have a good understanding of the school's strengths and areas for improvement. They contribute well to the self-evaluation process and this enables them to hold the school to account.</p> <p>Good provision is made for developing the workforce of the school. Performance management and professional development are given a high priority and are largely successful in improving pupils' progress and classroom practice. Consequently, most of the teaching and its impact on the learning of many pupils is consistently good. Most staff have a shared understanding of the characteristics of good teaching and demonstrate these in classroom practice. Additionally, strategies to identify and share effective practice are generally successful in improving learning and teaching across the school as a whole; leaders have established systems to enable staff to meet with each other on a regular basis for the purpose of sharing best practice in pedagogy. There is some within school variation. For example, there is some variation in the performance of more able students. For example, 50% of pupils achieved A*/A in Welsh 2nd language compared to 5.1% in numeracy, 5% in mathematics, and 2.6% in English language. Performance in PE is also notable with 29% of pupils achieving A*/A. The only other non-core subject that achieved A*/A was art and design with 7.7% of pupils achieving the highest grades. There is also variation within the humanities faculty with religious studies and history significantly outperforming geography at A*/C.</p> <p>The school takes advantage of opportunities to work with schools and other partners and acknowledges that this makes an effective contribution to building capacity and improvement. Recently two teachers were invited to engage an independent learning action research project run by the local authority. They took the opportunity to visit another school in a neighbouring authority to share best practice and have since used this experience to improve their own practice and share this with their own staff during staff development sessions. As a result pupils' levels of independence have improved and standards in the quality of written work in history and French for example have been realised. The school considers that its provision for pupils with additional learning needs is outstanding which was confirmed by Estyn in the last inspection in 2015.</p> <p>Senior leaders use of early entry always ensures that pupils have the best opportunities to achieve, including the higher grades. Early entry has been used as a beneficial option for learners in a range of circumstances.</p> |

Recommendations

| RECOMMENDATION | | | |
|--|-----------|----------|--------------------|
| Further reduce the gender gap at L2 maths | | | |
| START DATE | THEME | PROGRESS | DATE OF COMPLETION |
| 15/11/2016 | Standards | Strong | 24/10/2017 |
| EVALUATION | | | |
| <p>The school attributes the strong progress in reducing the gender gap in level 2 mathematics to a number of factors. Teaching has developed a more pragmatic approach particularly in relation to questioning which has had the impact of addressing misconceptions and breaking down mathematical concepts and processes which has benefited boys in particular. In addition, specific targeting and mentoring of boys coupled with smaller class sizes has had a positive impact on their performance. Teachers have worked on developing a growth mind set with pupils to develop their resilience and confidence which has benefited all pupils, particularly boys who are more willing to engage with more challenging work and find alternative ways to tackle difficulties in their work. As a result boys performance has improved over time and the gender gap has narrowed by 9.2 percentage points since 2015. Most notable is the continued downward trend in 2017, where the gap narrowed by a further 5.1 percentage points from the previous year despite the national decline in performance in level 2 mathematics.</p> | | | |

| RECOMMENDATION | | | |
|--|-----------|----------|--------------------|
| Improve GCSE performance in RE. | | | |
| START DATE | THEME | PROGRESS | DATE OF COMPLETION |
| 15/11/2016 | Standards | Strong | 24/10/2017 |
| EVALUATION | | | |
| <p>Performance in RE is strong in 2017 and increased by 29.5 percentage points from 2016 to 3% below the local authority average in 2017. In addition to performance data, evidence from monitoring activities indicates an improvement in standards in pupils' work, particularly in terms of the quality of extended writing. The RE teacher was given the opportunity to work alongside colleagues in a neighbouring school to observe best practice. In the past there were very few opportunities to work with other teachers and schools. As a result, school leaders feel that the quality of planning has improved with a greater focus on interesting and engaging tasks which provide more opportunities for pupils to engage more purposefully in the learning process and develop their skills in independent learning. The quality of teaching and learning evident in RE lessons is now consistently good compared to previous years where it was consistently unsatisfactory and at times adequate.</p> | | | |

| RECOMMENDATION | | | |
|--|-----------|----------|--------------------|
| Improve KS3 L5+ performance in English, D&T, History, ICT and Music and reduce the gender gap that exists in some subjects. | | | |
| START DATE | THEME | PROGRESS | DATE OF COMPLETION |
| 15/11/2016 | Standards | Strong | 24/10/2017 |
| EVALUATION | | | |
| <p>Middle and senior leaders have developed the quality of provision to improve performance in key stage 3. Careful monitoring and tracking of individual pupils has resulted in earlier intervention and support by teachers and form tutors who use assessment data to mentor individuals and set targets for improvement. As a result pupils feel they are more aware of their individual strengths and areas for development and feel supported in making progress in these areas. In key stage 3, pupils complete assessed work in separate books which provide pupils with improved opportunities to draft/re-draft work, respond to feedback and demonstrate progress. School leaders feel that pupils' literacy and numeracy skills are more embedded across the curriculum than in previous years and as a result pupils' standards are improving. This improved provision has resulted in a significant increase in performance in key stage 3 at level 5+ in English, D&T, history, ICT and music. The fastest rate of improvement has been in D&T and English with performance improving by 31 percentage points and 24 percentage points on the previous year respectively. The gender gap that existed in previous years in English, mathematics and science at level 5+ has narrowed significantly in all subjects ranging from 38% in mathematics to 41% in science.</p> | | | |

| RECOMMENDATION | | | |
|---|--|--|--|
| Continue to implement strategies to improve attendance. | | | |
| | | | |

| START DATE | THEME | PROGRESS | DATE OF COMPLETION |
|---|-------------------------------------|----------|--------------------|
| 15/11/2016 | Wellbeing and attitudes to learning | Strong | 24/10/2017 |
| EVALUATION | | | |
| <p>A comprehensive range of strategies to improve attendance has resulted in significant improvements over recent years. In 2017, attendance was 93.1% resulting in the school being placed in the top 25% of similar schools since 2016. This represents a 2.7 percentage point increase over a 4 year period. The percentage of persistent absentees (<80%) has consistently reduced since 2015 from 8.2% to 3.2% in 2017. The improved attendance of pupils has been sustained due to effective targeting of pupils. Strategies include first day response, close collaboration with the Education Welfare Officer (EWO) and rewards and incentives for good attendance. Parents are appropriately informed of attendance issues and governors play an effective role in monitoring this sustained improvement.</p> | | | |

| RECOMMENDATION | | | |
|--|-----------|----------|--------------------|
| Evaluate pupils' skills in order to effectively inform future school improvement activities. | | | |
| START DATE | THEME | PROGRESS | DATE OF COMPLETION |
| 24/10/2017 | Standards | - | |
| EVALUATION | | | |
| | | | |

| RECOMMENDATION | | | |
|---|-----------|----------|--------------------|
| Reduce within school variation at key stage 4, particularly within the Wales and the Wider World faculty. | | | |
| START DATE | THEME | PROGRESS | DATE OF COMPLETION |
| 24/10/2017 | Standards | - | |
| EVALUATION | | | |
| | | | |

| RECOMMENDATION | | | |
|---|-----------|----------|--------------------|
| Improve the performance of boys at key stage 4. | | | |
| START DATE | THEME | PROGRESS | DATE OF COMPLETION |
| 24/10/2017 | Standards | - | |
| EVALUATION | | | |
| | | | |

| RECOMMENDATION | | | |
|--|-----------|----------|--------------------|
| Improve the performance of eFSM pupils at key stage 4. | | | |
| START DATE | THEME | PROGRESS | DATE OF COMPLETION |
| 24/10/2017 | Standards | - | |
| EVALUATION | | | |
| | | | |

Evidence scrutinised to make the judgement

- performance data at whole-school, cohort and pupil level;
- comparative performance data;
- value-added data and data about pupils' progress;
- the school's self-evaluation report and improvement plan;
- the school's targets;
- the previous categorisation report;
- previous notes of visits and/ or progress reports;
- documentation relating to the headteacher's performance management;
- reports relating to the school's inspection where relevant;
- first-hand knowledge of the life and work of the school.

Governing Body Ratification

After discussion the Governing body were in full agreement with the Support Category shown above

Step 3 - Support Category

The Overall Support category for the school is judged to be; Yellow

Exceptions

Exceptions have been applied:


Yes

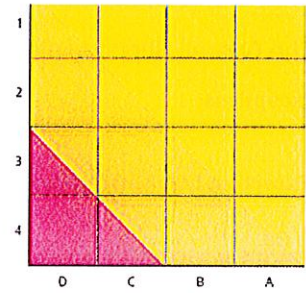
Potential rare exceptions

Schools with a registered learning resource base where a deeper analysis of data over a three-year period indicates performance is in FSM Benchmark group quarter 1 or 2 (Estyn guidance for the inspection of secondary schools September 2014 – Annexe 7).

Other Circumstances where the matrix has been overridden (please list reasons and evidence below) Explanation base with evidence:

Categorisation Overview

| Step 1 | Step 2 | Step 3 | Exceptions Applied |
|--------|--------|--|--------------------|
| N/A | B |  Yellow | Yes |



This categorisation report will be shared with Governing Body after the National Verification meeting.

Support

2017/18

| THEME | FOCUS | AIMS | METHOD OF DELIVERY | VALUE |
|----------------------------|--|--|--------------------|-------|
| Leadership Menu of Support | Groups of pupils – Developing a whole school strategy to improve outcomes for groups of pupils | To raise standards, progress and pupil's skills in English. | LA | 1 |
| Leadership Menu of Support | Bespoke - Brokered | To evaluate pupils' skills in order to effectively inform future school improvement activities. | ERW | 2 |
| Leadership Menu of Support | Bespoke - School to School | Reducing variation in teaching and learning within the Wales and Wider World faculty. | ERW | 2 |
| Leadership Menu of Support | SV1 | To evaluate the quality and impact of teaching and learning, and the impact of leadership; To agree a good quality menu of support to meet the needs of the school. | ERW | 1 |
| Leadership Menu of Support | SV2 | To evaluate the quality of provision and review the impact of the menu of support. | ERW | 1 |

Planning for Next Visit

