



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Ysgol Gyfun Penweddig
Ffordd Llanbadarn
Llangawsai
Aberystwyth
Ceredigion
SY23 3QN**

Date of inspection: January 2017

by

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

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

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

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

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

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Context

Ysgol Gyfun Penweddig is a bilingual, community comprehensive school for pupils and students between 11 and 18 years old, which is maintained by Ceredigion local authority. The school is situated in a fairly new building (opened in January 2001) on a site in Llangawsai near Llanbadarn Fawr, Aberystwyth.

There are 591 pupils between 11 and 18 years old on roll, of which 122 are 16-18 year old students. Pupils come from a variety of economic, social and linguistic backgrounds. The school's catchment area includes the town of Aberystwyth and the rural area beyond the town. Five point four per cent (5.4%) of pupils are eligible for free school meals, which is significantly lower than the national percentage of 17.1%. None of the school's pupils live in the 20% most disadvantaged areas in Wales.

All pupils are able to speak Welsh fluently. Most have received their primary education through the medium of Welsh, while the remainder have received bilingual education. No pupils receive support to learn English as an additional language. Nearly all pupils and students belong to the white ethnic group. Sixty-nine per cent (69%) of pupils speak Welsh at home. One pupil is looked after by the local authority.

The school admits pupils from the full range of ability. One per cent (1%) of pupils have a statement of special educational needs, which is below the national average of 2.5%. Twenty two per cent (22%) of pupils are on the school's additional learning needs register.

The membership of the senior management team has remained fairly stable since the last inspection. The current headteacher began in post in January 2010. One deputy headteacher was appointed to the post in 2009, and the other deputy headteacher was appointed two years ago.

The individual school budget per pupil for Ysgol Gyfun Penweddig in 2016-2017 is £4,819. The maximum per pupil in secondary schools in Ceredigion is £5,455 and the minimum is £4,425. Ysgol Gyfun Penweddig is in third place of the five secondary schools in Ceredigion in terms of the school budget per pupil.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Adequate

Current performance

The school's current performance is adequate because:

- The school's performance in the level 2 threshold including Welsh or English and mathematics has been close to the modelled outcomes in three of the last four years
- The percentage of pupils who gain five GCSEs at grade A*-C or an equivalent qualification has improved over time and is significantly higher than the average of similar schools in 2016
- Most pupils are very well-behaved and demonstrate positive attitudes towards their learning and a high level of motivation
- The curriculum is broad and balanced and there is a valuable range of extra-curricular activities
- Most teachers foster a productive working relationship with pupils, and around half of lessons ensure that pupils make strong progress
- The school is caring and inclusive and has a happy environment

However:

- In general, pupils make less progress from one key stage to the next than in other similar schools
- Boys' performance in the main indicators in key stage 4 has declined over the last four years and is consistently lower than the performance of boys in similar schools
- The percentage of pupils who gain three A*-C or A*-A grades at A Level or an equivalent qualification has declined over the last two years and is lower than the average for similar schools
- Pupils' attendance rates have declined and are consistently lower than the average for similar schools
- In approximately half of lessons, pupils do not make enough progress
- Progress-tracking procedures are not co-ordinated well enough
- Arrangements for improving attendance have not been effective enough

Prospects for improvement

Prospects for improvement are adequate because:

- The headteacher has a clear vision, which places high expectations on all of the school's stakeholders
- Leader have succeeded in ensuring improvements in a few areas

- Lines of accountability are clear, on the whole, and the school has strengthened its procedures for self-evaluation and planning for improvement
- Governors are very supportive of the school and know its main strengths and areas for improvement
- The school co-operates effectively with a range of partners in order to enrich pupils' experiences

However:

- There is too much variation in the quality of self-evaluation and planning for improvement, and self-evaluation processes do not always provide a clear enough picture of the school's performance
- The school does not give enough consideration to the school's performance in the context of similar schools when evaluating data
- Leaders do not always give enough attention to pupils' progress and standards when scrutinising books and observing lessons
- The school has not made enough progress against many of the recommendations from the previous inspection
- There is a deficit in the budget

Recommendations

- R1 Improve pupils' standards and progress, particularly boys in key stage 4
- R2 Improve attendance
- R3 Improve the quality of teaching and ensure that provision enables pupils to achieve to the best of their ability
- R4 Strengthen arrangements for tracking pupils' progress and setting targets for them
- R5 Improve the quality and effectiveness of self-evaluation and planning for improvement
- R6 Work effectively in order to eliminate the budget deficit

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will review the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

The school's performance in most of the indicators in key stage 4 has varied over the last four years. Over this period, the school's performance has compared favourably with the performance of other similar schools in around half of the key indicators in key stage 4. In the level 2 threshold including Welsh or English and mathematics, the school's performance has remained fairly stable. With the exception of 2014, when the school's performance was significantly lower than the modelled outcomes, performance has been close to the modelled outcomes for three of the last four years.

The school's performance in the capped points score has declined slightly over the last four years and has been slightly lower than the modelled outcomes for three years. Performance in the indicator for five GCSEs at grades A*-A or equivalent has improved over time and is significantly higher than the performance of similar schools in 2016. However, in general, pupils make less progress from one key stage to the next than those in similar schools.

Girls' performance in many of the main indicators in key stage 4 has improved over time and is consistently higher than the performance of girls in similar schools. However, the performance of boys in key stage 4, in most of these indicators, has declined over time and is consistently lower than that of boys in similar schools. There is a small number of pupils who are eligible for free school meals and their performance has been very variable over time. In general, pupils with additional learning needs make appropriate progress from one key stage to the next.

At the end of Year 11, nearly all pupils remain in education, training or employment.

Nearly all pupils in key stage 4 sit the Welsh first language GCSE and many gain an A*-C grade.

In key stage 3, the proportion of pupils who achieve the core subject indicator has remained stable over time. However, the school's performance has been lower than the modelled outcomes for the last two years. The school's performance at the higher levels compares favourably with the performance of similar schools.

In the sixth form, the percentage of pupils who achieve the level 3 threshold is consistently high and similar to the average for other similar schools. However, the proportion of pupils who succeed in gaining three A*-C and A*-A grades at A level or an equivalent qualification has declined in the last two years and is lower than the average for similar schools.

In most lessons, pupils show strong motivation and positive attitudes towards their learning. They concentrate well and are keen to succeed. When they are given an opportunity, many pupils work together productively in pairs and groups, and work independently successfully.

In around half the lessons, many pupils make valuable progress in their understanding and subject skills. They recall previous knowledge successfully and apply their skills to new situations well. In these lessons, many pupils produce work that is of an appropriate standard for their age and ability.

In around half of the lessons, a majority of pupils do not recall previous learning successfully or apply their skills effectively. In these lessons, a majority of pupils do not achieve in line with their ability.

Most pupils listen to each other and others respectfully and follow instructions swiftly. Many convey their views clearly when speaking, and explain and justify their opinions sensibly. In a minority of lessons, pupils discuss maturely and offer intelligent extended responses.

Many pupils write clearly and use subject terminology appropriately. They organise their work logically and use paragraphs correctly. Many pupils punctuate accurately and write at length purposefully. A minority of pupils convey their ideas eloquently, using a rich vocabulary. However, there are basic spelling errors in many pupils' work.

Many pupils have robust reading skills. They gather information successfully and use a range of reading techniques suitably. When they are given an opportunity, a majority of pupils analyse texts effectively and come to sensible conclusions. A majority of pupils read aloud confidently and express themselves clearly.

A majority of pupils use basic number skills correctly and deal with whole numbers, fractions, decimals and percentages confidently. They use a wide range of measuring skills suitably and use the correct units when measuring angles, length, area and volume. However, a majority of pupils do not apply their number skills successfully in order to solve everyday problems.

Many pupils use basic information and communication technology (ICT) skills appropriately for word processing, creating presentations and handling data in a few subjects across the curriculum.

Wellbeing: Adequate

Most pupils feel safe at school and many believe that the school deals effectively with bullying.

Many pupils have a good understanding of the importance of living and eating healthily, and a majority take part in sports and fitness extra-curricular activities regularly.

Most pupils are very well-behaved in lessons and around the school. They are very polite and treat others with obvious respect. They are ready to work and have a strong motivation to learn. There have been no permanent exclusions over recent years.

Most pupils have the necessary skills to progress to the next step in their learning or the world of work.

Pupils' attendance rates have declined over the last three years and are consistently lower than those in other similar schools. This performance places the school among the bottom 25% of similar schools over the last two years, and below the modelled outcomes. The percentage of pupils who are absent consistently has increased during the same period and has been above the average for other similar schools for the last two years.

Many pupils take part in a variety of valuable sporting, cultural and charitable activities. A notable example of this is the way in which older pupils organise valuable activities for younger pupils in order to promote pride in their Welshness.

Opportunities for pupils to voice their opinion are developing appropriately. The school council is beginning to influence the school's decisions and makes a valuable contribution to meetings of the governing body; for example, it has succeeded in improving provision for eating healthily. However, only around half of pupils feel that the school listens to their views and makes the changes that they suggest.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Good

The school's curriculum is broad and balanced and meets statutory requirements. The school works creatively with other local providers in order to broaden the options that are available in key stage 4 and the sixth form. Occupational courses, such as agriculture and blacksmithing, meet the needs of pupils and local employers well.

The school provides a wide range of extra-curricular activities that enrich pupils' educational experiences. These include educational visits in addition to a wide range of sports activities and cultural events; for example, trips to Belgium, the USA and Iceland, school choirs and in Urdd Eisteddfod competitions.

The school works closely with its partner primary schools in order to provide a variety of transition activities that ensure a smooth transition from Year 6 to Year 7.

The school has mapped opportunities for pupils to develop their literacy and numeracy skills across the curriculum appropriately. In many subjects, pupils are given valuable opportunities to use and improve their literacy skills. In a few subjects, provision in lessons helps pupils to practice their number skills appropriately. Provision to develop pupils' ICT skills is beginning to develop. Intervention programmes such as 'CLICS' provide appropriate support for pupils who need additional support to improve their skills.

Provision for the Welsh language and the Welsh dimension is a robust feature of the school's work. The activities of the 'GYTS' club, which is led by the sixth form, provides pupils with valuable linguistic and cultural opportunities.

The school provides a wide range of interesting beneficial experiences to enable pupils to learn about global citizenship and sustainability.

Teaching: Adequate

Most teachers foster a supportive and nurturing working relationship with pupils. Many are good language models and have sound subject knowledge. They create attractive and purposeful resources and offer clear instructions.

In around half the lessons, teachers plan carefully and provide activities that build beneficially on each other in order to ensure pupils' progress. Lessons have clear objectives and stimulating tasks, which maintain pupils' interest. In these lessons, pupils make strong progress. In a few very effective lessons, teachers plan imaginatively and have high expectations of all pupils' achievement.

In around half the lessons, teachers do not plan activities that offer enough challenge to pupils. Teachers tend to over-direct and there are not enough opportunities for pupils to apply their skills independently and learn from their mistakes. In these lessons, not all activities have a clear objective and teachers do not place enough emphasis in their planning on ensuring that pupils of all abilities fulfil their potential. In these lessons, the tempo of learning is too slow and pupils do not make enough progress.

In around half the lessons, teachers ask purposeful questions that probe pupils' understanding suitably, and they give beneficial feedback while circling the class. However, in around half of lessons, teachers do not check pupils' understanding or progress rigorously enough before moving on to the next task.

A majority of teachers provide pupils with useful guidance in terms of what is good and what they need to do to improve their work. However, there is too much variation within and across departments in the quality of comments on pupils' work. A minority of departments provide pupils with beneficial opportunities to improve aspects of their work in light of their teachers' comments. However, in a majority of subjects, these activities are too superficial and do not lead to progress.

The school's arrangements for tracking pupils' progress have been strengthened recently. However, the current system for tracking the progress of all pupils in the school has not been developed in full, and there is no clear system for monitoring pupils' progress against their targets.

In general, parents receive appropriate reports on their children's attainment. Many end of year reports identify pupils' strengths clearly, and a majority include useful comments on aspects that need to be improved. However, reports for parents do not give a clear enough picture of their children's progress over time.

Care, support and guidance: Adequate

The school is a caring and inclusive community.

The school has purposeful arrangements for promoting pupils' moral, cultural and social development through registration sessions, assemblies and specific lessons. However, not all class tutors ensure that collective worship happens regularly during registration periods.

The school provides a range of valuable opportunities in order to promote pupils' wellbeing. The personal and social education programme offers various beneficial experiences for pupils to become aware of the importance of living and eating healthily, fitness and personal safety. The school works effectively with a number of outside contributors in order to enrich pupils' experiences.

The school provides beneficial opportunities for pupils in Year 10 and the sixth form to receive work experience with a range of local employers. In addition, the school ensures that pupils receive useful guidance as they choose their options for key stage 4 and post-16 courses.

The school provides valuable care for vulnerable pupils and those with additional learning needs. These pupils receive practical and encouraging support from the dedicated staff at the 'Hafan' centre.

The school operates a clear and robust behaviour policy and anti-bullying arrangements.

The school has recently strengthened its arrangements for improving attendance. However, they have not yet had enough of an effect on raising attendance rates across the school.

Provision to support pupils with additional learning needs is appropriate. Pupils and their parents are given valuable opportunities to contribute to individual education plans. These plans provide beneficial information about individual pupils' needs. However, in general, teachers do not give enough consideration to these plans when planning lessons.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Learning environment: Good

Ysgol Gyfun Penweddig is a caring and happy school with a supportive Welsh ethos. The school promotes values such as respect and courtesy successfully. As a result, pupils treat each other and their teachers with respect, and are considerate of others. The school works effectively to ensure that all pupils and members of staff are free from harassment. All pupils have equal access to the curriculum and to a wide range of extra-curricular activities. The school's policies and procedures ensure equal opportunities for all pupils, whatever their needs.

The building is modern and clean and provides an attractive and stimulating learning environment. There are attractive and useful displays in the classrooms. Facilities are of a high quality and there are convenient areas where pupils are able to socialise indoors. The buildings are appropriate for the number of pupils and the activities that are offered. Sports resources are suitable and valuable use is made of the leisure centre nearby.

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

Leadership: Adequate

The headteacher and the senior management team set a clear strategic direction for the school. They have a purposeful vision to create a school that excels in all areas and place high expectations on everyone who is a part of the school. This vision is shared appropriately with all of the school's staff. However, the school does not share the vision clearly enough with pupils, parents and governors. Although the senior management team works closely to implement the vision, it does not give strong enough guidance to the school's staff on how to maintain high standards, improve the quality of teaching and raise pupils' attendance rates.

The senior management team's responsibilities are clear and balanced and respond strategically to the school's needs and to national priorities. They understand their roles and responsibilities appropriately. Leaders at all levels and governors make purposeful use of data to evaluate aspects of the school's performance. However, they do not have a clear enough understanding of the school's performance in the context of other similar schools.

The school has restructured the middle leadership system recently and established a system of faculties and progress leaders. As a result, lines of accountability and the responsibilities of middle leaders are clearer. Subject leaders and progress leaders work together beneficially. However, co-operation has not been effective enough to raise attendance rates and ensure that pupils' attainment is consistently high. Middle leaders are beginning to analyse and use performance data to identify pupils who are underperforming and prepare suitable intervention for them. However, the effectiveness of middle leaders is too variable.

There is a suitable structure of management meetings, which focus appropriately on the school's main priorities. Meetings have suitable agendas and purposeful minutes. However, meetings do not lead to a sufficient number of measurable actions nor do they include suitable deadlines.

The governing body have a wide range of experiences and skills that are relevant to their roles. They are very supportive of the school and understand their roles and responsibilities. They identify the school's main strengths and areas for improvement appropriately. They are beginning to understand how to analyse data in order to challenge the performance of individual departments. However, the level of challenge that they offer has not had enough of an effect on raising standards and improving the quality of provision.

Improving quality: Adequate

Recently, the school has refined its self-evaluation and planning for improvement processes and, on the whole, they are developing appropriately. As a result, leaders have a better understanding of standards, the quality of provision and leadership. The improvement in these arrangements has had a positive effect on aspects of the school's performance, for example in the indicator that includes five GCSEs at grades A*-A or an equivalent qualification. However, the procedures have not had enough of an effect on other important areas, such as ensuring that pupils make enough progress in lessons, and improving the quality of teaching.

The whole-school self-evaluation report is a concise and useful document that gives a generally fair picture of the main strengths and most of the areas to be improved. On the whole, the document is evaluative and makes appropriate use of findings from lesson observations and scrutinising books. However, in places, the document does not give a wholly clear picture of the school's performance, particularly in less successful aspects of its work. Leaders at all levels do not give enough consideration to the school's performance in comparison with other similar schools. As a result, the school is too generous when evaluating its success in a few cases.

The school has a calendar of appropriate quality assurance activities. These include effective departmental reviews, data analyses, lesson observations and book scrutiny. However, activities to monitor lessons and books do not give enough attention to pupils' standards, particularly the progress that they make. As a result, staff do not have a sound enough understanding of the effect of teaching on standards and, in general, the picture of the quality of teaching is not sufficiently objective or clear.

The school is beginning to make appropriate use of pupils' views in a few areas. However, in general, leaders do not give enough consideration to pupils' views on lessons and the quality of provision. Although the school seeks parents' views occasionally, leaders do not respond strategically enough to the findings of these activities.

Middle managers' self-evaluation work varies in terms of quality and usefulness. They use performance data and evidence from monitoring lessons and books appropriately in order to identify strengths and specific operational issues. Leaders produce appropriate reports that summarise the main findings from quality-monitoring activities. However, they do not give rigorous enough attention to pupils' progress in lessons nor their achievement over time when evaluating the effectiveness of their departments.

The school improvement plan is a comprehensive document that prioritises most of the areas for development that are identified in the self-evaluation report. The school improvement plan and departmental improvement plans include clear and measurable targets, on the whole. Many of the actions are sensible and responsibilities are identified purposefully. There are broad details about resource needs and costs, and useful notes about staff's professional development needs. However, a minority of milestones for monitoring progress against actions are not suitable.

Despite improvements in a few important areas, the school has made limited progress against many of the recommendations from the last inspection.

Partnership working: Good

The school has a wide range of strong partnerships that enrich pupils' experiences. These have a positive effect on pupils' social skills and life skills.

A variety of valuable partnerships with the local community offer beneficial opportunities for pupils to develop socially and make an important contribution to the area. For example, interesting fundraising activities such as the 'Awr Fawr' show and

'Humanitarian Week', which are led by the pupils, are a way of co-operating successfully with outside organisations.

The school works successfully with a college and another school in order to broaden the subject choices for pupils by providing courses that are suitable for them. This partnership has ensured that none of the school's pupils have left without a qualification for a number of years. There are robust arrangements to ensure the quality of these courses, and outcomes are strong.

There is a strong and supportive relationship between the school and its partner primary schools through the 'Aberystwyth Schools' partnership; for example, there are beneficial opportunities to plan training jointly and share good practice on curricular issues. Beneficial transition arrangements ensure that pupils in Year 7 settle smoothly.

The school, pupils and parents benefit from the work of the 'Friends of Penweddig' association. The association ensures beneficial opportunities for parents to socialise with each other for the benefit of the school through a Christmas fair, quiz and an annual barbeque. The school disseminates information and news to parents through social media sites; however, communication between the school and parents is inconsistent.

The school has robust partnerships with local businesses in order to offer work experiences that boost learners' skills. Suitable partnerships have been established between the school and initial teaching training institutions.

Resource management: Adequate

On the whole, the school manages its resources and staff appropriately. The school is staffed appropriately to meet the needs of the curriculum, and very few teachers teach outside their specialism.

There are appropriate arrangements in place for staff's professional development. There is a purposeful training programme that responds suitably to the needs of individual teachers and managers, and to the school's strategic priorities. All teachers and assistants contribute to developing teaching and learning through membership of one of the six professional focus groups. The groups focus appropriately on the school's main priorities.

The school has purposeful procedures for managing staff performance. All members of staff have suitable individual targets that are linked to the school's priorities and individual professional needs. The senior management team and governors deal appropriately with teachers who are underperforming.

The headteacher and the governors' sub-committee monitor the school's budget appropriately, on the whole. Decisions on expenditure and training are based suitably on the school's priorities and departmental priorities. In general, the headteacher monitors costs, including staffing, class sizes and the curriculum, carefully. However, there is a deficit in the school's budget. There are suitable agreed plans to eliminate the deficit over three years.

The Pupil Deprivation Grant is spent appropriately, on the whole. However, activities have not had enough of an effect on attendance or the standards achieved by vulnerable pupils in 2016.

Considering pupils' outcomes, the school provides adequate value for money.

Appendix 1

6674048 - YSGOL GYFUN PENWEDDIG

Number of pupils on roll	598
Pupils eligible for free school meals (FSM) - 3 year average	5.4
FSM band	1 (FSM<=10%)

Key stage 3

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils in Year 9 cohort	85	108	91	90		
Achieving the core subject indicator (CSI) (%)	92.9	92.6	86.8	92.2	93.1	85.9
Benchmark quartile	1	1	4	3		
English						
Number of pupils in cohort	85	108	91	90		
Achieving level 5+ (%)	94.1	92.6	94.5	94.4	94.6	89.2
Benchmark Quartile	1	3	2	3		
Achieving level 6+ (%)	51.8	65.7	63.7	76.7	67.6	56.2
Benchmark Quartile	3	2	3	1		
Welsh first language						
Number of pupils in cohort	85	108	91	90		
Achieving level 5+ (%)	92.9	95.4	93.4	94.4	94.9	92.0
Benchmark Quartile	1	1	2	2		
Achieving level 6+ (%)	60.0	51.9	71.4	71.1	61.3	57.2
Benchmark Quartile	1	3	1	1		
Mathematics						
Number of pupils in cohort	85	108	91	90		
Achieving level 5+ (%)	92.9	94.4	89.0	93.3	94.7	90.1
Benchmark Quartile	2	2	4	4		
Achieving level 6+ (%)	60.0	62.0	54.9	68.9	74.2	62.7
Benchmark Quartile	3	4	4	4		
Science						
Number of pupils in cohort	85	108	91	90		
Achieving level 5+ (%)	95.3	97.2	97.8	96.7	97.4	92.8
Benchmark Quartile	2	2	2	3		
Achieving level 6+ (%)	71.8	73.1	65.9	74.4	74.7	62.9
Benchmark Quartile	1	2	4	3		

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

. Denotes the data item is not applicable.

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

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

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

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

6674048 - YSGOL GYFUN PENWEDDIG

Number of pupils on roll 598
Pupils eligible for free school meals (FSM) - 3 year average 5.4
FSM band 1 (FSM<=10%)

Key stage 4

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils aged 15	87	101	83	98		
Percentage of 15-year-old pupils who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	72.4	57.4	78.3	74.5	74.1	60.2
Benchmark quartile	1	4	1	2		
Achieved the level 2 threshold	92.0	77.2	88.0	90.8	89.4	83.6
Benchmark quartile	1	4	3	3		
Achieved the level 1 threshold	100.0	99.0	98.8	98.0	99.7	95.3
Benchmark quartile	1	2	3	4		
Achieved the core subject indicator (CSI)	74.7	56.4	77.1	74.5	73.3	57.5
Benchmark quartile	1	4	1	2		
Average capped wider points score per pupil	373.4	351.3	368.2	368.0	370.3	344.2
Benchmark quartile	1	4	3	3		
Average capped wider points score plus per pupil	369.4	347.9	367.6	366.9	367.7	340.3
Benchmark quartile		
Achieved five or more GCSE grades A*-A	25.3	23.8	28.9	36.7	23.5	15.8
Benchmark quartile		
Achieved A*-C in English	74.7	72.3	72.3	78.6	79.0	69.3
Benchmark quartile	3	4	4	3		
Achieved A*-C in mathematics	78.2	60.4	81.9	77.6	79.2	66.9
Benchmark quartile	2	4	1	3		
Achieved A*-C in science	92.0	70.3	83.1	84.7	91.0	82.3
Benchmark quartile	1	4	4	3		
Number of pupils aged 15 who entered Welsh First Language:	84	89	83	97		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	89.3	85.4	86.7	76.3	80.9	75.1
Benchmark quartile	1	1	1	2		

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

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

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

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

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

. Denotes the data item is not applicable.

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

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

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

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

6674048 - YSGOL GYFUN PENWEDDIG

Number of pupils on roll 598
 Pupils eligible for free school meals (FSM) - 3 year average 5.4
 FSM band 1 (FSM<=10%)

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

	School				Family Average (2016)	Wales Average (2016)
	2013	2014	2015	2016		
Number of pupils aged 15 eligible for free school meals	.	*	*	6		
Percentage of 15-year-old pupils eligible for free school meals who:						
Achieved the level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics	.	*	*	16.7	50.8	35.5
Achieved the level 2 threshold	.	*	*	50.0	77.0	70.9
Achieved the level 1 threshold	.	*	*	83.3	98.4	92.1
Achieved the core subject indicator (CSI)	.	*	*	16.7	52.5	32.7
Average capped wider points score per pupil	.	*	*	274.8	339.3	311.1
Average capped wider points score plus per pupil	.	*	*	272.8	336.6	305.2
Achieved five or more GCSE grades A*-A	.	*	*	0.0	4.9	4.5
Achieved A*-C in English	.	*	*	16.7	55.7	47.1
Achieved A*-C in mathematics	.	*	*	16.7	67.2	43.6
Achieved A*-C in science	.	*	*	16.7	85.2	71.7
Number of pupils aged 15 who entered Welsh First Language:	.	.	*	6		
Of those who entered Welsh First Language:						
Achieved A*-C in Welsh	.	.	*	33.3	59.0	50.9

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

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

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

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

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

. Denotes the data item is not applicable.

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

6674048 - YSGOL GYFUN PENWEDDIG

Number of pupils on roll in sixth form

137

Key stage 5

	School				Family average (2016)	Wales average (2016)
	2013	2014	2015	2016		
Number of pupils aged 17	48	51	62	71		
Average wider points score per pupil	906.6	1019.2	888.4	941.6	898.4	824.9
Number of pupils aged 17 entering a volume equivalent to 2 A levels:	43	47	57	71		
Of those who entered a volume equivalent to 2 A levels:						
Achieved the level 3 threshold	100.0	97.9	98.2	98.6	99.0	98.0
Achieved 3 A*-A at A level or equivalent	9.3	14.9	1.8	5.6	6.9	6.6
Achieved 3 A*-C at A level or equivalent	86.0	87.2	71.9	74.6	80.0	70.9

Includes all qualifications approved for use in Wales.

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

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

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

. Denotes the data item is not applicable.

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

More information is available on the Welsh Government website, My Local School, in the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
I feel safe in my school	141	60 43%	75 53%	3 2%	3 2%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		44%	52%	4%	1%	
The school deals well with any bullying	140	14 10%	94 67%	26 19%	6 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		25%	57%	15%	3%	
I have someone to talk to if I am worried	141	40 28%	86 61%	12 9%	3 2%	Mae gen i rywun i siarad ag ef/â hi os ydw i'n poeni.
		38%	52%	9%	2%	
The school teaches me how to keep healthy	141	24 17%	88 62%	21 15%	8 6%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		23%	56%	18%	3%	
There are plenty of opportunities at school for me to get regular exercise	141	42 30%	75 53%	19 13%	5 4%	Mae digonedd o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		44%	45%	9%	2%	
I am doing well at school	141	25 18%	102 72%	13 9%	1 1%	Rwy'n gwneud yn dda yn yr ysgol.
		32%	61%	5%	1%	
The teachers help me to learn and make progress and they help me when I have problems	139	40 29%	87 63%	10 7%	2 1%	Mae'r athrawon yn fy helpu i ddysgu a gwneud cynnydd ac maent yn fy helpu pan fydd gen i broblemau.
		38%	55%	6%	1%	
My homework helps me to understand and improve my work in school	141	22 16%	70 50%	39 28%	10 7%	Mae fy ngwaith cartref yn fy helpu i ddeall a gwella fy ngwaith yn yr ysgol.
		20%	53%	22%	5%	
I have enough books and equipment, including computers, to do my work	140	56 40%	73 52%	11 8%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		45%	46%	7%	1%	
Pupils behave well and I can get my work done	141	9 6%	83 59%	43 30%	6 4%	Mae disgyblion eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		10%	56%	27%	6%	
Staff treat all pupils fairly and with respect	141	21 15%	72 51%	43 30%	5 4%	Mae staff yn trin pob disgybl yn deg ac yn dangos parch atynt.
		28%	50%	17%	5%	

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	
The school listens to our views and makes changes we suggest	141	10 7%	65 46%	50 35%	16 11%	Mae'r ysgol yn gwrandao ar ein barn ac yn gwneud newidiadau rydym ni'n eu hawgrymu.
		16%	53%	25%	5%	
I am encouraged to do things for myself and to take on responsibility	141	38 27%	97 69%	6 4%	0 0%	Rwy'n cael fy annog i wneud pethau drosof fy hun a chymryd cyfrifoldeb.
		35%	59%	5%	1%	
The school helps me to be ready for my next school, college or to start my working life	141	30 21%	78 55%	26 18%	7 5%	Mae'r ysgol yn helpu i mi fod yn barod ar gyfer fy ysgol nesaf, y coleg neu i ddechrau fy mywyd gwaith.
		35%	54%	9%	2%	
The staff respect me and my background	141	51 36%	81 57%	9 6%	0 0%	Mae'r staff yn fy mharchu i a'm cefndir.
		37%	53%	7%	2%	
The school helps me to understand and respect people from other backgrounds	140	39 28%	93 66%	8 6%	0 0%	Mae'r ysgol yn helpu i mi ddeall a pharchu pobl o gefndiroedd eraill.
		36%	56%	7%	1%	
Please answer this question if you are in Year 10 or Year 11: I was given good advice when choosing my courses in key stage 4	48	13 27%	25 52%	9 19%	1 2%	Atebwch y cwestiwn hwn os ydych ym Mlwyddyn 10 neu Flwyddyn 11: Cefais gyngor da wrth ddewis fy nghyrsiau yng nghyfnod allweddol 4.
		28%	51%	16%	5%	
Please answer this question if you are in the sixth form: I was given good advice when choosing my courses in the sixth form	35	8 23%	19 54%	5 14%	3 9%	Atebwch y cwestiwn hwn os ydych chi yn y chweched dosbarth: Cefais gyngor da wrth ddewis fy nghyrsiau yn y chweched dosbarth.
		28%	49%	16%	7%	

Responses to parent questionnaires

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	114	22 19%	74 65%	12 11%	4 4%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		43%	50%	5%	1%		
My child likes this school.	113	40 35%	64 57%	6 5%	3 3%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		46%	48%	4%	1%		
My child was helped to settle in well when he or she started at the school.	112	40 36%	58 52%	10 9%	2 2%	2	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		51%	45%	4%	1%		
My child is making good progress at school.	114	22 19%	64 56%	16 14%	4 4%	8	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		45%	49%	5%	1%		
Pupils behave well in school.	112	14 12%	71 63%	12 11%	5 4%	10	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		24%	60%	12%	3%		
Teaching is good.	114	12 11%	67 59%	19 17%	5 4%	11	Mae'r addysgu yn dda.
		34%	59%	6%	1%		
Staff expect my child to work hard and do his or her best.	114	24 21%	72 63%	11 10%	2 2%	5	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		51%	46%	3%	1%		
The homework that is given builds well on what my child learns in school.	113	15 13%	55 49%	23 20%	4 4%	16	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		32%	56%	10%	2%		
Staff treat all children fairly and with respect.	114	20 18%	59 52%	12 11%	5 4%	18	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		35%	52%	10%	3%		
My child is encouraged to be healthy and to take regular exercise.	113	30 27%	59 52%	12 11%	3 3%	9	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		35%	56%	8%	1%		
My child is safe at school.	113	38 34%	66 58%	5 4%	1 1%	3	Mae fy mhentyn yn ddiogel yn yr ysgol.
		42%	53%	4%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	110	18 16%	52 47%	14 13%	2 2%	24	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		37%	52%	9%	3%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	114	14 12%	64 56%	27 24%	7 6%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		34%	51%	12%	3%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	113	24 21%	59 52%	18 16%	9 8%	3	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		43%	48%	7%	2%		
I understand the school's procedure for dealing with complaints.	113	18 16%	58 51%	23 20%	4 4%	10	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		30%	56%	12%	3%		
The school helps my child to become more mature and take on responsibility.	113	19 17%	69 61%	15 13%	2 2%	8	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		38%	56%	6%	1%		
My child is well prepared for moving on to the next school or college or work.	112	13 12%	38 34%	21 19%	3 3%	37	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		32%	55%	11%	2%		
There is a good range of activities including trips or visits.	114	15 13%	66 58%	19 17%	6 5%	8	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		36%	52%	10%	2%		
The school is well run.	113	19 17%	55 49%	16 14%	9 8%	14	Mae'r ysgol yn cael ei rhedeg yn dda.
		42%	50%	6%	2%		

Appendix 3

The inspection team

Lowri Jones	Reporting Inspector
Delyth Gray	Team Inspector
Hywel Jones	Team Inspector
Huw Collins	Team Inspector
Owen Jenkins	Lay Inspector
Craig Spanswick	Peer Inspector
Elan Bolton	Nominee

Copies of the report

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

Year groups, the Foundation Phase and key stages

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

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

Primary phase:

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

Secondary phase:

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

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

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms

Key stage 3 terms

The core subject indicator (CSI)

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

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

- English or Welsh ¹
- mathematics
- science

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

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

Key stage 4 and sixth form terms

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

¹ This indicator does not include Welsh second language qualifications.

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